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A study to assess the effectiveness of planned teaching program on knowledge of teacher regarding prevention of suicidal tendency in higher secondary school children at Indore. (M.P)

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Abstract

Suicide is third-leading cause of death for teens, after accidents and homicide. About 1 in 15 high school students attempt suicide each year, and about 1 in 53 make an attempt serious enough to require medical attention. Which activities will help your students understand and how to the teacher get help of students the objective is assessing the knowledge of higher secondary school teacher regarding suicidal tendency. The methodological approach adopted for development and evaluating effectiveness of planned teaching program and knowledge of teachers. Based on study finding 94% having in edequate knowledge in the pre-test, 6% having moderate knowledge in pre-test and 25% in the post test.75% of the teacher had adequate knowledge in the post test. These findings shows that there is enhancement of knowledge after implimenting, planned teaching program. The results shows that the Correlation between pre-test and post test result are significant at $p<0.05$, and the Compression between pre-test and post test result were significant at $p<0.001$ with using t-test, finding showed that significant different between pre-test and post-test knowledge score, which revealed that planned teaching programmed use for increasing knowledge of teacher.

Keywords: Suicidal tendency, school children, teacher's knowledge

Introduction

Suicide is the third-leading cause of death for teens, after accidents and homicide. About 1 in 15 high school students attempt suicide each year, and about 1 in 53 make an attempt serious enough to require medical attention. Peers and teachers are often the first ones to notice the warning signs - if they know what to look for. These activities will help your students understand when and how to get help for themselves or classmates.

Objectives

The measure objective of the study is to assess the knowledge of higher secondary school teacher regarding suicidal tendency at school children before and after implementing teaching strategy.

Research methodology

A descriptive study was conducted among high secondary school teachers regarding suicidal tendency at school children's in selected area of Indore. Sample size was 60, selected through non probability convenience sampling techniques. The approaches used were quantitative approach and design was descriptive one group pretest, posttest research design. The target group for this study in Indore was all selected higher secondary school teachers. The higher secondary school teachers who met inclusive criteria and were available at the time of data collection made up the samples. Teacher who can read, talk and understand Hindi and English language, who are willing to participate in the study, who are working regularly, and both male and female. After the extensive review of research and non-research literature, the researcher made the modified teachers knowledge regarding suicidal tendency of school children's by questionnaire for the assess the effectiveness of planned teaching program on knowledge of teacher regarding prevention of suicidal tendency in higher secondary school children. It consist of two section. demographic data: age, gender, marital status, education, teaching experience. Questionnaire regarding prevention of suicidal tendency among higher secondary school children's consist of 23 items section II Having four subdivisions A, B, C and D. Part A is based on Knowledge and concept of suicide, it consist 5 items, Part –B knowledge related to risk factors of suicide consist of 5 items, Part – C warning sign of suicide consist of 7 items, and Part –D knowledge regarding responding to warning sign during suicidal tendency it also consist 6 items. It include physical work

pattern focusing on different component of activity.

Formal permission was taken from the concerned authorities for conducting the study. Data was collected for the period of within 2 weeks; the investigators obtained permission from the principal of the selected schools and secured written permission. As per the appointments received and the continence of the teachers, investigators visited each of the schools selected. The multiple choice questionnaires was given to the selected school teachers for pretest and then plan teaching organized by researchers and again posttest conducted, each participants took 20 minutes to complete the questionnaire. Both pretest and posttest separately from different time frame. The descriptive statics was used to find out the frequency, percentage, mean, and standard daviation, infrential statics such as chi-square test were used to analyze the association between pretest result and post test result with selected demographic variables.

Results

Section A: distribution of samples with regards to their demographic data

Table 1: Frequency and percentage distribution of demographic variables of higher secondary school teachers (N=60)

Demographic data		Frequency	Percentage
Age of the teacher			
a.	25-35 years	20	33.33%
b.	36-45 years	18	30%
c.	46-55 years	22	36.37%
Gender			
a.	Male	35	58%
b.	Female	25	42%
Years of teaching experience			
a.	Less than three years	11	18%
b.	More than five years	19	31%
c.	More than eight years	30	50%
Marital status of teacher			
a.	Married	46	77%
b.	Unmarried	14	23%
Educational qualification			
a.	Diploma	12	5%
b.	Graduate	18	3.33
c.	Post graduate	28	46.67%
d.	Doctorate	02	0.1%
Attended session on problems of children			
a.	Yes	05	8%
b.	No	60	92%

Table 2: Distribution of subject according to Age of the teacher

Characteristics		Frequency	Percentage
Age	25-35 years	20	33.33%
	36-45 years	18	30%
	46-55 years	22	36.37%

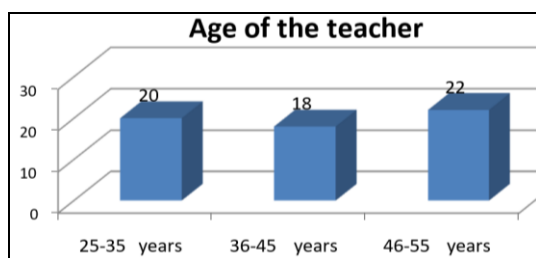**Fig 1:** Bar diagram shows distribution of subject according to age

Table 2. (Fig 1.) In above chart is clear that the teachers age group were 46-55years which is 22 (36.37%), 25-35 age group teachers were 20 (33.33%), and 36-45 age group teachers were 18 (30%).

Table 3: Distribution of subject according to educational qualification

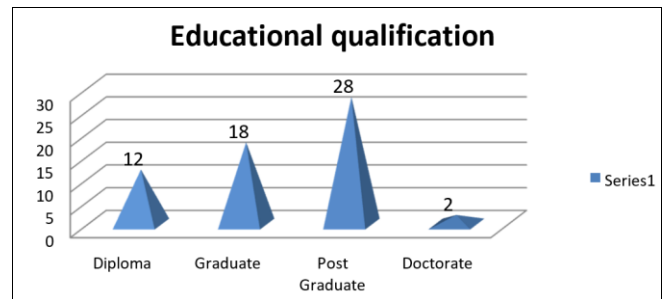| Characteristics		Frequency	Percentage
Educational qualification	Diploma	12	5%
	Graduate	18	3.3%
	Post Graduate	28	46.67%
	Doctorate	02	0.1%

Fig 2: Pyramid diagram shows distribution of subject according to educational qualification

Table 3. (Fig 2.) Table 4.2 shows that educational qualification of teachers 5% percent of the sample had diploma in education (D. Ed) the rest of the group had an approximately equal distribution of 3.3% of graduates and (46.67%) postgraduate respectively.

Table 4: Distribution of subject according to gender

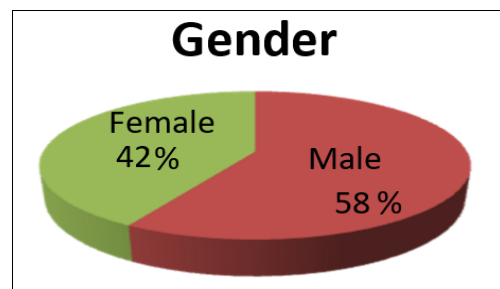| Characteristics		Frequency	Percentage
Gender	Male	35	58%
	Female	25	42%

Fig 3: Pie diagram shows distribution of subject according to gender

Table 4. (Fig 3.) Gender: The group had an uneven distribution of sample with regard to gender. A whopping 25(42%) samples were of female gender. And male were 35 (58%) this finding is in accordance with the fact that teaching is still a male dominated profession.

Table 5: Distribution of subject according to marital status of teacher

Characteristics		Frequency	Percentage
Marital status of teacher	Married	46	77%
	Unmarried	14	23%

Marital status of teacher
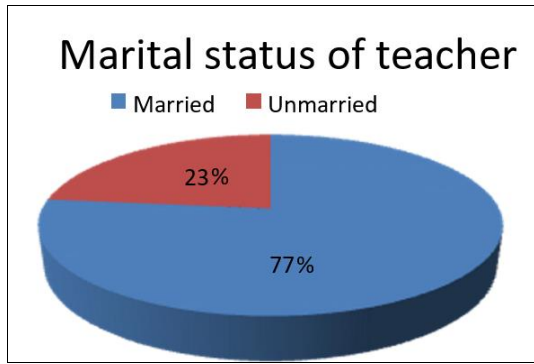
Married ■ Unmarried

23%

77%

Fig 4: Pie diagram shows distribution of subject according to marital status of teacher

Table 5. (Fig 4.) Marital status in above table we found that 46(77%) teachers are married and 14(23%) were unmarried.

Table 6: Distribution of subject according to years of teaching experience

Characteristics		Frequency	Percentage
Teaching experience	Less than three years	11	11 %
	More than five years	19	19%
	More than eight years	30	50%

Years of teaching experiance

		30
	19	
11		

30
20
10
0

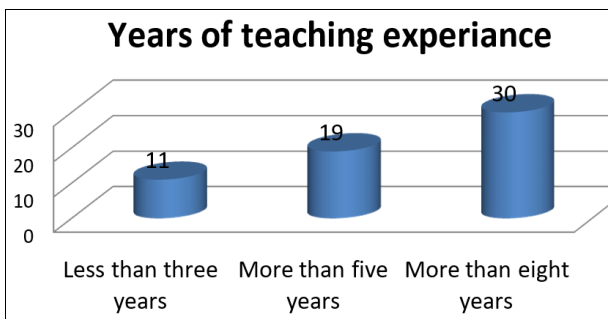Less than three years | More than five years | More than eight years

Fig 6: Cylindrical diagram shows distribution of subject according to years of teaching experience

Table 6 (Fig 5.) Years of teaching experience: The group had 11 % of sample with teaching experience of less than three years. Whereas majority of the samples i.e. 19% of samples had three to seven years of teaching experience. Group consisted of 50% percent's sample that had teaching experience more than eight years of teaching experience

Table 7: Distribution of subject according to Attend session on problems of children

Characteristics		Frequency	Percentage
Attendants of any session	Yes	05	8%)
	No	55	92%)

Table 7. (Fig 6.) in above table we found that only 5(8%) teachers was attending seminar and 55(92%) were not attending any types of social seminar or workshop.

Table 8: Correlation between pretest and post test

	Mean	Std. Deviation	Correlation	P value
Pre test	9.48	1.900	0.138	0.292
Post test	18.13	2.266		

Table 8. Shows that the Correlation between pretest and post test result are significant at $p<0.05$

Table 9: Comparison between pretest and post test

	Mean	Std. Deviation	t- test	P value
Pre test	9.48	1.900	-24.379	0.000
Post test	18.13	2.266		

Table 4.8, clear that the Compression between pre-test and post test result were significant at $p<0.001$ with using student t-test.

Table 10: Association between the pre-test and post test

Chi-Square	Value	64.007
	DF	1
	Sig	0.000*
Log of Determinant of	Unconstrained Matrix	2.986
	Constrained Matrix	3.752

Table 11 Shows that the Chi-square test for pre-test and post test result are significant.

Table 11: Shows that the Reliability Statistics Common Inter-Item Correlation for pre-test and post test result are significant.

Reliability Statistics	
Common Variance	7.473
True Variance	3.638
Error Variance	3.835
Common Inter-Item Correlation	0.487*
Reliability of Scale	0.655
Reliability of Scale (Unbiased)	0.663

Table 10 Shows that the Reliability Statistics Common Inter-Item Correlation for pre-test and post test result are significant.

Result
In this study we all result getting by the SPSS (Statistical Package for Social Science) 20.0 and M.S. Excel software under the guidance of statistician.

Table 12: Frequency and percentage distribution of pre-test knowledge level

Knowledge	Pre test	
	Frequency	Percentage %
Inadequate knowledge (<50%)	56	94%
Moderate knowledge (50-75%)	4	6%
Adequate (>75%)	0	0.0
Total	60	100%

The data prescribed by in the table shows that 94% of respondent had inadequate knowledge teacher regarding prevention of suicidal tendency in children, and 6% had moderate knowledge in the pretest and 0% were having adequate knowledge on prevention of suicidal tendency From the above data it is inferred that the majority of the teachers have inadequate knowledge of teacher regarding prevention of suicidal tendency in higher secondary school children.

Table 13: Mean S.d. and mean% score for the pretest knowledge level

Overall knowledge	No. of items	Mean	S.D	Mean %
Pre test	60	9.48	1.900	30.8

The overall means % is 30.8, means is 9.43 and S.D2.500

Table 14: Frequency and percentage distribution of posttest knowledge level

Knowledge	Post-test	
	Frequency	Percentage %
Inadequate knowledge (<50%)	0	0.0%
Moderate knowledge (50-75%)	15	25%
Adequate (>75%)	45	75%
Total	60	100%

The findings in the above table reveal 75% of the respondent had adequate knowledge regarding the prevention of suicidal tendency in school children and 25% had moderate knowledge after implement planned teaching program from the above value it was inferred that plane teaching program was effective.

Table 15: show the knowledge pre-test, post-test

Knowledge	Pre-test		Post-test	
	Frequency	%	Frequency	%
(>75%)	56	94.0	0	0.0
(50-75%)	4	6.0	15	25.0
<50%)	0	0.0	45	75.0
Total	60	100.0	60	100.0

Table 16: Mean, S.D and means% score for the post test knowledge level

Overall knowledge	No. of items	Mean	S.D	Mean %
Post-test	60	18.13	2.266	77.5%

Finding from above table mean77.5% for the knowledge level in posttest is mean 16.45 and S.D2.266.

Comparison of Frequency and percentage distribution of knowledge level

Based on finding from the above table 94% were having inedequate knowledge in the pre-test, 6% were having moderate knowledge in pre-test and 25% in the post-test .75% of the teacher had adequate knowledge in the post test. These findings shows that there is enhancement of knowledge after implimenting, planned teaching program.

Based on finding from the above table 94% were having inedequate knowledge in the pre-test, 6% were having moderate knowledge in pre-test and 25% in the post-test .75% of the teacher had adequate knowledge in the post test. These findings shows that there is enhancement of knowledge after implimenting, planned teaching program. The results shows that the Correlation between pre-test and post test result are significant at $p<0.05$, and the Compression between pre-test and post test result were significant at $p<0.001$ with using student t-test.

Conclusion

According to the study finding showed that there was significant different between the pre-test and post-test knowledge score, which revealed that the planned teaching programmed was use for increasing the knowledge of teacher regarding prevention of suicidal tendency of children.

Conflict of Interest
Not available

Financial Support
Not available

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