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A study to assess the effectiveness of planned teaching programme on knowledge regarding human rights of mentally ill among nursing students at selected nursing school, Jajpur

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Abstract

Background: Mentally ill individuals are among the most vulnerable groups in society, often facing violations of their basic human rights. Nursing students, as future mental health professionals, play a key role in safeguarding these rights.

Methods: A pre-experimental one-group pre-test post-test design was adopted. Thirty 1st-year GNM nursing students from Aradhya School of Nursing, Jajpur, were selected using convenience sampling. Knowledge was measured using a validated 20-item questionnaire. The intervention consisted of a structured teaching programme based on WHO and National Mental Health Act (1987) guidelines. Data were analyzed using descriptive statistics, paired t- test, and chi-square test.

Results: Pre-test knowledge levels were low: 56.7% had no knowledge, 30% had low knowledge, and none had high knowledge. Post-intervention, 60% achieved high knowledge scores, and no participants remained in the "no knowledge" category. The mean knowledge score increased from 5.83 (SD±3.57) to 15.5 (SD±3.35), with a mean difference of 9.67 (*t* = 2.10, $p < 0.05$). Significant associations were found between knowledge levels and parental occupation, presence of medical professionals in the family, family history of mental illness, and prior knowledge of human rights ($p < 0.05$).

Conclusion: The organized educational programme significantly improved knowledge regarding the human rights of the mentally ill among nursing students. Incorporating such modules into nursing curricula could strengthen advocacy and ethical practice in mental health care.

Keywords: Human rights, mentally ill, nursing students, planned teaching programme, knowledge improvement.

Introduction

A descriptive study was conducted in 2021 at a selected psychiatric centre in Jaipur, Rajasthan, to evaluate the knowledge of the 30 staff nurses on ethical duties and human rights in the practice of psychiatric nursing. The findings revealed that the majority of nurses (90%) had a moderate level of knowledge, 10% demonstrated a high level, and none had a insufficient knowledge. The average rating for the legal domain was 25.1 ± 3.1 , while for the ethical domain it was 13.9 ± 2.7 , indicating knowledge deficits in both areas. There knowledge did not significantly vary across different significantly^[1].

The research adopted a descriptive approach performed among 52 staff nurses at the Ludhiana and Amritsar to assess their appreciation of the rights of the persons affected by mental disorder. The findings show average score was 21.34 ± 4.07 , with a mean percentage of 71.13%. Most participants (61.54%) demonstrated a majority demonstrated good awareness, 36.54% had a moderate level, and 1.92% showed poor awareness^[2].

A qualitative study was conducted among 22 nurses and 5 psychiatrists to assess educational needs related to seclusion and restraint practices the findings indicated that participants identified a need for on- ward, problem – based training. The research emphasized that instructional programme should include formal clinical guidelines, ethical- legal training, and supportive resources for staffs^[3].

A quasi-experimental study was carried out in 2020 among 60 staff nurses in selected hospitals in Chhattisgarh to evaluate the study evaluated the efficacy of a computer supported teaching module on the legal laws of psychiatric disorder persons. Knowledge of legal terms showed the highest improvement, increasing from 45.15% to 90.15%, followed by understanding of legal accountabilities within mentally disabilities nursing, which rose from 58.15% to 88% the impact of a computer based planned teaching program on the legal rights of patients with mental illness. The study found the greater improvement in understanding of legal terminology, rising from 45.15% to 90.15%, subsequently, the focus was relating to the legal obligations of psychiatric nurses, which increased from 58.15% to 88%. Overall, the planned teaching programme was effective in enhancing staff nurses' knowledge of the patients^[4].

The study followed a pre-experimental design in 2020 among 60 GNM students at Assam, to assess their knowledge and attitudes toward the legal and ethics of individuals with mental disorders. The study reported a mean knowledge score of 13.4 (median 13, SD 1.78) and a mean attitude score of 26.8 (median 27, SD 2.86)^[5].

A descriptive study conducted by Basakaraja et al., 2017 on knowledge regarding rights of mentally ill among caregivers attending Madugiri camp which is one of the satellite camps of NIMHANS, conducted on a monthly basis reveals that the caregivers have inadequate knowledge and they suggest that it is the role of the nurse to educate the caregivers regarding the rights of mentally ill persons^[6].

Another descriptive study conducted by Santhi, found that majority of the caregivers of mentally ill has inadequate knowledge. The recommendation made is that nurses are in unique position to educate the caregivers on human rights and ensuring that methodologies for right protection included in the unit policies procedures practice of institutions dealing with the mentally ill^[7].

A descriptive study was conducted by Padmavathi, to explore the attitude of the rural community towards the right mentally ill at Kolar district found that unfavorable attitude was seen in 50%, Favorable attitude was seen in 24% & most favorable attitude was seen in 26%^[8].

Vijayarani, et al. (2016) conducted a study in a selected Bangalore, Karnataka, to assess Ayurvedic interns' knowledge regarding the rights of mentally ill individuals. Among the 30 participants, the majority (25) were unaware of these rights, while only 2 demonstrated a highly adequate level of knowledge^[9].

George (2016) conducted a study in selected general hospitals of Mangalore city, It more number of nurses had moderate adequate knowledge (72.8%), (19.5%) had adequate knowledge, and (7.68%) had inadequate knowledge^[10].

A descriptive study was conducted by Vijaya Kumar, 2015 titled "A study to assess the knowledge and attitude towards importance of human rights among health care team members working in mental health department in Narayana General Hospital, Nellore." Revealed that the nearly 40 % of health care team members have adequate level of knowledge and about 75 % of the health care team members had favorable attitude towards practicing patient care by giving importance to human rights among health care team members^[11].

A quasi-experimental study was conducted Mathew, 2015 titled "A study to assess the effectiveness of computer

assisted planned teaching programme on legal rights of mentally ill among staff nurses working in selected hospitals at Chhattisgarh" the study concluded that the planned education program was beneficial in improving staff nurses, understanding of the rights of individuals with mental illness^[12].

Methods & Materials

Research Approach and Design

An experimental approach was adopted to measure the efficacy of a structured teaching program in enhancing nursing students' knowledge of human rights of individuals with mental illness. The study utilized a pre-experimental one group pre-test post-test design.

Setting of the Study

The study was conducted at Aradhya School of Nursing, Jajpur.

Population and Sample and Sampling Technique

The target population comprised nursing students, and the accessible population was 1st-year GNM students enrolled at Aradhya School of Nursing, Jajpur. A total of 30 first-year GNM nursing students were selected using a convenience sampling technique.

Inclusion Criteria and Exclusion Criteria

1st-year GNM students, Students willing to participate in the study and Students with low initial knowledge levels. Exclusion Criteria are Students absent on the day of data collection and Students unwilling to participate.

Description of the Tool

The tool consisted of two sections:

Section A: Demographic variables (age, gender, religion, educational status of parents, occupation of parents, medical professionals in family, history of mental illness in family, prior knowledge about rights of mentally ill).

Section B: Questionnaire to assess knowledge regarding rights of mentally ill, comprising 20 multiple-choice questions. Each correct answer scored 1 mark.

Scoring:

No knowledge- (1-5), Low knowledge- (6-10), Moderate knowledge- (11-15), High knowledge- (16-20)

Validity and Reliability

Established through expert review in psychiatric nursing and psychiatry; necessary modifications were incorporated. Reliability determined using test-retest method, ensuring consistency of measurement.

Pilot Study

A pilot study was carried out to assess the feasibility and clarity of the tool. Instructions were provided, and respondents were encouraged to answer all items without a time limit.

Data Collection Procedure

Administrative permission approval of the responsibilities authority. The intent of this research was explained to the participants, and informed consent was obtained. Pre-test: knowledge was assessed using a modified questionnaire. Intervention: A planned teaching programme on the rights

of individuals with mental illness was delivered. Post-test: knowledge was reassessed following the intervention.

Data Analysis

Descriptive Statistics: Frequency, percentage, mean, and standard deviation to describe demographic data and knowledge scores. Inferential Statistics: Paired t-test to compare pre- and post-test knowledge scores; Chi-square test to determine association between knowledge and

selected demographic variables. Level of Significance: $p < 0.05$ considered statistically significant.

Ethical Considerations

Approval obtained from institutional authorities. Informed consent from participants. Assurance of confidentiality and voluntary participation. Right to withdraw at any stage without penalty.

Result

Table 1: Sociodemographic Variables of the Group, N=30

Sl. No	Sociodemographic Data		Frequency (f)	Percentage (%)
1	Age	18 years	22	73.3
		19 years	7	23.3
		Above 20 years	1	3.3
2	Religion	Christian	12	40
		Muslim	3	10
		Hindu	15	50
3	Education status of parents	Illiterate	7	23.3
		School education	8	26.7
		Undergraduate	9	30
		Postgraduate	6	20
4	Parents of Occupation	Govt. Employee	5	16.7
		Private Employee	12	40
		Self-Employee	9	30
		Unemployed	4	13.3
5	Do you have any medical professional in your family	Yes	3	10
		No	27	90
6	Do you have any mental ill patients in your family	Yes	4	13.3
		No	29	96.7
7	Previous knowledge of rights of mental ill patients	Yes	5	16.7
		No	25	83.3

The frequency (F) and percentage (%) distribution of participants according to age, religion, educational qualification of parents, parents occupation,

presence of a medical professional in the family, place of residence and level of education.

Table 2: Pre-test and post-test level of Knowledge regarding rights of mentally ill among GNM 1st Year Nursing Students. N= 30

Level of Knowledge of score	Pretest		Posttest	
	f	%	f	%
No Knowledge(1-5)	17	56.67	-	-
Low Knowledge (6-10)	9	30	3	10
Moderate Knowledge (11-15)	4	13.33	9	30
Severe Knowledge (16-20)	-	-	18	60

The findings indicate that, following the planned teaching programme, nursing students demonstrated higher posttest

knowledge levels regarding the compared to the pretest.

Table 3: Mean, Standard Deviation, and 't' value of knowledge levels. N=30

Domain	Pretest		Posttest		Mean difference	T value	Tabulated value
	Mean	SD	Mean	SD			
Knowledge Score	5.83	3.57	15.5	3.35	9.67	2.1	1.699

$p \leq 0.05$ statistically significant

The table indicates that the pretest calculated t value was 2.1, exceeding the tabulated value of 1.699, indicating statistical significance at $P < 0.05$. Therefore, H1 is accepted,

suggesting that the planned teaching programme was effective in enhancing the knowledge levels of nursing students.

Table 4: Presentation of chi- square result. N= 30

Demographic variables	No Knowledge f (%)	Low Knowledge f (%)	Moderate Knowledge f (%)	High Knowledge f (%)	Chi-square	P-value
1. Age						
a) 18–19 years	13 (43.3)	7 (23.3)	2 (6.6)	0 (0)	2.57	9.49
b) 20–21 years	3 (10)	2 (6.6)	2 (6.6)	0 (0)		
c) 22 and above	1 (3.3)	0 (0)	0 (0)	0 (0)		
2. Religion					2.35	9.49
a) Christian	5 (16.6)	5 (16.6)	2 (6.6)	0 (0)		
b) Muslim	2 (6.6)	1 (3.3)	0 (0)	0 (0)		
c) Hindu	10 (33.3)	3 (10)	2 (6.6)	0 (0)		
3. Education status of parents					12.4	12.59
a) Illiterate	6 (20)	1 (3.3)	0 (0)	0 (0)		
b) School education	7 (23.3)	1 (3.3)	0 (0)	0 (0)		
c) Undergraduate	2 (6.6)	4 (13.3)	3 (10)	0 (0)		
d) Postgraduate	2 (6.6)	1 (3.3)	1 (3.3)	0 (0)		
4. Parents Occupation					2.59	1
a) Government	0 (0)	2 (6.6)	3 (10)	0 (0)		
b) Private	5 (16.6)	6 (20)	1 (10)	0 (0)		
c) Self	8 (26.6)	1 (3.3)	0 (0)	0 (0)		
d) Unemployed	4 (13.3)	0 (0)	0 (0)	0 (0)		
5. Any medical professional in your family					13.42	0.49
a) Yes	0 (0)	2 (6.6)	1 (3.3)	0 (0)		
b) No	17 (56.7)	7 (23.3)	3 (10)	0 (0)		
6. Any mental illpatients in your family					5.99	4.38
a) Yes	1 (3.3)	1 (3.3)	2 (6.6)	0 (0)		
b) No	16 (53.3)	8 (26.6)	2 (6.6)	0 (0)		
7. Previous knowledge regarding rights of mentally ill					5.99	6.51
a) Yes	0 (0)	2 (6.6)	2 (6.6)	0 (0)		
b) No	17 (56.7)	7 (23.3)	2 (6.6)	0 (0)		

$p \leq 0.05$ statistically significant

This table indicates statistically significant association between nursing student's knowledge of the rights of mentally ill patients in relation to demographic factors.

Discussion

The present study assessed the impact of a structured teaching programme on enhancing knowledge about the rights of mentally ill individual's patients among GNM 1st-year nursing students.

A descriptive study was conducted at a psychiatric centre in Jaipur, Rajasthan, to evaluate the awareness of a total of 30 staff nurses were included to assess knowledge of psychiatric nursing. That 90% of nurses had a moderate level of knowledge, and only 10% had high-level knowledge. None had low-level knowledge. This parallels the pre-test findings of the present study, where the majority of students also showed inadequate awareness^[13].

An explorative survey in a selected hospital in Bangalore revealed that 83.3% of participants lacked awareness regarding fundamental rights of psychiatric patients, and only 6.7% had highly adequate knowledge. Similar to the present study's pre-test, this highlights a general gap in knowledge among healthcare students and professionals^[14]. Sharma et al. examine the level of awareness about the psychiatric disorder patients among nurses in North India, reporting that 61.54% of subjects had good knowledge and 36.54% had average knowledge. However, violations such as seclusion, forceful medication, and mechanical restraints were common. This underlines the importance of education programmes like the one in the present study^[15].

Santhi's study found that caregivers of mentally ill patients had inadequate knowledge of patient rights, recommending

nurses play an active role in educating them. The current study supports this recommendation, as nursing students future caregivers showed improved knowledge after structured teaching^[16].

Limitation of the study

The long term impact of the planned teaching programme could not be assessed because of the short follow-up period. The study was limited to one nursing school with a small sample size (30 students), which may affect generalizability.

Nursing Implication

In-service education for nursing personnel can enhance awareness of human rights of mentally ill patients, including legal, ethical, and care aspects. The study findings highlight the need to integrate planned teaching programmes into regular nursing activities to improve knowledge and prevent rights violations. Public awareness initiatives led by nurses can help ensure community understanding and respect for patient rights.

Conclusion

The study demonstrated that a planned teaching programme significantly improved the knowledge of nursing students regarding the human rights of mentally ill patients. Pre-test findings indicated a lack of awareness among most participants, while post-test results showed a marked increase in knowledge levels. Statistical analysis confirmed the effectiveness of the intervention, with significant associations found with respect to knowledge levels and selected demographic variables such as parents' occupation, presence of medical professionals in the family, and prior

exposure to information on patient rights. These findings reinforce the need for integrating structured educational interventions into nursing curricula and professional development programmes to ensure that future nurses are well-equipped to protect and promote the rights of mentally ill individuals.

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Conflicts of interest

There are no conflicts of interest for the writers.

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Ethics Approval

Approval of research problem & objectives by the research committee. Approval obtained from institutional authorities. Informed consent from participants. Assurance of confidentiality and voluntary participation. Right to withdraw at any stage without penalty. Participants were not to be harmed physically, psychologically or emotionally. Information of participants was confidential. Participant's right, of autonomy was maintained.

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