

A Study to Assess the Effectiveness of Planned Teaching on Knowledge Regarding Mental Hygiene Among Nursing Students in Selected Nursing Colleges of Sangli, Miraj, Kupwad Corporation Area.

Mrs. Tejaswini Emmanuel Chougule¹, Dr. Basvant Dhudum², Mr. Rohit Kamble³, Mrs. Manisha Kulkarni⁴, Dr. Bahubali Geddugol⁵, Mr. Yogesh Bhosale⁶, Miss. Pransha Bhandari⁷, Mr. Joy Urunakar⁸, Mr. Tejas Nikam⁹.

1. Mrs. Tejaswini Emmanuel Chougule¹

Clinical Instructor, Bharati Vidyapeeth (Deemed to be University) College of Nursing, Sangli, Maharashtra, India

2. Dr. Basvant Dhudum²

Associate Professor, Bharati Vidyapeeth (Deemed to be University) College of Nursing, Sangli, Maharashtra, India

3. Mr. Rohit Kamble³

Clinical Instructor, Bharati Vidyapeeth (Deemed to be University) College of Nursing, Sangli, Maharashtra, India

4. Mrs. Manisha Kulkarni⁴

Clinical Instructor, Bharati Vidyapeeth (Deemed to be University) College of Nursing, Sangli, Maharashtra, India

5. Dr. Bahubali Geddugol⁵

Associate Professor, Bharati Vidyapeeth (Deemed to be University) College of Nursing, Sangli, Maharashtra, India

6. Mr. Yogesh Bhosale⁶

Clinical Instructor, Bharati Vidyapeeth (Deemed to be University) College of Nursing, Sangli, Maharashtra, India

7. B.Sc. Nursing Students, Bharati Vidyapeeth (Deemed to be University) College of Nursing, Sangli, Maharashtra, India

Corresponding Author:

Mrs. Tejaswini Emmanuel Chougule

Clinical Instructor

Bharati Vidyapeeth (Deemed to be University) College of Nursing, Sangli, Maharashtra, India

Email: tejaswinichougule34@gmail.com

Abstract:

Background: Mental hygiene plays a crucial role in maintaining psychological well-being, particularly among nursing students who face academic and clinical stressors.

Objectives:

1. To assess the existing knowledge regarding mental hygiene among nursing students.
2. To evaluate post-test knowledge following a planned teaching programme.
3. To compare pre-test and post-test knowledge scores.

Materials and Methods

Research Design

A quasi-experimental one-group pre-test–post-test design was adopted for the study.

Sample and Sampling Technique

A total of 140 nursing students were selected using a simple random sampling technique.

Tool and Technique

A structured and standardized questionnaire was used to assess knowledge regarding mental hygiene.

Validity

Content validity of the tool was established by a panel of 20 experts from relevant fields. Necessary modifications were made based on their suggestions, and the final tool was prepared.

Reliability

The reliability of the tool was assessed using the test–retest method. The reliability coefficient (r) was calculated using Karl Pearson's correlation formula and was found to be 0.89, indicating high reliability of the instrument.

Results: Pre-test findings showed that 50% of students had poor knowledge, while only 7.15% had good knowledge. Post-test results revealed significant improvement, with 57.14% demonstrating good knowledge.

Conclusion: The planned teaching programme was effective in improving knowledge regarding mental hygiene among nursing students.

Keywords: Mental hygiene, Nursing students, Planned Teaching Programme, Knowledge.

How to cite this article: Chougule TE, Dhudum B, Kamble R, Kulkarni M, Geddugol B, Bhosale Y, Bhandari P, Urunakar J, Nikam T. A Study to Assess the Effectiveness of Planned Teaching on Knowledge Regarding Mental Hygiene Among Nursing Students in Selected Nursing Colleges of Sangli, Miraj, Kupwad Corporation Area. Int J Drug Deliv Technol. 2026;16(64s):64-68. DOI: 10.25258/ijddt.16.64s.10

Introduction

Mental hygiene refers to the science and practice of promoting, maintaining, and enhancing mental health while preventing mental illness. It includes strategies that help individuals cope effectively with stress, develop healthy behaviors, and maintain psychological well-being. Adolescence and early adulthood represent critical developmental periods during which individuals are particularly vulnerable to mental health challenges that can affect their growth, academic performance, and daily functioning.

Help-seeking behavior is an important component of mental hygiene. It involves recognizing psychological distress and seeking assistance from formal (health professionals) or informal (family and peers) sources. Studies indicate that while individuals often rely on informal sources of support, reluctance to seek help due to stigma, lack of awareness, or personal beliefs may delay intervention and worsen mental health outcomes.

Nursing students are particularly at risk due to academic pressure, clinical responsibilities, and emotional demands associated with patient care. The

educational environment provides an important opportunity to identify mental health concerns early and implement structured interventions. However, mental hygiene practices are often overlooked, which may negatively affect both personal well-being and professional development. Globally, mental health disorders represent a significant public health concern. A substantial proportion of adolescents and young adults experience mental health issues, contributing to morbidity and reduced quality of life. Preventive approaches, such as mental hygiene education and training, can play a vital role in improving psychological resilience and overall well-being.

Need for the Study

Despite increasing awareness of mental health issues, knowledge regarding mental hygiene among students, particularly in the Indian context, remains inadequate. Previous studies have reported moderate to low levels of awareness, highlighting the lack of structured and standardized educational programmes addressing mental hygiene. Nursing students, as future healthcare professionals, require adequate knowledge and skills to maintain their own mental health and to promote mental well-being among patients. However, insufficient awareness and limited exposure to formal mental health education may increase their vulnerability to stress, anxiety, and burnout. Evidence suggests that educational interventions, such as planned teaching programmes, can significantly improve knowledge and awareness regarding mental hygiene. Therefore, there is a need to implement and evaluate such programmes to enhance students’ understanding and promote positive mental health practices.

The present study was undertaken to assess the effectiveness of a planned teaching programme on knowledge regarding mental hygiene among nursing students. The findings may contribute to improving educational strategies and promoting mental health awareness in nursing education and practice.

Objectives :

- 1. To assess pre-test knowledge regarding mental hygiene.
- 2. To evaluate post-test knowledge after the teaching programme.
- 3. To compare pre-test and post-test knowledge scores.

Materials and Methods

Research Design

Quasi-experimental one-group pre-test–post-test design

Sample and Sampling Technique

- Sample size: 140 nursing students
- Sampling method: Simple random sampling

Tool

- Structured questionnaire for assessing knowledge
- Content validity established by 20 experts
- Reliability: Test–retest method (r = 0.89)

Pilot Study

A pilot study was conducted at a nursing institute in Miraj to assess feasibility.

Data Collection Procedure

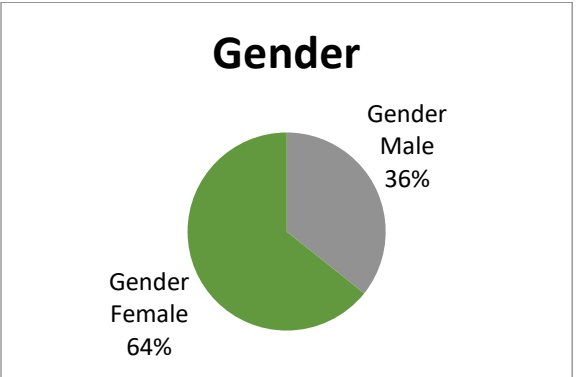
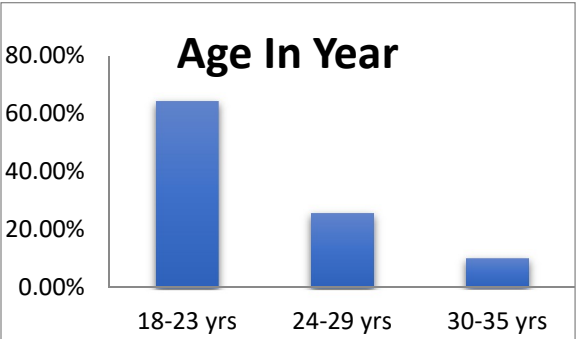
- Ethical approval obtained
- Informed consent taken
- Pre-test conducted
- Planned teaching programme administered
- Post-test conducted after 7 days

Demographic Variables

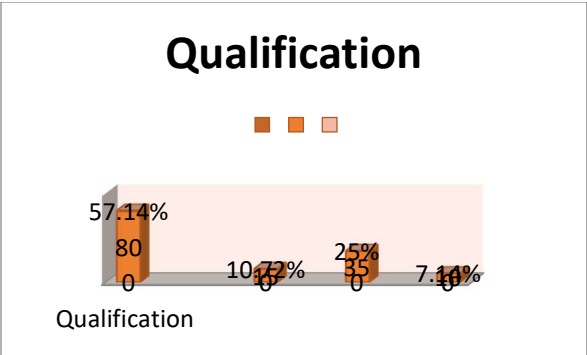
Table No. I: FREQUENCY AND PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLES.
n=140

S R. N O	CATEGORY		FREQU ENCY	PERCEN TAGE
1.	Age in years	18-23 years	90	64.28%
		24-29 years	36	25.71%
		30- 35years	14	10%
2.	Gender	Male	50	35.71%
		Female	90	64.29%
3.	Qualific ation	G.N.M	80	57.14%
		PBbsc. Nursin g	15	10.72%
		BSc.nu rsing	35	25%
		Msc.nu rsing	10	7.14%

Age in Years:
Most participants (64.28%) were aged 18–23 years.



Gender :
64.29% were female and 36% of Male .

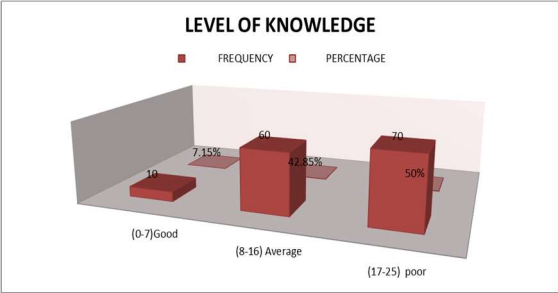


Qualification :
80% are GNM Nursing students.

TABLE II – Frequency and Percentage distribution of Pre-test level of Knowledge.

n=140

LEVEL OF KNOWLEDGE	FREQUENCY	PERCENTAGE
(0-7) Good	10	7.15%
(8-16) Average	60	42.85%
(17-25) Poor	70	50%

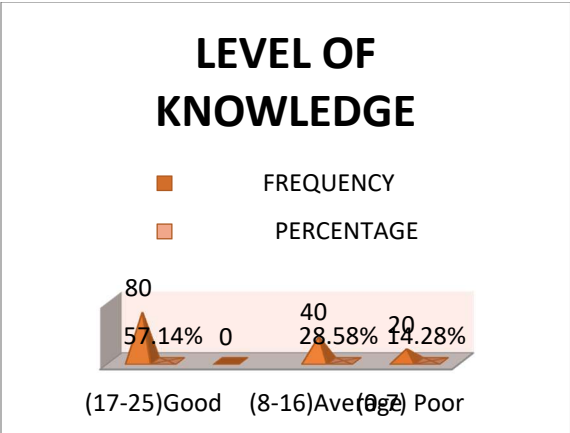


Result of Pre- Test Knowledge Score : Above table shows that , pre-test there are 7.15% students having good knowledge , 42.85% students having Average knowledge , 50% students having poor knowledge before the planned teaching.

Table no III : Frequency and distribution of Post-test level of Knowledge.

n=140

LEVEL OF KNOWLEDGE	FREQUENCY	PERCENTAGE
(17-25) Good	80	57.14%
(8-16) Average	40	28.58%
(0-7) Poor	20	14.28%



Result of Post- Test Knowledge Score : Above table shows that , post-test there are 57.14% students having good knowledge , 28.58% students having Average knowledge , 14.28% students having poor knowledge after the planned teaching

Interpretation

There was a clear improvement in knowledge levels after the intervention, indicating the effectiveness of the planned teaching programme.

Discussion

The findings demonstrate that structured educational interventions significantly improve knowledge regarding mental hygiene. Similar studies have shown that awareness programmes enhance understanding and promote positive mental health behaviors among students.

Implications

Nursing Practice

- Nurses play a crucial role in assessing the effectiveness of planned teaching programmes aimed at improving knowledge regarding mental hygiene among nursing students. These programmes can also be utilized as effective health education strategies in both clinical and community settings.
- With the evolving role of nurses toward advanced practice and specialization, there is a growing need to enhance their competencies by incorporating diverse teaching and learning strategies. Knowledge of mental hygiene enables nurses to provide holistic care and promote psychological well-being among patients and students.
- In a dynamic healthcare environment, nurses must remain adaptable and open to adopting new approaches and roles that enhance patient care. However, it is equally important to critically evaluate new practices, theories, and innovations before integrating them into practice to ensure their effectiveness, safety, and relevance.

Nursing Education

- Nursing education in India is rapidly advancing toward global standards. To achieve excellence, it is essential to incorporate comprehensive mental health education, including mental hygiene, into the curriculum.
- Planned teaching programmes should be integrated into nursing education to enhance awareness and promote mental well-being among students. Nurse educators play a crucial role in organizing, delivering, and evaluating such programmes through

effective classroom teaching and clinical guidance.

- Strengthening the integration of theory, practice, and research in mental health education can improve student competency. Well-structured educational interventions can help bridge the gap between theoretical knowledge and clinical application.

Nursing Administration

- Nurse administrators play a vital role in promoting mental health awareness within educational and clinical settings. They should encourage the implementation of planned teaching programmes focusing on mental hygiene.
- Administrators should motivate nursing students and staff to actively participate in continuing education programmes and adopt emerging trends in nursing practice.
- Effective coordination between healthcare professionals, educators, and institutions is essential to strengthen preventive mental health strategies and improve overall student well-being.

Nursing Research

- Nursing research is fundamental for the advancement of the profession and the development of evidence-based practices. Studies focusing on mental hygiene among nursing students contribute to improving mental health awareness and outcomes.
- Further research is needed to explore innovative and effective teaching methods, such as technology-assisted or multimedia-based interventions, to enhance knowledge and awareness.
- Future studies can be conducted on larger and more diverse populations to improve generalizability and strengthen the evidence base related to mental hygiene education.

Limitations

- The study was limited to nursing students from selected nursing colleges, which may restrict the generalizability of the findings.
- The sample size was relatively small and did not include all nursing colleges in the city.
- The findings were based on self-reported responses from participants, which may be subject to response bias.
- The study outcomes may have been influenced by the researcher's level of experience.
- The data collection period was limited to two weeks, which may not have captured long-term effects of the intervention.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

- The study may be replicated on a larger sample including nursing students from multiple institutions to improve generalizability.
- Future studies can be conducted to assess the effectiveness of video-assisted teaching programmes on knowledge regarding mental hygiene.
- Similar research can be undertaken among adolescents and other population groups to evaluate the impact of planned teaching programmes on mental hygiene.
- Comparative studies may be carried out using different teaching methods or awareness

strategies to identify the most effective approach.

Dissemination of Findings

The findings of the study can be disseminated through publication in peer-reviewed journals, presentations at conferences and seminars, workshops, and through various health education programmes to promote awareness regarding mental hygiene.

Conclusion

The present study concluded that the planned teaching programme was effective in improving knowledge regarding mental hygiene among nursing students. The findings were systematically presented using tables and figures, followed by discussion and recommendations. The results of this study can serve as a basis for further research on a larger scale and contribute to the development of effective educational interventions aimed at promoting mental health awareness.

REFERENCES

1. Lemkau P, Tietze C, Cooper M. A Survey of Statistical Studies in the Prevalence and Incidence of Mental Disorders in Sample Populations. Public Health Reports. 1943;58:1909–27. Reprint No. 2534. [Google Scholar]
2. Grob GN. Mental Illness and American Society, 1875-1940. Princeton, NJ: Princeton University Press, 1983.
3. Hui Qi Tong, PhD, clinical associate professor of psychiatry and behavioral sciences at Stanford Medicine.
4. Fox C, Buchanan BE, Barrett M. Children's understanding of mental hygiene. Journal of Child Care Health and Development 2008 Jan; 34(1):10-8.
5. Yamamoto. K, Disney HF. Mental health knowledge of adolescents. International Journal of Social Psychiatry 2005
6. Dec; 305-17 3. Ponizovsky A, Grinshpoon. A, Sasson. R, Baidani-Auerbach. A, Ben Elizer D, Shershersky Y. Knowledge and attitude about mental disorders among higher secondary students. International Journal of Social Psychiatry 2003 Jan; 283
8. Kabir M, Ilyasu Z, Abubakar IS. Knowledge and belief about mental illness among adolescents in Karfi village, Northern Nigeria BMC. International Health and Human Rights 2004; 4(3).
9. Roose GA, Yazdani AF, John AM. Young children's understanding of mental health and their views on appropriate services for their age group. Journal of Child Care Health and Development 2003 Nov; 29(6):545-50
10. Adewuya AO, Makanjuola. Social distance toward mentally ill among young adults in Nigeria. African Journal of Medicine and Medical Science; 28(1):35-41.
11. Raguram R. mental health knowledge and help seeking behaviours among adolescents in Malaysia. British Medical Journal; 325:38-40.
12. 8. Perdita HM. Mental health knowledge among young people in Oregon and Iowa. International Journal of Social Psychiatry 2008 Nov; 208-14.
13. 9. Burkhart B, Shery A. Impact of an educational programme on knowledge regarding mental illnesses among adolescents in United States. Journals of Adolescent Health Care; 19:208. .
14. Oye G. Knowledge and attitude to mental illness in Nigerian adolescents. African

Journal of Medicine and Medical Science; 31(2):28-35.

15. 11. Aghanwa HS. Adolescent's knowledge and attitude about mental illness in Fiji islands. *International Journal of Social Psychiatry* 2004 Dec; 361-75.

16. Budderberg F, Gnam G. Stress and health problems among school students. *BMG Public Health* 2005 Oct; 5(5):162.

17. 13.. Dsecio J, Hortman J. Students' health and school success. *International Journal of Psychiatric Nursing* 2005 Sep;11(1):122736

18. Carl D. School mental health programme. *NSHS Data Brief* 2008 Sep; (8):18.

18. Kumar A. Adolescent health. *Indian Journal of Psychiatry* 2006 Aug; 47(8):840-8.

19. Singh V. Adolescent mental health and psychological dynamics. *Indian Journal of Psychiatry* 2008 Oct; 46(9):240-2.

20. Usha M. Descriptive study to assess mental health status of intermediate students. *Indian Journal of Psychiatry* 2005 Jul; 46(9):640-4.

21. Sabiya JJ, Fabino G. Effectiveness of universal school based programme to prevent adolescent mental illness. *International Journal of Psychiatry* 2006 Oct; 11(9):242-6.

22. Ruben CA, Pastor PN. Adolescent knowledge n stress management technique. *Journal of Clinical Psychiatry* 2011Feb;72(2):134-9.

23. Nimesh Parikh. Minakshi Parikh. Dr.G.K. Vankar. Chintan Solanki. Knowledge and attitudes of secondary and higher secondary school teachers toward mental illness in Ahmedabad. *Indian journal of social psychiatry* 32 (1):56 · January 2016.

24. Adebawale, T.O. & Ogunlesi, A.O. (1999) Beliefs and knowledge about etiology of mental illness among Nigerian Psychiatric patients and their relatives. *African Journal of Medicine and Medical Science*, 28, (1-2), 35- 41.

25. . Al- Adawi, S., Dovlo,A.S., Al –Ismaily, S.S., Al-Ghafry,D.A., Al-Noobi, B.Z., AlSalmi A., Burrke,D.T., Shah,M.K., Ghassany.H., Chand ,S.P.(2002) Perception of and attitude towards mental illness in Oman. *International Journal of Social Pyschiatry* 48(4), 305-317.

26. Emerson H. *Mental Health*. Lancaster, Pennsylvania: American Association for the Advancement of Science (Science Press); 1939. *Epidemiology a Possible Resource in Preventing Mental Disease*; p. 9. p.

27. Kutcher, S., Gilberds, H., Morgan, C., Greene, R., Hamwaka, K., & Perkins, K. (2015). Improving Malawian teachers' mental health knowledge and attitudes: an integrated school mental health literacy approach. *Global mental health* (Cambridge, England), 2, e1. doi:10.1017/gmh.2014.8

28. 3 . Ayonrinde, O, Gureje, and O. & Lawal, R. (2004) Psychiatric research in Nigeria: bridging tradition and modernization. *British*, 184, 536 –538.

29. . Al- Adawi, S., Dovlo,A.S., Al –Ismaily, S.S., Al-Ghafry,D.A., Al-Noobi, B.Z., AlSalmi A., Burrke,D.T.,Shah,M.K., Ghassany.H., Chand ,S.P.(2002) Perception of and attitude towards mental illness in Oman.*International Journal of Social Pyschiatry* 48(4), 305-317.

30. Emerson H. *Mental Health*. Lancaster, Pennsylvania: American Association for the Advancement of Science (Science Press); 1939. *Epidemiology a Possible Resource in Preventing Mental Disease*; p. 9. p. [Google Scholar