



An Experimental study to Assess the effectiveness of Structured teaching program on Psychological Wellbeing among Adolescent students at selected Colleges, Bangalore, Karnataka.

Srilatha C, Ph.D Research Scholar, Department of Nursing, Shri Jagdishprasad Jhabarmal Tibrewala University, Jhunjhunu, Rajasthan.

Dr. Robins Thomas, Department of Nursing, Shri Jagdishprasad Jhabarmal Tibrewala University, Jhunjhunu, Rajasthan.

Abstract:

Adolescents' psychological health is essential because it establishes the framework for their social, emotional, and mental growth. Adolescence is a period of profound emotional transformation. Adolescents who are psychologically well are better able to handle these changes with stability, emotional control, and resilience, which promotes improved mental health. Self-worth and self-esteem are crucial during adolescence, when people are attempting to define their identities and self-concepts, and they are improved by psychological well-being.

The purpose of the current study is to determine how successful structured education programs are at enhancing the psychological health of Adolescent students. A Convenient sampling procedure was used to choose the approximately 60 teenage pupils who took part. The samples were evaluated using the Ryff psychological wellbeing measure (18-item version). One group pretest and post-test design was used for the pre-experiment. The sample's mean pretest psychological well-being score is 42.35, with a standard deviation of 18.78, according to the statistical analysis data. The sample's mean post test score for psychological well-being is 81.11, with a standard deviation of 21.82. At the $p < 0.05$ level, the computed t value of 10.42 was statistically significant. Therefore, the study came to the conclusion that a structured psychological wellbeing education program improves the mental health and well-being of teenage pupils. It also suggested that this program be implemented in a wider range of settings and with a broader population.

Key words: Effectiveness, Structured Teaching Program, Psychological Wellbeing, Adolescents.

Introduction:

The general mental health and emotional condition of young people during a crucial developmental stage is referred to as psychological well-being among teenagers. Social connectedness, emotional stability, self-worth, and the capacity to handle stress and difficulties are just a few of its many facets. Significant physical, emotional, and social changes occur during adolescence, which makes it a time when mental health conditions like anxiety, sadness, and identity conflicts are more likely to occur. Adolescents' overall development and future well-being depend on their psychological health, which is crucial for building resilience, wholesome relationships, and useful coping strategies. For teenagers to grow into emotionally stable, capable adults, it is essential to support them in preserving and enhancing their mental health.

At the heart of psychological well-being is emotional balance. Individuals with good emotional well-being can experience a range of emotions but manage them in a healthy way. This involves not only feeling positive emotions like joy, contentment, and gratitude but also having the resilience to navigate negative feelings such as sadness, anger, or anxiety. Emotional regulation is a skill that allows individuals to respond to life's stresses without being overwhelmed by them.

Another essential aspect of psychological well-being is self-acceptance. People who experience high psychological well-being have a positive self-image and are comfortable with who they are. They are able to reflect on their strengths and weaknesses, embrace imperfections, and maintain a sense of worth even in the face of setbacks or criticism. This self-awareness fosters a sense of purpose and encourages personal growth.

Adolescents are individuals who are in the transitional stage of development between childhood and adulthood. This period, typically between the ages of 10 and 19 (WHO), is marked by significant physical, emotional, cognitive, and social changes as individuals grow into mature adults.



Psychological well-being in adolescents refers to a state where young individuals experience positive mental health, emotional stability, and a sense of fulfilment. It includes aspects like emotional regulation, self-esteem, personal growth, and social relationships.

Now a days, most of the adolescents psychological well being level is affecting due to several factors include lack parental support, single parent, peer pressure, Friendship quality, bullying, Academic Pressure, Socio economic Status and School support.

The current study aims that, while providing structured teaching programme to adolescent children will improve their psychological well-being level.

Need for the Study:

Research on Adolescent psychological well-being is expanding, and numerous studies have revealed alarming global patterns in adolescent mental health.

According to the World Health Organization (WHO), 1 in 7 adolescents (aged 10-19) globally experiences a mental disorder, primarily anxiety and depression. A 2020 study published in *The Lancet Psychiatry* estimated that over 13% of adolescents worldwide have some form of mental disorder, with depression being the most prevalent, affecting approximately 5.7% of adolescents globally. The Global Burden of Disease (GBD) 2019 study revealed that adolescent depression is a leading cause of disability among 10-19-year-olds.

A 2021 study by WHO found that adolescent anxiety and depression symptoms increased by 25% during the first year of the pandemic. A survey by UNICEF in 2020 found that more than 60% of adolescents reported feeling "distressed" due to disruptions in their daily routines, social isolation, and academic pressure caused by the pandemic.

A 2019 study by the National Mental Health Survey of India (NMHS) revealed that 12.9% of adolescents in India (aged 13-17) suffer from mental health issues, including anxiety, depression, and stress. Studies specific to Karnataka show that mental health problems, especially depression, anxiety, and suicide risk, are common among adolescents. A 2018 study in Bangalore (Karnataka's capital) found that 32.2% of adolescents reported symptoms of depression, with 22.3% showing signs of anxiety. The study also highlighted that suicide rates among adolescents were increasing in urban areas, a growing concern for the state. Suicide rates among adolescents in Karnataka are among the highest in India. A 2020 NCRB report stated that nearly 16% of the total suicides in Karnataka were by individuals aged 14-29 years, with a substantial proportion being adolescents.

Adolescent stage of life establishes the groundwork for their future mental, emotional, and social health, it is imperative to improve adolescents' psychological well-being for a number of reasons. Adolescence is a period of rapid physical, emotional, and cognitive growth. During this time, young people are developing their identity, coping mechanisms, and social relationships. Poor psychological well-being can interfere with this crucial developmental process, leading to long-term challenges.

Due to poor psychological well-being the adolescents are facing different consequences include higher level of anxiety, depression, Suicidal Behaviour, substance abuse, social isolation and academic decline.

Considering these problems the researchers has chosen adolescents population and she want to enhance their level of psychological well being to ensure and provide the better adult people to the world.

Problem Statement:

An Experimental study to assess the effectiveness of Structured teaching program on Psychological Wellbeing among Adolescents at selected Colleges, Bangalore, Karnataka.

Objectives:

1. To assess the pre-test level of Psychological wellbeing among Adolescent students.
2. To assess the post-test level of Psychological wellbeing among Adolescent students.
3. To compare the pre-test and post-test level of Psychological wellbeing among Adolescent students.
4. To associate the pre-test level of Psychological wellbeing among Adolescent students



with selected Socio- demographic variables.

ASSUMPTIONS:

The study is based on following assumptions:

- Structured teaching programme may enhance the level of Psychological wellbeing among Adolescent.
- Providing guidance will improve the mental health .
- Teaching programme helps to enhance memory, stress reduction, energy boost, Promotion of mind-body concentration.
- It is easy to practice, cost-effective technique to improve students Psychological well being.

HYPOTHESIS:

RH1: There will be a significant difference between pre-test and post-test level of Psychological wellbeing among Adolescent students.

RH2: There will be significant association between pre-test level of Psychological wellbeing among Adolescent students with selected Socio- demographic variables.

DELIMITATION:

Adolescent students who are:

- Willing to participate in the study.
- Able to speak in Kannada and English.
- In between the age group of 16 to 19 years.

Review of Literature:

Jadav Manmohan Bhai(2023) This study looked at the psychological well-being of young people living in rural and urban regions, as well as any potential gender-based disparities in well-being. A sample of 120 participants was chosen from Patan District, with an equal number of male and female youths and participants spread equally between rural and urban areas. The data was analysed using a 2×2 factorial approach, taking into account the variables of gender (male/female) and area (rural/urban). The Psychological Well-being Scale (PWBS), which has 50 statements assessing aspects like sociability, efficiency, satisfaction, mental health, and interpersonal connections, was employed by the researchers. The findings suggested that the area of residence had no discernible impact on the psychological well-being of the kids in this study, since there was no discernible difference in the mean levels of psychological well-being between those living in rural and urban areas. However, there was a notable gender-based difference in psychological well-being, with female youths showing higher levels of well-being than male youths.

Manpreet Kaur (2022) The effectiveness of a school-based life skills intervention on secondary school students' psychological health is examined in this study. Using a cluster sample of 80 ninth-grade students, the study used a quasi-experimental research approach. Three activities covering each of the ten life skills listed by the World Health Organisation (WHO) were included in the life skills training module that the researcher created. 40 sessions of the life skills training program were delivered on school grounds. Each session lasted 40 minutes and took place in a classroom. The current study's findings demonstrate that life skills instruction has a favourable and noteworthy impact on secondary school students' psychological health. The results' ramifications for teenage development are also discussed in the paper.

Antony Vinoth kumar et al (2019) The purpose of this study was to determine the impact of specific psychological factors that would aid the young adults in the process. A suitable sample technique was used to identify 89 young individuals for this purpose, 50 of whom were female and 39 of whom were male. The link between the independent and dependent variables was evaluated using Pearson's product moment correlation. It was discovered that self-esteem and the existence of meaning were connected to every aspect of Psychological Well being.

RESEARCH METHODOLOGY

RESEARCH DESIGN: Pre-Experimental- One group pretest post test design





| E | O ₁ | X | O ₂ |
|---|----------------|---|----------------|
|---|----------------|---|----------------|

E = Experimental group

X = Structured Teaching Program (Intervention)

O₁ = Observation before the Structured Teaching Program (pre-test)

O₂ = Observation after Structured Teaching Program (post-test)

RESEARCH SETTINGS:

For the present study the setting is AECS Maaruti College of Nursing, Doddakammanahalli, Bangalore, Karnataka.

VARIABLE:

Independent variable:

In this study independent variable is Structured Teaching Program.

Dependent variable:

In the present study the dependent variable is Psychological Wellbeing

Demographic variable:

In the present study it refers to the selected variables such as Age in years, Gender, Religion, Type of family, Socioeconomic Status and Parent Education.

POPULATION:

In the present study the population comprises of Adolescents students studying in selected colleges, Bangalore.

SAMPLE AND SAMPLING TECHNIQUE:

Sample:

Sample refers to the Adolescent students who are studying at AECS Maaruti College of Nursing, Bangalore.

Sample size:

Sample size refers to the number of individuals or observation in the samples. The samples selected for the study were 60 Adolescent Students age between 16 to 19 years

Sampling technique:

In the present study, non-probability convenient sampling technique is used.

SAMPLING CRITERIA:

The samples were selected with the following pre-determined set of criteria during the period of study.

INCLUSION CRITERIAS:

Students:

- ◆ Available during the period of data collection.
- ◆ Able to speak in Kannada or English.
- ◆ Willing to participate in this study.
- ◆ Age in years between 16 to 19 years.

EXCLUSION CRITERIA:

Students:

- ◆ Who are not willing to participate.
- ◆ Participating in other research programs.
- ◆ Practicing any other relaxation technique.

ETHICAL CONSIDERATION:

After obtaining permission from the research committee of AECS Maaruti College of Nursing. Permission will be obtained from higher primary school and consent taken from each participant who will participate in the study.

DEVELOPMENT AND DESCRIPTION OF RESEARCH TOOL:

The study tool consists of two parts:

Part A - Dealt with the structured interview schedule for demographic data which consists of 8 items used to collect the sample characteristics such as Age in years, Gender, Religion, Type of family, Socioeconomic Status, Parent Education.



Part B – Psychological wellbeing Scale (Ryff & Keyes, 18- Item version) was used to Assess the Samples. It is 6 point Likert scale and the samples need to respond on the basis of
 1 = Strongly Disagree 2 = Disagree 3 = Slightly Disagree 4 = Slightly Agree 5 = Agree
 6 = Strongly Agree

To interpret the level of Psychological Wellbeing, the total scores were classified as follows:

| Score | Parameter |
|--------|----------------------------------|
| 18-45 | Low Psychological wellbeing |
| 46-77 | Moderate Psychological wellbeing |
| 78-108 | High Psychological wellbeing |

Plan for Data Analysis:

The data Were Analysed by Descriptive and inferential statistics.

Statistical Data Analysis:

Section A: Description of demographic characteristics of Adolescent Student by frequency and percentage.

Table-1: Classification of respondents based on demographic characteristics.

N=60

| Table No. | Socio-demographic Variable | Frequency | percentage (%) |
|-----------|-------------------------------|------------------|-----------------------|
| 1. | Age | | |
| | 16-17 | 32 | 53.33 |
| | 18-19 | 28 | 46.67 |
| 2. | Gender | Frequency | percentage (%) |
| | Male | 12 | 20 |
| | Female | 48 | 80 |
| 3. | Religion | Frequency | percentage (%) |
| | Hindu | 30 | 50 |
| | Muslim | 9 | 15 |
| | Christians | 20 | 33.34 |
| | Others | 1 | 1.66 |
| 4. | Socio-economic Status | Frequency | percentage (%) |
| | Low Socio-economic status. | 14 | 23.33 |
| | Middle-level economic status. | 46 | 76.67 |
| | High Socio-economic status. | 0 | 0 |
| 5. | Type of Family | Frequency | percentage (%) |
| | Nuclear Family | 38 | 63.33 |
| | Joint Family | 20 | 33.33 |
| | Extended Family | 2 | 3.34 |
| 6. | Parental Education | Frequency | percentage (%) |
| | Secondary level | 29 | 48.33 |
| | Higher secondary level | 22 | 36.67 |
| | Graduate | 6 | 10 |
| | Postgraduate | 3 | 5 |

Table 2: Shows that Mean , Standard Deviation and T test value for comparison.

| S.No | | Pre test | Post test | 't' test |
|------|--------------------|----------|-----------|----------|
| 1 | Mean | 42.35 | 81.11 | 10.42 |
| 2 | Standard Deviation | 18.78 | 21.82 | |

P<0.05*

Table 2 shows that, Marked increase in Mean value from 42.35 in pretest and 81.11 in post test. Standard Deviation slightly increase from 18.78 in pre test and 21.82 in post test. The 't' value 10.42 is highly significant at p<0.05 level. This indicates the Psychological well being was improved hence the RH1 hypothesis is accepted.

Association of the pre-test scores with selected demographic variables:



Research Analysis Revealed that there was a significant association found in pretest level of Psychological well being with the demographic variables of Parental education level ($p = 0.049$) and no Significant association with Age ($p=0.94$), Gender (0.6), Religion(0.77), Socio Economic status(0.27) and Type of Family(0.8).

Results:

The Mean pretest level of psychological well-being among the sample is 42.35 and SD is 18.78. The Mean posttest level of Psychological well-being among the sample is 81.11 and SD is 21.82. the calculated t value was 10.42 which was statistically significant at $p < 0.05$ level. Hence the Research Hypothesis **RH1**: There will be a significant difference between pre-test and post-test level of psychological well-being among Adolescent students at $p < 0.05$ level is accepted.

Data Findings revealed that, there was statistically significant association found in pretest level of Psychological well being with the demographic variables of Parental education level and no Significant association with Age, Gender, Religion, Socio Economic status and Type of Family. So, the stated hypothesis **RH2**: There will be significant association between pre-test level of Psychological well being with selected socio-demographic variables rejected at $p < 0.05$ level of significance.

Conclusion:

The research study aimed to assess the effectiveness of a **Structured Teaching Programme (STP)** in improving the **psychological well-being** of participants. Based on the findings, the study concludes that the implementation of the STP led to significant improvements in various dimensions of psychological well-being among the participants. These dimensions include **self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth.**

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Structured Teaching Programme:

Session 1: Introduction to Psychological Well-Being

Key Topics:

- Definition and importance of psychological well-being.
- Key components: emotional well-being, psychological well-being, and social well-being.
- Theories of well-being: Ryff's Six-factor Model of Psychological Well-Being.
- Benefits of psychological well-being on overall health, relationships, and academic/work performance.



Activities:

- Group discussion: What does psychological well-being mean to you?
- Self-reflection: Identify personal strengths and areas for improvement.

Takeaway:

Participants will gain a foundational understanding of psychological well-being and its relevance to everyday life.

Session 2: Factors Affecting Psychological Well-Being

Key Topics:

- Internal factors: personality traits, mindset, emotional regulation, self-esteem.
- External factors: family environment, social support, school/work environment, societal influences.
- The role of stress, anxiety, and depression in mental health.

Activities:

- Case studies: Analyze how internal and external factors affect mental health in different contexts.
- Group brainstorming: Ways to improve support systems and reduce stressors in daily life.

Takeaway:

Participants will learn how multiple factors, both internal and external, contribute to their psychological well-being.

Session 3: Emotional Regulation and Resilience

Key Topics:

- Understanding emotional regulation: recognizing, understanding, and managing emotions.
- The concept of resilience: bouncing back from adversity.
- Techniques to develop resilience, such as mindfulness and cognitive reframing.

Activities:

- Practice mindfulness meditation to enhance emotional awareness.
- Group activity: Share personal experiences of resilience and strategies used to cope with challenges.

Takeaway:

Participants will acquire practical skills in managing emotions and building resilience in the face of life's challenges.

Session 4: Positive Psychology and Well-Being Strategies

Key Topics:

- The principles of positive psychology: strengths, gratitude, optimism, and meaning in life.
- Practices for increasing positive emotions: gratitude journaling, acts of kindness, and flow experiences.
- The importance of cultivating a growth mindset for improving mental health.

Activities:

- Gratitude journaling exercise: Reflect on three things they are grateful for each day.
- Group discussion: Sharing experiences with strengths and how to apply them in daily life.

Takeaway:

Participants will learn to integrate positive psychology principles into their lives to enhance emotional well-being.

Session 5: Social Connections and Support Systems

Key Topics:

- The role of social relationships in promoting mental health.
- Building supportive networks and effective communication.
- The impact of loneliness and social isolation on psychological well-being.



- Strategies to foster healthy, meaningful relationships.

Activities:

- Role-playing: Practice active listening and empathetic communication.
- Group discussion: The importance of social support and how to build stronger connections.

Takeaway:

Participants will gain skills in improving their social interactions and creating supportive networks.

Session 6: Lifestyle Factors and Long-Term Well-Being

Key Topics:

- The impact of physical health on mental health: exercise, nutrition, and sleep.
- The role of time management and balance in reducing stress.
- Developing a personalized well-being plan: integrating learning into daily routines.

Activities:

- Physical activity: A short walk or stretching exercise to illustrate the mind-body connection.
- Create a well-being action plan: Set achievable goals to implement the strategies learned.

Takeaway:

Participants will leave with a comprehensive, personalized plan to maintain and enhance their psychological well-being.

Assessment and Evaluation:

- Pre- and post-programme questionnaires to assess understanding of psychological well-being.
- A reflective journal to track progress and challenges over the course of the programme.
- Final group discussion to evaluate the effectiveness of the strategies learned.

Materials Provided:

- Handouts on key concepts and techniques.
- A list of recommended readings and resources for further exploration.
- Access to worksheets for personal goal-setting and reflection.

Conclusion:

This structured teaching programme aims to equip participants with both theoretical knowledge and practical tools to enhance their psychological well-being. By understanding the factors that influence mental health and implementing evidence-based strategies, individuals can improve their overall mental health, resilience, and life satisfaction.

