

# A Video Assisted Teaching on Preventing Method of School Bullying among Secondary School Teachers in Selected Urban Area of Vadodara

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## Abstract

**Background:** This study was designed to investigate the factors affecting prevention of school bullying among school teachers. The validity and reliability of research instruments was established and data was collected from 60 teachers selected from urban school of vadodara using the purposive sampling method. This formed the basis of the detailed analysis and conclusions and recommendations.

**Aims and objectives:** The aim of this study is to find out the factors contributing prevention of school bullying among school teachers.

**Material and method:** Pre-experimental research design was adopted to achieve the goal of the study. The tool consists of one parts First part consists socio demographic data consists of Self structured questionnaire. 60 samples were collected from selected school of Vadodara by purposive sampling technique.

**Result:** This study was undertaken to assess the effectiveness of teaching programme, regarding prevention on school bullying among school teachers. The study involves one group pre- test post-test pre experimental design with purposive sampling technique, 60 samples of school teachers was selected on the basis of inclusion and exclusion criteria. A conceptual framework used for this study was modified “king’s goal attainment model.” Analysis of obtained data was planned based on the objectives and hypothesis of the study, both descriptive and inferential statistics were used for the analysis of the data. The data was interpreted in the forms of tables and graphs. The calculated “t” value 23.31 was greater than the tabulated “t” value at 0.05 levels. Data shows there was significant difference between pre test and post test level of knowledge score. Hypothesis H<sub>1</sub> accepted

**Conclusion:** The following conclusion can be drawn from the study findings, which are supported by evidence from the other literature; the self-administered questionnaire has shown remarkable difference between pre-test and post-test. & video assisted programme was effective among teachers.

**Keywords:** Video Assisted Teaching, Preventing Method of School Bullying, Secondary School Teachers.

## Introduction

*“Be the Change You Want to See in the World”*

Bullying without comprehensive definition can be physical, verbal or emotional in nature, or it can occur online (cyber bullying). For an act to be considered bullying it must meet certain criteria. This includes hostile intent, imbalance of power, repetition, distress, and provocation. Bullying can have a wide spectrum of effects on a student including anger, depression, stress and suicide. Additionally, the bully can develop different

social disorders or have a higher chance of engaging in criminal activity. If there is suspicion that a child is being bullied or is a bully, there are warning signs in their behavior. There are many programs and organizations worldwide which provide bullying prevention services<sup>1</sup>

There is no universal definition of school bullying; however, it is widely agreed that bullying is a subcategory of aggressive behavior characterized by the following three minimum criteria hostile intent imbalance of power and repetition over a period of time. The following two

additional criteria have been proposed to complement the above-mentioned criteria. Victim distress and provocation<sup>2</sup>

Parents, school, staff and other have role to play in preventing bullying. They can help kids in understand bullying, keep the lines of communication open, encourage kids to do what they love and model how to treat others with kindness and respect. The best way to address bullying is to stop it before it starts. There are number of things school staff can do to make schools safer and prevent bullying.<sup>3</sup>

**Nedd for the study:** “Bullying means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve but is not limited to: teasing, social exclusion, threat, intimidation, stalking, physical violence, theft, sexual, religious, or racial harassment, public humiliation, or destruction of property.”<sup>4</sup>

Mizuta (2017) conducted a study on association between the time perspective and type of involvement in bullying among adolescents: A cross-sectional study in Japan. To examine the association between the types of involvement in bullying and the time perspective among Japanese adolescents. A questionnaire was conducted among Japanese junior high school students at eight public schools that were located in two cities in Shizuoka Prefecture, Japan. Shirai’s Experiential Time Perspective Scale was used, which comprises four subscales: goaldirectedness, hopefulness, self-fulfillment, and acceptance of the past. An analysis of covariance was applied, with the time-perspective subscales as the objective variable, type of involvement in bullying as a fixed factor, and grade, family structure, and economic status as the covariates. The analysis sample included 2630 adolescents (valid response rate: 88.6%). The bullying rate of the boys was 10.8% and 4.1% for the girls, for the male victims it was 10.1% and 14.5% for the female victims, and for both the bully and the victim, it was 8.5% and 5.4%, respectively. The students who were not involved in bullying had the highest scores of hopefulness, self-fulfillment, and acceptance of the past.

For both sexes, bullying was significantly associated with hopefulness, self-fulfillment, and acceptance of the past. Goaldirectness was not associated with the type of involvement in bullying. The victims of bullying had low time perspectives of hopefulness, self-fulfillment, and acceptance of the past. Providing support that increases hopefulness, self-fulfillment, and acceptance of the past might help to prevent pessimistic decision-making, such as that seen in cases of suicide.<sup>5</sup>

**Statement of the problem:** A video assisted teaching on preventing method of school bullying among secondary school teachers in selected urban area of vadodara. ”

### Objectives of the problem:

1. To assess the level of knowledge regarding school bullying among secondary school teachers.
2. To assess the effectiveness of video assisting teaching on knowledge regarding school bullying among secondary school bullying.

**Hypothesis:** H1- There will be a significant difference between pre-test and post-test score.

## Methodology

### Research design

The research design used for the study was Pre-experimental research design

**Setting:** The study was conducted at Selected schools in both urban areas of Vadodara. Schools include Stella Mary School, Om School of vadodara.

**Sample:** The 60 participants included in this study. The sample for the study was selected by non-probability sampling technique according inclusion criteria as availability of sample.

**Inclusion criteria:** Teachers who are willing to participate.

Teachers present during the time of data collection.

**Exclusion criteria:** Teachers who are already exposed to any training programme on school bullying.

**Tool for data collection:** The tool used for the study was divided as follows: Section I: Self designed Knowledge Questionnaire It consists of 60 multiple choice questions and every right answer will be given

the score of 1 and for the wrong answer 0. Minimum score is 0 and maximum score is 60.

**Scoring interpretation:** Inadequate knowledge < 15

- Moderately adequate knowledge – 16 – 25
- Adequate knowledge – 26 – 35

**Data collection procedure:** A formal prior permission was obtained from the selected higher secondary schools in vadodara, Data was collected after getting informed consent from the adolescences by explaining the purpose to the study. The investigate was introduced to the participants. The tool was administered and after 20 minutes the questionnaire was collected.

**Ethical Clearance:** The ethical approval was taken from ethical committee of university of sumandeeep vidhypeeth. Ethical clearance was obtained from the SVIEC.

**Statistical design:** Data were verified prior to computerized entry. The Statistical Package for Social Sciences (SPSS version 20.0) was used. Descriptive statistics were applied (e.g., mean, standard deviation, frequency and percentages). Test of significance (chi square and paired t test) was applied to test the study hypothesis

## Analysis

The data are presented under the following headings:

**Section-1:** Analysis of pre test and post test score of knowledge Regarding prevention of school bullying among schhol teachers.

**Section-2:** Effectiveness of video assisted Programme

## Section-1: Distribution of Pre Test Knowledge Score in Percentage

**Table 1: Distributions of pre test knowledge score of school teachers regarding prevention of school bullying**

N=100

Sr. No.	Knowledge level	Frequency	Percentage
1	Inadequate	60	100%
2	Moderate	00	00%
3	Adequate	00	00%
Total		60	100%

## Distribution of Post Test Knowledge Score in Percentage

**Table 2: Distributions of post test knowledge score of school teachers regarding prevention of school bullying**

N=100

Sr. No	Knowledge level	Frequency	Percentage
1	Inadequate	00	0%
2	Moderate	29	49.2%
3	Adequate	31	50.80%
Total		60	100%

## Section-2: Effectiveness of Ved TIO Assisted Eaching Programme

**Table 3: Comparison of pre test and post test knowledge score**

N=100

Variable		Mean	Mean Difference	Std. Deviation	t-Value
Knowledge regarding stem cell collection, preservation & its benefits	Pre-test	1.0	1.56	0.1	23.31
	Post-Test	2.56		0.5	

\*Significant at 0.05level \*t (0.05, 59df) =2

## Conclusion

This study was undertaken to assess the effectiveness of teaching programme, regarding prevention on school bullying among school teachers. The study involves one group pre- test post-test pre experimental design with purposive sampling technique, 60 samples of school teachers was selected on the basis of inclusion and exclusion criteria. A conceptual framework used for this study was modified “king’s goal attainment model.” Analysis of obtained data was planned based on the objectives and hypothesis of the study, both descriptive and inferential statistics were used for the analysis of the data. The data was interpreted in the forms of tables and graphs. The calculated “t” value 23.31 was greater than the tabulated “t” value at 0.05 levels. Data shows there was significant difference between pre test and post test level of knowledge score. Hypothesis  $H_1$  accepted

**Implications:** The investigator has drawn the following implications from the studies which are of

vital concern to the field of nursing practice, nursing education, nursing administration and nursing research.

### Recommendations

- Based on the findings of the present study recommendation offered for the future study:
- The similar study can be conducted in different settings.
- The similar study can be conducted on staff teachers.
- The similar study can be conducted on students to assess the knowledge & attitude regarding school bullying. The similar study can be conducted in large sample.
- The similar study can be conducted in different schools.

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### Conflicts of Interest Disclosure

The authors declare that there is no conflict of interest statement

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**Ethical Clearance:** The ethical approval was taken from ethical committee of university of sumandeep vidhyapeeth. Ethical clearance was obtained from the SVIEC.

### Refference

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