

A STUDY TO ASSESS THE EFFECTIVENESS OF PLANNED TEACHING PROGRAM ON KNOWLEDGE REGARDING MENTAL HEALTH AMONG TEACHERS OF SELECTED JUNIOR COLLEGES AT SANGLI-MIRAJ-KUPWAD CORPORATION AREA

Snehal S Gaikwad¹, Dr. Nilima R Bhore²

¹ M.Sc. Nursing, Department of Mental Health Nursing, College of Nursing,
Bharati Vidyapeeth (Deemed To Be University), College of Nursing, Sangli, Maharashtra, India
² Ph.D, Dean, Faculty of Nursing & Principal,
Bharati Vidyapeeth (Deemed To Be University), College of Nursing, Sangli, Maharashtra, India

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ABSTRACT: Introduction: An important issue in the assessment of mental health is if persons in situations of anxiety and stress are going to seek help. Help-seeking is effort to find a solution to a problem that they believe they cannot overcome by themselves. For unexperienced people, help-seeking is a protective factor 1,2 and an adaptive life skill 3, 4. Teachers' mental health is an issue to be confronted particularly during their training process, given that it occurs in an environment that is suitable for reaching the students and providing services identifying and addressing issues with the student's personal development and formation of their character early on. In this environment, it is necessary to prepare prospective teachers in a healthy manner, ensuring that they pass the preparation process healthy, and if necessary, to identify and confront problems and establish a planned intervention. However, mental as well as physical health is often overlooked and neglected to a degree that it can cause damage to the individual and the environment. 5 If mental problems are not being addressed, they may have serious effects on the individuals' academic, social, and autonomous functioning 20 and lead to serious mental disorders in adulthood. Material and Methods: In present study, researcher adopted Pre-experimental one group pretest post- test design. The study carried out on 77 samples. A Non-probability purposive Sampling Technique was used. Data analysis was done mainly using descriptive statistics test- Chi square was applied. Result: The findings show that knowledge regarding Mental Health among teachers in pretest, 57 percentages sample were having Poor knowledge, 19 % average knowledge and 2 % good knowledge. After planned teaching programme post test score increased as majority 89.61% were having good knowledge. Statistically means score of pre-tests 9.91+2.56 is increased in post-test 25.92+4.43. Conclusion: The chi square computed between pre-test knowledge and showed that knowledge was dependent on education. But it was not dependent on age, gender, occupation and previous information regarding mental health.

Keywords—Knowledge, Mental health, Teachers

INTRODUCTION

The teaching profession, due to its working conditions, is a stressful occupation. Teachers experience higher stress levels than professionals such as doctors, dentists, or nurses, and their rate of leaving the profession is high.¹ Earlier study raised the issue of professional stress and mental health, reporting a high rate (62.9%) of minor psychiatric disorders among teachers⁶; 30.7% were suffering from worries and insomnia, 38.3% from social functioning disorder, 5.5% from depression, and 17.7% from mental health problems⁷. A review papers depicts the other issues associated with these problems noted among the employed person with disrupted mental health are; they are being discriminated and stigmatized rather than the support and rehabilitation which is most essential⁸. Teachers' mental health is important because their performance in class is dependent especially on their emotional condition, including stress and depression levels. In spite the fact that, the teaching profession is stressful and giving importance to mental health has failed to look during training and selection process. More focus is given on professional development for training of teacher's and not paying attention to their psychosocial development.

The time students spend in teacher training institutions is also a time when mental problems emerge^{10,11} that are going to affect the students' present and future¹². There are studies demonstrating the severity of the suicide issue¹³ and common social phobias. Other studies also show that the number of students with psychiatric disorders and

serious mental diseases in university is increasing. If we consider that the highly common presence of mental problem among university students poses an important problem, we could also say, on the other hand, that the university might represent an opportunity for solving these problems.^{9,10} If mental problems are not being addressed, they may have serious effects on the individuals' academic, social, and autonomous functioning²¹ and lead to serious mental disorders in adulthood.

NEED FOR THE STUDY:

In regards to children with possible mental illness, Western nations have distinguished and proficiently settled a "tier system" to the extent referencing is concerned; teachers establishing the fundamental level-1 have demonstrated to be viable. The need and practicality of merging teachers in psychological wellness framework have been assessed by couple of various investigations. It has found to be profoundly disappointing when it comes to Indian scenario. Teachers become vulnerable to the overarching levels of mental health awareness in the overall public when there is absence of an arranged, organized and approved teaching module, which is terribly low⁸. A definitive information is inadequate, aside from a couple of concentrates done on Indian teachers in regards to the distinguishing proof of hyperactivity and evaluating awareness. Knowledge and attitude toward mental illness studied in general public, professional mental health personnel, patients and their relatives, health workers in community area were found to be subnormal in India¹¹. A comparable study done in which results were found to be dismal inside the Nigerian network and India populace related to mental illness knowledge. Contrary to the anticipated, knowledge of mental illness awareness and attitude towards people suffering with it have the same fate in Western nations¹². A study was carried out in Ahmedabad English medium schools on Knowledge and attitudes towards mental illness of secondary and higher secondary school teachers. Total samples were 520 teachers who were assessed by using self-reported, predesigned and pretested questionnaires of 25 objectives, knowledge regarding mental illnesses was listed in first 15 and the remaining 10 contained of negative attitudes. Results showed that, teachers of 45 years or less formed 79.4%, out of which, females were 77.5% and 86.9% were married¹¹.

Research Statement:

“A study to assess the effectiveness of planned teaching program on knowledge regarding mental health among teachers of selected junior colleges at Sangli-Miraj-Kupwad corporation area.”

OBJECTIVES OF THIS STUDY:

- To assess the existing knowledge regarding Mental Health.
- To evaluate the effectiveness of Planned Teaching Program.
- To find out the association between pre-test knowledge score and demographic variables.

HYPOTHESIS:

H₀– There is no significant effect of the planned teaching program on the knowledge regarding Mental Health among teachers of junior colleges.

H₁ – There is significant effect of the planned teaching program on the knowledge regarding Mental Health among teachers of junior colleges.

ETHICAL CONSIDERATIONS:

The research topic and study were accepted by the institutional ethical committee after scrutiny and review. The permission for conducting the study was taken from the corporation authority. Formal permission was taken from the principal of Bharati Vidyapeeth (deemed to be) University college of Nursing, Sangli before conducting the pilot study and main study. An informed consent was obtained from each participant before conducting the study.

REVIEW OF LITERATURE:

Nimesh Parikh et al.,(2016) did study in Ahmedabad on Knowledge and attitudes regarding mental illness among secondary and higher secondary school teachers. Educating the teachers in early detection of possible mental illness and referring such cases is properly mounted in the West as compared to India where it lacks. Samples included 520 teachers from English medium schools who were assessed by a self-stated, predesigned and pretested questionnaire of 25 objects, the primary 15 questionnaires were on their knowledge about mental illnesses and 10 related to negative attitudes towards it. The teachers from age group of 45 years or less were about 79.4 percent, 86.9 percent were married and females were about 77.5%, and less than 7 out of 15 score was obtained by 76percent of teachers having no accurate knowledge. The study also had result of high presence of negative

attitude of teachers related to the same topic that is about 3.6 percent scored 5 or more in questionnaires related to negative attitude.¹¹

OyeGureje et al., (2016) did a study in Nigerian community related knowledge and attitude related to mental illness. A multistage clustered sample of household respondents was studied in three states in the Yoruba – speaking 36 parts of Nigeria. A total of 2040 individuals participated. Poor knowledge of causation was common. Negative views of mental illness were widespread, with as many as 96.5% believing that people with mental illness are dangerous because of their violent behaviour. Most would not tolerate even basic social contacts with a mentally ill person. 82.7% would be afraid to have a conversation with a mentally ill person and only 16.9% would consider marrying one. There is widespread stigmatization of mental illness in the Nigerian community. Negative attitudes to mental illness may be fuelled by notions of causation that suggest that affected people are in some way responsible for their illness, and by fear.¹²

A.F. Jorm (2015) had conducted study on public knowledge and beliefs about mental disorders in Australia. A narrative review within a conceptual framework method was used. 220 adults were selected to assess the knowledge and beliefs about mental disorders. The result showed that various types specific illness of psychological distress was unrecognized by number of public members. Suitable attitudes which avert popularity and help-seeking is not unusual. Mental health information which was there for the public knowledge was misleading. Nonetheless, there can be improvement in mental health literacy according to some available proof. The study concluded that, if there is no step taken to improve the general population’s literacy on mental health, this can avert acceptance of care based on evidenced related to mental health. Besides this those suffering with common mental illness may be denied self-help and not obtain appropriate support from the community.¹³

S. Kutcher et all (2018) did study on improving knowledge and attitude of Malawian teachers where an integrated school mental health literacy technique was used. AGMv was used to evaluate the knowledge and attitudes related to mental health literacy of three-day training program in which 218 samples were taken and pre and post-test obtained. In the results, it showed that the knowledge developed at high level ($p < 0.0001$, $d = 1.16$) and attitudes ($p < 0.0001$, $d = 0.79$). However, gender and residence had no vast difference. The results concluded that , integration of literacy related to mental health into present school programmes will be successful at remarkable level.¹⁴

Mansouri et al; (2017) carried out research in the University of medicine of Iran related to change in attitude and knowledge among health care providers and general population. Since 1980s, Iran had included mental health in primary health care plan at national level. To check the knowledge and attitude related to this study, a systematic literature review was carried out during the recent two decades in Iran. Bibliographic databases which included PsycINFO, Pubmed, and EMBase as well as the main Iranian databases (Scientific Information Database, IranMedex, IranPsych, and IranDoc) electronically were explored. Tacking of references, searching by hand, personal contacts were also looked into in addition to this. Review and criteria for inclusion were met by 6 articles. The reviews showed marked development of samples taken to assess the knowledge and attitude. Even though there was difference in these studies, a long term training related to knowledge and attitude manifested marked improvement. After intervening for short period of the samples, knowledge and attitude was seen to be improved instantly.¹⁵

MATERIAL AND METHOD:

In present study, researcher adopted Pre-experimental One group Pre-test Post-test Design. The study carried out on 77 samples. study non probability purposive sampling technique was used. Data analysis was done mainly using descriptive statistics test- Chi square was applied.

RESULT AND DISCUSSION:

Analysis and interpretation of the data are based on data collected from 77 samples.

Section-I:

Findings of Teachers according to their demographic characteristics

Table 1 Frequency and Percentage wise distribution of demographic variables.

n=77

Sr. no	Demographic variable	frequency	percentage
1)	Age (in years)		

	35-40	16	20.78
	41-45	26	33.77
	46-50	28	36.36
	51-55	7	9.09
2)	Gender		
	Male	43	55.84
	Female	34	44.16
3)	Education		
	Graduate	0	0
	Post-Graduate	72	93.51
	Doctorate	05	6.49

4)	Education Stream		
	Arts	35	45.45
	Commerce	19	24.68
	Science	23	29.87
5)	Teaching experience (in years)		
	0-5	2	2.60
	6-10	7	9.09
	11-15	13	16.88
	16-20	42	54.55
	21-25	13	16.88
6)	If received any prior information On Mental Health		
	Yes	75	97.40
	No	2	2.60
	If Yes, sources of information		
	Newspaper	74	96.10
	mobile	74	96.10
	magazines	36	46.75
	psychology subject	24	31.17

Table shows that Majority 36.36% teachers belonged to 46-50 years age group, 55.84 % teachers were male and 93.51% teachers were postgraduate. Majority 45.45 teachers were from arts stream teachers and 54.55% had experience of 16-20 years and 97.40% had prior information on mental health and newspaper is major source to update knowledge regarding mental health.

Section II

To assess knowledge regarding Mental Health among Teachers in pre-test and post – test after intervention of planned teaching programme.

n=77

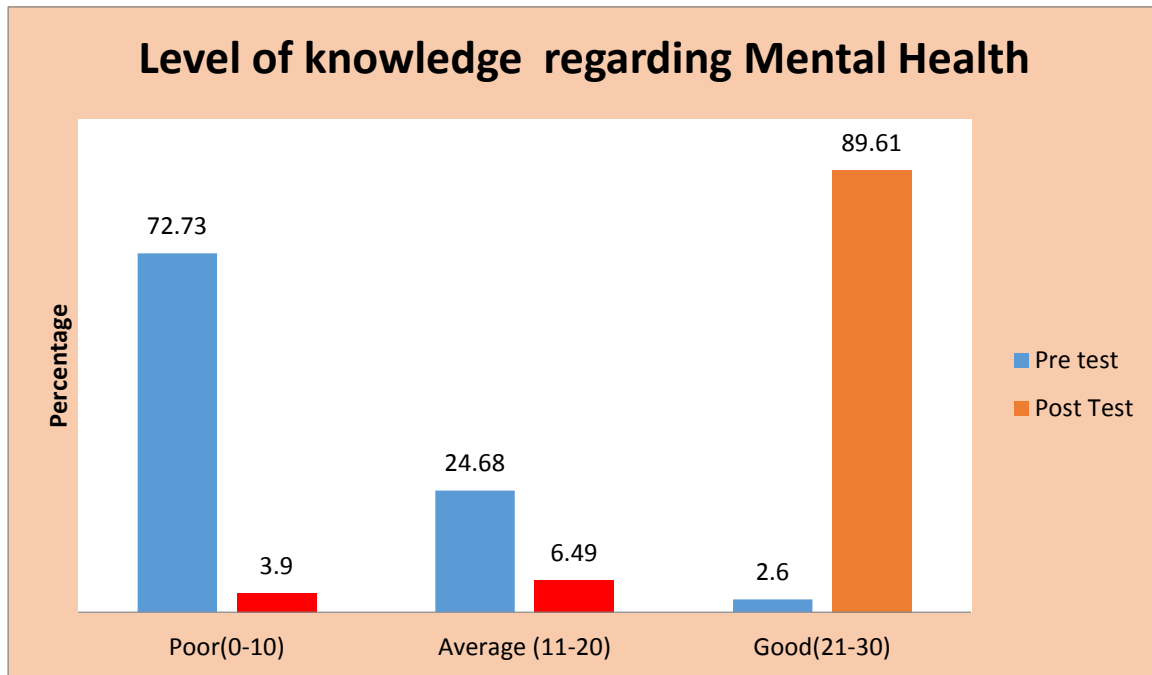


Figure shows that knowledge regarding Mental Health among teachers in pretest is around 57 percentages sample are having Poor knowledge, 19 % average knowledge and 2 % good knowledge. After planned teaching programme post test score increased as majority 89.61% are having good knowledge.

Section III

Effectiveness of planned teaching programme on knowledge regarding Mental Health among teachers after pre-test and post-test at 0.05 level of significance.

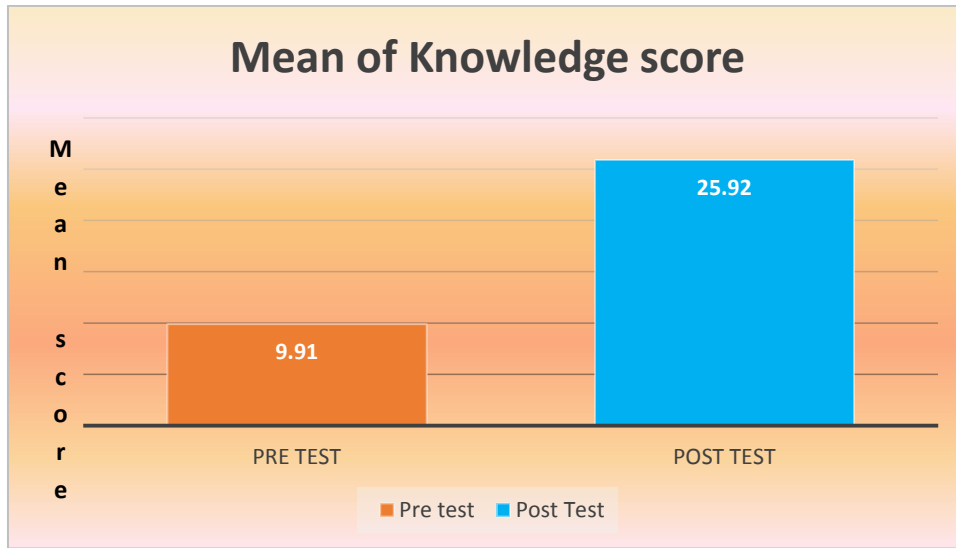
Table 2 Comparison of level of knowledge between pre-test and post-test score.

n=77

Sr. no.		Pre-Test		Post Test		t-value	p-value	Remark
		Mean	SD	Mean	SD			
1	Knowledge regarding Mental Health among teachers	9.91	2.56	25.92	4.43	29.38	0.00001	Significant

Table shows that the significant change was observed in knowledge level as evident from the calculated' mean value 9.91 to 25.92 in with t value of 29.38 and p value is 0.00001 that is less than 0.05 therefore planned teaching programme was effective. Hence H_0 was rejected. Therefore, the Effectiveness of planned teaching programme on knowledge regarding mental health enhances the knowledge level among teachers.

Figure 1 Mean of Knowledge score



Section IV

To identify the association with demographic variables and pretest knowledge score.

Table 3 Association with demographic variables and pretest knowledge score.

n=77

Sr. no	Demographic variable	knowledge score			Chi Square	p value	Significance
		Poor	Average	Good			
1)	Age (in years)				4.836021	0.57	no significance
	35-40	11	5	0			
	41-45	18	8	0			
	46-50	21	6	1			
	51-55	6	0	1			
2)	Gender				0.80	0.67	no significance
	Male	33	9	1			
	Female	23	10	1			
3)	Education				7.531	0.110	no significance
	Graduate	0	0	0			
	Post-Graduate	54	17	1			
	Doctorate	2	2	1			
4)	Stream				2.588	0.629	no significance
	Arts	23	10	2			
	Commerce	14	5	0			
	Science	19	4	0			
5)	Teaching experience (in years)				1.292	0.996	no significance
	0-5	2	0	0			
	6-10	5	2	0			

	11-15	9	4	0			
	16-20	30	10	2			
	21-25	10	3	0			
7)	If received any prior information On Mental Health						
	Yes	54	15	6			
	No	1	1	0			
	If Yes, sources of information						
	Newspaper	54	18	2	2.54	0.86	no significance
	mobile	55	17	2			
	magazines	28	7	1			
	psychology subject	16	6	2			

Table shows that there is no significant association between knowledge regarding mental health among teachers and selected demographic variables as P value is $P > 0.05$. Demographic profile of teacher Age in years, Gender, Education, Education Stream, Teaching Experience, received any prior information on mental health are not affecting knowledge level regarding mental health. So, it shows that hypothesis H_0 is Rejected. It means, there is no significant association between knowledge regarding mental health among teachers and demographic variables.

The findings show that knowledge regarding Mental Health among teachers in pretest is around 57 percentages sample are having Poor knowledge, 19 % average knowledge and 2 % good knowledge. After planned teaching programme post test score increased as majority 89.61% are having good knowledge. Statistically means score of pretests 9.91 ± 2.56 is increased in posttest 25.92 ± 4.43 . Findings shows that the significant change was observed in knowledge level as evident from the calculated mean value 9.91 to 25.92 in with t value of 29.38 and p value is 0.00001 that is less than 0.05 therefore planned teaching programme was effective. Hence H_0 was rejected. Therefore, the Effectiveness of planned teaching programme on knowledge regarding mental health enhances the knowledge level among teachers.

CONCLUSION:

The purpose of the study was to assess the effectiveness of planned teaching program on knowledge regarding Mental Health among teachers of junior college. The descriptive analysis was done to assess the effectiveness of planned teaching program on knowledge regarding mental health among teachers which shows that planned teaching program is an effective method for enhancement of knowledge regarding mental health. The demographic variables are not significant association between knowledge regarding mental health among teachers and selected demographic variables.

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