



A STUDY TO EVALUATE THE EFFECTIVENESS OF A STRUCTURED TEACHING PROGRAM ON KNOWLEDGE REGARDING OBSESSIVE COMPULSIVE DISORDER AMONG 1ST YEAR GNM STUDENTS AT ASRAM SCHOOL OF NURSING, ELURU, ANDHRA PRADESH.

Mental Health Nursing

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ABSTRACT

Background: Obsessive Compulsive Disorder (OCD) is a neurobiological disorder. It is classified as an anxiety disorder that forces a person into a series of repetitive thought, actions and behavior that needs to be performed in order to decrease anxiety. The disorder, OCD is now known as the fourth most common psychiatric disorder among Americans. An obsession is constant thoughts or feelings, and it amplifies anxiety. A person with obsessions tries to control them by engaging in compulsive behavior. **Objectives:** (1) To assess the knowledge regarding obsessive compulsive disorder among 1st year GNM students. (2) To evaluate the effectiveness of structured teaching program on knowledge regarding obsessive compulsive disorder among 1st year GNM students. (3) To associate the pretest knowledge regarding OCD among 1st year GNM students with their selected demographic variables. **Material and Methods:** A Quantitative Research approach quasi-experimental one-group pre-test and post-test design was employed. The study involved 30 1st year GNM students at ASRAM School of Nursing, Eluru. Data was collected using a structured questionnaire, pre-test and post-test, and a structured teaching program on obsessive compulsive disorder was provided. **Results:** In post-test 90% of study participants had adequate knowledge, and 10% had moderately adequate knowledge. The overall analysis of knowledge that the pretest mean is 6.7 and that of posttest is 24.1. The calculated 't' value is 25.7, which is higher than the table 't' value 1.69 at 29 df with 0.001 level of significance. There was extremely significant difference between pretest and posttest levels of knowledge among the 1st year GNM students regarding obsessive compulsive disorder. **Conclusion:** The study gave an excellent experience for the investigator. The overall experience of conducting study was Satisfying and enriching. The STP was highly effective in improving the knowledge of 1st year GNM students regarding obsessive compulsive disorder, suggesting its potential inclusion in nursing education curricula.

KEYWORDS

Obsessive compulsive disorder, Nursing education, Structured Teaching Program, Knowledge, 1st year GNM students.

INTRODUCTION:

Obsessive compulsive disorder is a neurobiological disorder. It is classified as an anxiety disorder that forces a person into a series of repetitive thought, actions and behavior that needs to be performed in order to decrease anxiety. The disorder, OCD is now known as the fourth most common psychiatric disorder among Americans. It is so prevalent, yet secretive that it has been referred to as Hidden Epidemic. The large number majority of people with OCD are both obsessed with and compulsion. An obsession is constant thoughts or feelings, and it amplifies anxiety. A person with obsessions tries to control them by engaging in compulsive behavior. Some common obsessions include fear of contamination, fear of harm, illness or death, fear of making mistakes that will have disastrous results, and fear of thinking or acting in a way that breaches ethics or offends God. OCD patients agree on the functional value of rituals. Their value is to reduce the anxiety generated by the obsessions. Doubting may take the form of an obsession also. Indeed, the doubting among OCD suffers can be so strong that the French have called it the "doubting disease. They doubt their memories or senses and they do not trust their way of perceiving.

Statement of the Problem:

"A study to assess the effectiveness of a structured teaching program on knowledge regarding Obsessive compulsive disorder among 1st year GNM students at ASRAM School of Nursing, Eluru, Andhra Pradesh."

OBJECTIVES OF THE STUDY:

1. To assess the knowledge regarding obsessive compulsive disorder among 1st year GNM students.
2. To evaluate the effectiveness of structured teaching program on knowledge regarding obsessive compulsive disorder among 1st year GNM students.)
3. To associate the pretest knowledge regarding OCD among 1st year GNM students with their selected demographic variables.

HYPOTHESIS:

- H_1 : - There is a significant difference between pre and post-test knowledge score on obsessive compulsive disorder among the 1st year GNM students
- H_2 : - There is a significant association of selected demographic variables with the pretest level of knowledge on obsessive compulsive disorder among the 1st year

MATERIAL AND METHODS:

Research Approach

A quantitative research approach was used for this study.

Research Design

A quasi experimental, one group pre and posttest design was adopted for this study.

O1 x O2

Keys

O1 = Pre test.

x = Structured Teaching Programme on Obsessive compulsive disorder among 1st year GNM students.

O2 = Post test.

Variables

Dependent variables

Knowledge on Obsessive compulsive disorder among 1st year GNM students.

Independent variables

Structured teaching program aimed at improving the theoretical knowledge of obsessive-compulsive disorder.

Setting of the study

The selection of the setting is important for a study because it can influence the subject variables. The present study was conducted at ASRAM School of Nursing, Eluru, West Godavari district.

Population

Target Population

The target population in this study includes 1st year GNM students at ASRAM School of Nursing, Eluru.

Sample

The sample used in this study represents the population and is intended to make inferences about it. The sample consists of 1st year GNM students from the selected school who met the inclusion criteria. The technique used was "non-probability convenience sampling,

Sample Size

Sample size for this study was 30 samples who fulfil the inclusion criteria.

Sampling Technique

Sampling is the process of selecting a sample from the target population. The technique used was "Non- Probability Convenient Sampling" depending upon the availability of samples in the selected school at Eluru, based on inclusion criteria.

Inclusion criteria:

- 1st year GNM students at ASRAM School of Nursing, Eluru.

- Students willing to participate in the study.

Exclusion criteria:

- Students who are absent on the day of data collection.
- Students who are unwilling to participate.

Tools And Techniques

PART – I:–Demographic variables included age, religion, educational status of father and mother, family type, occupational status of father and mother income of the family, place of residence and family history of OCD.

PART-II:–It consists of Structured Multiple-Choice Questionnaires related to the assessment of the level of knowledge regarding obsessive compulsive disorder among 1st year GNM students during pre and posttest.

Data Collection Procedure

Formal permission was obtained from the principal of the ASRAM School of Nursing. Consent from the subjects was obtained, and confidentiality was maintained throughout the study. The pre-test was conducted to assess knowledge regarding obsessive compulsive disorder. The planned teaching was administered, and the post-test was conducted. The total duration of data collection was two weeks.

Data Analysis

Descriptive statistics like frequency, mean, SD, mean percentage were used for description of demographic characteristics and assessment of knowledge. Inferential statistics like paired t test were used to evaluate the effectiveness of STP and chi-square test were used to find out the association between pretest knowledge with demographic variables.

RESULTS AND DISCUSSION:

Section-A

Description of socio demographic variables.

Table 1: Frequency and percentage distribution of demographic variables among 1st year GNM students.

S no	Demographic variables	Frequency	Percentage
1	Age		
	16 - 17	4	13.3
	18 - 19	10	33.3
	20 - 21	10	33.3
	22 - 23	6	20
2	Religion		
	Hindu	10	33.3
	Christian	9	30
	Muslim	3	10
	Others	8	26.6
3	Father education		
	Illiterate	10	33.3
	Primary education	9	30
	Higher secondary education	7	23.3
	Graduate and post graduate	4	13.3
4	Mother education		
	Illiterate	10	33.3
	Primary education	10	33.3
	Higher secondary education	6	20
	Graduate and postgraduate	4	13.3
5	Father occupation		
	Agriculture	10	33.3
	Business	6	20
	Private employee	4	13.3
	Government employee	10	33.3
6	Mother occupation		
	Agriculture	9	30
	Business	7	23.3
	Private employee	6	20
	Government employee	8	26.6
7	Family income		
	Below 10000	8	26.6
	11000 – 15000	10	33.3
	15000 - 20000	9	30
	Above 20000	3	10
8	Type of family		
	Nuclear	6	20

Joint	9	30
Extended	8	26.6
Large	7	23.3

The above table shows that With regards to the age: 16-17years 4(13.3%), 18-19years,10 members (33.3%) 20-21years 10 members (33.3%) 22- 23years, 6 members(20%). With regards to the religion Hindu members10 (33.3%) Christians are 9 members(30%), muslim members 3(10%) others were 8 members (26.6%). With regards to the father's education: 10members (33.3%) had illiterate fathers, 9 members (30%) had primary education fathers, 7members (23.3%) had higher secondary education, and 4 members (13.3%) had graduate fathers. With regards to mother education: 10 members (33.3%) were illiterate, and 10 members (33.3%) had primary education. 6 members had higher secondary education, 4 members had graduate mothers. With regards to father occupation 10 members(33.3%) were in agriculture, 6 members(20%) in business, 4 members(13.3%) were private employee, 10 members(33.3%)were government employee. with regards to mother occupation 9 members(30%) were in agriculture, 7 members(23.3%) were in business, 6 members(20%) private employee, 8 members (26.6%) were government employees. With regards to family income below 10000 are 8 (26.6%), between 10001 to 15000 are 10 (33.3%), 15001 to 20000 are 9(30%), above 20000 are 3(10%), with regards to type of family nuclear 6 (20%), joint 9 (30%), extended 8(26.6%), large 7(23.3%).

Figure: -1-Frequency and percentage distribution of level of knowledge on obsessive compulsive disorder students, in pre and post test.

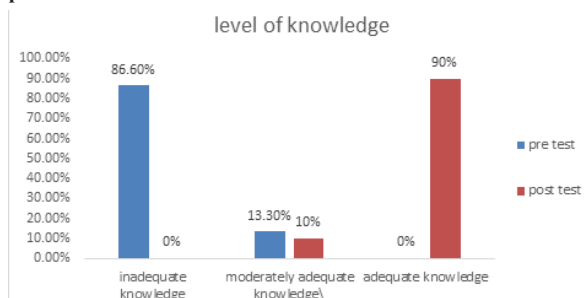


Figure 1 shows that 26 (86.6%) study participants had inadequate knowledge whereas 4 (13.3%) had moderately adequate knowledge in pre-test. But in post-test 27 (90%) study participants had adequate knowledge, and 3 (10%) had moderately adequate knowledge.

Table 2: Effectiveness of structured teaching programme on knowledge regarding Obsessive compulsive disorder. n=30

S.no	Observation	Mean	SD	Paired t' value
1	Pre test	6.7	2.7	25.7
2	Posttest	24.1	2.51	

Df-29, $p < 0.001$, extremely significant

The above table depicts that there is a statistically extremely significant difference at $p < 0.001$ between pre and post-test knowledge score on Obsessive compulsive disorder among 1st year GNM nursing students.

Section D

Association between pre test level of knowledge on Obsessive compulsive disorder among the 1st year GNM Nursing students with selected demographic variables.

Chi square test was used to find out the association between demographic variable and level of knowledge of obsessive-compulsive disorder, mother occupation (13.1), family income (22.59), family history(25.9) was statistically significant at the level of $p < 0.05$.

It reveals that there is no statistically significant association between demographic variables age (2.49), religion (2.33), father education (3.70), mother education (10.12), father occupation (12.1), type of family (2.37), residence (1.36).

DISCUSSION

This study evaluated the effectiveness of a structured teaching program on knowledge regarding obsessive compulsive disorder (OCD) among 1st-year GNM nursing students at Asram School of

Nursing, Eluru. The findings clearly demonstrate that the program significantly improved students' knowledge levels.

Demographic Profile

Most participants were aged 18–21 years, with a majority being Hindu (33.3%). One-third of both fathers and mothers were illiterate. A significant portion of fathers (33.3%) were either government employees or farmers, while 30% of mothers were engaged in agriculture. Most students came from low- to middle-income families, with 33.3% earning 10,001–15,000 monthly. The dominant family types were joint and extended.

Knowledge Levels: Pre-test results showed that 86.6% had inadequate knowledge of OCD. Post-intervention, 90% had adequate knowledge, highlighting the effectiveness of the structured teaching program.

Statistical Findings: The paired t-test ($t = 25.7$, $p < 0.001$) indicated a statistically significant improvement in knowledge scores, confirming the program's strong impact.

Association with Demographic Variables

Chi-square analysis showed significant associations between knowledge levels and mother's occupation, family income, and family history of mental illness ($p < 0.05$). No significant association was found with age, religion, parental education, father's occupation, type of family, or residence, suggesting that without structured intervention, these factors alone may not influence OCD knowledge.

CONCLUSION:

The findings of this study demonstrate that a structured teaching program is highly effective in enhancing the knowledge of nursing students regarding obsessive compulsive disorder (OCD). Given the growing prevalence and complexity of mental health disorders like OCD, it is essential that nursing students possess a strong foundational understanding to provide effective care and early intervention. Equipping future nurses with accurate and comprehensive knowledge through structured education not only improves clinical competence but also contributes to better patient outcomes. Continued integration of mental health education in nursing curricula is strongly recommended to prepare students for the evolving demands of healthcare.

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