"A Study to Assess the Effectiveness of Video Assisting Teaching Programme on Knowledge Regarding Cyberbulling Among School Going Students in Selected Higher Secondary School of Jabalpur City"

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***Abstract*—Cyberbullying has emerged as a significant public health and social issue among adolescents due to the widespread use of the internet, smartphones, and social networking sites. It involves the use of electronic communication technologies to threaten, harass, humiliate, or harm others. Cyberbullying can adversely affect the psychological, emotional, social, and academic well-being of students. Adolescents are particularly vulnerable to cyberbullying because of their extensive use of digital media and lack of adequate awareness regarding online safety. Therefore, educating students about cyberbullying and its prevention is essential to promote safe and responsible use of technology.**

Aim: The present study was conducted to assess the effectiveness of a Video Assisted Teaching Programme on knowledge regarding cyberbullying among school-going students in selected higher secondary schools of Jabalpur City, Madhya Pradesh.

Objectives

1. To assess the pre-test knowledge regarding cyberbullying among school-going students.

2. To assess the post-test knowledge regarding cyberbullying among school-going students.

3. To evaluate the effectiveness of the Video Assisting Teaching Programme on knowledge regarding cyberbullying.

4. To find out the association between pre-test knowledge scores and selected demographic variables.

Methodology: A quantitative research approach with a pre-experimental one-group pre-test and post-test design was adopted for the study. The study was conducted among 60 school-going students of selected higher secondary schools in Jabalpur City. Non-probability purposive sampling technique was used for selecting the samples. Data were collected using a structured knowledge questionnaire consisting of 24 items related to cyberbullying. The Video Assisting Teaching Programme was administered after the pre-test, and the post-test was conducted after seven days. Descriptive and inferential statistics were used for data analysis.

Results: The findings revealed that the mean pre-test knowledge score was 8.78 ± 2.271, whereas the mean post-test knowledge score increased to 16.65 ± 2.928. Before the intervention, most students had inadequate knowledge regarding cyberbullying. Following the administration of the Video Assisting Teaching Programme, there was a marked improvement in knowledge scores. The calculated paired 't' test value showed a statistically significant difference between pre-test and post-test scores, indicating the effectiveness of the teaching programme. No significant association was found between pre-test knowledge scores and selected demographic variables at the 0.05 level of significance.

Conclusion: The study concluded that the Video Assisting Teaching Programme was effective in improving the knowledge of school-going students regarding cyberbullying. Enhanced knowledge can help students recognize cyberbullying, adopt safe online practices, and protect themselves from its harmful consequences. Therefore, educational interventions should be incorporated into school health programs to promote cyber safety among adolescents.

***Index Terms*—Cyberbullying, Video Assisting Teaching Programme, Knowledge, School-going Students, Adolescents, Higher Secondary School.**

I. INTRODUCTION

Cyberbullying is a form of bullying that occurs through electronic communication technologies such as social media platforms, text messages, emails, online gaming, and other digital devices. With the rapid advancement of technology and increased internet accessibility, cyberbullying has become a growing concern among school-going adolescents. Unlike traditional bullying, cyberbullying can occur anytime and anywhere, making it difficult for victims to escape from its harmful effects.

Adolescence is a critical developmental period characterized by physical, emotional, psychological, and social changes. During this stage, students increasingly use digital platforms for communication, education, and entertainment. While these technologies provide numerous benefits, they also expose students to various online risks, including cyberbullying. Victims of cyberbullying may experience anxiety, depression, low self-esteem, social isolation, poor academic performance, and, in severe cases, suicidal thoughts.

Cyberbullying includes behaviors such as sending threatening messages, spreading rumors online, posting embarrassing photographs or videos, creating fake profiles, and excluding individuals from online groups. Such activities can have long-lasting negative consequences on the mental health and well-being of students.

Education plays a crucial role in preventing cyberbullying. Increasing students' awareness and knowledge regarding safe online practices can help them identify, prevent, and respond appropriately to cyberbullying incidents. Video Assisted Teaching Programmes are effective educational strategies that provide visual and auditory learning experiences, making information easier to understand and retain. Therefore, educating students through a Video Assisted Teaching Programme may enhance their knowledge regarding cyberbullying and promote safer internet usage.

1.1 Need for the study

The increasing use of smartphones, social networking sites, and internet-based communication among adolescents has led to a rise in cyberbullying incidents worldwide. School-going students are particularly vulnerable because they spend considerable time online and may lack adequate knowledge about cyber safety and cyberbullying prevention.

Studies have reported that a significant proportion of adolescent's experience cyberbullying either as victims, perpetrators, or witnesses. Research findings indicate that cyberbullying can adversely affect students' psychological health, academic performance, and social relationships. Many students remain unaware of the legal, emotional, and social consequences associated with cyberbullying.

In India, the prevalence of cyberbullying among adolescents has increased due to the widespread availability of smartphones and internet services. Despite this growing problem, many students have insufficient knowledge regarding cyberbullying, its effects, and preventive measures. Lack of awareness often prevents students from seeking help or reporting incidents.

Educational interventions are essential to equip students with accurate information regarding cyberbullying and responsible online behavior. Video Assisted Teaching Programmes provide an innovative and engaging method of delivering health education to adolescents. Such programmes can improve understanding, enhance retention of information, and encourage positive behavioral changes.

Considering the rising incidence of cyberbullying and its detrimental effects on adolescents, the investigator felt the need to assess the effectiveness of a Video Assisted Teaching Programme on knowledge regarding cyberbullying among school-going students. The findings of the study may help educators, nurses, parents, and policymakers develop appropriate strategies to promote cyber safety and protect students from online harassment.

1.2 Objectives of the study

1. To assess the pre-test knowledge regarding cyberbullying among school-going students in selected higher secondary schools.
2. To assess the post-test knowledge regarding cyberbullying among school-going students after the administration of the Video Assisted Teaching Programme.
3. To evaluate the effectiveness of the Video Assisted Teaching Programme on knowledge regarding cyberbullying among school-going students.
4. To find out the association between pre-test knowledge scores regarding cyberbullying and

selected demographic variables among school-going students.

1.3 Hypotheses

H_1: There will be a significant difference between the mean pre-test and post-test knowledge scores regarding cyberbullying among school-going students after the administration of the Video Assisted Teaching Programme.

H_2: There will be a significant association between pre-test knowledge scores regarding cyberbullying and selected demographic variables among school-going students.

1.4 Assumptions

1. School-going students may have inadequate knowledge regarding cyberbullying.
2. Students are exposed to social media and internet-based communication in their daily lives.
3. Video Assisted Teaching Programme is an effective method for improving knowledge among students.
4. Increased knowledge regarding cyberbullying will help students adopt safer online practices.
5. Students will respond honestly to the questions included in the structured questionnaire.

II. OPERATIONAL DEFINITIONS

Assess: In this study, assess refers to the process of measuring the knowledge level of school-going students regarding cyberbullying using a structured knowledge questionnaire.

Effectiveness: Effectiveness refers to the extent to which the Video Assisted Teaching Programme improves the knowledge of school-going students regarding cyberbullying as evidenced by the difference between pre-test and post-test scores.

Video Assisted Teaching Programme: It refers to a planned educational intervention delivered through video-based instructional content designed to provide information regarding cyberbullying, its causes, effects, prevention, and safety measures.

Knowledge: Knowledge refers to the level of understanding and awareness possessed by school-going students regarding cyberbullying, its consequences, and preventive strategies, as measured by the structured questionnaire.

Cyberbullying: Cyberbullying refers to the intentional and repeated use of electronic communication technologies such as social media, emails, text messages, online games, and websites to harass, threaten, embarrass, or harm another individual.

School-going Students: In this study, school-going students refer to adolescents studying in classes IX to XII in selected higher secondary schools of Jabalpur City who meet the inclusion criteria of the study.

Delimitations of the study

1. The study is limited to school-going students studying in selected higher secondary schools of Jabalpur City.
2. The study is limited to students of classes IX, X, XI, and XII.
3. The sample size is limited to 60 students.
4. The study is limited to students who are available during the period of data collection.
5. The study is limited to students who are willing to participate in the study.
6. The effectiveness of the intervention is assessed only through knowledge scores and not through behavioral changes.
7. The post-test is conducted seven days after the administration of the Video Assisted Teaching Programme.

Conceptual framework

The study was based on Ludwig von Bertalanffy's General System Theory, consisting of Input, Process, Output, and Feedback components to evaluate the effectiveness of the Video Assisted Teaching Programme on knowledge regarding cyberbullying among school-going students.

III. MATERIALS AND METHODS

Research Approach: A quantitative research approach was adopted for the study to assess the effectiveness of the Video Assisted Teaching Programme on knowledge regarding cyberbullying among school-going students.

Research Design: A pre-experimental one-group pre-test and post-test research design was used in the study.

Study Setting: The study was conducted among school-going students in selected higher secondary schools of Jabalpur City, Madhya Pradesh.

Target Population: The target population consisted of all school-going students studying in higher secondary schools of Jabalpur City.

Accessible Population: The accessible population comprised students studying in classes IX, X, XI, and XII in selected higher secondary schools of Jabalpur City.

Sample: The sample consisted of school-going students who fulfilled the inclusion criteria and were willing to participate in the study.

Sample Size: A total of 60 students were selected for the study.

Sampling Technique: Non-probability purposive sampling technique was used to select the study participants.

Variables

- Independent Variable: Video Assisted Teaching Programme regarding cyberbullying.
- Dependent Variable: Knowledge regarding cyberbullying among school-going students.
- Demographic Variables: Age, gender, religion, class/standard, and use of social media.

Criteria for Sample Selection

Inclusion Criteria

- Students studying in classes IX, X, XI, and XII.
- Students aged between 13–18 years.
- Students willing to participate in the study.
- Students available during the period of data collection.
- Students able to understand the language used in the questionnaire.

Exclusion Criteria

- Students who had previously attended any structured teaching programme regarding cyberbullying.
- Students absent during data collection.

Development of the Tool

The tool consisted of two sections:

- Section A: Demographic Variables

Included age, gender, religion, class/standard, and use of social media.

- Section B: Structured Knowledge Questionnaire

A self-structured questionnaire containing 24 multiple-choice questions related to cyberbullying.

Scoring Procedure

Knowledge Level	Score
Excellent Knowledge	17–24
Average Knowledge	09–16
Below Average Knowledge	0–08

Description of Intervention

A Video Assisted Teaching Programme on cyberbullying was developed by the investigator. The content included:

- Meaning and concept of cyberbullying
- Types of cyberbullying
- Causes and risk factors
- Signs and symptoms
- Effects of cyberbullying
- Prevention and safety measures
- Responsible use of social media
- Reporting and seeking help for cyberbullying incidents

Data Collection Procedure

The study was conducted after obtaining permission from the concerned school authorities and informed consent from participants.

- Phase I: Pre-test

Knowledge regarding cyberbullying was assessed using the structured questionnaire.

- Phase II: Intervention

The Video Assisted Teaching Programme was administered to all participants.

- Phase III: Post-test

Seven days after the intervention, the same questionnaire was administered to assess knowledge gain.

Plan for Data Analysis

A. Descriptive Statistics

- Frequency and percentage distribution for demographic variables.
- Mean and standard deviation for knowledge scores.

B. Inferential Statistics

- Paired t-test to compare pre-test and post-test knowledge scores.
- Chi-square test to determine the association between pre-test knowledge scores and selected demographic variables.

Ethical Considerations

- Permission was obtained from the concerned school authorities.
- Informed consent was obtained from participants.
- Confidentiality and anonymity of participants were maintained.
- Participation was voluntary, and students were free to withdraw from the study at any time.

IV. RESULT

The present study was conducted to assess the effectiveness of a Video Assisted Teaching Programme on knowledge regarding cyberbullying among school-going students in selected higher secondary schools of Jabalpur City. A total of 60 students participated in the study.

Findings Related to Demographic Variables

A total of 60 students participated in the study. Analysis of demographic data revealed that the majority of students 24 (40%) belonged to the age group of 17–18 years, 32 (53.3%) were males, 22 (36.7%) were Hindus, and 24 (40%) were studying in 12th standard. More than half of the participants, 32 (53.3%), reported using WhatsApp as their primary social media platform.

Findings Related to Pre-test Knowledge

The pre-test assessment showed that most students had inadequate knowledge regarding cyberbullying. Out of 60 students, 44 (73.3%) had average knowledge and 16 (23.3%) had below-average knowledge, while none of the students demonstrated excellent knowledge regarding cyberbullying. These findings indicated the need for an educational intervention to improve awareness and understanding of cyberbullying among school-going students.

Findings Related to posttest Knowledge

Following the administration of the Video Assisted Teaching Programme, a post-test was conducted after seven days. The post-test findings revealed an improvement in knowledge levels among the participants. A majority of the students, 42 (70%), had average knowledge, 14 (23.3%) had below-average knowledge, and 2 (3.3%) achieved excellent knowledge regarding cyberbullying. The mean post-test knowledge score was higher than the mean pre-test knowledge score, indicating a positive effect of the intervention.

Findings Related to Effectiveness of Video Assisted Teaching Programme

Comparison of pre-test and post-test scores demonstrated a significant increase in knowledge following the Video Assisted Teaching Programme. The mean pre-test score was 8.78 ± 2.27, whereas the mean post-test score increased to 16.65 ± 2.93. The calculated paired t-test value was found to be statistically significant at the 0.05 level of significance, indicating that the Video Assisted Teaching Programme was effective in improving the knowledge of school-going students regarding cyberbullying. Therefore, the research hypothesis stating that there would be a significant difference between pre-test and post-test knowledge scores was accepted.

Findings Related to Association with Demographic Variables

The association between pre-test knowledge scores and selected demographic variables was analyzed using the chi-square test. The findings revealed that there was no statistically significant association between pre-test knowledge scores and demographic variables such as age, gender, religion, class, and use of social media at the 0.05 level of significance. Hence, the hypothesis regarding association between knowledge scores and selected demographic variables was rejected.

V. CONCLUSION

The study was conducted to assess the effectiveness of a Video Assisted Teaching Programme on knowledge regarding cyberbullying among school-going students in selected higher secondary schools of Jabalpur City. The findings of the study revealed that the students had limited knowledge regarding cyberbullying before the intervention. After the administration of the Video Assisted Teaching Programme, a considerable improvement was observed in their knowledge scores. The comparison between pre-test and post-test knowledge scores showed a statistically significant increase in the level of knowledge regarding cyberbullying. The findings indicate that the Video Assisted Teaching Programme was effective in enhancing students' understanding of cyberbullying, its causes, effects, preventive measures, and safe online practices. The study also found that there was no significant association between pre-test knowledge scores and selected demographic variables.

Based on the findings, it can be concluded that Video Assisted Teaching Programme is an effective educational method for improving awareness and knowledge regarding cyberbullying among school-going students. The programme helped students gain a better understanding of cyberbullying and encouraged them to adopt responsible and safe behavior while using digital technologies and social media platforms. Therefore, educational interventions such as Video Assisted Teaching Programmes should be incorporated into school health education programmes to promote cyber safety, prevent cyberbullying, and protect adolescents from the adverse psychological and social consequences associated with online harassment. The study highlights the important role of nurses, teachers, parents, and school administrators in creating awareness and fostering a safe digital environment for students.

VI. IMPLICATION

1. Nursing Education

- Nurse educators can incorporate cyberbullying awareness programs into school health education curricula.
- Video Assisted Teaching Programmes can be used as an effective teaching strategy to improve students' knowledge regarding cyberbullying.
- Educational institutions can organize regular awareness sessions, workshops, and seminars on cyber safety and responsible use of social media.
- Nursing students should be trained to identify signs and consequences of cyberbullying among adolescents.
- Health education materials regarding cyberbullying prevention can be developed and distributed in schools.

2. Nursing Practice

- Community health nurses and school health nurses can play an important role in educating students about cyberbullying and online safety.
- Nurses can identify students who are victims of cyberbullying and provide appropriate counseling and emotional support.
- Regular screening and assessment of students' awareness regarding cyberbullying can be conducted in schools.
- Nurses can collaborate with teachers and parents to develop strategies for preventing cyberbullying.
- School health services can include cyberbullying prevention and mental health support programs.

3. Nursing Administration

- Nursing administrators can encourage the implementation of cyberbullying awareness programs in schools and communities.
- Policies and guidelines can be developed to promote safe internet usage among adolescents.
- Adequate resources, audiovisual aids, and educational materials can be provided for conducting awareness programmes.
- Nursing administrators can organize continuing education programmes for nurses on adolescent mental health and cyber safety.
- Collaboration between schools, healthcare institutions, and community organizations can be strengthened to address cyberbullying effectively.

4. Nursing Research

- Further studies can be conducted on larger samples to assess knowledge, attitudes, and practices regarding cyberbullying among adolescents.
- Comparative studies can be undertaken to evaluate different educational interventions for cyberbullying prevention.

- Research can be conducted to assess the long-term effectiveness of Video Assisted Teaching Programmes.
- Similar studies can be replicated in different settings such as rural schools, colleges, and community settings.
- Future research can explore the psychological impact of cyberbullying and the role of nurses in providing mental health support to affected students.

These implications highlight the significant role of nursing professionals in promoting awareness, prevention, early identification, and management of cyberbullying among school-going adolescents.

VII. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are suggested:

1. Similar studies may be conducted on a larger sample to enhance the generalizability of the findings.
2. Comparative studies can be undertaken to evaluate the effectiveness of different teaching methods such as Video Assisted Teaching Programme, Structured Teaching Programme, and Computer-Assisted Learning on knowledge regarding cyberbullying.
3. Longitudinal studies may be conducted to assess the long-term retention of knowledge gained through educational interventions.
4. Similar studies can be replicated in different educational settings such as rural schools, urban schools, colleges, and universities.
5. Studies can be conducted to assess the attitude and practices of students regarding cyberbullying and online safety.
6. Awareness programmes regarding cyberbullying should be organized regularly for students, teachers, and parents.
7. Research can be conducted to evaluate the psychological effects of cyberbullying among adolescents.
8. School health nurses should be encouraged to conduct educational interventions aimed at promoting cyber safety among students.
9. Future studies may include control groups to increase the scientific rigor of the research design.
10. Educational modules on cyberbullying prevention and digital citizenship should be incorporated into school curricula.

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