

Assessing Mental Health Literacy Among Nursing Students at University of Tabuk: A Cross- Sectional Study

Luis Claro D. Belocura, RN, MAN* Jay N. Ablao, RN, PhD** Yolanda G. Cabaltica, RN, MAN* Jeneth T. Gutierrez, EMT, RN, PhDN** Jesusa V. Gutierrez, RN, PhDN* Sultan Aesh Al Balawi***

ABSTRACT

This study aims to assess mental health literacy (MHL) levels among nursing students at the University of Tabuk and evaluate the effectiveness of existing mental health support structures. Using a cross-sectional design, the research surveyed 78 nursing students via online instrument, employing stratified random sampling to ensure diverse representation across academic levels. The nursing students generally demonstrate strengths in mental health literacy. There were no significant differences in understanding mood disorders and anxiety based on gender, age, academic level, and GPA. However, significant differences were observed in confidence in seeking mental health information, with higher scores among third- and fourth-year students than first and second-year students. Students with a GPA below 3.0 had lower confidence scores. Additionally, attitudes toward mental illness were significantly influenced by age and GPA, with older students and those with a GPA of 3.0 to 3.4 showing more positive attitudes. No significant differences were found regarding willingness to engage with mental health issues. This study concludes that nursing students generally demonstrate positive MHL. Improvements could be made through mental health programs by the Faculty of Nursing to equip future nurses in addressing mental health challenges in clinical practice and improve patient care.

Keywords: Mental health literacy, nursing students, mental health education, mental health training, healthcare professionals

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* Lecturer, Faculty of Nursing
University of Tabuk.
Email: lbelocura@ut.edu.sa

** Assistant Professor
Faculty of Nursing, University of Tabuk.

*** Student Nurse, Faculty of Nursing
University of Tabuk.