

## **Using the group discussion technique to develop high school student's awareness of the dangers of attempting suicide**

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**Abstract:****Using the group discussion technique to develop high school student's awareness of the dangers of attempting suicide**

The study aims to reveal the effect of the difference in the timing of providing guidance and support by the specialist working with groups (before / during / after) implementing electronic activities programs in the light of the cognitive load theory to develop the skills of secondary education students, and the study depends on the following hypothesis (there are statistically significant differences due to the difference in timing Support (before/during/after) among the averages of the experimental electronic groups in the implementation of electronic activities programs on (the cognitive load scale, the cognitive skill aspect, the electronic activities evaluation card) in the post measurement.

This study belongs to quasi-experimental studies using the experimental method, which measures the effect of the experimental variable, which is the difference in the timing of providing support (before / during / after) on the dependent variable, which is the practice of electronic activities programs in the light of the theory of cognitive load, and three tools for the study were relied on for the study, and they were applied to A sample of (30) students divided into three experimental groups.

The result of the study reached to accept the imposition of the study in favor of providing support during the practice of electronic activities programs, and this depends on the skill of the specialist and the team working with him in directing the members of the group during the practice of electronic activities programs, and the study recommended the need to take advantage of electronic activities to teach and develop the capabilities and skills of members The group to design and produce some electronic activities programs from the perspective of how to work with groups.

**Keywords:** support timing - electronic activities programs - cognitive load theory - secondary education students.

## استخدام تكنيك المناقشة الجماعية لتنمية وعي طلاب المرحلة الثانوية العامة بمخاطر محاولة الانتحار

تهدف الدراسة إلى استخدام تكنيك المناقشة الجماعية لتنمية الوعي لدى طلاب المرحلة الثانوية العامة بمخاطر محاولة الانتحار، وتعتمد الدراسة على الفرض التالي (توجد فروق دالة إحصائية بين متوسطات درجات الجماعة التجريبية قبل تطبيق برنامج التدخل المهني باستخدام تكنيك المناقشة الجماعية لتنمية وعي طلاب المرحلة الثانوية العامة بمخاطر محاولات الانتحار وبين متوسطات درجاتها بعد تطبيق البرنامج، لصالح القياس البعدي). وتنتمي هذه الدراسة للدراسات شبه التجريبية باستخدام المنهج التجريبي، والتي تقيس أثر المتغير التجريبي وهو استخدام تكنيك المناقشة الجماعية على المتغير التابع وهو تنمية وعي طلاب المرحلة الثانوية العامة بمخاطر محاولة الإنتحار، وتم الاعتماد على مقياس تنمية الوعي لدى طلاب المرحلة الثانوية العامة، وتطبيقها على عينة عددها (15) طالب كجماعات تجريبية. ولقد توصلت نتيجة الدراسة إلى قبول فرض الدراسة (توجد فروق دالة إحصائية بين متوسطات درجات الجماعة التجريبية قبل تطبيق برنامج التدخل المهني باستخدام تكنيك المناقشة الجماعية لتنمية وعي طلاب المرحلة الثانوية العامة بمخاطر محاولات الانتحار وبين متوسطات درجاتها بعد تطبيق البرنامج، لصالح القياس البعدي)، وقد أوصت الدراسة على ضرورة الاهتمام برفع المستوى الديني والثقافي لدى طلاب المرحلة الثانوية العامة بالإستعانة بمؤسسات المجتمع المدني لإقامة برامج وأنشطة وندوات دينية للطلاب للحد من محاولة الإنتحار، وزيادة وعي الآباء والأمهات بأهمية توفير بيئة منزلية آمنة، تساعد طلاب المرحلة الثانوية العامة على الشعور بالأمان والأمان والاستقرار النفسي، والذي يقودها للتوافق النفسي والاجتماعي.

**الكلمات المفتاحية:** - المناقشة الجماعية- الوعي - طلاب المرحلة الثانوية العامة - محاولة الإنتحار

**First: The problem of the study:-**

The phenomenon of suicide represents one of the most prominent social phenomena that is shrouded in mystery in many human societies. It is usually accompanied by the absence of the whole truth or parts of it. Whether in terms of the life of the suicidal person or his motives for committing suicide; The family of a suicidal person often deliberately hides many details about the motives for suicide, perhaps for social, personal, or security considerations, which has caused people to circulate and believe in many misconceptions about the phenomenon of suicide in general, such as: their belief that the suicidal person suffers from a inferiority complex, suffers from a disability, or possesses a disease. There is no hope of his acquittal, as he may be ignorant or young.

Suicide provides a way for the suicidal person to escape from a difficult situation he found himself in and from which he could not get out, to confront a danger, a punishment, a threat, or a difficult situation. Most suicidal behaviors may carry this subconscious meaning of escape. When the suicidal person finds himself facing difficult conflicts, the suicidal person holds himself responsible for his failure, so he confronts aggression towards himself, and thus Attempting suicide is an escape from oneself. (Ghazal, 2016, p. 23)

If we follow the phenomenon of suicide in general, it becomes clear to us that it can occur in any society. It is not limited to one group or another, or a specific age stage, or a specific social, cultural, economic, or scientific level. Official studies and statistics at the global level confirm the increasing phenomenon of suicide and its rates growing steadily in developed and developing societies alike. (Al-Rashoud, 2006, p. 13)

Statistics from the World Health Organization for the year 2022 indicate that more than (800) thousand people around the world are victims of suicide, and one person loses his life because of it every (40) seconds, without recording the number of failed attempts, as the World Health Organization only counted the number of those who actually committed suicide, and it is considered suicide. The fourth leading cause of death among young people aged (15-19) years, and in the United States of America in 2021 we will find more than (142,723) cases of suicide. (World Health Organization, 2022, p. 1)

It was also found at the level of Arab countries in 2021 that the number of suicides in Sudan (7205), in Yemen (7335), in Algeria (5300), in Iraq (5128), in the Kingdom of Saudi Arabia (3035), and in the Kingdom of Morocco (3014) . (League of Arab States, 2022, p. 17)

As for the Arab Republic of Egypt, the Center for Social and Criminological Research issued a report in 2020 in which it explained that suicide rates do not exceed (1029) suicides per (100) thousand people during the year 2018. (Center for Social and Criminological Research, 2021, p. 1), while in a report by the Media Center of the Egyptian

Council of Ministers it was confirmed that World Bank data show very low suicide rates and that the Arab Republic of Egypt is ranked 150th out of 183 countries in global suicide rates. (Cabinet of Ministers, 2023), while the Secretariat of Mental Health and Addiction Treatment explained that (2902) of secondary school students suffer from psychological problems and (2107) of them are thinking about suicide, while the Arab Republic of Egypt witnessed (4085) suicide cases during the year 2022, while Data from the Central Agency for Public Mobilization and Statistics showed that over the years (2019: 2022) the most suicidal age groups were young people, especially those in the second and third decades of their lives. (Ministry of Health, 2023, p. 4)

Not only that, but there are previous studies that confirm that the rates of suicide incidents, whether suicide attempts or actual suicide, have been increasing over time, with rates varying in different societies (from one society to another, from one region to another within a single society, and from time to time), including what was confirmed by a study (Emile Durkheim) that the rate of suicide varies from one society to another, and in the same society with time, and criminal and vital statistics in most countries of the world indicate that suicide attempts are frequent and their percentage increases with the progress of time, linked to the spread of industrialization and excessive urbanization, accompanied by a noticeable complexity. In life, the intertwining of interests and the mechanism of social relations, and the disintegration of many groups in modern times in particular. (Khader, 2021, p. 31)

This shows us the extent of the spread of the phenomenon of suicide, whether suicide attempts or actual suicide, in all societies, as no society is devoid of it, but the percentages vary, which requires standing up to know and understand the dimensions of this phenomenon and the groups most vulnerable to it. We find a study (Al-Faris, 2019) that clarified that the term suicide is one of the terms. It was not mentioned in the writings of the earlier Islamic jurists despite its occurrence in the Sunnah of the Prophet, and it also confirmed the existence of agreement among all Muslim jurists on the prohibition of suicide, whether incitement, assistance, or agreement to commit it. This is in agreement with the study (Al-Saadoun, 2020), which confirmed that the texts and legal evidence are from the Qur'an and Sunnah. Suicide is forbidden. As for the study (Abdel Rahim, 2016), it confirmed that suicide has become a worrying phenomenon in the past few years in most Arab countries, and that more than 78% of those who commit suicide are between the ages of 17-40 years. Two studies (Al-Rashoud, 2006) and (Khader, 2021) agree with this that young people are the group most vulnerable to suicide.

This requires research into the factors leading to the spread and aggravation of this dangerous phenomenon that threatens all countries of the world, and which did not come out of nowhere. Rather, there are

many factors, and this is what was confirmed by the study (Al-Rashood, 2006) that the family and the problems that obstruct the individual's life often constitute the main reason behind taking the initiative. To commit suicide. The study (Abdel Rahim, 2016) also showed that social and economic deterioration in Arab countries represents motives for attempting suicide or actually committing suicide. As for the study (Al-Saadoun, 2020), it divided the suicidal person's motives when committing suicide into two parts: internal motives and external motives. She explained that the suicide rate is high among individuals who suffer from mental illnesses. And the Islamic society's neglect of the duty of calling people to God and enjoining good and forbidding evil; It helps increase the problems facing a person, which prompts him to attempt suicide. It also revealed that suicide cases increase during disasters and financial and economic crises.

The study (Khader, 2021) added that suicide attempters are women with an average educational level or less, which indicates that there is a relationship between suicide and educational level, and that increasing the number of family members leads to the occurrence of family problems that may lead to suicide as a natural result of weak family cohesion. A study (on, 2022) that psychological disorders, family problems, emotional failure, and weak religious faith are among the most important reasons for attempting suicide. Britchnell's study (2019) added that the causes of suicide are due to the early loss of the mother, or the death of the father before the age of ten. As for the study by Dyer and Kreitmaa (2020), there is a positive and significant relationship between despair and both depression and the desire to commit suicide. The study (Rich, 2022) agreed with it about the existence of a positive and significant relationship between despair and both depression and suicide. While the study by Dixon et al. (Dixon, et. Al., 2023) Their results revealed that quarrels had a significant impact on both despair and suicide after isolating negative life events. The study (Gado, 2012) also added that there is a positive and statistically significant correlation between the probability of attempting suicide and metacognitive beliefs. The study (Kim, Yun Hee and others, 2013) confirmed that life pressures have a significant impact on student's thinking about suicide. This is in agreement with the study (Shaaban 2014), which revealed the existence of a positive, statistically significant correlation between the probability of thinking about suicide and the stressful life events to which they are exposed. Adolescent high school students.

Through the previous presentation, we see many factors that push a person to attempt suicide or actually commit suicide. The question that poses itself to us now: What are the risks resulting from suicide? If we look around us, we find that there are many dangers of attempting suicide to the suicidal person, his family, and society as a whole. The suicidal

person may die, or suffer physical or psychological injuries such as isolation, depression, and anxiety as a result of his failure in the suicide attempt. As for his family, he may be exposed to sadness, pain, feelings of guilt, shame, and embarrassment, and children and adolescents in the family may be exposed to Psychological problems such as depression, anxiety, and thoughts of suicide, and social relationships may be affected, whether between family members and each other or with the outside community, in addition to the family being exposed to an increase in the financial burden on it if the suicide attempt fails to treat the suicidal person. As for society, it may lose talented and talented individuals, in addition to reducing the rates of suicide. Production and a decline in economic growth, and may lead to an increase in suicide cases in society, and some may exploit suicide incidents to glorify the suicides and promote extremist ideas, which leads to an increase in extremism and violence in society. Among the studies that confirmed this is the study by Worchel & Shebilske (2015), that suicide is a cause Among the ten causes of death.

This requires searching for solutions, proposals and recommendations to reduce suicide attempts. Here we find some studies that have made this clear, including the Al-Rashoud study (2006), which confirmed that the religious axis must be the basis on which preventive and curative plans and programs can be developed, taking into account the cultural specificity of Islamic societies. As for the study (Al-Faris, 2019), it recommended the need to highlight the role assigned to social educational institutions with regard to guidance for studying the phenomenon and its treatment, and the role of the media in public awareness to spread the facts about suicide and its danger to faith and society, and alerted to the importance of establishing treatment centers for individuals who attempted suicide and then abandoned it. Treating them in a way that is compatible with their conditions and suits their circumstances.

Suicide is a new phenomenon in Egyptian society, which in the past was not aware of this phenomenon except for some rare individual cases. There is no doubt that the emergence of this problem, in a society like Egyptian society, which is characterized by a cultural and social specificity that makes it rarely occur, is due to the rapid and successive changes that Egyptian society has witnessed. As a result of development processes resulting in rapid, profound and comprehensive social and cultural change, which constitutes a suitable environment for many manifestations of social disintegration and social problems to appear, including the problem of suicide, where an increase in suicide cases has been observed in recent years, and by comparing the incidents of premeditated murder and self-homicide, it turns out that individuals who kill themselves They commit suicide, more than those who die due to

intentional homicides in Egyptian society (Central Agency for Public Mobilization and Statistics, 2023).

As a result of the pressures experienced by members of Egyptian society and the attempt of the majority of citizens to live at a better standard and keep pace with developments, most citizens seek to make their children feel that education is the only way to achieve this, and it is inculcated in the child from a young age that the high school stage is the determination of his destiny, and if he is unable to enter medical colleges or... Engineering, his life has ended, not only his life, but the life of all family members, and he cannot continue his life. Here the student may be exposed to many psychological pressures and internal conflicts that he cannot confront, and he begins to search for a solution to get rid of the conflicts. We often hear about cases of suicide attempts before they begin. Or during the exam and after the results appear, and this may be the result of generating an irrational thought among high school students, the idea of everything or nothing, either I am a doctor or I am a failure, and here comes the suicide attempt.

The moment a high school student commits suicide is the moment known as emotional chaos, which is a psychological state that results from excessive sadness and fear that the student experiences due to the difficulty of the exam or its result. The student does this thinking that the world has ended for him at this moment, because the student at this stage does not have any other interests that motivate life other than learning and obtaining the highest academic degrees, and he believes that as long as he fails in learning, he will fail in his future life .(Abu Hussein,2023, p.65)

Hence, it is necessary to have sources of support and assistance for students who are thinking about attempting suicide, and to provide ways to prevent a suicide attempt. All professions have been concerned with social problems, including the problem of suicide, and the social service profession is a humanitarian profession that deals primarily with the human being in his various forms, as an individual, as a member. In a group, as a member of a society, and working to give him normal behavior and basic skills to confront social problems such as attempting suicide. (Al-Sanhouri et al., 2009, p. 118).

Social service also aims to develop citizen's awareness and awareness, direct their efforts to confront societal problems, emphasize their participation in treating these negative problems, and emphasize the need for citizen's societal efforts to eliminate social phenomena related to humans. Therefore, we find that social service in the field of the suicide attempt phenomenon represents a process of raising awareness for members of society about their environment and the interaction of its elements. Behavioral, social, psychological and cultural, as well as providing them with knowledge, values, skills and experiences to solve societal problems in the present and future. (Ghobari, 2003, p. 14)

The method of working with groups as one of the methods of social service works to help group members carry out their social roles to help them bring about positive changes in their environments (Al-Gharaibeh, 2018, p. 28). It also aims to bring about intentional social changes in the members through the collective experiences and constructive social interaction it provides, allowing them to improve their performance. social and creating the appropriate climate for socialization and acquiring the characteristics of good citizenship in order to contribute effectively to the development of their society and for the group to become a suitable cell for instilling social values away from negative social phenomena, including attempted suicide (Majdi, 2014, p. 118).

Group discussion is considered one of the indispensable techniques and methods of working with groups that a specialist working with groups needs in his work environment. During the discussion, the various aspects of the suicide attempt are identified and analyzed, and all members of the group participate in the discussion, trying to exchange the greatest amount of facts and information within a specific time. At the end of it, each member can have gained new ideas and achieved better harmony within the group. The group discussion works to develop the capabilities of the group members and provide them with the necessary expertise in reducing the risks of attempting suicide. (Mounir, 1999, p. 104)

Group discussion is used to formulate work policy and take decisions or procedures to govern and control the work carried out by the group. Members must have an equal opportunity to discuss topics. Group discussion is one of the best ways to gather human experiences and clarify facts (Al-Awadi, 2010, p. 300). Group discussion has its importance, so it takes The nature of logical confrontation of matters related to the group and the problems of its members. Group members express their thoughts and feelings. There is also the possibility of modifying opinions and providing the opportunity for members to gain new insight into matters and increase knowledge. Members become more capable and powerful to express their views regarding the suicide attempt, the focus of discussion, and they become more influential in their mutual relationship. They are more able to use collective experience and reach mutual understanding about the suicide attempt (Ahmed, 2003, p.48)

Group discussion in the method of working with groups aims to provide group members with knowledge, skills, and experience, and through it they are trained to perform leadership roles within the group. We find a study (Bondervea, 2022) that confirmed the importance of group discussion in exchanging and generating ideas in the group and contributed to building the student's personalities in an effective way and protecting them. From deviance, and the study (Abu Ara, 2023) confirmed the possibility of using group discussion and role playing

within the framework of the method of working with groups in developing university youth's awareness of their social roles, and the study (Gerald, 2022) explained the importance of group discussion in imparting many social skills to university youth. Through the use of different activities that help to form their awareness of confronting all negative social phenomena, and a study (John, 2023) confirmed that group discussion using brainstorming added many concepts and knowledge to women regarding their social responsibility and reducing social problems, especially deviance. And a study ( Al-Jayyoush, 2023) concluded that professional intervention in the manner of working with groups using group discussion led to the development of member's tendencies to participate in student activities to reduce various social problems, and the study (Al-Khalaf, 2023) confirmed the effectiveness of group discussion in developing civic culture among young people, and the study (Al-Shehri, 1443 AH) confirmed that using group discussion leads to increasing young people's knowledge of the characteristics of citizenship and their practice by providing them with some behaviors and skills.

All previous studies that have dealt with the phenomenon of attempted suicide, the role of the social work profession in general, and the method of working with groups in particular, and through the technique of group discussion in confronting the negative social phenomena facing members of society, especially young people, have emphasized the importance of using group discussion in reducing apparent risks. Suicide attempt. None of the previous studies addressed the group discussion technique from the perspective of how to work with groups to reduce the phenomenon of suicide attempt and raise awareness of its dangers among high school students. The current study benefited from previous studies in determining the dimensions of the current study, the theoretical framework, and methodological procedures.

By looking at the theoretical framework of the phenomenon of attempted suicide and the group discussion and the findings of the studies that the researcher reviewed, it appears that there are many factors that lead to attempted suicide, in addition to many risks resulting from the spread of the phenomenon of attempted suicide, especially among young people in secondary school, especially males, as Rudd's study confirmed ( Rudd, 2022) There were no fundamental differences between males and females in attempting suicide, while males were more likely to attempt suicide than females. This was represented by their lack of awareness of its risks, weak social relationships and social participation, lack of group affiliation, and the spread of deviant behaviors, which requires the work of a work specialist. The groups have a role with these students to make them aware of the phenomenon of attempted suicide, the factors that lead to it and its risks, and the role that social service can contribute in general and the group method in particular by relying on the technique of group discussion because of its impact on making high school students aware of

the dangers of attempting suicide. Suicide. Accordingly, the issue of the study is crystallized as follows:

**Does using the group discussion technique develop awareness among high school students about the dangers of attempting suicide?**

**Second: The importance of the study:-**

1. The phenomenon of suicide represents one of the phenomena of deviant behavior resulting from contemporary global challenges, in addition to the role of the spread of social media networks in their increase in societies and their rapid, interconnected and successive consequences resulting from suicide and its dangers to high school students and their rush to undertake it and imitate Western customs and ideas with their negative aspects without awareness of the negative effects. consequences.
2. Secondary school youth are considered one of the most important elements of human capital for the future of the nation, which requires their care through the concerted efforts of all professional efforts in multiple specializations, the most important of which is the social service profession in general and the method of working with groups in particular, which aims to satisfy their needs, confront their problems, modify their attitudes, and develop their awareness of the dangers of attempting suicide. By implementing its programs and activities.
3. Although interest in the problem of suicide has resulted in a number of literature in various fields such as psychiatry, psychology, sociology, biology and genetics, we find a lack of literature for the social service profession in general and the method of working with groups in particular through the scarcity of field studies on this phenomenon. In Egyptian society, therefore, the importance of the study stems from the fact that it deals with an important social issue, which is the phenomenon of attempted suicide, as it represents a tangible reality in the culture and structure of Egyptian society that calls for identifying the factors leading to attempted suicide in a way that is easy to diagnose and reduce by developing awareness among high school students of the dangers of suicide. Attempting suicide on the individual, group and society.
4. The importance of the role that the method of working with groups, through its various techniques, can play in protecting our students, especially in the stage of adolescence, which they are going through, from the problems and negative effects resulting from a suicide attempt, and the role of the group discussion technique in developing awareness among high school students and explaining the negative risks. This phenomenon through democratic dialogue with students and arriving at the best appropriate solutions to benefit from the group discussion technique regarding this phenomenon.
5. The importance of the study lies in the preventive aspect through the technique of group discussion and emphasizing the role of the family as the first building block in building society. If it reforms society, and

if it becomes corrupt, society is corrupt. The study will examine the social factors related to the family that lead to attempted suicide, and then suggest appropriate solutions to preserve Family cohesion and success in our society, identifying the factors related to the individual and society that lead to attempted suicide in light of some theories, especially social ones.

### **Third: Objectives of the study:-**

The current study seeks to achieve a main objective

Using the group discussion technique to develop awareness among high school students about the dangers of attempting suicide.

### **This goal is achieved through the following sub-goals:-**

1. Using the group discussion technique to develop high school student's awareness of the factors that lead to suicide attempts.
2. Using group discussion techniques to determine the risks of attempting suicide among high school students.
3. Using the group discussion technique to determine the roles of specialists working with groups to develop high school student's awareness of the dangers of attempting suicide.
4. Use the group discussion technique to identify proposals that contribute to reducing the factors driving suicide attempts for high school students.

### **Fourth: Study hypotheses:-**

**The study seeks to test the validity of the following main hypothesis:-**

There are statistically significant differences between the average scores of the experimental group before implementing the vocational intervention program using the group discussion technique to develop high school student's awareness of the dangers of suicide attempts and their average scores after implementing the program, in favor of the post-measurement, **and four sub-hypotheses emerge from it:**

1. There is a statistically significant relationship between the use of group discussion techniques and addressing the factors leading to suicide attempts for high school students.
2. There is a statistically significant relationship between the use of group discussion techniques and identifying the risks of suicide attempts for high school students.
3. There is a statistically significant relationship between using the group discussion technique and clarifying the role of the specialist working with groups to develop high school student's awareness of the dangers of attempting suicide.
4. There is a statistically significant relationship between using the group discussion technique and identifying proposals that contribute to reducing the factors driving suicide attempts for high school students.

**Fifth: - Concepts of the study:-****1. Concept of group discussion:-**

An essential means of working with groups, as it is a cooperative activity in which group members participate on the basis of freedom and a sense of equality. (Al-Jundi et al., 2007, p. 264)

It is an educational situation that gives members an opportunity to express their ideas, and through it they try to solve their problems (Abu Alyan, 2015, p. 86)

It is known as a method that provides members with an opportunity to acquire various skills, and also develops member's ability to solve problems and acquire information in various aspects of life. (Awad, Abdel Razek, 2021, p. 254)

It is a collective intellectual process through which group members address their problems in a flexible, cooperative manner that facilitates each member's participation in defining the topic of the discussion, formulating its elements, arriving at different points of view, and making decisions regarding various problems. Group thinking represents one of the functions of the discussion group (Hamid, 2012, 90).

**Group discussion in the current study is defined procedurally as:-**

- A professional method in working with groups, used by the researcher with high school students.
- It relies on verbal dialogue to develop high school student's awareness of the dangers of attempting suicide through the researcher assisting them using various group discussion methods.
- It contributes to improving the free exchange of ideas for high school students. It also gives them the opportunity to express their ideas and obtain the largest possible number of opinions in a flexible, cooperative manner that enables each member to participate in the discussion and reach different points of view.
- It leads to providing them with knowledge, skills and experiences that help in modifying their wrong thoughts, attitudes and beliefs, which contributes to developing their awareness of the dangers of attempting suicide.

**2. The concept of consciousness:-**

It means the most important basis in confronting external reality. (The oxford, 1996, p. 76)

It is personal cognitive awareness and awareness of the surrounding social circumstances. (Sanussi, 2008, p. 147)

It is known as a part of the personality through which a person is aware of what is around him and includes awareness of feelings and thoughts that are considered the basis for the activities that he carries out, and thoughts and feelings can be exchanged with others (Josonh, 2015, p117).

What is meant by it is the intellectual awareness that is concentrated in the mind between the environment on the one hand, and feelings and

thoughts on the other hand. Awareness is a set of ideas and perceptions of a person that focus on his knowledge of himself, others and the surrounding environment, and it is the result of a person's interaction with his environment and his influence on it and being influenced by it, which is ultimately reflected on His thoughts, perceptions, and perception of himself and the world surrounding him, which leads him to carry out his social roles and behavior in the society in which he lives. (Monnis, 2013, p. 50)

**In the current study, awareness is defined procedurally as:-**

- A collection of ideas and perceptions of high school students about attempting suicide.
- Resulting from their interaction with those around them and their influence and influence on them, which leads them to attempt suicide.
- It requires confronting it using group discussion techniques to develop their awareness of the dangers of attempting suicide.

**3. Concept for high school students:-**

The general secondary stage is known as a stage of compulsory education that students receive, after passing the basic education stage, through which the nature of the university major that the student will join after obtaining high school, or the nature of the profession that he will practice later, is determined. Secondary education often begins during the teenage years.(Al-Salami, Khamis 2019, p. 65)

It is the stage responsible for the development of young people during their adolescence, and it is the fastest stage in their physical, mental and emotional development, where the values and attitudes that are formed in primary schools take root in addition to the acquisition of knowledge and skills (Mohieddin, Fatima, 2021,p 73).

**In this study, high school students are defined procedurally as:-**

- Boys students who completed basic education from (15-18) years old and enrolled in general secondary education.
- They have their own ideas and perceptions about attempting suicide resulting from their influence and influence on the surrounding environment
- They use the group discussion technique with the help of a specialist working with groups through a professional intervention program to develop their awareness of the dangers of attempting suicide.

**4. The concept of a suicide attempt:-**

A person's desire to die and his attempt to do something that fulfills this desire, but he fails in his attempt to destroy himself and achieve his desire, either due to the weakness of the suicidal behavior he followed or the speed with which those around him helped him (Al-Sharaa, 2021, p. 4)

Non-lethal, self-directed, and potentially harmful behavior with the intent to die as a result of the behavior even if it does not result in injury (E.David Klonsky, Alexis M. May, and Boaz Y. Saffer, 2016, p)

It is the non-lethal act that an individual performs for various reasons by swallowing harmful substances in the hope of death (Vincent.c, 2003, p4)

**Suicide attempts in this study are defined procedurally as:-**

- A general secondary school student assaults himself to relieve pressure that he cannot get rid of.
- These pressures result from irrational thoughts and perceptions that make him feel like a failure and unable to succeed.
- It led him to engage in aggression towards himself to express the psychological problems and tensions he was experiencing.
- These problems and psychological tensions resulted in the student wanting to die, but he failed.
- The failure of the student is caused by the weakness of his suicidal behavior or the speed with which those around him come to first aid.

**Sixth: Theoretical approaches to the phenomenon of suicide:-**

**1- Psychological approach:-**

It is concerned with the psychological factors behind the phenomenon of suicide, including the presence of some psychological conditions and the emergence of anti-social behavior, including instinctive imbalances, delinquent emotions, psychological illnesses, and psychological retardation. Psychologists confirm that there is a close relationship between psychological illnesses and suicide, as the mentally ill may commit catastrophic behaviors that push him to commit a crime while under the influence of a severe subconscious psychological structure, which causes him severe stress, and then he tries to mitigate its impact by committing suicide (Semaan, 2014, p. 8). Therefore, the mentally ill person is more likely to attempt suicide as long as his psychological problem persists; On the other hand, some previous studies revealed a relationship between intelligence and suicide. Since weak minds and low intelligence are easy to influence, and then commit suicide, they cannot realize the consequences of their actions. Low intelligence is one of the reasons for committing behavioral deviations, including suicide (Al-Badaina, 2022); Psychological approaches confirm that suicide is an expression of emotional energy that did not find a social outlet, which led to behavior that is inconsistent with the conditions permitted by society. That is, negative and anti-social behavior is based on incompatibility or psychological conflict between the individual and himself, and between the individual and the group. Therefore, there is a correlation between a person's psychological factors and his attempt to commit suicide. This approach can be used in the current study to determine the impact of psychological and social emotions on students and their reactions, which

negatively affect their tense personality without the family member's feeling or awareness.

## **2. Social portal:-**

It focuses on addressing a scientific methodology to link suicide as a deviant behavior to a broad social background that includes some of the educational and social factors and attitudes that could be responsible for the formation and development of some deviant patterns. Some studies have been conducted in this entry that have revealed the relationship of suicide - as a human behavior - to some factors. Social issues such as poverty, unemployment, family disintegration, and bad companions; Despite agreement on the importance of social factors in influencing suicide; However, there are those who believe it is necessary to include a number of other factors in studying suicide, such as economic, cultural and other factors (Al-Rashidi, 2016, p. 67).

Emile Durkheim emphasizes that delinquent behavior is nothing but a social phenomenon whose roots extend and are linked to the social conditions in society. Among them is selfish suicide, which occurs among the destitute and deprived who are subject to the burden of psychological and mental illnesses as a result of the state of social isolation and loneliness that they live within society due to their inability to coexist with the laws and customs of a society that has not opened the way for them to interact with it, and to be in harmony with its structural institutions in view of its goals and values with what it adheres to and believes in. Its members, which drives some of them to commit suicide. Durkheim describes the second type as altruistic suicide for the sake of others, and is attributed to the intensity of the individual's loyalty to his group, his harmony with it, and the strength and strength of his relationship with it. This is a sufficient reason for him to often adopt suicidal methods in order to contribute to saving it from the predicament of dispersion, collapse, and annihilation. ; The idea of committing suicide dominated him until his decision became effective. (Al-Omari, 1442 AH, p. 68)

This approach can be used in the current study to reveal the relationship of attempted suicide - as a human behavior - to some social factors such as poverty, unemployment, family disintegration, and bad companions. Despite agreement on the importance of social factors in influencing suicide attempts, especially among secondary school students.

## **Seventh - The theoretical framework of the study:-**

### **1. Group discussion methods:-**

- a) **General discussion:** It occurs through the leader's expression of the topic by presenting a small part of the discussion topic in the form of a lecture, then allowing the members to participate by expressing their

opinion. He also stimulates all members to participate in the discussion (Saleh, 2020, p. 827)

- b) **Brainstorming:** It encourages the group to think, innovate, and reach a large amount of diverse ideas in a short time while presenting a problem to the group. The success of the brainstorming method depends on a set of conditions, which are (postponing the evaluation of ideas until after the session, not having restrictions on member's thinking, The quantity of ideas is more important than their quality, building on the ideas of others and developing them (Saad et al., 2018, p. 81)
- c) **Discussion using audio-visual means:** It is done by showing a movie or pictures to the group and the leader asks them to express their opinions on the topic that the group is discussing. This method is characterized by attractiveness and excitement, especially when audio-visual means are chosen that suit the goal of the discussion (Hamid, 2012, p. 103).

## 2. Types of suicide:-

- a) **Escape suicide:** It means escaping from problems at all levels, and represents a clear case of cowardice, human weakness, and surrender in the face of challenges, before the first round begins and before the alarm bell rings. (Al-Khair, 2000, p. 10)
- b) **Fateful suicide:** It is carried out by people who see themselves as worthless, such as slaves. This type has no importance for modern societies, and occurs because of the strict standards that are imposed on people and they are persecuted and their future becomes unknown. (Kehinde.E,Austinm,2014, p52)
- c) **Selfish suicide:** It is characterized by a low degree of integration with society and occurs when a person suffers from isolation or has a weak connection to society. It often occurs in cases of economic imbalance or personal suffering such as divorce or various social problems and leads to an imbalance between people's reality on the one hand and their real circumstances and aspirations on the other. Other. (Kazan and Al-Hiyasat, 2018, p. 107)
- d) **Non-normative suicide:** It occurs within societies that have lost their social features, and a defect has occurred in their social system, and it occurs when sudden strikes occur in the social balance and moral culture, such as a rise in rates of occurrence in economic and national crises or cases of bankruptcy (Sheikhi, 2014, p. 108).
- e) **Altruistic suicide:** It occurs when the individual is in an exceptional state of integration with a community, and takes on the character of sacrifice for the sake of the higher interest. This suicide is due to the intensity of the individual's integration with the group, to the point that he completely loses his individuality, and becomes fully prepared to commit suicide for the sake of the group. (Kazan and Al-Hiyasat, 2018, p. 107)

### **3. Factors leading to suicide:-** (Al-Adadi and Al-Tawilmi, 2018, p. 47)

- a) **Social factors:** including social isolation, self-absorption, lack of intimate relationships and social interactions, social disintegration, and social conflict.
- b) **Psychological factors:** including depression, a feeling of isolation, a feeling of constant despair, extreme sadness, loss of self-confidence, and the inability to adapt to those around them and difficult life circumstances.
- c) **Economic factors:** including misery, poverty, and the inability of individuals to meet their biological needs related to food, shelter, and clothing.
- d) **Pathological factors:** including chronic nervous breakdown, schizophrenia associated with mood swings, anxiety, obsessive-compulsive disorder, and chronic diseases such as cancer, kidney failure, and others.

### **4. Indicators of suicide attempts:-**

Some people who attempt suicide have some indicators because they suffer from emotional contradiction or internal conflict, or they express severe problems or ask for help in some way. The indicators of suicide may be verbal, behavioral, situational, or psychological: verbal indicators, spoken or written statements, They can be indirect (you no longer expect any benefit from me), or direct (I am going to do it this time - I will kill myself). And legitimate indicators, such as buying a sharp instrument to cause a scratch or cut the wrist of the hand as a gesture or gesture to commit suicide. These behavioral indicators are often interpreted as a "cry for help" rather than real desires for death. Situational indicators include the worries that the individual experiences in a variety of circumstances and situations, such as a painful physical injury, an illness that leads to death, or bankruptcy. Or complete preoccupation with the anniversary of the death of a loved one, or other radical changes in the individual's life situations. As for the psychological manifestations that indicate suicide, they are severe depression, feelings of loneliness, despair, dependence and helplessness, and dissatisfaction with life (Shneidman, 2006,p 429-440)

Most people who attempt suicide often reveal a certain type of evidence that means an urgent request to help them and save their lives. But not all of these signs have clear intentions. Some of them may be easy to know and understand, while others may not be easy or clear, and specialists find it difficult and difficult to identify and interpret them. In this, Shneidman and his colleagues determined that no person is 100% suicidal. The strongest desires to die are in fact disturbed, emotionally ambivalent, and yearning for life. Their emotions and aspirations are characterized by paralysis, their thinking methods are irrational, their sense of the available options is frozen in an "all or nothing" framework,

and their view of things or their decisions are on a “black or white” basis. In all of this, they are only able to see two alternatives: unhappiness or death. They show a clear inability to look forward to living happier and more successful times. (Semaan, 2014, p. 501)

Every person who commits suicide is unique in his or her case. Despite what the specialist may see as evidence indicating a strong, overwhelming desire to die or intense despair that he infers from some movements warning of the possibility of committing suicide, it is still important to estimate the level of intent and tendency to perish. As much as this is an essential component in assessing the probability of suicide risk, the importance of assessing the signs of danger and its rarity appears to be that it can be translated into actions to protect people who commit suicide and to save their lives. These are professional practices undertaken by specialists in dealing with crises, and can also be undertaken by anyone else who is close to these people who intend to commit suicide. However, if the risk factors and signs of suicide for help go unnoticed or recognized and realized, then the chances of effective intervention in this case are slim. (Al-Rashidi et al., 2016, p. 212)

Suicides are often hidden in disguise, and are therefore not recognized as suicides. This is known as “hidden suicide.” This form of suicide occurs when people who commit suicide do not want others to know what they are doing, either because they feel ashamed or because they are keen to obtain what they are entitled to from life insurance companies. In this case, some car accidents are a way to this hidden or disguised form of suicide. In such incidents, individuals who use cars to attempt suicide intentionally and recklessly drive the car on roads or directions where other cars, trucks, or even train tracks are traveling. Some individuals may resort to provoking the police by violating security and order, in order to force the police officers to shoot at them as a means of suicide. (Phillips, 2009, p. 1174)

**5. The importance of the group discussion tactic in developing awareness of the dangers of attempting suicide for general secondary education students:-** (Al-Jundi, 2014, p. 63)

- It contributes to identifying the different viewpoints of group members and officials related to suicide attempts.
- It provides the appropriate opportunity to participate in assuming responsibility, whether by opinion, or by choosing to carry out the appropriate responsibility to reduce suicide attempts.
- It raises morale, as it allows the expression of thoughts, opinions, and feelings, whether negative or positive, regarding the suicide attempt and its negative effects on the individual, family, and society.
- It emphasizes the specialist's interest, respect and appreciation for the other party, as there are those who listen to him with interest, and those who appreciate this opinion, and awareness or thought becomes

an important source of interaction between the two sides of the discussion, especially when dealing with the factors driving the suicide attempt.

- Developing member's awareness through (influencing members' behavior and setting determinants for this behavior, changing social attitudes and environmental conditions, achieving cooperation and control among members, and solving member's problems).
- Through it, adaptation, cooperation, and participation in collective life can be achieved to address the factors driving a suicide attempt and risks, train members to practice the democratic method, and reach the desired social goals that reduce the risks of a suicide attempt.
- It provides the necessary information and facts to study the problems and various negative social effects resulting from the factors driving members to attempt suicide.

#### **6. Objectives of group discussion to develop awareness of the dangers of suicide attempts:-** (Attiya, 2012, p. 280)

- Promoting the free exchange of group member's ideas, with each member obtaining information and experiences related to the topic of discussion. Here, group discussion helps in developing awareness of the dangers of suicide attempts.
- Trying to reach understanding and conviction that translate into collective behavior, especially if it is related to behavior.
- Instilling the spirit of searching for the truth and participating in voluntary efforts through democratic leadership in the discussion by stimulating each member's own sense of responsibility and the ability to think consciously so that the member stays away from suicide attempts.
- Benefiting from the largest number of individual experiences, considering that these experiences are the source of the group's strength and continuity to achieve its goals and employing them in the field of modifying ideas.
- Providing the opportunity for the member to see himself in the group "where the group is the mirror that reflects his image," as it reveals the responses of others to his behavior and the reactions that his interaction brings about.
- Creating opportunities for cohesion and high morale in the group. The more cohesive the group becomes, the greater its power to influence its members, and this is what is required to raise awareness of the dangers of suicide.

#### **7- The misconceptions encountered in group discussion to reduce the risk of suicide for high school students:-**

- Discussing suicide causes the patient to commit suicide, and the opposite is generally true. Discussing suicide with another person who shows understanding and sympathy for the situation is very likely to

provide the patient with a sense of relief and a desire to buy time to regain his ability to control himself.

- Cases that threaten suicide will not commit suicide. This is not true. Most of the people who committed suicide had previously threatened to do so, or had disclosed to some of their acquaintances, friends or relatives their intentions in this regard. (Al-Khatib, 1426 AH, p. 28)
- Suicide occurs within certain families, and is therefore an inherited tendency. This may seem true in some cases, but the tendency to commit suicide is not inherited. It is either learned or situational.
- Suicide is an irrational act. It may be so, but almost all cases of suicide or attempted suicide may have a subjective significance when viewed from the perspective of the case itself.
- People who commit suicide do so because they are mentally retarded. This is not true, as there is only a small percentage of people who attempted suicide or committed suicide without an act who were diagnosed as psychotic. Most of them look like normal people but are severely depressed, lonely, hopeless, helpless, shocked, sad, or extremely frustrated, or are facing an emotionally charged situation that they cannot handle.
- If a person has ever thought about committing suicide, he or she will always think about committing suicide. This is not true. There is a large percentage of people who have thought this at some point in their lives, but most of them regained their adjustment, relinquished this immediate threat to their life, learned appropriate responses and control techniques, and lived long, productive lives free from the threat of self-harm. (Fayed, 2011, p. 104)
- When a person attempts suicide and then abandons it, this means that the danger has passed. This is not true. It is likely that the period most likely to be at risk is the period of noticeable improvement in mood, when the person becomes more active and energetic after a period of severe depression. Therefore, one of the signs of danger lies in the period of excessive euphoria that follows a depressive episode or a suicide attempt.
- A person who contemplates suicide and then shows tolerance, generosity, and generosity, and shares his personal possessions, is thereby indicating signs or indications of restoring his normal state. Not necessarily so. Many people who commit suicide begin to dispose of some of their possessions or give them to others, during the period in which they feel a sufficient increase in their energy to make a solid plan. This disposal of their property may sometimes be tantamount to a last will or testament or “martyrdom of one’s soul.” Such behavior may be an indication of another form of excessive euphoria that overwhelms him before committing suicide. (Beautrais, 2012, p. 93)

- Suicide is always an impulsive act. Not always like this. There are many types of suicide, some of which may involve impulsive actions, while others may be planned and carried out in a deliberate and careful manner.

### **Eighth: Methodological procedures for the study:-**

#### **First: Type of study:-**

This study belongs to quasi-experimental studies, which measure the effect of the experimental variable (using the group discussion technique) on the dependent variable (developing awareness among high school students of the dangers of attempting suicide).

#### **Second: The method used:-**

In line with the type of study, the quasi-experimental method is used, using a pre- and post-test design for one group. The researcher pre-measured the dependent variable (developing awareness among high school students of the dangers of attempting suicide), then introduced the experimental variable (using the group discussion technique). Then make a post-measurement of the dependent variable and compare the two measurements to determine the effect of the independent variable on the dependent variable.

#### **Third: Study tools:-**

### **1. A measure of developing awareness among high school students about the dangers of attempting suicide:-**

- a) The researcher took several steps until the scale reached its final form, which was as follows:- Factors driving suicide attempts by high school students.
- b) The risks of attempting suicide among high school students.
- c) Roles of a specialist working with groups to develop high school student's awareness of the dangers of attempting suicide.
- d) Proposals that contribute to reducing the driving factors for suicide attempts by high school students.

1. Determine the subject of the scale: developing awareness among high school students about the dangers of attempting suicide.
2. Determine the dimensions of the scale as follows:-
  - a) Factors driving suicide attempts by high school students.
  - b) The risks of attempting suicide among high school students.
  - c) Roles of a specialist working with groups to develop high school student's awareness of the dangers of attempting suicide.
  - d) Proposals that contribute to reducing the driving factors for suicide attempts by high school students.
3. Access to many sources of information, including references and studies in social service in general, community service in particular, psychology, mental health, and research related to suicide.

4. Formulating the scale's phrases in a manner consistent with its dimensions. Care was taken that the scale's phrases were clear, simple, far from ambiguity, and did not carry more than one meaning.
5. The scale in its first form consisted of (64) phrases, with an average of (16) phrases. The researcher took care that its wording was appropriate to the dimensions of the scale and was clear and free of ambiguity.
6. The scale was presented in its first form to ten arbitrators from professors of social work, psychology, and mental health to ensure the validity of the scale.
7. Calculating the percentages of agreement on the extent to which the statements relate to the dimensions of the scale, making adjustments to the linguistic formulations, and deleting the statements that obtained percentages of agreement (less than 80%).
8. The number of statements of the scale in its final form reached (40) statements, and each dimension included (10) statements.
9. The scale was applied to (15) students from Motobas Secondary School for Boys as an experimental group before the intervention and after the intervention, noting that the method of correcting the scale is as follows:

**Table No. (1) shows the method of correcting the scale Response**

Response Statement	agree	Somewhat agree	Disagree
Positive statements	3	2	1
Negative statements	1	2	3

Thus, the scale scores became as shown in the following table:

**Table No. (2) shows the distribution of scores on the scale for developing awareness among secondary school students about the dangers of attempting suicide**

Dimension	Degree	Minor Degree	Major Degree
Factors		$1 \times 10 = 10$	$3 \times 10 = 30$
Risk		$1 \times 10 = 10$	$3 \times 10 = 30$
The roles of the specialist		$1 \times 10 = 10$	$3 \times 10 = 30$
Propositions		$1 \times 10 = 10$	$3 \times 10 = 30$
The total score of the scale		$1 \times 40 = 40$	$3 \times 40 = 120$

10. The stability of the scale was conducted by re-testing on a group of (10) students who met the conditions of the sample with which the professional intervention is being conducted. The period lasted two weeks between the two measurements. The Pearson correlation coefficient was

calculated using the statistical program (SPSS), and the self-validity of the scale was calculated by calculating the root. The squared coefficient of reliability of the scale is evident from the following table.

**Table No. (3) shows the statistical significance of the reliability and self-validity coefficients for the scale of developing awareness among high school students about the dangers of attempting suicide.**

Dimensions	Reliability coefficient	honesty coefficient	significance 0.01
Factors	0.85	0.90	Function
Risks	0.93	0.95	Function
The roles of the specialist	0.91	0.91	Function
Propositions	0.82	0.88	Function
The scale as a whole	0.86	0.91	Function

### **2. Content analysis of the experimental group's periodic reports:-**

The researcher wrote and recorded periodic reports for the experimental group meetings and analyzed their content, and a model of one of the reports was developed in the appendices.

### **3-Statistical transactions:-**

1. Arithmetic mean and standard deviation.
2. The T-test is used to test the significance of differences between related samples (to test the significance of differences between repeated measurements of the group in order to test the significance of differences between the pre- and post-measurements of the experimental group).
3. Pearson correlation coefficient to measure the degree of reliability of the scale.

The researcher relied on previous statistical transactions using the statistical program (SPSS).

### **Fourth: Fields of study:-**

**1: Spatial field:-** The spatial field of study was determined at Motobas Secondary School for Boys (Motobas Center - Kafr El-Sheikh Governorate), and the researcher chose this institution for the following reasons:

- The institution's management welcomes cooperation with the researcher and their approval to conduct the study.
- The institution has a place that allows for conducting the experiment and practicing the professional intervention program.
- The institution has the necessary capabilities to conduct and implement the experiment.

**2: The human field:-** represented in a sample of (15) students who formed the experimental group. They were selected intentionally from Motobas Secondary School for Boys and who met the conditions for selecting the sample, which are as follows:

- Students who regularly attend school.
- Students suffering from psychological problems and stress were identified in cooperation with the school social worker.
- They are willing to participate in a professional intervention program designed to develop their awareness of the dangers of attempting suicide.

### **3: Time domain:-**

The time frame for the study was determined by the period of conducting the experiment, which lasted three months from mid-February 2023 until mid-May 2023, with three meetings per week with the experimental group.

**Fifth: Steps to determine the study sample:-** The researcher did the following:

1. Determine the sampling frame, which represented all the students in the second year of the school, and their number was (166).
2. Excluding irregular students, so the researcher had (98).
3. Excluding students who had no problems, so the researcher had (56)
4. Excluding students who are not willing to cooperate and participate in the professional intervention program with the researcher, so the researcher has (32) students.
5. The measure of developing student's awareness was applied to (32) students, and this was considered a pre-measurement for the experimental group.
6. The scale was corrected and the overall scale results obtained by the students were calculated.
7. Excluding students with high and average grades and dealing with those with the lowest grades on the awareness development scale, meaning their level of awareness is low and reached (15) students. Therefore, any change that occurs in the level can be attributed to the professional intervention program for the method of working with groups.
8. One experimental group was dealt with and its number was (15) students.

### **Sixth: Experimental design of the study:-**

The study relied on an experimental design using pre- and post-measurement for the experimental group to verify the validity of the study hypotheses and draw conclusions through the following steps:

1. Professional intervention with the experimental group using group discussion techniques for a period of three months.
2. After the end of the intervention period, a post-measurement was conducted for the experimental group using the group discussion technique.
3. Statistical methods were used to make comparisons between the pre- and post-measurements of the experimental group to determine the

results of the professional intervention and to verify the validity of the study hypotheses.

**Seventh: Experiment controls:-**

- The scale used has an acceptable degree of validity and reliability, ensuring that the differences reached between the pre- and post-measurements are not due to errors in the measurement. Its results can be relied upon and the differences we obtain between the pre- and post-measurements of the experimental group are not due to errors in the measurement.
- The experiment period is not so short that it does not lead to objective results, nor is it so long that it allows external random influences to play an effective role in influencing the results of the experiment.
- The independent variable (using the group discussion technique), which was included in the experiment, is precisely and clearly defined, and there is no confusion in its interpretation.
- The size of the group is appropriate for conducting the experiment, as it allows the researcher to conduct accurate observations during the experiment period.
- There is homogeneity among the members of the experimental group and its size is appropriate for group discussion.

**Ninth: A professional intervention program to develop high school students' awareness of the dangers of attempting suicide:-**

**1- Objectives of the professional intervention program:-**

**General goal:** Developing high school student's awareness of the dangers of attempting suicide.

**Sub-goals:**

- Using group discussion techniques to develop high school student's awareness of the factors that lead to suicide attempts.
- Using group discussion techniques to determine the risks of attempting suicide among high school students.
- Using the group discussion technique to define the roles of specialists working with groups to develop high school student's awareness of the dangers of attempting suicide.
- Using the group discussion technique to identify proposals that contribute to reducing the factors driving suicide attempts by high school students.

**2- The foundations on which the professional intervention program depends:-**

- The main goal of the study is to develop high school students' awareness of the dangers of attempting suicide.
- Review the results and recommendations of previous studies and research that are useful in developing high school students' awareness of the dangers of attempting suicide.

### **3- Considerations that are taken into account when developing and implementing a professional intervention program:-**

- Attention to professional intervention to develop high school student's awareness of the dangers of attempting suicide.
- Taking into account the compatibility of the professional intervention program with the age stage of the students.
- Flexibility when developing and designing a professional intervention program.
- Absolute impartiality and objectivity in developing, implementing and evaluating the professional intervention programme.
- Introducing the element of suspense and attraction into the professional intervention program.
- Appropriate selection of techniques and technical means used in the professional intervention program.
- Determine the needs and desires of students and take into account the agreement of the professional intervention program with them.
- Work to accept each member of the group as a whole and help them during the professional intervention program.
- The professional intervention program does not conflict with the school's regulations.

### **4- Modalities of dealing in the professional intervention program:-**

Objective structure: It includes the structure of the students as members and as a group **The change-inducing format is:**

- The researcher plays the role of a change maker by practicing a professional intervention program to develop high school students' awareness of the dangers of attempting suicide.
- The group itself is a group of students, through which the required change can be brought about in the thoughts and beliefs of group members to develop high school student's awareness of the dangers of attempting suicide.

Institution format: Motobas Secondary School for Boys, Motobas Center, Kafr El-Sheikh Governorate.

### **5- The stages of the professional intervention program with members of the experimental group and the role of the researcher in it:-**

It was determined in three stages, each stage including a set of steps and the role of the researcher in it as follows:

**(a) The first stage:-** the preparation stage for professional intervention, and included the following steps:

1. Determine the general goal of the professional intervention program, which is to develop high school student's awareness of the dangers of attempting suicide and determine the considerations in light of which the professional intervention program is developed and implemented.

2. Review references, studies and scientific research related to developing high school student's awareness of the dangers of attempting suicide.
3. Determine the fields of study: the spatial, human, and temporal fields.
4. Preparing (a scale for developing secondary school student's awareness of the dangers of attempting suicide) and establishing its validity and reliability.
5. Preparing the study community to accept the idea of professional intervention.
6. Building and designing the experimental group according to methodological considerations of experimental designs.

**(b) The second stage:-** the professional intervention stage, which included the following steps:

1. Determine the content of the professional intervention program by designing the activities included in the program.
2. Pre-measurement for the experimental group on a scale (developing high school student's awareness of the dangers of attempting suicide).
3. The researcher developed the awareness of high school students about the dangers of attempting to commit suicide, as follows:
  - Forming a professional relationship based on cooperation, trust and mutual respect between them.
  - Identifying aspects of developing secondary school student's awareness of the dangers of attempting suicide.
  - Oral or written contract with them.
  - Helping each member of the group perform his roles and responsibilities required of him.
  - Helping each group member to enhance his abilities and self-confidence.
  - Helping the group leader carry out his role and responsibilities.
4. Introducing the experimental variable and using the group discussion technique with high school students using awareness strategies and methods.

**(c) The third stage:-** the return of the professional intervention and its evaluation, and it included the following steps:-

1. Determine what the member must do to maintain the gains he has achieved, plan for the post-stage of developing awareness of how to deal with a suicide attempt, and prepare to gradually end professional intervention with the experimental group.
2. Measuring the experimental group after completing the experiment to determine the final results of the experiment according to the scale of developing high school student's awareness of the dangers of attempting suicide.
3. Content analysis of periodic reports of experimental group meetings.

**Tools used in the professional intervention program:-**

- a) **Meetings:-** They take place between the researcher and members of the experimental group of high school students within the framework of implementing a program to develop awareness of high school students aware of the dangers of attempting suicide, and to conduct and discuss its activities and executive procedures to exchange ideas and information, with regard to the goal of the professional intervention program.
- b) **Group discussion:-** It takes place among members of the experimental group to participate in the program, discuss its goals for them, and organize appointments so that ideas and opinions can be exchanged. In addition to relying on it as a basic tool through its various methods to develop secondary school students' awareness of the dangers of attempting suicide.
- c) **Workshops:-** To develop the skills of the members of the experimental group and increase their experience by educating them in small groups where they are trained for the practical application of the knowledge and information they have obtained to develop the awareness of secondary school students about the dangers of attempting suicide.

**7-Strategies used in the professional intervention program:-**

- a) **Persuasion strategy:-** To convince members of the experimental group of the necessity of understanding the factors and risks of a suicide attempt and the roles of the group's specialists in confronting it and coming up with proposals that contribute to modifying their distorted thoughts.
- b) **Group interaction strategy:-** The researcher directs constructive interactions among members of the experimental group while they practice aspects of the program's activities, leading to group cohesion and growth and developing awareness of the dangers of suicide attempts.
- c) **Cooperation and participation strategy:-** Through team work between the different modes of interaction in the professional intervention program, in cooperation and participation among them, to develop secondary school student's awareness of the dangers of attempting suicide.
- d) **Knowledge presentation strategy:-** With the help of the researcher, the students present their ideas, knowledge, and information about the factors and risks of attempting suicide, the roles of the specialist, and proposals to address them.
- e) **Encouragement strategy:-** by encouraging members of the experimental group to choose mechanisms that help develop their awareness of the dangers of attempting suicide.

- f) **Problem solving strategy:-** The researcher here focuses on the problems that students may encounter while practicing activities to develop awareness of the dangers of suicide attempts.

### **8-Techniques used in the professional intervention program:-**

#### **a) Group discussion technique using audio-visual means:-**

By asking the researcher to show a movie or pictures to the group members and leave them for a period ranging from 20 to 30 minutes, including what revolves around the reaction of the families of the suicide attempters, and after watching the group members, the leader asks them to express what they saw by giving a name to the movie or pictures and expressing the positives. And the negatives of what was observed. After the leader finishes collecting opinions, the researcher undertakes to comment and discuss with the group members.

#### **b) Group discussion technique using brainstorming:-**

An effective means of generating ideas for students, encouraging them to express their opinions and creativity, and stimulating their minds for innovative ways to prevent the dangers of attempting suicide, through the researcher discussing with the members the dangers of attempting suicide and listening to their ideas about the factors, risks, roles of the social worker, and proposals that can contribute to their awareness of the dangers of attempting suicide. Without commenting on their opinions in order to develop the group member's abilities to prevent the risks of attempting suicide, which is one of the goals of the current study.

#### **c) General group discussion technique:-**

Through the researcher identifying a topic related to the risks of suicide facing high school students and training the students on how to prevent the risks of a suicide attempt through discussing with them the factors, risks, roles of the social worker, and proposals to prevent their suicide attempts.

### **Skills that the professional intervention program can rely on:-**

**Skill in forming a professional relationship:** The researcher seeks to support and strengthen it with acceptance, respect, and mutual appreciation between it and every member of the group and the group as a whole.

- a) **Skill in communicating feelings:-** The researcher accepts the members of the group and the group as a whole and helps each member express his negative and positive feelings during the discussion and present his opinion on the topic of discussion.
- b) **Observation skill:-** The researcher observes each member of the group individually, as well as observing the group as a whole during the implementation of the professional intervention program.
- c) **Listening skill:-** The researcher makes the group members aware of their different desires and needs during the discussion, which helps them assert themselves.

- d) **Participation skill**:- by providing every member of the group with the opportunity to participate by expressing an opinion in the group discussion.
- e) **Communication skill**:- Working to ensure verbal and non-verbal communication and positive interaction between all members of the group to obtain the greatest amount of information and knowledge about the topic of the group discussion.
- f) **Evaluation skill**:- The researcher evaluates the role of each of the modes of dealing during the exercise of the intervention program, identifies the obstacles she faced, and develops proposals that contribute to overcoming them.

#### 10- **The roles of the researcher in the professional intervention program**:-

- a) **The role of the counselor**:- The researcher guides and directs the students to develop their awareness of the dangers of a suicide attempt on the individual, the family, and society, and guides them to entities whose services can be used to reduce the suicide attempt.
- b) **The role of the assistant**:- to help the researcher to change and modify the student's wrong ideas and beliefs about attempting suicide, and to help them satisfy their needs and reach possible solutions to treat their problems, to instill confidence and reassurance in their souls, and to help them get rid of the problems that lead to a suicide attempt.
- c) **The role of the observer**:- The researcher observes the relationships and interactions between group members and between them and the researcher, notes the extent to which members of the student group are keen to adhere to meeting dates and the extent of their commitment to attending and not missing them, notes the changes that occur to group members through practicing and implementing program activities, and notes the ability of members The group performs tasks and responsibilities during the implementation of the program.
- d) **The role of the coordinator**:- The researcher coordinates all the participating formats in the professional intervention program to develop the awareness of the students, members of the experimental group, of the dangers of attempting suicide.
- e) **The role of the teacher**:- The researcher works to develop student's awareness of the dangers of attempting suicide, and to develop their awareness of all appropriate measures to reduce a suicide attempt.
- f) **The role of the interaction supervisor**:- The researcher directs the interaction between members of the student group while they practice the various aspects of the program's activity, whether in preparation, implementation, or evaluation.

- g) **The role of the activator:-** The researcher works to stimulate the relationships between members of the student group while practicing the activities of the program.
- h) **The role of the evaluator:-** The researcher evaluates the professional intervention program to determine the impact of the program in developing student's awareness of the dangers of suicide.

**Tenth: Presentation and discussion of the results of the study:-**

Table No. (4) shows the significance level of the averages of the pre- and post-measurements for the experimental group on the dimensions of the scale for developing awareness of the risks of suicide attempts for high school students (factors, risks, roles of the specialist, Propositions, and the scale as a whole).

Test results Scale dimensions	Descriptive scales				Calculated T value	significance 0.01
	Pre-measurement		Dimensional measurement			
	mean	standard deviation	mean	standard deviation		
Factors	13.93	1.668	27.93	1.668	27.608	Function
Risks	13.13	1.598	28.33	1.633	37.556	Function
the roles of the specialist	14.53	1.727	28.13	1.457	26.919	Function
Propositions	13.53	1.552	27.80	1.373	21.681	Function
The scale as a whole	55.13	1.506	112.20	4.945	53.500	Function

The previous table shows that there are statistically significant differences between the pre- and post-measurements of the experimental group on the dimensions of the scale for developing awareness of the risks of suicide attempts for high school students (factors, risks, roles of the specialist, Propositions, and the scale as a whole) as follows:

1. **Regarding the factor dimension:-** The calculated (t) value is (27.608), while the tabulated (t) value is at (14, 0.05) = (2.145), which is greater than the tabulated (t) value. Accordingly, there are statistically significant differences for the experimental group in favor of This is evident from the arithmetic mean in the pre-measurement (13.93), while in the post-measurement it was (27.93), which means developing awareness of the factors that lead to suicide attempts among high school students in the post-measurement from the pre-measurement. This may be referred to the experimental variable that was introduced in the The experimental group, which is a professional intervention program, with a confidence level of 95%, and accordingly we accept the first sub-hypothesis, which is (there is a statistically significant relationship between the use of the group discussion technique and addressing the factors leading to suicide attempts by secondary school students). Previous studies confirm that there are many Factors that prompt a suicide attempt. The study (Al-Rashoud, 2006) confirmed that the family and the problems that often obstruct an individual's life constitute the main reason behind committing suicide. The

study (Abdel Rahim, 2016) also showed that social and economic deterioration in Arab countries represents motives for attempting suicide or actually committing suicide. As for the study (Al-Saadoun, 2020), it divided the motives of the suicidal person when committing suicide into internal motives and external motives. It also revealed that suicide cases increase during disasters and financial and economic crises. The study (Khader, 2021) added that suicide attempters are those with an average educational level or less, and that increasing the number of family members leads to the occurrence of family problems that may lead to suicide. The study (Ali, 2022) indicated that psychological disorders, family problems, emotional failure, and weak religious motivation are among the most important factors. Reasons for suicide. A study (Britchnell, 2019) added that the reasons for suicide are due to the early loss of the mother, or the death of the father before the age of ten. The study (Dyer & Kreitmaa, 2020) indicated that there is a positive and significant relationship between despair and both depression and the desire to commit suicide. The study (Rich, 2022) agreed with it about the existence of a positive and significant relationship between despair and both depression and suicide. While the study (Dixon, et al. Al, 2023) Its results showed that quarrels had a significant impact on both despair and suicide after isolating negative life events.

2. **Regarding the risk dimension:-** the calculated (t) value is (37.556), while the tabulated (t) value is  $(14, 0.05) = (2.145)$ , which is greater than the tabulated (t) value. Accordingly, there are statistically significant differences for the experimental group in favor of This is evident from the arithmetic mean in the pre-measurement, which is (13.13) while in the post-measurement it was (28.33), which means developing awareness of the dangers of attempting suicide among high school students in the post-measurement compared to the pre-measurement. This may be due to the experimental variable that was introduced to the group. The pilot, which is a professional intervention program, with a confidence level of 95%, and accordingly we accept the second sub-hypothesis, which is (there is a statistically significant relationship between the use of the group discussion technique and determining the risks of suicide attempts for secondary school students). The study (Worchel & Shebilske, 2015) also confirmed that suicide is one of ten causes of death.
3. **Regarding the specialist's roles dimension:-** the calculated (t) value is (26.919), while the tabulated (t) value is  $(14, 0.05) = (2.145)$ , which is greater than the tabulated (t) value. Accordingly, there are statistically significant differences for the experimental group. This is in favor of the post-measurement, and this is clear from the arithmetic mean, which in the pre-measurement is (14.53), while in the post-measurement it was (28.13), which means developing awareness of the roles of the social worker to confront the suicide attempt among high school students in the post-measurement compared to the pre-measurement. This may be due to the experimental variable. Which was introduced to the experimental group, which is the professional intervention program, with a confidence level of

95%, and accordingly we accept the third sub-hypothesis, which is (There is a statistically significant relationship between the use of the group discussion technique, and clarifying the roles of the specialist working with groups to develop secondary school student's awareness of the dangers of attempting suicide. ).

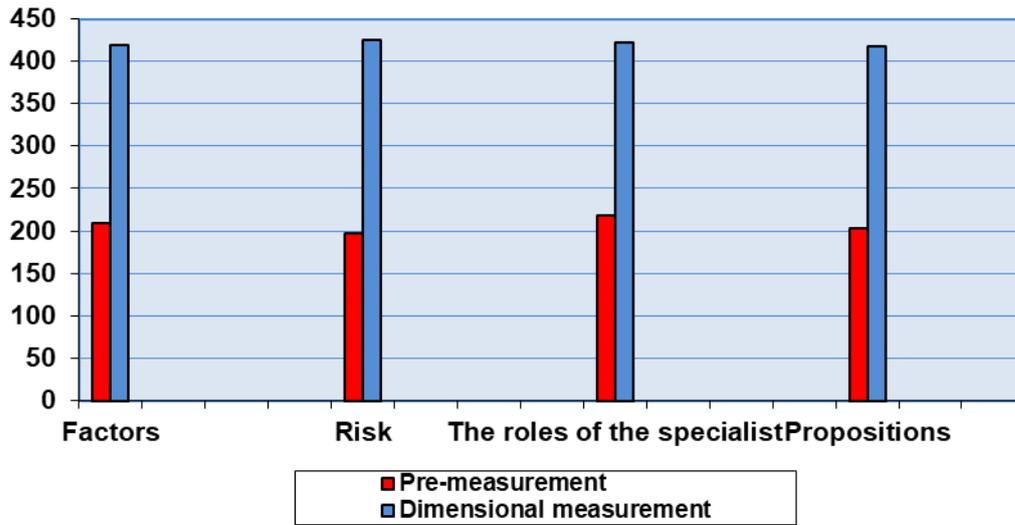
4. **Regarding the proposals dimension:-** The calculated (t) value is (21.681), while the tabulated (t) value was at (14, 0.05) = (2.145), which is greater than the tabulated (t) value. Accordingly, there are statistically significant differences for the experimental group. In favor of the post-measurement, and this is clear from the arithmetic mean, which in the pre-measurement is (13.53), while in the post-measurement it was (27.80), which means developing awareness of the suggestions that lead to attempted suicide among high school students in the post-measurement compared to the pre-measurement. This may be due to the experimental variable that was introduced. On the experimental group, which is the professional intervention program, with a confidence level of 95%, and accordingly we accept the fourth sub-hypothesis, which is (there is a statistically significant relationship between the use of the group discussion technique and identifying proposals that contribute to reducing the factors driving suicide attempts for high school students). This was also confirmed by the Al-Rashoud study (2006) that the religious axis must be the basis through which preventive and curative plans and programs can be developed, taking into account the cultural specificity of Islamic societies. As for the study (Al-Faris, 2019), it recommended the necessity of highlighting the role assigned to social and educational institutions in relation to Directing the study of attempted suicide, and the role of the media in public awareness to spread the facts about suicide.
5. **As for the scale as a whole:-** the calculated (t) value is (53.500), while the tabulated (t) value is at (14, 0.05) = (2.145), which is greater than the tabulated (t) value. Accordingly, there are statistically significant differences for the experimental group in favor of the measurement. This is evident from the arithmetic mean in the pre-measurement, which is (55.13) while in the post-measurement it was (112.20), which means developing the awareness of high school students about the risks of suicide in the post-measurement from the pre-measurement. This may be due to the experimental variable that was introduced to the experimental group, which is a program Professional intervention with a confidence level of 95%, and accordingly we accept the main hypothesis, which is (there are statistically significant differences between the average scores of the experimental group before applying the professional intervention program using group discussion to develop secondary school student's awareness of the dangers of suicide attempts and between their average scores after applying the program, in favor of measuring Al-Baadi agrees with the study (Bondervea, 2022), which emphasized the importance of group discussion in exchanging and generating ideas in the group and contributed to building student's personalities in an effective way and protecting them from deviance, and the study (Abu Araa, 2023) confirmed the possibility of using group

discussion in developing university youth's awareness of their roles. Social studies, and the study (Gerald, 2022) showed the importance of group discussion in imparting many social skills to university youth, and the study (John, 2023) confirmed that group discussion added many concepts and knowledge to women regarding their social responsibility and reducing social problems, especially delinquency. The study (Al-Jayoush, 2023) concluded that professional intervention in the manner of working with groups using group discussion led to the development of member's attitudes to participating in student activities to reduce various social problems, and the study (Al-Khalaf, 2023) confirmed the effectiveness of group discussion in developing civic culture among young people, and the study (Al-Shehri, 1443 AH) confirmed that using group discussion leads to increasing young people's knowledge of the qualities of citizenship and their practice by providing them with some behaviors and skills.

#### **Eleventh: General results of the study:-**

1. There are statistically significant differences between the average scores of the experimental group before implementing the vocational intervention program using the group discussion technique to develop high school student's awareness of the dangers of suicide attempts and their average scores after implementing the program, in favor of the post-measurement.
2. There is a statistically significant relationship between the use of group discussion techniques and addressing the factors leading to suicide attempts for high school students.
3. There is a statistically significant relationship between the use of group discussion techniques and identifying the risks of suicide attempts for high school students.
4. There is a statistically significant relationship between using the group discussion technique and clarifying the role of the specialist working with groups to develop high school student's awareness of the dangers of attempting suicide.
5. There is a statistically significant relationship between using the group discussion technique and identifying proposals that contribute to reducing the factors driving suicide attempts for high school students.

**The following figure shows the pre- and post-measurement of the dimensions of the scale on the experimental group**



### **Twelfth: Recommendations:-**

1. The importance of increasing religious awareness among high school students about the prohibition of suicide, that this is considered polytheism to God, and that God Almighty forbids killing oneself.
2. Treating family problems mentally and trying to provide social services that raise the level of family members, and educating family members about the importance of family cohesion within it, while paying attention to proper socialization.
3. Paying attention to psychological treatment and guidance for high school students who suffer from some psychological disorders and illnesses because of their risk of increasing the rate of suicide attempts.
4. Taking care of high school students, as it represents one of the stages of adolescence, and not being far from them. Especially those who suffer from mental illnesses or are beset by social, family, economic or psychological problems.
5. Increasing treatment centers that follow up on psychiatric patients and provide support to people in middle-income groups so that they can receive psychological treatment.
6. The necessity of having a specialist to work with groups at all levels of education in various educational institutions,
7. It identifies the needs and desires of students and helps them to join groups that satisfy them while practicing programs and activities on how to work with groups.
8. Announcing school groups and their goals to high school students and working to encourage students to join them to meet their needs and desires.
9. Working to fill student's free time in a way that benefits them, their families, and society.
10. Civil society institutions must perform their assigned role towards the phenomenon of suicide in terms of implementing intensive programs in the field of awareness, education and guidance to reduce the suicide attempt of high school students.

11. Establishing counseling centers to study the phenomenon of suicide, follow up on the general pattern of society, and identify areas of deficiency.
12. The need for scientific and research centers to conduct specialized studies and research into knowing the motives, causes and means of suicide and the groups most likely to commit suicide or attempt it and how to overcome it.
13. Educating families about the dangers of using the Internet and electronic games to incite suicide and promote suicidal thoughts, especially among teenagers.
14. Reducing the risks of using pesticides, monitoring and restricting the circulation of poisons and pesticides among citizens without proof of the purpose of the circulation.

### **A template for a periodic report for group meetings**

#### **First: Primary data**

**Today:** Sunday

**Date:** 19/4/2023

**Location:** Semester 2/3  
12:2 p.m

**Duration of the meeting:** 2 hours from

**Attendees:** 15 members.

**Absentees:** None

#### **Second: The purpose of the meeting:-**

1. Helping high school students know the dangers of a suicide attempt on the individual, the family, and society.
2. Trying to change some of the distorted beliefs and ideas associated with a suicide attempt among high school students within different social life situations.
3. Developing high school student's awareness of the dangers of attempting suicide.

**Third: Content of the meeting :-**(holding a group discussion through showing a film that includes a group of dramatic scenes interspersed with the reaction of the family and society to the attempted suicide of high school students)

I began the meeting with the group members by saying, "We agreed in the previous meeting that today we will watch one of the films that includes some dramatic scenes that revolve around the reactions of the families of those who attempt suicide and those around them." Here, member (M) commented, "We are ready, oh God, let us begin." Here, member (K) commented, "Not when we agree, we will see." Whose movie? Here she commented, saying, "I brought for you a group of films, which were prepared for viewing for 45 minutes, and I showed them to them. After agreement between the members, based on the desire of the majority, the movie was selected," and here she commented, saying, "It is forbidden to discuss or talk on the side while watching." Any questions can be postponed after watching, and the movie that was made was shown. Spending it on the members through my laptop, and after finishing watching, I asked each member to come up with a title for the film that expresses the effects of the suicide attempt from his point of view, and here he said: The leader of the group (H), so I gather opinions,

so she commented, saying, “Go ahead,” and here he said: The member (A) is a tragedy. He said: Member (M) scandal and disgrace. He said: Member (H) shock. He said: Member (K) the destruction of all. He said: Member (T) feelings of guilt. He said: Member (S) shamed the family. He said: Member (R) conflict between the family. He said: Member (T) (N) incapacity, and member (F) said: family heartbreak, and member (K) said: fire of remorse, and member (J) said: anxiety about death, and member (R) said: family oppression and humiliation, and he said: member (G) injustice to the soul, and member (A) said: loss of the world. After presenting the group members to the dangers of attempting suicide from their point of view by watching the film, the group leader (H) summarized these dangers and presented them to the group members. After completing the presentation, I discussed with the group members the dangers of attempting suicide to high school students, their families, and society as a whole. Citing many examples and discussing them through the viewpoint of the Islamic religion. After the end of the discussion, the results that resulted from the group discussion were drawn and the meeting ended with an agreement on the date of the next meeting, God willing.

### Analysis

#### **The following is evident from the previous report:-**

##### **First: Professional practice in the way of working with groups:-**

1. The researcher used group discussion by showing a movie, and the report shows the group member's high degree of understanding of the mechanisms and organization of group discussion and the extent of the leader's ability to manage the discussion.
2. The researcher used basic tools in studying the group and its ongoing interactions, which is observation, where she noticed the extent to which the group members paid attention to each member's presentation of his opinion. She also followed the democratic method in group life by providing every member of the group with the opportunity to express his opinion about the dangers of attempting suicide.

##### **Second: The basic goals that were achieved from the professional intervention program:-**

1. The members of the group acquired knowledge and information during group interaction related to the goals that the group seeks to achieve in order to develop their awareness of the dangers of attempting suicide and their sense of social responsibility.
2. Practicing democratic life in a practical way through dialogue between members of the group and providing each member of the group with the opportunity to express his opinion completely freely.

##### **Third: Professional intervention strategies:-**

- a) **Encouragement strategy:-** This was demonstrated by the researcher encouraging each member to express his opinion and participate in

order to obtain the greatest amount of information and knowledge about the dangers of attempting suicide.

- b) **Paying attention to the useful life experiences of the group member:-** by providing the researcher with the opportunity for the group members to benefit from the life experiences through the dangers of attempting suicide that the group members expose themselves to.
- c) **Cooperation and participation strategy:-** This was demonstrated by all members participating in the discussion and expressing their opinions, and no one abstaining from participating.

**Fourth: The professional skills that the researcher used in the activity according to the professional intervention program:-**

- a) **Skill in communicating feelings:-** This is evident from the researcher accepting the group members and helping each member to express his feelings during the discussion and presenting his opinion on the dangers of attempting suicide.
- b) **Skill in forming a professional relationship:-** This is evident from the researcher's efforts to support and strengthen it through acceptance, respect, and mutual appreciation between the researcher and members of the group.
- c) **Listening skill:-** This is evident from the researcher making the group members aware of their different desires and needs during the discussion, which helps them assert themselves.
- d) **Participation skill:-** It is demonstrated by the participation of each member of the group by expressing an opinion on the dangers of attempting suicide.
- e) **Communication skill:-** This is evident from the positive interaction between all members of the group in order to obtain the greatest amount of information and knowledge about the dangers of attempting suicide.
- f) **Observation skill:-** It is clear that the researcher observed each member of the group individually, as well as observing the group as a whole during the group discussion.
- g) **Evaluation skill:-** It was demonstrated by the researcher and group member's evaluation of the group member's different viewpoints regarding the dangers of attempting suicide, then discussing the group members regarding it through the viewpoint of religion and society's view, and discussing many suicide attempts and the results they resulted on the suicide attempters, their families, and society as a whole.

**Fifth: Results of professional intervention using the professional intervention program:-**

- The high degree of group member's understanding of the mechanisms of group discussion and organization and the extent of the member's ability to present their opinions in a clear and sequential manner,

which gives an indication of the extent to which the professional intervention program achieves its goals.

- Reaching the social aspects that focus in this report on how to dialogue about an important goal, which is educating high school students about the dangers of attempting suicide.
- Members gain the ability to express their opinions and express them with complete freedom regarding the phenomenon of attempted suicide by high school students.

#### Appendix No. (5) Scale for developing awareness of the dangers of suicide attempts

	Phrase	Response		
		Often	sometimes	never
<b>First: Factors driving suicide attempts:</b>				
1	Weak religious conscience, religious discourse, seminars and religious lessons that encourage the dangers of attempting suicide			
2	The spread of violence and family disintegration and their impact on family members			
3	Inability to achieve academic achievement in the general secondary stage and failure in the exam			
4	Mental disorders, medical history, and mental health of the suicidal person			
5	The spread of mental illness, anxiety, and depression among some			
6	Communicating via websites and discussing suicide attempts			
7	Bad companions and their behaviorally deviant cognitive ideas			
8	Addiction to all kinds of narcotic substances			
9	Failure to deal with life pressures, especially economically			
10	Rapid modern transformations as a result of the modernization of electronic applications that spread suicide cases globally			
<b>Second: The risks of attempting suicide</b>				
1	It poses a real danger to the life of the person who commits suicide			
2	It leads to physical injuries and psychological effects in the event of failure			
3	It increases the financial burden on the family			
4	Family members feel sadness, pain and guilt			
5	It affects family members with psychological problems			
6	Family members feel ashamed and cannot face the outside society			
7	It increases the tendency of many citizens to attempt suicide			
8	Society is losing talented individuals in different fields			
9	It leads to a decrease in production and a decline in economic growth			
10	Promoting extremist ideas that lead to an increase in extremism and violence in society			
<b>Third: The roles of specialists working with groups in developing awareness of the dangers of suicide attempts for general secondary education students</b>				
1	Helping a group member to raise his morale when facing a study problem			
2	Convince the group member not to link the suicide attempt with family problems			
3	Empowering the group member through the group itself to develop and self-esteem, especially those who suffer from mental disorders			
4	Raising awareness of group members about the causes and dangers of attempting suicide and how to confront them			
5	Conducting religious seminars that address the problem of suicide attempts by members of the group			
6	Helping link medical social institutions with the community to cooperate in reducing the risk of suicide attempts			

7	Coordinating with psychiatry to provide family counseling to group members			
8	Group members practice programs and activities that satisfy their needs and desires and reduce suicide attempts			
9	Teaching group members the correct methods of dealing with each other, especially those related to behavioral or psychological problems			
10	Educating group members about the dangers and negatives of websites and their misleading and false information regarding suicide attempts			
<b>Fourth: Proposals that can contribute to activating the roles of specialists working with groups to develop group members' awareness of the dangers of suicide attempts</b>				
1	Continuous communication between the specialist working with groups and the mentally ill group member and his family			
2	Strengthening religious morals through social programs and activities and how to work with groups that contribute to this			
3	Caring for those with psychological disorders and suicidal tendencies			
4	Helping suicide attempters to exploit their potential and abilities in dealing with the pressures and situations they face			
5	Creating brochures and awareness programs about the dangers of suicide attempts			
6	Activating the role of a specialist working with groups and authorities to communicate with all parties related to suicide			
7	Holding intensive training courses for specialists working with groups that address the factors that lead to suicide and how to confront them with group members			
8	Follow methods that reduce domestic violence, parental cruelty, and family disintegration			
9	Activating the role of committees of community institutions related to the phenomenon of suicide			
10	Drawing and planning programs that will reduce the factors driving suicide attempts			

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