



"A Study to Assess the Effectiveness of a Structured Teaching Programme on Knowledge Regarding the Care of Patients with Schizophrenia Among 6th Semester Students of Al Shifa College of Nursing, Perintalmanna."

Nandha kumar¹, Nadha T F², Suganthi priya³

¹ Professor (HOD), Mental health Nursing, Al Shifa College of Nursing, ² associate professor Mental health Nursing, Al Shifa College of Nursing, ³ lecturer Mental health Nursing, Al Shifa College of Nursing

ABSTRACT

Schizophrenia is a severe mental illness that requires comprehensive nursing care, and nursing students must be equipped with adequate knowledge to effectively manage and support patients with this condition. Structured teaching programmes have proven to enhance students' understanding and readiness to care for patients with mental health disorders. This study aimed to assess the effectiveness of a structured teaching programme on the knowledge of 6th-semester nursing students regarding the care of schizophrenia patients. The **objectives** were to evaluate students' knowledge before and after the teaching programme, determine the programme's effectiveness, and examine the association between socio-demographic variables and pre-test knowledge levels. A quantitative pre-test post-test design was conducted among 73 6th-semester nursing students at Al Shifa College of Nursing, Perintalmanna. Knowledge was assessed using a validated questionnaire before and after the structured teaching programme, and data were analysed using descriptive statistics, paired t-tests, and correlation analysis. The **results** showed a significant improvement in students' knowledge, with the mean pre-test score of 10.89 increasing to 17.36 in the post-test. The paired t-test revealed a highly significant difference ($p < 0.001$). After the programme, 76.7% of students achieved a "Good" understanding, while 23.3% achieved an "Excellent" understanding. In **conclusion**, the structured teaching programme effectively enhanced students' knowledge of schizophrenia care. These findings underscore the importance of targeted educational interventions in preparing nursing students for their roles in mental health care, emphasizing the need to integrate such programmes into nursing curricula.

Keywords: Schizophrenia, Nursing students, Structured teaching programme, Knowledge assessment, Pre-test post-test, Nursing education, Schizophrenia care, Quantitative study.

INTRODUCTION

Schizophrenia is a severe mental health disorder that disrupts an individual's ability to think clearly, manage emotions, and relate to others. It manifests through symptoms like hallucinations, delusions, and cognitive impairments, significantly affecting daily functioning. Effective nursing care is crucial in helping manage these symptoms and improving the quality of life for patients. Nurses play a pivotal role in providing treatment, emotional support, and educating both patients and their families. For nursing students, especially those in the 6th semester, understanding the care needs of schizophrenia patients is essential as they transition from theory to

practice. This knowledge is vital for effective clinical care, particularly when dealing with complex conditions like schizophrenia. Structured teaching programmes (STPs) have been found to be an effective way of enhancing students' knowledge and skills. These programmes offer a structured approach to learning, focusing on key areas such as symptom management, treatment protocols, and communication strategies. This study aims to assess the effectiveness of such a programme in improving 6th-semester nursing students' knowledge regarding schizophrenia care.

4. NEEDS AND SIGNIFICANCE OF THE STUDY

Schizophrenia is a complex and chronic mental health disorder that requires comprehensive care and management. Nursing students, particularly those in their 6th semester, play a critical role in the care of individuals with schizophrenia. However, there is often a gap between theoretical knowledge and practical application in managing the condition effectively. As nursing students transition from the classroom to clinical practice, it becomes essential to equip them with adequate knowledge and skills to provide proper care to schizophrenia patients. A study conducted to assess the knowledge of nursing students regarding mental health disorders found that a significant number of students lacked sufficient knowledge about schizophrenia care, highlighting a gap in education that could impact patient care outcomes. Structured teaching programmes (STPs) have proven to be effective in enhancing nursing students' understanding of complex mental health issues by offering targeted, organized instruction. Such programmes focus on essential topics, including symptom management, nursing interventions, communication with patients, and family education.

From the above studies, it is evident that the knowledge gaps regarding the care of schizophrenia patients among nursing students need to be addressed through structured educational interventions

Objectives of the Study:

1. To assess the knowledge of 6th-semester nursing students regarding the care of schizophrenia patients before and after the teaching programme.
2. To evaluate the effectiveness of the structured teaching programme in improving students' knowledge on the care of schizophrenia patients.
3. To examine the association between students' socio-demographic variables and their pre-test knowledge levels regarding the care of schizophrenia patients.

METHODOLOGY AND DATA COLLECTION

Research Approach:

An evaluative research approach was used in this study to assess the effectiveness of the structured teaching programme on the knowledge of schizophrenia care among nursing students.

Research Design:

The study adopted a one-group pre-test post-test design, which is a pre-experimental design.

Variables of the Study:

Independent Variable: Structured teaching programme.

Dependent Variable: Knowledge of 6th-semester nursing students regarding the care of schizophrenia patients.

Target Population

The target population for this study consists of 6th-semester nursing students at Al Shifa College of Nursing, Perintalmanna, Kerala.

Sample

The sample for the study includes 73 6th-semester nursing students who are enrolled in the nursing program at Al Shifa College of Nursing.

Sample Size

A total of 73 students will be included in the study. This sample size has been determined based on the availability and willingness of students to participate.

Sampling Technique

Convenience sampling will be used for this study. Students who are available and willing to participate will be selected for the study.

Settings of the Study

The study will be conducted at Al Shifa College of Nursing, Perintalmanna, Kerala, in the nursing department where 6th-semester students are enrolled.

Instruments Used for the Study:

1. Demographic Profile: A tool was developed to collect data on students' demographic variables, including age, gender, academic year, and prior exposure to schizophrenia care education.
2. Structured Knowledge Questionnaire: A questionnaire was designed to assess students' knowledge of schizophrenia care. It was developed based on a review of the literature and consultation with experts.

Description of the Structured Knowledge Questionnaire:

The tool consisted of 30 multiple-choice questions, each with three alternatives, where only one was correct. Each correct answer was awarded one point, with a total possible score of 30. The knowledge levels were categorized as follows:

Poor Knowledge: 1-10

Average Knowledge: 11-20

Good Knowledge: 21-30

Data Analysis: The pre-test and post-test scores were analysed using descriptive and inferential statistics. A paired t-test was used to evaluate the effectiveness of the structured teaching programme.

Ethical Considerations:

Approval was obtained from the institutional ethics committee. Written informed consent was taken from all participants, and confidentiality was maintained throughout the study.

Theoretical Framework

The study will be guided by the Roy's Adaptation Model, which focuses on how individuals adapt to changes in their environment. In this case, it will help explain how nursing students adapt their knowledge and skills in response to learning about schizophrenia care.

Inclusion Criteria

- 6th-semester nursing students at Al Shifa College of Nursing.
- Students who are willing to participate in the study.

Exclusion Criteria

- Students who are absent on the day of data collection.
- Students who are not willing to participate in the study.

Results

Section I

The demographic characteristics of the 6th-semester nursing students are presented in the table. The majority of the students (84.9%) were 20 years old, while 15.1% were 21 years old. Regarding gender distribution, 84.9% of the participants were girls, and 15.1% were boys. All participants (100%) were in their third year of academic study. Additionally, 12 students (16.4%) reported having prior experience or exposure to psychiatric nursing, while the remaining 61 students (83.6%) had no such experience. This data highlights the demographic profile of the study sample, as shown in the table.

Table for the frequency and percentage distribution of 6th-semester students according to their selected demographic variables (N = 73):

Demographic variables	CATEGORY	FREQUENCY(NO)	PERCENTAGE (%)
Age (yrs)	20years	62	84.9%
	21years	11	15.1%
Gender	Male	11	15.1%
	Female	62	84.9%
Academic year third year	THIRD YEAR	73	100%
Previous experience or exposure to psychiatric nursing	YES	12	16.4%
	NO	61	83.6%

Section 2 Effectiveness of Structured Teaching Program

Part 1

1. Description of 6th semester students' knowledge regarding management of schizophrenia. The pre-test and post-test knowledge scores obtained by subjects were tabulated to a master's data sheet, and mean, median, range, standard deviations of pre-test and post-test were computed. The findings are presented in Table 2.

Table 2. Mean, median, range, standard deviation of pre-test and post-test knowledge scores of 6th semester students regarding management of schizophrenia. (N = 73):

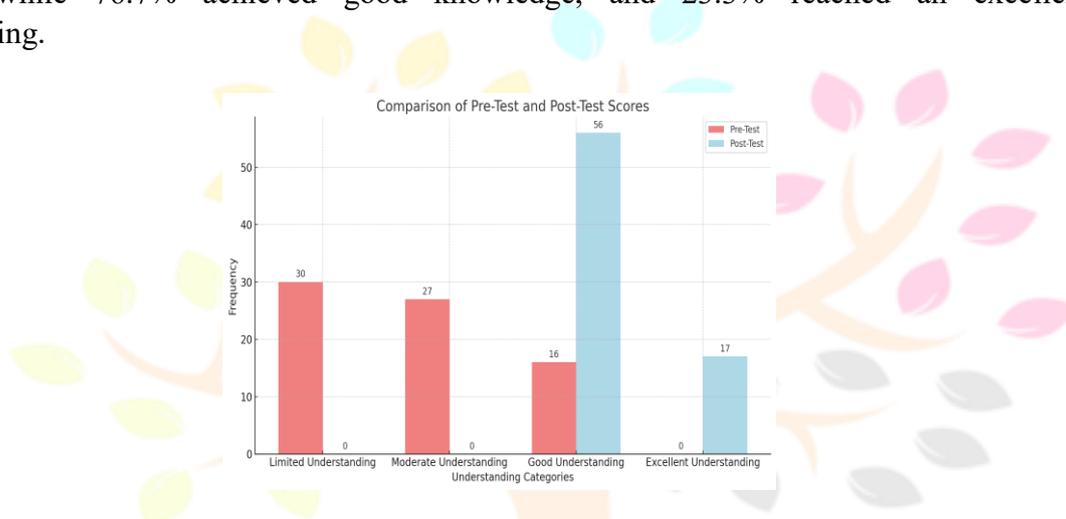
TEST	MEAN	MEDIAN	RANGE	SD
PRE-TEST	10.01	12.00	12.50	5.00
POST TEST	18.28	17.00	5.50	2.34

The data presented in Table 2 shows that the pre-test knowledge scores ranged from 10.01, with a mean pre-test knowledge score of 12.01. The median score was 12.00, and the range was 12.50, with a standard deviation of 5.00, indicating some variability in the students' knowledge before the teaching program. After the structured teaching program, the post-test knowledge scores improved significantly, with a mean score of 18.28 and a median of 17.00. The range of post-test scores was reduced to 5.50, and the standard deviation decreased to 2.34, showing a more consistent level of knowledge among the students. These results reflect a substantial improvement in the students' understanding of schizophrenia management after the structured teaching program.

Table 3, Frequency and Percentage Distributions of 6th Semester Students according to their Level of Knowledge, N =73.

KNOWLEDGE SCORE	PRE-TEST FREQUENCY	PRE-TEST PERCENTAGE	POST-TEST FREQUENCY	POST-TEST PERCENTAGE
POOR	30	41.1%	0	0%
AVERAGE	27	37.0%	0	0%
GOOD	16	21.9%	56	76.7%
EXCELLENT	0	0%	17	23.3%

This table illustrates the distribution of 6th-semester students' knowledge levels before and after the structured teaching program. In the pre-test, 41.1% of students had poor knowledge, 37.0% had average knowledge, and 21.9% had good knowledge. After the program, none of the students had poor or average knowledge, while 76.7% achieved good knowledge, and 23.3% reached an excellent level of understanding.



Discussion

In this study, the researchers evaluated the effectiveness of a structured teaching programme in improving the knowledge of 6th-semester nursing students about caring for schizophrenia patients. The study showed a significant increase in knowledge, with the pre-test mean score of 10.89 and post-test mean score of 17.36. The paired t-test revealed a highly significant difference ($p < 0.001$), proving the programme's effectiveness. The results are similar to previous studies that highlight the positive impact of structured teaching in enhancing students' understanding of mental health disorders like schizophrenia. In this study, 76.7% of students achieved "Good" knowledge, and 23.3% achieved "Excellent" knowledge, showing that the teaching programme had a strong impact. Overall, the study shows that structured educational programmes are effective in improving nursing students' knowledge about schizophrenia care, preparing them to provide better care for patients with this condition in the future.

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