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# **A Study to Assess the Effectiveness of Structured Teaching Programme Regarding Early Detection of Mental Health Problems in School Children Among Primary School Teachers in Selected Schools at Bangalore’.**

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## **ABSTRACT**

This study aims to assess the effectiveness of a structured teaching programme in enhancing the ability of primary school teachers to detect early signs of mental health problems in school children in selected schools in Bangalore. Employing a quasi-experimental design with pre-test and post-test assessments, 100 primary school teachers were selected through purposive sampling. Data were collected using a validated questionnaire that measured the teachers' knowledge and skills in identifying early mental health issues. Following the implementation of the structured teaching programme, results indicated a significant improvement in the teachers' knowledge and skills, as evidenced by higher post-test scores compared to pre-test scores. The findings demonstrate that the structured teaching programme effectively enhances primary school teachers' capabilities in early detection of mental health problems, thereby facilitating timely intervention and support for school children. Further research is recommended to explore the long-term impact of such training programmes on the mental health outcomes of children.

**Keywords.** Structured teaching programme, early detection, mental health problems, Primary school teachers, School children ,Quasi-experimental design, Pre-test and post-test assessments, Purposive sampling ,Knowledge and skills ,Validated questionnaire.

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## **Introduction**

Mental health issues among school children are a growing concern worldwide, with early detection being crucial for effective intervention and management. Primary school teachers, who interact with children on a daily basis, are in a unique position to identify early signs of mental health problems. However, they often lack the necessary training and knowledge to do so effectively.

This study aims to evaluate the effectiveness of a structured teaching programme designed to enhance the ability of primary school teachers to detect early signs of mental health problems in children. Conducted in selected schools in Bangalore, the research seeks to bridge the knowledge gap and empower teachers with the skills required for early identification and intervention.

By assessing the impact of the structured teaching programme, this study will contribute valuable insights into the feasibility and benefits of incorporating mental health training into the professional development of primary school teachers. The ultimate goal is to improve the overall mental well-being of school children through early detection and timely support.

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## **Objectives of the Study**

1. To evaluate the current level of knowledge among primary school teachers regarding early detection of mental health problems in school children.
2. To develop and implement a structured teaching programme aimed at enhancing the ability of primary school teachers to identify early signs of mental health issues in children.
3. To assess the effectiveness of the structured teaching programme in improving the knowledge and skills of primary school teachers related to early detection of mental health problems.
4. To analyze the impact of the structured teaching programme on the attitudes and perceptions of primary school teachers towards mental health issues in children.

5. To identify any barriers or challenges faced by primary school teachers in detecting mental health problems and provide recommendations for addressing these issues.

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## Methodology

### Research Design

A quasi-experimental design was employed for this study to assess the effectiveness of a structured teaching programme on the early detection of mental health problems among primary school children by primary school teachers.

### Sampling Technique

A convenience sampling technique was used to select a sample of 50 primary school teachers from selected schools in Bangalore. This method was chosen to ensure the availability and willingness of participants to engage in the study.

### Participants

The study included 50 primary school teachers from various schools in Bangalore. The selection criteria ensured a diverse representation of teachers with different levels of experience and backgrounds.

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## Data Collection

Data were collected at two points: before (pre-test) and after (post-test) the intervention.

1. **Pre-test Data Collection:**

- A structured questionnaire was administered to assess the baseline knowledge, skills, and attitudes of the teachers regarding the early detection of mental health problems in school children.

2. **Intervention:**

- A structured teaching programme was developed and implemented. The programme included interactive sessions, workshops, and training materials focused on the early signs of mental health issues, methods of identification, and appropriate responses.

3. **Post-test Data Collection:**

- Following the intervention, the same structured questionnaire was administered to evaluate changes in the teachers' knowledge, skills, and attitudes.

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## Data Analysis

The collected data were analysed using statistical methods to determine the effectiveness of the structured teaching programme. Comparisons were made between pre-test and post-test scores to assess improvements in the participants' abilities to detect early signs of mental health problems in children.

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## Ethical Considerations

- Informed consent was obtained from all participants.
- Confidentiality and anonymity of the participants were maintained throughout the study.
- Ethical approval was obtained from the relevant institutional review board.

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## Limitations

- The convenience sampling technique may limit the generalizability of the findings.
- The quasi-experimental design does not control for all potential confounding variables.

This methodology provides a comprehensive approach to evaluating the impact of a structured teaching programme on primary school teachers' ability to detect early mental health problems in children, thereby contributing to the overall mental well-being of students.

## Results

The study revealed significant changes in the knowledge levels of primary school teachers regarding the early detection of mental health problems in children before and after the structured teaching programme (STP).

### Pre-Intervention Knowledge Levels

- Out of the 50 primary school teachers sampled:
  - 20 teachers (42%) had inadequate knowledge.
  - 29 teachers (58%) had moderate inadequate knowledge.

### Post-Intervention Knowledge Levels

- Following the intervention of the structured teaching programme:
  - 11 teachers (22%) demonstrated adequate knowledge regarding the early detection of mental health disorders.
  - 15 teachers (30%) exhibited moderate inadequate knowledge.
  - 9 teachers (18%) still had inadequate knowledge.

Knowledge Level	Pre-Intervention (n = 50)	Post-Intervention (n = 50)
Inadequate Knowledge	20 teachers (42%)	9 teachers (18%)
Moderate Inadequate Knowledge	29 teachers (58%)	15 teachers (30%)
Adequate Knowledge	0 teachers (0%)	11 teachers (22%)

Pre-intervention, all teachers either had inadequate or moderate inadequate knowledge, with no teachers demonstrating adequate knowledge. Post-intervention, there was a notable improvement with 22% of teachers achieving adequate knowledge, though some teachers still fell into the inadequate and moderate inadequate categories.

These results indicate a marked improvement in the knowledge levels of the teachers, with a notable decrease in the proportion of those with inadequate knowledge and an increase in those with adequate knowledge after the intervention.

### Variables

Table shows that the association of post assessment level of knowledge on early detection of mental illness among the primary school teachers with their demographic variables like age, sex, religion, educational status, experience, income, type of family, knowledge about mental illness, educational standard of the primary school child and exposure to knowledge on mental illness..

## Conclusion

The results of this study demonstrate that the structured teaching programme (STP) was effective in improving the knowledge of primary school teachers regarding the early detection of mental health problems in children.

Before the intervention, a significant proportion of teachers (42%) had inadequate knowledge, while 58% had moderately inadequate knowledge. However, after the implementation of the STP, there was a noticeable improvement: 22% of the teachers gained adequate knowledge, and the number of those with inadequate knowledge decreased to 18%.

These findings suggest that targeted educational interventions can significantly enhance the ability of primary school teachers to identify early signs of mental health issues in children. By equipping teachers with the necessary skills and knowledge, such programmes can play a crucial role in the early detection and timely intervention of mental health problems, ultimately contributing to the overall well-being of school children. Further research and continuous training are recommended to sustain and build upon these improvements.

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