



A Study To Assess The Effectiveness Of Planned Teaching Programme On Knowledge Of Pu College Students Regarding Mental Hygiene In Selected Pre-University Colleges.

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Abstract

The present study assessed the effectiveness of a planned teaching programme (PTP) on the knowledge of pre-university (PU) college students regarding mental hygiene in selected colleges in Bidar. The study revealed that examinations and grades were the primary stressors, followed by long working hours, criticism from supervisors, and fear of unemployment. A paired t-test analysis of pre-test and post-test knowledge scores showed a significant improvement, with a t value of 45.11 ($p < 0.001$) and a percentage mean difference of 49.76%.

Key findings included a substantial increase in knowledge regarding the meaning, characteristics, and ways to restore mental hygiene, as well as awareness of risk factors and red-flag symptoms. The results highlight the need for interventional approaches, self-learning initiatives, and mass education to promote mental health awareness and minimize substance abuse among students.

Keywords: Mental hygiene, planned teaching programme, knowledge, mental health, effectiveness

Introduction

Mental hygiene, a branch of medical science and psychology, aims to promote mental well-being and prevent mental disorders. According to WHO, mental health is "a state of well-being where individuals can realize their abilities, cope with normal stresses, and contribute to their communities." Social, psychological, and biological factors significantly influence mental health.

The prevalence of mental health challenges, such as substance abuse and anxiety, is often higher in disadvantaged populations due to factors like poverty, low education levels, and gender discrimination. Effective coping mechanisms, education, and preventive strategies are vital to address these issues.

Objectives of the Study

1. To assess pre-test knowledge of mental hygiene among PU college students.
2. To assess post-test knowledge after the planned teaching programme.
3. To develop and administer the PTP.
4. To evaluate the PTP's effectiveness by comparing pre-test and post-test scores.
5. To identify associations between post-test knowledge and selected demographic variables.

Research Methodology

Design: A pre-experimental, one-group pre-test and post-test design was used.

Approach: Evaluative approach.

Sample: PU college students in Bidar, selected via non-random sampling.

Data Collection: Pre-test and post-test knowledge were assessed using a structured questionnaire.

Results

Section I: Demographic Characteristics

The sample consisted of 100 students. Key demographics included:

- **Age:** 71% were 16–17 years old.
- **Gender:** 49% male, 51% female.
- **Residence:** 61% from rural areas.
- **Family Income:** 64% earned \leq ₹5,000 per month.
- **Source of Information:** 36% reported mass media as their primary source.

Section II: Pre-Test Knowledge

Knowledge levels were assessed across three domains:

Aspect	Mean	SD	%
Meaning, characteristics of mental hygiene	4.29	1.62	39%
Ways to restore mental hygiene	6.17	2.21	36.29%
Risk factors and red-flag symptoms	0.67	0.53	33.65%
Overall, Knowledge	11.13	3.12	37.1%

Section III: Post-Test Knowledge

Significant improvements were observed in all knowledge domains post-intervention:

Aspect	% Pre-Test	% Post-Test	% Improvement
Meaning, characteristics of mental hygiene	39%	84.54%	45.54%
Ways to restore mental hygiene	36.29%	87.47%	51.18%
Risk factors and red-flag symptoms	33.65%	94.50%	60.85%
Overall, Knowledge	37.1%	86.86%	49.76%

The paired t-test analysis confirmed the effectiveness of the PTP ($t = 45.11, p < 0.001$).

Discussion

The findings of this study indicate that the planned teaching programme (PTP) was highly effective in increasing the knowledge of PU college students regarding mental hygiene.

1. Pre-Test Findings

The pre-test results revealed limited knowledge among students, particularly in areas such as understanding the meaning and characteristics of mental hygiene (39%), ways to restore mental hygiene (36.29%), and risk factors and red-flag symptoms (33.65%). These findings align with studies that suggest adolescents often lack awareness about mental health due to limited exposure to formal education on the subject and inadequate access to mental health resources.

2. Post-Test Improvements

Post-test results demonstrated a significant improvement in all domains of knowledge, with an overall increase from 37.1% to 86.86%. This improvement underscores the effectiveness of structured educational interventions in bridging knowledge gaps. Similar findings have been reported in studies emphasizing the impact of planned teaching programmes on health-related topics among adolescents.

3. Gender and Demographic Insights

The slight variations in knowledge improvement between demographic groups (e.g., urban vs. rural, male vs. female) suggest that future interventions should consider customizing content delivery based on students' backgrounds. For example, rural students may benefit from visual aids and simplified language, while urban students might require advanced discussions to engage their interest.

4. Implications for Practice

The significant knowledge gain observed in this study highlights the need for routine mental health education in school curricula. Educational institutions should collaborate with healthcare professionals to conduct regular workshops and sessions focusing on mental hygiene.

5. Global Perspective

These results are consistent with WHO's emphasis on the need for mental health promotion as a cornerstone of well-being. The findings align with global evidence linking increased mental health literacy to better coping mechanisms, reduced stigma, and early intervention in mental health issues.

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