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Research Article

A study to assess the level of knowledge and awareness of cyberbullying among school students in selected schools at Coimbatore.

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Abstract:

Background: Caesarean section (CS) rates have increased considerably in India, making it important to identify the major indications contributing to caesarean deliveries. **Objective:** To assess the indications of lower segment caesarean section (LSCS) among pregnant mothers who underwent caesarean section at Rajiv Gandhi Women and Children Hospital, Puducherry. **Methods:** A descriptive study was conducted among pregnant mothers who underwent LSCS at the selected hospital. Data were collected from the confinement register maintained in the labour room for the period from January to March. A survey method and purposive sampling technique were used to obtain the required data. The recorded obstetric information was reviewed to identify and describe the indications for caesarean section. **Results:** A total of 578 (12.07%) pregnant mothers underwent caesarean section during the study period. The major indications for LSCS were previous LSCS (PLSCS) in 103 (18%), fetal distress in 95 (16.4%), cephalopelvic disproportion (CPD) in 93 (16%), failed induction in 59 (10.2%), and oligohydramnios in 50 (9%). **Conclusion:** Previous LSCS, fetal distress, CPD, failed induction, and oligohydramnios were the major indications for LSCS among the study population. Identifying the pattern of indications may help in planning appropriate obstetric care.

Keywords: LSCS, pregnant mother, ceasarean.

INTRODUCTION

Rapid advancements in technology have transformed the way people communicate and interact, placing young people in an increasingly digital environment that often develops faster than adults can understand or regulate. This extensive involvement in online spaces can create opportunities for peer aggression and abuse, which may have serious and harmful consequences for young people (Auriemma et al., 2020).

Cyberbullying refers to the intentional use of digital technologies, including social media, email, and other online communication platforms, to threaten, intimidate, humiliate, or harass another individual. Although cyberbullying may originate from existing social groups, such as classmates or peer groups, the perceived anonymity of online communication can facilitate aggressive behaviour and make it difficult for victims to identify or confront the perpetrators. Such experiences can result in considerable emotional distress among victims and may also have negative consequences for those involved in the bullying (Pyzalski, 2012).

The effects of cyberbullying can extend beyond the immediate online experience and significantly influence the emotional well-being of adolescents. Victims may experience persistent sadness, anxiety, reduced self-esteem, and loss of confidence. When adequate emotional and social support is unavailable, the psychological burden may become overwhelming and can contribute to feelings of helplessness, self-harm, and suicidal thoughts.

Cyberbullying can also interfere with students' educational experiences by affecting their ability to concentrate and

participate effectively in school activities. Repeated exposure to online harassment may be associated with declining academic performance, absenteeism, and reduced interest in attending school. In addition, adolescents who experience or repeatedly observe cyberbullying may develop difficulties in establishing and maintaining positive peer relationships.

Research conducted across different settings has identified several factors that may influence adolescents' vulnerability to cyberbullying and its consequences. Sociodemographic characteristics, including age and gender, as well as family-related factors such as family relationships and parental educational status, have been identified as important factors associated with cyberbullying experiences (Manisha Hamal, 2017).

Although the importance of preventing and addressing cyberbullying is widely recognized, there is no universally accepted approach for its prevention and management. Different strategies have been proposed by researchers and professionals, indicating that legal or disciplinary measures alone may not adequately address the problem. Comprehensive approaches should also emphasize the development of empathy, responsible online behaviour, interpersonal skills, and digital awareness among young people. Cyberbullying awareness programmes are therefore essential for addressing online harassment and reducing its psychological, emotional, social, and educational consequences among children and adolescents. School-based interventions can provide an effective setting for promoting digital citizenship, empathy, respectful communication, and appropriate social skills. Such programmes can also help students recognize cyberbullying, respond appropriately to online threats, protect their personal information, and seek assistance when necessary.

OBJECTIVES

- To assess the level of knowledge and awareness of cyberbullying among school students
- To find out association between the level of knowledge and awareness of cyberbullying with their selected demographic variables among school students

METHODOLOGY

The present study adopted a quantitative research approach with a non-experimental descriptive research design to assess the level of knowledge and awareness of cyberbullying among school students in selected schools at Coimbatore. The research variable was the level of knowledge and awareness of cyberbullying. The population comprised school students, and the sample consisted of 100 students selected using a simple random sampling technique. A sampling frame was prepared, students were assigned numbers, and the required participants were selected using a random number table. The inclusion criteria comprised adolescents aged 13–17 years, both genders, those who scored 1–22 on the Adolescent Cyber-Victimization Scale, and those willing to provide assent. Students who were victims of cyberbullying were excluded.

Data were collected using a structured interview schedule consisting of demographic variables such as age, gender, grade, family type, information technology device owned, daily internet usage, social network, purpose of internet usage, and previous awareness of cyberbullying. The Adolescent Cyber-Victimization Scale developed by Sofia Buelga et al. (2018) consisted of 18 self-reported items rated on a five-point Likert scale ranging from 1 (never) to 5 (always). The Cyber-bullying Knowledge and Awareness Instrument developed by Nadia Wahab et al. (2017) consisted of 30 items, including 12 knowledge items with Yes/No responses and 18 perceived awareness items with five response options ranging from Strongly Unaware to Strongly Aware. Data were collected after obtaining permission from the concerned school authorities and providing information about the study to the participants. The collected data were analysed using frequency, percentage, and Chi-square test to determine the association between knowledge and awareness of cyberbullying and selected demographic variables.

RESULT

The findings showed that the majority of students were aged 13 years (32%), were male (52%), and were studying in the 8th standard (38%). Most students belonged to nuclear families (58%). Regarding parental education, the highest proportion of fathers had higher secondary education (36%), while mothers had higher secondary education (35%). Mobile phones were the most commonly owned information technology device (92%). Most students reported using the internet for less than one hour daily (62%), and YouTube was the most commonly used social network (62%). Entertainment was the major purpose of internet use (59%). Among the school students, 89% had inadequate knowledge and 11% had moderately adequate knowledge, while none had adequate knowledge. Regarding awareness, 85% had medium awareness and 15% had low awareness, with none having high awareness. The association findings showed that age and grade had a significant association with the level of knowledge on cyberbullying, as the calculated χ^2 values (11.26 and 21.87) were greater than the table values. Gender was not significantly associated with knowledge.

DISCUSSION

The findings revealed that the majority of school students had inadequate knowledge (89%) and medium awareness (85%) regarding cyberbullying. Only 11% had moderately adequate knowledge, and none had adequate knowledge or high awareness. This indicates a considerable need for structured cyberbullying education and awareness programmes among adolescents. The association findings showed that age and grade were significantly associated with knowledge, whereas gender was not significantly associated with knowledge.

CONCLUSION

The findings showed that 89 (89%) of school students had low knowledge and 11 (11%) had moderately adequate knowledge regarding cyberbullying. Regarding awareness, 85 (85%) had medium awareness and 15 (15%) had low awareness. Knowledge was significantly associated with age and grade, while no significant association was found with sex, type of family, parental education, information technology device owned, daily internet usage, social network used, purpose of internet use, or previous awareness of cyberbullying. Awareness showed no significant association with any of the selected demographic variables.

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Table 1: Frequency and Percentage Distribution of School Students According to Their Demographic Variables (N = 100)

S. No.	Demographic Variables	Frequency (f)	Percentage (%)
1	Age in years		
	a) 13	32	32
	b) 14	27	27
	c) 15	17	17
	d) 16	16	16
	e) 17	8	8
2	Sex		
	a) Male	52	52
	b) Female	48	48
3	Education		
	a) 8th std	38	38
	b) 9th std	15	15
	c) 10th std	18	18
	d) 11th std	16	16
	e) 12th std	13	13
4	Type of family		
	a) Joint family	40	40
	b) Nuclear family	58	58
	c) Extended family	2	2
5	Education of the father		
	a) Illiterate	4	4
	b) Primary	12	12
	c) Secondary	31	31
	d) Higher secondary	36	36
	e) Degree / equivalent	17	17
6	Education of the mother		
	a) Illiterate	2	2
	b) Primary	8	8
	c) Secondary	25	25
	d) Higher secondary	35	35
	e) Degree / equivalent	30	30
7	Information technology device owned		
	a) Computer	2	2
	b) Laptop	3	3
	c) Webcam	0	0
	d) Tablet	3	3
	e) Mobile phone	92	92
8	Daily internet usage		
	a) Nil	0	0
	b) Less than 1 hour	62	62
	c) 1–2 hours	25	25
	d) 3–4 hours	11	11
	e) More than 5 hours	2	2
9	Social network used		
	a) Facebook	0	0
	b) Instagram	24	24
	c) WhatsApp	14	14
	d) Twitter	0	0
	e) YouTube	62	62
10	Internet usage purpose of adolescents		
	a) Social connect (e.g., FB, Insta)	6	6
	b) Education and upskilling	32	32
	c) Entertainment	59	59
	d) Online shopping	3	3
	e) Email communication	0	0
11	Previous awareness regarding cyber-bullying		
	a) Yes	25	25
	b) No	75	75

Table 2: Frequency and percentage distribution of level of knowledge on cyberbullying among school students

SL. No	Level of Knowledge	No. of Respondent	
		Frequency (n)	Percentage (%)
1	Inadequate	89	89
2	Moderately adequate	11	11
3	Adequate	0	0

Table 3: Frequency and percentage distribution of level of awareness on cyberbullying among school students

SL. No	Level of Awareness	No. of Respondent	
		Frequency (n)	Percentage (%)
1	Low	15	15
2	Medium	85	85
3	High	0	0

Table 4: Frequency, Percentage and χ^2 Distribution of level of knowledge of cyberbullying among school students with their selected demographic variables

Demographic variables	DF	χ^2	TV	Level of significance
Age in years	4	11.26	9.49	Significant
Grade	4	21.87	9.49	Significant

χ^2 Value with $P < 0.05$

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