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Effectiveness of video assisted teaching on knowledge regarding cyber-bullying among adolescents of selected higher secondary school at Indore

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Abstract

Background: Cyberbullying is one of the growing major concerns today. Cyber-bullying may include mean, obscene, or threatening messages or images, posting sensitive, personal information and/or lies about another person, pretending to be someone else to make that person look bad, deliberately excluding someone from an online group (Willard, 2007).

Aim: To evaluate effectiveness of video assisted teaching on knowledge regarding cyber-bullying among adolescents of selected higher secondary school at Indore.

- To assess the pre-test knowledge score regarding cyber-bullying among adolescents of selected higher secondary school at Indore.
- To check the post-test knowledge score regarding cyber-bullying among adolescents of selected higher secondary school at Indore.
- To determine the effectiveness of video assisted teaching on knowledge regarding cyber-bullying among adolescents of selected higher secondary school at Indore.
- To find out the association of post-test knowledge score with socio-demographic variables of adolescents of selected higher secondary school at Indore.

Design: One group pre and post-test pre-experimental design.

Sample: Non-probability sampling technique method. 60 adolescents of selected higher secondary school at Indore.

Result: Results show that post interventional level of knowledge (11.93) is apparently higher than the mean pre-interventional level of knowledge (5.48). The mean difference between pre-interventional and post-interventional is 6.45. The computed 't' value is 24.23 (2.00, $p < 0.05$ DF: 59) shows that there is a significant difference between pre-interventional and post-interventional level of knowledge. This indicates that adolescents have improved their knowledge regarding cyber bullying.

Keyword: Evaluate, knowledge, cyber bullying, effectiveness

Introduction

The Internet is used around the world to share information, provide services and communicate. Internet is used by almost every person. If it is used less carefully, it can lead to many problems such as poor relations with friends and family and neglect of domestic, academic, professional and other responsibilities which gradually reduce the quality of life. Cyberbullying is one of the growing major concerns today. Cyber-bullying may include mean, obscene, or threatening messages or images, posting sensitive, personal information and/or lies about another person, pretending to be someone else to make that person look bad, deliberately excluding someone from an online group (Willard, 2007) ^[13].

Aim

To evaluate effectiveness of video assisted teaching on knowledge regarding cyber-bullying among adolescents of selected higher secondary school at Indore.

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Design: One group pre and post-test pre-experimental design.

Sample: Non-probability sampling technique method was used to collect the sample. The sample consists of 60 adolescents of selected higher secondary school at Indore.

Result

Results show that post interventional level of knowledge (11.93) is apparently higher than the mean pre-interventional level of knowledge (5.48). The mean difference between pre-interventional and post-interventional is 6.45. The computed 't' value is 24.23 (2.00, $p < 0.05$ DF; 59) shows that there is a significant difference between pre-interventional and post-interventional level of knowledge. This indicates that adolescents have improved their knowledge regarding cyber bullying.

Frequency & percentage distribution representing the level of knowledge regarding cyber bullying among adolescents of selected higher secondary school at Indore N=60

Score	Grading	Pre-Test	Mean	S.D.
Frequency		Percentage		
1-5	Poor	33	55%	5.483
6-10	Average	27	45%	1.489
11-14	Good	0	0%	

Discussion

- The present study confirms that the overall mean knowledge score in the pre-test is 5.483 which show lack of knowledge among adolescents regarding cyber bullying which shows that there is a need for informational or educational program in order to improve their knowledge level.
- The post interventional level of knowledge (11.93) is apparently higher than the mean pre-interventional level of knowledge (5.48). The mean difference between pre-interventional and post-interventional is 6.45. The computed 't' value is 24.23 (2.00, $p < 0.05$ DF; 59) shows that there is a significant difference between pre-interventional and post-interventional level of knowledge. This indicates that adolescents have improved their knowledge regarding cyber bullying.
- The mean percentage of post-interventional level of knowledge (68.52%) is significantly higher than the mean percentage of pre-interventional level of knowledge (31.48%). It shows that the adolescents' knowledge regarding cyber bullying was improved after attending video assisted teaching regarding cyber bullying.

Conclusion

- This study was conducted to evaluate the effectiveness of video assisted teaching regarding cyber bullying among adolescents of selected higher secondary school at Indore. After detailed analysis, the findings reveals following results:
- The post interventional level of knowledge (11.93) is apparently higher than the mean pre-interventional level of knowledge (5.48). The mean difference between pre-interventional and post-interventional is 6.45. The computed 't' value is 24.23 (2.00, $p < 0.05$ DF; 59) shows

that there is a significant difference between pre-interventional and post-interventional level of knowledge. This indicates that adolescents have improved their knowledge regarding cyber bullying.

- The mean percentage of post-interventional level of knowledge (68.52%) is significantly higher than the mean percentage of pre-interventional level of knowledge (31.48%). It shows that the adolescents' knowledge regarding cyber bullying was improved after attending video assisted teaching regarding cyber bullying.
- In present study, the findings calculated chi-square test value for non-significance association of post-interventional knowledge scores with selected socio-demographic variables regarding cyber bullying among adolescents of selected higher secondary school. There was only 1 out of 11 socio-demographic variables have significant association with their post-interventional knowledge score i.e. gender, Rest of 10 socio-demographic variables has no significant association with post-interventional knowledge score.
- The overall experience of conducting this study was good. Adolescents enhanced their knowledge regarding cyber bullying.

Conflict of Interest

Not available

Financial Support

Not available

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