



Sigma Theta Tau International
Honor Society of Nursing[®]

**EFFECTIVENESS OF STRUCTURED EDUCATIONAL
MODULES FOR PRIMARY SCHOOL TEACHERS ON
THE KNOWLEDGE AND SKILLS IN
IDENTIFICATION OF COMMON MENTAL HEALTH
PROBLEMS IN SELECTED SCHOOLS OF
BANGALORE DISTRICT.**

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FACULTY DISCLOSURE

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CONFLICT OF INTEREST	NONE
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GOALS AND OBJECTIVES

□ **Session Goal**

A “resource person” such as a teacher, to play a vital role in the school health programme,

□ **Sessional Objectives**

1. To determine the pre-test knowledge and skills of the subjects in identification of common mental health problems of primary school children.
2. To find out the effectiveness of Structured Educational Modules I [ST + SIM] and II [SIM] between the Experimental Groups I and II and compare with Control Group [no intervention] of the subjects in identification of common mental health problems of primary school children.

INTRODUCTION

Teachers

- ❑ spend most of the school hours with children and are familiar with them.¹
- ❑ They can detect the signs and symptoms of common mental health problems at the earliest stage in the classroom setting.²
- ❑ Teachers can:
 - Recognize, respond, refer, support & promote mental health of children and their families within their communities.³



NEED FOR THE STUDY



- ❑ The National Mental Health Programme (1982) recommends **to train teachers** for balanced development of physical, **mental** and social faculties of school going children. ⁴
- ❑ **Children under 15 years of age constitute 40% of the total population.** ⁵
- ❑ The **World Health Organization** had declared that **one in five children in the world has a handicap.** It is a ‘serious obstacle’ to a child’s development. ⁶
- ❑ In developed countries such as **United States,** prevalence rate for childhood chronic illness and disabilities has been estimated at **10%.** Prevalence rate of **20 to 33% of psychiatric disorder in school children has been reported in an Indian setting.** ⁶
- ❑ **One in ten children** suffer from a mental disorder in Karnataka; severe enough to cause some level of impairment. ⁷

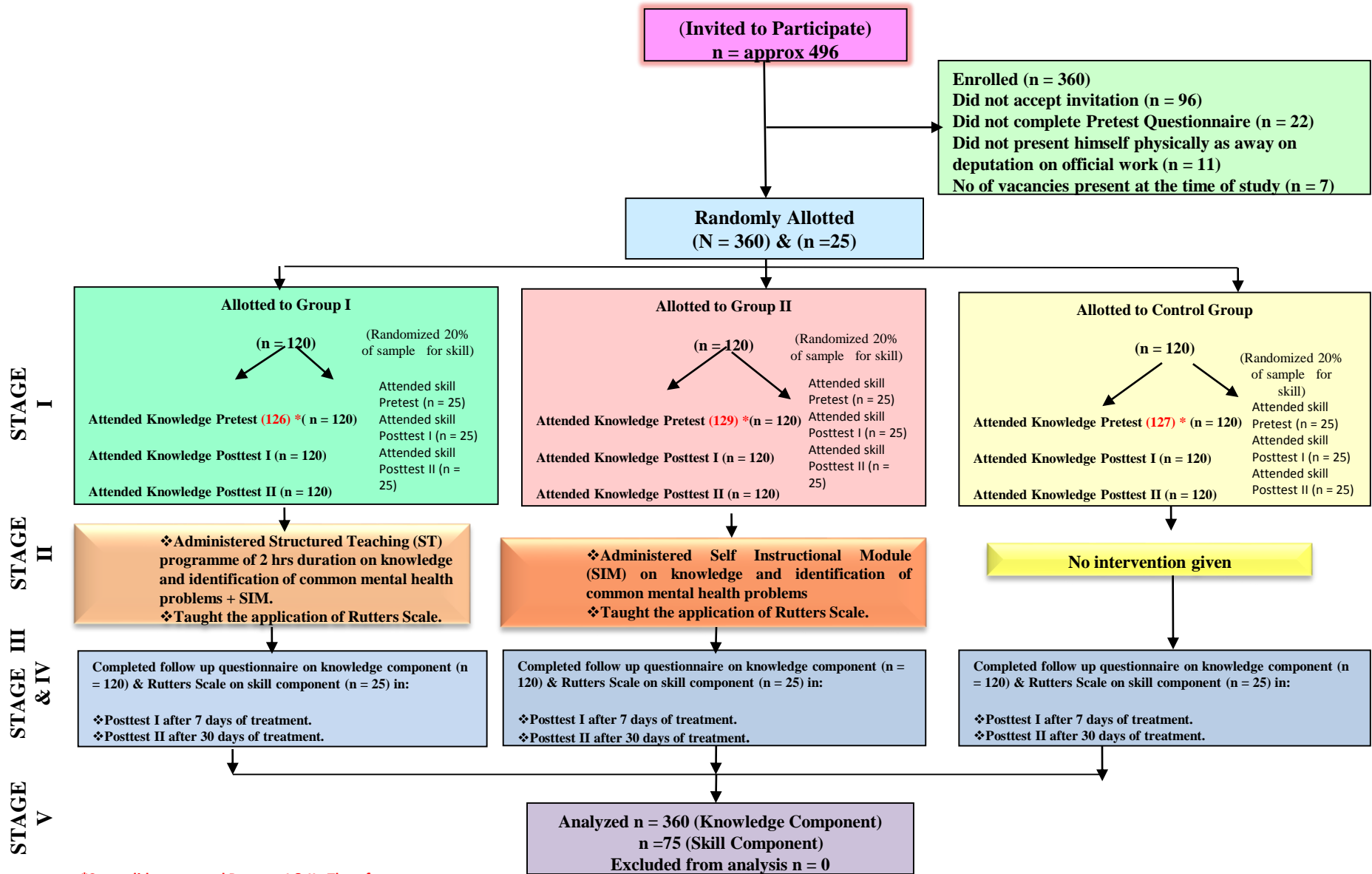
NEED FOR THE STUDY



- ❑ It is generally observed that **2/3rd** of a child's life is spent in school.⁸
- ❑ The **school is one of the most organized and powerful systems** in the society.⁸
- ❑ Teachers can effectively deal with many of the mental health problems provided they are **trained to identify and detect those disorders.**⁸

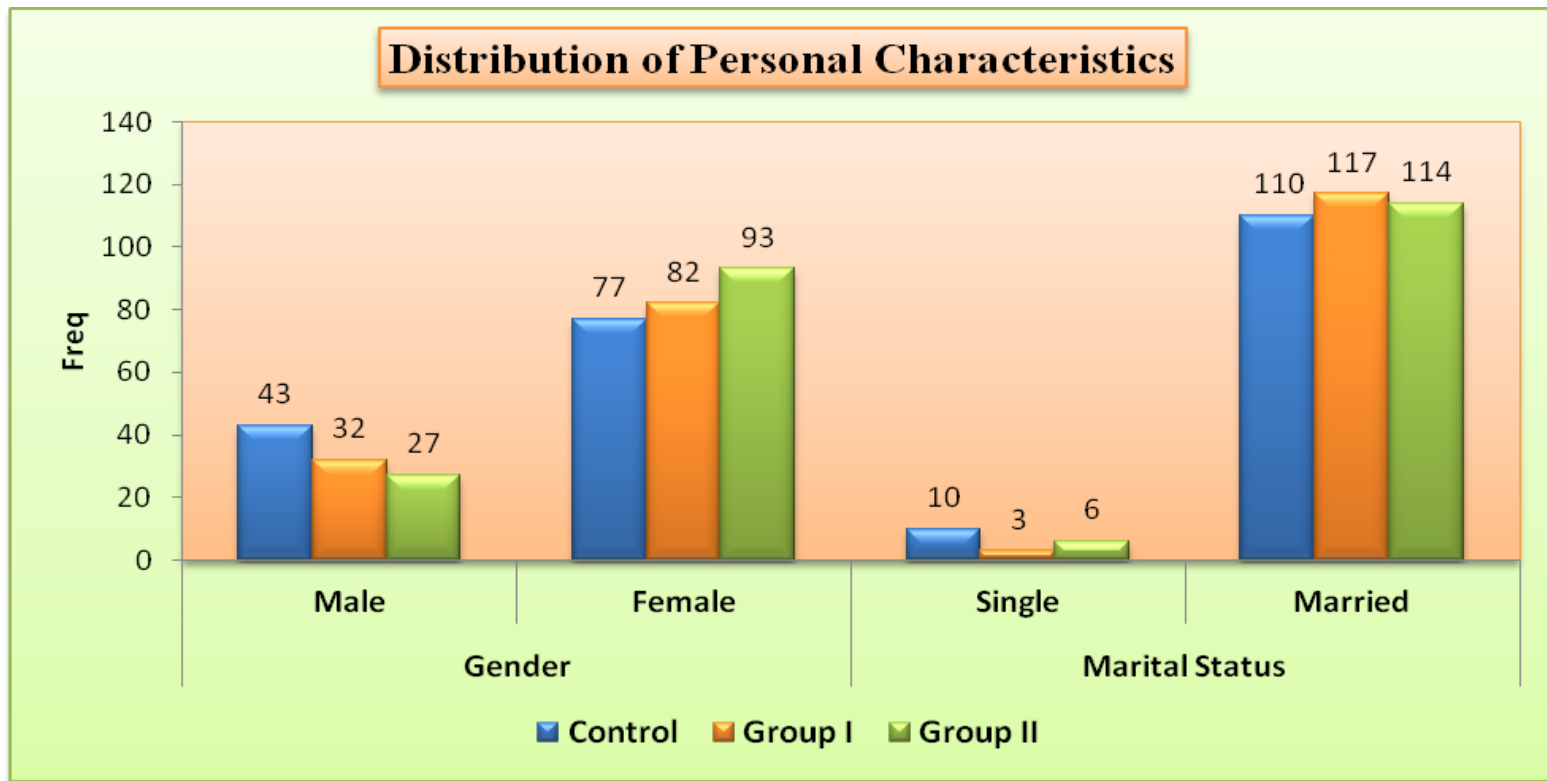
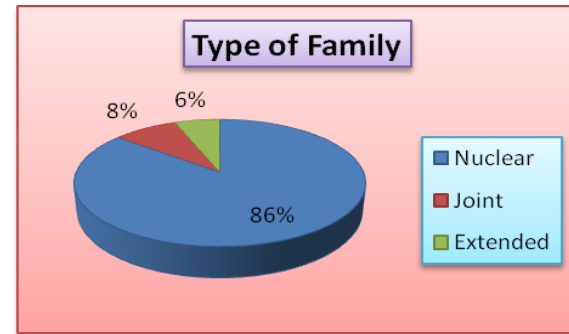
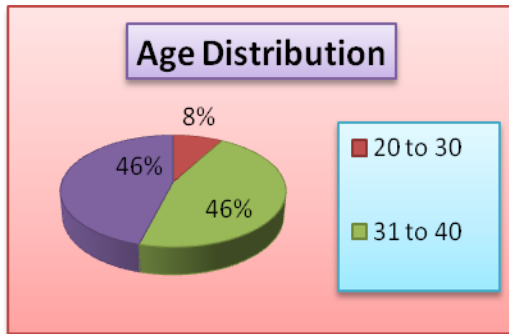
The conceptual framework of the study is based on the context, input, process and product (CIPP) model of Stufflebeam

SCHEME OF SAMPLE SELECTION



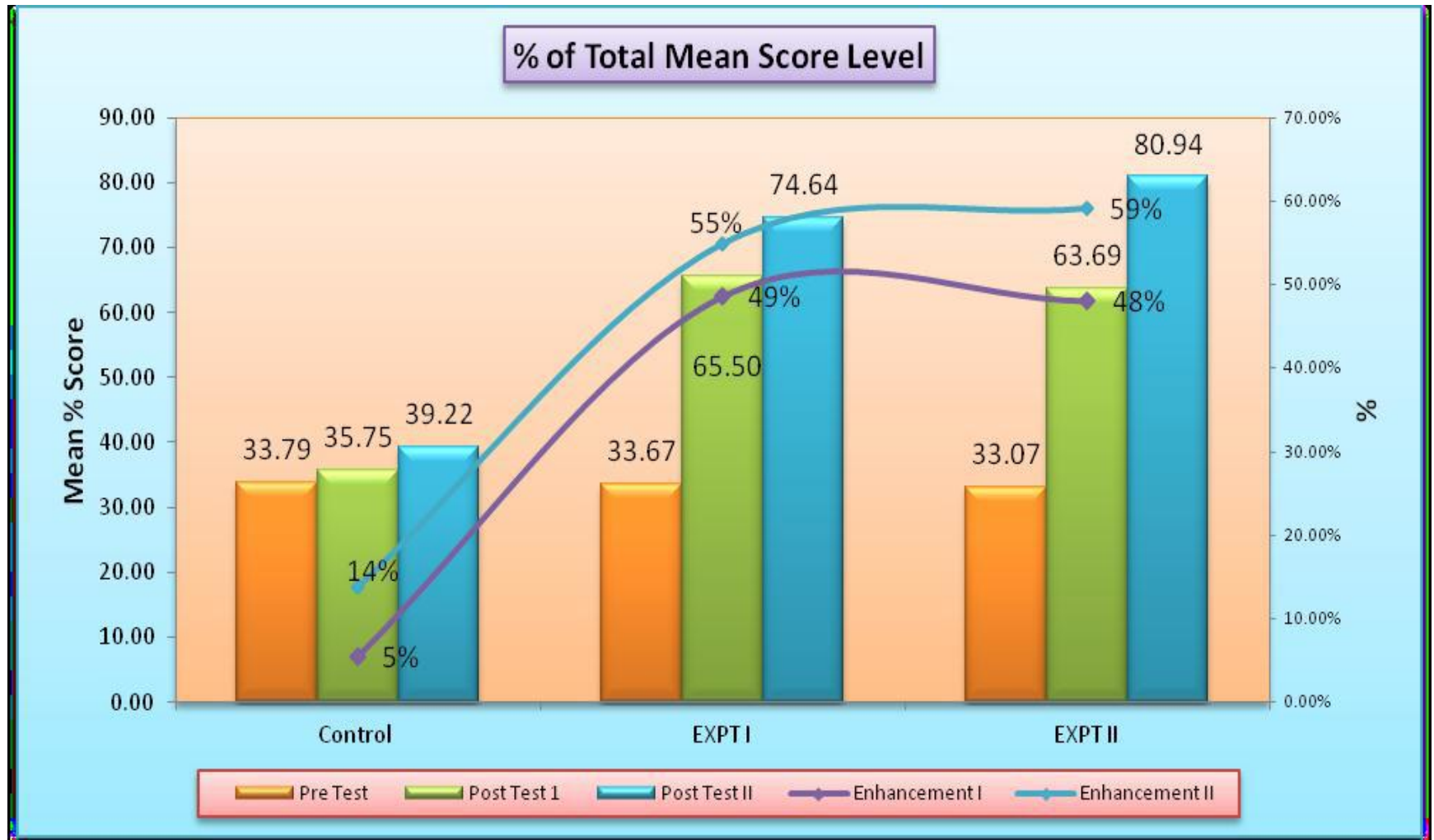
*Some did not attend Posttest I & II. Therefore only 120 were considered for analysis.

DEMOGRAPHIC PROFILE



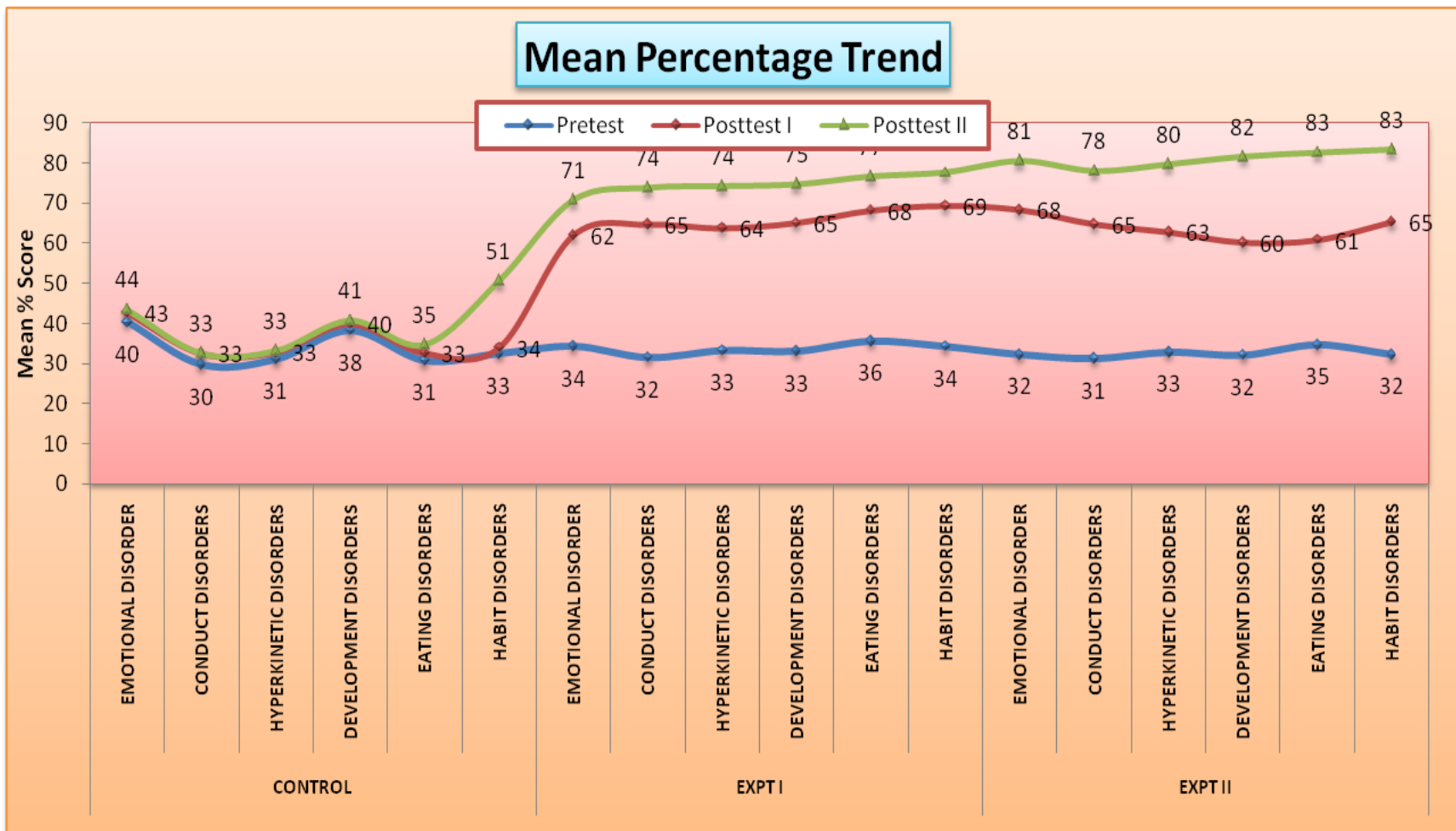
Comparison of Knowledge scores of Pretest, Post-test I & Post-test II of Group I, Group II & Control Group

N=360



DIMENSION WISE PRE-TEST, POST-TEST 1 AND POST-TEST 2 OF GROUP I, GROUP II AND CONTROL GROUP KNOWLEDGE SCORES ON SELECTED MENTAL HEALTH PROBLEMS

N=360



Comparison of Skill Scores of Subjects

N=75

Groups	Disorder Score	Pre Test	Post Test 1	Post Test II	Post Test I		Post Test II		Post Test I & II	
					Paired t Test	Sig.	Paired t Test	Sig.	Paired t Test	Sig.
GROUP I	Emotional Score	3.76	4.12	4.52	3.50*	0.03	3.87*	0.04	3.40*	0.06
	Behavioral score	7.24	7.36	8.76	2.45 ^{NS}	0.14	4.12**	0.00	4.21*	0.04
GROUP II	Emotional Score	3.92	4.62	4.72	3.85*	0.02	4.43**	0.00	1.32 ^{NS}	0.32
	Behavioral score	6.96	8.92	8.76	4.12**	0.001	5.12**	0.00	1.22 ^{NS}	0.65
Control	Emotional Score	3.5	3.65	4.12	1.21 ^{NS}	0.12	1.43 ^{NS}	0.87	1.20 ^{NS}	0.43
	Behavioral score	6.21	6.78	7.15	1.35 ^{NS}	0.87	1.95 ^{NS}	0.31	2.00 ^{NS}	0.21

(** Significant at <0.01 level; * Significant at <0.05 level; NS= Non Significant)

CONCLUSION

- ❑ Training teachers reduces time spent by the specialist in involving the school teachers in Structured Teaching programme.
- ❑ This is significantly important in Indian scenario where, mental health professional are not able to involve themselves in organising for conducting Structured Teaching programme related to common mental health problems of school children particularly in rural settings.
- ❑ **Hence, involvement of school teachers in identification of common mental health problems helps in facilitating mental health services to primary school children**

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Grazie

Thank
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Gracias

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