



## A study to assess the knowledge and attitude towards mental illness among III year B.Sc and II year GNM nursing students of Kamdar College of Nursing, Rajkot

Seema L Jurani

Assistant Professor, Hanumant Institute of Nursing, Mahuva, Gujarat, India

### Abstract

**Background:** College or institution is a place for students to be put together to gain the experience to being around large number of their peers and discovering the way to behave properly. That cannot be taught from book, that cannot be taught one or one interaction, that can only be taught by dropping student into the middle of the situation, giving some guidance and hoping he or she gets it, but positive mental health is disturb when student is enter in BSC third year and GNM second year.

**Objective:** To assess the knowledge & attitude of students towards mental illness.

**Method:** In this study quantitative comparative design. Total 60 samples were selected with non-probability sampling technique in that convenient sampling method used to select the sample. The tools used for gathering necessary data were structured knowledge questionnaires and Likert's attitude scale.

**Results:** The data obtained were analyzed and interpreted in the light of objectives using descriptive and inferential statistical in terms of mean, mean percentage, standard deviation, chi square. The statistical data show that, teaching personal (74.5%) have more knowledge than the non-teaching personal (32.07%) and attitude score teaching personal (78.76) & non-teaching personal.

**Conclusion:** Thus, findings of present study reveals that knowledge score of teaching was higher as compared to non-teaching regarding mental illness. It reveals that teaching personal attitude score higher than non-teaching personal. It was found that there was no impact of demographic variables on knowledge score of teaching and non-teaching personal.

**Keywords:** Study, assess, mental illness, students, stigma

### Introduction

- Mental illnesses rank first among illnesses that cause disability in the United States, Canada, and Western Europe. It is predicted that by 2010, depression will be the leading cause of disability worldwide, not cancer, heart disease, diabetes, or AIDS. Mental illness is a serious public health challenge that is under-recognized as a public burden. (World Health Organization 2007).
- In addition, mental illness is often associated with dangerousness and violence (Phelen, Link, Steuve & Pescosolido, 2000). According to Corrigan, Rowan, Green and Lundin (2002), public often segregates the mentally ill from the rest of society thinking they are dangerous and violent. This attribution of mentally ill with dangerousness and violence is very often due to the portrayal of mentally ill people as violent and dangerous on the media (Lyons & Mc Loughlin, (2001).
- It was argued by Hyler, Gabbard and Schneider that presentation of mentally ill people as dangerous and violent have been so frequent in films, television, novels and comics that people accept them without a second thought.

### Objectives of the study

1. To assess the knowledge and attitude about mental illness among 3rd year B.Sc Nursing and 2nd year GNM Nursing students of Kamdar College of Nursing, Rajkot.
2. To compare the knowledge and attitude towards mentally ill persons with other health problems among students of Kamdar College of Nursing of Rajkot district.

3. To determine the possible correlation between the knowledge and attitude of the students towards mental illness.
4. To determine if stigmatizing behaviour about mental illness exists among the students.

### Variables

#### Section I

- Age, gender, religion, marital status, education, locality, place of work, previous exposure with mental illness, family member suffering with mental illness.

#### Section II

##### Part I

- Semi structured questionnaire was used to assess the knowledge towards mental illness.

##### Part II

- orientation to the mental illness scale (omi) (prabhu,1983)

### Conceptual Framework

- Conceptual frameworks are structured form a set of broad ideas and theories that help a researcher to properly identify the problem they are looking at, frame their questions and find suitable literature.
- Rosenstock (1974), Beckers Health Belief Model addressed the relationship between the person's belief and behavior. It is a way of perception and understanding of teachers in relation to knowledge and attitude towards mental illness. This model helps the nurses to understand various behaviors including

individual perception, belief and various behaviors in order to plan the most effective care in this context the investigator felt that the Becker's model is suitable as conceptual framework for this study.

- The conceptual framework of this study was based on modified rosenstock's health belief model. This model comprises of 3 components:
  1. Individual perceptions
  2. Modifying factors
  3. Likelihood of actions

### Review of Literature

1. Literature related to knowledge towards mental illness
2. Literature related to attitude towards mental illness

### Methodology

- **Research Approach:** Quantitative
- **Research Design:** Quasi-Experimental design
- **Setting:** Kamdar College of Nursing, Rajkot
- **Population:** 3rd year B.Sc nursing and 2nd year GNM nursing students
- **Sample Size:** 60
- **Sampling Technique:** Non-Probability Convenience Sampling Technique
- **Method of Data Collection:** Structured Knowledge Questionnaire

A structured Knowledge Questionnaire: considering the setting of the research and characteristics of the subject, the investigator prepared a structured knowledge questionnaire tool to assess the knowledge regarding mental illness of 3rd year B.Sc and 2nd year GNM nursing students by pre-test and post-test.

### Results

- In this analysis and interpretation of the data collected from 60 samples, before and after administration of structured teaching programme on mental illness among III year B.SC nursing & II year GNM nursing students of Kamdar College of Nursing, Rajkot. Descriptive and inferential statistics methods were used to analyse the data. The mean post- test knowledge score was higher than the mean pre-test knowledge score.
- The main pre-test attitude score was 31.46 and the mean post-test attitude score was 52.43 with the mean difference of 20.97. The calculated  $t'$  is 2.55 and the tabulated  $t'$  is 2.00 at the 0.05 level of significance. It reveals that the mean post-test attitude score was significantly higher than the mean pre-test attitude score. The calculated  $t'$  value was greater than the tabulated  $t'$ . This indicates that difference obtained in the mean pre-test and post-test attitude score was a real difference and not by chance. It revealed that the structured teaching programme was effective in terms of attitude among the samples.
- Findings related to association between pre-test knowledge score of samples and selected demographic variables.

- The findings of the study revealed that there is no significant association of demographic variables with pre-test knowledge score of samples.
- The findings of the study revealed that there is no significant association of demographic variables with pre-test attitude score of samples.

### Conclusion

The findings indicated that structured teaching programme was effective in improving knowledge of samples. 3rd year bsc and 2nd year gnm students gained significant knowledge. It shows that the structured teaching programme was effective. Thus, the structured teaching programme was found to be effective in changing the unfavourable attitude to favourable attitude.

### References

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