

# Effectiveness of Awareness Programme on Knowledge of Teachers Regarding School Bullying Among Children at Selected Urban Schools of Bengaluru

Ashfa Anjum

Nursing Tutor, BGSB University, Kishtwar, Jammu and Kashmir, India

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## ABSTRACT

**Background:** A quasi-experimental design was used to evaluate the effectiveness of awareness program on knowledge of teachers regarding school bullying among children at selected urban schools of Bengaluru. A total sample of 40 teachers were selected using purposive sampling technique. The objective of the study was to assess the level of knowledge of teachers regarding school bullying among children and to evaluate the effectiveness of awareness programme on knowledge of teachers regarding school bullying among children. The final objective was to find out the association between pre-test level of knowledge score of teachers regarding school bullying among children and selected socio demographic variables.

**Materials and Methods:** A quasi experimental design was used to conduct the study. A sample comprising of 40 teachers were enrolled using purposive sampling technique. The conceptual framework adopted for the study was based on General system theory by Ludwig von Bertalanffy model of nursing. Tools used for data collection were demographic Performa and structured knowledge questionnaire.

**Results:** Data analysis was done using descriptive and inferential statistics. Findings of the study revealed that the mean post-test knowledge score  $16.20 \pm 7.47$  was significantly higher than the mean pre-test knowledge score  $12.73 \pm 4.64$ . Paired t value computed at 6.63 was statistically significant at  $p < 0.05$ . which revealed that, there is significant increase in the mean post-test knowledge score. There was no significant association was observed at 0.05

found between pre-test level knowledge scores and selected demographic variables.

**Conclusion:** The findings of the study clearly showed that the structured teaching programme was significantly effective in improving the knowledge of teachers regarding school bullying.

**Key words:** Awareness, Teachers, Children, Urban School.

## INTRODUCTION

A child is a human being between the stages of birth and puberty or the period of human development from infancy to puberty.<sup>1</sup> Education forms the foundation of any society. It is responsible for the economic, social, and political growth and development of society in general.<sup>2</sup> A school is a special environment, where certain qualities of life and certain types of activities and occupations are provided with the object of the child's development. School is a mini society, where are type of faith, creeds, religions, secular values etc., are develop and school plays an important role in a democratic social set up. Students of today are the citizens of tomorrow. It is said that such in a societal systems schools are the backbone of the society.<sup>3</sup> Bullying is a serious problem that is present in our world today. There are many reasons why kids bully other kids, ranging anywhere from "just for fun" to having low self-esteem or a roughhome life. More than half of the

population has been or will be bullied during sometime of their school-age life. The effects of bullying on children can be fatal; it can cause social isolation or even suicide.<sup>4</sup> World Health Organization defines bullying as a threat or physical use of force, aiming at the individual, another person, a specific community or group which can result in injury, death, physical damage, some development disorders or deficiency.<sup>5</sup> The American Justice Department says that every month 1 out of every 4 students will be abused by another student. One out of 5 students admit to being a bully, or doing some bullying behavior. Each day approximately 1, 60,000 students miss school because of fear of being bullied.<sup>6</sup>

A cross-sectional study was conducted on knowledge, attitude and their perceived skills in addressing student bullying in Australia. The simple random sample consists of 2356 pre-service teachers. The data collected through survey. The result revealed that In Australia, approximately 25% of young people experience traditional forms of bullying and 7% cyberbullying, 750 pre-service teachers, females perceived homophobic and cyber bullying

as more serious than males. The study concluded that lack of skills in managing future bullying and particularly cyberbullying incidents reported by pre-service teachers.<sup>7</sup>

#### **Objectives of the study:**

- To assess the pre-test level of knowledge of teachers regarding School Bullying among children.
- To evaluate the effectiveness of awareness programme on knowledge of teachers regarding School Bullying among children.
- To find out the association between pre-test level of knowledge score of teachers regarding School Bullying among children and selected socio demographic variables.

#### **Hypothesis:**

**H1:** There may be significant difference between pre-test and post-test knowledge scores of Teachers regarding School Bullying among children.

**H2:** There may be significant association between the knowledge score of the Teachers regarding School Bullying among children and selected socio demographic variables.

#### **MATERIAL AND METHODS**

**Research Approach:** Pre-experimental approach.

**Research Design:** One group pre- test post-test design.

**Population:** Teachers

**Settings:** Selected high school at Bengaluru.

**Sampling Technique:** Purposive sampling technique.

**Sample size:** 40 Teachers.

Tools and Technique

**A Demographic Performa** was used to collect socio demographic data such as age in year, gender, religion, educational status, year of experience, type of school. Previous experiences of handling school bullying.

**A Structured Knowledge questionnaire** was used to evaluate the effectiveness of awareness program on knowledge of teachers regarding school bullying among children which consisted of 30 items divided into 4 components (General information, causes and effects, types, prevention and management of school bullying)

#### **Method of Data collection:**

Data was collected for a period from 9<sup>th</sup> March 2020 to 17<sup>th</sup> March 2020. After explaining the purpose and obtaining an informed consent, the pre-test was administered for the samples followed by a period of 7 days a post-test was carried out for the samples.

#### **Inclusion criteria:**

- School teachers who were:
- present at the time of data collection.
- Interested to participate

**Exclusion criteria:**

- School teachers who were:
- Sick at the time of data collection.
- Already undergone in service education on school bullying in children.

**STATISTICAL ANALYSIS:**

Both Descriptive and Inferential statistics were used to analyse the data [using SPSS version 20 (SPSS Inc., Chicago, IL)]. Descriptive statistics such as Frequency distribution and

percentage were used to describe the socio demographic data and Inferential statistics such as teacher t test was used to find out the effectiveness of VAT by comparing the mean knowledge scores, paired t-test was used to determine the difference between mean knowledge scores before and after the intervention. Chi-square was performed find out the association between knowledge and selected demographic variables. The level  $P < 0.05$  was considered as the minimum accepted level of significance.

**RESULTS**

**Table 1: Frequency and percentage distribution of sample characteristics (N=40)**

Demographic variables	Samples criteria	Frequency (No.)	Percentage (%)
Age in year	25-35 years	10	25.0
	36-45 years	28	70.0
	> 45 years	2	5.0
Gender	Male	16	40.0
	Female	24	60.0
Religion	Hindu	19	47.5
	Muslim	21	52.5
Educational status	B. Ed	20	50.0
	M.Ed.	20	50.0
Years of experience	5-10 years	8	20.0
	11-15 years	32	80.0
Previous experience	Yes	20	50
	No	20	50

**Table:2 Frequency and Percentage distribution of pre-test and post-test level of knowledge regarding school bullying of teachers among children. (N=40)**

Knowledge level	Category scores	Pre-test		Post-test	
		Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Adequate	(≥ 21) Score	0	0	4	10.0
Moderate	(≤ 10) Score	10	25.0	36	90.0
Inadequate	11-20 Score	30	75.0	0	0
Total		40	100	40	100

**Figure: 1 Frequency distribution and percentage of pre-test and post-test knowledge regarding school bullying of teachers among children.**

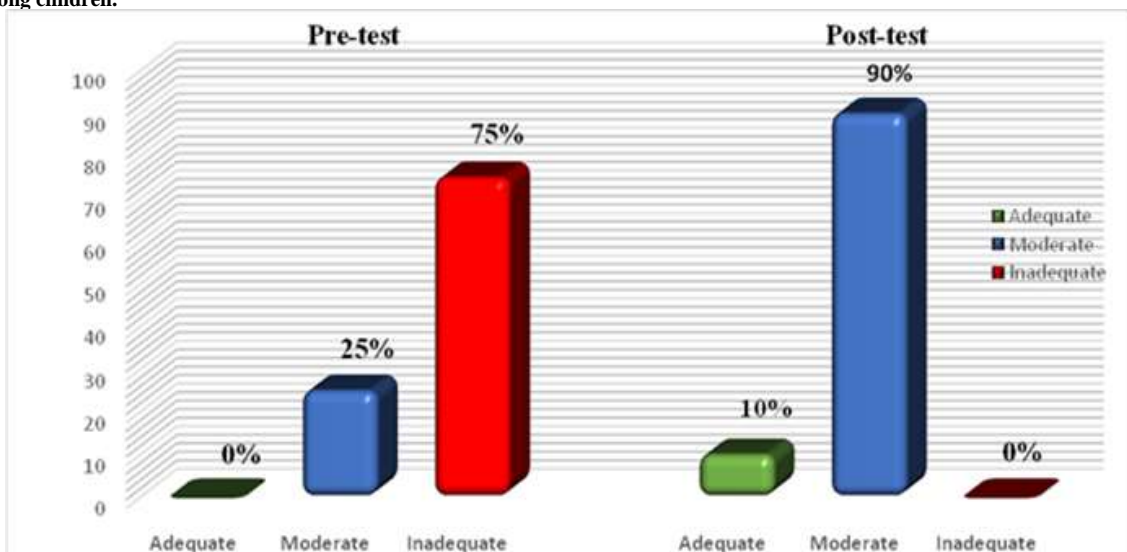


Table 3: Mean, Standard deviation and paired 't' value of knowledge level among teachers before and after STP. (N=40)

Knowledge	Mean	Standard Deviation	Mean difference	Paired t-test	P value
Pre-test	12.73	4.64	3.47	6.63	
Post-test	16.20	7.47			0.001 (S)

\*Significant at 0.05 level

Table 4: Aspects wise and overall Pre-test and post- test mean knowledge scores of teachers regarding school bullying among children. N=40

Sl.No	Knowledge Aspects	Max.Score	Pre-test knowledge		Mean %	Post-test knowledge		Mean %
			Mean	SD		Mean	SD	
1	General information of school bullying	7	2.90	1.46	41.4%	3.35	1.86	47.8%
2	Causes and effects of school bullying	8	3.68	1.32	46%	5.12	1.86	64%
3	Types of school bullying	4	1.92	0.69	48%	1.80	1.58	45%
4	Prevention and Management of school bullying	11	4.23	1.17	38.4%	5.93	2.17	53.9%
	Total	30	12.73	58.73	42.4%	16.20	7.47	73.8%

Table 5: Association between the knowledge of teachers with selected demographic variables.

Demographic variables	Knowledge level				Chi-square test ( $\chi^2$ )	Df	p value
	Inadequate		Moderate				
	N	%	N	%			
<b>Age in years</b>							df=2
25-35 years	2	20.0	8	26.7			
36-45 years	7	70.0	21	70.0			
> 45 years	1	10.0	1	3.3	0.80		p=0.67(NS)
<b>Gender</b>							df=1

Male	7	70.0	9	30.0	<b>5.00</b>	p=0.03(S)
Female	3	30.0	21	70.0		
<b>Religion</b>					0.03	df=2 p=0.57(NS)
Hindu	5	50.0	14	46.7		
Muslim	5	50.0	16	53.3		
<b>Educational status</b>					<b>4.83</b>	df=1 p=0.03(S)
B.Ed.	2	20.0	18	60.0		
M.Ed.	8	80.0	12	40.0		
<b>Years of Experience</b>					0.001	df=1 p=0.68(NS)
5-10 Years	2	20.0	6	20.0		
11-15 Years	8	80.0	24	80.0		
<b>Previous Experience</b>					0.001	df=1 p=0.684(NS)
Yes	5	50.0	15	50.0		
No	5	50.0	15	50.0		
<b>Source of Information</b>					3.70	df=1 p=0.29(NS)
Nil	5	50.0	15	50.0		
Internet	2	20.0	6	20.0		
Magazines	1	10.0	8	26.7		
Newspaper	2	10.0	1	3.3		

(P<0.05 significant level) NS-Non-Significant

The Chi-square and fisher's exact were performed to find out the association between knowledge with selected demographic variables. In the present study, it is found that there is no significant association with knowledge regarding awareness of school bullying with selected

demographic variables. Hence the research hypothesis H3 is not accepted.

## DISCUSSION

The findings in the present study revealed that mean post-test knowledge score 16.20± 7.47 was significantly higher than the mean

pre-test knowledge score  $12.73 \pm 4.64$  ( $p < 0.05$ ). Paired t value 6.63 computed by comparison of the mean pre-test and post-test knowledge scores was statistically significant at  $p < 0.05$  level. Therefore, it is interpreted that structured teaching programme was significant in improving the effectiveness of awareness program on knowledge of teachers regarding school bullying among children.

This result is supported by various studies. In contrast to present study findings an observational study was conducted on the state of knowledge and effective interventions of 12,000 children in Italy. The result revealed that Being bullied showed figures of 47.3% at the age of 8; of 30.4% at the age of 12, and of 21.9% at the age of 15. Two studies from Nicaragua showed the involvement of 35% of secondary school students, 124% as victims, 109% as bullies and 117% as bully-victims concluded that such programme is often effective, reaching an average decrease of 20–23% for bullying others and of 17–20% for being bullied.<sup>8</sup>

## CONCLUSION

The study was conducted to evaluate the effectiveness of awareness program on knowledge of teachers regarding school bullying among children. The result of the study undoubtedly confirm that the post-test knowledge score is significantly higher than the pre-test knowledge score. Therefore, it is concluded that STP was effective in enhancing the knowledge of teachers regarding school bullying among children.

## Limitations:

- The study assessed only knowledge component of high school teachers regarding schoolbullying.
- The study did not use any control group.
- The study did not assess the attitude and practice.
- Only a single domain that is knowledge is considered in the present study.

## Recommendations:

- A similar study may be conducted in other backward districts, taluks, etc.
- Manuals information booklets and self - instruction module may be developed.
- The comparative study can be conducted on high school teachers of urban and ruralschools.

## Declaration by Authors

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**Conflict of Interest:** The authors declare no conflict of interest.

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