

EFFECTIVENESS OF PLANNED TEACHING PROGRAMME ON KNOWLEDGE AMONG SCHOOL TEACHERS REGARDING PREVENTION OF SUICIDE OF SCHOOL STUDENTS OF SELECTED SCHOOLS IN AIZAWL, MIZORAM

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Abstract: Suicide among adolescents is a major public health concern worldwide. School teachers are in a unique position to identify warning signs and provide early support to students at risk. The present study aimed to assess the effectiveness of a Planned Teaching Programme (PTP) on knowledge regarding prevention of suicide among school teachers in selected schools of Aizawl, Mizoram. A quantitative research approach with a pre-experimental one-group pre-test post-test design was adopted. Eighty school teachers were selected using purposive sampling. Data were collected using a structured knowledge questionnaire. Following the pre-test assessment, a Planned Teaching Programme was administered and a post-test was conducted after seven days. The mean pre-test knowledge score was 19.38 ± 4.26 , whereas the mean post-test knowledge score was 23.21 ± 2.73 . The mean difference was 3.83 and the calculated paired t-value was 14.81, which was statistically significant ($p < 0.05$), indicating the effectiveness of the intervention. No significant association was found between pre-test knowledge scores and selected demographic variables. The study concluded that the Planned Teaching Programme significantly improved teachers' knowledge regarding prevention of suicide among school students.

IndexTerms - Suicide prevention; school teachers; planned teaching programme; knowledge; adolescent mental health.

1. INTRODUCTION

Suicide is a major public health concern and one of the leading causes of death among adolescents worldwide. According to the World Health Organization, more than 700,000 people die due to suicide each year, and many more attempt suicide. Adolescence is a vulnerable period characterized by significant physical, emotional, psychological, and social changes, which may increase the risk of mental health problems and suicidal behaviour [1].

In recent years, suicide among school-going adolescents has become a growing concern in India. Various factors such as academic pressure, family conflicts, peer relationship problems, bullying, substance abuse, depression, and anxiety contribute to suicidal ideation and suicidal behaviour among students [2]. Early recognition of warning signs and prompt intervention are essential for reducing suicide risk and promoting mental well-being among adolescents.

Schools provide an important setting for mental health promotion and suicide prevention. Teachers spend considerable time with students and are often among the first individuals to notice changes in students' behaviour, mood, academic performance, and social interactions. Therefore, teachers can play a crucial role in identifying students at risk of suicide and facilitating timely support and referral [3].

Several studies have demonstrated that educational interventions can improve teachers' knowledge and awareness regarding suicide prevention. Enhancing teachers' understanding of risk factors, warning signs, and preventive strategies may strengthen school-based suicide prevention efforts and contribute to better mental health outcomes among students [4].

2. NEED OF THE STUDY

Suicide among adolescents is a significant public health issue that affects individuals, families, schools, and communities. Despite the increasing prevalence of mental health problems among school students, many warning signs of suicide remain unrecognized or are identified too late. Since teachers have regular contact with students, they are in a strategic position to identify behavioural and emotional changes that may indicate suicide risk.

However, evidence suggests that many teachers have insufficient knowledge regarding suicide prevention and may lack confidence in responding appropriately to students experiencing psychological distress [5]. Inadequate awareness may hinder early intervention and referral, thereby increasing the risk of adverse outcomes among vulnerable students.

Mizoram has reported relatively high suicide rates compared to several other states of India, emphasizing the need for effective suicide prevention strategies within educational settings. Strengthening teachers' knowledge through structured educational programmes may improve their ability to recognize warning signs, provide initial support, and facilitate timely referral for professional help.

A review of available literature revealed limited research regarding suicide prevention knowledge among school teachers in Aizawl, Mizoram. Therefore, the investigator felt the need to assess the effectiveness of a Planned Teaching Programme on knowledge regarding prevention of suicide among school teachers in selected schools of Aizawl, Mizoram. The findings of the study may contribute to the development of school-based mental health initiatives and teacher training programmes aimed at preventing suicide among school students.

OBJECTIVES:

- 1) To assess the pre- test level of knowledge among school teachers regarding prevention of suicide of school students.
- 2) To evaluate the effectiveness of planned teaching programme on level of knowledge among school teachers regarding prevention of suicide of school students.
- 3) To find out association between levels of knowledge among school teachers regarding prevention of suicide of school students with selected demographic variables of school teachers.

HYPOTHESES:

H1: There will be a significant difference between the pre-test and post-test level of knowledge scores of school teachers regarding prevention of suicide among school students after the administration of the planned teaching programme.

H2: There will be a significant association between pre- test levels of knowledge score regarding prevention of suicide of school students among school teachers with selected demographic variables.

3. RESEARCH METHODOLOGY

This study adopted a one group pre- test post- test design where 80 samples of high school and higher secondary school teachers were selected by non- probability purposive sampling technique in selected schools in Aizawl, Mizoram. The inclusion criteria were: a) Teachers who are in the age group of 25- 55 years b) Teachers who have at least 1 year of teaching experience c) Teachers who are willing to participate in the study, both male and female. The exclusion criteria were: a) Teachers who have attended any training programme about [prevention of suicide b) Teachers who have relatives and friends who suffers from suicidal ideation and attempts. The reliability of the self structured questionnaire was established using Cronbach's alpha and was found to be 0.836

The data were collected using demographic pro forma (age, gender, religion, marital status, number of children, presence of children in adolescent age group, educational qualification and teaching experience), and self administered questionnaire about prevention of suicide of school students to assess the level of knowledge.

A planned teaching programme was implemented over 7 weeks from 1st April to 15th May, 2026. Explanation was done for all the necessary information which then followed by obtaining of informed written consent from the selected samples. Pre- test was conducted by self- structured questionnaire on socio- demographic data and prevention of suicide, the questionnaire was distributed to the participants and requested them to fill up. After completion of the pre- test, planned teaching programme on prevention of suicide was given to the selected participants for 15 minutes. A post- test was conducted on the 7th day using the same questionnaire to evaluate the effectiveness of the teaching in enhancing knowledge on prevention of suicide.

4. RESULTS

Section- I: Socio demographic variables among school teachers

Table 4.1: Frequency and Percentage Distribution of Demographic Variables of School Teachers

Variables	Frequency	Percentage (%)
Age		
25 – 35 years	40	50
26 – 45 years	19	24
46 – 55 years	21	26
Gender		
Male	30	38
Female	50	63
Religion		
Christianity	80	100

Muslim	0	0
Hinduism	0	0
Others	0	0
Marital status		
Unmarried	40	50
Married	39	49
Widow	1	1
Separated	0	0
If married, number of children		
None	43	54
1	5	6
2	16	20
3	10	13
4 or more	6	8
Children in adolescent age group		
Yes	21	26
No	59	74
Educational qualification		
Bachelor's degree	12	15
Master's degree	68	85
Doctoral degree	0	0
Teaching experience		
1-10 years	42	53
11- 20 years	24	30.0
21- 30 years	14	18

Table 4.1 depicts the distribution of participants according to their demographic characteristics. Among the 80 school teachers included in the study, a majority 40 (50%) belonged to the 25- 25years age group, 21 (26%) were in 46- 55 years of age and 19 (24%) belonged to 26- 45 years of age. With respect to gender, females constituted 50 (63%) of the participants while 30 (38%) of the participants were male. Regarding religion of participants, all 80 (100%) belongs to Christianity, indicating a homogenous religious background within the study cohort. In terms of marital status, the majority of respondents were unmarried 40 (50%), whereas 39 (49%) were married and 1 (1%) is widow. Among the married participants, most reported having no children 43 (54%), while 16 (20%) had two children, 10 (13%) had three children, 6 (8%) had 4 or more children and 5 (6%) had one children. Regarding children in the adolescent age group, the majority of participants 59 (74%) reported not having children in this category, whereas 21 (26%) indicated that they did. In terms of educational qualification, the majority of teachers 68 (85%) held a master's degree, while 12 (15%) had a bachelor's degree. None of the participants possessed a doctoral degree. Regarding teaching experience, majority of the participants 42 (53%) has 1- 10 years of teaching experience, while 24 (30%) has 11- 20 years of teaching experience and 14 (18%) of the participants has 21- 30 years of teaching experience.

Section- II: Description of pre- test level of knowledge among school teachers regarding prevention of suicide of school students

Table 4.2 Frequency and percentage distribution of pre- test level of knowledge among school teachers regarding prevention of suicide of school students

Knowledge level	Score range	Frequency	Percentage (%)
Excellent	22- 26	24	30.0
Moderate	15-21	49	61.3
Basic	8- 14	3	3.8
Limited	<8	4	5.0

Table 4.2 depict the distribution of knowledge levels reveals that a substantial majority of the participants demonstrated a moderate level of knowledge, accounting for 61.3% (n = 49) of the total sample, while smaller portion 30.0% (n= 24) of the participants have excellent knowledge. A smaller proportion of teachers exhibited basic knowledge (3.8%, n = 3) and limited

knowledge (5.0%, n = 4), indicating a need for significant improvement in these groups. This means that although some participants are already well informed, the knowledge level is not consistent across the group. Therefore, a Planned Teaching Programme is still necessary to improve and standardize understanding among all participants, especially those with only moderate, basic, or limited knowledge.

Table 4.3 Mean and Standard deviation of pre- test score

Variable	Mean	Standard deviation
Pre- test	19.38	4.26

Table 4.3 shows that the mean pre-test knowledge score was found to be 19.38 ± 4.26 , which falls within the moderate knowledge range. This indicates that, on average, the participants had a fair level of awareness but lacked comprehensive understanding. The standard deviation reflects a moderate to high spread of scores; this indicates a substantial variability in knowledge levels among the participants, suggesting a heterogeneous distribution of scores with participants demonstrating differing degrees of understanding.

Section- III: Effectiveness of planned teaching prorgamme on level of knowledge among school teachers prevention of suicide of school students

Table 4.4 Comparison of pre-test and post-test knowledge scores among school teachers regarding prevention of suicide of school students

Variable	Mean	Standard Deviation	Mean Difference	t-value	p-value
Pre-test	19.38	4.26	3.83	14.81	0.000
Post-test	23.21	2.73			

(*p<0.05 level of significance)

Table 4.4 present the effectiveness of the planned teaching programme was evaluated by comparing the pre- test and post- test knowledge scores of school teachers. The results show that the mean post- test score (23.21 ± 2.73) was higher than the mean pre- test score (19.38 ± 4.26), indicating an improvement in knowledge following the intervention.

This indicates that the improvement in knowledge scores was statistically significant and not due to chance. Therefore, the null hypothesis (H_0) is rejected, and the research hypothesis (H_1) which states that there will be a significant difference between the pre-test and post-test level of knowledge scores of school teachers regarding prevention of suicide among school students after the administration of the planned teaching programme, is accepted. This confirms that the planned teaching programme was effective in improving the knowledge of school teachers regarding the prevention of suicide among school students.

Section- IV: Association between pre- test knowledge among school teachers regarding prevention of suicide of school students with selected demographic variables

Table 4.5 Association between Pre-test Knowledge Level among school teachers regarding prevention of suicide of school students and Selected Demographic Variables using Fisher's Exact Test

Demographic Variable	Categories	Fisher's Exact Test (p-value)
Age	25 – 35 Years	0.251
	36 – 45 Years	
	46 – 55 Years	
Gender	Male	0.849
	Female	
Marital Status	Unmarried	0.413
	Married	
	Widow	
	Separated	
Number of Children	None	0.623
	1	
	2	
	3	
	4 or more	

Children in Adolescent	Yes	0.733
	No	
Educational Qualification	Bachelor's degree	0.311
	Master's degree	
	Doctoral degree	
Teaching Experience	1- 10 years	0.970
	11- 20 years	
	21- 30 years	

(* $p < 0.05$ level of significance)

Table 4.5 depicts the association between pre- test level of knowledge among school teachers regarding prevention of suicide of school students with their selected demographic variables which was tested by using Fisher's Exact Test. Result revealed that there was no statistically significant association between pre- test knowledge scores and any of the selected demographic variables.

5. DISCUSSION

The present study assessed the effectiveness of a Planned Teaching Programme (PTP) on knowledge regarding prevention of suicide among school teachers in selected schools of Aizawl, Mizoram. The findings revealed that the majority of teachers had moderate knowledge (61.3%) during the pre-test, while only 30.0% demonstrated excellent knowledge. These findings indicate that although teachers possessed some awareness of suicide prevention, important knowledge gaps existed. Similar findings were reported by Parkhe and Kaur, who found that most junior college teachers had moderate knowledge regarding the identification of suicidal tendencies among adolescents [6]. Likewise, Verma et al. and Marbaniang et al. reported inadequate to moderate knowledge among school teachers regarding suicide prevention, emphasizing the need for structured educational interventions [7,8].

Following the administration of the Planned Teaching Programme, a statistically significant improvement in knowledge was observed. The mean knowledge score increased from 19.38 ± 4.26 in the pre-test to 23.21 ± 2.73 in the post-test, with a mean difference of 3.83 and a paired t -value of 14.81 ($p < 0.001$). These findings demonstrate that the intervention effectively enhanced teachers' knowledge regarding suicide prevention. Similar results were reported by Samuvel, who observed a significant improvement in teachers' knowledge following a planned teaching programme ($t = 15.97, p < 0.05$) [9]. Comparable findings were also reported by Bhasme, Pardeshi, and Verma et al., who concluded that educational interventions significantly improve teachers' knowledge and preparedness for identifying students at risk of suicide [7,10,11,]. Furthermore, Bockhoff et al. found that suicide prevention training significantly enhanced school personnel's action-related knowledge and self-efficacy in responding to students at risk, further supporting the effectiveness of structured training programmes [13].

The present study also found no statistically significant association between pre-test knowledge scores and selected demographic variables, including age, gender, marital status, educational qualification, number of children, presence of adolescent children, and years of teaching experience. This suggests that baseline knowledge regarding suicide prevention was generally similar across different demographic groups. Similar findings were reported by Samuvel, and Parkhe and Kaur, who also found no significant association between most demographic variables and teachers' knowledge regarding suicide prevention [6,9]. These findings indicate that suicide prevention training should be provided to all school teachers regardless of their demographic characteristics. Overall, the findings of the present study demonstrate that the Planned Teaching Programme was effective in improving school teachers' knowledge regarding prevention of suicide among school students. Regular educational programmes on suicide prevention may enhance teachers' ability to recognize warning signs, provide appropriate initial support, and facilitate timely referral of students at risk, thereby strengthening school-based mental health services.

6. CONCLUSION

The findings of the present study lead to the conclusion that school teachers had only a moderate level of knowledge regarding prevention of suicide among school students. However, a well-structured and systematically delivered Planned Teaching Programme proved to be an effective, feasible, and practical strategy in significantly enhancing their knowledge. The absence of association between demographic variables and knowledge level indicates that knowledge gaps exist across all categories of teachers, thereby justifying the need for universal training of school teachers in suicide prevention.

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