

# HELP Program Impact Assessment by CIPACA Institute of Research

CIPACA Institute of Research, Chennai conducted the impact assessment. CIPACA is dedicated in the fields of Emergency medicine, Critical care, Pulmonology, Meditation and Yoga. It works with the single objective of exploring the deeper aspects of medicine and using that knowledge for the benefit of mankind. The research wing works under the guidance of the Research Director - Dr. Raja Amarnath MD DM FCCP EDIC (UK), Professor and Head of The Department, Pulmonary medicine, Director-Critical care, Sree Balaji Medical College and Hospital, Chennai. He is also a senior consultant -Pulmonology, Apollo Hospitals, Chennai.



## Introduction

Psychology terms self-esteem, to describe a person's overall sense of self-worth or personal value. Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors (Kendra Cherry, 2018). People with healthy self esteem trust their instincts and so are more stable, while motivation is our drive to do things. Self esteem and motivation plays an imperative role for a successful future in students' life.

The HELP (Heartfulness Experience Life's Potential) program visualizes to enable and equip teachers and students to contribute towards a sustainable school reform and community citizenship. It is a 16-week certificate course for students of grades 10 – 12 (Junior College). This being an esteemed project on a mass scale, Heartfulness Education Trust wanted to have an impact assessment with the intervention of the Heartfulness techniques and tools among students, having the assertion that HELP program has brought in an effective change in the basic values system and thereby thinking pattern of the students.

## Monitoring and Evaluation

The monitoring and evaluation was done with baseline and end-line measurements to determine the effect of the program on specific qualities of the students. A comprehensive assessment framework is executed that has all the measurement points, tools, and data collection mechanisms in place. The initial study was conducted on Self Esteem and Motivation level of the students. The study examined the student's self esteem and achievement motivation with approaches to studying and progressing lifestyle.

## Results

A total of 2095 students were statistically analysed for Mean and p values of pre and post "HELP" Program intervention. Table 1 depicts the demographic profile of the students. Majority of the participants are female (73.1%) than male (26.9%). Most of the students are from Nuclear family (72.9%). Students from Rural area (62.4%) are higher in number than Metro (5.8%), Urban (26.7%) and Sub-urban (5.1%) areas.

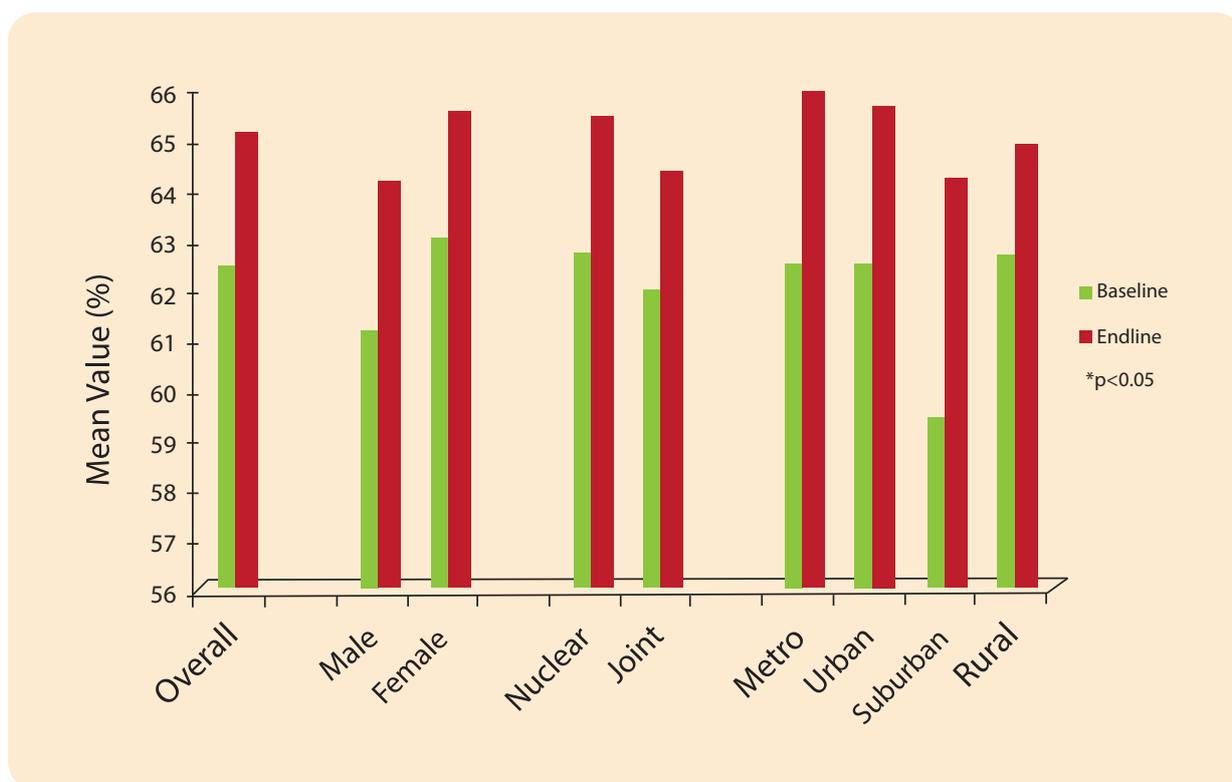
**Table -1 : Demographic Profile**

Variable	Group	Frequency	Percentage
Gender	Male	564	26.90%
	Female	1531	73.10%
Type of family	Nuclear	1527	72.90%
	Joint	568	27.10%
Place of residency	Metro	121	5.80%
	Urban	560	26.70%
	Suburban	106	5.10%
	Rural	1308	62.40%

We initially assessed the Motivation and Self-esteem levels of students and then re-assessed at the end of 16 weeks of the HELP program. After analyzing these levels of the total group we also analysed them under the categories of gender, family type and place of residency.

### Motivational Level

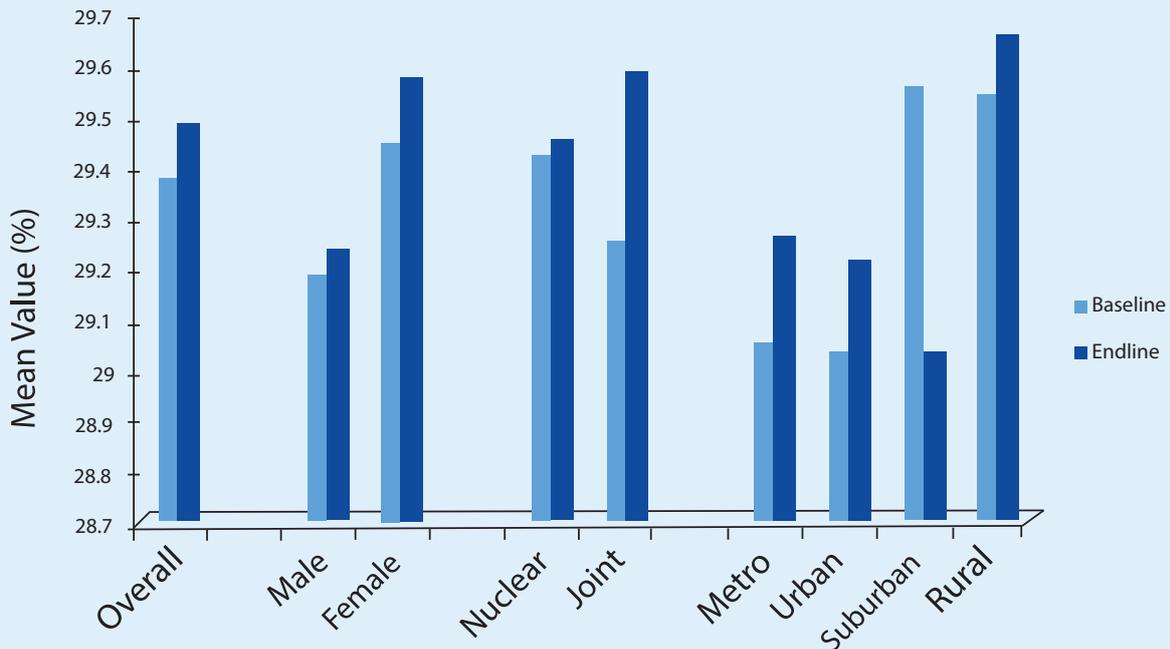
Statistical analysis shows that, on the whole, motivation level of students have improved significantly ( $p < 0.05$ ) after intervention ( $mb = 62.42 < me = 65.08$ ). This improvement persisted when we analysed male ( $mb = 61.04 < me = 64.07$ ) and female students separately ( $mb = 62.93 < me = 65.46$ ). Students from Metro ( $me = 65.90$ ), urban ( $me = 65.62$ ), sub urban ( $me = 64.14$ ) and rural ( $me = 64.86$ ) areas also have shown significant enhancement in their level of motivation post intervention (Figure 1).



**Table -1 : Figure 1: A comparison of Motivation level at baseline and end line Profile**

### Self Esteem Level

Overall, the self esteem level of students has increased ( $mb = 29.36 < me = 29.47$ ) post intervention at end line compare to baseline. Mean values of self esteem level, male ( $me = 29.22$ ) as well as female ( $me = 29.56$ ) students have positively improved after the intervention. Irrespective of the family background students from Nuclear family ( $me = 29.43$ ) as well as joint family ( $me = 29.57$ ) showed increased level of self esteem. When analysed based on the place of residents, Self esteem level of students from metro ( $me = 29.25$ ), urban ( $me = 29.20$ ) and rural ( $me = 29.64$ ) areas have improved. However the same is not observed with students from sub-urban area ( $me = 29.02$ ) (Figure: 2).



**Figure 2: A comparison of Self Esteem at baseline and end line**

Note: mb – Baseline mean value, me – End line mean value

### **Discussion and Conclusion**

Our analysis shows that, the motivation level as well as self esteem of students has increased after the intervention of “HELP” program. This effect has persisted in the sub-group analysis based on gender, type of family and residing place. Practicing the “HELP” program for a longer run might improve these parameters even more intensely and significantly. Studies proved that Meditation influences physical and mental health positively. It induces a state of deep relaxation and calmness. Where there is a lack of motivation - depression comes in. Meditation reduces depression by suppressing negative thinking and promoting healthy rumination thereby improves self esteem and motivation level of the students. To conclude, “HELP” program increases the level of motivation significantly among students, and improves self esteem. Research is required in a large scale to explore the positive effects of this method on the students psyche more deeply.