

Mental Illness in Mass Media and Its Relationship with Nursing Students' Attitude towards Mental Illness: A Descriptive Comparative Study

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Abstract

Background: The way mental illness is portrayed and reported in the media is incredibly powerful in educating and influencing the public. **Aim:** This research aimed at assessing mental illness portrayal in the Egyptian media from the perspectives of Nursing students and its relationship with their attitudes. **Method:** A total of 351 Nursing Faculty students were participated in the study, data were collected using Image of Media and Knowledge about Mental Illness Questionnaire sheetband Community Attitude towards Mentally Ill Scale. **Results:** Mental image in Egyptian media was negative as reported by the subjects. Students' attitudes were mainly neutral and affected by the media. **Conclusion:** The image of mental illness in the Egyptian media still communicating misconceptions about mentally ill, most of the students perceived it as negative and unfortunately, it affected them.

Key words: Media, Mental illness, Attitudes toward mentally ill.

Introduction

The media has been shown to be the public's single most important source of

information about mental illness and these sources are generally very negative. This negativity is identified in both factual and fictitious materials (Wahl,1995 and Philo,1996). Detailed analyses of these depictions are a vital resource for mental health professionals seeking to reduce the stigmatization suffered by their clients. There are published reports of mental illness depictions in Australasian print media but we could find no analyses of the depictions of mental illnesses in Australasian television (Allen and Nairn, 1997).

In conclusion, images shown on television depicting mental illness are negative. This has not changed over the course of time. Unfortunately, those negative images affect public's perceptions and attitudes towards mentally ill people. Attitudes about mental illness seem to depend on several factors. First, those with positive attitudes toward people with a mental illness are likely to be highly educated or have direct contact with someone with a mental illness. Conversely, people who watch large amounts of television tend to have more negative attitudes about mental illness. Thus, this study aiming at assessing the image of mental illness portrayed in media and relating it with the

nursing students' attitudes toward the mentally ill people(Oostdyk .2008)

Theoretical framework

Mental illness representation in mass media

People with mental health problems are often depicted as dangerous, violent and unpredictable. Prejudice and discrimination by the public against people with mental illness are common, deeply socially damaging (Hornicroft and Shunned, 2006) and are a part of more widespread stigmatization (Ritsher and Phelan, 2004). Beyond any definition, stigma has become a marker for adverse experiences. First among these is a sense of shame, as mental illness is still perceived as an indulgence, a sign of weakness and this has not changed over the course of time (Byrne, 2000). Previous studies and researches focused on exploring the factors beyond stigmatization of the mentally ill people, and reported that one of these remarkable factors is media. As it considered the most popular and reachable mean of communicating information and opinions. Many studies have found that media and the entertainment industry play a key role in shaping public opinions about mental health and illness. News stories that sensationalize violent acts by a person with a mental health condition are typically featured as headline news; while there are fewer articles that feature stories of recovery or positive news concerning similar individuals (a Corrigan and Watson, 2002). Due to these inaccurate portrayals of people with mental illnesses, some people believe that those with mental illnesses should be shunned away from society (b Corrigan and Watson, 2002, Corrigan, 2004). Media has taken schizophrenic patients with chronic conditions influence the dramatic comedy more than its interest in the human and social dimension (World Psychiatric Association, 2003).

Mental illness is widely covered in the media, and especially on television. Many

people with mental illness may see a reflection of themselves in the television programs that they watch. (NAMI, 2007). It has been found that Egyptians have a large amount of exposure to television using it for entertainment and for information, and due to the sensitive nature of mental illness and with so many people being diagnosed with mental illness, the most accurate information should be shown on television. However, this is not always the case (Sidhom et al, 2014).

Thus, Prof. Dr. Ahmed Okasha, head of the Egyptian Psychiatric Association criticized the image of mental illness displayed in different mass media, whether it was a movie or a TV series, as he reported that these dramas convey negative misconceptions about mentally ill people. In addition, it does not consider the nature of mental illness and its unique symptoms. Dr. Okasha also called for comprehensive and precise review of dramas concerning mentally ill patients, from specialists in order to ensure transparency and credibility of the dramatic presentation (Montaser, 2013). On the same context, The National Council for Mental Health released in Egypt issued a statement condemning some T.V series, which display in the current time, and considered it among the multiple dramas which distort the image of mentally ill people (Youth Gate ,2013).

Clarifying the way in which media informs and misinforms the public in an area like mental illness is particularly important, because community understanding of mental disorders is less than optimal and stigma and discrimination are common. The images and portrayals of mental illness on television should be used to educate, to entertain, and are used to move storylines of fictional television programs forward. (El-Dawy, 2014; Center for Screen-time Awareness, 2008). In conclusion, images shown on television depicting mental illness are negative, thus psychiatric health professionals have a great responsibility to the mental health community to ensure that information being disseminated to the public about mental illness is as accurate as possible. (Oostdyk .2008). Thus, this paper aiming at assessing the image of mental illness portrayed in the Egyptian media from the perspectives of

the study subjects.

Attitudes toward mental illness

A report from the World Psychiatric Association in Egypt about public's attitudes towards mentally ill persons, revealed that 73% of people working in local media said they would probably be afraid to speak to someone with schizophrenia, and 66.6% of medical students refused to work with a person known to have a mental disorder (Sartorius and Schulze,2005). In the same context, a program applied by the World Psychiatric Association in Egypt as a part of reducing mental illness stigma worldwide, revealed that 81% of secondary school students in Ismailia considered persons with schizophrenia dangerous (Sartorius and Schulze ,2005).

On the other hand, the study of (Hunter et al,2014) found that personal and professional contact with mentally ill persons might reduce stigma. Individuals who have family or friends with mental illness perceive these individuals as less dangerous, and desire less social distance from them, and these extend to professional relationships. Alexander and Link also reported in their study in 2003 that people who work or volunteer in mental health facilities show lower negative attitudes and perceived dangerousness from persons with mental illness (Alexander & Link, 2003).

As one of the larger groups of healthcare providers, nurses can potentially influence this stigma, either by contributing to the prevalent negative attitudes, or by confronting expressions of stigma (Morrison, 2011). Nursing education can positively influence the negative attitudes of mentally ill people, once student nurses have completed their mental health nursing clinical experiences, many of them describe positive shifts in attitudes towards persons with mental illnesses. Students with previous experience with people with mental illness or having utilized mental health services themselves, were shown to be less authoritarian and socially restrictive, and more benevolent and ideological, suggesting that the more contact a student has with the mentally ill, the less fear the student has, and the more positive the attitudes become (Happell and Gough, 2009). Another study done in Greece sug-

gests that practicum and clinical psychiatric exposure for a "substantial time period" can change the stereotyped and discriminating beliefs of undergraduate nurses toward those with mental illness (Madianos et al, 2005). In the same context, Dunn, and Horn(2005) study results showed significantly more positive attitudes toward people with mental illness in "final year students" than those in their first year of schooling.

But on the other hand, Happell and Gaskin(2013) assessed the attitudes of undergraduate nursing students towards mental health nursing, and their study results revealed that mental health is one of the least preferred areas of nursing for a potential career. In the same context, other evidence suggests that negative clinical experiences are a common reason for ranking psychiatric mental health nursing as the least preferred career choice post-graduation (Stevens & Dulhunty, 1994).

In the same context .Dr. Soraya Abdel Fattah, Professor at the Faculty of Nursing, Ain Shams University, Egypt, reported that despite the full educational institution for nursing in Abbasiya – which is the oldest and most popular psychiatric hospital in Egypt-, most graduates still need more training and attention, both financially and educationally. Psychiatric nurses do not receive the concern required in comparison to doctors, which reflects on them and consequently on patients (Cairo Post, 2014).

Research indicates that negative public attitudes toward mental illness have harmful effects on the lives of individuals who are affected (Corrigan & Watson, 2002). Stigma and discrimination can disrupt the lives of individuals living with mental illness, preventing or slowing down their opportunities to become productive citizens (Corrigan et al., 2004a, 2004b). It also may prevent them from adequate housing, health insurance and jobs due to their history of mental illness. Looking deeper into the personal context, negative attitudes displayed in media may affect patients' self-esteem, communication, relationships and physical health, and may in turn make patients feel that they do not deserve to live. Therefore, relapse, deterioration in the psychological health and even suicide are among the most serious problems which

faced by psychiatrists. (*Canadian Mental Health Association, 2015*).

Aim of the study

The study aimed at exploring the relationship between the image of mental illness in mass media and the nursing students' attitude towards mentally ill people

Research questions:

1-What is the image of mental illness in mass media from the perspectives of the students?

2- What is the students' level of knowledge about mental illness?

3-What are attitudes held by nursing students regarding mental illness?

3-Dp students' knowledge and attitudes towards mentally ill people affected by mass media?

4-What characteristics are associated with students' attitudes?

5- Are there statistical differences between students who studied psychiatric nursing and students who did not in relation to image of mental illness in mass media?

6- Are there statistical differences between students who studied psychiatric nursing and students who did not in relation to knowledge about mental illness?

7- Are there statistical differences between students who studied psychiatric nursing and students who did not in relation to attitudes toward mentally ill?

Operational Definitions

A mental disorder, also called a mental illness, psychological disorder or psychiatric disorder, is a mental or behavioral pattern that causes either suffering or a poor ability to function in ordinary life. Such features may be persistent, relapsing and remitting, or occur as a single episode. Many disorders have been described, with signs and symptoms that vary widely between specific disorders (*American Psychiatric Association*).

Mass media means technology that is intended to reach a mass audience. It is the primary means of communication used to reach the vast majority of the general public. The most common platforms for mass media are newspapers, magazines, radio, television, and the Internet. The general public typically relies on the mass media to

provide information regarding political issues, social issues, entertainment, and news in pop culture (*Akin, 2005*).

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (*Hogg, & Vaughan 2005*)

Method

1- Study design

A descriptive, correlational and comparative study design was followed.

2- Study setting

The study was carried out in the Faculty of Nursing, Port Said University, Egypt.

3- Subjects

A total number of 356 students were recorded by the faculty in the academic year 2013/2014. Five students were excluded forcibly related to their continuous absenteeism. Thus this study sample included 351 nursing students. Representing all convenient students from each academic level to participate in the study in order to achieve the aim of the study.

4- Study procedure

The researcher attended the faculty Dean's office to explain the purpose of the study. Then, the researcher informed the students about the purpose of the study and took their consent. Students were also informed about their right to not participate in the study, and that their answers would be used just for the purpose of the study, "confidentiality". Also, they were told that in relation to the attitude scale, there was no right or wrong answers; it is just honest expression of their feelings and behaviors. Then, the researcher distributed the tools, accompanied that with an explanation of the purpose and use of each tool. The researcher was available for all questions of the students. After filling in the tools, the researcher collected it from each student separately, to ensure that all statements included in both tools were completed. Then, the researcher thanked all the students for their cooperation. The researcher started to collect data two times per week, and the process of data collection lasted for a period of nearly one month from 23rd February to 30th march 2014.

5- tools of data collection

To collect data for the present study, the following tools were used:

Tool I: Sociodemographic Questionnaire:

It was developed by the researcher. The questionnaire elicits data about the students as, age, sex, social status, economical status, and academic year.

Tool II: Image of Media and Knowledge about mental illness Questionnaire

It was developed by (El-Defrawi et al, 2001) and adopted from (Elsayad, 2006), as well as modified by the researcher in order to add questions related to image of mental illness in the Egyptian media.

Tool III: The Community Attitudes towards the Mentally Ill (CAMI) Scale: This scale was used to measure attitudes of the studied students (Taylor et al., 1979). It includes statements necessitating a response as to the level of agreement/disagreement on a 5-point scale ranging from 1 strongly disagree to 5 strongly agree. The questionnaire is scored on four factors: (1) authoritarianism—a view that people with mental illness are inferior and require a coercive approach; (2) benevolence—a sympathetic view of those experiencing mental health problems, based on humanistic principles; (3) social restrictiveness (SR)—a view that people with mental illness are a threat to society; (4) community mental health ideology (CMHI)—supporting the therapeutic value of the community and acceptance of de-institutionalized care. Reliability for the scale ranges from alpha 0.68 to 0.88 with construct validity also showing a positive result.

Results

Axis (1): Demographic characteristics of the subjects

Table (1) shows that almost one third of the students were aged between 19 to 20 and (63.8%) were female. More than one quarter of the students (27.4%) were recruited in the second academic grade followed by 20.8% in the fourth year. Almost half of the students (48.4%) reported that they are working and 94.6% of them reported that their work is professional.

Axis (2): Image of mental illness in media

Table (2) reveals the image of mental illness as presented in the Egyptian media from the students' perspectives. It is clear from the table that 90.9% of the students have sources of information about mental

illness in which almost two thirds of them (65.5%) revealed that their source was movies, followed by relatives/friends and T.V series (51.7% and 51.4% respectively). As regard students' perspectives about image of mental illness portrayed in the Egyptian media, more than three quarters of the students (87.8%) mentioned that it is a negative image. Almost half of the students (49.9%) mentioned that their attitudes towards mentally ill people affected by the media, and 27.3% reported that their attitudes changed to worse after following up medias about mentally ill people such as movies or T.V series.

Axis(3): Attitudes and knowledge about mental illness as perceived by the subjects

Table (3) illustrates knowledge of the studied students about mental illness. As shown from the table, almost all the students have insufficient knowledge about mental illness (98.9%).

Table (4) represents attitudes of the students towards mental illness. It is obvious from the table that most of the students (94.9%) had neutral attitude and none of the students (0.0%) had negative attitudes towards mentally ill people

Table (5) displays the correlation between knowledge of the studied students about mental illness and their attitudes towards it. The table reveals that there was no statistically significant inverse correlation between knowledge and attitudes of the students ($r = 0.092$, $p = 0.086$).

Table (6) shows the relationship between socio demographic characteristics of the students and both their knowledge and attitudes towards mental illness. As the table presents, there were statistically significant relationships between age of the subjects and their knowledge and attitudes ($f = 48.58$ and $f = 16.55$ respectively) at $p \leq 0.05$.

Axis(4): Effect of media about mental illness on subjects' attitudes

Table (7) presents the image of mental illness in Egyptian media from the perspectives of the students and its relationship with their knowledge and attitudes towards it. As shown from the table no significant relationship found between the students perspectives about image of mental illness and both their knowledge

and attitudes towards it. On the other hand, when asking the students if their attitudes towards mentally ill people affected by media, the table reveals significant relationship in relation to students' knowledge and attitudes ($t = 3.28$ and $t = 2.55$ respectively) at $p \leq 0.05$. on the same context, when asking the students to which extent did the media affect their attitudes, the table illustrates significant relationships in relation to both knowledge and attitudes of the studied students ($f = 30.24$ and $f = 4.12$ respectively).

Axis(5): Comparative results about subjects' attitudes towards mental illness

Table (8) reveals the relationship between the academic grades of the students and the image of mental illness in Egyptian media from their perspectives. It is clear from the table that most of the second academic year students (94.8%) reported that the image of mental illness in media is negative. On the other hand none of the students in the first, third, fourth and internship (0.0%) mentioned that the image of mental illness portrayed in Egyptian media is positive. When asking the students if these media affected their attitudes towards the mentally ill people, more than two thirds of the second academic year students (71.9%) mentioned that media did affect their attitudes, and 51.0% of them reported that it changed to worse. On the other hand, 68.5% of the fourth academic year students mentioned that their attitudes towards mental illness did not affected by media, followed by the internship year students (60.5%).

Table (9) illustrates the relationship between knowledge and attitudes of the students and their academic grades. As clear from the table, statistically significant relationships were found in relation to knowledge of the students about mental illness ($f = 6.52$), as well as in relation to attitudes of the students towards mentally ill people ($f = 7.29$) at $p \leq 0.05$ for both.

Discussion

Mental illness is a topic of public interest and the media is a major source of information for the community about this issue. The mass media's power to impact public perception and the degree to which

people are exposed to media representations makes the mass media one of the most significant influences in societies. Stigma due to negative media coverage impedes recovery, triggers discrimination and prejudice creates barriers to seeking and finding decent housing, employment and education (Baun, 2009). Therefore, this study aimed to assess the image of mental illness portrayed in Egyptian media and its relationship with nursing students' attitudes towards mental illness.

Looking at image of mental illness portrayed in Egyptian media from the perspectives of the study subjects. The study revealed that most of the students reported that the image is negative. This may due to the T.V series and films about mentally ill people which frequently displayed psychotic patients as violent, mentally retarded and dangerous. This result is consistent with the findings of (Vieny, 2015) who stated in his report about "insanity" in Egypt and interviewed Dr. Nasser Loza the current manager of Behman psychiatric hospital, stated that misconceptions about mental illness are related to the stereotypical portrayals and negative images of psychotic patients in the Egyptian media and particularly in films. Also, Prof. Dr. Okasha head of the Egyptian Psychiatric Association condemning in his report to Elmasry news- An Egyptian Newspaper some Egyptian T.V series as, "Hekayt Hayat" and "Nazaryet Elgwafa" and some movies as " Khally ballak men aklak" as they communicate misconceptions and negative portrayals about mentally ill people (Youth Gate, 2013). Moreover, the study results of Wahl, 2003, Granello and Pauley, 2000 and Wilson et al, 2000, also agreed with this result after examined and analyzed characters displayed mentally ill people in samples of T.V programs, children cartoons and movies and concluded that mentally ill persons characters were depicted as physically violent, unpredictable, dangerous and should be feared of.

The present study revealed that almost half of the subjects mentioned that their attitudes affected by media about mental illness. This may due to the fact that media one of the most significant powerful medias affecting and shaping public's concep-

tions, attitudes and information. This result is in line with *Khairy et al, 2012* who stated that T.V was the medium of choice that the studied public prefers, and unfortunately, it presented negative images about mentally ill and significantly affect people attitudes. Thus media could be used to correct misconceptions about mental illness. Also, *Wahl, 2003* agreed with this study result and mentioned that even children's media images, encourage insensitivity and lack of empathy towards mentally ill people. Also, *Pfister, 2014* study of teenagers' media consumption and perception of mental illness stated that the more the media sensationalized the bizarre behaviors of mentally ill persons; participants were more inclined to believe those negative images.

As regard attitudes of the study students, the results showed that none of the students had negative attitudes; however the majority of them had a neutral attitude towards the mentally ill persons. This result may due to the fact that the Egyptian people are heart-kind and their attitudes are much controlled by their feelings rather than their information or thoughts, in addition, the negative image of mental illness portrayed in different media also affect their attitudes, thus their attitudes nor negative nor positive.

This result is agreed with the results of *Dawood, 2012*, who stated that more than half of the Egyptian nursing students showed neutral attitudes before the clinical placement. But it is inconsistent with *Mousa, 2015* who reported that more than three quarters of the baccalaureate nursing students showed high level of empathy toward patients with mental illness. Also, *Alaa El-Din et al, 2014* found that nursing students in El-Minia University had positive attitudes towards psychiatric patients. Moreover, *Shahrour & Rehmani, 2009* who studied the attitudes of the staff working in King Abdulaziz hospital towards mentally ill persons and noted that staff had high scores for caring attitudes. On the same context, *Sun et al, 2014* stated that psychiatrists and psychiatric nurses showed higher positive attitudes toward mental patients than the general public.

On the other hand, this study result is also not consistent with *Ikemi, 2012* and

Ghai et al, 2013 who reported in the study that the mental health professional in India are themselves prejudiced and unconsciously harboring the stigma and negative attitudes towards mentally ill. Moreover, *Coker, 2005* study results revealed that Egyptian society has negative attitudes towards mental patients.

Most of the students had poor knowledge about mental illness. This may due to the fact that mental illness is unique in its symptoms and causes, also, the negative image of mental illness in media communicating wrong information about causes and symptoms of those mental disorders. In this study, the detailed results of knowledge questionnaire revealed that some of the students stated that of mental illness may be caused by magic or God punishment, and in relation to treatment they stated that magic or spiritual therapy is the best for mentally ill persons. This may be because Egyptian culture and wrong beliefs which still unfortunately displayed in media and affect public and even the highly educated among them. On the other hand, the same result noted that some of the students, whom attained the psychiatric nursing course, had also poor knowledge about mental illness as same as students who did not attain the course. This might be explained by the students complain of the scholastic regulations which force the students to attain psychiatric nursing course and in the same time the nursing administration course, which in turn disabled the students to study well.

Oluwole and Obadeji, 2014, agreed with this result and stated most of the subject had poor knowledge about mental illness and correlated it with negative beliefs of the studied subjects. On the other hand, *Ganzer and Zauderer, 2013* stated that negative experiences with mentally ill patients limit the opportunities of the students for well study and training. But *Shyangwa, Singh and Khandelwal, 2003* disagreed with this study result as they found in their study in Nepal that nursing staff had adequate knowledge about mental illness.

Looking at the cultural wrong beliefs, *Coker, 2006* reported that in Egypt religious healers are commonly consulted prior to, in conjunction with or after seek-

ing psychiatric or medical care for mental health problems. Moreover, *Martensson, Jacobsson and Engstrom, 2014*, proved this result and stated that education did not turn out to be a significant predictor of mental health nursing staff's attitudes towards mental ill persons.

This study illustrated that there was no significant correlation between students' knowledge and attitudes toward mentally ill. This might be explained by the previous results which revealed that there were no differences in knowledge level or attitudes between students who attained psychiatric course and who did not, suggesting that that knowledge and study has no effect on attitudes of the students.

But this result is not consistent with *Dawood, 2012* who stated in his study that after the clinical placement, nursing students showed more positive attitudes. Also, *Dawood, Selim and Khalil, 2013* contradicted this study result and mentioned that knowledge is predetermining of attitudes. Also, *Morrison, 2011* mentioned that additional education and knowledge affect attitudes.

Statistical significant differences found between age and academic grade of the students in relation to both their knowledge and attitudes towards mental illness. This results are in line with studies revealed significant differences in relation to age (*Khairy et al, 2012; Bjorkman et al, 2008*), and in relation to study and education (*Morrison, 2011; Munro and Baker, 2007*). But it is inconsistent with studies results of *Chambers et al, 2010* and *Thongpriwan et al, 2015* who did not found any significance between attitudes of the nurses and their age or education.

This study revealed that there were statistically significant relationships between image of mental illness and the academic level of the students. This may be because students in fourth grade had just attained a psychiatric nursing theoretical and practical course, also students in the internship year trained in Psychiatric and mental health hospital in order to achieve the objectives of the clinical training. On the other hand, the other students from different grades had no experience with educational courses about mental illness; they just get their information from the media, as they reported in the study.

No significant relations found among image of mental illness in media, knowledge of the students and attitudes regarding mental illness. However, significant relations found between knowledge and attitudes of the students and the way in which media affected them. This may be because the efficiency of mass media especially movies and T.V series that depend on dramatic review which easily influence people information and attitudes.

Conclusion and Recommendations

The image of mental illness in the Egyptian media still communicating misconceptions about mentally ill, most of the students perceived it as negative and unfortunately, it affected them. Thus, it is recommended to:

- Communicating with different mass media in order to review materials about mental illness from specialists.
- Mental illness in media and role of psychiatric nurse to correct misconceptions should be added to psychiatric nursing course.
- Edit the scholastic regulations in relation to students' complain of studying two main nursing courses" psychiatric nursing and nursing administration" in first term, to be just one course, in order to reach a higher and better level of students knowledge.
- Organizing media campaigns in order to correct cultural wrong beliefs and misconceptions about causes, and treatment of mental illness, by Nursing Syndicate.

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Table (1): Socio-demographic characteristics of the studied subjects

Socio-demographic characteristics ^A	Studied subjects (n=351)	
	No.	%
Age (years)		
17-	91	25.9
19-	152	34.3
21<23	108	30.8
Min-Max	17.0-21.0	
Mean±SD	19.5±1.3	
Sex		
Male	127	36.2
Female	224	63.8
Academic level		
1 st grade	58	16.5
2 nd grade	96	27.4
3 rd grade	81	23.1
4 th grade	73	20.8
5 th grade	43	12.2
Joined job		
Working	70	19.9
Not working	281	80.1
Type of job (n=70)		
Skilled work	8	11.4
Office work	1	1.4
Professional work	61	87.2

^AAll subjects were single and received/receiving university education

Table (2): Image of mental illness in mass media from the perspectives of the students.

Image of mental illness in media	Studied subjects (n=351)	
	No.	%
Having sources of information about mental illness:		
Yes	319	90.9
No	32	9.1
Most important sources of information about mental illness: [n=319]		
Study	150	47.0
Books/ Internet	140	43.9
Movies	209	65.5
Series	164	51.4
Newspapers	131	41.1
Relatives/friends	165	51.7
Follow issues about mental illness in media:		
Yes	319	90.9
No	32	9.1
Mental image of mental illness:		
Negative	308	87.8
Positive	4	1.1
Don't know	39	11.1
Media affected your attitudes		
Yes	175	49.9
No	176	50.1
Type of changed attitude		
Better	28	8.0
Worse	96	27.3
Don't know	227	64.7

[#]Categories are not mutually exclusive.

Table (3): Students' level of knowledge about mental illness after following up mass media about mentally ill.

Knowledge about mental illness	Score (%)					
	Min-Max	Mean±SD	Poor (<60%)		Good (60%≤)	
			No.	%	No.	%
Causes of mental illness	7.7-69.2	42.7±15.5	289	82.3	62	17.7
Symptoms of mental illness	0.0-75.0	42.1±14.2	301	85.8	50	14.2
Treatment of mental illness	0.0-85.7	38.6±16.6	311	88.6	40	11.4
Total knowledge score	3.6-60.0	41.3±8.9	347	98.9	4	1.1

Table (4): Nursing students' attitude towards mental illness after following up mass media about mentally ill.

Community attitudes toward the mentally ill	Score (%)							
	Min-Max	Mean±SD	Negative (40%<)		Neutral (40% - <60%)		Positive (60%≤)	
			No.	%	No.	%	No.	%
Authoritarianism	36.0-74.0	57.3±7.1	2	0.6	207	59.0	142	40.5
Benevolence	26.0-56.0	41.5±6.2	134	38.2	217	61.8	0	0.0
Social Restrictiveness	40.0-88.0	62.2±10.3	0	0.0	176	50.1	175	49.9
Community Mental Health Ideology	34.0-82.0	60.1±10.6	8	2.3	141	40.2	202	57.5
Total attitude	44.5-63.5	55.3±2.8	0	0.0	333	94.9	18	5.1

Table (5): Correlation between students' knowledge and attitude towards mental illness.

Community attitudes toward the mentally ill	Total knowledge score	
	r	P
Authoritarianism	0.041	0.439
Benevolence	0.179	0.001*
Social Restrictiveness	0.035	0.515
Community Mental Health Ideology	-0.067	0.211
Total attitude	0.092	0.086

r: Pearson correlation coefficient *significant at $P \leq 0.05$

Table (6): Students' knowledge and attitudes toward mental illness and its relationship with their socio-demographic characteristics.

Socio-demographic characteristics	(n=351)	Knowledge score (%)		Attitude score (%)	
		Mean±SD	Significance	Mean±SD	Significance
Age (years)					
17-	91	48.0±8.2	F=48.58	56.4±2.5	F=16.554
19-	152	37.7±9.0	P<0.0001*	54.4±2.9	P<0.0001*
21-<23	108	40.8±5.9		55.6±2.6	
Sex					
Male	127	42.3±8.9	t=1.501	55.4±2.9	t=0.483
Female	224	40.8±9.0	P=0.134	55.2±2.8	P=0.629
Occupation					
Working	70	41.2±7.8	t=0.132	54.9±2.9	t=1.115
Students	281	41.4±9.3	P=0.895	55.4±2.8	P=0.266

t: Student t-test F: ANOVA test*significant at $P \leq 0.05$

Table (7): Mental illness in mass media and its relationship with students' knowledge and attitudes toward mentally ill.

Effect of media on image of mental illness	(n=351)	Knowledge score (%)		Attitude score (%)	
		Mean±SD	Significance	Mean±SD	Significance
Mental image of mental illness					
Negative	308	41.3±9.2	F=0.901	55.3±2.9	F=0.331
Positive	4	35.9±2.8	P=0.407	54.4±2.9	P=0.719
Don't know	39	42.2±6.9		55.1±2.5	
Media affected your attitudes					
Yes	175	39.8±10.1	t=3.283	54.9±2.9	t=2.552
No	176	42.9±7.4	P=0.001*	55.7±2.8	P=0.011*
Type of changed attitude					
Better	28	41.8±6.5	F=30.249	54.5±2.4	F=4.121
Worse	96	35.8±8.9	P<0.0001*	54.8±2.5	P=0.017*
Don't know	227	43.6±8.2		55.6±3.0	

t: Student t-test F: ANOVA test*significant at $P \leq 0.05$

Table (1): Socio-demographic characteristics of the studied subjects

Table (2): Image of mental illness in mass media from the perspectives of the students.

Table (3): Students' level of knowledge about mental illness after following up mass media about mentally ill.

Table (4): Nursing students' attitude towards mental illness after following up mass media about mentally ill.

Table (5): Correlation between students' knowledge and attitude towards mental illness.

Table (6): Students' knowledge and attitudes toward mental illness and its relationship with their socio-demographic characteristics.

Table (7): Mental illness in mass media and its relationship with students' knowledge and attitudes toward mentally ill.

Table (8): Relationship between image of mental illness in mass media and academic grades of the students.

Table (9): Students' knowledge and attitudes in relation to their academic grades.

Table (8): Relationship between image of mental illness in mass media and academic grades of the students.

Image of mental illness in mass media	Academic grades of students (n=351)										Significance	
	1 st grade (n=58)		2 nd grade (n=96)		3 rd grade (n=81)		4 th grade (n=73)		Internship (n=43)			
	No.	%	No.	%	No.	%	N	%	N	%		
Mental image of mental illness												
Negative	50	86.2	91	94.8	73	90.1	60	82.2	34	79.1	X ² =27.786 **P<0.0001	
Positive	0	0.0	4	4.2	0	0.0	0	0.0	0	0.0		
Don't know	8	13.8	1	1.0	8	9.9	13	17.8	9	20.9		
Media affected your attitudes												
Yes	28	48.3	69	71.9	38	46.9	23	31.5	17	39.5	X ² =30.620 P<0.0001*	
No	30	51.7	27	28.1	43	53.1	50	68.5	26	60.5		
Type of changed attitude												
Better	5	8.6	2	2.1	5	6.2	10	13.7	6	14.0	X ² =52.176 **P<0.0001	
Worse	6	10.4	49	51.0	11	13.6	17	23.3	13	30.2		
Don't know	47	81.0	45	46.9	65	80.2	46	63.0	24	55.8		

X²: Chi-Square test **P: Monte Carlo corrected P-value *significant at P<0.05

Table (9): Students' knowledge and attitudes in relation to their academic grades.

Items	Academic level of students (n=351)										Significance
	1 st grade (n=58)		2 nd grade (n=96)		3 rd grade (n=81)		4 th grade (n=73)		Internship (n=43)		
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Knowledge about mental illness	46.2	10.7	39.8	10.5	39.9	8.1	42.2	6.1	39.3	5.6	F= 6.520 P<0.0001*
Attitudes toward mental illness	56.3	2.4	55.4	2.5	53.9	3.3	55.4	2.8	55.9	2.3	F= 7.294 P<0.0001*

F: ANOVA test *significant at P<0.05