



Effectiveness of Mental Health Awareness training to Overcome Suicidal Ideation Among Higher Secondary Students

Mrs. K. K. Sumathi¹, Dr. S. Malathi²

¹Research Scholar, ²Associate Professor and Research Supervisor, Dept. of Education,
NKT National College of Education for Women, Triplicane, Chennai

Abstract

The present study aimed to study the effectiveness of mental health awareness training on suicidal ideations at higher secondary school students. Students having suicidal ideation were identified by administering Suicidal Ideation Scale prepared by research. For the present study two equivalent groups of students were made. The sample of the study consisted of 52 students studying in Thamarai Matriculation Higher Secondary School, Thamaraipalayam, Erode District, Tamil Nadu, India. There are two groups of equal students; one is the control group which consists of 26 students and the second one is the experimental group which consists of 26 students from the same class. At first, researcher conducted pre-test before the training, after the pre -test the experimental group was given the mental health awareness training program of 45 minutes for 15 days, no special treatment given to the controlled group. After training post - test was administered. Data obtained from the students in the post-test were described and analyzed the results were interpreted. The students of the experimental group fared better in the mean scores than the control group. Interpretation showed that the mental health awareness training was reduced the level of suicidal ideations of higher secondary school students. The results revealed that 15 days training program of mental health awareness practices elicited decrease in mean score of MHAT in the experimental group from average to post test and but the students in the control group retained the same mean scores. The present study reveal that the effect of mental health awareness training influences the suicidal ideations at higher secondary school student is remarkable.

Key word: Effectiveness, Suicidal Ideation, Mental Health, Awareness, Higher Secondary Students

Background: The objective of the present study is to find out the Effectiveness of mental health awareness training of higher secondary school students on suicidal ideation.

Introduction

Adolescent periods are one of the most stressful periods in development. During adolescent periods they are facing a biological, social and psychological stressors. Expectations of teachers, parents, academic pressure, peer pressure, interpersonal problems, media influences, anxiety about future are some of the stressful issues faced by adolescents. These stressors could lead to mental health problems including adjustment problem, anxiety, stress, depression, emotional imbalance, sleeping disorder and suicide thoughts. Suicidal attempts are relatively common during adolescent's period. Suicide is a social and mental health problem, and is a leading cause of deaths, especially among adolescents.

The highest number of deaths by suicide among children in this age 14 - 18 was reported from Madhya Pradesh at 3,115 followed by west Bengal at 2,802. Maharashtra at 2,527 and Tamil Nadu at 2,035.

Failure in examination was given as the reason behind the suicide of 4,046 children, while marriage related issue was the reason behind the suicide of 639 children, including 411 girls, according to the data

About 3,315 children died by suicide for reasons related to love affair, while illness was given as reason behind the suicide of 2,67 children Physical abuse was given as reason for 81 children's death

What is suicidal ideation

Suicidal Ideation or Suicidal Thoughts is the contemplation of ending one's own life. These thoughts may arise in people who feel completely hopeless or believe they can no longer cope with their life situation. According to American Psychiatric Association (2003), Suicidal ideation means thinking about or planning it does not include the final act of suicide.

Suicidal Ideation Symptoms

According to (Halgin Richard P and Susan Whitbourne, 2006)

- Feeling or appearing to feel trapped or hopeless
- Having mood swings (Happy or Sad)
- Talking about suicide or dying, revenge, guilt or shame
- Experiencing changes in personality, routine, or sleeping patterns
- Engaging in risky behaviour, such as driving carelessly, talking alcohol and drugs,
- Getting hold of a gun, medications, or substances that could end a life.
- Experiencing anxiety, depression, panic attack and impaired concentration
- Increased isolation
- Saying goodbye to others as if it were the last time

Prevention of Suicidal Ideation

Early detection and treatment are the best ways to prevent suicidal ideation and suicide attempts. If sign, symptoms, or risk factors are detected early then the individual might seek treatment and help before attempting to take their own life.

In a study of individuals who did commit suicide. 91% of them likely suffered from one or more mental illnesses. This emphasizes the importance of early detection; if a mental illness is detected, it can be treated and depression symptoms in adolescents early as controlled to help prevent suicide attempts. Another study investigated depression symptoms, in adolescents early as 9th class is a predictor of suicidal ideation. There are three steps to prevent suicide

First step Ask:

If you think someone might be suicidal, ask them directly “Are you thinking about suicide?” Don’t be afraid to do this, it shows you care and will actually decrease their risk because it shows someone is willing to talk about it. Make sure you ask directly and unambiguously.

Second step Listen and Stay with them:

If they say “yes”, they are suicidal, listen to them and allow them to express how they are feeling. Don’t leave them alone. Stay with them or get someone else reliable to stay with them.

Third step Get Help

Get them appropriate help, Call at any time. If you can get in straight away visit a GP (General Practitioner) or psychologist. Even if the danger is not immediate, they may need longer term support for the issues that led to them feeling this way.

Treatment of Suicidal Ideation

Treatment of suicidal ideation can be problematic due to the fact that several medications, Have actually been linked to increasing or causing suicidal ideation in patients. Therefore, several alternative means of treating suicidal ideation are often used. The main treatments include. Therapy, hospitalization, outpatient treatment and medication or other modalities.

Raising alarm over the probability of worsening of situation due to Covid -19 pandemic, child rights activists stressed on inclusion of life skill training in school curriculum and making mental health part of main stream health care and wellness agenda.

Commenting on how children’s psycho – social wellbeing is compromised. Especially during times of stress. Majority of children and adolescents who attempt suicide have a significant mental health issue / challenge, usually depression. Among younger children, suicide attempts are often impulsive. They may be associated with feelings of sadness, confusion, anger, stress, hyperactivity. Among teenagers, suicide attempts may be associated with feelings of stress, self- doubt, pressure to succeed, financial uncertainty, disappointment, depression and loss. For some teens suicide may appear to be a solution to their problem. We believe that all children and adolescents have a right to quality mental healthcare and psycho – social support mechanisms, and ensuring their mental well-being can go a long way in helping them grow to their full potential and become productive members of the society.

Government, society, communities, families and schools to come forward and join hands in contributing a robust mechanism towards preventing, treatment and identifies earlier children's problems, rehabilitation services and inclusion of life skill training in school curriculum to help children and young adults deal with daily stress and ensure that mental health become part of mainstream, health care and wellness, especially in such testing times.

Statement of the Problem

To find out the Effectiveness of Mental Health Awareness Training to overcome Suicidal Ideation among higher secondary school students

Research Objectives

The study was carries out with the following major objectives

1. To implement a Mental Health Awareness training to overcome Suicidal Ideation among higher secondary school students.
2. To find out the effectiveness of Mental Health Awareness training to overcome Suicidal Ideation among higher secondary school students.
3. To compare the mean scores of suicidal ideations among control and experimental group of higher secondary school students before the training programme.
4. To compare the mean scores of suicidal ideations among control and experimental group of higher secondary school students after the training programme.

Research Hypotheses

In pursuance of the above stated objectives, the following Research Hypotheses were formulated.

1. There is no significant difference between Experimental group and Control group in the Pre-test scores of higher secondary school students on suicidal Ideation.
2. There is no significant difference between Experimental group and Control group in the Post-test scores of higher secondary school students on Suicidal Ideation.
3. There is no significant difference between Pre-test and Post-test scores of Experimental group on Suicidal Ideation after the treatment on Mental Health Awareness Training
4. There is no significant difference between Pre-test and Post-test scores of Control group on Suicidal Ideation on Mental Health Awareness Training

Variable of the Study

The present study includes the following dependent variable and independent variables

Independent Variable Selected for the study are **Mental Health Awareness Training** and dependent Variable Selected for the study are **Suicidal Ideation**

Population and sample

All the higher secondary school students of Tamil Nadu, private school limits are taken as the population for the present study. The sample of the present study is 52 from higher secondary school students of Thamarai Matriculation Higher Secondary School, Erode District, Tamil Nadu.

Theoretical frame work

The present study is primarily concerned with the higher secondary school students of Erode District only. It focuses on the role played by adolescent students. It tries to find out whether higher secondary school students are facing mental health issues related to suicidal ideations. For this purpose, researcher prepared the Suicidal Ideation Scale for adolescent students. This particular scale has three subscales namely suicide intention, loneliness, depression. The researcher compared the mean scores of experimental group pre-test and post-test with control group pre-test and post-test with respect to the scale.

Materials and Tools used for the Study

The selection of suitable tool is of vital importance for successful research as it is the sole factor in collecting sound data and in arriving at perfect conclusions about the problem or study in hand, which ultimately helps to providing suitable remedial measures to the problem concerned.

For the purpose of the present research study, the researcher prepared the following material and tools.

1. Mental Health Awareness Training - MHAT (developed by researcher)
2. Suicidal Ideation Scale – developed by researcher

Suicidal Ideation Scale

Suicidal is a true, universal and generally occurring social incident. Examples of suicide are available from every society and of every period of time, right from the ancient period to the modern era. Suicide is a process of ending own life by own decision. Scientifically suicide is a psychological problem. When research behind it is analysed, we realize that it was not so serious to kill oneself.

The scale can be used for screening individuals who suffer from alarmingly high scores of suicidal ideations. The scale gives a quick measure of suicidal ideation for experimental, and counselling purposes. It is a self-administering test. It is eminently suitable for group as well as individual testing.

Suicidal ideation scale was developed by using Likert technique – 5 points scale with an aim to measure suicidal ideation. Suggestions were invited from experts from different fields such as psychology, sociology, human development. This scale consists 45 items with five alternative options like – “Strongly agree-5”, “Agree-4”, “Uncertain-3”, “Disagree-2”, “Strongly Disagree-1”. The scale consists of three dimensions namely suicide intention, loneliness, depression.

Response	Item No	Total
Suicide Intention	1,2,3,4,5,6,8,15,18,22,30,37,38,39	14
Loneliness	7,9,10,11,12,13,14,40,41,42,43,44,45	13
Depression	16,17,19,20,21,23,24,25,26,27,28,29,31,32,33,34,35,36	18
	Total	45

The composite scores of respondents possibly range from 45- 225

Norms:

Norms for the scale are available for all the age groups. These norms should be regarded as reference point for interpreting Suicidal Ideation Scores.

Scores	Interpretation
45 -81	Very Low Suicidal Ideation
82 – 116	Low Suicidal Ideation
117 – 151	Average Suicidal Ideation
152 – 186	High Suicidal Ideation
187 – 225	Very High Suicidal Ideation

Reliability of the Suicidal Ideation Scale was determined by

The Cronbach's alpha for the scale 0.829. The coefficient alpha of the overall instrument is 0.821. The test-retest reliability for each item ranges from 0.814 – 0.841. The test-retest reliability of the overall scale is .829.

Validity:

Besides face validity as all the items of the scale are concerned with the variable under focus, the scale has high content validity. The scale was validated against the external criteria and coefficient obtained was 0.74.

Statistical Analysis

Descriptive Statistics is used to find out the mean, standard deviation of the overall sample of the study with respect of the suicidal ideation scale. Then the mean, standard deviation is separately calculated for experimental group and control group. Paired sample t-test was adopted under inferential statistics to find out the effectiveness of mental health awareness training on suicidal ideation of pre-test and post-test of experimental group at 0.05 level.

Hypothesis-1:

There is no significant difference between Experimental group and Control group in the Pre - test scores of higher secondary school students in suicidal ideation

Table-1

Mean differences between experimental group and control group in pre – test scores of mental health awareness training on suicidal ideation, using paired t test

Variable	N	Experimental group		Control group		t	Significant (2-tailed)
		Mean	SD	Mean	SD		
Suicidal Ideation (pre - test)	26	109.23	11.853	109.65	13.559	0.476	0.638

Table - 1 shows that the calculated 't' value (0.638) is less than the table value of 1.96 at 0.05 level, we can understand that the both experimental and control groups pre -test scores are not significantly differed. From the above discussion the investigator concludes that before training both experimental group and control group scores are similar in pre – test on suicidal ideation.

The above observation shows that the Null hypothesis is accepted. So, there is no significant difference between Experimental group and Control group in the Pre - test scores of higher secondary school students in suicidal ideation. Further, the mean scores of experimental group is 109.23, which is merely equal to mean scores of control group 109.65. It may conclude that before the training both groups are similar in mental health status on suicidal ideation among higher secondary school students.

Hypothesis-2:

There is no significant difference between Experimental group and Control group in the post-test scores of higher secondary school students in Suicidal Ideation

Table-2

Mean differences between experimental group and control group in post – test scores of mental health awareness training on suicidal ideation, using paired t test

Variable	N	Experimental group		Control group		t	Significant (2-tailed)
		Mean	SD	Mean	SD		
Suicidal Ideation (post - test)	26	58.19	2.514	108.54	13.432	18.917	0.000

Table - 2 show that the calculated 't' value (18.917) is greater than the table value of 2.58 at 0.01 level, we can understand that the both experimental and control groups post -test scores are differed significantly. From the above discussion the investigator conclude that the mental health awareness training is reduce the suicidal ideation of higher secondary school students. Thus, we can say that after the intervention effectiveness of mental health awareness training influence the experimental group higher secondary school students to overcome suicidal ideation.

The above observation shows that the hypothesis is rejected. So, there is significant difference between Experimental group and Control group in the post - test scores of higher secondary school students in Suicidal ideation. Further, the mean scores of experimental group is 58.19, was found much less than mean scores of

control group 108.54. It may conclude that after the training there is a significant effectiveness of mental health awareness training is reducing suicidal ideation level of higher secondary school students.

Hypothesis-3:

There is no significant difference between Pre - test and Post – test scores of control groups of higher secondary students in suicidal ideation

Table-3

Mean differences between pre-test and post–test within control group on scores on mental health awareness training on suicidal ideation, using paired t test

Variable	N	Pre – test		Post – test		t	Significant (2-tailed)
		Mean	SD	Mean	SD		
Suicidal Ideation (Control Group)	26	109.65	13.559	108.54	13.432	0.271	0.000

Table - 3 show that the calculated ‘t’ value (0.271) is less than the table value of 1.96 at 0.05 level, we can understand that the both pre – test and post – test scores in control group not differ significantly. From the above discussion the researcher concluded both pre-test and post-test mean scores are similar in control group on suicidal ideation.

The above observation shows that the Null hypothesis is accepted. So, there is no significant difference between pre-test and post-test mean scores of Control Group of higher secondary school students in suicidal ideation. Further, post-test the mean scores of control group is 108.54, which is similarly equal to pre-test mean scores of control group 109.65. It may conclude that control group both pre-test and post-test groups are similar in mental health status on suicidal ideation among higher secondary school students.

Hypothesis-4:

There is no significant difference between Pre - test and Post – test scores of Experimental groups of higher secondary school students in suicidal ideation.

Table-4

Mean differences between pre-test and post-test within experimental group on scores of mental health awareness training on suicidal ideation, using paired t test

Variable	N	Pre – test		Post – test		t	Significant (2-tailed)
		Mean	SD	Mean	SD		
Suicidal ideation (Experimental Group)	26	109.23	11.853	58.19	2.514	22.731	0.000

Table-4 show that the calculated ‘t’ value (22.731) is greater than the table value of 2.58 at 0.01 level, we can understand that the both pre – test and post – test scores in experimental group differ significantly. From the above discussion the investigator conclude that the mental health awareness training is reduce the level of

suicidal ideation of higher secondary school students. Thus, we can say that after the intervention effectiveness of mental health awareness training influence the higher secondary school students to overcome suicidal ideation.

The above observation shows that the hypothesis is rejected. So, there is a significant difference between Pre - test scores and Post – test scores of Experimental groups of higher secondary school students in Suicidal ideation. Further, the post - test mean scores of experimental group is 58.19, was found much less than pre - mean scores of experimental group of 109.23. It may conclude that after the training there is a significant effect of mental health awareness training is reducing suicidal ideation level of higher secondary school students.

Delimitations of the study

Due to time constraint, the present study is restricted to resources forced the researcher to delimit reduced the size of the sample

- The study was delimited to adolescence students from higher secondary school level. only
- The sample of the study was restricted to only one district in Erode.
- The experimental study was delimited to one and only one school, due to the difficulties to arrange the modalities to conduct the experimental training.

Educational Implication

The purpose of this study was to find out the effectiveness of mental health awareness training on suicidal ideation will reduce the level of suicidal ideation of higher secondary school students. The findings of this study shows that the training program has reduce the level of suicidal ideation of higher secondary school students among the experimental group. It may help the school management to create the awareness to seek the help for suicidal thoughts or other social threatening, etc., the school management can arrange the professional training programs are to be conducted for the teachers. To identified their students easy, who are facing serious issue like stress, depression, suicidal intention etc., To providing them proper guideline and profession support more efficient and effective.

Conclusion

The study has clearly revealed the importance of mental health awareness training has reduce the level of suicidal ideation of higher secondary school students. Ultimately it all depends on the individual who invariably determine the effective training practices. Therefore, it is gratifying to note in the present study the experimental group students are highly influenced by this training programme are quite overcome from their level of suicidal ideation.

Reference

Best John. W (1977). Research in Education

Joiner, TE, Jr. (2005). Why people die by suicide. Harvard University Press; Cambridge, MA, US:

Ma J, Batterham PJ, Calear AL, Han J. (2016). A systematic review of the predictions of the Interpersonal–Psychological Theory of Suicidal Behavior. *Clinical Psychology Review.*; 46:34–45.doi: <http://dx.doi.org/10.1016/j.cpr.2016.04.008>. [PubMed: 27155061]

Mattick RP, Clarke JC. (1998). Development and validation of measures of social phobia scrutiny fear and social interaction anxiety. *Behaviour Research and Therapy.*; 36(4):455–470. doi: 10.1016/S0005-7967(97)10031-6. [PubMed: 9670605]

Silva C, Ribeiro JD, Joiner TE. (2015). Mental disorders and thwarted belongingness, perceived burdensomeness, and acquired capability for suicide. *Psychiatry Research.* 2015; 226(1):316–327.doi: 10.1016/j.psychres.2015.01.008. [PubMed: 25650048]