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A Psychological Study to Assess the Effectiveness of Video-Assisted Cyber Wellness Program in Prevention of Cyber bullying Incidents among Adolescents at Selected Pre-University College, Belagavi."

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Background of the study:
In the educational field, cyberbullying is a big concern. In contrast to traditional bullying, cyber bullying is anonymous and can happen anywhere, which is a huge issue for pre-university college students. Fatality of cyber bullying encounters a various academic and social issues. They range from dropping out of school, being absent, and failing leads to eating problems, abusing drugs, feeling hopeless, and even committing suicide.
Thus assessing the knowledge regarding cyber bullying incidents among adolescents and preventing cyberbullying incidents through video-assisted cyber wellness programs. Hence an investigation was conducted to determine how effective of video-assisted cyber wellness program in prevention of cyberbullying incident among adolescents at selected pre-university colleges, Belagavi."

PURPOSE OF THE STUDY:
1.To appraise the understanding regarding cyber bullying incidents prior the video-assisted cyber wellness program among adolescents at selected Pre-University Colleges.
2. To estimate the effectiveness of intervention in the prevention of cyber bullying incidents among adolescents at selected Pre-University Colleges.
3. To relate the pretest level of knowledge regarding cyber bullying incidents among adolescents at selected Pre-University Colleges with selected socio demographic variables.

Keywords: Psychology, Assess, Effectiveness, video-assisted, Cyber wellness, Cyberbullying incident, Pre-University Colleges.

Introduction:
For the vast majority of people in today's technology society, using the Internet for business and personal enjoyment has become second nature. Apart from personal use, the Internet has become an almost vital tool in business, education, government, and the entertainment industry.[1] Cyber bullying or Cyber harassment is when someone bullies or harasses you over the internet. It has become popular as the digital environment has expanded and progressed, especially among youth.[2] Casualty of cyber bullying may experience low self-respect, suicidal ideas, and a range of negative emotional responses such as fear, frustration, rage, or desolate.[3]
Information and communication technology abuse: harming someone else is known as
cyberbullying. Examples include sending harassing text or Internet messages, posting offensive remarks on social networking sites, uploading embarrassing pictures, or electronically threatening or frightening someone.[4]
A relatively recent development in bullying during the past ten years is cyber bullying. Additionally, because cyber bullying abusers cannot see the faces of their victims, they might not fully understand the repercussions of their acts, which lowers their sense of vital personal responsibility. With one of the most recent cases involving Rebecca Sedwick, a 12-year-old girl from Polk County, Florida, who committed suicide after being the target of

persistent cyber bullying, recent news reports highlighting the connection between cyber bullying and adolescent suicides (US News, 2019) have fueled this renewed focus on cyberbullying.[5]
Recently, studies have been conducted to evaluate the psychological (such as despair and anxiety) and psychosomatic (such as migraines and stomachaches) effects of cyberbullying.[5] Cyber bullying's effects have mostly been investigated in the context of adolescent mental health difficulties. Researchers have studied the connection between internalizing adolescent anxieties (such the emergence of negative affective disorders, loneliness, anxiety, depression, and somatic symptoms) and cyber bullying in general.[6]
During adolescence, identity building is very important. The social environment and interactions with peers of a young person have a considerable impact on their identity formation during this time. As a result, teenagers seek out behaviors, events, and social situations will help to guide themselves confidently while avoiding those that would have a negative impact. Overall, this has an impact on how a child sees and accepts their own selves and is "critical in establishing his or her personal and even professional growth trajectory."[7]

Need for the study
Cyber bullying is abuse that occurs on digital devices like smartphones or computers. It regularly occurs on social media, SMS, email, instant chat, and video games. To embarrass someone, cyber bullying frequently takes the form of emailing or publishing harmful or unpleasant content about them. This content is sometimes dispersed namelessly, making cyberbullying feel even more dangerous.[8] India has had the greatest rate of young people being victims of cyberbullying so far this year. More than 37% of Indian parents said their children have been victims of cyberbullying at least once, a 5% rise from 2016.[9]

Online stalking is one of the most common forms of cyber harassment reported by people in this age bracket. Girls their own age or even older ladies are frequently trapped and mistreated. Without their awareness, they get vulgar communications and are sometimes coerced to participate in internet pornography.[10]

A survey of 630 teenagers aged 13 to 18 years in Delhi-NCR was carried out across eight schools in the national capital. According to the survey, 60% of the boys and 40% of the girls among respondents possess their own devices, and nearly half of the respondents utilized two or more gadgets to access the Internet. "Sixty-three percent of teenagers said they only accepted friend or connect requests from people they knew, while the remaining teenagers said they accepted requests from strangers and friends of friends ," according to the study." Cybercrimes such as cyberbullying, hacking and misuse of online profiles, and morphing of photos or videos pose risks and damages to adolescents on the internet.[11]
In order to minimize cyberbullying incidents among adolescents, researchers are adopting a video-assisted cyber wellness program.[18]

Assumption:

1. College students will be having some knowledge regarding cyber bullying incident among adolescents.
2. Video assisted cyber wellness in prevention of cyber bullying incident among adolescents .

Hypothesis:

1. **H_1:** There will be a noticeable distinction in before and after Video-assisted cyber wellness programs in the prevention of cyberbullying incidents among adolescents.
2. **H_2-** There will be a strong correlation between a few demographic factors and adolescents' levels of knowledge about preventing cyber bullying incidents.

METHODOLOGY:
Research Approach: Since the goal of the study was to assess the efficacy of a cyber wellness program, an evaluative technique was used.

Research Design: The current study used a quasi-experimental, equivalent control group design as its research strategy.

Setting: Through lottery procedures, this study was done in several selected Pre-University Colleges at Belagavi, which included ten Pre-University Colleges. Four colleges have been chosen namely: Divine mercy Pre-university college,(South), Hunchantti , Belgavi, People tree Pre-university college, (North) Belagavi, KLES Independent Pre-university college, (North) Belagavi, St Pauls Pre-university college,(South) , Belagavi.

Target Population: Adolescents from selected Pre-University Colleges in Belagavi were the study's target demographic.

Sample Size and Sampling Technique: The results of the current inquiry suggested that a nonprobability practical sampling technique was employed. All of the Pre-University Colleges' names were written on a paper that has been folded and put in a box. The lottery method was used to choose the colleges. Each slip was picked one at a time until the required number of samples were gathered. After picking a desired Pre-University College, all of the teenage names were written on a piece of paper and placed in a box, and one by one sample was drawn un till the desired number of samples was obtained.

Sampling Criteria: The study had two criteria namely inclusion and exclusion criteria:

Pre-university college students of selected colleges at Belagavi.

- Students in pre-university colleges who are willing to take part in the research.
- Pre-university college students who were enrolled at the time the data were collected.

- Pre-university college students who are sick.
- Pre-university college students who refuse to engage in the research.

Students who have previously participated in the cyber wellness programs.

Development of Tools: The study's goals served as the foundation for the tool's development. The tool was developed after:

- Literature review and textbooks offer sufficient knowledge and subject matter.
- Speaking with and getting advice from psychiatric nursing professionals.
- Conversation with and advice from the statistician.

Information about the Tool

The validator's recommendations were taken into account when creating the tool's final draught. There are three sections:

Section 1: contains demographic information

Section 2: Structured Knowledge questionnaire

Section 3: video-assisted program in cyber wellness

Section 1: The baseline performance test consists of 10 items to determine age, gender, residence, studying, access to a smartphone, use of social media.

Section 2: Structured knowledge questionnaire. The 20 questions in this section cover the following topics. Knowledge questionnaire regarding cyber bullying incident 20 questions

The overall score was 20 points, with each accurate response worth one point.

The tool's testing

a) Validity of the Tool's Content

After talking to specialists in the field of mental nursing, the validity of the tool was determined. The adjustment was carried out in accordance with suggestions offered by specialists. The final tool was reframed after consulting the guide, co-guide, and statistician. It was determined to be reliable and appropriate for students at pre-university colleges.

b) Reliability of the Tool

Reliability is the extent to which an instrument or method consistently measures whatever it is intended to measure.

Utilizing the Split Half approach, which assesses the co-efficient internal consistency, the tool's dependability was determined. Karl Pearson correlation by deviation was used to assess the Split Half test's reliability. The reliability of the complete test was determined using Spearman Brown's Prophecy formula.

$$R = \frac{2r}{1 + r}$$

R — dependability coefficient of the overall test's correlation

r — dependability coefficient of half-test correlation

The knowledge tool's reliability coefficient of the correlation was discovered to be 0.824, indicating that the tool was trustworthy.

Procedure for Data Collection:

For the current investigation, a quasi-experimental, similar control group design was used. The samples were chosen using a straightforward random sampling procedure, at several selected Pre-University Colleges, Belagavi. The sample consisted of 60 Pre-University Colleges adolescents (30 each for the experimental and control group) in selected areas of Belagavi. A lottery method was used to select the Pre-university colleges. Before collecting the data, the participants and the institution's head gave their consent. After the selection of subjects, cyber bullying was measured in both the experimental and control group on day one, which was followed by the intervention in the form of cyber wellness program video to experimental group only. Following a 7-day intervention, both the experimental and control groups participate in a post-test.

Group	**Pretest (O1)**	**INTERVENTION (X)**	**Posttest (O2)**
Experimental	Assess the cyber bullying incidents among adolescents by using structured questionnaire	Intervention in the form of administration of cyber wellness program video	Reassessment of cyber bullying incidents among adolescents by using structured questionnaire
Control	Assess the cyberbullying incidents among adolescents by using a structured questionnaire	No Intervention	Reassessment of cyberbullying incidents among adolescents by using structured questionnaire

Plan for Data analysis: The analysis of the data was designed based on the goals.

1. The investigator would create a master data sheet to compare the data.
2. Frequency and percentage analyses of demographic data would be conducted.
3. The knowledge of pre-university adolescents on video assisted cyber wellness in prevention of cyber bullying incident among adolescents would be calculated using range, frequency, mean and standard deviation.

Chi-square test would be used to find out the association between pretest cyber bullying incident and demographic variables. For the interpretation of hypothesis and findings, the level of significance would be set at 0.05.

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RESULTS

This chapter focuses on the analysis and interpretation of information gathered to evaluate the knowledge of teenagers enrolled in the first and second years of PUC. The data used for this study's analysis and interpretation were obtained from 60 adolescents who attended particular pre-university colleges in Belagavi and completed standardised questionnaires.The collected information was organized and presented in four parts: Section I, Section II, Section III and Section IV, Section V.

SECTION - I Teenagers in the experimental and control groups were distributed in terms of frequency and proportion by their demographic characteristics.

SECTION - II Assess the knowledge regarding cyber bullying incident before the video assisted cyber wellness program among adolescents in experimental group and control group.

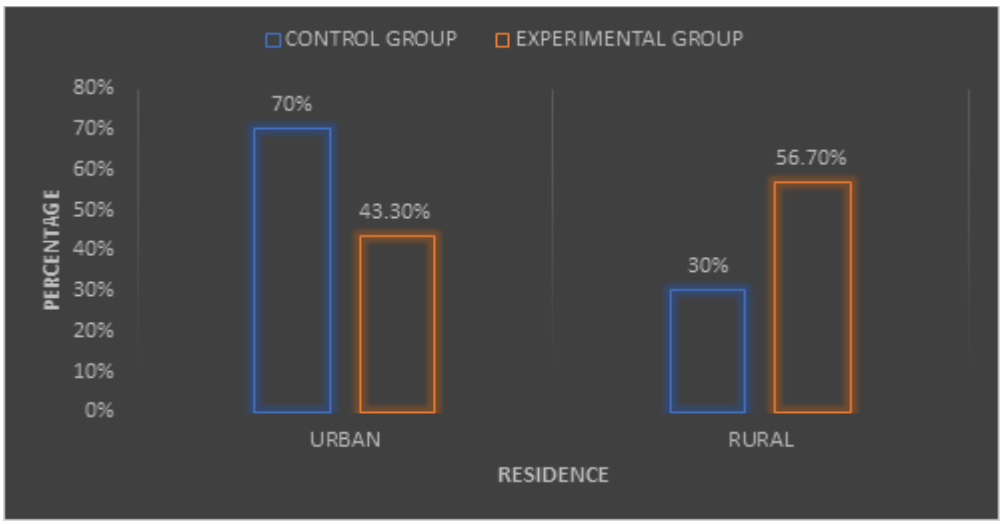
SECTION - III: Effectiveness of video assisted cyber wellness programme among adolescents in experimental group

SECTION – IV: Association between pre-test levels of cyber bullying incident among pre-university adolescents with selected demographic variables in control group.

SECTION - V Pre-test levels of incidents of cyber bullying among pre-college adolescents were correlated with particular demographic factors in the experimental group.

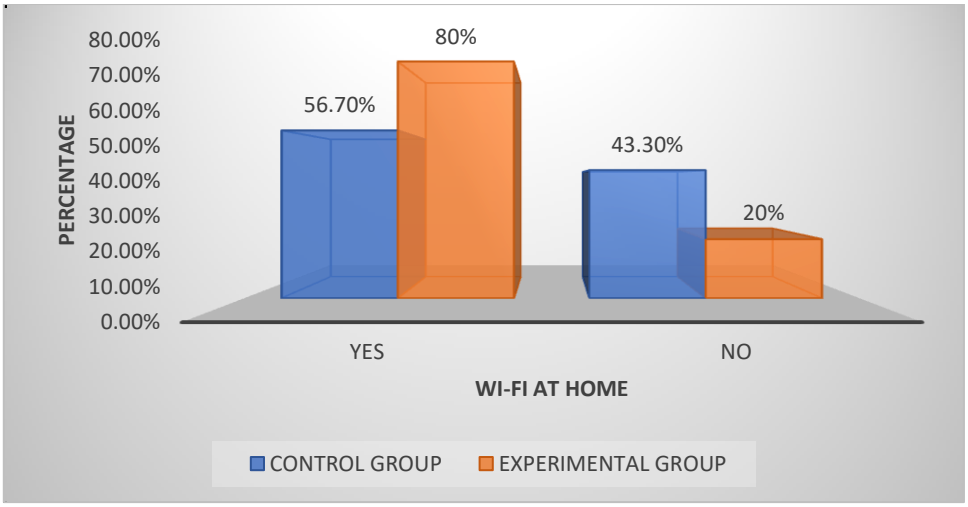
SECTION - I Frequency and percentage distribution of the demographic variables of adolescent in Experimental and control Group N=60

- Distribution of teenage demographic factors by frequency and percentage in the experimental and control groups.
- According to their **age** in experimental group majority 15(50%) were in 18 years of age and above, 15(50%) were in 16-17 years of age. In control group majority 15(50%) were in 18 years of age and above, 15(50%) were in 16-17 years of age.
- Regarding **gender of adolescents**, in experimental group maximum 15(50%) belongs to male, 15(50%) belongs to Female. In control group maximum 15(50%) belongs to male, 15(50%) belongs to Female.
- With regard to adolescent **pursing class**, in experimental group maximum 15(50%) were in PUC 1st year and 15(50%) were in PUC 2nd year. In control group maximum 15(50%) were in PUC 1st year and 15(50%) were in PUC 2nd year.



Bar diagram showing the Distribution of residence Adolescents in experimental and control group

- According to **residence of adolescents**, in experimental group majority 17(56.7%) were in rural area, 13(43.3%) were in urban area. In control group majority 21(70%) were residence in urban area, 9(30%) were in rural area.



Bar diagram showing the Distribution of wifi at home Adolescents in experimental and control group.

- Regarding **use of smart phone**, in experimental group maximum 30(100%) were using smart phone. In control group maximum 30(100%) were using smart phone. use of wifi at home in experimental group maximum 24(80%) were using wifi, 6(20%) were not using wifi at home. . In control group maximum 17(56.7%) were using wifi at home and 13(43.3%) were not using wi-fi at home.
- With regard to adolescents **playing online game**, in experimental group majority 19(63.3%) were playing, 11(36.7%) were not playing. In control group majority 16(53.3%) were playing online game, 14(46.7%) were in not playing. Online shopping account in experimental group majority 17(56.7%) were no online shopping account,13(43.3%) were using online shopping account. In control group 21(70%) were not using online shopping account 9(30%) were using online shopping account.

SECTION - II Assess the knowledge regarding cyber bullying incident before the video assisted cyber wellness both the experimental group and the control group of adolescents.

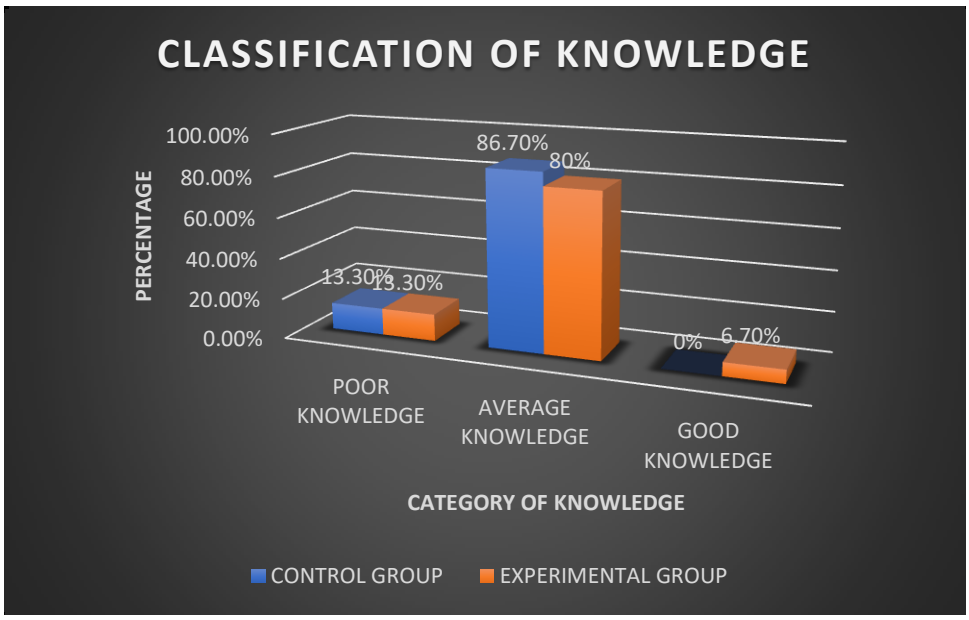


Fig 13: Bar diagram Distribution of knowledge score of Adolescents in experimental and control group

In this graph ,experimental group,24(80%) pre university adolescents were having average knowledge regarding cyber bullying incident, 4(13.3%) patients having were having poor knowledge and 2 (6.7%) were having good knowledge regarding cyber bullying incident.
In control group 26 (86.7%) pre university adolescents were having average knowledge regarding cyber bullying incident, 4(13.3%) patients having were having poor knowledge and 0(0.0%) were having good knowledge regarding cyber bullying incident.

SECTION - III Evaluate the effectiveness of video assisted cyber wellness program in prevention of cyber bulling incidents among adolescents

Experimental group	Mean	SD	Mean Difference	t	df	P value
Pre-test	1.38	0.490	1.391	12.739	29	**0.000***
Post-test	4.33	1.863				

***p≤0.05 level of significance**

The table shows an effectiveness of video assisted cyber wellness program in experimental group. The mean pre-test score was 1.38 with SD 0.490 and mean post-test score was 4.33 with SD 1.863. The effectiveness was statically tested by using paired t-test (12.739,df=29,P<0.001) and result was found to be significant at p <0.005 level of significance. Hence in experimental group after the video assisted cyber wellness programme is effective for prevention of cyber bulling incidents among adolescents.

SECTION – IV: Associate the control group pre-test level of knowledge regarding cyber bullying incidence among adolescents
*p≤0.05 level of significance **NS-Non significance**

In this study, gender had a statistically significant association with the pretest levels of cyberbullying incidence among adolescents in the control group, while demographic variables like age, class studying, residence, wifi at home, network of data use, play online games, and online shopping had no statistically significant association with knowledge regarding the prevalence of cyberbullying among adolescents.
Demographic variables like age, Class studying,,wifi at home, network of data use, play online game and online shopping account there is no statistically significant association with the pretest levels of knowledge regarding cyber bullying incidence among adolescents and Gender, residence had shown statistically significant association with the pretest levels of knowledge regarding cyber bullying incidence among adolescents in the experimental group p≤0.05 level of significance.

SECTION – V: **Associate the experimental group pre-test level of knowledge regarding cyber bullying incidence among adolescents**
In this demographic variables like age, Class studying, , wifi at home, network of data use, play online game and online shopping account there is no statistically significant association with the pretest levels of knowledge regarding cyber bullying incidence among adolescents and Gender, residence had shown statistically significant association with the pretest levels of knowledge regarding cyber bullying incidence among adolescents in the experimental group p≤0.05 level of significance.

Discussion: According to their age group in the experimental group, the majority of 15 people (or 50%) were between the ages of 18 and above, and 15 people (or 50%) were between the ages of 16 and 17. In the control group, 15 people, or 50%, were in their 16th or 17th year of life or older. In the control group, 15 people, or 50%, were in their 16th or 17th year of life or older. It is supported by a Chinese study. Socio demographic data, cyber bullying in social media and online gaming, self-esteem, anxiety symptoms, Internet addiction, and other topics were all collected.

Conclusion:

Nurse educators can tutor the pre-university adolescents through video-assisted cyber wellness program for bringing down cyber bullying incidents. Study. Cyber crimes such as cyber bullying, hacking and misuse of online profiles and morphing of photos or videos pose risks and damages to adolescents on the internet. Educational or awareness programs to be implemented to communicate to all pre-university adolescents in university, colleges setting as well in school areas.

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