

# Effectiveness of Structured Teaching Program Regarding Knowledge on Adolescent Psychological Problems among Teachers

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**Background:** Adolescents do not master full control over emotions. They get influenced by people very easily. Teachers at school play an important and appropriate role in the life of their students by providing them with accurate information about their puberty and development, and help them to identify their conflict and way to deal with it.

**Aim:** The present study aims to assess the Effectiveness of structured teaching program regarding knowledge on adolescent psychological problems among higher secondary school teachers.

**Method:** Quantitative Pre-experimental research design was selected to conduct study. 60 teachers were selected as sample based on exclusion and inclusion criteria through non-probability convenient sampling technique. Study Tools included were- 1) Socio-demographic scale 2) Structured questionnaire 3) Structured teaching program.

**Results:** The mean pre-test knowledge of teachers was 22.32 with standard deviation of 2.93, whereas mean post-test knowledge of teachers was 32 with standard deviation of 3.2. This findings were statistically significant at 0.05 level of significance ( $t = 29.51^*$  at  $p < 0.05$  level, Paired t- test) and Chi-square findings revealed that the association between post-test knowledge and selected demographic variables of teachers such as age ( $\chi^2 = 7.89$ ,  $df=3$ ) and area of expertise ( $\chi^2 = 6.79$ ,  $df=2$ ) were statistically significant at 0.05% level of significance.

**Conclusion:** The structured teaching program was effective in enhancing the knowledge of teachers about adolescent psychological problems.

**Recommendation:** In-service education for teachers regarding the developmental, physical, physiological and behavioral changes of adolescent must be organized and School health program specially focusing on adolescent mental health should be implemented with the active participation of the teachers.

**Keywords:** Adolescent psychological problem, School teachers, Structured Teaching Program.

## Introduction

During adolescence, one starts demanding independence because of their physical maturity. Adolescents develop analytical ways of perceiving the world around them; this affects their personal, social and emotional status. Because of the resultant critical ability, they start noticing the drawbacks of parents and all authority figures. This often leads to parent child conflicts. Indian parents do not tolerate criticism by growing adolescents and this further causes more friction in their relationship. They feel that parents and other adults do not understand their feelings.<sup>1</sup>

Adolescents do not master full control over emotions. They get influenced by people very easily. It is because they accept people on the basis of what they say instead of their motives. This phase of life is a highly vulnerable from a risk group in the community. The common psychological problems during adolescence includes substance abuse, alcoholism, smoking, violence, suicide, bullying, phobias, depression, conduct problems (like lying, stealing, and running away from the home etc.), criminal activity, sexual promiscuity, immoral sexual activities and absenteeism.<sup>2</sup>

Teachers at school play an important and appropriate role in the life of their students. When there is absence of a friend, guide and philosopher, the adolescents are unable to seek authentic information to all the questions, queries and curiosities. The teachers and parents should be an excellent and inspiring role model for the adolescents. She/he should feel free to approach the teachers and relate their anxieties and find satisfactory, appropriate and convincing answers and explanations. It is the responsibility of the schools and the teachers to impart correct knowledge that will enable the adolescent to go through the period of adolescence with least turbulence and disturbance.<sup>2</sup>

A study conducted in five districts of Bihar, India, revealed that nearly 50% of the secondary school teachers have a very poor level of awareness regarding the process of growing up during the adolescent period.<sup>3</sup>

A study conducted among teachers reports that teachers regardless of length of service, were not confident in their ability to deal with bullying and 87% want more training.<sup>4</sup>

As per the National Crime Records Bureau (NCRB) of India more than one lakh (1, 13,914) in the country lost their lives by committing suicide. Approximately 312 people committed suicide every day. A study conducted in Delhi in 2006 says at least 10% of the adolescent report attempting suicide one time. Recent studies heralds 41.2% and 33.7% of alcohol consumed by students and general population respectively in Karnataka.<sup>5</sup>

The other few studies also demonstrated that sensitization of teachers about development of psychological wellbeing in students is important and imparting special attention like individual counseling, suggestions, guidance, and referral to psychiatric services and qualitative changes in student- teacher's relationships is essential. Hence there is ample justification to sensitize the teachers towards the needs of adolescents.

The challenge to educators is to minimize the negative expressions of adolescent dynamics and encourage the positive expressions. Once teachers become sensitized and responsive to the unspoken emotional signals of the classroom group, they are in a better position to communicate and make emotional contact with the class in a manner that helps the class alleviate tension.

## Materials And Method

A quantitative, Pre-experimental, One group pre-test and post-test research approach was used to assess the effectiveness of structured teaching program on adolescent psychological problems among teachers. The present study was conducted at 2 higher secondary school in Bhopal after obtaining permission from school authorities. The sample consisted of higher secondary school teachers meeting inclusion criteria and those willing to participate in study. Through convenient sampling technique 60 teachers were selected. The tools selected for the present study include socio-demographic scale and Structured questionnaire.

1. **Socio-demographic scale:** A demographic profile was used to collect information on age, gender, religion, educational qualification, teaching experience, area of expertise and source of health information.
2. **Structured questionnaire:** It consists of questionnaire for assessing the knowledge of Higher secondary school teachers regarding adolescent psychological problem. 40 multiple choice questions were used to assess the knowledge. Each question has three options with one answer correct and two wrong answers. Wrong answers carries zero score and the correct answer scores one mark. Based on total scores obtained, the level of knowledge is divided into three levels. Those who scored Below 50% (correct less than 20 questions) were in Inadequate level of knowledge category, between 51 - 60% (correct between 20-24 questions) were in Moderate level of knowledge category and Above 60% were in Adequate level of knowledge category.
3. **Structured teaching programme:** It consisted of various topic related to adolescent psychological health such as physical and psychological characteristics of adolescents, various psychological problems faced by the adolescents and role of a teacher to help adolescent to overcome from them. Some of them were suicide tendency, aggression, substance abuse, stress, bullying, depression etc. As teachers are very close to their student, they must possess knowledge about student's behaviour and problems they may face, so that they can help the students in overcoming problems and promote healthy behaviour of students.

The tools were translated into Hindi language with the help of language expert and necessary corrections

were made accordingly. Content validity of tools was established by submitting tools to experts related to field and their expert opinion was included after through discussion with them. A Split half method was used to establish the reliability of structured questionnaire. The reliability co-efficient was found to be  $r = 0.85$ . This was highly desirable so no modification was made.

A pilot study was conducted after obtaining the written consent; a demographic data sheet was given followed by structured questionnaire. There after Structured Teaching Programme was conducted. Post-test was done on 7th day following the intervention. Data were analyzed to find out suitability of statistics. Pilot study showed that there was significant gain in the knowledge level among the Higher Secondary school teachers. Findings revealed that study was feasible.

Prior to tool administration all subjects were given information sheet, explaining the purpose and outcome of study. Informed consent was taken from participants and self explanatory tools were administered to participants. Permission for study was taken from school authorities before commencement of study.

The data collected from participants was analysed using SPSS software 2.1 version. The significance level was set to 0.05 level ( $p < 0.05$ ) as criteria for statistical significance of test result. Both descriptive (frequency and percentage distribution, mean, range and standard deviation) and analytical techniques (Paired t-test and chi-square test) were used to assess and analyse data.

### Results

The data collected from participants were analyzed under following headings-

**1. Frequency and percentage distribution:** Majority of teachers (41.67 %,  $N=25$ ) were found in age group 46-55 years and 36.67% ( $N=22$ ) were within the age group of 36-45 years. Majority of teachers (68.33%,  $N=41$ ) were males and 31.67% ( $N=19$ ) teachers belong to female gender. All teachers (100%,  $N=60$ ) were having post-graduation qualification. Majority of teachers 53.33% ( $N=32$ ) held teaching experience of 10 year and above and then 33.33% ( $N=21$ ) of teachers held 5 -10 years of experience. Majority of teachers 63.33% ( $N=38$ ) teachers taught science and then 23.33% ( $N=14$ ) teachers taught arts. Regarding source of information about health issues 43.33% ( $N=26$ ) got information through visual Medias,

36.67% ( $N=22$ ) from printed materials and 20% ( $N=12$ ) of teachers got information from health professionals.

2. Frequency and percentage distribution of pre-test and post-test knowledge regarding adolescent psychological problems among Higher secondary school teachers:

**Table 1- Pre-test and post-test level of knowledge N=60**

S. No.	Level of Knowledge	Pre-test		Post-test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1	Inadequate	9	15	0	0
2	Moderate	51	85	10	16.67
3	Adequate	0	0	50	87.33

The data in above table revealed that teachers were having inadequate (15%) and moderate (85%) level of knowledge during pre-test, which after Structured teaching program during post-test changed as no teacher had inadequate level of knowledge and 87.33% teachers had adequate level of knowledge on adolescent psychological problems.

3. Mean, Standard Deviation and mean percentage of pre-test and post-test knowledge regarding adolescent psychological problems among Higher Secondary school teachers:

**Table 2: Pre-test and post-test man, SD, man percentage N=60**

Test	Aspect of Knowledge	Statements	Range	Mean	SD	Mean %
Pre-test	Psychological problem	40	15-29	22.32	2.93	55.8
Post-test			23-37	32	3.2	80

The statistical outcome such as mean, standard deviation, mean score percentage of teachers knowledge before and after STP were shown in the table-2. The maximum score is 40; range scores in pre-test were 15-29 whereas in post-test were 23-37. The teachers had mean knowledge of 22.32 before and 32 after STP with standard deviation of 2.93 and 3.2 respectively. The mean score percent attained in post-test was 80% as compare to 55.8% in pre-test.

4. **Paired t-test and chi-square findings:** The mean post-test knowledge score of 32 was more than the

mean pre-test score of 22.32, which was statistically significant at 0.05 level of significance in paired t-test ( $t = 29.51^*$  at  $p < 0.05$  level). Thus it concluded that structured teaching program was effective in enhancing the knowledge of teachers regarding adolescent psychological problems.

The association between post-test knowledge score and selected demographic variables of Higher Secondary school teachers revealed that, variables such as age ( $\chi^2 = 7.89$ ,  $df = 3$ ) and area of expertise ( $\chi^2 = 6.79$ ,  $df = 2$ ) were statistically significant at 0.05% level of significance ( $p < 0.05$  level). Thus it concluded that gain in knowledge by teachers had direct association with their age and area of expertise.

### Discussion

The present study was aimed with assessing the baseline knowledge of higher secondary school teachers regarding adolescent psychological problems and administering them structured teaching program to enhance their knowledge. The key focus of present study was on adolescent psychological problems as many cases such as suicide, depression, hostile behavior, and substance abuse were reported among adolescents. As per **UNAIDS, (2006)** Studies revealed that 20% of children and adolescents throughout the world suffer from mental illness. About one in three females and one in five males report experiencing emotional distress but 65-95% of them do not receive help from health professionals. It is estimated that by 2020 depression will be the second cause of disability worldwide.<sup>6</sup>

So from above studies it is very clear that adolescent are vulnerable to psychological issues and teachers at this level can help them to resolve them.

### Conclusion

The study revealed that there was a significant change in the level of knowledge among pre-university college teachers regarding adolescent psychological problems in selected Higher Secondary School Teacher at Bhopal. This study also showed that there was significant association between the post-test knowledge score and the demographic variables such as age and area of expertise.

### Implications and Recommendations

Through the statistical analysis the researcher

identified that the Higher Secondary school teachers had less knowledge before administering structured teaching program on adolescent psychological problems. The findings of this study have implications in various aspects of Nursing such as Nursing Education, Nursing Practice, Nursing Administration and Nursing Research. In **NURSING EDUCATION**- Nursing curriculum should include activities which help the nurses to focus on the training of the school personals to promote mental health, prevent mental illness and identify early symptoms of psychological problems among students. In **NURSING PRACTICE**- The study showed that structured teaching program regarding adolescent psychological problems is effective in imparting knowledge among Higher Secondary school teachers. This study stresses that there is a need of involvement of nursing staff in planning and conducting education programs and also there is need of student nurses to involve in the education programs. In **NURSING ADMINISTRATION**- Adequate administrative support should be provided to conduct studies which are highly informative regarding adolescent psychological problems. Using the finding of the conducted studies, the nursing administrators can develop new programs at community levels aimed at increasing the knowledge and to impart the gained knowledge regarding adolescent psychological problems. In **NURSING RESEARCH**- The present study revealed that there is a lack of knowledge among Higher secondary school teachers regarding adolescent psychological problems and enlightens that there is a need to continue the research on knowledge regarding adolescent psychological problems among Higher Secondary school teachers and an extensive need to develop information materials based on need. Various research studies should be conducted to assess the effectiveness of other method of educational program to promote application of teacher's knowledge in promoting of psychological wellbeing and preventing of emotional and behavioral problems among the adolescents.

In the light of findings listed above and from the personal experience of the investigator few recommendations such as Educational materials regarding the adolescent psychological problems should be distributed to teachers periodically, in-service education regarding the development of adolescence and their physical, physiological and behavioural changes must be organized, Training programmes should be conducted about the practical aspects of identifying various behavioural and emotional problems

of adolescence, School health programme should be implemented with the active participation of the teachers, are advocated.

### **Limitations**

Though, the study was conducted with putting best efforts, still perfection is rare and following limitations can be outlined- The small size of the sample made it difficult to draw generalization, Convenient sampling technique was used for conducting this study which restricts the generalization of result. A structured questionnaire was used for data collection which restricts the amount of information that can be obtained from the respondents, Only knowledge was assessed no attempt was made to assess their attitudes and practice due to time shortage and less resources.

### **Ethical Consideration**

Researcher had submitted blue print of research along with tools to institution ethical committee (L.N. College of Nursing, Bhopal, Madhya Pradesh) and satisfactorily obtained permission from committee to conduct the present study.

### **Source of Funding**

Researcher had self-financed the present study.

### **Conflict of Interest**

There were no conflict of interest involved while conducting the present study.

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