A Study To Evaluate The Effectiveness Of Structured Teaching Program On Knowledge Regarding Risk Factors And Prevention Of Suicidal Behaviour Among Adolescents In Selected Schools At Bangalore, Urban

Mrs. D.N. Glory

MSc. Nursing in MENTAL HEALTH NURSING
Sarvodaya College of Nursing,
RAJIV GANDHI UNIVERSITY OF HEALTH AND SCIENCES
BANGALORE, KARNATAKA, INDIA

Abstract

Background: Suicide among adolescents is a rising global concern, particularly in low- and middle-income countries. Adolescents often face stressors that predispose them to suicidal ideation and behaviour.

Objective: To evaluate the effectiveness of a structured teaching program in improving knowledge about risk factors and prevention of suicidal behaviour among adolescents.

Methods: A pre-experimental one-group pre-test post-test design was used. A total of 100 adolescents aged 10–16 years from selected schools in Bangalore Urban were selected through non-probability convenience sampling. A structured self-administered questionnaire was used to assess knowledge before and after the intervention.

Results: In the pre-test, 67% had inadequate knowledge, 33% had moderate knowledge, and none had adequate knowledge. In the post-test, 76% had adequate knowledge, 24% had moderate knowledge, and none remained in the inadequate category. A significant increase in mean knowledge score was observed (pre-test: 8.35, post-test: 16.31), with a mean difference of 7.96 ($t=31.09$, $p<0.05$).

Conclusion: The structured teaching program was effective in enhancing adolescents' knowledge regarding suicidal risk factors and preventive measures.

Keywords: adolescent mental health, suicide prevention, structured teaching program, risk factors, nursing education

Introduction

Adolescence is a critical transitional period marked by physical, emotional, and social changes. This phase often leaves adolescents vulnerable to mental health issues such as depression, anxiety, and suicidal tendencies. WHO identifies suicide as a leading cause of death among adolescents aged 10–19 years. In India, alarming rates of suicide among youth underscore the urgent need for preventive interventions.

The current study seeks to address the knowledge gap among adolescents by implementing a structured teaching program focused on the risk factors and prevention strategies for suicidal behaviour.

Need for the Study

Bengaluru has already recorded 1,921 suicides. This is more than 50 per cent of the number of suicides that were committed in 2017. In fact, it was the highest in the past four years. Out of the 1,921 deaths, 793 were men and 399 were women

In India, the official suicide rate for 2015 published by the National Crime Records Burea (NCRB) of India was 10.6 per 100000 population, similar to the global average of 11.4 per 100000 population1 and equating to 133623 deaths registered as suicides.

According to the National Crime Records Bureau (NCRB), over 12,000 student suicides were reported in India in 2020 alone...

Objectives

1. Assess adolescents' baseline knowledge on suicidal risk factors and prevention.
2. Evaluate the effectiveness of a structured teaching program in increasing this knowledge.
3. Explore associations between demographic factors and pre-test knowledge scores.

Hypotheses:

H1- There will be a significant difference between the pre-test and post-test score on knowledge regarding risk factors and prevention of suicidal behaviour among adolescents.

H2- There will be significant association between the knowledge regarding risk factors and prevention of suicidal behaviour among adolescents with their selected demographic variables.

Materials and Methods

Study Design: A pre-experimental one-group pre-test post-test design was used to assess the impact of the structured teaching program.

Setting and Sample: The study was conducted in selected schools (Sophia's High School and Angel's High School) in Bangalore Urban. A total of 100 adolescents aged 10–16 years were recruited using convenience sampling.

Inclusion Criteria: Students aged 10–16 years, willing to participate and provide consent, able to read and understand English.

Exclusion Criteria: Those absent during the data collection, or previously exposed to suicide prevention training.

Data Collection Tool: A structured self-administered questionnaire was developed and validated by experts.

Intervention: A 60-minute structured teaching session was conducted using verbal instruction, visual aids, and printed material.

Statistical Analysis: Data were analyzed using SPSS. Descriptive statistics summarized demographic variables. Paired t-tests assessed the effectiveness of the intervention. Chi-square tests determined associations between demographic variables and pre-test knowledge levels.

Results

Demographics: Among the 100 students, the majority were aged 13–15 years. Gender distribution was nearly equal.

Knowledge Assessment:

Pre-Test: 67% had inadequate knowledge, 33% had moderate knowledge.

Post-Test: 76% had adequate knowledge, 24% had moderate knowledge.

Statistical Findings:

Mean Knowledge Score (Pre-test): 8.35

Mean Knowledge Score (Post-test): 16.31

Mean Difference: 7.96

Paired t-test value: 31.09 ($p < 0.05$)

Discussion

The results affirm the hypothesis that a structured teaching program can significantly enhance adolescents' awareness and knowledge about suicide prevention. Similar studies conducted by Patidar & Darji (2019) and Sharma & Majhi (2019) support these findings.

Key risk factors identified — such as bullying, mental health disorders, family dysfunction, and academic pressure — were emphasized in the teaching sessions. The conceptual framework based on Imogene King's Goal Attainment Theory guided the intervention and its outcomes.

Conclusion

This study concludes that a structured teaching program significantly improves adolescents' knowledge regarding the risk factors and prevention of suicidal behaviour. Integrating such programs into school curricula could serve as a vital mental health promotion strategy.

Recommendations

- Incorporate mental health education into school curricula.
- Conduct periodic awareness programs for students, parents, and teachers...
- Train teachers as frontline mental health educators.
- Develop age-appropriate and culturally relevant educational materials.

References

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