

A Quasi-Experimental Study Assessing the Effectiveness of a Structured Teaching Program on Knowledge regarding Suicide Prevention among Early Adulthood Students in a Selected College in Shahjahanpur, Uttar Pradesh

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Abstract: ***Background:** Suicide prevention among young adults is a major public health priority, particularly in academic settings where students may experience psychological stress. The specific objective is: 1) To assess the effectiveness of a structured teaching programme on knowledge regarding suicide prevention among early adulthood students. **Methods:** A quantitative quasi-experimental one- group pre-test post-test design was used among 60 students selected through purposive sampling from a college in Shahjahanpur, Uttar Pradesh. Data were collected using a structured knowledge questionnaire before and after the intervention. **Result:** Pre-test findings showed 70% of students had poor knowledge, while post- test findings showed 55% had excellent knowledge. Mean knowledge scores increased from 9.10 to 21.40, indicating significant improvement following the intervention. **Conclusion:** Conclusion: The structured teaching programme was effective in improving students' knowledge regarding suicide prevention.*

Keywords: effectiveness, structured teaching program, knowledge, suicide prevention, early adulthood students.

1. Introduction

Suicide is the act of deliberately taking one's own life. It is a complex issue that can be influenced by numerous factors, including internal health, particular struggles, and social circumstances. The word Suicide derives from a Latin word, Sui (oneself) and Caedes (killing). Nearly 1 million people worldwide commit suicide each year. Every 40 seconds, a person dies by Suicide nearly on the globe. India reported about 381 Suicide daily in 2019, marking an increase of nearly 3.4 Suicide deaths as compared to 2018. In 2023, the suicide rate was 12.3 per one lakh, higher than the global average. As per the National Crimes Records Bureau (NCRB) Suicide rate in India is 10.6 per 1,000,000, with a mainly female rate of 2.2. Every hour, one person commits suicide in India. Suicide is a serious public health problem that can have long-lasting effects on individuals, families, and communities. Preventing Suicide requires strategies in all situations of society.

2. Literature Survey

A literature review is a systematic exploration of published works, aimed at gathering information relevant to the subject matter of a dissertation. Conducting a literature review is a challenging yet enlightening experience. Through literature reviews, a researcher constructs a clear picture of what is already known regarding a specific situation. The primary objective of a literature review is to convey to the audience the body of work, knowledge, and ideas that have already been established within a specific

field of research.

3. Problem Definition

- **Effectiveness:** The capability of producing a desired result or the ability to produce desired output regarding suicide among early adulthood students.
- **Structured Teaching Programme:** It refers to a systematically developed instructional and teaching session prepared by the investigator to impart knowledge regarding suicide prevention.
- **Suicide:** Suicide is defined as death caused by self-directed injurious behaviour with the intent to die as a result of the behaviour.
- **Suicide prevention:** It is a collection of efforts to reduce the risk of suicide. Suicide is often preventable, and the efforts to prevent it may occur at the individual, relationship, community, and society levels.
- **Early adulthood students:** Early adulthood refers to the period of adulthood typically ranging from approximately 16 to 39 years of age, characterized by significant life events such as graduation, starting a job, or forming a family.

4. Methodology

Research methodology provides researchers with a framework and guidelines to easily define research questions, hypotheses, and objectives. It assists researchers in identifying the most appropriate research design, sampling method, and techniques for data collection and

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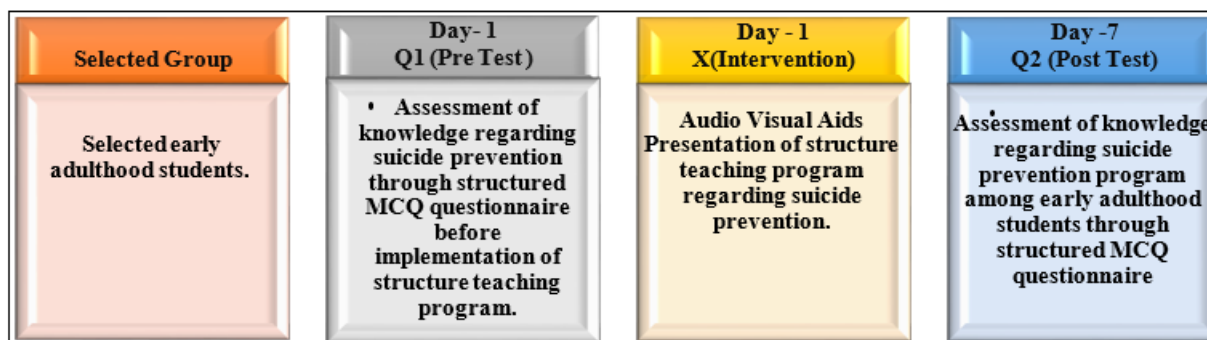
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analysis. A quantitative evaluative approach has been employed in this study to determine the effectiveness of STP regarding knowledge related to suicide. This involves the use of a quasi-experimental research design based on a

single-group pre- test and post-test model.

Q1: Pre- test Q2: Post- test X: Intervention



- Data collection for the main study commenced on November 10, 2025, and concluded on November 17, 2025. The study was conducted at Swami Shukdevanand College Shahjahanpur (U.P.) and focused on early adulthood students. The study began on November 10, 2025, when the researcher provided a brief introduction of themselves and briefed the subjects participating in the study about the study itself. They were informed about the next visit after six days. Then, on November 17, 2025, a post-test was conducted at the same locations.
- The main study was conducted after the approval of research committee. The purpose and other details of the study was explained to the respondent's consent was obtained from them. Confidentiality was assured to the individuals regarding the study result permission was sought from the selected college authority. Thus, the ethical practices were ensured in the study.

knowledge scores regarding suicide prevention among early adulthood students Section B - Effectiveness of Structured Teaching Program on Knowledge Regarding Suicide Prevention

Section A

Table 1: Distribution of pre-test and post-test knowledge level of early adulthood students regarding suicide prevention (n = 60)

Level of knowledge	pre-test		Post test	
	f	%	f	%
Excellent knowledge	0	0%	33	55%
Good knowledge	18	30%	27	45%
Poor knowledge	42	70%	0	0%

The above table shows that the pre-test excellent knowledge score was 0%, which increased to 55% in the post-test. Good knowledge during the pre-test was 30%, which improved to 45% after the structured teaching program.

Poor knowledge before the intervention was 70%, which reduced to 0% in the post-test.

Section B

5. Result

The data is organised into four sections, aligned with the study objective and hypothesis.

Section A- Findings related to pre-test and post-test

Table No. 2: Mean, Mean%, SD, Enhancement, and Z value of effectiveness of planned teaching program on knowledge score regarding suicide prevention

Knowledge Score	Mean	Mean %	SD	Enhancement	Enhancement %	'Z' Value	'T' Value	Inference
Pre-test knowledge score	9.1	30.33%	3.16	12.3	41.00%	14.59	0.001	S
Post-test knowledge score	21.4	71.33%	6.63					

*P significance at < 0.05 level

The above table 4 shows that the pre-test mean knowledge score was 9.10 and the post-test mean knowledge score was 21.40, with a mean difference of 12.30 and an enhancement percentage of 41.00%.

6. Conclusion

The structured teaching programme significantly improved knowledge regarding suicide prevention among early adulthood students in the selected college. While the findings support the usefulness of educational interventions for suicide awareness, the small non-random sample and

single-institution setting limit generalizability. Further controlled studies with larger samples are recommended.

7. Limitation of Study

- The study was conducted on a limited sample size (n=60), which may restrict generalization.
- The study was confined only to early adulthood B.Sc. students of a selected college.
- The duration of the structured teaching programme and follow-up was limited.
- Only knowledge was assessed; attitudes and practices

regarding suicide prevention were not evaluated.

- The study used a non-probability sampling technique, which may introduce selection bias.

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