Effectiveness of Mental Health Intervention in Improving Psychological Well-Being among Youth in Manipur

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ABSTRACT

Introduction: Understanding the psychological well-being of college youth is critical due to its significant impact on academic success, personal growth, and overall life satisfaction. Newfound independence, academic pressures, social interactions, and identity exploration characterize this transitional phase from adolescence to adulthood.

Methods: The study utilized a "quasi-experimental design" with purposive sampling, enrolling 160 participants aged 18 to 24, including males and females. Participants were divided into control (80) and experimental groups (80), comprising half of the sample. Ryff's "Psychological Well-Being Scale" was employed for assessment. The intervention program was conducted from February to April 2023 and consisted of 12 sessions.

Aim: To know the impact of mental health intervention programs on college-going youth in Manipur

Results: The mental health intervention significantly enhanced the psychological well-being of college-going youth aged 18-24 in Manipur, demonstrating improvements across all dimensions from "pre to post" assessment in the "experimental group" at a 0.1% "significant" level. Notably, female participants experienced significant enhancements in autonomy, personal growth, and purpose-finding, though effects varied across genders and dimensions of well-being. No improvement was found before or after intervention in the control group.

Conclusions: These findings underscore the importance of accounting for gender-specific responses in designing and implementing interventions to improve psychological well-being. Further research could investigate the underlying factors contributing to these gender differences and customize interventions to promote more balanced outcomes across diverse demographic groups.

Keywords: college-going youth, mental health, intervention, psychological well-being.

INTRODUCTION

Psychological well-being is part of intellectual health and healthful relationships with oneself and the out-of-doors global, and it's miles related to many elements of "psychological well-being". The concept of "psychological well-being" is multifaceted and dynamic, encompassing both the satisfaction of basic requirements and pleasant experiences. This construct's enormous impact on interpersonal dynamics, individual performance, and pleasure has garnered attention from scholars in various fields (Gao & McLellan, 2018; Ryff, 2018, 2019).

The substantial impact of entering adulthood on a person's psychological well-being. They emphasize the significance of both good and bad things that happened during this time and the influence of supportive

elements and character attributes. Those who, for instance, approach maturity with an open mind, uphold positive relationships with their environment, display extroverted inclinations, and establish specific goals for themselves are more likely to navigate this stage of life effectively (Ryff, 2018; Keya et al.,2019).

Psychological well-being among college-going youth other includes "gender (Cook et al., 2006), family consistency (Kazarian, 2005; Dyson-Washington, 2006; Heris & Revilla, 1994;), behavior traits (Chang, 2006), academic pressure (Monk & Mahmood, 1999), physical workout (Markland & Ingledew, 1997; Maltby & Day, 2001; Lee & Yuen-Loke, 2005), success inspiration (Elliot et al., 1997; Tomiki, 2000), societal problem-solving direction (Miller, 2001), Financial position (Tong & Song, 2004), and public support (Rodriguez et al., 2004)".

Ryff (1995) committed two decades of her existence to analyzing and creating a scientific and dynamic model of Psychological Well-being. Ryff used Allport's idea of maturity, Neugarten's concept of government approaches of persona, Buhler's simple life inclinations, Erikson's existence development, Burren's growing older and intellectual fitness, Jahoda's intellectual fitness, Jung's individuation, Maslow's self-actualization and Roger's fully effective person because the foundations of her version of mental properly-being. She additionally advanced gear to measure psychological well-being and defined the subsequent traits as essential for mental well-being.

Self-acceptance: It involves recognizing one's strengths and weaknesses and embracing oneself realistically, irrespective of past, present, or future circumstances, character traits, or situations. It entails making peace with oneself.

Positive relations with others: It entails feeling connected to people, fostering security and trust, and reciprocating respect. It involves being comfortable opening up to others and treating them with respect.

Environmental mastery: It refers to feeling confident in handling life's challenges. It is determined by an individual's assessment of available resources, coping mechanisms, and ability to adapt to and manage problems.

Autonomy: It involves the level of independence an individual has in leading their life without external pressure. It is characterized by self-reliance, independence, and the ability to make decisions for oneself.

Purpose in life: The innate human drive to find meaning in the internal and external world. Some actively seek to create meaning, engaging with ideas or movements larger than themselves, resulting in a sense of purpose and positive emotions.

Personal growth: It involves moving towards a desired future, encompassing emotional maturity, self-awareness, and acquiring new skills through thoughtful analysis.

This study was led to understand the impact and effectiveness of mental health interventions in promoting psychological well-being among college youth and to know the overall level of "pre" and "post-test" results of the "control" and "experimental group".

METHODS AND MATERIALS

Research Design

This research is a "quasi-experimental" study that assesses the intervention on the psychological well-being of college youth. This study adopted a purposive sampling method.

Study Location and Population

The study was conducted in Standard College, Kongba of Manipur state, in the Imphal East district. The study site was randomly selected for the convenience of the population. This study was comprised of 160 male and female college-going youth.

Period

The intervention study was conducted from February to April of 2023.

Assessment Tools and Data Collection

The psychological well-being of both undergraduate and postgraduate youth was evaluated during the period of the intervention program using the "Ryff Psychological Well-Being Scale". This assessment tool was developed by Ryff, consists of 42 statements across six dimensions: "Autonomy, Environmental Mastery, Personal Growth, Positive Relationships, Purpose in Life, and Self-Acceptance". Participants rated each statement on a Likert scale ranging from 1 to 7.

At the onset of the intervention, participants were divided into two groups, a control group and an experimental group. Their psychological well-being was assessed using the Ryff Psychological Well-Being Scale on the first day and again on the final day of the intervention sessions. This helped to identify any changes in participants' psychological well-being over the course of the program.

Intervention

Drawing upon previous research articles and expert consultations, a comprehensive mental health intervention tailored for college-going youth has been meticulously refined and finalized. This intervention encompasses various components such as promoting awareness of psychological well-being, interactive sessions, group and individual counselling, brainstorming games, and physical activity by providing opportunities for self-awareness, emotional expression, positive interaction personal concerns, emotional difficulties and challenges encountered in their academic and social lives encourage active thinking, problem-solving abilities and constructive approaches to challenging situations..

A total of 160 college students from Manipur, both male and female, participated in the evaluation of mental health interventions. After completing preliminary evaluations, participants who indicated they would be willing to participate and were not attending other therapy sessions simultaneously were carefully chosen and split into the "experimental group" (n=80) and the "control group" (n=80).

While the experimental group received the "mental health intervention program" in accordance with the planned timely schedule, however, control group did not get any intervention program and served as a comparative benchmark. Both groups received in-person instructions about assessing psychological wellbeing and the least time needed to participate before deployment.

Implementation of the Intervention

The mental health intervention was conducted in person and offline to facilitate ease of counselling, interaction, and other essential sessions. Consisting of 12 sessions, each held weekly, the intervention catered to undergraduate and post-graduate college-going youth. Participants were strongly encouraged to attend all sessions.

Each session typically lasted 40 to 60 minutes, providing ample time for meaningful engagement. To track progress effectively, a sign-off sheet was distributed to monitor daily session attendance. Weekly progress assessments were conducted through feedback mechanisms and personalized one-to-one sessions. These sessions were supplemented with interactive activities designed to foster engagement and active participation among the participants throughout the intervention period.

Human Ethics Approval

This research was approved by the institutional human ethics committee of the "Avinashilingam Institute for Home Science and Higher Education for Women" with the approval number AUW/IHEC/HD-21-22/XPD-2024 in April 2022.

Statistical analysis

The collected data was demonstrated a normal distribution, allowing for applying both descriptive and inferential statistical methods. In inferential "statistics, independent t-tests and paired t-tests" were utilized by IBM SPSS 26 Version to assess changes in youth psychological well-being pre- and post-intervention.

These statistical techniques provided valuable insights into the effectiveness of the intervention in improving psychological outcomes among the participants.

RESULTS

Figure 1-Gender distribution of an experimental group for the selected youth

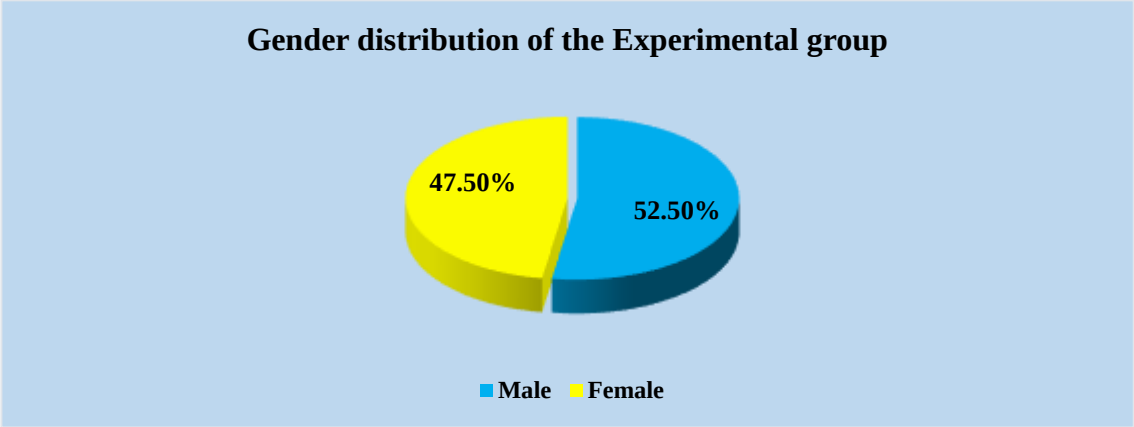
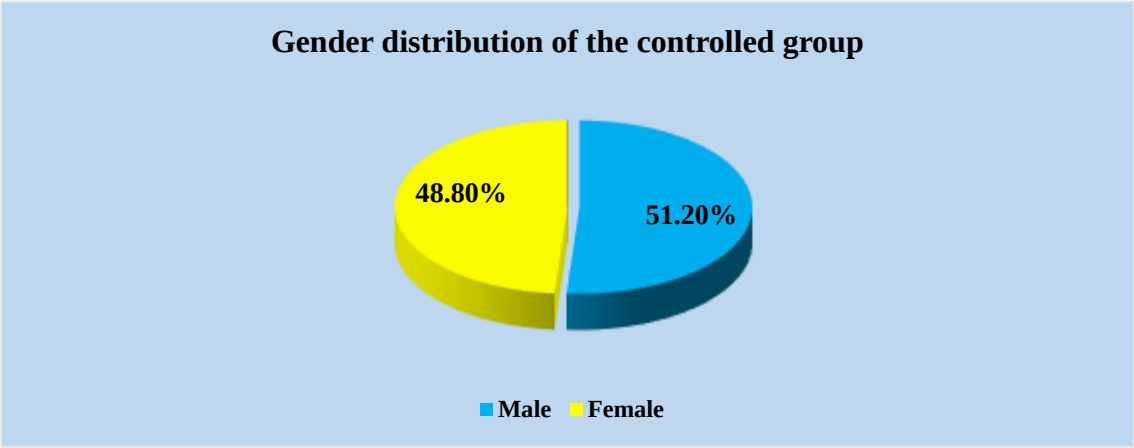


Figure 2-Gender distribution of the controlled group for the selected youth



The pie chart depicts the gender distribution of selected college youth's experimental and control groups. Within the experimental group, 52.50% of college-going females are represented, with the remaining 47.50% comprising male students [Figure 1].

In the control group, 51.20% of female college youth are involved, while the remaining 48.80% are male [Figure 2].

Figure 3- Overall Level of Pre- and Post-Experimental and Controlled Group of Psychological wellbeing of the selected youth

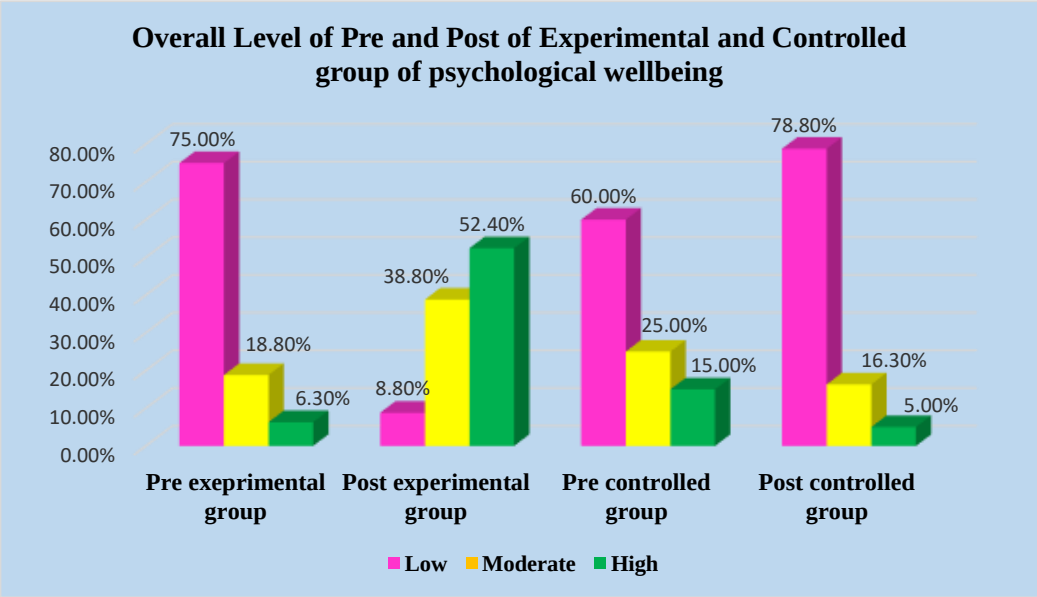


Figure 3 illustrates the comparative levels of psychological well-being before and after a intervention for both experimental and controlled groups. A significant change is observed in the pre and post-experimental conditions, whereas no notable changes are apparent in the "controlled group" before and after the "intervention".

In the pre-experimental group, 75.00% of youth exhibited low psychological well-being, while 18.80% and 6.30% demonstrated moderate and reasonable psychological well-being, respectively. Following the intervention, the post-experimental group showed improvement, with 52.40% of youth reporting good psychological well-being, 38.80% indicating moderate well-being, and 8.80% experiencing low well-being.

Conversely, the pre-controlled group had 60.00% of youth with low psychological well-being, 25.00% with moderate well-being, and 15.00% with good well-being. However, there was minimal change after the intervention, with 78.80% of youth reporting low psychological well-being, 16.20% with moderate well-being, and 5.00% with good well-being [Figure -3].

Table- 1 Gender Influence on Pre and Post experimental Mental Health Intervention among the Selected Youth.

Dimensions of the Psychological Wellbeing	Experimental groups	Male (42)		Female (38)		*t*	*P*
		Mean	SD	Mean	SD		
Overall PWB	Pre-test	114.21	33.543	129.95	46.991	-1.736	0.087
	Post-test	196.02	42.933	214.03	42.033	-1.894	.050*
Autonomy	Pre-test	21.9	7.486	24.13	8.184	-1.271	0.207
	Post-test	32.1	7.898	35.34	6.557	-1.989	.048*
Environmental Mastery	Pre-test	20.76	5.759	22.95	6.551	-1.588	0.116
	Post-test	31.67	6.461	33.68	6.368	-1.404	0.164
Personal Growth	Pre-test	21.86	4.867	24	7.323	-1.555	0.124
	Post-test	35.26	9.061	39.03	8.809	-1.88	.046*
Positive Relationship	Pre-test	15.62	8.859	18.74	10.855	-1.413	0.162
	Post-test	33.98	9.439	37	9.025	-1.461	0.148
Purpose of Life	Pre-test	19.1	5.784	21.66	8.088	-1.642	0.105

	Post-test	31.57	6.271	34.21	6.239	-1.885	.050*
Self-Acceptance	Pre-test	14.98	7.172	18.47	7.172	-1.807	0.075
	Post-test	31.45	8.614	34.76	8.772	-1.702	0.093

Table 1 shows the experimental groups of male (42) and female (38) participants who underwent assessments for various dimensions of psychological well-being before and after an intervention. Across these dimensions, notable trends emerged, with some dimensions showing statistically significant changes following the intervention.

Firstly, concerning the overall Psychological well-being (PWB), both male and female participants experienced increases from pre-test to post-test, indicating a general improvement in psychological health. While the increase was statistically significant for females (p = .050), it did not reach significance for males (p = .087), suggesting a potential gender difference in the response to the intervention.[table-1]

Autonomy, representing the sense of independence and self-determination, saw significant improvements for both males and females post-intervention (p = .048 for females; p = .207 for males), indicating that the intervention positively influenced participants' feelings of autonomy, albeit to a greater extent for females.

Similarly, Personal Growth and Purpose of Life exhibited significant improvements for females (p = .046 and p = .050, respectively) but not for males (p = .124 and p = .105, respectively). This suggests that the intervention had a more pronounced effect on these aspects of psychological well-being among female participants.

However, other dimensions, including Environmental Mastery, Positive Relationships, and Self-Acceptance, did not show statistically significant changes for either gender post-intervention, highlighting potential areas where the intervention may have been less effective or where individual differences played a significant role. [table-1]

Table- 2 Effectiveness of Intervention by Pre and Post on Psychological Wellbeing among the Youth

Dimensions of the Psychological Wellbeing	**Intervention Groups**	**Pre-test (80)**		**Post- test (80)**		***t***	***P***
		Mean	**SD**	**Mean**	**SD**		
Overall PWB	Experimental	128.11	43.777	**171.13**	57.935	-8.125	.000**
	Control	134.54	45.748	137.69	51.228	-0.587	0.559
Autonomy	Experimental	22.96	7.855	**33.64**	7.428	-9.472	.000**
	Control	24.75	8.064	24.93	8.781	-0.184	0.854
Environmental Mastery	Experimental	21.8	6.206	**32.63**	6.456	-10.503	.000**
	Control	24.03	6.952	23.9	7.301	0.151	0.88
Personal Growth	Experimental	22.88	6.21	**37.05**	9.085	-11.866	.000**
	Control	24.53	6.952	25.35	8.309	-0.917	0.362
Positive Relationship	Experimental	17.1	9.918	**35.41**	9.311	-12.654	.000**
	Control	19.2	10.25	20.39	11.534	-1.091	0.279
Purpose of Life	Experimental	20.31	7.047	**32.83**	6.356	-11.543	.000**
	Control	22.48	7.814	23.03	8.542	-0.669	0.506
Self-Acceptance	Experimental	16.64	8.769	**33.03**	8.793	-11.978	.000**
	Control	19.56	10.004	20.1	10.912	-0.462	0.645

Table 2 shows the paired t-test to evaluate the significance of deviations in psychological well-being dimensions within each group from the “pre-test” to the “post-test”. In each case, the t-value represents the degree of the difference between “pre-test” and “post-test” means relative to the group variability. The p-value shows the possibility of perceiving of results if there were no actual differences in scores.

For the experimental group, significant improvements were observed across all dimensions of psychological well-being from pre-test to post-test. Specifically, there were substantial increases in overall "psychological wellbeing ($t = -8.125$, $p < .001$**), autonomy ($t = -9.472$, $p < .001$**), environmental mastery ($t = -10.503$, $p < .001$**), personal growth ($t = -11.866$, $p < .001$**), positive relationships ($t = -12.654$, $p < .001$**), purpose of life ($t = -11.543$, $p < .001$**), and self-acceptance ($t = -11.978$, $p < .001$**)".

In contrast, there were no significant differences in "psychological well-being" dimensions for the control group except for a slight increase in positive relationships, which was not statistically significant ($t = -1.091$, $p = .279$). This indicates that, apart from this one dimension, the control group did not experience notable psychological well-being improvements following the intervention [table- 2].

DISCUSSION

The study by Mehlorta 2013 illustrates that active engagement in a mental health promotion initiative titled "Feeling Good and Doing Well" leads to notable improvements in subjective well-being and "psychological well-being" among Indian college students. Furthermore, participation in the program correlates with decreased psychological distress and heightened self-efficacy in managing emotions, and improved ability to pursue goals.

The present study examined the effect of a mental health "intervention" on college youth, comparing an experimental group that received the intervention with a control group that did not. The gender distribution in both groups was similar, with slightly more females than males.

Results indicated significant improvements in overall psychological well-being among the experimental group post-intervention. These improvements were statistically significant for male and female participants, though some dimensions showed a more pronounced effect among female youth in "autonomy, personal growth, and purpose in life".

The outcomes of this methodical assessment and meta-analysis suggest that digital psychological interventions hold promise as a research and clinical avenue for bolstering psychological well-being (PWB) among university students. Among these interventions, Acceptance and Commitment Therapy (ACT) emerged as the most prevalent therapeutic approach. ACT, with its focus on enhancing individuals' abilities to lead meaningful and value-driven lives, aligns well with the goals of promoting PWB. While the effect sizes indicated notable enhancements in PWB among university students, they were moderate in magnitude. These findings underscore the importance of further developing evidence-based digital interventions tailored to enhance PWB, particularly among vulnerable populations like university students (Ferrari et al., 2022).

Conversely, the control group did not exhibit significant changes in psychological well-being and exhibits lower positive relationships, however was not statistically significant.

Overall, the findings suggest that the mental health intervention positively impacted various dimensions of psychological well-being for the experimental group, with potentially more significant benefits for females. The positive changes in psychological well-being could be due to the different activities included in the intervention, such as awareness sessions, interactive activities, group and individual counselling, brainstorming games, and physical activities. These activities may have offered opportunities for self-expression, emotional understanding, positive social interaction and personal development. Such experiences may have led to enhancements in different dimensions of psychological well-being such as self-acceptance, positive relations, autonomy, environmental mastery, personal growth, and purpose in life. However, the "control group" did not experience similar improvements in the "intervention" programme in promoting psychological well-being among college youth.

Some research with the initial results of the outcome of the intervention shows that resilience-primarily based interventions can be helpful in enhancing the mental fitness and flexibility of college students (Herbert et.al., 2022).A significant decrease in stress levels among students post-intervention, emphasizing the effectiveness of university-based programs in promoting well-being. In a related context (De Wit,2016), Deppela (2020)

advocated for preventative mental health programs on campuses. Their study highlighted SKY Campus Happiness as particularly impactful, suggesting it could alleviate strain on university resources while addressing student mental health needs. Similarly, the present study also suggests resources for supporting the implementation of mental health interventions through specialists and support services for students who have undergone unhealthy experiences in life, especially at the age of youth.

CONCLUSION

The present study highlights that the intervention substantially improves the psychological well-being of college-going youth of Manipur between the age of 18- 24 from "pre- to post-assessment" in the "experimental group" in all dimensions. While its effects varied across different dimensions of "psychological well-being" for male and female participants, it notably led to significant enhancements in "autonomy, personal growth, and purpose in life" among female participants. These results emphasize the necessity of considering gender-specific responses when designing and implementing interventions to boost psychological well-being. Future research could delve into the underlying factors contributing to these gender differences and tailor interventions to foster more equitable outcomes across diverse demographic groups. Additionally, such programs may encourage individuals with more severe issues to seek assistance, prompting further investigation into whether these interventions effectively prevent more serious mental health issues, such as suicidal behavior, within a given population. Collaborative alliances of educational institutions, community entities, and mental health practitioners can expedite providing comprehensive assistance to youth and families, effectively addressing their distinct requirements and fostering their mental health.

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Conflicts of Interest

Absent of conflict of interest

Data Availability Statement

The data supporting this study will be available from the corresponding author upon reasonable request.

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