

“Effectiveness of Self-Instructional Module on Knowledge Regarding Mental Health Literacy among Nursing Students of Selected College, Greater Noida, Uttar Pradesh”

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ABSTRACT

Mental health literacy (MHL), or the knowledge and abilities necessary to benefit mental health, is a significant determinant of mental health and has the potential to benefit both individual and public mental health. MHL and its measures have traditionally focused on knowledge and beliefs about mental-ill-health rather than on mental health. No measures of MHL addressing knowledge of good or positive mental health have been identified. Apart from this, mental health literacy has received increasing attention as a useful strategy to promote early identification of mental disorders, reduce stigma and enhance help-seeking behaviors.

AIM:-

The purpose of the study was to assess the effectiveness of self-instructional module on knowledge regarding mental health literacy among nursing students of selected institute.

METHODS: - We have used a quasi-experimental research design to assess the effectiveness of self-instructional module on knowledge regarding mental health literacy among 1st year nursing

students where sample size of 70 students were taken and convenience sampling technique is used. The tools that were used includes SOCIO-demographic variables and Self-structured questionnaire on Mental Health Literacy to produced best possible results.

RESULTS:-

In our study, it is found that majority (94.3%) of the participants were in the age group of 18-20 years, most (81.4%) of them were females and (18.6%) were males. It was also revealed from the knowledge test that a statistically significant mean difference ($p < 0.05$) is noted between pre-test and post-test among nursing students. It indicates self-instructional module was an effective intervention in enhancing the knowledge of the nursing students regarding mental health. In another (Knowledge vs demographic) test, it was noticed that, there was no significant association found between the knowledge scores (Pre-test) with selected demographic variables of the nursing students.

Keywords: Mental health literacy, stigma, self-instructional module.

I. INTRODUCTION

Mental health is a state of well-being in which a person understands his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community^[1].

Mental health is an essential and integral part of health. It enhances the competencies of individuals and communities thereby enabling them to achieve their self-determined goals. The magnitude of mental disorders is a growing public health concern. Mental disorders are common and universal, affecting people of all countries and societies, individuals of all ages, women and men, the rich and poor, from urban and rural communities. Mental disorders rank fifth among the major causes of the global burden of disease. In developing countries majority of the population suffering from mental illness does not have access to treatment. Lack of awareness and stigma are the major barriers between persons with mental illness and opportunities to recover^[2].

BACKGROUND OF THE STUDY

According to the World Health Organization (WHO), there are approximately 450 million people with mental disorders and more than that with mental health problems. Mental disorders account for 13% global burden of disease, and its prevalence appears to be increasing^[3].

970 million people worldwide have a mental health substance abuse disorder. Anxiety is the most common mental illness in the world, affecting 284 million people. Globally, mental illness affects more females (11.9%) than males (9.3%). (Our World in Data, 2018)

Major depression, anxiety, alcohol use disorders, schizophrenia, bipolar disorder, and dysthymia (persistent mild depression) were identified as leading causes of disability in the

U.S. (U.S. Burden of Disease Collaborators, 2013)

The mortality rate of those with mental disorders is significantly higher than the general population, with a median life expectancy loss of 10.1 years. It is estimated mental disorders are attributable to 14.3% of deaths worldwide, or approximately 8 million deaths each year. (JAMA Psychiatry, 2015)^[4].

According to WHO, India accounted for nearly 15 per cent of the global mental, neurological and substance abuse disorder burden. A meta-analysis of community surveys estimate that the prevalence of depression and anxiety could be up to 33 per 1,000 persons. In India, the treatment gap (the

number of people with an illness who need treatment but do not get it) is 70 to 92 per cent, depending on the state. It is estimated that nearly one-third of patients whose help from healthcare facilities could have symptoms related to depression. But poor awareness of mental health symptoms, social stigma, and lack of adequate resources and facilities stop people from getting the help they need.

WHO estimates that the burden of mental health problems in India is 2443 disability-adjusted life years (DALYs) per 100,000 population; the age-adjusted suicide rate per 100,000 population is 21.1. The economic loss due to mental health conditions, between 2012-2030, is estimated at USD 1.03 trillion^[5].

Mental health literacy is the gateway for **mental health interventions** in India. There is a lack of awareness which can lead to overlooking, misjudging or dismissing the signs that someone needs help. The terminologies used related to mental illness can have deep psychological impact, and are experienced as condescending, isolating, and stigmatizing. Mental health literacy has been defined as knowledge and beliefs about mental disorders which aid their recognition, management, or prevention. Mental health literacy includes the ability to recognize specific disorders; knowing how to seek mental health information; knowledge of risk factors and causes, of self-treatments, and of professional help available; and attitudes that promote recognition and appropriate help-seeking^[6].

The serious mental health problems experienced by university students could have a negative impact on their long-term mental, social and physical health as well as their academic achievements. The ability to recognize a condition, and knowledge about mental health issues and sources of help, are among the factors influencing help-seeking behavior in young individuals. Recognition can be broken down into symptom or illness recognition. Symptom recognition is the ability to detect beliefs, behaviors, and other physical manifestations of mental illness, without knowing explicitly which disorder they link to. Specific illness recognition is the ability to identify the presentation of a disorder, such as major depressive disorder.

The recognition of difference between knowledge and attitudes is a crucial part of the mental health literacy framework. While some efforts have focused on promoting knowledge, other researchers have argued that changing attitudes by reducing stigma is a more prolific way

of creating meaningful change in mental healthcare utilization.

OBJECTIVE OF THE STUDY

- To assess the knowledge regarding mental health literacy among nursing students of selected college.
- To evaluate the effectiveness of self-instructional module on knowledge regarding mental health literacy among nursing students of selected college
- To find out the association between knowledge score with selected demographic variable.

Material and Method

Research Design

In this study, a quasi-experimental (one group pre-test post-test) research design is used to assess the effectiveness of self-instructional module on knowledge regarding mental health literacy among nursing students of selected organization, Greater Noida, Uttar Pradesh.

Hypothesis

H0: There will be no significant association between knowledge score with selected demographic variable regarding mental health literacy among nursing students of selected college.

Research setting

The study was conducted at School of Nursing Science and Research of Sharda University, Greater Noida, UP.

SAMPLE

The sample for the present study was B.SC1st year nursing students at School of nursing science and research, Sharda University.

SAMPLING TECHNIQUE

In this study, convenience sampling technique is used.

TOOLS

Part A: Socio-demographic variables

Part B: Self-structured questionnaire on Mental Health Literacy

ETHICAL CONSIDERATION

The ethical clearance was obtained prior to the commencement of data collection and is as listed below:

- Ethical committee Sharda University, Greater Noida.
- Principal, School of Nursing Science and Research, Sharda University.

II. RESULTS

Table 1: Frequency and percentage distribution of participants based on background variables (N=70)

Background variables	Frequency (n)	Percentage (%)
Age in years		
18-20	66	94.3
>20	4	5.7
Gender		
Male	13	18.6
Female	57	81.4

Residence		
Urban	61	87.1
Rural	09	12.9

Table 1 Shows that, majority (94.3%) of the participants were in the age group of 18-20 years, most (81.4%) of them were females, majority (87.1%) come from urban areas.

Table 2 Descriptive statistics of the participants based on knowledge scores (Knowledgeprofile) (N=70)

Know ledge Score	Mean	SD	Min	Max
	5.1	1.7	1	11

Table 2: Shows that the mean knowledge score of the participants was 5.1 ± 1.7 .

Table 3 Effectiveness of self-instructional module on knowledge regarding mental health literacy among nursing students of selected college. (N=70)

Time Point s	Knowledge score			Mea Difference	n Paired t- test	p value
	n	Mean	SD			
Pre-Test	70	5.1	1.7	12.1	41.7	0.0001 (S)
Post-Test	70	17.2	1.7			

($p < 0.05$ -Significant level, S: Significant,)

Table 3 Shows the comparison of pre-test and post-test knowledge scores regarding mental health literacy among nursing students of selected college. Paired t-test was computed to find out the significant mean differences. It revealed that there was a statistically significant ($p < 0.05$) mean

difference noted in the mean knowledge scores between pre-test and post-test among nursing students. It indicates self-instructional module was an effective intervention in enhancing the knowledge of the nursing students regarding mental health.

Table 4; Association between the knowledge scores (Post-test) with selected demographic variables of thenursingstudents(N=70)

Background variables	Knowledge score			F One-way ANOVA & p value
	N	Mean	SD	
Age in years				F=0.10 p=0.75 (NS)
18-20	66	17.2	1.7	
>20	4	17.0	1.8	
Gender				F=0.95 p=0.33 (NS)
Male	13	16.8	1.6	
Female	57	17.3	1.7	
Residence				F=2.39 p=0.12 (NS)
Urban	61	17.3	1.7	
Rural	9	16.4	1.1	

(p<0.05-Significant level, NS: Non-significant)

Table 4 Shows the association between the knowledge scores (Post-test) with selected demographic variables of the nursing students. One-way ANOVA was computed to find the significant association. It revealed that, there was no significant association found between the knowledge scores (Pre-test) with selected demographic variables of the nursing students (p>0.05). Hence researcher accepted null Hypothesis (H01).

MAJOR FINDINGS OF THE STUDY:

The major finding of the study is:

- Majority of the samples 66 (94.3%) were between the age of 18-20years.
- Majority of the samples 57 (81.4%) were female.

- Majority of the samples 61 (87.1%) were from urban area.
- The findings show mean value was 5.1±1.7 of level of knowledge regarding mental health literacy

III. LIMITATIONS

The following points were beyond the control of the administrator:

- ❖ The sample size was limited to B.sc nursing 1st year students. Hence wider generalization is limited.
- ❖ The study was limited to only the ones who were willing to participate in the study.
- ❖ The study was limited only to School of Nursing Science and Research, Sharda University, which obviously imposed, limit to

larger generalization.

IV. CONCLUSION:-

It has been concluded from this study that even literate and qualified people from different demographic areas have lack of knowledge about mental health literacy. But a little bit of awareness regarding self-awareness module of MHL can enhance their knowledge and attitude towards Mental health Literacy.

Relevance of the study

The present study has relevance for nursing education, nursing practice, nursing administration and nursing research.

RECOMMENDATIONS

On the basis of the finding of the study, the following recommendations have been made:

- ❖ A similar study can be replicated on larger samples to generalize the findings.
- ❖ A similar study can be conducted to find differences in knowledge levels of students in intuitions and various sectors.
- ❖ A similar study can be conducted to find differences in knowledge level, attitude and practice.

Source of funding: Self-funding

Conflict of interest – NIL

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