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Assess The Effectiveness Of Structured Teaching Program Regarding Mental Health Promotion Among Children At Government High School In Selected Village At Aurangabad, Bihar.

Prof. Dr. K. Latha

Dean cum principal

Narayan Nursing College, Jamuhar, Sasaram, Rohtas, Bihar

Ms. Sabina kujur

Assistant Professor

Narayan Nursing College, Jamuhar, Sasaram, Rohtas, Bihar

Prince Kumar, Ankur Kumar, Anuj Raj, Annu Gupta, Prachi Kumari

Students of Narayan Nursing College, Gopal Narayan Singh University, Sasaram, Rohtas, Bihar

Assitant Professor, Department of Mental Health Nursing, Narayan Nursing College, Gopal Narayan Nursing University, Sasaram, Rohtas, Bihar

ABSTRACT

Background:

Mental health is a crucial component of overall well-being and significantly influences children's learning, behavior, and development. In recent years, there has been a growing recognition of the importance of promoting mental health at an early age, particularly in school settings, where children spend a significant portion of their developmental years. Globally, mental health problems among children are increasing at an alarming rate. According to the World Health Organization (WHO), approximately 10–20% of children and adolescents experience mental disorders, yet these often remain undiagnosed and untreated. Early signs of stress, anxiety, depression, and behavioral issues can significantly affect academic performance, social interactions, and long-term health outcomes.

Objectives:

To assess the pre-test level of knowledge regarding mental health promotion among children before the Structured Teaching Program. develop and implement a Structured Teaching Program on mental health promotion tailored for school children. assess the post-test level of knowledge regarding mental health promotion among children after the Structured Teaching Program. evaluate the effectiveness of the Structured Teaching Program by comparing pre-test and post-test knowledge scores.

Methodology:

The research approach was descriptive approach and research design is one group. The study was conducted on adolescent students at selected school of Sasaram. Randomized sample technique adopts. Number of samples is 60 who played the mobile phone games frequently. Data collection was done by the survey by the researcher. Data was analyzed with descriptive and inferential statistics came up with following findings

Result:

The result show of the study is there 60 samples in 6.66% students are mild behavior changes, 60% students are moderate and 33.33% students are severe behavior changes. Statically there is no significant association was found

Conclusion:

The present study was aimed at assessing the level of behavior change among adolescent students and its consequences. This shows that variables had influence level of behavior change in the study.

Keywords: Effectiveness, Teaching Program, Mental Health

INTRODUCTION

Mental health is an integral and essential component of health. The World Health Organization (WHO) defines mental health as a state of well-being in which an individual realizes their own abilities, can cope with the normal stresses of life, can work productively, and is able to contribute to their community. In the context of children, mental health is crucial for overall development, academic performance, emotional resilience, and future well-being. In recent years, there has been a notable increase in mental health issues among children, such as anxiety, depression, behavioral disorders, and social withdrawal. Factors contributing to this trend include academic pressure, family-related stress, peer influence, social media exposure, and a lack of coping mechanisms. According to studies, nearly 10– 20% of children worldwide experience mental health disorders, many of which go unrecognized and untreated. Schools serve as a central point in children's lives and can play a pivotal role in the promotion of mental well-being. Integrating mental health awareness and coping skills into the school curriculum can act as a preventive and promotive measure. Structured Teaching Programmes (STPs) have been identified as an effective educational intervention aimed at equipping children with the knowledge, skills, and attitudes necessary for mental health promotion.

A Structured Teaching Programme is a systematic approach designed to impart specific knowledge through well-organized content, interactive sessions, and age-appropriate materials. When tailored to the developmental level of children, STPs can significantly influence their understanding of mental health, self-care practices, emotional regulation, and help-seeking behavior. This study seeks to evaluate the effectiveness of a Structured Teaching Programme in promoting mental health among children. The aim is not only to increase awareness but also to foster positive mental health habits that children can carry into adolescence and adulthood. By assessing the outcomes of the programme, the study will provide

insights into the potential of structured education as a tool for preventive mental health care in the school setting. Mental health is vital for a child's growth, learning, and social development. In the current scenario, increasing stress, peer pressure, and academic competition affect children's emotional stability. A structured teaching programme (STP) can help children recognize emotions, develop coping strategies, and promote mental well-being. This study assesses the effectiveness of STP in enhancing children's mental health awareness and resilience.

As per WHO, mental health is a state of well-being where individuals cope with life stresses and function productively. Children today face mental challenges due to urbanization, technology, and academic burden. Structured teaching can act as an early intervention. This study evaluates how such a programme can promote positive mental health in school-going children. Mental health problems among children often go unnoticed, leading to serious consequences in adulthood. Early mental health education is necessary to prevent future psychiatric issues. This study introduces a structured teaching programme aimed at educating children about mental health, and assesses its effectiveness in improving their emotional and psychological well-being.

PROBLEM STATEMENT

- ❖ “A Study to Assess the Effectiveness of Structured Teaching Program Regarding Mental Health Promotion Among Children at government high school in selected village at Aurangabad, Bihar.”

OBJECTIVES

To assess the pre-test level of knowledge regarding mental health promotion among children before the Structured Teaching Program.

To develop and implement a Structured Teaching Program on mental health promotion tailored for school children.

MATERIALS AND METHODS

❖ Material and methods: -

➤ *Research approaches*

- The research approaches was quantitative research approach.

➤ *Research design-*

- Research design is typical descriptive research design.

➤ *Research setting-*

- The study was conduct on high school children at selected school of Aurangabad Bihar.

➤ *Sample technique -*

- Randomized sample technique

➤ *Target population-*

- High School children

➤ *Sample size-*

- Number of sample size is 60.

➤ *Inclusion criteria:* -

- Students studying in government high school (typically class 6th to 10th).
- Children aged between 11 to 16 years.

➤ *Exclusion criteria* –

- Students diagnosed with any major psychiatric illness or currently undergoing psychiatric treatment.

MAJOR FINDINGS OF THE STUDY

These results indicate that there was no statistically significant association between development scores and the demographic variables including gender, age, religion, or area. This suggests that the Structured Teaching Programme on mental health promotion was equally effective across all demographic groups, and demographics did not influence the outcomes.

1. The pre- and post-test comparison showed significant improvement in the students' knowledge regarding mental health promotion after the Structured Teaching Programme.
2. The Structured Teaching Programme was effective in increasing awareness regardless of the students' gender, age, religion, or area of residence.
3. The majority of students shifted from poor/fair development to good development category in the post-test, indicating successful learning.

Table no- 4.5: - this table represent to assess the mental health promotion and development in pre-test 37% are poor development, 50% are fair development and 13.3% are good development after than post-test 10% are poor development, 70% are fair development and 20% are good development

Knowledge score categories	Pre-test		Post test	
	Frequency	Percentage %	frequency	Percentage %
poor developing (below 6)	22	36.6%	6	10%
fair developing (7 – 14)	30	50%	42	70%
good developing (15-20)	8	13.33%	12	20%

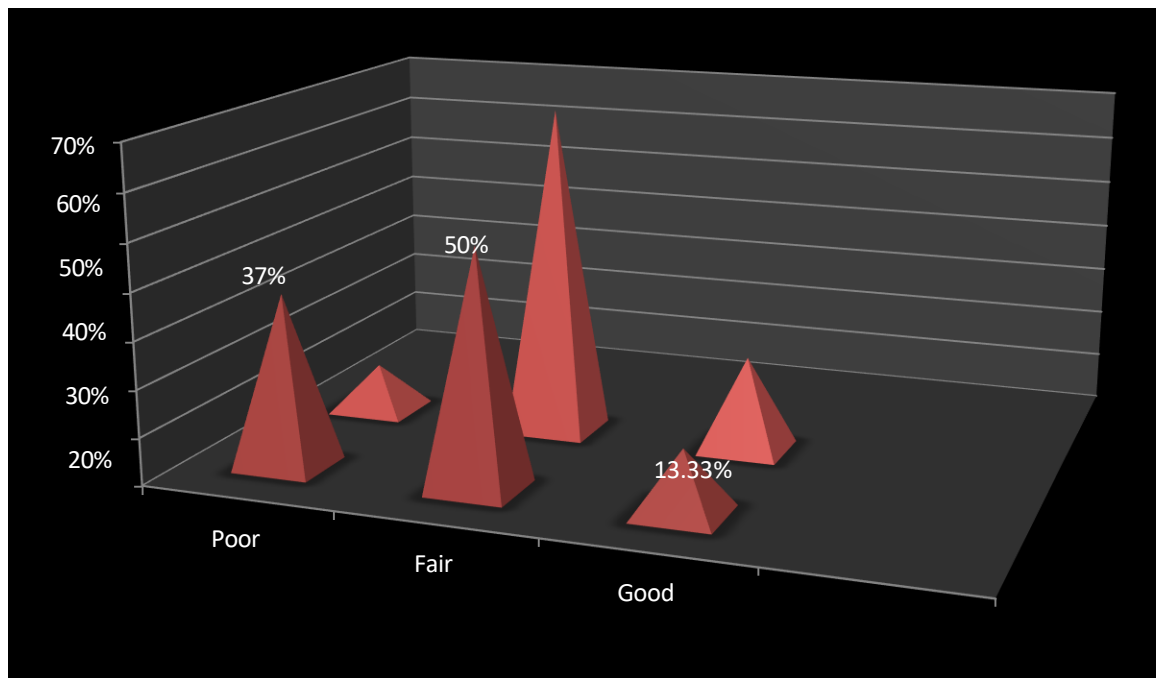


Fig 01 : - This chart shows the effectiveness of mental health promotion in pre-test 37% are - poor development, 50% are fair development and 13.3% are good development after than post-test 10% are poor development, 70% are fair development and 20% are good development.

IMPLICATION FOR PRACTICE

a) Nursing Practice

Nurses can play a vital role in early identification of emotional and behavioral issues among children.

Health education on mental health can be incorporated into routine school health programs.

Nurses can counsel children and parents regarding emotional well-being and coping strategies.

b) Nursing Education

Mental health promotion in children should be emphasized in the nursing curriculum.

Nursing students should be trained to develop and implement structured teaching programs.

Practical exposure through school health visits can improve skills in child mental health education.

CONCLUSION

The relevant data collected statically based in the objectives of this study there 60 sample uses in which pre-test 22 students were poor development, 30 students were fair development and 08 students were having good development after than post-test 06 students were poor development, 42 students were fair development and 12 students were good development. The present study aimed to evaluate to assess the effectiveness of Structured teaching program regarding mental health promotion among children. The present study was conducted to assess the effectiveness of a structured teaching program regarding mental health promotion among children. The findings revealed that the teaching program significantly improved the knowledge and awareness of mental health among the children. There was a marked difference

between the pre-test and post- test knowledge scores, indicating the effectiveness of the intervention. Promoting mental health at an early age through structured educational methods helps children develop coping strategies, emotional resilience, and positive behavioral patterns. Therefore, structured teaching programs can be an effective tool in enhancing mental well-being and preventing mental health issues in school-aged children.

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