A study to assess the effectiveness of planned health teaching on knowledge and attitude among students towards mental illness in selected areas of Pune city

Mr. Aniket Garje[1] Dr. Mrs. Monita Thockchom[2*]

[1]M.Sc. Nursing, Bharati Vidyapeeth College of Nursing, Pune.
[2]Associate Professor, Bharati Vidyapeeth College of Nursing, Pune.
*Corresponding Author - Dr. Mrs. Monita Thockchom

ABSTRACT

Introduction: Mental health refers to a person's emotional, psychological, and social well- being. It affects how individuals think, feel, and behave, influencing how they handle stress, relate to others, and make choices. Good mental health is more than the absence of mental illness; it is about maintaining a state of balance where one can cope with life's challenges, work productively, and build meaningful relationships. India has one of the highest suicide rates globally, with an age-adjusted suicide rate of 21.1 per 100,000 populations. Aims of the Study: The study to assess the effectiveness of planned health teaching on knowledge and attitude among students towards mental illness in selected areas of Pune city. Methodology: In present study, researcher adopted Quantative approach Quasi-experimental-Non-equivalent pre-test post-test control group design. It was carried out on 100 samples. The Non probability purposive sampling technique was used to data was collected using demographic profile. Data analysis was done mainly using descriptive statistics. Results: When comparing the pre-test and post-test results, data analysis revealed that the planned health teaching intervention significantly increased the participants' knowledge and improved their attitudes towards mental illness. A majority of participants' post-test scores were categorized as "Good" for knowledge and "Positive" for attitude, indicating a notable improvement in both areas and highlighting the positive impact of the health education intervention. The findings suggest that the educational program was effective in enhancing students' knowledge and shaping more positive attitudes toward mental illness. Conclusion: the analysis of demographic variables showed no significant correlation with the post-test knowledge and attitude scores. Age, gender, educational qualification and previous knowledge or training on mental illness did not significantly affect the outcomes at the 0.05 significance level. These results suggest that the planned teaching intervention was equally effective across different demographic groups, ensuring broad applicability of the findings.

KEYWORDS: assess, effectiveness, planned health teaching, knowledge, attitude, students, mental illness.

INTRODUCTION

A person is psychological, social, and emotional well-being are all considered aspects of their mental well-being. It influences the way people Feel, act, and think, which in turn affects how they deal with stress, interact with others, and make decisions. Being free of mental illness is only one aspect of good mental health; another is preserving equilibrium so that one can deal with life's obstacles, work well, and form deep connections. Maintaining mental health entails taking care of oneself, getting help when required, and developing constructive routines that enhance general wellbeing. To live a happy and balanced life, Mental and physical well-being are equally vital.

In a condition of mental health, people are able to effectively manage stress, work, give back to their communities, and realise their full potential. It is essential for making choices, forming relationships, and influencing the environment. Indicators of good mental health include emotional stability, independence from anxiety, strong connections, and the capacity to handle day-to-day difficulties. People in good mental health align their abilities with societal values. Key components include social and cognitive skills, emotional regulation, adaptability, and a healthy body-mind connection.

Mentally healthy individuals typically display certain traits that contribute to their overall well- being. They typically have a high feeling of self-worth and a good self-image. While emotions like fear, anger, jealousy, guilt, or anxiety may surface, they do not let these emotions control them. Instead, they are able to manage them with ease. Such individuals also cultivate meaningful and enduring relationships, feeling at ease with others and enjoying humour, both with themselves and in social interactions. They hold respect for both themselves and others, even when differences arise. Mentally healthy individuals are resilient in the face of setbacks, accepting disappointments and moving forward. They confidently handle life's challenges, make decisions independently, and, when necessary, adjust to or shape their surroundings, showing adaptability to change.

NEED OF THE STUDY

Approximately 970 million people, or 1 in 8 people globally, are estimated to be living with mental disorders as of 2024. The two most common disorders are still anxiety and depression. In just one year, the COVID-19 pandemic has made mental health

problems worse, resulting in a 28% rise in severe depression and a 26 percent rise in anxiety disorders. A thorough investigation co-led by researchers from Harvard Medical School and the University of Queensland suggests that one in two people worldwide might have a mental health disorder at any point in their adulthood.

Through studies, gaps in knowledge and awareness can be identified, paving the way for improved mental health treatments. By increasing understanding of how mental health issues impact daily life, studies also help improve help-seeking attitudes, motivating individuals to take the necessary steps towards recovery. Furthermore, these studies contribute to improving mental health literacy, teaching people how to identify indications of mental disease, enabling them to make informed decisions about their mental well-being. Research can direct the creation of improved mental health policies by bringing them into line with the results to guarantee that psychological support networks are more efficient and easily available.

Mental illness is a growing public health concern, especially among students who face academic pressure, competition, and lifestyle stress. According to WHO (2022), one in seven adolescents experience a mental disorder, yet awareness and help-seeking remain low due to stigma and misconceptions. In India, the National Mental Health Survey (2016) highlights a significant gap in mental health literacy, contributing to delayed intervention. In Pune, this gap is evident among students, making planned health teaching crucial. Structured educational programs can improve knowledge, correct myths, and foster positive attitudes toward mental illness, promoting early identification and prevention of mental health problems.

MATERIALS AND METHODS

The present study adopted a quantitative approach with a quasi-experimental non-equivalent pre-test post-test intervention design to assess the effectiveness of the intervention. The research was conducted in selected areas of Pune, with the target population being non-professional students, and a purposive sample of 100 students aged 18–23 years was selected. Non-probability purposive sampling was used to identify participants who met the inclusion criteria. The validity of the tool was ensured by subject experts from the psychiatric department, while reliability was established using Karl Pearson's correlation coefficient through the test-retest method. A pilot study was conducted to test the feasibility of the study design, tools, and analysis plan. Data analysis included descriptive statistics such as mean, median, mode, standard deviation, frequency, and percentage to summarize the findings, while inferential statistics such as chi-square and t-tests were applied to examine associations and compare pre-test and post-test scores. The results were systematically presented in tables and graphs for better clarity and interpretation.

RESULTS

Section I

Table 1 Demographic Profile.

Demographic Variables	F	%
1. Age in years		
a. 18-19 years	22	22.00
b. 20-21 years	10	10.00
c. 22-23 years	29	29.00
d. 23 years and above	39	39.00
2. Gender		
a. Male	71	71.00
b. Female	29	29.00
C.Other (specify)	0	0.00
3. Educational Qualification		
a. Diploma	44	44.00
b. Graduate	56	56.00
4. Do you have previous knowledge or training on mental illness?		

a. Yes	0	0.00
b. No	100	100.00

The demographic data of 100 students reveals that the majority of participants (39%) were aged 23 years and above, followed by 29% in the age group of 22–23 years, 22% in the 18–19 years group, and only 10% in the 20–21 years group. In terms of gender distribution, a higher proportion were male students (71%), while female students accounted for 29%, and none identified as "other." With regard to educational qualification, 44% of participants were pursuing a diploma, whereas 56% were graduates, indicating a fairly balanced representation of both educational levels. Importantly, none of the participants (100%) reported having any previous knowledge or training on mental illness, highlighting the need and relevance of the planned health teaching intervention to enhance their understanding and attitudes toward mental illness.

Section II
Section II a: Finding related to Pre-test level of knowledge regarding mental illness among students in selected areas of Pune city.

Table No.2 - Related to pre-test level of Knowledge.   n=100

LEVEL OF KNOWLEDGE PRE TEST	f	%	Mean	SD
AVERAGE (0 - 3)	48	48.00	3.99	2.03
GOOD (4-6)	43	43.00		
EXCELLENT (7-10)	9	9.00		

The pre-test findings indicate that nearly half of the participants (48%) had an average level of knowledge regarding mental illness, with a mean score of 3.99 ± 2.03. About 43% of the students demonstrated a good level of knowledge, while only a small proportion (9%) achieved an excellent level of knowledge. These results suggest that the majority of students possessed either average or moderate knowledge, and very few had a higher level of understanding. This highlights the need for structured health teaching to enhance knowledge levels among the target group.

Section IIb: Finding related to Pre test level of attitude regarding mental illness among students in selected areas of Pune city.

Table No.3 - Related to Pre test level of Attitude   n=100

LEVEL OF ATTITUDE PRE TEST	f	%	Mean	SD
POSITIVE ATTITUDE (26-40)	41	41.00	24.43	4.41
NEGATIVE ATTITUDE (10-25)	59	59.00		

The pre-test findings on students' attitudes toward mental illness show that the majority of participants (59%) demonstrated a negative attitude in the baseline assessment, while only 41% reflected a positive attitude. The overall mean attitude score was 24.43 ± 4.41, which falls within the range indicating a negative inclination. These results highlight that more than half of the students held unfavourable perceptions about mental illness prior to the intervention, emphasizing the importance of structured health teaching programs to improve awareness and promote positive attitudes among this group.

Section III
Section IIIa: Finding related to Post-test level of Knowledge regarding mental illness among students in selected areas of Pune city.

Table No.4 - Related to post-test level of Knowledge. n=100

LEVEL OF KNOWLEDGE POST TEST	f	%	Mean	SD
AVERAGE (0 - 3)	0	0.00	7.93	1.69
GOOD (4-6)	24	24.00		
EXCELLENT (7-10)	76	76.00		

The post-test findings reveal a significant improvement in students' knowledge regarding mental illness after the intervention. None of the participants (0%) remained in the average category, while 24% of students attained a good level of knowledge and the majority, 76%, achieved an excellent level of knowledge. The overall mean score increased to 7.93 ± 1.69, which indicates a marked rise compared to the pre-test mean. These results clearly demonstrate that the planned health teaching was highly effective in enhancing the knowledge of students about mental illness.

Section IIIb: Finding related to Post-test level of Attitude regarding mental illness among students in selected areas of Pune city.

Table No.5 - Related to posttest level of Attitude.   n=100

LEVEL OF ATTITUDE POST TEST	f	%	Mean	SD
POSITIVE ATTITUDE (26-40)	100	100.00	33.67	3.80
NEGATIVE ATTITUDE (10-25)	0	0.00		

The post-test findings demonstrate a remarkable improvement in students' attitudes toward mental illness following the intervention. All participants (100%) exhibited a positive attitude, while none retained a negative attitude. The overall mean attitude score increased substantially to 33.67 ± 3.80, compared to the pre-test mean, which fell within the negative range. These results indicate that the planned health teaching was highly effective in transforming students' perceptions, promoting a more favourable and accepting outlook toward mental illness.

Section IV:

Section IVa: Finding related to assess effectiveness of planned teaching on knowledge among students towards mental illness in selected areas of Pune city.

Table No.6 - related to assess effectiveness of planned teaching on knowledge among students towards mental illness in selected areas of Pune city.

n=100

Planned teaching on knowledge Effectiveness	Mean	SD	DF	T test calculated value	P value	Remark
Pre test	3.99	2.03	99	14.91	0.00001	Significant
Post test	7.9	1.69	99			

The analysis of effectiveness revealed a significant improvement in students' knowledge regarding mental illness after the planned teaching intervention. The mean pre-test score was 3.99 ± 2.03, which increased markedly to a post-test mean score of 7.9 ± 1.69. The calculated t-value of 14.91 with df = 99 was found to be highly significant at a p-value of 0.00001. This indicates that the improvement in knowledge levels was not due to chance but as a direct outcome of the planned health teaching program. Therefore, it can be concluded that the intervention was highly effective in enhancing the knowledge of students toward mental illness.

Section IV b: Finding related to assess effectiveness of planned teaching on attitude among students towards mental illness in selected areas of Pune city.

Table No.7 - related to assess effectiveness of planned teaching on attitude among students towards mental illness in selected areas of Pune city.

n=100

Planned teaching on Attitude Effectiveness	Mean	SD	DF	T test calculated value	P value	Remark
Pre test	24.43	4.41	99	10.0255	0.00001	Significant
Post test	33.7	3.80	99			

The analysis of attitude scores shows that the planned teaching program had a significant positive effect on students' attitudes toward mental illness. The mean pre-test attitude score was 24.43 ± 4.41, indicating a predominantly negative attitude, whereas the post-test mean score increased substantially to 33.7 ± 3.80, reflecting a shift toward positive attitudes. The calculated t-value of 10.02 with df = 99 was found to be highly significant at a p-value of 0.00001. This demonstrates that the change in attitude was statistically significant and directly attributable to the planned teaching intervention. Hence, it can be concluded that the intervention was highly effective in promoting positive attitudes among students toward mental illness.

Section V:

Section V a: Finding related to association between knowledge among students of selected areas of Pune city towards mental illness with their selected demographic variables.

The chi-square analysis was carried out to determine the association between students' demographic variables and their pre-test knowledge regarding mental illness. The results indicate that there was no statistically significant association between pre-test knowledge levels and any of the demographic variables such as age (χ^2=4.435, p=0.618), gender (χ^2=0.429, p=0.98), educational qualification (χ^2=2.862, p=0.239), and previous knowledge or training on mental illness (χ^2=1.908, p=0.385). Since all the p-values were greater than 0.05, it can be concluded that students' baseline knowledge about mental illness was independent of their demographic characteristics. This finding suggests that the lack of awareness regarding mental illness was widespread among students irrespective of their age, gender, education, or prior exposure.

Section V b: Finding related to association between Attitude among students of selected areas of Pune city towards mental illness with their selected demographic variables.

The chi-square test was performed to identify any association between students' demographic variables and their pre-test attitude toward mental illness. The results showed no statistically significant association between attitude and demographic variables such as age (χ^2=2.549, p=0.466), gender (χ^2=2.78, p=0.249), educational qualification (χ^2=0.004, p=0.947), and previous knowledge or training on mental illness (χ^2=0.494, p=0.482). Since all the p-values were greater than 0.05, it can be concluded that students' pre-test attitudes toward mental illness were independent of their demographic characteristics. This implies that negative attitudes toward mental illness was prevalent across all groups, regardless of their age, gender, education level, or prior exposure, further reinforcing the need for planned health teaching to promote positive attitudes.

DISCUSSION

The research was titled "A Study to Assess Knowledge along with Attitude Concerning Mental Illness Amongst Professional Students from Selected Areas from Pune City". According to the results, there was a notable improvement in both categories after the intervention. Participants had a better awareness of mental health issues and had more positive attitudes, such as greater empathy and less stigma. The study's findings, which emphasise the value of such as mental health education within professional curriculum, demonstrated that structured instruction is successful in expanding knowledge and cultivating compassion. In a similar vein, the 2020 study "Assessment by Effectiveness by Planned Teaching About Knowledge & Attitudes of Students Towards Persons Living with Mental Illness at Selected Schools" evaluated how planned instruction affected students' attitudes and knowledge towards mental disease. Students who participated in the intervention demonstrated greater empathy and less stigma, as well as better understanding of mental health as well as more positive attitudes. The study emphasized the importance of incorporating mental health education in school curricula to promote awareness and support for individuals with mental health challenges. Both studies support the need for continuous mental health education to reduce stigma and create a more compassionate society.

CONCLUSION

The study clearly demonstrates that the planned health teaching was highly effective in improving both knowledge and attitude of students toward mental illness. Initially, the majority of students displayed average knowledge and negative attitudes, reflecting limited awareness and widespread misconceptions. However, after the intervention, a significant shift was observed, with most students achieving excellent knowledge scores and all participants exhibiting a positive attitude. The statistical analyses confirmed that these improvements were highly significant, validating the effectiveness of the teaching program. Furthermore, the association tests revealed no significant relationship between demographic variables such as age, gender, education, or prior exposure and the baseline knowledge or attitudes, indicating that the lack of awareness was consistent across all groups. Overall, the findings emphasize the urgent need for structured and continuous educational interventions to address the gaps in mental health awareness and to foster more informed and positive perspectives among students, regardless of their background.

DECLARATION BY AUTHORS:

Conflict of Interest: The authors declare no conflict of interest.

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