



THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME ON KNOWLEDGE REGARDING RISK FACTORS AND PREVENTIVE MEASURE FOR SUICIDAL BEHAVIOUR AMONG SCHOOL GOING ADOLESCENTS SABROOM, SOUTH TRIPURA.

Mental Health Nursing

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ABSTRACT

Introduction: Suicide is the third leading cause of death among teenagers and young adults in their early twenties. **Objective:** To assess the Pre-test knowledge score of students regarding risk factors and preventive measures of suicidal behavior. To assess the effectiveness of structured teaching programme on knowledge regarding risk factors and preventive measures of suicidal behavior among school going adolescents students. To find out the association between pre-test knowledge score of adolescents students regarding risk factors and preventive measures of suicidal behavior with their selected socio demographic variables. **Methodology:** A pre experimental research design with Simple random sampling was used. 100 adolescents were selected from high school. The data was collected, organized and analyzed in terms of both descriptive and inferential statistics. **Results:** The findings of the study revealed that mean post test knowledge score of the adolescents students were significantly higher than the mean pre-test knowledge with a mean difference of 7.5, 't' value was 12.26*, which was significant at 0.05 levels. **Conclusion:** The study findings reveal the adolescences students were motivated to gain knowledge through the structured teaching program.

KEYWORDS

Structured teaching programme, knowledge, suicides, adolescents, high school.

INTRODUCTION

Suicide is the third leading cause of death among teenagers and young adults in their early twenties. Every 11 seconds someone attempts to end his life. One among every 10 of these individuals succeeds on the first attempt another one of those 10 persons will try again and succeed.¹

The WHO estimates that about one million people die by committing suicide every year. It is the third leading cause of death. This represents a "global" mortality rate of 16 per 100,000 during 2010. Suicide is one of the leading causes of death in the age group between 10 and 24 years.²

Worldwide, the suicidal rate is estimated to represent 1.8% of the total global burden of disease in 1998 and the rate may get increase up to 2.4% in 2020.³

Suicide is not only a personal tragedy; it represents a serious public health problem. Suicidal behaviour can be conceptualized as a continuum ranging from suicidal ideation to suicide attempts and completed suicide. Suicide prevention must be transformed by integrating injury prevention and mental health perspectives to develop basic public health interventions that address the diversity of populations and individuals whose mortality and morbidity contribute to the burdens of suicide and attempted suicide.⁴

Adolescents with adequate support network of friends, family, religious affiliations, peer groups or extracurricular activities may have an outlet to deal with everyday frustrations. But many adolescents don't believe that they have it and feel disconnected and isolated from family and friends. These teens are at increased risk of suicide.⁵

The data regarding the adolescent's knowledge on risk factors and prevention of suicidal behavior are lacking in Salem, Tamilnadu. During literature review, investigator was found that the adolescents need to be improving their knowledge with proper teaching programmes. Hence, the present study was carried out.⁶

OBJECTIVES

1. To assess the Pre-test knowledge score of students regarding risk factors and preventive measures of suicidal behavior.
2. To assess the effectiveness of structured teaching programme on knowledge regarding risk factors and preventive measures of suicidal behavior among school going adolescents students.
3. To find out the association between pre-test knowledge score of adolescents students regarding risk factors and preventive measures of suicidal behaviour with their selected socio demographic variables.

Research Methodology

Research Approach: Quantitative research approach

Research Design: Pre experimental (pre test and post test design)

Setting: South Hitechachara School, South Tripura

Population: The target population in the study are the adolescent studying high school.

Sample: Adolescent students those who are studying in high school.

Sampling Technique: Simple random sampling technique (Lottery method)

Sampling Size: 100 of school students

Inclusion Criteria

- a. Student studying in class IX and Class X standard.
- b. Student willing to participate in study.
- c. Age groups are 15 to 17 years.

Exclusion Criteria

Students who are on leave or not present at the time of data collection.

Description Of The Tools

Tool No.1: Proforma On Personal (demographic) Data

The Performa on personal data consists of 8 items which include area are age, gender, type of the family, place of resident, number of sibling ,occupational status of head of family, family income, sources of information. The purpose of this was to develop association between variables .The respondents were required to place the tick (✓) mark against the best alternatives.

Tool No.2: Structured Knowledge Questionnaire

The structured questionnaire is developed to assess the effectiveness of planned teaching program. Questionnaire consisted of 28 multiple choice questions which covers the total content of planned teaching program regarding the risk factors and preventive measures for suicidal behaviour. Questionnaires are developed as per blue print and the content area. All the questions have three alternatives responses and items had only correct answer. The participants are requested to read the questions carefully and place a tick mark against the right answer .Score of each correct response was one (1) and incorrect response score is zero. So the maximum score of knowledge questionnaire was 28 and minimum score was zero.

Analysis And Interpretation

Effectiveness of structure teaching program regarding risk factor and preventive measures on suicide among adolescent's students.

Table No: 1 (Pre And Post Test Score)

Area	Mean	Mean difference	SD	't' value
Pre test	12.7	7.5	5.07	12.26*
Post test	20.2		4.3	

't' (df49)= 2.00, p<0.05, * = Significant

So, there was significant difference between mean pre-test and post test knowledge score before and after intervention (structured teaching programme).

Major Findings Of The Study

The data represents in the table no: 1 shows the mean post test knowledge score 20.2 was higher than mean pre-test knowledge score

12.7. The obtained mean difference was found as 7.5

The data was also pointed out that the standard deviation of post-test knowledge score 4.3 was lower than pre-test knowledge score 5.07. It indicates the post-test knowledge score was more homogenous among the adolescent's students.

The calculated 't' value was 12.26 which was significant at 0.05 level of significance. The obtained mean difference between pre and post test knowledge score of adolescent's students is not by chance, it is true difference. Hence, the research hypothesis (H_1) is accepted and null hypothesis (H_{01}) is rejected. The data statically proved that the structured teaching programme was highly effective in increasing the knowledge level of adolescent's students.

CONCLUSION

The study findings reveal the adolescences students were motivated to gain knowledge through the structured teaching program.

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