



**STUDY TO ASSESS THE EFFECTIVENESS OF SELF INSTRUCTIONAL
MODULE KNOWLEDGE REGARDING SUICIDAL IDEATION AND
PREVENTION STRATEGIES IN ADOLESCENTS AMONG SENIOR
SECONDARY SCHOOL TEACHERS IN SELECTED SCHOOLS OF
SHIMLA, HIMACHAL PRADESH**

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ABSTRACT

Background: Suicide is the primary emergency for the mental health professional and also a major health problem¹. National crime record burro reported in 2015 the number of suicide in Himachal Pradesh among students upto class 10th is 169 in which 101 were male students 68 were female student and 107 students committed suicide who were studying in high secondary and senior secondary schools in which 65 students were Male and 42 students were female.

Aim: A quasi-experimental study was conducted in selected schools of Shimla, Himachal Pradesh with objectives to evaluate the effectiveness of self-instructional modules on knowledge regarding suicidal ideation and prevention strategies in adolescents among school teachers.

Methodology: The study adopted a quasi-experimental design. Convenience sampling technique was used to select the 60 school teachers. The tools of the study were demographic variables and structured knowledge questionnaire.

Results: The findings of the study showed that in pre-test 83.3% study subjects in experimental group and in control group 70% study subjects had average



knowledge and in post-test 90% study subjects had high knowledge in experimental group and in control group 70% study subjects still had average knowledge. It revealed that there was no significant association with the level of knowledge regarding suicidal ideation and prevention strategies among adolescents with selected demographic variables.

Conclusion: Since the study showed that self-instruction module that is administered to experimental group was effective to increase the knowledge of school teachers so nurses are in key position to aware the school teachers about suicide prevention among adolescents through in-service education programme.

Keywords: Adolescent, suicidal ideation, prevention strategies, knowledge.

INTRODUCTION

Suicide is an irrational desire to die¹. Suicide has become one of the biggest social problem of our time affecting all our live in one way or other. It is day to day experience and every day in our society².

(WHO Fact sheet 2018)Every year close to 800 000 people take their own life and there are many more people who attempt suicide. Every suicide is a tragedy that affects families, communities and entire countries and has long-lasting effects on the people left behind. Suicide occurs throughout the lifespan and was the second leading cause of death among 15–29-year-olds globally in 2016³.

India has one of the world's highest rate of suicides among people aged between 15 years and 29 years 6. According to the report, 258,075 people committed suicide in India in 2012. Out of this, 99,977 were women and 158,098 were men. In the age group of 15-29 years, the suicide rate was 35.5 per 100,000 during the year,



whereas people between 30-49 years 28 persons out of 100,000 committed suicide⁴.

Several factors can put young person at risk for suicide i.e. family history of suicide, history of depression, other mental health problems, or incarceration, easy access to lethal means, alcohol and drug use, exposure to previous suicidal behavior by others, and residential mobility that might lessen opportunities for developing healthy social connections and supports⁵. The most prevalent methods of suicide in children and adolescents 0–19 years were hanging, jumping from heights and railway-suicides (both genders), intoxication (females) and firearms (males)⁶.

Some signs that may signal that a depressed teen may be considering suicide: withdrawal from friends and family members, difficulty getting along with others, changes in the quality of schoolwork or lower grades, rebellious behaviors, unusual gift-giving or giving away own possessions, appearing bored or distracted writing or drawing pictures about death, running away from home, changes in eating habits, dramatic personality changes, changes in appearance (for the worse), drug or alcohol abuse, talk of suicide even in a joking way, having a history of previous suicide attempts⁷.

Once a student has been identified as presenting with warning signs of suicide, school personnel need to intervene with an immediate, appropriate, and comprehensive response. At a minimum, the school's response should include: assessing the risk level of student suicidality, notifying a parent/guardian, contacting police/child protective services as applicable, providing supervision for the student, securing mental health services¹⁵. Suicide can be prevented by



participation, support, and active involvement of families, schools, and communities. Youth focused suicide prevention strategies are available⁸.

In conclusion, it is found that there has been marked increase in the number of reported cases of suicide in the adolescents and in young adults. Teachers play an important role in early identification of student behaviour regarding suicidal ideation because teachers are with children most of the day and for a month out of year. So this study aims to assess the effectiveness of self-instructional modules on knowledge regarding suicidal ideation and prevention strategies in adolescents among school teachers.

OBJECTIVES

1. To assess the level of knowledge regarding suicidal ideation and prevention strategies in adolescents among senior secondary school teachers.
2. To evaluate the effectiveness of self-instructional modules on knowledge regarding suicidal ideation and prevention strategies in adolescents among senior secondary school teachers in selected schools of Shimla, Himachal Pradesh.
3. To find out the association of level of knowledge regarding suicidal ideation and prevention strategies in adolescents among senior secondary school teachers with selected demographic variables.

METHODOLOGY

A quantitative research approach and quasi-experimental research design was used. The study was conducted at Govt . senior Secondary school sanjouli and Govt



Girl Senior Secondary school Lakkar Bazaar. The study population consists of teachers who were teaching in high and senior secondary school. Total 60 study subjects were selected by convenient sampling technique. 30 study subjects were selected in experimental group and 30 in control group from two different schools.

The data collection tool used for the study was demographic variables and structured knowledge questionnaire. The demographic variables included 7 items such as age, gender, marital status, educational status, job experience, previous knowledge, source of knowledge regarding suicidal ideation and prevention strategies, Structured knowledge questionnaire included thirty four multiple choice questions to assess the knowledge of high and senior secondary school teachers regarding prevention of suicide among adolescents.

Content validity was established by giving it to 11 experts in the field of nursing, psychology and psychiatry. The reliability of the Structured Knowledge Questionnaire was done by Karl Pearson method which was $r=0.87$ indicating tool was reliable.

The study was conducted after obtaining the formal permission from the authorities. The purpose of the study was explained and informed consent was obtained. Confidentiality was assured to all the samples. Pre-test and post-test was conducted to assess the effectiveness of self-instructional module regarding suicidal ideation and prevention strategies in adolescents among high and senior secondary school teachers.



Data was analyzed by descriptive and inferential statistics i.e. frequency and percentage distribution, mean percentage, median, paired t-test, unpaired t-test and chi square to determine the association between knowledge with selected variables.

RESULT

The collected data was analyzed by using descriptive statistics and the study findings are organized under following sections.

Section 1: Findings related to sample characteristics.

In experimental group out of study subjects , 30 16 (53%) were in age group >35-45 years, 26 (87%) were female, 22 (73%) were post graduate, 21 (70%) were had more than 10 years, 17 (57%) were teaching arts subject, 25 (83%) had some knowledge regarding suicidal ideation and prevention strategies, 26 (87%) had source of knowledge from mass media.

In control group out of study subjects, 15 (50%) were in age group >35-45years, subjects 27 (90%) were female, 24 (80%) were post graduate, 23 (77%) were had more than 10 years of job experience, 19 (63%) were teaching arts subject, 16 (53%) study subjects have some knowledge regarding suicidal ideation and prevention strategies, 15 (50%) had source of knowledge from mass media.

Section 2: Findings related to knowledge assessment regarding suicidal ideation and prevention strategies in adolescents among senior secondary school teachers in experimental and control group

Table 1

Frequency and Percentage of Pre-test/ Post-test Knowledge in Experimental and Control Group on Suicidal Ideation and Prevention Strategies

MEASURING CRITERIA FOR KNOWLEDGE SCORE				
N=60				
Category	Pre-Test		Post-Test	
	Experiment al Group (n¹=30)	Control Group (n²=30)	Experiment al Group (n¹=30)	Control Group (n²=30)
Good(23-34)	-	-	27(90%)	1(3.3%)
Average (12- 22)	25(83.3%)	23(76.7%)	3(10%)	21(70%)
Below Average(0- 11)	5(16.7%)	7(23.3%)	0(0%)	8(26.7%)
Maximum score: 34			Minimum score: 0	

Table 1 reveals that in pre-test 83.3% study subjects had average knowledge, 16.7% had below average knowledge and no one had good knowledge in experimental group whereas in control group 76.7% study subjects had average knowledge 23.3% had below average knowledge and no one had good knowledge Whereas in post-test, 90% study subjects had good knowledge, 1% had good knowledge and no one had below average knowledge in experimental group



whereas in control group 70% study subjects had average knowledge, 26.7% had below average knowledge and only one study subject 3.3% had good knowledge.

Section 3: Findings related to effectiveness of self-instructional module on knowledge regarding suicidal ideation and prevention strategies in adolescents among senior secondary school teachers.

Table 2

Comparison Within the Group with Paired “t” test and Comparison Between the Group with Unpaired “t” test

KNOWLEDGE				Paired t-test			
SCORE	N=60						
Group	n	Pre-test		Post-test			
		Mean	SD	Mean	SD	df	t
Experimental Group	30	13.20	2.172	30.40	3.081	29	25.863 *
Control Group	30	12.900	2.310	13.17	2.925	29	0.494 ^{NS} s
Unpaired t-test	df	58		df	58		
		0.518 ^{NS}		t	22.219*		
Maximum Score = 34				Minimum Score = 0			

NS -Not significant at 0.05 level of significance

* Significance ≤0.05 level of significance



Table 2 shows comparison within the group by using paired t-test and between the groups by using unpaired t-test. Within the group t value was 25.863 at df 29 in experimental group so it was found that t-value is statistically significant ≤ 0.05 level of significance. which is higher than table value and in control group t value was 0.494 at df 29 which is smaller than table value therefore it was found that t-value is not statistically significant ≥ 0.05 level of significance.

Whereas between the group t value was 0.518 at df 58 which is smaller than table value therefore it was found that t-value is not statistically significant ≤ 0.05 level of significance in pre-test and in post-test t value was 22.219 at df 58 which is higher than table value so it was found that t-value is statistically significant ≤ 0.05 level of significance.

SECTION 4: Findings related to association of level of knowledge regarding suicidal ideation and prevention strategies in adolescents among senior secondary school teachers with selected demographic variables.

The chi square test was computed between the pre-test knowledge score and demographic variables such as age, gender educational status, job experience, teaching specialization, previous knowledge and source of knowledge. It shows that there is no association between levels of knowledge of high and senior secondary school teachers with selected demographic variables in both group.



CONCLUSION

The study was conducted with the objective to evaluate the effectiveness of self-instructional module on knowledge regarding suicidal ideation and prevention strategies in adolescents among senior secondary school teachers in selected schools of Shimla

The following conclusions were drawn on the basis of the findings of the study:

In the pre-test, majority of school teachers had average knowledge regarding suicidal ideation and prevention strategies in adolescents in both group. In post-test, majority of school teachers had good knowledge in experimental group and in control group there was no change in knowledge score. Therefore it indicates that self-instructional module that was administered to experimental group was effective so nurses are in key position to aware the school teachers about suicide prevention among adolescents through in-service education programme.. It also shows that there is no significant association between levels of knowledge of school teachers with selected demographic variables.

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