A study to assess the effectiveness of planned teaching programme regarding knowledge of mental illness among adolescents

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ABSTRACT
The role of nurse continues to expand and grow. Care of the patient will require that nurse learn more, know more. Nursing play an important role in the total health team approach to the patient care. Effective communication is play a major role in prevention of disease and promotion of health.

As per 2001 census children constitute 66% of total population and they are the vulnerable group of the society. The preliminary findings of a W.H.O-supported multicentre study on mental health in India indicate that about 10% of the population in India has mental health problems, according to a recent report by The Lancet. (Chatterjee P, 2009).

Kishore Jugal, (2007) conducted a study on “Beliefs and attitudes towards mental health among medical professionals in Delhi”. The study revealed that only 60% of the respondents considered mental illness to be a disease. Nearly 80% of the respondents considered psychiatry to be a difficult discipline. Despite this, it was seen that 72% found psychiatry to be a stimulating subject. The most heartening change observed was that now only 4% believed that psychiatrists do nothing and know nothing. However, it was also encouraging to note that 41% wanted to take up psychiatry.

KEY WORD-
Assess, Knowledge, Effectiveness, Planned Teaching Programme, Adolescent, Mental Illness, and School.

Objective –
1. To assess the knowledge regarding mental illness among adolescent before the planned teaching programme by structured questionnaire.
2. To implement the planned teaching programme regarding mental illness among the adolescent.
3. To assess the effectiveness of planned teaching programme among adolescent.
4. To find out the association between pre-test knowledge on Mental illness and selected demographic variables.

Hypothesis –
(1) Hₒ₁: There will be no significant difference between pre and post-test knowledge scores of the adolescent regarding mental health and mental illness.
(2) Hₒ₂: There will be no significant relationship between pre test score and selected demographic variable.

CONCEPTUAL FRAMEWORK –
The conceptual framework of this study is based on general system theory. General system theory was discovered by Ludwig von Bertalanffy during the late 1930’s.

METHODOLOGY-

In this study a quasi-experimental (one group pre-test, post-test design was used to observe the effectiveness of planed teaching programme on the knowledge regarding mental illness among the adolescent. In this study PTP on knowledge of mental illness was the independent variable. Dependent variable is the response, behaviour or outcome that predicts or explains in research.

The study was done in Vidhya Sagar higher secondary school Bhanpur, Bhopal on the adolescent population study in 11th & 12th.

TOOL—
The tool termed as structured questionnaire was developed to assess the knowledge of adolescent regarding mental illness. It divided in two sections-
1. Socio-demographic data.
2. Questionnaire regarding the knowledge of mental illness.

Expert gave content validity of the tool and it found to be reliable (Re = .8413) by split half method during the pilot study. PTP was prepared and found to be reliable.

The data collection period and PTP was 18/7/11 to 23/7/11. The investigator collected the data from 60 adolescent. The data was analyzed in the term of objective of the study using descriptive and inferential statistic.

RESULT-
In the pre test out of 60 subjects, 1 had poor knowledge, 49 subjects had average knowledge and 18 subjects had good knowledge on mental illness. In the post test there were no subjects with poor knowledge, majority of subjects i.e. 51 had good knowledge and only 9 had average knowledge.

The mean post test knowledge score was 23.77 which is higher than the mean pre-test score 17.95. These scores denote that the P.T.P. was effective. This states that the research Hₒ₁ null hypothesis was rejected; alternative hypothesis was accepted by the researcher. The significant difference between the two tests were tested by using paired’t’ test the level of significance was set at 0.05 percent level. The computed ‘t’ value 17.5473 and ‘p’ value .0001 (P<0.05 percent) indicated that there was a significant difference between pre- test and post - test knowledge score. Thus it is clearly says that the P.T.P. was effective in increasing the knowledge of subjects.

The finding reveals that all the demographic variable have the significant relationship with the knowledge score. This states that the research Hₒ₂ was rejected and alternative hypothesis accepted by the researcher.
CONCLUSION-

The present study concluded that the level of knowledge of adolescent was inadequate and the PTP is very much helpful to promote the level of knowledge among the adolescent. The PTP was very effective to improve the knowledge of the adolescent.

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