

# A STUDY TO EVALUATE THE EFFECTIVENESS OF SELF INSTRUCTIONAL MODULE ON PROMOTION OF MENTAL HEALTH OF ADOLESCENTS AMONG HIGHER SECONDARY SCHOOL TEACHERS IN SELECTED SCHOOLS AT KALYANPUR KANPUR U.P.

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## ABSTRACT

Promotion of mental health is an important part of psychiatric care. The mere absence of mental illness does not mean that one has positive mental health or high quality of life. Various environmental changes may promote mental health, including changes in economic, work, housing or family situations. Keeping this view in mind of researcher justified the need to evaluate the effectiveness of self instructional module on promotion of mental health of adolescents among higher secondary school teacher in selected school Kalyanpur UP. An experimental research approach and pre-experimental single group pre test post test design were used. The study finding showed that the mean knowledge score of pre test was  $12.62 \pm 2.58$  and post knowledge score was  $24.52 \pm 1.65$ . This difference was statistically significant at  $P \leq 0.001$  level.

**KEYS WORDS:-** Mental Health, knowledge, SIM, Adolescents

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## INTRODUCTION

Promotion of mental health is an important part of psychiatric care. The mere absence of mental illness does not mean that one has positive mental health or high quality of life. Various environmental changes may promote mental health, including changes in economic, work, housing or family situations<sup>1</sup>

Mental health promotion includes activities related to reducing stigma by dispelling myths & stereotypes associated with vulnerable groups, providing knowledge of normal parameters increasing sensitivity to psychosocial factors affecting health & illness and enhancing the ability to give sensitive, supportive and humanistic health care. If the focus is directed towards specific problems of a vulnerable group in society, nursing activity becomes more concerned with the changes of success increases. Adolescence is a transitional stage of physical & mental human development that occurs between childhood and adulthood. In this age biological, physiological, physiological and psychological changes occurs. During this period adolescents has to face many psychological problems before they are stepping to the next milestone.<sup>2</sup>

## REVIEW OF LITERATURE

**Dr. Kathleen Ries Merikangas (OCT2010)<sup>3</sup>** A study was conducted on life time prevalence of DSM-IV on mental disorder in US, with and without severe impairment, their co morbidity across broad classes of disorder, and their socio demographic correlates. The participants in this study were undergone face-to-face survey of 10,123 adolescents aged 13 to 18 years in the continental United States. The results revealed that anxiety disorders were the most common condition (31.9%), followed by behavior disorders (19.1%), mood disorders (14.3%), and substance use disorders (11.4%), with approximately 40% of participants with one class of disorder also meeting

criteria for another class of lifetime disorder. The overall prevalence of disorders with severe impairment and/or distress was 22.2%. This study concludes that approximately one in every four to five youth in the U.S. meets criteria for a mental disorder with severe impairment across their lifetime. The likelihood that common mental disorders in adults first emerge in childhood and adolescence highlights the need for a transition from the common focus on treatment of U.S. youth to that of prevention and early intervention.

#### **E. Emerson (2007)<sup>4</sup>**

A study conducted about interventions for students with or at risk for depression on students ranged in age from 6-17 years. Total 2652 participants were there. 66% studies were conducted in public school settings, and remaining in either private or residential settings. The design implemented was same form of pre-test / posttest with random assignment to conditions. Depression is increasingly recognized as a significant problem of school aged children. The result of the review reveals that the interventions implemented in school settings to reduce children depressive symptoms. Cognitive behavioral therapies emerged as the intervention with the strongest evidence base for reducing depressive symptoms, showing moderate to large effect sizes. In addition relaxation training was identified as a promising practice particularly for children with co-morbid symptoms of anxiety.

**Ellie Merriit (2012)<sup>5</sup>** A study was conducted in Germany to assess the Supportive interventions to enhance the mental health of children. Based on the Early Childhood Longitudinal study, the authors were able to analyse teacher reports of several thousand children's classroom behaviour at two time points - 3<sup>rd</sup> grades and 5<sup>th</sup> grades - in relation to previous participation in martial arts. The proportion of about 6 to 7 per cent of U.S. children participating in martial arts training is striking. The study design is innovative for a program evaluation, as it used epidemiological data for a program evaluation. The results indicate that effects of martial arts as provided in the U.S. on the children's classroom-behaviour are absent, at least from the teachers' perspective. It can be concluded from this study, that the proposed broadband impact of martial arts training cannot be demonstrated. This study provides preliminary results on the effectiveness of martial arts for the general mental health of children. More studies are necessary to determine the effectiveness for children with special needs. E.g., differential effects might be found for healthy children, children with internalizing disorders, and children with externalizing disorders.

### **MATERIAL AND METHOD**

Quantitative research approach and pre-experimental one group pretest and posttest design were used to evaluate the effectiveness of self instructional module on promotion of mental health of adolescents among higher secondary school teachers. The H<sub>1</sub> and H<sub>2</sub> was formulated that : There is a significant difference between pretest and post test knowledge scores regarding promotion of mental health of adolescents among high schools and H<sub>2</sub> there is significant association between the post test knowledge score with selected demographic variables of high school teachers.

The study was conducted in the selected school SGM International school Kalyanpur UP. The study subject was all the higher secondary school teachers of selected school who present at the time of study. A total 60 higher secondary school teachers were taken. Data were collected after obtaining permission from the Principal of School and ethical clearance from ethical committee of the school.

The study was conducted in two phase: Tool development and assessment of knowledge. The tool consist of two parts: Part A- Socio Demographic Variable Age, Gender, Religions, Education Qualification, Marital status, Years of experience, Previous Source Of Knowledge In Service Education regarding child psychology. Part-B Self structured knowledge questionnaire.

Written consent was obtained from the teachers. The tool for data collection were self structure knowledge questionnaire consisting 30 questions. The tool was developed through a review of relevant literature and validate by experts from the field of nursing and department of Mental Health Nursing. After the validation of tool pilot study was conducted in selected school Kanpur. Result of the pilot study indicated that study was feasible.

The data were analyzed using descriptive and inferential statistics. The analysis was performed with the help of statistical package of social sciences (SPSS-20) programme. The finding were explained and presented with the help of table and graphs

**RESULT**

**Objectives 1:** To assess the knowledge level of higher secondary school teachers about mental health of adolescents before the administration of SIM

- ❖ Mean knowledge score regarding mental health of adolescents among higher secondary school teachers was  $12.62 \pm 2.58$  and mean percentage was 42.1%

**Mean knowledge score regarding mental health of adolescents among higher secondary school teachers**

Table -1

N=60

Knowledge on	No. of questions	Min – Maxscore	Knowledge Score		% of Mean score
			Mean score	SD	
Mental health and its promotion	8	0-8	3.63	1.34	45.4%
Mental illness and its prevention	11	0 - 11	4.68	1.22	42.5%
Management of mental illness	11	0 - 11	4.30	1.83	39.1%
<b>Total</b>	<b>30</b>	<b>0 - 30</b>	<b>12.62</b>	<b>2.58</b>	<b>42.1%</b>

Maximum Score = 30

Minimum Score =0

**Objective 2:** To assess the knowledge level of higher secondary school teachers about mental health of adolescents after the administration of SIM

- ❖ Mean knowledge score regarding mental health of adolescents among higher secondary school teachers was  $24.52 \pm 1.65$  and mean percentage was 81.7%

**Mean knowledge score regarding mental health of adolescents among higher secondary school teachers**

Table-2

N=60

Knowledge on	No. of questions	Min- Max score	Knowledge score		% of Mean score
			Mean score	SD	
Mental health and its promotion	8	0-8	6.75	1.02	84.4%
Mental illness and its prevention	11	0 -11	8.97	1.13	81.5%
Management of mental illness	11	0 -11	8.80	1.42	80.0%
<b>Total</b>	<b>30</b>	<b>0 -30</b>	<b>24.52</b>	<b>1.65</b>	<b>81.7%</b>

Maximum Score = 30

Minimum Score =0

**Objectiv-3** To find out the effectiveness of SIM by comparing pre and post test knowledge score of higher secondary school teachers

Comparison of Pretest and Posttest Mean Knowledge Score

Knowledge on	Knowledge score				Student's paired t-test
	Pretest		Posttest		
	Mean	SD	Mean	SD	
Mental health and its promotion	3.63	1.34	6.75	1.02	t=14.05, P=0.001*** DF=59, significant
Mental illness and its prevention	4.68	1.26	8.97	1.13	t=21.52, P=0.001*** DF=59, significant
Management of mental illness	4.30	1.83	8.80	1.42	t=14.29, P=0.001*** DF=59, significant

Comparison of overall Knowledge Score

N=60

	No. of students	Mean ± SD	Student's paired t-test
Pretest	60	12.62±2.57	t=33.85 P=0.001*** DF=59, significant
Posttest	60	24.52±1.65	

\* significant at  $P \leq 0.05$  \*\* highly significant at  $P \leq 0.01$  \*\*\* very high significant at  $P \leq 0.001$

### DISCUSSION

Analysis of data regarding 1<sup>st</sup> objective of the study to assess the knowledge level of Higher Secondary School teachers about mental health of adolescents before the administration of self instructional module They are having 45.4% of knowledge in mental health and its promotion 42.5% knowledge in mental illness and its prevention and 39.1% knowledge in management of mental illness Overall they are having 42.1% of knowledge on Promotion of mental health of adolescents. In general 23.3% of the Higher Secondary School teachers are having poor knowledge, 76.7% of them having average knowledge and none of them having good knowledge. The above finding of the first objective is supported by a study conducted on teachers' attitudes towards child mental health services.

- ❖ Analysis of the data regarding 2<sup>nd</sup> objective of the study To assess the knowledge level of Higher Secondary School teachers about mental health of adolescents after the administration of self instructional module Based on the above objectives of the study the findings of the post-test Knowledge score of the Higher Secondary School teachers regarding Promotion of mental health of adolescents after the administration of self instructional module shows that they are having maximum knowledge in mental health and its promotion (84.4%) and minimum knowledge in management of mental illness (80%). Overall they are having 81.7% of knowledge on Promotion of mental health of adolescents. In general 16.7% of the Higher Secondary School teachers are having average knowledge, 83.3% of them having good knowledge and none of them having

poor knowledge. Considering the post-test scores of Promotion of mental health of adolescents, teachers were shown adequate Knowledge on all aspects of Promotion of mental health of adolescents. The above findings of the second objective is supported by a study was conducted in Santiago, Chile to evaluate the effects of a school-based physical activity program on physical fitness and mental health status of adolescents living in a low socioeconomic status area in Santiago, Chil

❖ Analysis of the data regarding 3rd objective of the study To find out the effectiveness of self instructional module by comparing pre and post test knowledge score of Higher Secondary School teachers. Higher Secondary School teachers had 42.1% of knowledge in pretest and 81.7% of knowledge in posttest so they gained 39.6 percent more knowledge after the administration of self instructional module. On comparison of Level of knowledge shows, before the self instructional module, 23.3% of the Higher Secondary School teachers are having poor knowledge, 76.7% of them having average knowledge and none of them having good knowledge. After the administration of self instructional module, 16.7% of the Higher Secondary School teachers are having average knowledge, 83.3% of them having good knowledge and none of them having poor knowledge. Comparison was calculated by student paired 't' test and the value is  $t=33.85$  at  $p=0.001$  level of significance (DF=59). Therefore the research hypothesis H1 has been accepted. The above findings of the third objective is supported by a study was conducted to assess the impact of a mental health teaching programme on adolescentpupils' understanding.

❖ Analysis of 4<sup>th</sup> objective to find out the association between post test knowledge score with selected demographic variables of Higher Secondary School teachers The finding of the study reveals the association between post test level of knowledge and their demographic variables. Age, Experience and previous information on psychological problems of children are significantly associated with their post test level of knowledge. Statistical significant at  $p>0.05$  level.

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