

Effectiveness of Mental Health Programme on Self-Esteem Among Adolescents At Selected College

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ABSTRACT

Background of the study

Self-esteem is crucial in forming personality, confidence, and psychological well-being during adolescence, a crucial developmental stage. Adolescents' relationships, mental health, and academic achievement can all suffer from low self-esteem. To improve self-esteem and foster a good self-concept, structured mental health programs must be put into place.

Materials and Methods

The study used a pre-experimental one-group pre test-post test research design. A non-probability purposive sampling method was used to choose a total of 75 students. The Rosenberg Self-Esteem Scale, which is standardized, was used to assess adolescents self-esteem. A week-long structured mental health program was given to the participants following the pre test evaluation. The same instrument was used in a post test after the intervention to assess how self-esteem had changed.

Results

The results showed that the post test mean score of self-esteem increased to 22.07 with a standard deviation of 5.09, while the pre test mean score was 15.8 with a standard deviation of 4.77. Adolescents' self-esteem significantly improved following the intervention, as indicated by the estimated t-value (23.87), which demonstrated a statistically significant difference at the $p < 0.001$ level.

Conclusion

The study found that the mental health program significantly improved adolescents' self-esteem. Such interventions can boost self-confidence, foster a positive self-concept, and help adolescents' psychosocial development, as seen by the considerable difference between pre test and post test scores.

Keywords: Adolescents, Self-esteem, Mental health program, Psychosocial development.

INTRODUCTION:

Adolescence represents a formative stage in human development, characterized by rapid physical growth, emotional fluctuations, and evolving social roles. During this period, self-esteem plays a key role in shaping an individual's identity and behavior. Healthy self-esteem contributes to resilience, confidence, and effective coping, whereas low self-esteem is often linked to stress, anxiety, and reduced academic performance.⁽¹⁾

Students in nursing programs are particularly vulnerable to psychological stress due to demanding academic requirements and clinical responsibilities. Therefore, promoting mental well-being among this group is of great importance.⁽²⁾

Structured mental health programmes that include elements such as communication and self-awareness, have been shown to enhance psychological outcomes. This study focuses on evaluating the impact of such a programme on self-esteem among adolescent nursing students.⁽³⁾

NEED FOR THE STUDY

Self-esteem is a person's overall subjective assessment of their own value, self-assurance, and dignity. It reflects a person's self-perception, which can range from low (insecurity) to high (self-worth). It is a crucial, enduring personality trait influencing behaviours and emotional health. The importance of self-esteem in adolescence is supported by several studies carried out in diverse communities and cultures. One of the most researched concepts in the social sciences today is self-esteem, which is defined as an individual's assessment of their own worth as a person.⁽⁴⁾

One of the most important life skills for kids is self-esteem.⁽⁵⁾ A person's assessment of their own value, importance, or skills is generally referred to as self-esteem.⁽⁶⁾

High psychological well-being can lead to increased motivation, resilience, and focus, which can improve academic performance and educational results. Furthermore, it fosters mental wellness and emotional stability by improving their resilience in the face of difficulty and stress.⁽⁷⁾

After looking through pertinent papers and articles, the researchers discovered that poor self-esteem is a common problem among teenagers nowadays, frequently linked to the development of bad habits and behaviors. This realization led the researchers to start this investigation, which also helped to achieve the department's research goals. As a result, the researchers chose the study to tackle this significant social issue.

STATEMENT OF THE PROBLEM

Effectiveness of mental health programme on Self-Esteem among adolescents at selected college.

OBJECTIVES OF THE STUDY

¹Assess the self-esteem among adolescents at selected college.

²Effectiveness of mental health programme on self-esteem among adolescents at selected College.

HYPOTHESES

The hypotheses will be tested at 0.05 level of significant

- There will be a significant difference in the pre and post test level of self-esteem among adolescents.

MATERIALS AND METHODS

Research approach

- Quantitative research approach.

Research Design

Pre experimental, one group pretest posttest design.

One group	O ₁	X	O ₂
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O₁ = Pretest

X = Intervention

O₂ = Posttest

VARIABLES

- Independent variable - Mental Health Programme
 - Dependent variable - Self esteem
 - Demographic variable - Age, sex, religion, type of family, living status of parents, caretaker (or) guardian, no. of siblings, close friends in college and mass media at usage
- Modified Kuppasamy scale is used to assess the socio economical status of the selected sample

SETTING OF THE STUDY

Selected nursing college at Trichy

POPULATION

Adolescent nursing students at selected nursing college.

SAMPLE

B.Sc., (Nursing) I year students.

SAMPLE SIZE

The sample size comprised of 75.

Sample size calculation:
$$n = \frac{Z^2 \cdot p \cdot (1-p)}{d^2}$$

where, $Z^2 \cdot p \cdot (1-p)$ - confidence interval

p - Prevalence

d - Precision

SAMPLING TECHNIQUE

Non probability Purposive sampling technique

CRITERIA FOR SAMPLE SELECTION

Inclusion criteria

- Adolescents aged 17-19 years.
- Students willing to participate in the study.

Exclusion criteria

- Students who were not available at the time of data collection.
- Students who have already exposed this mental health program
- Students with diagnosed emotional and behavioural disorders.

DESCRIPTION OF THE DATA COLLECTION TOOL

Section A: Demographic variables- Age, sex, religion, type of family, living status of parents, caretaker (or) guardian, no. of siblings, close friends in college and mass media at usage. Modified Kuppasamy scale is used to assess the socio economical status.

Section B: Rosenberg Self-Esteem Scale (RSE)

The study used the Renberg Self-Esteem Scale(RSE) ,which is a standardized tool developed to measure global self-worth.

Total score ranging from 0 to 30, with higher scores indicating more positive self-esteem. Subscale scores range from 0-15 and are listed below.

- Self-Competence (5 items: 1, 2, 4, 6, 7)
- Self-Liking (5 items: 3, 5, 8, 9, 10)
- The Rosenberg Self-Esteem Scale is a 10-item questionnaire that assesses both positive and negative thoughts about oneself in order to determine overall self-worth. The scale is regarded as unidimensional, with responses given on a 4-point Likert scale ranging from strongly agree to strongly disagree.

VALIDITY AND RELIABILITY OF THE TOOL

Validity

- Validity of the tool was obtained from nursing experts in the field of mental health nursing. The tool was corrected according to their suggestions and recommendations

Reliability

- The reliability of the tool was established by Test- retest method. ('r' value = 0.8)
- The tool was feasible and practicable.

METHOD OF DATA COLLECTION

The study was conducted at selected nursing college at trichy. Formal written permission was obtained from the head of the institution. Self introduction and explanation regarding the nature , purpose, and benefits of the study was given to the samples by the investigator. 354 adolescent nursing students participated. The investigator conducted the pretest by Rosenberg Self-Esteem Scale to assess the self esteem. Non probability purposive sampling technique was used to select the samples. 75 students were selected. The investigator obtained the oral consent from the selected samples prior to the study and their Demographic variables were also collected. After the pretest every day the investigator gathered them and trained them life skill education components such as Communication(Contribution in Group Conversations) and Another one is Self Awareness.Each activity take 1 hour afternoon and evening for 7 days.

Following this, a seven-days self-esteem enhancement program was conducted, incorporating activities, such as:

I)COMMUNICATION- (Contribution for group conversation).

This is an activity for a group. The investigator assigned several topics to each group on a daily basis. Every group chose a pertinent subtopic to add to their discussion.

- DAY-1 Global Issues:

(Discussed topics like Climate change, international relations, political conflicts, and economic inequality)

- DAY-2 Social Justice:

(Discussed topics like racism, sexism, rights, and the impact of social movements.)

- Day-3 Technology & Society:

(Discussed topics like The impact of social media, artificial intelligence, and other emerging technologies on individuals and society.)

- Day-4 Public Health:

(Discussed topics like Mental health awareness, access to healthcare, and the impact of pandemics.)

- DAY-5 Environmental Sustainability:

(Discussed topics like renewable energy, conservation, and sustainable consumption.)

- DAY-6 Mental Health:

(Discussed topics like Strategies for managing stress, anxiety, and depression, and promoting mental well-being.)

- DAY-7 Personal Development and skill:

(Discussed topics like Developing career growth , Ability to manage Future, Modern world adaptation, Self motivation.

Using a group discussion assessment form, the investigator evaluated each member's participation and contribution to the group discussion on a daily basis. The investigator assessed each person's performance. Those who got low scores were reassigned to different groups, and the investigator also repeatedly gave them topics to contribute.

II) SELF-AWARENESS

This activity was conducted as an individual activity. Different techniques were introduced each day to improve self-awareness among students.

Day-wise Activities:

Day1:Practice Mindfulness and Meditation

All students were encouraged to participate in meditation. It involved focusing attention on a single element such as breathing, a mantra, or a feeling, while allowing thoughts to pass without attachment.

Day 2: Keeping a Journal

Students were encouraged to write down their thoughts, emotions, and experiences. This facilitated reflection and helped identify behavioral and emotional patterns.

Day 3: Seeking Feedback

Students were encouraged to seek constructive feedback from trusted sources such as friends, family, or colleagues. This helped them recognize their strengths and weaknesses.

Day-4: Set Personal Goals

Students were encouraged to make modest, significant personal objectives based on their feelings, ideas, and observations from the past few days. Students can better identify their talents, places for growth, and what matters most to them by defining goals.

Day5: Reflectingon Experiences

Students were encouraged to regularly analyse their past experiences, both positive and negative, to gain insight into their triggers, reactions, and personal values.

Day6: Observing Reactions

Students were encouraged to observe their reactions in different situations such as stress, anger, and joy, to identify behavioural patterns.

Day7: Practicing Gratitude

Students were encouraged to practice gratitude by reflecting on meaningful aspects of their lives, such as people, health, or nature. This helped them develop a deeper awareness of their connections and priorities.

After completion of all techniques, students were assessed for improvement in self-awareness using a self-awareness assessment questionnaire.

On the eight day, a post-test assessment was given using the Rosenberg Self-Esteem Scale to determine the program's performance. Throughout these activities, the researchers strived to treat all participants impartially and fairly, avoiding any potential biases or prejudices in the research process. Furthermore, the program was created and implemented in collaboration with psychology and nursing education experts to ensure its relevance and effectiveness in increasing nursing students' self-esteem. The data was analyzed by the descriptive and inferential statistics.

RESULTS

Table 1: Frequency and percentage distribution of pre-test and post-test level of self-esteem among adolescents (N=75)

Self-esteem level	Score range	Pre-test		Post-test	
		frequency	%	frequency	%
Low self esteem	Below 15	34	45.3%	9	12%
Moderate self esteem	15-20	26	35%	25	33.3%
High self esteem	21 and above	15	20%	41	54.6%

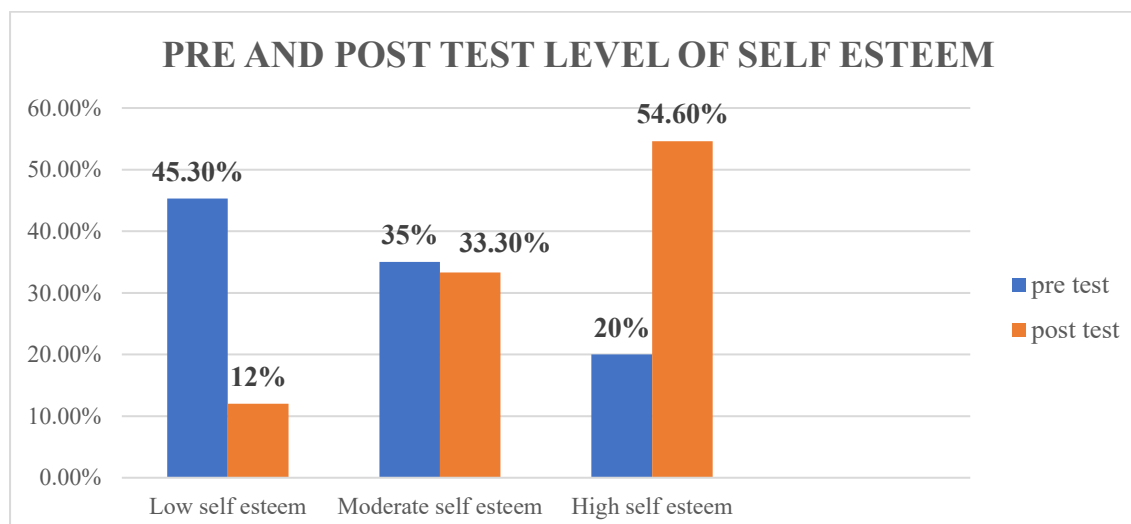


Figure 1: According to the pre-test data 34 participants, or 45.3% of the sample, scored lower than 15 on the scale, suggesting low self-esteem. 26 people, or 35% of the sample, scored between 15 and 20 on the scale, placing them in the moderate self-esteem range. On the other hand, 15 individuals, or 20% of the sample, had scores of 21 or higher, suggesting strong levels of self-esteem. According to an analysis of the post-test data Nine participants, or 12% of the sample, scored below 15 on the scale, suggesting low self-esteem. 25 people, or 33.3% of the sample, scored between 15 and 20 on the scale, placing them in the moderate self-esteem range. On the other hand, 41 participants, or 54.6% of the sample, scored 21 or above, indicating high levels of self-esteem.

Table 2: Effectiveness of self-esteem enhancement program on self-esteem among adolescents (N=75)

Test	Mean	S.D	t value	P value
Pre test	15.8	4.77	23.87	< 0 .001
Post test	22.07	5.09		

Table 2 demonstrates that the mean and Standard deviation of self-esteem were 15.8 ± 22.07 in the pre-test and 4.77 ± 5.09 in the post-test. The calculated "t" value was 23.87, with a statistically significant difference at the $P < 0.001$ level, indicating that adolescents' self-esteem had significantly improved following the self-esteem enhancement program. Thus, the study hypothesis H1 was approved.

Discussion

The focus of the study was to evaluate " Effectiveness of mental health programme on self esteem among adolescents in selected college at Trichy" A Pre experimental one group pretest posttest design with purposive sampling technique was used in the study. The data were collected from 75 studnets.

Non-probability purposive sampling was used to choose the samples. The Rosenberg Self-Esteem Scale was used to collect data from 75 students and evaluate their degree of self-esteem. The chosen individuals were brought together daily to receive instruction in life skills, including self-awareness and communication. For seven days, each activity takes one hour in the afternoon and evening.

The first objective was to assess the self-esteem among adolescents at selected college

In the assessment of pretest level of self esteem displays that 34(45.3%) sample had Low self esteem, 26(35 %) sample had moderate self esteem and 15(20%) had high self esteem.

In the assessment of posttest level of self esteem displays that 9(12%) had low self-esteem, 25(33.3%) had moderate self esteem and 41(54.6%) had high self esteem.

The findings of the present study are supported by the following studies.

These results align with earlier studies. According to a study based on the Rosenberg Self-Esteem Scale framework, structured treatments greatly increase teenagers' sense of confidence and self-worth. In a similar vein, Mann et al (2004). 's study found that participants' self-esteem significantly increased after participating in self-esteem programs.

The second objective was the effectiveness of mental health programme on self-esteem among adolescents at selected College

The self-esteem mean and standard deviation in the current study were 4.77 ± 5.09 in the post-test and 15.8 ± 22.07 in the pre-test. Adolescents' self-esteem had considerably improved after the self-esteem enhancement program, according to the calculated "t" value of 23.87, which showed a statistically significant difference at the $P < 0.001$ level. Consequently, the research hypothesis H1 was accepted.

The findings of the present study are supported by the following studies

A study by O'Mara et al. (2006) likewise showed that traditional interventions aimed at boosting young people's self-esteem resulted in significant changes. These therapies are effective, according to the meta-analysis, which found statistically significant benefits ($p < 0.05$). These results are consistent with the current study, where the effectiveness of the mental health program was confirmed by the estimated t-value (23.87), which indicated a highly significant difference ($p < 0.001$).

Recommendation for further research

These include carrying out comparable research in various environments to investigate differences. It is possible to compare the results of General Nursing and Midwifery (GNM) and B.Sc. Nursing students. Comparisons between different nursing schools may also yield insightful information. Larger sample sizes should be taken into account in future research to improve the findings' generalizability.

Conclusion

The study found that when the Self-esteem Enhancement Program for Nursing Students was implemented, participants with high self-esteem showed a substantial rise in self-esteem. The mean and standard deviation of self-esteem showed significant changes, according to statistical analysis. These interventions are essential for promoting personal development, academic achievement, and professional advancement among nursing students and beyond by enabling teenagers to develop positive self-esteem.

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