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Research Article

"A study to assess the effectiveness of planned teaching regarding school bullying on knowledge among the primary school teachers from selected schools of Sangli, Miraj and Kupwad Corporation area".

Mr. Ravi S. Parpani [1], Mr. Rajesh Gaikwad [2],

1. M.Sc Nursing in Mental Health (Psychiatric) Nursing, Bharati Vidyapeeth (Deemed to be University), College of Nursing, Sangli, Maharashtra, India 416414. Email ID: parpaniravi8@gmail.com
2. Clinical Instructor, Bharati Vidyapeeth (Deemed to be University), College of Nursing, Sangli, Maharashtra, India 416414. Email ID: gaikwad48@gmail.com

gaikwad48@gmail.com

ABSTRACT-

"A study to assess the effectiveness of planned teaching regarding school bullying on knowledge among the primary school teachers from selected schools of Sangli, Miraj and Kupwad corporation area"

The objectives of the study:

1. To assess the existing knowledge regarding school bullying.
2. To assess the post-test knowledge regarding school bullying.
3. To compare the pre-test knowledge with post-test knowledge score.
4. To find out the association between pre-test knowledge score with demographical variables.

Material and methods:

A Pre-experimental one group pre-test post- test research design was adopted for this study. The study was conducted in selected primary schools of sangli, miraj and kupwadcorporation area. Reliability of structured knowledge questionnaire was done by split half method of statistics. The reliability Karl Pearson's Correlation coefficient 'r' was found to be 0.81 which is more than 0.7, hence it was found to be reliable. The tool for validity was given to 18 experts. The experts were selected based on their clinical experts/teaching experiences. The sample comprised of 50 samples from selected schools of sangli, miraj and kupwad corporation area. Samples were selected using cluster random sampling technique. Data collection was done using structured knowledge questionnaire and data was analysed using descriptive and inferential statistics.

Results and Conclusion:

The findings of the study showed that, at the time of pre-test 88% of the primary school teachers had good knowledge and 12% had Average knowledge regarding the school bullying.At the time of post-test,88% of the primary school teachers had good knowledge and 12% had Average knowledge regarding the school bullying. In comparison of pre test and post-test knowledge score, pre-test average knowledge score was 7.9 with standard deviation of 1.32 and post-test average

knowledge score was 11.70 with standard deviation of 1.19. The statistical p value was 0.000 which is less than 0.05. which showed that there was significant difference in the pre-test and post-test knowledge score and planned teaching regarding school bullying was effective.There was significant association between age, teaching experience and previous information with pre-test knowledge score as calculated 'p' value was less than 0.05, while there was no significant association between gender and pre-test knowledge score as calculated 'p' value was more than 0.05. The study concludes that planned teaching was effective in increasing knowledge level of primary school teachers regarding school bullying. There was significant association between age, teaching experience and previous information with pre-test knowledge score and there was no significant association between gender and pre-test knowledge score.

KEYWORDS: Assess, Effectiveness, Planned teaching, Knowledge

INTRODUCTION-

The official definition of child generally refers to 'minor' or in other term called as a person younger than the age of greater. A child may also represent a relation to a parent or influencer, or distinct members of the group.[1]The community started to perceive the child as an individual with a lower level of maturity who needed security, love, and affection from elder person.[2]

Every child goes through different stages of social and intellectual development. An infant or toddler will happily play on its own. When the pupil enters in the scenario, then the pupil can be bodily assaulted or abused or forced to leave. Moreover, the child is able to play, learn to share and care with other children. In due course of time, the group grows bigger to three to four children. After a while, a child goes to playschool, the pupil normally participates in team activities and have fun with them.[3]

A safe juvenescence begins with a supportive atmosphere and educational system. It serves a vital part in making and molding child's future. One of the most important acculturation processes that a child goes through outside the family is school.[4]Attending school gives a chance to meet new children. Associating and communicating different pupil expands one's knowledge base, so it is necessary to go to school.

Students have varieties of difficulties in classroom. In the lecture hall, students encounter lot of difficulties. The difficulties may occur as a result of personal, cultural and educational factors, making a student to feel isolated, disappointed and unfortunate at school. If not addressed, this discontent will develop into a long-term opposition to education in general.[5]School violence is a problem which has been the spotlight of attention in recent years because of the coverage of the incidents such as school shootings and suicidesby the widespread media. High-level types of crime, such as attack and murder, are often covered by the media. However, the scholars, caretakers, family members and superior members had initially begun to discuss the less serious manifestations of abuse like bullying. Bullying has newly been acknowledged and registered a kind of different crime and it has been a growing problem.[6]

There are three types of behaviours in bullying:-

1) Using the power to regulate or hurt the targets, and the targets can find it very hard to protect themselves.
2) intension to hurt, that is bully is in intense to harm the victim.

3) Repetition of incidents occurs when the same individual or group of people is involved in the same act of violence again and again.[7]

Bullying can range from simple one-on-one bullying to more nuanced forms of bullying in which the bully has two or more team members. It can include verbal abuse, bodily aggression or force and it can be geared at specific based targeted children on racism, ethnicity, sex or capabilities.[8]

The imbalance of power may be physicalor social power. The bullies can act in a certain manner to appear famous or tough, or to grab publicity.Bullying victims are often termed as targets.[9]

Bullying can take many forms, including teasing on victims name, physical or verbal assault, exclusion from activities, physical assault, intimidation and social circumstances.[10]Bullies may have desire to stand out as famous, powerful or to attract people.[11]

US national centre for education and statistics suggest that bullying can be stated in two categories which are direct or indirect bullying. Physical assault such as dragging and pushing, flinging objects, hitting, smashing and booting, pounding, slashing, lacerating and biting are all examples of direct bullying.

Indirect bullying is identified by harming the survivor with social alienation. In many ways isolation is done such as like sharing falsehoods about the victim, denying to socially interacting and insulting those who want to socially interact with targeted victim. Criticizing the victim's appearance as well as other publicly relevant indicators. Teasing on victims name, contending, coercion, false backbiting, laughing, using those terms that elicit a response from a previous incident and teasing are implicit bullying samples which are additionally complex and are likely to take the form of oral type of abuse.[12]

The lifelong emotional and behaviouralproblems can be suffered by anybody who has been victim of bullying. It may lead to feelings of isolation, distress, insecurity and increased risk of sickness.[13]It can cause PTSD if left untreated for a long time.[14]Bullies tend to be highly inclined to produce behavioural problems that last beyond adult years of life. This behaviour's manifest as criminality and greater number of alcohol and substance abuse and being offensive towards partners, spouse or children's in later life.[15] it leads to that Bully victims who are worst affected and these create both psychosocial and physical problems.[16]

A teacher is someone who imparts information and education to students. The role of teachers is very formal and ongoing which is carried out at schools and other places of formal education. Teachers and schools have the ability to combat the negative effects of bullying among the students involved in bullying.

Teachers will first teach students how to recognize the warning signs of bullying in relation to the victim. Teachers should also be taught and educated on how to identify and handle school bullying by implementing some highly recommended strategies, such as guiding and assisting to all children, equipping protection in close ended areas, motivating mutual understanding between children and appreciating desirable habits and practices.[17]

Teachers have an significant point of view to create and rise policy for approaching the guardians of a child who has been bullied and evaluating school bullying preventive interventions through survey, forthright inspection, monitoring of critical incidents and regularly discussing these findings

in the form of evaluation of strategies with authorities of school and guardians of children to build motivation throughout the school community.

MATERIALS AND METHODS-

In the study, quantitative research approach was used to assess the effectiveness of planned teaching regarding school bullying.Pre-experimental one group pre-test-post-testresearch design was used. For assessing the knowledge and effect of planned teaching, one group was selected followed by pre-test and post-test on knowledge regarding school bullying. The study consisted variables such as the independent variable i.e. planned teaching and dependent variable i.e. knowledge. It also includes demographic variables, that are as age, gender,teaching experience, and previous information received earlier. A setting of the research study was selected primary schools of Sangli, Miraj, and Kupwad corporation area. The populations selected for the study were Primary school teachers.The study samples were selected primary schools of Sangli, Miraj and Kupwad corporation area. School teachers teaching to 1st to 8th standard and Teachers who are interested in participating in the research were included in the study while Teachers who are not present at the time of data collection were excluded from the research study.The sample size was calculated by using power analysis. The study consisted of 50 primary school teachers. Probability Cluster Random Sampling method was used to select the samples.Sangli, Miraj, and Kupwad were the three groups in the form of clusters.Schools were chosenamong each group using a simple random sampling method to obtain the required samples.

The data collection tool consisted two sections. Demographic Variables of the primary school teachers were included in first section while 15 multiple-choice questions with four choices were included in Second section. Questions were based on the planned teaching of school bullying. The appropriate response receives one point, inappropriate response receives zero point, and the overall score is 15 points. To assess the level of knowledge regarding school bulling, grading was made in structured questionnaires. The tool was divided into 3 categories based on the knowledge score- 1-5 (Poor), 6-10(Average), 11-15 (Good).

In front of the Institutional Ethical Committee, research proposal with research tool was presented.After approval of the institutional ethical committee the study was conducted and all the data gathered was been kept confidential. Samples were willingly involved in the research study. Pre-approval from the relevant superiors was obtained, as well as informed written consent from each sample.

RESULTS-

Table No.1 Frequency and percentage distribution of demographic variables.

n=50

Sr. No.	Variable	Groups	Frequency (*f*)	Percentage (%)
1	Age (in years)	21-30	8	16.00
		31-40	17	34.00
		41-50	17	34.00

		above 50	8	16.00
2	Gender	Male	21	42.00
		Female	29	58.00
3	Experience (years)	0-5	8	16.00
		5-15.	17	34.00
		15-25	19	38.00
		more than 25	6	12.00
4	Any Previous Information	Yes	21	42.00
		No	29	58.00
	Source of Information	news paper	5	23.81
		seminar	5	23.81
		Social Media	5	23.81
		news channel	6	28.57

Table no.1 shows that, maximum school teachers (34%) were between the ages of 31-40 and 40-50 years. Male teachers were less i.e42% as compared to female teacherswith 58 %. Maximum of them (38%) had 15-25 years of teaching experience. 42% of teachers had previous information regarding school bullying.

Table No.2 Frequency and percentage distributionof Pre Test Knowledge Score regarding school bullying.

n=50

Level of Knowledge	**Frequency (*f*)**	**Percentage (%)**
Poor (0-5)	1	2.00
Average (6-10)	49	98.00
Good (11-15)	0	0.00

Table no.2 and Fig no.2shows that in pretest 98% of the primary school teachers had the average knowledge and 2% had poor knowledge regarding school bullying. It shows that there is a need

of more attempts to increase the primary school teachers understanding and knowledge on school bullying.

Table No.3 Frequency and percentage distributionof post test Knowledge Score.

n=50

Level of Knowledge	Frequency (*f*)	Percentage (%)
Poor (0-5)	0	0.00
Average (6-10)	6	12.00
Good (11-15)	44	88.00

Table no 3 shows that among primary school teachers 12% had average knowledgeand 88% had good knowledge in post test regarding the school bullying. It indicates marked increase in teacher's knowledge regarding school bullying.

Table No .4 Comparison between pre-test and post-test knowledge score regarding school bullying. **n=50**

Test	Mean	S.D.	't' value	P value
Pre Test	7.9	1.32	36.89	0.000
Post Test	11.70	1.19		

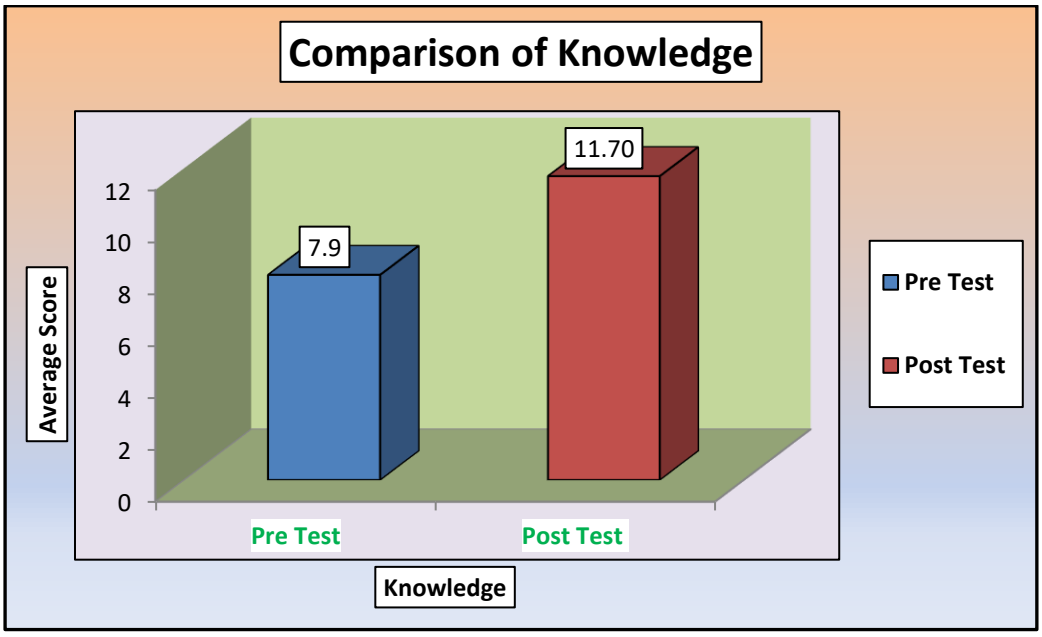

Figure 1: Comparison of pre-test and post-test Knowledge score

Table no 4 and Fig no 1 shows that pre-test average knowledge score was 7.9 with S.D of 1.32 and post-test average knowledge score was 11.70 with S.D of 1.19. Statistical p value is 0.000 which is less than 0.05.It indicates there was remarkable variance in the pre-test and post-test knowledge score and planned teaching regarding school bullying was effective.

Table No.5 Association between pre-test knowledge score with demographic variables

Sr. No.	Variable	Chi-Square	d.f.	p value	n=50 Significance
1	Age (in years)	8.64	3	0.034	Significant
2	Gender	0.27	1	0.60	Not Significant
3	Teaching Experience (years)	8.27	3	0.041	Significant

4	Any previous Information	17.21	1	0.00	Significant

Table no.5 describes there is remarkable association between age, teaching experience and previous information with pre-test knowledge score as calculated 'p' value is less than 0.05, There was no remarkable association between gender and pre-test knowledge score as the calculated 'p' value is greater than 0.05,

DISCUSSION-

The study's findings are discussed in relation to the objectives and hypothesis of the study-

In the demographic variables, it was found that maximum primary school teachers (34%) were between the ages of 31-40 years and 41 to 50 years, 16% were between the ages of 21-30 and more than 50 years. Frequency of female primary school teachers was higher with (58%) than male (42%).maximum primary school teachers (38%) had teaching experience of 15-25 years while 34% had 5-15 years,16% 0-5 years and 12% had more than 25 years of teaching experience.42% of school teachers had some previous information regarding school bullying while 52% did not had.

In the present study, the existing knowledge regarding regarding school bullying was collected by using structured questionnaire. The total score was divided into three groups like poor (0-5 score), average (6-10 score) and good (11-15 score). It was found that, at the time of pretest, 98% of the primary school teachers had the average knowledge, 2% of them had poorand none of among them had good knowledge regarding school bullying. It suggests maximum of school teachers had average knowledge and planned teaching should be provided to improve teacher's knowledge regarding school bullying.

The post test was conducted after administration of planned teaching regarding school bullying. In post test it was it was found 88% of school teachers had good knowledge, 12% had average knowledge. It indicates there was increase in level of knowledge.

The comparisons of the pretest and posttest means of the knowledge were done by the paired t test. The pretest average score was 7.90 with S.D of 1.32. The posttest average score was 11.70 with S.D of 1.19. Statistical value of the paired t test was 36.89 with p value 0.00. Here p value is less than 0.05 which indicates that planned teaching regarding school bullying was effective. Hence H_1hypothesis accepted.

The chi-square test was conducted to see the association between pre-test knowledge score with demographical variables of primary school teachers from selected schools. For the variables age, experience and any previous information regarding school bullying, the p value of the association test

with knowledge was less than 0.05, hence reject the null hypothesis and accept the alternative. Concludes that, there was remarkable association of these demographic variables with pre-test knowledge regarding school bullying. For the variable gender, the p value of the association test with knowledge was more than 0.05, Concludes that, there was no remarkable association between the variable gender with pre-test knowledge regarding school bullying.

The results of the research have been discussed with reference to the objectives and hypothesis. Findings of the study show that planned teaching on knowledge regarding school bullying among primary school teacher was effective.

Similar study was conducted by PinkyLawanya to assess the effectiveness of IEC package on knowledge and self-expressed practice regarding bullying behavior of children among primary school teachers at Trichy with 50 school teachers as samples of study. To assess self-expressed practices, self-expressed practice questionnaires were used. The results of the study revealed that “t" value for knowledge was 1.96 and for self-expressed practice was 1.96. Whereas “r" value (r=0.7) revealed to have to have a positive significant co relation between post test score of knowledge and self-expressed practice. Hence IEC package was effective.[41]

CONCLUSION-

A research was done to evaluate the effectiveness of planned teaching regarding school bullying on knowledge among the primary school teachers. During assessment of knowledge regarding school bullying it was found that the teachers were having poor knowledge regarding types and characteristics of victim of bullying. Moreover average knowledge among primary school teachers was clearly seen which is a danger sign, as school teachers are the care takers of children in school.

The school teachers play a vital role in prevention and reduction of bullying volume in school. Planned teaching regarding school bullying was provided to school teachers and raised doubts were been cleared. The school teachers showed positive response to the planned teaching by equipping more knowledge regarding school bullying. It was found that before and after planned teaching knowledge level of school teachers related to school bullying was found to be different. There was increase in the level of knowledge and H_1 hypothesis was accepted.

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