

Effectiveness of a Planned Teaching Programme on Knowledge Regarding Causes of Mental Illness Among Adolescents in a Selected Pre-University College: A Pre-Experimental Study

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Abstract

Background: Mental illness is an important public health concern among adolescents. Lack of awareness regarding its causes often leads to delayed recognition, stigma, and poor help-seeking behavior. Educational interventions may improve adolescents' understanding of mental health.

Objective: To evaluate the effectiveness of a planned teaching programme on knowledge regarding the causes of mental illness among adolescents.

Methods: A pre-experimental one-group pre-test post-test design was used among 60 adolescents selected by convenience sampling from a selected pre-university college in Bangalore, Karnataka. Knowledge was assessed using a structured questionnaire consisting of 30 multiple-choice questions. A planned teaching programme was administered after the pre-test, followed by a post-test after one week. Descriptive and inferential statistics were used for data analysis.

Results: The mean pre-test knowledge score was 32.17%, which increased to 74.83% in the post-test. Before the intervention, 63.3% of participants had moderately adequate knowledge and 36.7% had inadequate knowledge. Following the intervention, 48.3% achieved adequate knowledge and 51.7% demonstrated moderately adequate knowledge. The improvement in knowledge scores was statistically significant (paired t-test, $p < 0.001$).

Conclusion: The planned teaching programme significantly improved adolescents' knowledge regarding the causes of mental illness. School-based mental health education programmes should be incorporated into routine adolescent health promotion activities.

Keywords: Mental illness, adolescents, mental health education, planned teaching programme, knowledge, nursing education.

Introduction

Mental health is a fundamental component of overall health and well-being. According to the World Health Organization, mental health enables individuals to cope with life's stresses, realize their abilities, work productively, and contribute to society. Adolescence represents a critical developmental period during which approximately half of all mental disorders begin. Despite the increasing burden of mental illness among young people, awareness regarding its causes and prevention remains inadequate. Misconceptions and stigma frequently delay help-seeking and early intervention.

Educational strategies delivered in schools have been recognized as effective approaches for improving mental health literacy. Planned teaching programmes can enhance students' knowledge, reduce misconceptions, and promote positive attitudes toward mental health. Therefore, the present study was undertaken to evaluate the effectiveness of a planned teaching programme regarding the causes of mental illness among adolescents studying in a selected pre-university college in Bangalore

Need for the Study

Worldwide, nearly one in five adolescents experiences a mental health problem.

In India, anxiety and depression are among the most common mental disorders affecting young people. Many adolescents have inadequate knowledge regarding mental illness, its causes, and preventive measures.

Hence, the researcher planned this study to determine whether a structured Planned Teaching Programme could improve adolescents' knowledge regarding the causes of mental illness.

Objectives

The objectives of the study were:

1. To assess pre-test knowledge regarding causes of mental illness.
2. To assess post-test knowledge after the Planned Teaching Programme.
3. To evaluate the effectiveness of the Planned Teaching Programme.
4. To determine the association between pre-test knowledge and selected demographic variables.

RESULTS

A total of **60 adolescents** participated in the study. Data were analyzed using descriptive and inferential statistics.

Socio-demographic Characteristics

Among the participants, **76.7% were 17 years old**, **13.3% were 16 years**, and **10% were 18 years**. Most participants were **Hindus (80%)**, followed by **Muslims (18.3%)** and **Christians (1.7%)**. More than half (**56.7%**) belonged to urban areas.

Pre-test Knowledge Level

The mean pre-test knowledge score was **9.65 ± 2.53** out of 30, corresponding to a **mean percentage of 32.17%**.

The majority (**63.3%**) had moderately adequate knowledge, whereas **36.7%** had inadequate knowledge. None of the participants demonstrated adequate knowledge before the intervention.

Table 1. Distribution of Pre-test Knowledge

(N = 60)

Knowledge Level	Frequency	Percentage
Adequate	0	0
Moderately Adequate	38	63.3
Inadequate	22	36.7

Post-test Knowledge Level

Following the Planned Teaching Programme, the mean knowledge score increased to **22.45 ± 3.31**, with a **mean percentage of 74.83%**.

Nearly half (**48.3%**) achieved adequate knowledge, while **51.7%** had moderately adequate knowledge. No participant remained in the inadequate category.

Table 2. Distribution of Post-test Knowledge (N = 60)

Knowledge Level	Frequency	Percentage
Adequate	29	48.3
Moderately Adequate	31	51.7
Inadequate	0	0

Comparison of Pre-test and Post-test Mean Knowledge Scores

The mean knowledge score increased from **9.65** before the intervention to **22.45** after the intervention, demonstrating a marked improvement following the Planned Teaching Programme.

Table 3. Comparison of Mean Knowledge Scores

Assessment	Mean Score	SD	Mean Percentage
Pre-test	9.65	2.53	32.17
Post-test	22.45	3.31	74.83

Effectiveness of the Planned Teaching Programme

The paired *t*-test demonstrated a statistically significant improvement in knowledge following the intervention ($p < 0.001$). Therefore, the Planned Teaching Programme was effective in improving adolescents' knowledge regarding the causes of mental illness.

Major Findings

The study revealed that:

- The **mean pre-test knowledge score** was **32.17%**.
- The **mean post-test knowledge score** increased to **74.83%**.

Before the teaching programme:

- 63.3% had moderately adequate knowledge.
- 36.7% had inadequate knowledge.

After the teaching programme:

- 48.3% had adequate knowledge.
- 51.7% had moderately adequate knowledge.
- None of the students had inadequate knowledge.

The paired **t-test** demonstrated a statistically significant improvement in knowledge after the Planned Teaching Programme.

Conclusion

The study concluded that adolescents had limited knowledge regarding the causes of mental illness before the intervention.

The Planned Teaching Programme significantly improved their knowledge.

Health education programmes in schools and colleges can therefore play an important role in increasing awareness, reducing stigma, and promoting early identification and prevention of mental illness among adolescents