

PSYCHOMETRIC ASSESSMENT OF ‘THE NEED FOR INSTRUCTIONAL VIDEO IN BULLYING AMONG PARENTS’: A NEWLY DEVELOPED INSTRUMENT

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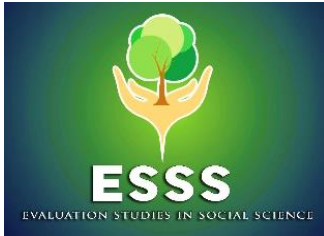
ABSTRACT

This study aimed to assess the underlying structure and internal consistency of the newly developed instrument, The Need for Instructional Videos on Bullying among Parents. The instrument's purpose is to identify parents' knowledge of bullying, their intervention skills, their role in bullying, need for an instructional video on bullying and adult learning (andragogy). The quantitative study includes 154 parents in Malaysia who have children in primary and secondary school. The cross-sectional survey design study was administered once and distributed virtually to parents in Malaysia. Exploratory Factor Analysis (EFA) and Cronbach's alpha testing were used to assess the validity and reliability of the instrument. The extraction method used was Principal Axis Factoring with Varimax Rotation. The EFA extracted five factors with 73.01% total variance. The five factors, namely (i) knowledge about bullying: 5 items; (ii) bullying intervention skill: 6 items; (iii) parents' role: 5 items; (iv) need for instructional video: 3 items; and (v) self-learning attitude: 6 items. The internal consistency was found to be very good among the items (Cronbach's $\alpha = 0.913$). The high internal consistency value shows that the instrument is reliable. The findings suggest that the measure offers good validity and reliability the instrument. Therefore, this research contributes in a way for researchers to use the instrument to develop instructional videos on bullying for parents to gain the correct resources to prevent the bullying culture from damaging the children's development.

Keywords: *psychometric assessment, bullying, parents*

INTRODUCTION

The act of bullying and being bullied has always been a serious issue, especially in school. Bullying is one of the most common violent phenomena in an individual's life, for example, school or workplace bullying. Literature has found a long-term negative effect of being bullied in childhood. According to Wolke and Lereya (2015), childhood bullying negatively affects a child's physical and mental health. Some adverse effects include self-harm, depression, antisocial personality disorder, somatic problems, and substance abuse. Reports worldwide and

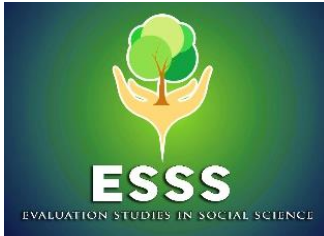


in Malaysia seem to show a worrying trend of bullying and cyberbullying cases. In 2019, one out of every five students reported they were being bullied in the United States of America (National Center for Educational Statistics, 2019). This statistic does not include those who chose not to report being bullied. Less than half, at only 46 percent, of students bullied at school would say to an adult at school that they were being bullied. Since the Covid-19 pandemic started, the inaugural 2020 Child Online Safety Index reported that more than half the population (60%) of children in 30 Asian countries in the age group of 8 to 12 years old were exposed to cyber risks (Rao, 2020). Those cyber risks include being affected by cyberbullying (45%) as victims of bullying or bullies themselves. The effect of not being able to spend more time outdoors has led to children spending more time on their electronic devices and the internet. Hence, risking their exposure to cyberbullying even though there may be a decrease in physical bullying as the school has not been open and most countries have switched to virtual learning classes.

The involvement of parents in bullying requires the need to provide information suitable to their level of understanding. Internationally, several researchers have investigated the impact and effectiveness of current bullying interventions such as the Cooperative Learning Intervention Program (Alcalá *et al.*, 2019), Friendly Schools Friendly Families (Lester *et al.*, 2017), and several others. At the same time, there were still limited studies regarding bullying interventions with parents' involvement in Malaysia, in the researcher's knowledge. Furthermore, there was no instrument to measure parents' knowledge, skill, role, need, and willingness to learn about the bullying phenomenon.

However, research regarding bullying incidents and interventions in Malaysia has yet to be widely explored compared to other Western countries. Western countries, as mentioned above, have spent the last 30 years exploring bullying. Today, bullying research in the nation is considered very limited and mainly focuses on students as their research sample. Gomez-Ortiz *et al.* (2019) stated that there are still significant gaps in the literature regarding the nature and prevalence of bullying and cyberbullying. Furthermore, research regarding other involvements, such as parents, is very few, in an out of the nation. McGuire and Norman (2018) investigated cyberbullying and found that parents and teachers had poor exposure and were unfamiliar with the current youth's cyber risk. The result indicates the need for further investigation regarding the topic needs to be done. Therefore, it would be intriguing and insightful to investigate bullying and parents' involvement to improve parents' poor exposure to proper bullying interventions.

Because there is a knowledge gap regarding the concerning topic, a group of researchers under the *Geran Penyelidikan Universiti Berasaskan Pendidikan*, GPUBP (2020-0066-107-01) developed a new instrument to measure the need for instructional videos in bullying among parents. The objective of the instrument is to identify parents' knowledge of bullying, their intervention skills, their role in bullying, need for an instructional video on bullying and adult learning (andragogy). As the instrument's utility has not been tested, the researchers, as grant receivers, took the initiative to perform a psychometric assessment. The assessment in the present research is essential as it may be a stepping-stone that enables a broader utility of the



newly developed instrument. Therefore, the present research aims to assess the underlying factor structure and the internal consistency of 'The Need for Instructional Video on Bullying among Parents'. The study focuses on exploratory factor analysis (EFA) and Cronbach's Alpha testing.

The research questions for the present study are as follows:

1. What is the instrument's underlying factor structure of The Need for Instructional Videos among Parents?
2. What is the internal consistency of The Need for Instructional Videos among Parents instrument?

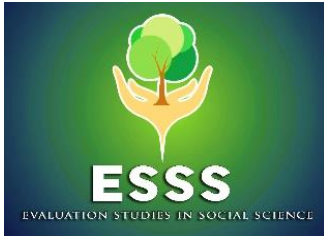
LITERATURE REVIEW

The Bullying Phenomenon

In Malaysia, research on bullying has only been increasing since the early 2000s. In the beginning, most national researchers explored the bullying phenomenon that was associated with masculinity (Jamal Safri et al., 2010), delinquent students (Buerah *et al.*, 2015), rural area students (Junainor *et al.*, 2016), and many more. Most of the studies were mainly done on students, from preschool to undergraduate students (Nor Junainah, 2019; Nor Junainah, Mohd Sobri, & Amelia, 2019). Effective integration and advancement of technology in creating awareness or spreading knowledge help make teaching and learning exciting and enable easy access to information for the general population. Some of the national literature focused on understanding the impact of peer bullying (Muhammad Saleem *et al.*, 2015) and workplace bullying (Sabitha, 2008) while identifying the common personality traits of bullies and bullying victims. Recently, Nadia and Wan Ahmad Jaafar (2017) discussed the need for a multimedia application to increase adolescents' awareness of cyberbullying.

Parents' Knowledge and Skills on Bullying

A study in Thailand on attitudes towards bullying and perception towards handling bullying found that the percentage of parents who think social exclusion is a not severe matter is less than 50 percent (Dangmaneerat & Eamoraphan, 2019). Parents tend to focus on physical bullying compared than social exclusion. When in fact, social exclusion may have negative consequences in terms of social and emotions. The study also found that the awareness of how severe bullying can be was only moderate despite the parents' high empathy toward those who were bullied. Therefore, this portrays the level of understanding parents have toward bullying. If their awareness and knowledge of bullying are still considered moderate, it would also affect their perception and how they handle bullying. Moreover, it would affect the parents' role in intervening, overcoming, and preventing bullying problems.



Existing Intervention in Parents

Interventions have positive outcomes for parents as they become more confident and open to talking to their children about strategies for handling different forms of bullying and improving the student's emotional and social state. Past literature has investigated interventions such as Friendly Schools Friendly Families (FSFF), Cooperative Learning Intervention Program, and Roots program. This literature found that parents' least preferred intervention programs were those held during the weekends and for a long duration. While in Malaysia, there still needed to be more accessible to bullying intervention studies involving parents. Bauman and Del Rio (2005) in Begotti *et al.* (2018) recommended that interventions utilize visual and kinesthetic media such as videos and role-playing. It was suggested that it would be advantageous to include several forms of media for a better understanding of the theories and to stimulate bullying situations.

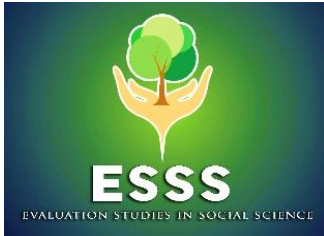
Instructional Video

Ismail *et al.* (2021) found that learning through self-instructional video improves learners' knowledge, skills, and confidence. Dong *et al.* (2019) stated that self-instructional-video is essential within medical curricula because of its time-cost efficiency, ability to promote autonomous learning, and flexibility for the learners to utilize their learning styles (Ismail *et al.*, 2021). Apart from correlating instructional videos with learning styles, it correlates with andragogy instruction methodologies. In a past study, andragogical instructional methodologies were found to be more effective for adult learners (Monts, 2001; Muduli, Kaura, & Quazi, 2018). Muduli *et al.*'s (2018) study on Indian postgraduate business students has resulted that the adult learners' preferences for an instructional method are andragogy over pedagogy. It is essential to include adult learning or andragogy to understand the self-learning attitude for their need for instructional videos on bullying among parents.

METHODOLOGY

Participants

The sampling technique for the present research is convenient sampling. This sampling technique was chosen to administer the data collection efficiently and instantaneously. The research sample includes parents (n = 154) of 92 mothers and 62 fathers who have children in primary and secondary schools around Malaysia. Parents of children in primary and secondary school were recruited for the study. Kline's (2015) sample size guideline of medium size of 100 to 200 was used as a basis in determining participants for this study.



Research Design

The quantitative data gathering technique utilized for this research is a survey. A cross-sectional survey was utilized for the present research to enable the researchers to obtain data from many participants at a single time. This sampling technique is utilized to administer time-efficient data collection and psychometric assessment on the instrument relevant to the knowledge of bullying phenomenon and parents' need for the instructional video. The cross-sectional survey design is administered once virtually through Whatsapp.

Instruments

The present research utilized a newly developed instrument, The Need for Instructional Videos on Bullying among Parents. The instrument examines the need for instructional videos on bullying among parents. The newly developed instrument is a survey that includes 25 items. Each item used the five-point Likert scale (1= strongly disagree to 5 = strongly agree). Five factors assess the parents' understanding on bullying, skill in bullying intervention, role in bullying, need for an instructional video on bullying, and their attitude toward self-learning. Table 1 presents the distribution of items by the pre-specified factors. The factors are as shown below:

Table 1

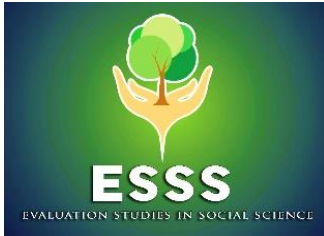
The Five Factors and Item Numbers of the Instrument

Factors	Item Numbers	N of Items
Knowledge in Bullying	1 – 5	5
Bullying Intervention Skill	6 – 11	6
Parents' Role	12 – 16	5
Need for Instructional Video	17 – 19	3
Self-Learning Attitude	20 – 25	6

Experts assessed the developed items to check the content as evidence for face and content validity. The experts' opinions were used to improvise the items before testing them in the field. Bahasa Melayu. is used as the instrument because it is the first and foremost language of the parents. Also, it is used to ensure the parents understand the items in the instruments. The instrument was given to experts to check the content as evidence to obtain its face and content validity.

Data Procedure and Analysis

In the online survey, the participants were informed of voluntary participation and details of the study. The participant's data was then de-identified, cleaned, grouped, and tabulated for data analysis. The data analysis for the present research was analyzed using the IBM SPSS



version 23. An Exploratory Factor Analysis (EFA) was administered on 25 items to assess the underlying factor structure. The researcher used the principal axis factoring, varimax rotation, scree plot, and total variance to explain the underlying factors in this measure. Firstly, the Kaiser-Meyer-Olkin Measure (KMO) of the sampling adequacy test and Bartlett's test were used to assess the factorability and significance, respectively. The KMO test determines the measurement of how suited the data is for factor analysis, while Bartlett's test determines whether the variances are equal for all samples (Glen, 2016). Next, the eigenvalue was used to determine the number of potential factors from the instrument, which has to be greater than 1.0 (Watkins, 2018). The internal consistency between the items was assessed using Cronbach's Alpha (α). The result from internal consistency and factor analysis provides evidence of the quality of the instrument.

RESULT

Demographic Profile of Participants

The majority of the participants were Malay, at 91.6 percent. Almost half of the sample were degree holders at 45.0 percent. The percentage of Ph.D., master, degree, and diploma holders among the parents was 8.4 percent, 16.9 percent, 45.5 percent, and 13.6 percent, respectively. The participants in the government sector were more than half of the total sample at 67.5 percent, while in the private sector were 13.0 percent. 5.2 percent were freelancers, while 11.0 percent were not working. More than half of the participants' residential locations were urban, at 59.7 percent. The total number of parents with children in primary and secondary school is balanced.

Exploratory Factor Analysis (EFA)

The Kaiser-Meyer-Olkin Measure (KMO) of the Sampling Adequacy test in the present study was 0.86. For any data to be suited for factor analysis, the value for the sampling adequacy must be between 0.7 to 1.0 to be adequate (Glen, 2016). The result indicated that a factor analysis is functional, with sufficient items for each factor. Additionally, Bartlett's test of sphericity was found to be $p < 0.01$, which is less than 0.05, indicating the data's appropriateness for factoring. Table 2 presents eigenvalues, percent of variance explained by the factor, and cumulative. According to table 2, five factors with eigenvalues > 1 were extracted using EFA with varimax rotation. These factors accounted for 73.01 percent of the total varia

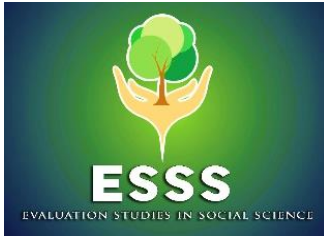


Table 2

Total Variance Explained

Factors	Eigenvalues	Percentage of Variance	Cumulative Percentage
1	8.673	34.691	34.69
2	3.883	15.530	50.22
3	2.544	10.176	60.40
4	1.868	7.470	67.87
5	1.284	5.138	73.01

Table 3 presents the item loadings by factor. Items with a factor loading value greater than 0.50 are considered significant and can correlate specifically to the factor with the highest factor loading value (Hair, 2009). Item 1 reported the highest loading value of 0.712, which loads into factor 5. Item 2 to 4 also loads into factor 5 with factor loading ranging from 0.506-0.830. There is one cross-loading item found in the analysis. Item number 5 reported the loading value of 0.554 into factor 1 and 0.540 into factor 5, respectively. The item loaded positively into factor 1 and factor 5, thus requiring further investigation of the item. Since the significance of a loading value depends on the sample size ($N = 154$), item 5 was retained because the factor loading is still considered significant and was grouped under factor 5. Hence, factor 5 consists of five items in total. Item 6 to 11 loads into factor 1 with factor loading ranging from 0.652 to 0.863. Hence, factor 1 has six items in total. Item 12 to 16 loads into factor 2 with factor loading ranging from 0.635 to 0.901. A total of five items correlates with factor 2. Next, it was found that items 17, 18, and 19 were loaded into factor 3, with factor loading ranging from 0.884 to 0.965. Factor 3 has three items in total. Subsequently, items 20 to 25 load into factor 4, with the factor loading ranging between 0.564 to 0.694. Hence, factor 4 has six items in total. Finally, five items were reported to load into the fifth factor, with their loading ranging between .506 and .830. The result of the items within the groups is aligned with the sections developed for the instrument. The first factor grouped items with the parents' bullying intervention skill section and, therefore, are classified as "bullying intervention skill." The second factor includes items on parents' role in the bullying section and is classified as "parents' role." Next, the third factor accounted for the need for instructional video in the bullying section and is classified as a "need for instructional video." The fourth factor comprised items with the self-learning attitude section and classified as "self-learning attitude." Finally, the fifth factor, with five items, measures parents' knowledge in bullying and is labeled as "knowledge in bullying."

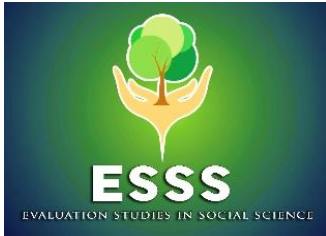


Table 3

Item loading by factor

Item	Factor				
	Bullying intervention skill	Parents' role	Need for instructional video	Self-learning attitude	Knowledge in bullying
1					.71
2					.83
3					.78
4					.51
5					.54
6	.76				
7	.86				
8	.65				
9	.79				
10	.69				
11	.67				
12		.76			
13		.70			
14		.90			
15		.88			
16		.64			
17			.89		
18			.97		
19			.88		
20				.64	
21				.64	
22				.69	
23				.58	
24				.56	
25				.66	

Internal Consistency

Table 4 below shows each section of the instrument's internal consistency and the instrument's overall internal consistency. The result found that the parents' need for an instructional video section is considered an excellent measure of consistency, with the highest reliability coefficient at $\alpha = 0.96$, with three items. In contrast, the lowest reliability coefficient (the adult learning and andragogy section) at $\alpha = 0.85$, with six items, was a good measure of consistency. Besides that, the internal consistency of the overall section was $\alpha = 0.91$ in the present research. The result indicates that the instrument is considered a suitable measurement property.

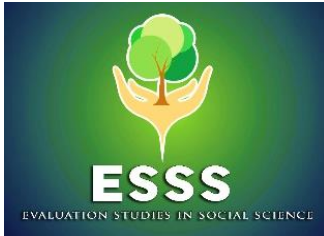


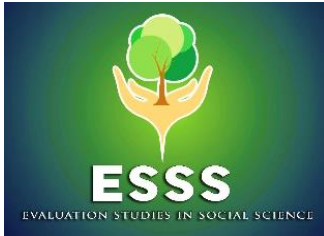
Table 4
Reliability Statistics

Dimension	Cronbach's Alpha	N of Items
Knowledge in Bullying	0.86	5
Bullying Intervention Skill	0.90	6
Parents' Role	0.92	5
Need for Instructional Video	0.96	3
Self-Learning Attitude	0.85	6
All	0.91	25

DISCUSSION AND CONCLUSION

To the researchers' knowledge, the developed instrument is the first instrument that assesses parents' need for instructional videos on bullying. Therefore, the validity and reliability aspects of the newly developed instrument were investigated through exploratory factor analysis (EFA) and internal consistency. The result found that there are five (5) factors and those factors are similar to the factors found in the literature. As stated in the literature review, the five factors are the critical dimensions for the need for instructional videos. Generally, Renshaw (2011) stated that knowledge and awareness enhance attitudes and perceptions of bullying. However, Dangmaneerat and Eamoraphan (2019) recently found that parents' awareness of how severe bullying is only moderate. Individuals with high knowledge and understanding of a particular topic tend to be more attentive and focused. Therefore, when a parent knows their knowledge and awareness of bullying, they may be more attentive and receptive towards their children. This is also supported by previous literature that stated that bystanders need to have greater exposure to help uncover all forms of bullying and the strategies that would help facilitate bullying skill interventions (Stuart & Hand, 2016). Hence, the factor (factor 5) of the instrument, knowledge in bullying (items 1 - 5) that, refers to the level of knowledge regarding definition, type, facts, and ways to handle bullying is an essential dimension for the need for instructional videos in the present research. As mentioned above, there is one cross-loading item (Item number 5). It was implied that item 5 might be linked to factors 1 and 5. However, because the significance of a loading value depends on the sample size ($N = 154$), the item was kept under the initial factor, factor 5, because the factor loading is still considered significant at 0.540.

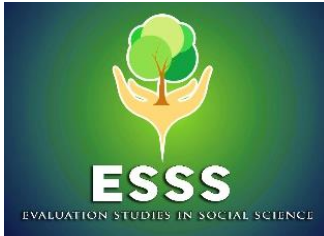
The next factor of the instrument, bullying intervention skill (items 6 – 11), refers to the level of competence that parents have to aid their children with bullying problems. The bullying intervention skill factor (factor 1) in the instrument includes them being able to identify their level of competence in handling and preventing their children's bullying problems as a victim, bystander, or alleged bully, which is a necessary dimension for the instrument. This is supported in the literature, where prevention intervention was found to affect parents' belief



that their children could be exposed to cyberbullying and increase their confidence in opening up to their children to talk about strategies for handling bullying incidents (Roberto *et al.*, 2017). However, Lee and Ju (2019) stated that parents were rarely involved in the program evaluation regarding bullying. This has led to them using coping strategies that were not given systematically or with the guidelines. Without guidelines and instructional tools, parents might adopt an unsuitable approach when dealing with bullying with their children, who may be alleged bullies, bystanders, or victims of bullying. Therefore, it is significant to provide a good level of exposure to bullying intervention skills for parents.

Another instrument factor, the parent's role (items 12 - 16), refers to parents' perception towards the task that should be carried out to handle and prevent bullying, which was also found as an essential dimension. Several recent literatures have acknowledged the importance of involving parenting roles in understanding the bullying phenomenon (Ceka & Murati, 2016; Murphy *et al.*, 2017; Georgiou *et al.*, 2018; Nor Junainah, 2019). Furthermore, Bronfenbrenner's ecological theory suggested that directly interacting with children, also known as a child's microsystem, can create positive changes in overcoming bullying (Lester *et al.*, 2017). Positive changes include securing the environment and surroundings of the children to eradicate bullying in and out of school. Larranage *et al.* (2018) also stated that the parent-child relationship and communication about bullying are relevant to overcome and to prevent bullying. Thus, the parent's role factor (factor 2), which includes knowing their responsibility to monitor, help, be involved, and protect their children from bullying, is a dimension that is necessary for the instrument.

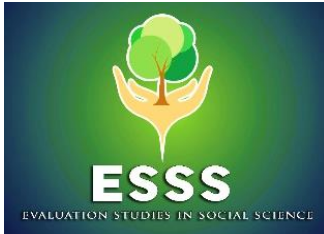
The instrument's next factor (factor 3) is the need for an instructional video, which refers to the parent's perception of their need for an instructional video to provide knowledge and instruction regarding bullying. This factor is aligned with previous literature that discussed the need for effective and advancement of multimedia application technology to create awareness, spread knowledge, and give easy access to information as the number of cyberbullying cases arise (Nadia & Wan Ahmad Jaafar, 2017). Many fields have been utilizing instructional videos to teach and spread information from autistic children to medical students and mechanical workers. Toy *et al.* (2019) have justified that instructional video can accommodate various learning styles. Therefore, a critical dimension is the instrument's factor (factor 3) and the need for instructional video (items 17 – 19). Lastly, the instrument's self-learning attitude factor (factor 4) is also an important dimension. This factor, self-learning attitude (items 20 – 25), refers to the willingness to construct and master a self-learning strategy is aligned with this approach that includes assumptions of readiness to learn, self-directedness, internal motivation, the need to know and role of experiences (Museva, 2010). Recent literature has found that self-learning instructional video enhances learners' knowledge, skills, and confidence (Ismail *et al.*, 2021). Furthermore, Muduli *et al.* (2018) stated that adult learners prefer the instructional method approach andragogy over pedagogy. Therefore, this factor is necessary for the instrument to ensure that the outcome of the instructional video is acceptable and practical for parents who are adult learners.



The result of the second research question revealed that all five factors produce high reliability. Every item in every five factors has an excellent internal consistency of measurement and can be utilized in the instrument. Three factors (Knowledge of Bullying, Bullying Intervention Skills, and Self-Directed Attitude) produce good reliability, while two (Parents' Role, Need for Instructional Video) produce high reliability. The entire instrument's internal consistency was also highly reliable ($\alpha = 0.91$). As a result, data analysis has successfully established the five factors of the newly developed instrument. The items in the factors are similar to what was being developed initially. The instrument was efficiently developed based on thorough literature reviews from credible and reliable sources that enable measurement regarding bullying. During the development of the instrument, reliable sources will ensure credibility and make justifications seem more powerful (Buttram *et al.*, 2012). For this instrument, the development of the instrument's items is meticulous. The researchers demonstrate clear decisions upon the elements and terms of each item to ensure consistent data interpretation. At the same time, the researchers managed to engage with other researchers and experts to reduce research bias and redundancy of the items on the development of the instrument. As mentioned by Noble and Smith (2015), one of the strategies to ensure credibility is to reduce research bias. Research bias can be reduced through engagement with other researchers. Also, the high-reliability value could be due to the sampling size utilized in the research. The convenient sampling method enabled the researchers to obtain data from conveniently and readily available 154 participants of the targeted sample, parents with children in primary and secondary school. The sampling size of the present research is adequate, as Conroy (2015) has stated that the minimum sampling size of 30 is adequate to measure reliability using Cronbach's alpha. Yurdugül (2008) also suggested a minimum sample size of 100 if the first eigenvalue obtained is more than 3.00. The result of the first eigenvalue in the research is 8.673. Therefore, the research's sampling size supported the reliability analysis's result.

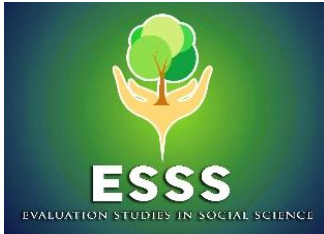
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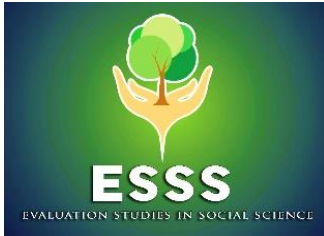


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