

## EFFECTIVENESS OF COMPUTER ASSISTED TEACHING ON SUICIDAL PREVENTION AMONG YOUNGER ADULTS AT SELECTED COLLEGES IN THIRUVALLUR DISTRICT

Jeniferlisi J\*

Indira College of Nursing, Thiruvallur, Tamilnadu, India

### ABSTRACT

**Introduction:** Suicide is the most leading cause death among younger adults. It account for 35 % of recorded death in India. In this study a pre-experimental one group pretest and posttest design was undertaken to assess the effectiveness of computer assisted on suicidal prevention among younger adults at selected nursing colleges in Thiruvallur district. In this study, 60 samples were selected by using non- probability convenience sampling technique. Self administered questions were used to collect the data findings of this study revealed that the paired‘t’ test value is 8.71. Which is significantly higher than the table value of 4.05 at  $p \leq 0.05$  level. Which shows that computer assisted teaching was effective, there is a statistically high significant difference found between pre and post-test level of knowledge regarding suicidal prevention among younger adults.

**Key words:** Younger adults, Computer assisted teaching, Suicidal prevention.

Corresponding Author

**Jeniferlisi J**

Email:- [jeniferlisi.john@gmail.com](mailto:jeniferlisi.john@gmail.com)

Article Info

*Received 23/02/2023; Revised 26/03/2023*

*Accepted 24/04/2023*

### INTRODUCTION

India has the largest youth population in worldwide. The youth constitute 22 percent of India's population. The word younger adult is derived from the Latin word *adultus*, which means "to grow into adulthood" it is a time of moving from the immaturity of childhood into the maturity of adulthood. Worldwide, suicide is among the top five causes of death. Suicide is the fourth leading cause of death in 15- 29 years old globally in 2019.

Younger adult is a stressful developmental period filled with major changes –such as, body changes, changes in thoughts, and changes in feelings, strong feelings of stress, confusion, fear, uncertainty, as well as pressure to succeed, these reasons may influence a teenager's problem solving and decision making abilities. Now a days suicide prevention among adolescents and younger adults is very important and high priority.

Every year over 2 million high school students start colleges. These students are steps into their younger adulthood and taking the next step in their life. The period

in the human lifespan in which full physical and intellectual maturity have been attained.

According to 2021 data from the National Crime Record Bureau, around 13,089 students committed suicide in India. That's one student every hour. Despite of one of the most advanced states in India, Maharashtra had the highest student death, followed by Madhya Pradesh is second and TamilNadu has third highest number of student committed suicide in India around 1,246 students died by suicides.

A college is the place where the younger adult spends almost half of the day. This is especially important if a student notices or has a gut feeling that another student is struggling. Suicide prevention starts with recognizing the warning signs and taking them seriously. Also, nowadays suicidal behaviour becomes common in adolescents and younger adults and number of suicide cases and suicidal attempts increasing gradually providing knowledge of suicide prevention can helps the students to identify and seeking helps to save someone's life.



**OBJECTIVES**

- To assess the pre-test and post-test level of knowledge on suicidal prevention among younger adults.
- To assess the effectiveness of Computer Assisted Teaching on suicidal prevention among younger adults by comparing their pre-test and post-test scores.
- To associate the selected background variables with the post-test level of knowledge on suicidal prevention among younger adults.

**RESEARCH METHODOLOGY**

The conceptual framework used in this study was based on J.W.Kenny’s Open System Model. The research design selected for this study is pre-experimental one group pretest and posttest design. 60 samples were selected by using convenience sampling technique in Indira College of Nursing in Thiruvallur District. The data was collected by using self-administered questionnaire which consist of 30 multiple choice questions, to assess the level of knowledge before and after intervention. Computer assisted teaching programme was introduced to the participants and implemented for 1 weeks. After 1 weeks, post-test was conducted to evaluate the effectiveness of Computer assisted teaching on knowledge regarding prevention of suicidal prevention among younger adults. The data was analyzed by using descriptive and inferential statistics.

**RESULTS**

**Comparison between the Pre-test and Post-test scores on Knowledge Regarding Suicide Prevention among younger adults**

The above figure shows that, during pre-test, 15(25%) younger adults have moderately adequate knowledge, 45(75%) have inadequate knowledge and none of them have adequate knowledge. During post-test, 23(38.33%)

younger adults have adequate knowledge, 37(61.67%) have moderately adequate knowledge and none of them have inadequate knowledge regarding prevention of suicide.

**Comparison of pre-test and post-test level of knowledge regarding suicidal prevention among younger adults**

The above table 3.1 : shows that the General information related pretest mean score is 1.35+0.75, post test mean score is 2.08+0.70. Pertained to causes, the pre test mean score is 2.7+1.4, post test mean score is 4.16+1.4. Pertained to warning signs, the pretest mean score is 4.45+1.50, post test mean score is 7.27+1.35. In relation to prevention of suicidal behavior, the pretest mean score is 4.1+1.87, post test mean score is 7.68+1.83 which is the mean improvement is 9.31.

The above table 3.2: shows that the mean score during pre-test is 12.6 ± 5.52, and the mean score during post-test is 21.19 ± 5.28. The paired ‘t’ test value is 8.71. Which is significantly higher than the table value of 4.05 at p≤0.05 level. Hence hypothesis H1 is retained. Thus it becomes evident that the computer assisted teaching effective in improving the knowledge regarding prevention of suicide among younger adults.

**Association of Post-Test Level Of Knowledge Regarding Prevention Of Suicide Among Younger Adults**

There is no significant statistical relationship between the post-test score of level of knowledge regarding suicide prevention among younger adults with their selected background variables such as age, gender, religion, place of residency, type of family, paternal qualification, maternal qualification, occupation of parent, parent income per month, history of suicide.

**Table 1: Area wise Mean, SD, Mean percentage and differences in mean percentage of pre test and post test knowledge score regarding prevention of Suicide among younger adults. N=60**

Sl. No	Area of knowledge	Maximum score	pretest		Post test		Difference in Mean %
			Mean	SD	Mean	SD	
1.	General information	3	1.35	0.75	2.08	0.70	9.31
2.	Causes	6	2.7	1.4	4.16	1.4	
3.	Warning signs	11	4.45	1.50	7.27	1.35	
4.	Prevention of Suicidal Behaviour	10	4.1	1.87	7.68	1.83	

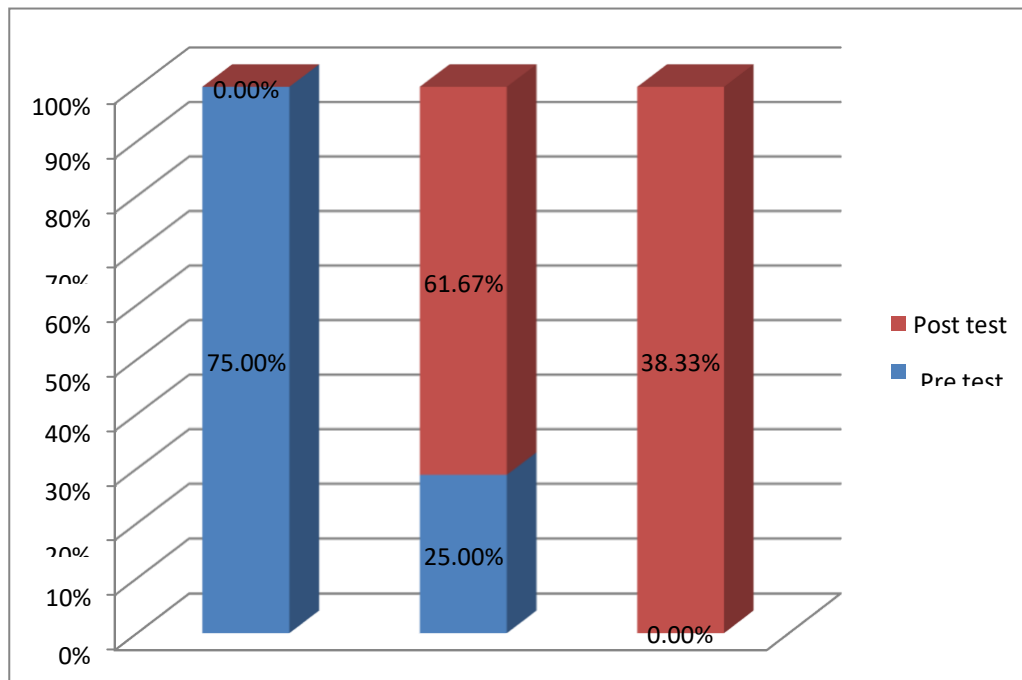
**Table-2: Effectiveness of Computer Assisted Teaching On Knowledge Regarding Prevention Of Suicide Among Younger Adults**

Knowledge	Mean	S.D	‘t’ Value	Df	Table value
Pre test	12.6	5.52	8.71	59	4.05
Post test	21.19	5.28			

Significant at p≤ 0.05 level



Figure 01:



**DISCUSSION**

This Chapter deals about the discussion of the study with statistical analysis and the findings of the study based on objectives of the study.

The main aim of the study was to evaluate the effectiveness of Computer assisted teaching on knowledge regarding suicidal prevention among younger adults in Indira College of Nursing at Thiruvallur District. The results of the study was based on statistical analysis.

**1. To Assess The Pretest And Posttest Level Of Knowledge On Suicidal Prevention Among Younger Adults.**

The level of knowledge regarding suicidal prevention among younger adults was assessed by using self-administered questionnaire .Around 60 samples were collected by using non probability convenience sampling technique. Table II shows that description of pre-test scores on the level of knowledge regarding suicidal prevention among school younger adults. It denotes that 45 (75%) younger adults had inadequate level of knowledge, 15 (25%) younger adults had moderate level of knowledge.

**2. To Assess The Effectiveness Of Computer Assisted Teaching On Suicidal Prevention Among Younger Adults By Comparing Their Pretest And Posttest Score.**

The comparison of pre-test and post-test scores on level of knowledge regarding suicidal prevention among younger adults. Computer assisted teaching was

introduced and administered. Post- test was conducted by using self-administered questionnaire at the end of 1 weeks. It denotes that the level of knowledge regarding suicidal prevention among younger adults was found to be improved.

It shows that the mean score during pre-test is 12.6, and the mean score during post-test is 21.19 the paired ‘t’ value is 8.71 which significantly higher than the table value of 4.05 at (p≤0.05) level. Hence hypothesis H1 is proved. Thus it becomes evident that the computer assisted teaching is effective in improving the knowledge regarding prevention of suicide among younger adults.

**3. To Associate The Selected Background Variables With The Posttest Level Of Knowledge On Suicidal Prevention Among Younger Adults.**

There is no significant statistical relationship between the post-test score of level of knowledge regarding suicide prevention among younger adults and selected background variables such as age, gender, religion, place of residency, type of family, paternal qualification, maternal qualification, occupation of parent, parent income per month, history of suicide.

**CONCLUSION**

This study was done to determine the effectiveness of computer assisted teaching on knowledge regarding suicidal prevention among younger adults. The result of the study showed that the mean score during pre-test is 12.6, and the mean score during post-test is 21.19 the paired ‘t’ value is 8.71 which significantly higher than the table value of 4.05 at (p≤0.05) level. There was a



significant improvement in knowledge of younger adults after computer assisted teaching and it suggests that the education for suicidal prevention is need for the younger adults.

#### RECOMMENDATIONS

- A similar kind of study can be conducted for a larger group to generate the findings for making a more valid generalization.

- A comparative study can be conducted on knowledge of suicidal prevention of younger adults between men and women.
- A comparative study can be conducted on knowledge of suicidal prevention and suicidal behavior among younger adults between urban and rural community.
- A similar study can be conducted with a control group.

#### REFERENCE

1. Bard HE. (2017). Suicidal Behaviors among Adolescents. *BMC public health*. 38(3). 168-176.
2. Nock MK. (2018). Prevalence, correlates and treatment of lifetime suicidal behavior among adolescents. *JAMA Psychiatry*. 70(3). 300-310.
3. Sharma. (2009). Suicidal behavior: A global public health concern. *J Chinese Clinical Medicine*. 25(3). 353-360.
4. Jo Robinson. (2018). preventing suicide in young people. *Australian & New Zealand journal of psychiatry*. 45(1), 3-26.
5. Andrea Miranda–mendizabel. (2019). Gender differences in suicidal behavior in adolescents and young adults. *International journal of public health* 64, 265-283.
6. Lucas Godoy Garraz. (2019). long-term impact of the garrett lee Smith youth suicide prevention. *Journal of child psychology and psychiatry* 60(10), 1142-1147.
7. Alison L calear. (2016). A systematic review of psychological suicide prevention interventions for youth. *Journal of European child and adolescent psychiatry* 25, 467-482.
8. Amelia M Arria. (2018). Help seeing and mental health services utilization among college students. *Journal of psychiatric services* 62(12), 1510-1513.
9. Danutawasserman. (2021). Suicide prevention in younger adults and adolescent. *Journal of asia-pacific psychiatry* 13(3), e12452.
10. Eleanor Bailey. (2018). Suicide prevention in educational settings. *Journals of Australasian psychiatry* 26(2), 132-140.

