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Effectiveness of bullying prevention and intervention strategy on knowledge and attitude among students in selected college at Chennai

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Abstract
Bullying is a pervasive and detrimental issue affecting millions of students worldwide, leading to negative consequences such as emotional distress, decreased academic performance. Effective bullying prevention and intervention strategies are crucial to create a safe and supportive environment. The study was conducted to assess the effectiveness of bullying prevention and intervention strategy on knowledge and attitude among students in selected college at Chennai. A pre-experimental one-group pre-test post-test design was used. A total of 50 samples were recruited by simple random sampling (Lottery Method) in Madha College of Nursing, Chennai. The pretest data was collected using a self-structured knowledge questionnaire and a 5-point Likert scale for attitude. After pretest bullying prevention and intervention strategy which includes general information on bullying, pro-social behaviors, prevention strategies and helpline numbers through power point presentation and roleplay was implemented for 45 minutes and reinforcement done daily over a week. The Post-test data was collected using the same tool after one week. The results of the study indicated that in pretest 42 (84%) of the students had inadequate knowledge and 35 (70%) demonstrated neutral attitude regarding bullying prevention and intervention strategy. In Post-test, 46 (92%) of the students had adequate knowledge and 31 (62%) exhibited positive attitude. Paired t-test results showed a significant improvement in both knowledge ($t = 27.712$, $p \leq 0.001$) and practice ($t = 10.013$, $p \leq 0.001$) post-intervention. The calculated Karl Pearson's Correlation "r" value of 0.380 shows a mild positive correlation between knowledge and attitude that statistically significant at $p<0.01$ level the study concluded that the bullying prevention and intervention strategy improved the knowledge and attitude among students.

Keywords: Bullying prevention and intervention strategy, knowledge, attitude, students

Introduction
Fresher's or new students often have a vulnerable mindset when entering a new educational environment. They are excited to meet new people and learn, but also anxious about rejection, failure and unknown expectations. Many worries about being targeted by bullies and are uncertain about how to respond. These thoughts can lead to apprehensive, nervousness, self-doubt and withdrawal. Bullying is defined as a repeated aggression in which one or more persons intend to harm or disturb another person physically, verbally or psychologically.

Bullying encompasses a range of hostile behaviors involving both victims and offenders. Kicking, hitting, and shoving are common forms of physical bullying; name-calling and threats are common forms of verbal bullying; and gossiping, exclusion, and isolation are common forms of psychological bullying. Bullying can also take place online and is referred to as cyber-bullying or electronic hostility.

According to a 2020 UNICEF report 42% of Indian students aged 13-15 experience bullying. In 2019 survey by the National commission for protection of Child rights (NCPCR) found that 28% of school going children in India face bullying. Cyber bullying affects 25% of Indian children, according to a 2020 report by the Cyber Civil Rights Institute. A 2019 report by the Tamilnadu State Commission for protection of Child rights revealed that 23% of students in the State faced physical bullying.

According to a recent study by McAfee, 85% of Indian children say they have been cyberbullied. India is number one on their cyberbullying chart and it does not do much better in other surveys. Another UNICEF survey found that at least 36% of Indian adolescents experience bullying and harassment on school grounds. That is somewhat higher than the global average, according to UNICEF, where at least one in three students between the ages of 13 and 15 have been bullied. Children face physical assault, internet abuse, marginalization, humiliating, and name-calling. Children suffer an incalculable emotional and psychological cost, which can result in worry, sadness, and in some sad situations, even suicide.

According to a Haryana (2019) [1] study, almost 43% of schoolchildren engaged in bullying; victims, perpetrators, and victim-perpetrators were further classified as 19%, 18%, and 6%, respectively. In all three groups, there were more boys than girls. The majority of the offenders came from wealthy households.

The Cyber Crime Prevention against Women and Children (CCPWC) initiative, which was started by the Ministry of Home Affairs, acknowledges that bullying is a public concern. It offers a helpline and a webpage for children to anonymously report cyberbullying. In 2018, the Ministry of Electronics and Information Technology established Cyber Surakshit Bharat, a platform. Additionally, the National Commission for Protection of Child Rights (NCPCR) established guidelines for schools on how to handle bullying incidents.

Bullying is a pervasive and detrimental issue affecting millions of students worldwide, leading to negative consequences such as emotional distress, decreased academic performance. Effective bullying prevention and intervention strategies are crucial to create a safe and supportive environment.

Statement of the Problem: A study to assess the effectiveness of bullying prevention and intervention strategy on knowledge and attitude among students in selected college at Chennai.

Objectives

- To assess the pre-test and post-test level of knowledge and attitude regarding bullying prevention and intervention strategy among students.
- To assess the effectiveness of bullying prevention and intervention strategy on knowledge and attitude among students.
- To correlate between the knowledge and attitude regarding bullying prevention and intervention strategy among students.
- To associate the post-test level of knowledge and attitude regarding bullying prevention and intervention strategy among students with their selected demographic variables.

Hypothesis

- **H1:** There is a significant difference between the pre-test and post-test level of knowledge and attitude after bullying prevention and intervention strategy
- **H2:** There is a significant relationship between knowledge and attitude regarding bullying prevention and intervention strategy among students
- **H2:** There is a significant association between the post-test level of knowledge and attitude among students with their selected demographic variables

Methodology

The study used a quantitative research methodology and the research design was a pre-experimental one group pre-test post-test design. The study was carried out at Chennai's Madha College of Nursing. Simple random sampling (Lottery method) was used to choose the sample of 50 students who met the inclusion requirements. The pre-test data was collected using a self-structured questionnaire for knowledge and a 5-point Likert scale for attitude. After pre-test bullying prevention and intervention strategy which includes general information on bullying, pro-social behaviors, prevention strategies and helpline numbers through power point presentation and roleplay was implemented for 45 minutes and reinforcement done daily over a week. The post-test data was collected using the same tool after one week.

Results and Discussion

Descriptive and inferential statistics were utilized for analysis of the collected data. The demographic variables of students in first year revealed that 8 (16%) students were 17 years, majority 26 (52%) students were 18 years, 4 (8%) were 19 years and 11 (22%) were 20 years old. With regard to sex, 20 (40%) were males and 30 (60%) were females. Considering the previous bullying experience by the students, majority 35 (70%) had not experienced and 15 (30%) had experienced bullying previously. With respect to father's education, 10 (20%) had completed high schooling, majority 20 (40%) had completed higher secondary, 13 (26%) had completed under-graduation and 7 (14%) had completed post-graduation. With regard to mother's education, 16 (32%) had completed high schooling, majority 21 (42%) had completed higher secondary, 11 (22%) had completed under-graduation and 2 (4%) had completed post-graduation. With concern to occupation of father, 4 (8%) were working in private concern, 14 (28%) were doing own business, 13 (26%) were working as coolie and majority 19 (38%) were working in other type of jobs. With respect to occupation of mother, 5 (10%) were working in private concern, 4 (8%) were doing own business, 3 (6%) were working as coolie and majority 38 (76%) were working in other type of jobs.

The first objective was to assess the pre-test and post-test level of knowledge and attitude regarding bullying prevention and intervention strategy among students

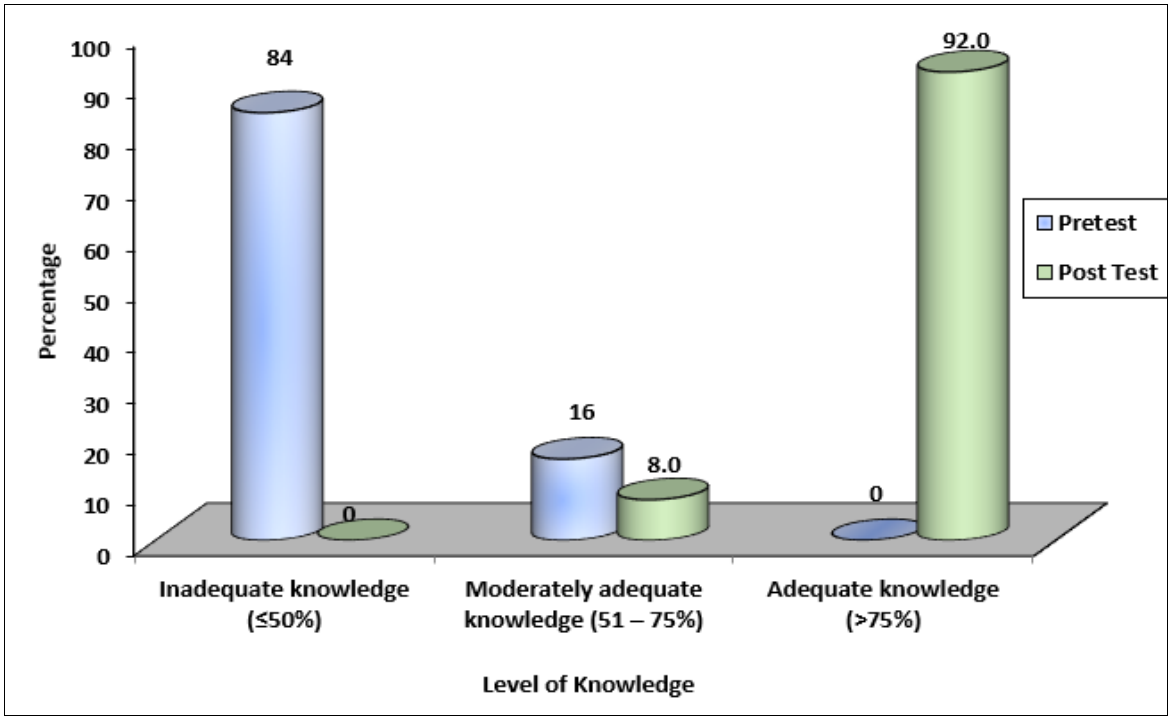

Fig 1: Percentage distribution of pre-test and post-test level of knowledge regarding bullying prevention and intervention strategy among students

Fig. 1 denoted that with regard to the level of knowledge, in pretest, majority 42 (84%) were having inadequate knowledge, 8 (16%) were having a moderately adequate knowledge and no students were having adequate knowledge. With regard to post-test none were having inadequate knowledge, 4 (8%) had moderately adequate knowledge and majority 46 (92%) were having adequate knowledge.

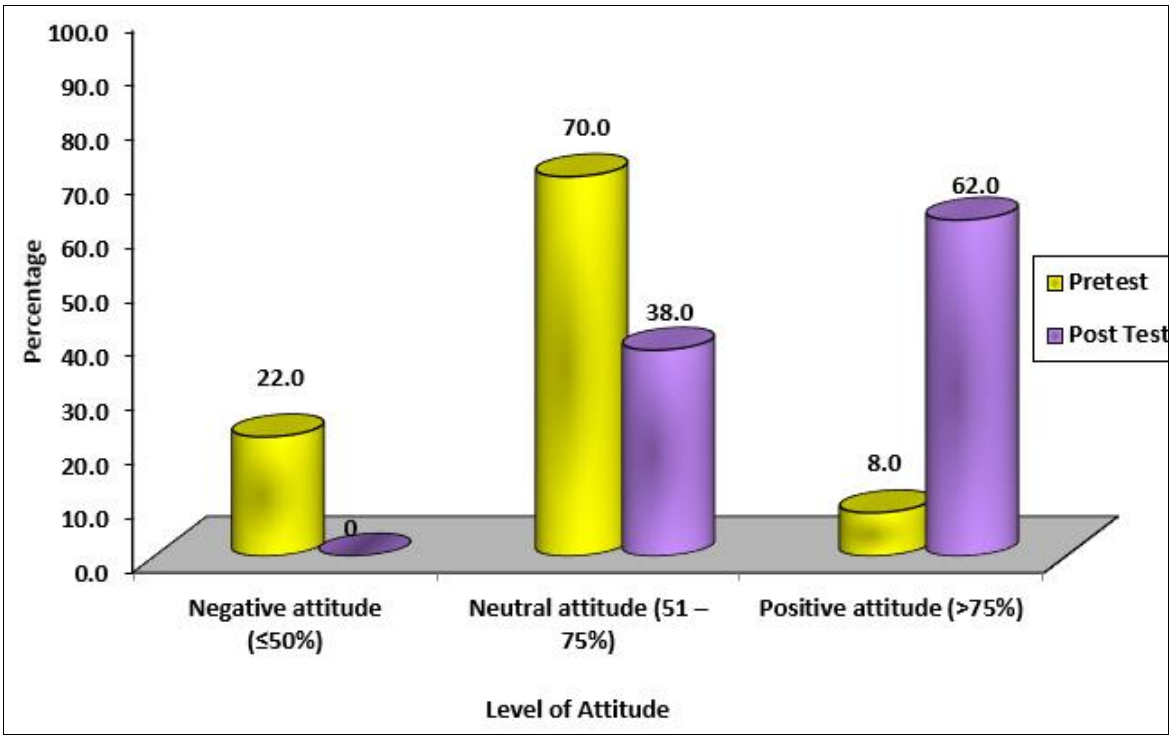

Fig 2: Percentage distribution of pre-test and post-test level of attitude regarding bullying prevention and intervention strategy among students

Fig. 2 depicted that with regards to the level of attitude, in pretest, 11 (22%) were having negative attitude, majority 35 (70%) were having neutral attitude and 4 (8%) were having positive attitude. Whereas in post-test none of them were

having negative attitude, 19 (38%) were having neutral attitude and majority 31 (62%) were having positive attitude.

The second objective was to determine the effectiveness of bullying prevention and intervention strategy on knowledge and attitude among students

Table 1: Comparison of mean and standard deviation of pretest and post-test level of knowledge regarding bullying prevention and intervention strategy among students N = 50

Level of Knowledge	Mean	Standard Deviation	Mean Difference	Paired "t" test
Pretest	10.28	2.18	10.54	27.712***
Post Test	20.82	2.40		

***$P \leq 0.001$ is very highly significant

Table 1 reveals that the pretest mean score of knowledge was 10.28 with the standard deviation of 2.18 and Post-test mean score of knowledge was 20.82 with the standard deviation of 2.4. The calculated paired "t" test value of 27.712 was found to be statically very highly significant at $p<0.001$ level. It reveals that the students had gained adequate knowledge regarding bullying prevention after the intervention.

Table 2: Comparison of mean and standard deviation of pretest and post-test level of attitude regarding bullying prevention and intervention strategy among students N = 50

Level of Attitude	Mean	Standard Deviation	Mean Difference	Paired 't' test
Pretest	28.50	5.29	9.22	10.093***
Post-test	37.72	4.26		

***$P \leq 0.001$ is very highly significant

Table 2 reveals that the pretest mean score of attitude was 28.5 with the standard deviation of 5.29 and Post-test mean score of attitude was 37.72 with the standard deviation of 4.26. The calculated paired "t" test value of 10.093 was found to be statically very highly significant at $p<0.001$ level. It reveals that the students had developed positive attitude regarding bullying prevention after the intervention.

The third objective was to correlate between the knowledge and attitude regarding bullying prevention and intervention strategy among students

Table 3: Correlation between post-test level of knowledge and attitude regarding bullying prevention and intervention strategy among the students N = 50

Variables	Mean	Standard Deviation	Karl Pearson's Correlation "r" value	p-value
Knowledge	20.82	2.40	r = 0.380	0.007**
Attitude	37.72	4.26		

**$p<0.01$, S - Significant

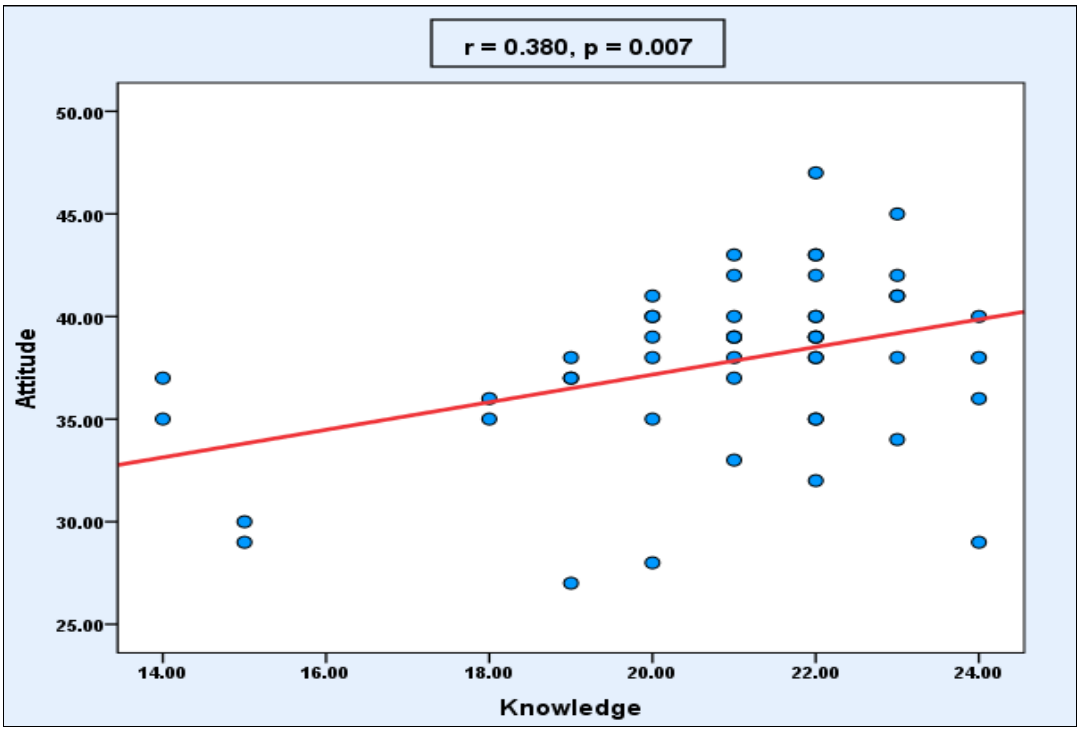

Fig 3: Scatter diagram showing the correlation between post-test level of knowledge and attitude regarding bullying prevention and intervention strategy among students

The table 3 and fig. 3 shows that the post-test mean score of knowledge was 20.82±2.40 and the post-test mean score of attitudes was 37.72±4.26. The calculated Karl Pearson's Correlation "r" value of 0.380 shows a mild positive correlation which is statistically significant at $p<0.01$. It clearly infers that after the intervention when the student's knowledge level regarding bullying prevention improves then their attitude towards it also improves positively.

The fourth objective was to find out the association between post-test level of knowledge and attitude regarding bullying prevention and intervention strategy among students with their selected demographic variables

Table 4: Association of post-test level of knowledge regarding bullying prevention and intervention strategy among nurses with their selected demographic variables N=50

Demographic Variables	Moderate		Adequate		Chi-Square Test & p-value
	F	%	F	%	
Age in years					χ^2=8.612 d.f=3 p=0.035 S*
17	0	0	8	16.0	
18	2	4.0	24	48.0	
19	2	4.0	3	6.0	
20	0	0	11	22.0	
Sex					χ^2=0.181 d.f=1 p=0.670 N.S
Male	2	4.0	18	36.0	
Female	2	4.0	28	56.0	
Previous bullying experience by the students					χ^2=0.052 d.f=1 p=0.820 N.S
Yes	1	2.0	14	28.0	
No	3	6.0	32	64.0	
Father's education					χ^2=2.550 d.f=3 p=0.466 N.S
Secondary	0	0	10	20.0	
Higher Secondary	2	4.0	18	36.0	
UG	2	4.0	11	22.0	
PG	0	0	7	14.0	
Mother's education					χ^2=5.177 d.f=3 p=0.159 N.S
Secondary	1	2.0	15	30.0	
Higher Secondary	1	2.0	20	40.0	
UG	1	2.0	10	20.0	
PG	1	2.0	1	2.0	
Father's occupation					χ^2=2.395 d.f=3 p=0.495 N.S
Private company	0	0	4	8.0	
Own business	2	4.0	12	24.0	
Coolie	0	0	13	26.0	
Other	2	4.0	17	34.0	
Mother's occupation					χ^2=1.588 d.f=3 p=0.662 N.S
Private company	1	2.0	4	8.0	
Own business	0	0	4	8.0	
Coolie	0	0	3	6.0	
Other	3	6.0	35	70.0	

*****p≤0.05, S-significant, NS-Not significant

The table 4 shows that the demographic variable age (χ^2=8.612, p=0.035) had statistically significant association with post-test level of knowledge regarding bullying prevention and intervention strategy among students at $p<0.05$ level and the other demographic variables did not show statistically significant association with post-test level of knowledge regarding bullying prevention and intervention strategy among students at $p<0.05$ level.

Table 5: Association of post-test level of attitude regarding bullying prevention and intervention strategy among students with their selected demographic variables. N =50

Demographic Variables	Neutral		Positive		Chi-Square Test & p-value
	F	%	F	%	
Age in years					χ^2=2.963 d.f=3 p=0.397 N.S
17	1	2.0	7	14.0	
18	12	24.0	14	28.0	
19	2	4.0	3	6.0	
20	4	8.0	7	14.0	
Sex					χ^2=0.905 d.f=1 p=0.341 N.S
Male	6	12.0	14	28.0	
Female	13	26.0	17	34.0	
Previous bullying experience by the students					χ^2=0.683 d.f=1 p=0.409 N.S
Yes	7	14.0	8	16.0	
No	12	24.0	23	46.0	
Father's education					χ^2=8.796 d.f=3 p=0.032 S*
Secondary	6	12.0	4	8.0	
Higher Secondary	10	20.0	10	20.0	
UG	3	6.0	10	20.0	
PG	0	0	7	14.0	

Mother's education					χ^2=1.832 d.f=3 p=0.608 N.S
Secondary	8	16.0	8	16.0	
Higher Secondary	7	14.0	14	28.0	
UG	3	6.0	8	16.0	
PG	1	2.0	1	2.0	
Father's occupation					χ^2=0.439 d.f=3 p=0.932 N.S
Private company	1	2.0	3	6.0	
Own business	6	12.0	8	16.0	
Coolie	5	10.0	8	16.0	
Other	7	14.0	12	24.0	
Mother's occupation					χ^2=0.302 d.f=3 p=0.960 N.S
Private company	2	4.0	3	6.0	
Own business	2	4.0	2	4.0	
Coolie	1	2.0	2	4.0	
Other	14	28.0	24	48.0	

*p<0.05, S - Significant N.S - Not Significant, p>0.05

The table 5 shows that the demographic variable father's education (χ^2=8.796, p=0.032) had statistically significant association with post-test level of attitude regarding bullying prevention and intervention strategy among students at p<0.05 level and the other demographic variables did not show statistically significant association with post-test level of attitude regarding bullying prevention and intervention strategy among students at p<0.05 level.

Conclusion: The research was conducted to assess the effectiveness of bullying prevention and intervention strategy on knowledge and attitude among students in selected college at Chennai. The calculated paired "t" test value of 27.712 was statically very highly significant at p<0.001 level which deduces that after the intervention students had gained adequate knowledge regarding bullying prevention. The calculated paired "t" test value of 10.093 was found to be statically highly significant at p<0.01 level which deduces that after the intervention students had developed positive attitude regarding bullying prevention. The calculated Karl Pearson's Correlation "r" value of 0.380 shows a mild positive correlation between knowledge and attitude that statistically significant at p<0.01 level. It revealed that the bullying prevention and intervention strategy improves knowledge and attitude among students.

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