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Research Article

A PRE-EXPERIMENTAL STUDY TO ASSESS THE PREVALENCE AND TO EVALUATE THE EFFECTIVENESS OF SELF INSTRUCTIONAL MODULE ON SCHOOL BULLYING IN TERMS OF KNOWLEDGE AMONG CHILDREN IN SELECTED SCHOOLS OF U.P

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ABSTRACT

A Study to Assess the Prevalence and to Evaluate the effectiveness of Self Instructional Module on School Bullying in terms of Knowledge among Children in selected Schools of U.P was conducted by Pooja Kain towards the partial fulfilment of the requirements for the Master of Nursing at Nightingale Institute of Nursing, Noida,(U.P) Chaudhary Charan Singh University, during the year 2016-2017. The research approach for the study was Pre-experimental study. Non Probability Purposive Sampling Technique was used to obtain an adequate number of samples. The sample consisted of 80 School Children studying in class 9th and 11th. A Structured Knowledge Questionnaire was used to assess the Knowledge regarding School Bullying, a Prevalence Scale consisting 15 questions each for bully and victim was used to evaluate the Prevalence and a Self-Instructional Module was developed regarding School Bullying.

The questionnaire having 30 items were administered to School Children. After the try out on 15 students, reliability coefficient of structured knowledge questionnaire was calculated by KR-20 formula. The reliability co-efficient of was found 0.722 thus the tool was found reliable. The prevalence scale for bully and victim was administered to 15 samples with 15 questions for each type (Bully/victim). the reliability for the scale of bully was found 0.932 and reliability for the victim was found 0.926 and the tool was found reliable.

Data obtained were analysed and interpreted using both descriptive and inferential statistics in terms of Frequencies, Percentages, Mean, S.D Prevalence score, as very low, low, moderate, categories for knowledge score were very good, good, moderate, poor and very poor.

Findings showed that: Majority of the children were having moderate knowledge regarding school bullying after administration of Self Instructional Module. And majority of the samples was in low prevalence category. The main findings showed that the main kind of bullying were beating, locking in room and sending nasty messages to the peer.

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INTRODUCTION

The years between 6 and 14-middle childhood and early adolescence are a time of important developmental advances that establish children's sense of identity. Middle childhood gives children the opportunity to develop competencies, interests, and a healthy sense of confidence that they can master and control their own world. A school is an institution designed for the teaching of students enrolled in it to develop through knowledge acquisition so that he or she may become a social being.

The school is expected to be a place where students should feel safe and secure, and treated with respect. In reality, however, is

that only few students or pupils can harmoniously blend with their school mates without experiencing violence in the school. Bullying is becoming a worldwide problem and can occur in every school. It is the most prevalent form of low-level violence in schools. Bullying has a profound effect on the learning environment of schools Masterson in 1997 said that "bullying is regarded as a form of aggression in which a person repeatedly harasses another person physically or psychologically".¹

The impact of bullying leaves scars on its victims which make it difficult to move on from. Bullying is a big concern for schools and can affect the culture of a school. To fully understand the components of anti-bullying curriculums, one

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must first look at bullying as a single issue. Bullying Prevention requires a large ongoing commitment from school administrators, teachers, and staff. The key components include behaviour modification, counselling, information sharing, in-school curricula, and parent training. An information packet about school bullying was given to students and parents.²

Need For the Study

Bullying is a dangerous phenomenon that is all too common in our schools today. Every day thousands of children wake up afraid to go to school. Bullying can happen to anyone at any age and anywhere whether at school, home, or even in Workplace. The systemic research on bullying began in the 1970s primarily in Scandinavia.³

Bullying in schools is a worldwide problem that has been documented as an international phenomenon. Results of studies in different parts of the world give various percentages of the prevalence of bullying. The percentage was reported to be 21% in Canada and 22% in Portugal; other studies done in England have found that 23% of students reported being bullied. It seems that the global scale the number of learners being bullied seems to vary between one in every 10 to one in every four learners. More specifically, the general incidence seems to range from 10% to 25% of learners are bullied regularly.⁴ A study on bullying and its prevalence in Dehradun and Himachal Pradesh showed the prevalence of bullying in boys is 58% where as in girls is 60.9% and bullying among boys is usually through fights or using abusive language, in girls bullying is in the form of teasing, name calling and avoiding someone.⁵

A case study experiment conducted in New Jersey to assess the bullying perceptions of peers in employing a socially preventive bullying intervention. Data were collected using an anonymous online survey in five diverse public middle schools. Rates of change in bullying measures were highest from around 17% to 35% for the school with the highest message recall by students after a one and half year intervention. Results suggest that a socially preventive intervention may be a promising strategy to help to reduce bullying in secondary school populations.⁶

MATERIALS AND METHODS

The research design used for this study is Pre Experimental - One Group Pre-Test Post-Test Design.

Setting of the study:- Study was conducted in selected schools of U.P

Study duration:- Four weeks.

Study Population:- School children from selected schools of U.P

Sample Size:- Sample size was 80.

Inclusion criteria

School children present at the time of data collection.
School children who are able to read and communicate English or Hindi.

Exclusion criteria:- Students who were not available during the time of data collection.

Data collection procedure

After obtaining formal administrative approval, the main study was conducted from 26 December at Leelawati Public School, Vijay Nagar Ghaziabad. 80 students were selected from IX and XI class through non probability purposive sampling technique. Students were explained about the nature of the study and their expected participation in the study before data collection. A prevalence scale was given to all selected students. Then the individual student were assessed using structured knowledge questionnaire to assess the knowledge before and after administering the self-instructional module.

Statistical analysis

Analysis of the data was done in accordance with the objectives. The data was analysed using frequencies and percentage for demographic characteristics. Mean, Mean difference, and standard deviation was used to describe the level of knowledge score. Paired ‘t’ test was also done to find out the effectiveness of the self -instructional module. Chi square was used to describe the association between the post-test score of knowledge with the selected demographic variable.

RESULT

A total of 80 students from the selected school of U.P were participated in this study. The socio-demographic data of the study subjects was analysed using descriptive statistics and were presented in terms of frequency and percentage.

Table 1 Frequency and percentage distribution of students in terms of demographic information

S.no	Demographic characteristics	Frequency	Percentage
1	Age		
	a-Below 12	2	2.5
	b-12-14	45	56.25
2	c-Above 14	33	41.25
	Gender		
	a-Female	41	51.25
3	b-Male	39	48.75
	Religion		
	a-Hindu	69	86.25
4	b-Muslim	8	10
	c-Sikh	2	2.5
	d-Christian	1	1.25
5	e-Other	-	0
	Type of family		
	a-Nuclear	43	53.75
6	b-Joint	37	42.5
	Occupation of father		
	a-Private job	44	55
7	b-Business	23	28.75
	c-self employed	11	13.75
	d-Government	2	2.5
8	Order of birth		
	a-1 st child	44	55
	b-2 nd child	16	20
9	c-3 rd child	20	25
	Personnel experience of bullying		
	a-Yes	41	51.25
10	b-No	39	48.75

Data presented in table 1 depicts that

- Majority 56% (45) of the samples were in the age group of 12-14 years, about 41.25% (33) in the age group of above 14 about 2.5 % (2).
- Majority of the samples were male 51.25 (41) % and females were 48.75 % (39).
- Majority of the samples were from Hindu religion 86.25 % (69) and about 10% (8) were Muslim, about 2.5% (2) were Christian and about 1.25% (1) were Sikh.
- Majority of the samples 55% (44) belong to the father occupation of private service, 28% (23) were business, 13.75% (11) self-employed and 2.5 % (2) were government service.
- Majority of the samples were 1st child in their family 55 % (44) and about 25 % (20) were 3rd child in order of birth and about 20 % (16) were 2nd child in order of birth.
- Majority 51.25% of the samples were having personnel experience of bullying and about 48.75% of the samples were not having any personnel experience of bullying

This section describes the findings related to prevalence score of bully and victims

This section describes the prevalence of bullying perpetration and victims. The data obtained were analysed and percentage is calculated.

Table 2 Percentage distribution of samples according to bullying Perpetration

N=80

Items	Frequently	Often	Sometimes	Rarely	Never
	%	%	%	%	%
Spoiling activities	1.25	15	17.50	37.50	28.75
Telling lies	5	2.50	6.25	37.50	49
Manipulating others pupils	5	2.50	2.50	33.75	56.25
Threatening/blackmailing	2.50	3.75	12.50	25	56.25
Beating	5	5	5	20	65
Taking personnel belongings	6.25	6.25	3.75	31.25	52.50
Calling by nasty names	5	7.50	6.25	31.25	50
Purposefully hurting others	1.25	5	3.75	36.25	53.75
Making fun on physique	1.25	6.25	5	35	52.50
Spreading rumours	1.25	6.25	6.25	35	51.25
Being mean	1.25	7.50	17.50	36.25	37.50
Teasing	1.25	5	6.25	31.25	56.25
Telling secretes to others	1.25	6.25	6.25	36.25	50
Breaking up friendship	1.25	8.75	3.75	36.25	50
Frightening/threatening	15	5	6.25	23.75	50

Table 3 Frequency and percentage distribution of pre-test and post-test knowledge score of school children.

N-80

Knowledge level	Pre-test		Post test	
	Frequency	Percentage	Frequency	Percentage
Very poor (0-6)	12	15%	0	0
Poor (7-12)	61	76.25%	1	1.25%
Average (13-18)	7	8.75%	28	35%
Good (19-24)	0	0	50	62.5%
Very good (25-30)	0	0	1	1.25%

Data presented in the table 3 shows that the knowledge score of school bullying in pre-test was assessed and 76.25% (61) of students had poor knowledge, 15% (12) were having very poor knowledge, 8.75% students were having average knowledge. In post- test 62.5% (50) students were having good knowledge, 35% (28) were having average knowledge, 1.25% (1) students was having poor knowledge and 1.25% (1 student) was having very good knowledge.

Table 4 Percentage distribution of samples according to bullying victims

Item	Frequently	Often	Someti-	Rarely	Never
	(%)	(%)	mes(%)	(%)	(%)
Hitting	1.25	12.50	13.75	16.25	56.25
Teasing	75	2.50	2.50	1.25	18.75
Spreading Rumours	5	50	12.50	1.25	31.25
Extortion	5	52.50	13.75	6.25	22.50
Threatened	6.25	26.25	5	7.50	55
Making fun	2.50	27.50	5	10	55
Humiliation	1.25	26.25	6.25	25	41.25
Pretending Sick	2.50	8.75	37.50	1.25	50
Locking in Room	2.50	13.75	21.25	25	37.50
Taunting on physique	17.50	12.50	1.25	15	53.75
Feeling distressed	3.75	28.75	1.25	16.25	50
Calling by Vulgar names	5	25	25	20	25
Showing sexual, pictures	2.50	12.50	10	25	50
Teasing on cast, religion	2.50	7.50	27.50	25	37.50
Sending Nasty messages	6.25	16.25	33.75	8.75	25

Data presented in the table shows that common bullying victims are being hit (12.50%), extortion (52.50%), threatening (26.25), humiliation (26.25%), feeling distressed (28.75%), calling vulgar names, (25%) showing sexual pictures (12.50%), and sending nasty messages (16.25%).

Table 5 Comparison of Mean, Standard Deviation, Standard Error Mean of Pre-Test and Post Test Knowledge Score of School Children

N=80

Knowledge score	Mean	Mean difference	Standard deviation error	Standard deviation	T value	df	P value
Pre-test	9.1						
Post test	19.37	10.27	2.78	24.899	3.683	79	000.4

*Significance at 0.05 level of significance.
Df (79) = 1.664 at 0.05 level of significance.

Table 6 The Association of Post Test Knowledge Scores of School Children with Selected Demographic Variables

Demographic CHARACTERISTICS	Below mean	Above mean	df	Chi square value	P value	S/NS
Age-						
Below 12	1	1	2	16.17*	0.003	S
12-14	22	23				
Above 14	14	19				
Gender						
Female	22	19	1	0.06	0.806	NS
Male	22	17				
Religion						
Hindu	37	32				

Muslim	5	3	4	.769	0.942	NS
Sikh	1	1				
Christian	0	1				
Other	0	0				
Type of Family						
Nuclear	19	24	1	3.089	0.079	NS
Joint	22	15				
Occupation of Father						
Private job	23	21	3	3.226	0.3580	NS
Business	14	9				
Self employed	7	4				
Government employee	0	2				
Order of Birth						
1 st child	24	20	2	1.628	0.44	NS
2 nd child	7	9				
3 rd child	13	7				
Personnel Experience of Bullying						
Yes	22	19	1	.060	0.806	NS
No	22	17				

*Significance at 0.05 levels.

Data presented in the table 6 shows that there is significant association between post- test knowledge score of children with age of the children. There is no significant association between other demographic variables.

Table 7 Findings Related To Association of Prevalence score of Bullying Perpetration and Demographic Variables

Bullying perpetration

N=80

Demographic Characteristics	Below mean	Above mean	df	Chi square value	P value	significance
Age-						
Below 12	0	2				
12-14	18	25	2	2.6	.272	NS
Above 14	20	15				
Gender						
Female	17	24				
Male	20	19	1	.76	.383	NS
Religion						
Hindu	33	36				
Muslim	4	4				
Sikh	1	1	3	.639	.887	NS
Christian	0	1				
Other	0	1				
Type of Family						
Nuclear	20	23				
Joint	18	19	1	.038	.845	NS
Occupation of Father						
Private job	18	26				
Business	14	9				
Self employed	6	5	3	8.203*	0.041	S
Government employee	0	2				
Order of Birth						
1 st child	21	23				
2 nd child	7	9	2	.097	.952	NS
3 rd child	10	10				
Personnel Experience of Bullying						
Yes	22	19				
No	16	23	1	1.26	.261	NS

*significance at 0.05 level

Data presented in the table 7 shown that there is significance association between prevalence score of children with their occupation of father at 0.05 level of significance.

Findings related to Association of Prevalence score of Bullying perpetration and demographic variable. Bullying victims

N=80

Demographic characteristics.	Below mean	Above mean	D.o.f	Chi square value	P value	significance
Age-						
Below 12	2	0				
12-14	26	19	2	7.96*	0.0186	S
Above 14	18	15				
GENDER						
Female	22	19				
Male	24	15	1	.501	0.479	NS
Religion						
Hindu	39	30				
Muslim	5	3				
Sikh	2	0	4	2.684	0.6120	NS
Christian	1	0				
Other	0	0				
Type of Family						
Nuclear	23	20				
Joint	23	14	1	.609	.435	NS
Occupation of Father						
Private job						
Business	24	20				
Self employed	16	70				
Government employee	6	5	3	21.32*	0.001	S
2	2	1				
Order of Birth						
1 st child	27	17				
2 nd child	8	8	2	2.26	.323	NS
3 rd child	11	9				
Personnel experience of bullying						
Yes	25	16				
No	21	18	1	.398	.528	NS

*Significance at 0.05 level.

Data presented in the table 7 shows that there is significant association between prevalence score of children with the age and father's occupation of the children 5. There is no significant between other demographic variable at 0.05 level of significance.

CONCLUSION

The following conclusion were drawn from the findings of the study.

The present study assess the prevalence and evaluate the effectiveness of self-instructional module on school bullying in terms of knowledge among children, and from them majority of students were having average knowledge.

There was significant association between post test knowledge score of school children with the demographic variables with occupation of father and age at 0.05 level of significance and other demographic variables (gender, religion , type of family, order of birth, personal experience of bullying are non-significant at 0.05 level of significance. This indicates that the demographic variables and post-test knowledge score of school children did not have significant association and is independent of each other.

Nursing implications

Nursing practice

- The field of community health nursing has great responsibility to protect the psychological and psychomotor issues in the community.

- Nurses play an important role in motivating students to adopt good practices regarding prevention of school bullying.
- Nurse can organize counselling sessions for students during their study period.
- There must be separate health education department for nurses to developing health education material for students and other group of people as well.

Nursing education

- School students can be prepared to impart knowledge on school bullying to their siblings and friends. □
- School students can be motivated to participate in school campaigns regarding social awareness programme in the school.
- Practical implication of curriculum related to school bullying and their impact on mental and physical health in their daily life can be done.

Nursing administration

- Nurse administrator should take initiative and provide necessary facilities for the school students to furnish themselves with the knowledge regarding school bullying.
- Nurse administrator must make sure that educational and informational materials should have consistent information which can be displayed in the schools to prevent bullying and their impact on daily living.
- The nursing administrator should encourage school children to participate in mental health screening programmes actively and also to conduct teacher education programmes.

Nursing research

- A comparative study can be done with larger samples.
- Nurses can conduct projects and research in the community and schools which helps to prevent bullying prevalence.

Limitation

- The samples of the study were only students.
- It was limited to only private schools.
- Duration of the study was only 4 weeks
- Evaluation of the effectiveness of the Self- instructional module was delimited to the gain in the knowledge.

Recommendations

On the basis of the findings of the study, the following recommendations were made;

- This study can be replicated on the large samples of school children, to validate the findings can be generalized

- Comparative study can be conducted in order to assess the effectiveness of structure teaching programme for school bullying.
- Mass awareness programme should be developed by government to raise the level of knowledge and practice related to school bullying.
- Similar studies can be conducted with video assisted teaching.
- Bullying in colleges can also be taken as a study.
- Study can be conducted regarding management aspects of bullying.

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