



Effectiveness of Suicidal Prevention Awareness Program among GNM Students in the Govt. AMT School, GMCH Jammu J&K UT India

Mrs. Rajni Sharma¹, Mrs. Monika Devi NR^{2*}

¹Principal Govt. AMT School, GMCH Jammu, J&K UT, India

^{2*}Nursing Tutor Govt. AMT School, GMCH Jammu, J&K UT, India

Corresponding Email: ^{2*}monikasyal98@gmail.com

Received: 07 October 2022

Accepted: 23 December 2022

Published: 28 January 2023

Abstract: *Introduction: In recent times, there have been more evident cases of nursing students in the first year of their course attempting suicide because of mental stress, frustration and workload they get in their first year, which they are not accustomed to handling. This study is going to evaluate the effectiveness of these programs concerning their capability to mitigate the rate of suicides among students.*

Need of this study: This study is very much significant in today's time as it measures the effectiveness of the different "suicidal prevention awareness programs" the increasing rate of suicides among nursing students is an elevating concern in almost every part of the world. This needs to be mitigated as soon as possible by finding out the key reasons behind such tragic attempts. This study is significant as it helps in evaluating the cause along with the assessment of some other measures of suicide prevention as well.

Research Methodology: "Quasi-experimental method, Research design is a "one group pre-test, post-test "was used. Self-Structured Questionnaires tool was developed to research about awareness about suicidal prevention among GNM students. "self-Structured Questionnaire" has been developed in order to collect data from the nursing students The information has been gathered from students regarding "suicidal prevention awareness". approximately 15 to 25 minutes" has been taken for collecting data by Universal Sampling Technique. Then awareness teaching has been given to the students after that post-test was done to assess the effectiveness of suicidal prevention awareness program.

Result: The results showed the data analysis show that most participants are not aware of the causes of suicide and are willing to do those themselves. and the suicide prevention awareness program was effective in improving the knowledge of the students regarding suicide prevention



Conclusion: The study has provided a brief idea about the importance of prevention programs to aware people about this mental health problem. It was concluded that the suicide prevention awareness program was effective in improving the knowledge of the students regarding suicide prevention

Keywords: Suicide, Awareness Programme, Self-Structured, Suicidal Prevention, GNM Students.

1. INTRODUCTION

In recent times, there have been more evident cases of nursing students in the first year of their course attempting suicide because of mental stress, frustration and workload they get in their first year, which they are not accustomed to handling (Adewuya and Oladipo, 2020). As per the views of Audouard-Marzin et al. (2019), this has resulted in the introduction of “suicidal prevention awareness programs”, especially for the “GNM Students”. This study is going to evaluate the effectiveness of these programs concerning their capability to mitigate the rate of suicides among students.

Need for the study

This study is very much significant in today’s time as it measures the effectiveness of the different “suicidal prevention awareness programs”. In the views of Rassy et al. (2021), the increasing rate of suicides among nursing first-year students is an elevating concern in almost every part of the world. This needs to be mitigated as soon as possible by finding out the key reasons behind such tragic attempts (Asarnow and Mehlum, 2019). This study is significant as it helps in evaluating the cause along with the assessment of some other measures of suicide prevention as well.

Aim of the study

The key aim of this study is to “provide awareness about suicide prevention to the students of GNM students”.

2. RESEARCH METHODOLOGY

Research approach: - Quantitative research approach

Research design: - Quasi-experimental research design with one group post-test design.

Research setting: - Conducted in the School of Nursing, Govt Medical college and Hospital Jammu, J&K UT India.

Population: - GNM Students of School of Nursing, Govt Medical college and Hospital Jammu, J&K UT India.

Sampling technique: - Universal sampling technique was used.

Sample size: -Sample size for the study was 115 GNM Students.



Inclusive Criteria: -The study include-

GNM Students who

Are studying in selected school of Nursing,

Available at the time of data collection.

Exclusive criteria: -The study excluded GNM Students who

Are not studying in selected school of Nursing.

Not Available at the time of data collection.

The following tools were used in the study

Socio-demographic characteristics.

A self-structured questionnaire was developed

Method for data collection

The elucidation concerning the “Data Collection Process” reflects the method for attaining and measuring data concerning the “variable of interest” which helps in answering research questions, testing hypotheses and assessing outcomes (Kahn et al. 2020). As the research follows the “Primary Quantitative” research strategy, the primary sources of data have been considered and thus a “Structured Questionnaire” has been developed in order to collect data from the medical students (Fatimah et al. 2020). Significant academic research has applied the “Research Questionnaire” as an essential tool or equipment for obtaining suitable and relevant data from GNM students based on the effectiveness of programs related to suicide prevention (Singh and Sagar, 2021). The use of the “Research Questionnaire” has helped in collecting quantitative information related to the research concept and thus a list of ten “close-ended questionnaires” has been developed. Ethical And Administrative Permission Was Taken. Then GNM Students Was Taken Based on Inclusion and Exclusion Criteria then Consent Was Taken from The Participants then Pre- Test Was Done –Regarding Knowledge of suicidal prevention Was Assessed then Teaching Was Given On suicidal prevention awareness then Post-test was done to assess the improvement in the knowledge of the GNM Students about suicidal prevention. The information has been gathered from students regarding “suicidal prevention awareness”. In addition, approximately 15 to 25 minutes” has been taken for collecting data and the participants provided their preferred answers related to the question, which has helped in developing a profound understanding. As the “close-ended research questionnaire” has been chosen as the effective instrument for capturing real-life data from the students, it is essential to measure the validity and reliability of the questionnaire (Knight, 2021). In this regard, certain criteria have been developed based on the “inclusion and exclusion” criteria, where first-year students that are interested, and available are included and the rest are excluded (Oliveira et al. 2022). The consistency and accuracy of the survey question have been checked and it was measured whether the questionnaire is sufficient to measure the research context.

3. RESULT

Result showed that majority of the participants are in between the age of (62%) 18 to 20 years, there are 60% of female participants and 40% are males, majority of the participants (72.2%)



belong to the first year. The responses of participants have derived the mean and standard deviation values of 3.63 and 0.832 respectively, suggesting that the majority of them believe depression to be the main reason behind suicide. The results showed the data analysis show that most participants are not aware of the causes of suicide and are willing to do those themselves. and the suicide prevention awareness program was effective in improving the knowledge of the students regarding suicide prevention.

4. CONCLUSION

The study has provided a brief idea about the importance of prevention programs to aware people about this mental health problem. It was concluded that the suicide prevention awareness program was effective in improving the knowledge of the students regarding suicide prevention. Hence the suicide prevention awareness program was effective in improving the knowledge of the students regarding suicide prevention.

5. DISCUSSION

Suicidal behaviour is a complex phenomenon that revolves around three major concepts such as suicidal ideation, suicide attempt, and consummated suicide. The first concept is defined by the ideas or thoughts about suicide, also referring to the planning process of own death. Suicide attempt refers to an act of committing the effective intention to end life, whereas the last concept of consummated suicide is characterized by the act that was previously performed and resulted in the death of a subject. Suicide is considered a serious "public health concern" in the world. Although the rates of suicide are decreasing globally, it is estimated by experts that more than 1 million people die by suicide worldwide every year. The number of people attempting the same is 20 times more (Wasserman et al. 2021). In the context of university students, suicide is ranked as the second main cause of death. The transition to the adult age is prone to conflicts that can be derived from both family and academic adversities because of the need to adopt psychological, social, and biological changes. They face immense challenges regarding the process to deal with fulfilling the requirements of adult life efficiently. In addition, academic attributions of nursing and burdens of study can often create an atmosphere of "psychological distress and anguish." All these can contribute as a bigger factor to fuelling the intention of suicide among nursing students (Wolitzky-Taylor et al. 2020). On the other side, nursing as a profession demands the emotional abilities of individuals to care for people, which can ignite feelings of disability, depression, anguish, and especially suicidal behaviour. These challenges are mostly faced by people who are incapable of adopting favourable skills or strategies to cope with a situation. It becomes further important to understand the importance of the "internationalization of suicide" as greater exposure to vulnerable situations is now happening across the globe. In the case of the country side, situations often involve poverty and limited or no access to quality health care and policies, which create problems associated with emotional involvement. These factors further contribute to the initiation of personal conflicts, making the population more vulnerable to any suicidal behaviour. This might be considered a reason to figure out the risk of suicide among university



students, particularly those located in the country side (Yonemoto et al. 2019). Risk identification proves to be beneficial for planning "integrated multidisciplinary actions" to prevent suicide. The adaptation to a new environment by students may not happen successfully, which seems to trigger negative feelings generation in them. Therefore, the current discussion is relevant from the perspective of GNM students as it proposes the benefits of "suicidal prevention awareness programs" among them. Although the Covid-19 pandemic has increased the emergence of stress and depression in individuals, the situation was already stressful in nursing workplaces due to a number of reasons. These include long work shifts and the lack of self-care, which have significantly influenced the risk of suicide among nurses and nursing students. In the US, nurses think of committing suicide more than any other worker. Certain journals identified burnout as the primary reason behind nurses experiencing suicidal ideation. Moreover, it is also proved that these nurses are less likely to seek professional support than any other professionals. Burnout has a significant contribution to increasing the risk of "suicidal ideation." There are mainly three subscales of burnout such as "depersonalization", "emotional exhaustion", and "a low sense of personal accomplishment." These factors individually or together contribute to increasing the level of suicidal ideation among nursing students (Zinzow et al. 2020). The current study, therefore, is based on a questionnaire that consists of questions related to the causes of suicide as well as its impact on GNM students. The reason behind GNM students committing or thinking about suicide can be of different types, namely depression, anxiety, problems in relationships, or unemployment.

Table 1: Sociodemographic Variables analysis N: 115

Age					
Age	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	17	2	1.7	1.7	1.7
	18	20	17.4	17.4	19.1
	19	46	40.0	40.0	59.1
	20	26	22.6	22.6	81.7
	21	7	6.1	6.1	87.8
	22	5	4.3	4.3	92.2
	23	4	3.5	3.5	95.7
	24	3	2.6	2.6	98.3
	27	2	1.7	1.7	100.0
Total	115	100.0	100.0		

The above table of demographic analysis represents the age of students who took part in the research survey. It can be observed from the table that there are 2 participants who are 17 years of age, whereas there are 7, 5, 4, 3, and 2 respondents of 21, 22, 23, 24, and 27 years old respectively. Subsequently, the most number of participants is of 19 years as 46 participants out of 115 belong to this age. 26 and 20 participants are 20 years and 18 years old respectively. This analysis suggests that there are most participants of GNM from the age group 18-20 took part in the survey related to the effectiveness of the suicide prevention awareness program. The main

reason behind their participation can be the numbers that show the most cases of suicide among people of these ages (Schlichthorst et al. 2020).

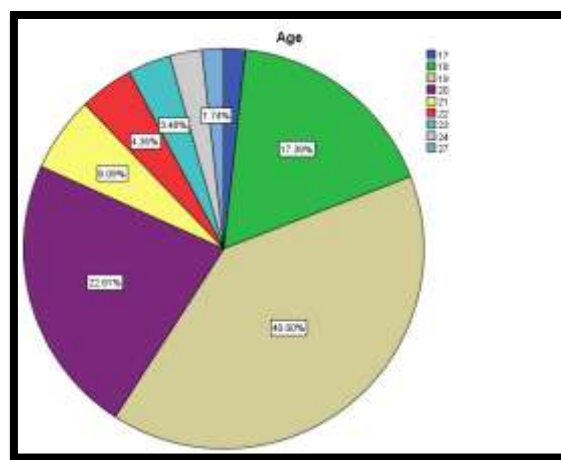


Figure 1: Age

The above figure shows the percentage of participants of different ages taking part in the survey. There are 40% participants of 19 years of age, whereas 22.6% and 17.39% of participants are of 20 and 18 years of age. On the other hand, 1.7% of participants belong to 17 years of age, and 6.1% are 21 years old along with 4.3%, 3.5%, 2.6%, and 1.7% others who are 22, 23, 24, and 27 years old respectively.

Pre-test

Pre-test Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
What are the causes of suicide	30	1	4	3.77	.679
Have you actually had any thoughts about killing yourself	30	1	4	3.37	1.129
Do you think about hurting yourself	30	1	4	2.80	.761
Are you feeling Hopeless	30	1	4	3.23	.971
What do you think about your future	30	1	4	2.40	1.276
Have you ever thought of harming yourself	30	1	4	3.40	.855
Do you have those methods available to you to take your Life, such as over the counter pills, prescription pills, knives or bridge	30	1	4	2.93	1.143
Are you thinking for suicide	30	2	4	2.17	.531
Have you told anyone that you are thinking for suicide	30	1	4	1.37	.890
Who can help to prevent suicide	30	1	4	2.53	.860
Behaviors and warning sign of suicide	30	1	4	3.27	1.143



How many people die by suicide every year	30	1	5	2.77	1.547
Suicide attempt is when people harm themselves with the goal of ending their life	30	1	4	1.93	1.202
Most people who commit suicide are depressed	30	1	4	1.57	1.040
Counseling about suicide prevention can be helpful for the teenagers	30	1	3	1.13	.434
How do you think and feel about your life now	30	1	4	2.27	.907
How many times have you tried to harm yourself	30	1	4	2.37	.809
Have you wished you were dead	30	2	4	2.23	.504
On which day suicide prevention day is celebrated	30	2	4	3.83	.461
Which group is the most effected by suicide	30	2	4	3.00	.263
Valid N (listwise)	30				

Table 1. pre-test Descriptive analysis

(Source: SPSS)

A total of 20 questions were asked to 30 participants who took part in the survey. It can be assumed from the descriptive statistics table that most participants are worried about the causes of suicide and think of harming themselves. The mean and standard deviation values like 3.77 and 1.129 represent that the responses are towards 5 on the Likert scale.

Post-test

Post-test Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
What are the causes of suicide	115	1	4	3.63	.832
Have you actually had any thoughts about killing yourself	115	1	4	3.48	1.037
Do you think about hurting yourself	115	1	4	2.77	.597
Are you feeling hopeless	115	1	4	3.13	.951
What do you think about your future	115	1	4	2.23	1.273
Have you ever thought of harming yourself	115	1	4	3.30	.878
Do you have those methods available to you to take your life, such as over the counter pills, prescription pills, knives or bridge	115	1	4	3.12	1.036
Are you thinking for suicide	115	1	4	2.10	.447
Have you told anyone that you are thinking for suicide	115	1	4	1.30	.761
Who can help to prevent suicide	115	1	4	2.76	.923
Behaviors and warning sign of suicide	115	1	4	3.42	1.009
How many people die by suicide every year	115	1	5	2.32	1.570



Suicide attempt is when people harm themselves with the goal of ending their life	115	1	4	1.98	1.256
Most people who commit suicide are depressed	115	1	4	1.66	1.034
Counseling about suicide prevention can be helpful for the teenagers	115	1	4	1.33	.746
How do you think and feel about your life now	115	1	4	1.98	.955
How many times have you tried to harm yourself	115	1	4	2.31	.742
Have you wished you were dead	115	1	4	2.19	.544
On which day suicide prevention day is celebrated	115	1	4	3.70	.749
Which group is the most effected by suicide	115	1	4	2.89	.526
Valid N (list wise)	115				

Table.2. Post-test Descriptive analysis

(Source: SPSS)

The descriptive table above represents the total 20 questions asked to respondents in the survey. All the questions are related to the impact of suicide on middle-aged people and its prevention program. The first question included in the survey is related to the identification of the causes of suicide, in which four options were included such as unemployment, breakdown of a relationship, depression, and all of these. The responses of participants have derived the mean and standard deviation values of 3.63 and 0.832 respectively, suggesting that the majority of them believe depression to be the main reason behind suicide. The question after this is closely related to this one, which deals with the assessment of the thoughts of respondents regarding suicide (Thorn *et al.* 2020). In response, most respondents stated that they think of it every time. The mean value of this question is derived as 3.48, whereas 1.037 has been the value of the standard deviation, both representing the nature of the responses. The mean and standard deviation values of the third, fourth, fifth, sixth, and seventh questions are calculated as 2.77, 3.3, 2.23, 3.30, 3.12, and 0.597, 0.951, 1.273, 0.878, and 1.036 respectively. These questions deal with different aspects related to suicide and its causes such as the thoughts of participants to hurt themselves or feeling hopeless in life. When asked about their thought about committing suicide, most participants stated that they tried twice to commit it. The value of the standard deviation in this regard is 0.447. A question was included in the questionnaire that deals with the information on suicide prevention day. In response to this question, most respondents marked 1st December, whereas others stated that the day is celebrated either on 9th September, 20th November, or 10th September. 0.749 has been the calculated standard deviation value of this question (Torok *et al.* 2019).

Summary

The current study deals with the identification of the advantages of a suicidal prevention awareness program in the context of GNM students. The study sheds light on the topic by discussing it in different chapters. Hence the suicide prevention awareness program was effective in improving the knowledge of the students regarding suicide prevention.



Limitations

Limitation of this study is associated with several consequences that include availability of the students at the time of data collection.

Recommendations

On the basis of result I suggest that the majority of the students believe that depression to be the main reason behind suicide. Hence the suicide prevention awareness program was effective in improving the knowledge of the students regarding suicide prevention. this type of awareness program should be held in every college and community area to aware more people about suicide prevention.

6. CONCLUSION

The study has provided a brief idea about the importance of prevention programs to aware people about this mental health problem. It was concluded that the suicide prevention awareness program was effective in improving the knowledge of the students regarding suicide prevention.

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