

A Study to Assess the Effectiveness of Structured Teaching Programme on Knowledge Regarding Coping Strategies Among Caregivers of Mentally Ill Patients in Selected Hospitals, Bangalore

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Abstract—Mental illness affects not only the patients but also their family members and caregivers who often experience emotional, physical, and financial stress while providing continuous care. Caregivers of mentally ill patients frequently face challenges such as social stigma, lack of knowledge, and difficulty managing patient behavior. Effective coping strategies are essential for caregivers to manage stress and maintain their own psychological well-being. Educational interventions such as structured teaching programmes can improve caregivers' knowledge and help them adopt effective coping mechanisms. The present study aimed to assess the effectiveness of a structured teaching programme on knowledge regarding coping strategies among caregivers of mentally ill patients in selected hospitals at Bangalore. A quantitative research approach with a pre-experimental one-group pre-test and post-test design was adopted. The sample consisted of 50 caregivers of mentally ill patients selected using a non-probability purposive sampling technique. Data were collected using a demographic proforma and a structured knowledge questionnaire on coping strategies. A pre-test was conducted to assess the baseline knowledge of caregivers, followed by the administration of the structured teaching programme. A post-test was conducted using the same questionnaire to evaluate the effectiveness of the intervention. The findings revealed that caregivers had limited knowledge regarding coping strategies during the pre-test, but knowledge significantly improved after the educational intervention. The study concluded that structured teaching programmes are effective in improving knowledge regarding coping strategies among caregivers of mentally ill patients. Educational programmes for caregivers are essential to enhance coping abilities, reduce caregiver burden, and improve the overall quality of care provided to mentally ill

patients. Research shows that caregivers often experience considerable psychological burden and require support and coping mechanisms to manage caregiving responsibilities effectively.

Index Terms—Coping strategies, Caregivers, mentally ill patients, Structured teaching programme, Knowledge, Mental health nursing.

I. INTRODUCTION

Mental illness is a significant public health concern that affects individuals, families, and communities worldwide. In many cases, family members act as primary caregivers for mentally ill patients, providing emotional support, supervision, and assistance with daily activities. This responsibility often places a considerable psychological and social burden on caregivers. Caregivers may experience stress, anxiety, emotional exhaustion, and financial difficulties while caring for mentally ill individuals. Effective coping strategies such as problem-solving, emotional regulation, social support, and stress management are essential to help caregivers manage these challenges. Research indicates that family caregivers play a crucial role in supporting mentally ill patients and frequently experience significant stress and caregiving burden. Educational interventions such as structured teaching programmes can enhance caregivers' knowledge and improve their ability to cope with caregiving responsibilities. Therefore, this study was undertaken to assess the effectiveness of a structured teaching programme on knowledge regarding coping

strategies among caregivers of mentally ill patients in selected hospitals at Bangalore.

II. NEED FOR THE STUDY

Mental illness is a major public health problem worldwide and significantly affects not only the individuals suffering from it but also their family members and caregivers. In many cases, caregivers play a vital role in supporting mentally ill patients by providing emotional, physical, and financial assistance. Continuous caregiving responsibilities can lead to stress, anxiety, emotional exhaustion, and reduced quality of life among caregivers. Many caregivers lack adequate knowledge regarding effective coping strategies that can help them manage caregiving stress and maintain their own mental well-being. Without proper coping mechanisms, caregivers may experience caregiver burden, which can negatively affect both the caregiver and the patient. Educational interventions such as structured teaching programmes can help caregivers understand mental illness, develop positive coping strategies, and improve their ability to manage stress related to caregiving. Providing proper knowledge and support to caregivers is essential to enhance their coping skills and improve the overall care provided to mentally ill patients. Therefore, the investigator felt the need to conduct a study to assess the effectiveness of a structured teaching programme on knowledge regarding coping strategies among caregivers of mentally ill patients in selected hospitals at Bangalore.

III. OBJECTIVES OF THE STUDY

- To assess the pre-test level of knowledge regarding coping strategies among caregivers of mentally ill patients.
- To evaluate the effectiveness of a structured teaching programme on knowledge regarding coping strategies among caregivers of mentally ill patients.
- To find the association between knowledge scores and selected demographic variables.

HYPOTHESES

- ❖ H1: There will be a significant difference between pre-test and post-test knowledge scores regarding

copied strategies among caregivers of mentally ill patients.

- ❖ H2: There will be a significant association between knowledge scores and selected demographic variables.

ASSUMPTION

- Caregivers of mentally ill patients may have inadequate knowledge regarding coping strategies.
- Structured teaching programmes may improve caregivers' knowledge and coping abilities

DELIMITATION

- The study is limited to caregivers of mentally ill patients attending selected hospitals in Bangalore.
- The study includes only caregivers available during the data collection period.
- The sample size is limited to selected participants.

IV. ANALYSIS / INTERPRETATION

The data collected from 50 caregivers of mentally ill patients were organized, tabulated, analyzed and interpreted using descriptive and inferential statistics to assess the effectiveness of a structured teaching programme on knowledge regarding coping strategies.

Table 4.1 Age Distribution of Caregivers (N=50)

Age	Frequency	Percentage
20–30	12	24.0
31–40	18	36.0
41–50	14	28.0
51+	6	12.0

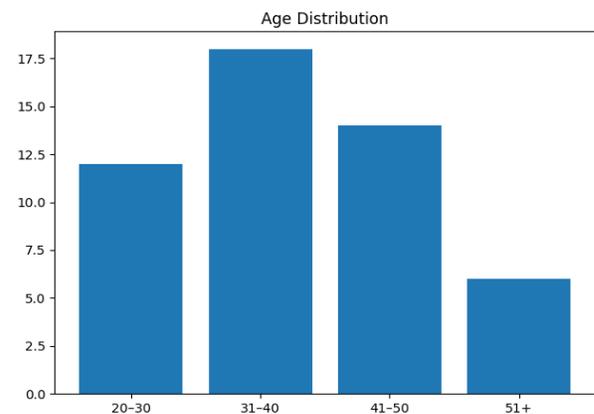
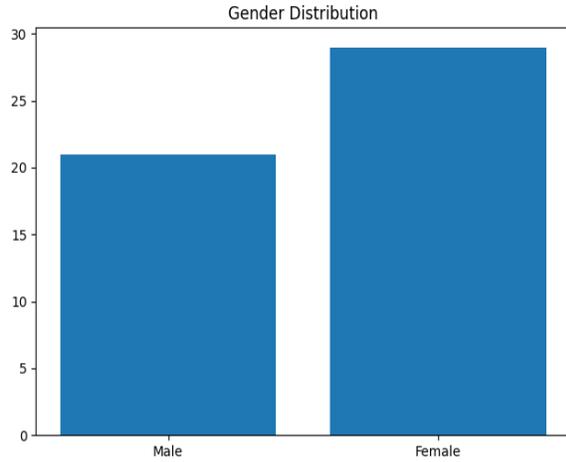


Table 4.2 Gender Distribution

Gender	Frequency	Percentage
Male	21	42.0
Female	29	58.0



Pre-test Knowledge

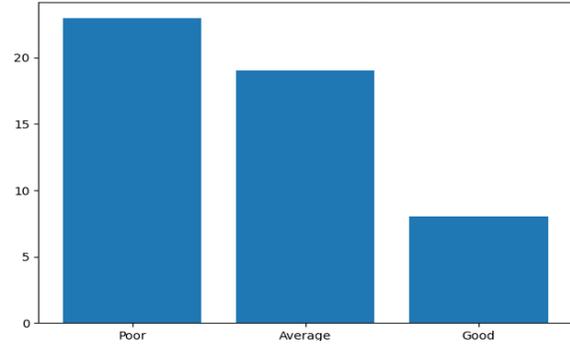
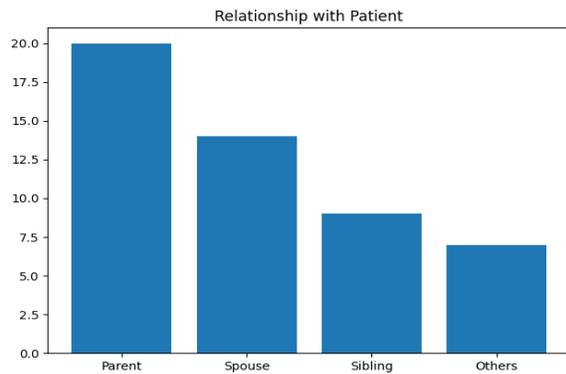


Table 4.5 Post-test Knowledge Level

Knowledge Level	Frequency	Percentage
Poor	4	8.0
Average	11	22.0
Good	35	70.0

Table 4.3 Relationship with Patient

Relationship	Frequency	Percentage
Parent	20	40.0
Spouse	14	28.0
Sibling	9	18.0
Others	7	14.0



Post-test Knowledge

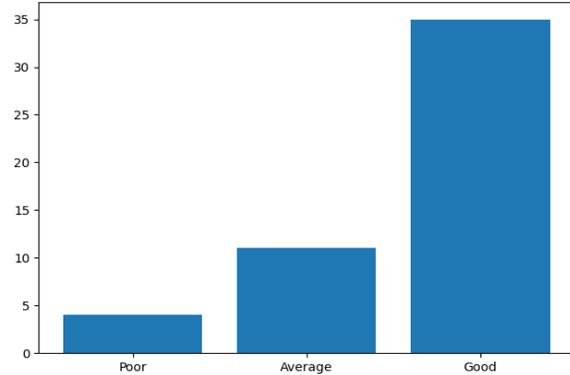


Table 4.6 Mean Knowledge Scores

Test	Mean	SD
Pre-test	10.2	3.4
Post-test	19.1	2.7

Table 4.4 Pre-test Knowledge Level

Knowledge Level	Frequency	Percentage
Poor	23	46.0
Average	19	38.0
Good	8	16.0

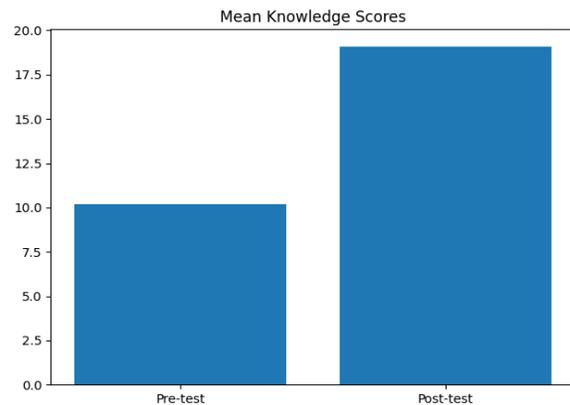


Table 4.7 Paired t-test

Test	Mean	t value	p value	Result
Pre-test	10.2			
Post-test	19.1	14.6	<0.05	Significant

Table 4.8 Association with Demographic Variables

Variable	Chi-square	p value	Inference
Age	2.12	0.34	NS
Gender	1.85	0.41	NS
Relationship	3.44	0.18	NS
Duration of care	6.71	0.03	Significant

V. RESULTS

The present study was conducted among 50 caregivers of mentally ill patients in selected hospitals at Bangalore to assess the effectiveness of a structured teaching programme on knowledge regarding coping strategies. The findings showed that the majority of caregivers (36%) were in the age group of 31–40 years and most of them were female (58%). A large proportion of caregivers (40%) were parents of the mentally ill patients, followed by spouses (28%). In the pre-test assessment, the majority of caregivers had poor knowledge (46%) and average knowledge (38%) regarding coping strategies, while only 16% had good knowledge. After the administration of the structured teaching programme, a considerable improvement was observed in the knowledge levels, where 70% of caregivers had good knowledge, 22% had average knowledge, and only 8% had poor knowledge in the post-test. The mean knowledge score increased from 10.2 in the pre-test to 19.1 in the post-test, indicating improvement in knowledge after the intervention. Statistical analysis using a paired t-test revealed a significant difference between pre-test and post-test knowledge scores ($t = 14.6, p < 0.05$), which shows that the structured teaching programme was effective in improving knowledge regarding coping strategies among caregivers of mentally ill patients. Additionally, a significant association was found between knowledge scores and duration of caregiving, whereas other demographic variables did not show a significant association. These findings indicate that

educational interventions such as structured teaching programmes are beneficial in enhancing caregivers’ knowledge and helping them develop effective coping strategies while caring for mentally ill patients.

VI. CONCLUSION

The present study concluded that the structured teaching programme was effective in improving the knowledge regarding coping strategies among caregivers of mentally ill patients in selected hospitals at Bangalore. The findings revealed a significant increase in the post-test knowledge scores compared to the pre-test scores, indicating that the educational intervention had a positive impact on caregivers’ understanding of coping strategies such as stress management, problem-solving, emotional support, and seeking social support. Caregivers play an important role in the care and rehabilitation of mentally ill patients, and improving their knowledge and coping abilities can help reduce caregiver burden and enhance the quality of care provided to patients. The study highlights the importance of providing educational programmes and psychological support for caregivers to strengthen their coping skills and improve their overall well-being. Therefore, structured teaching programmes can be considered an effective strategy for promoting mental health awareness and supporting caregivers of mentally ill patients.

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