

A Study to Assess the Effectiveness of Structured Teaching Programme Regarding Mental Health Promotion among Selected Rural Area

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Abstract—Background: Mental health is a vital component of overall well-being, yet in rural communities, awareness and promotion remain limited due to stigma, lack of resources, and insufficient knowledge. Educational interventions such as structured teaching programmes (STP) can play a crucial role in bridging this gap. **Objectives:** The study aimed to assess the effectiveness of a structured teaching programme (STP) regarding mental health promotion among adults in a selected rural area. **Methodology:** A quasi-experimental one-group pre-test and post-test design was adopted. A total of 60 adult participants were selected using purposive sampling. Data was collected using a structured knowledge questionnaire on mental health promotion. A pre-test was conducted, followed by administration of the STP, and a post-test was carried out after 7 days. Data was analyzed using descriptive and inferential statistics. **Results:** The mean pre-test knowledge score was 11.25 ± 2.10 , while the mean post-test knowledge score increased to 19.80 ± 2.95 . The mean difference of 8.55 was statistically significant ($t = 18.45, p < 0.001$). This indicates a significant improvement in knowledge after the intervention. **Conclusion:** The structured teaching programme was highly effective in improving knowledge regarding mental health promotion among rural adults. Implementation of such community-based educational interventions can strengthen preventive mental health strategies and reduce stigma in underserved areas.

Index Terms—Mental health, structured teaching programme, rural area, health promotion, nursing education.

INTRODUCTION

Mental health is a fundamental determinant of quality of life and overall well-being. According to the World Health Organization (WHO, 2022), mental health conditions contribute to 14% of the global burden of disease, with depression being a leading cause of disability worldwide. Rural populations often face multiple challenges including poverty, stigma, lack of awareness, and limited access to mental health services.

Mental health promotion emphasizes strengthening coping skills, fostering resilience, reducing stigma, and encouraging help-seeking behavior. Community-based teaching and awareness programmes are effective tools to enhance knowledge, shape attitudes, and empower individuals.

Nurses play a pivotal role in educating communities about mental health promotion. Structured teaching programmes (STP) designed with simple language, culturally appropriate content, and interactive methods can significantly improve knowledge and promote positive practices in rural populations.

This study attempts to assess the effectiveness of a structured teaching programme regarding mental health promotion among adults in a selected rural area.

II. OBJECTIVES

1. To assess the pre-test knowledge regarding mental health promotion among adults in a rural area.
2. To evaluate the effectiveness of structured teaching programme by comparing pre-test and post-test knowledge scores.
3. To find the association between post-test knowledge scores and selected demographic variables.

III. METHODOLOGY

Research Design: Quasi-experimental one-group pre-test and post-test design.

Setting: Selected rural area (village) under primary health center jurisdiction.

Population: Adults (≥ 18 years) residing in the rural area.

Sample Size: 60 participants.

Sampling Technique: Purposive sampling.

Inclusion Criteria:

- Adults willing to participate in the study.
- Residents available during the data collection period.

Exclusion Criteria:

- Individuals with diagnosed psychiatric illness.
- Those who had attended similar awareness programmes within the past six months.

Tool for Data Collection:

- Part A: Demographic variables (age, gender, education, occupation, income, marital status).
- Part B: Structured Knowledge Questionnaire on mental health promotion (25 items; multiple choice; maximum score = 25).

Procedure:

1. Pre-test was conducted on Day 1.
2. Structured Teaching Programme (STP) was administered, including lecture, discussion, and audiovisual aids (duration: 45 minutes).
3. Post-test was conducted after 7 days using the same tool.

Data Analysis:

- Descriptive statistics (mean, SD, frequency, percentage).
- Inferential statistics (paired t-test for effectiveness, chi-square test for association).

IV. ANALYSIS AND INTERPRETATION

Table 1: Demographic Profile of Participants (N=60)

Demographic Variable	Categories	(f)	(%)
Age	18–30 years	20	33.3
	31–45 years	25	41.7
	46–60 years	15	25.0
Gender	Male	28	46.7
	Female	32	53.3
Education	Illiterate	12	20.0
	Primary	18	30.0
	Secondary	20	33.3
	Graduate & above	10	16.7
Occupation	Farmer	22	36.7
	Laborer	15	25.0
	Homemaker	13	21.7
	Others	10	16.6

Table 2: Comparison of Pre-test and Post-test Knowledge Scores (N=60)

Test	Mean $\pm$ SD	Mean Difference	t-value	p-value
Pre-test	11.25 $\pm$ 2.10			
Post-test	19.80 $\pm$ 2.95	8.55	18.45	<0.001*

*Significant at $p < 0.05$

Interpretation: Post-test scores were significantly higher than pre-test scores, showing the STP was effective.

Table 3: Association of Post-test Knowledge Scores with Demographic Variables (N=60)

Demographic Variable	χ^2 value	p-value	Result
Age	2.45	0.31	NS
Gender	1.65	0.19	NS
Education	6.92	0.04*	S
Occupation	4.28	0.11	NS

*Significant at $p < 0.05$

V. RESULTS

- The mean post-test knowledge score (19.80) was significantly higher than the mean pre-test score (11.25).
- Education level had a significant association with knowledge gain, while other variables showed no significant relationship.

- The structured teaching programme effectively enhanced knowledge regarding mental health promotion among rural adults.

VI. DISCUSSION

The findings revealed a statistically significant improvement in knowledge scores after the intervention, confirming that the structured teaching programme was effective. Similar results were reported by Sharma et al. (2021), where community-based teaching interventions improved awareness and reduced stigma related to mental health. Education was found to be an important factor influencing learning outcomes. Participants with higher educational status demonstrated greater improvement in knowledge. This is consistent with studies by Kaur & Rani (2020) highlighting the role of literacy in health education effectiveness. The study emphasizes the importance of nurses and community health workers in delivering structured educational interventions to improve mental health literacy and promote preventive care in rural settings.

VII. CONCLUSION

The study concluded that the structured teaching programme was effective in improving knowledge regarding mental health promotion among adults in rural areas. Incorporating similar health education interventions into routine community health services can help reduce stigma, improve awareness, and promote positive mental health practices.

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