



A Study on Poor Academic Achievers of Secondary School Students of Delhi NCR and Their Suicidal Tendencies: An Experimental Study

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Abstract: This paper focus on the attitude of the poor academic achievers of Delhi (NCR) towards suicidal tendencies. An attitude test towards suicidal tendencies will be conducted before the academic exam (pre-test) and after the academic exam (post-test). The aim of the study is to find out if poor academic achievement increases the risk of suicide among secondary school students. Two objectives are set to find the significant difference and significant relationships among poor academic achievement students before the academic exam (pre-test) and after the academic exam (post-test). Since the sample is based on poor academic achievers it's likely that they will score less in the academic exam. So, it will be easier to examine the difference in their attitude towards suicide before the exam and after the exam. This will help the researcher to find out if there is any relationship in the tendency of suicide and poor academic achievement.

Key words: risk of suicide, suicide, academic achievement, poor academic achievement, effectiveness of academic achievement; poor academic achievers, suicidal tendencies.

1. INTRODUCTION:

The purposeful act of bringing about one's own death is referred to as suicide. Risk factors include physical conditions (such chronic fatigue syndrome), mental conditions (including depression, bipolar disorder, autistic spectrum disorders, schizophrenia, personality disorders, and anxiety disorders), and substance use disorders (such as alcohol use disorder and benzodiazepine use and withdrawal). Some suicides are unprovoked acts brought on by stress, such as difficulties with money or school, interpersonal problems, such as breakups or divorces, or bullying and harassment.

Previous suicide attempts increase the likelihood of future attempts. Effective Suicide prevention measures include limiting access to tools used in suicide, such as weapons, drugs, and poisons, treating mental illnesses and substance abuse, monitoring media coverage of suicide, and improving economic situations. Despite the fact that crisis hotlines are often used, little is known about how effective they are. The most common method of suicide varies by nation and is mostly influenced by the accessibility of successful interventions. Suicide can be committed by hanging, poisoning with pesticides, or using a weapon. In 2015, 828,000 persons died by suicide worldwide, an increase from 712,000 in 1990. Today, suicide ranks as the tenth leading cause of mortality worldwide.

One percent of all deaths worldwide are due to suicide. This comes out to around 12 per 100,000 people every year. Males are more likely than females to commit suicide, with rates varying from 1.5 times greater in developing nations to 3.5 times higher in industrialized nations.

An estimated 10 to 20 million non-fatal suicide attempts occur each year. Even unsuccessful suicide attempts can leave victims hurt and permanently disabled. In the Western world, young people and women are more likely to attempt.

The purpose of life, religion, and honor have all influenced how people view suicide. Abrahamic religions have long viewed suicide as a sin against God because they believe that life is holy. A form of suicide known as seppuku, harakiri was respected as a manner of atoning for failure or protest during the time of the samurai in Japan. An Indian widow was expected to commit suicide on her husband's funeral fire, either voluntarily or under the influence of her family and community (Sati, a British-outlawed practice).



Most Western nations used to forbid suicide and attempted suicide, but this is no longer the case. It continues to be illegal in some countries. In the twentieth and twenty-first centuries, suicide has occasionally been used as a form of protest, and kamikaze and suicide bombings have been used as terrorist or military strategies. Suicide is perceived negatively almost everywhere in the world, and it is frequently seen as a terrible tragedy for families, relatives, and other nearby supporters.

Definitions: Suicide, from the Latin *suicidium*, means "the act of taking one's own life." Self-harm accompanied by at least some intention to end one's life but without actually dying is referred to as attempted suicide or non-fatal suicidal behavior. When someone helps another person kill themselves by giving them the means or the direction to do so, this is referred to as assisted suicide. This is distinct from euthanasia, in which a person's death is more actively assisted by another person.

The urge to take one's life without really trying to do so is known as suicidal ideation. It might or might not include exact planning or a goal. A murder-Suicide (or homicide-Suicide) occurs when the culprit kills someone else and then turns around and kills themselves. In a form of extended suicide known as prolonged suicide, the murderer views the victims as an extension of themselves. Egoistic suicide is described as suicide carried out by someone who feels excluded from society.

The Canadian Centre for Suicide Prevention learned in 2011 that the verb *commit* was frequently used in academic writing and news reports to describe suicide acts. The word "committed suicide," on the other hand, is discouraged by the American Psychological Association because it "frame[s] Suicide as a criminal." Several advocacy groups suggest adopting the terms "took his or her own life," "died by Suicide," or "killed himself" in place of the phrase "committed suicide."

The Associated Press Stylebook cautions against using the phrase "committed Suicide" unless it is in a direct declaration from the authorities. The Guardian, Observer, CNN style guidelines all forbid the use of "committed." The word "commit" has some detractors who say it implies that suicide is wrong, bad, or immoral.

2. BACKGROUND :

In ancient Athens, a person who committed suicide without the state's consent was denied the honors of a proper burial. On the outskirts of the city, the deceased would be laid to rest without a headstone or other marker. Nevertheless, it was acknowledged as a respectable strategy for handling military failure. Suicide was once permitted in Ancient Rome, but because of the serious financial ramifications, suicide was later deemed a crime against the state. Plato was split on the topic of suicide, but Aristotle prohibited it in all forms.

3. LITERATURE REVIEW: Indian Studies on Suicide by Vijayakumar L. (2010), available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3146189>

The suicide rate in India is 10.3. Over the previous three decades, the suicide rate has increased by 43%, yet the male to female ratio has stayed stable at 1.4 to 1. The majority (71%) of suicides in India are carried out by people under the age of 44, placing a heavy social, emotional, and financial weight on society. 54 articles about suicide have been published in the IJP.

Numerous research have found that suicidal behavior is substantially more prevalent than what is officially reported. Suicide methods included hanging, self-immolation, and poisoning (especially among women). Physical and mental illness, problematic interpersonal relationships, and financial problems were the leading contributors to suicide. The most vulnerable groups included women, students, farmers, and other people in these categories. Social and public health interventions are equally crucial to preventing suicide behavior in India as are mental health interventions.

3. AIM :

- To find out if poor academic achievement increases the risk of suicide among secondary school students.

3.1 OPERATIONAL DEFINITIONS

POOR ACADEMIC ACHIEVEMENT STUDENTS: In the present study poor academic achievement students are the poor academic achievers who scored less than 30 percent in the last academic /final exam.



PRE-TEST- The attitude test towards suicidal tendencies will be conducted before the academic exam. This test will be considered as the pre-test for the present study.

POST-TEST- The attitude test towards suicidal tendencies will be conducted after the academic exam. This test will be considered as the post-test for the present study.

4. OBJECTIVES :

- To examine the attitudes towards suicide among poor academic achievement students before the academic exam (pre-test) and after the academic exam (post-test).
- To find out if there is a relationship in risk of suicide among the poor academic achievement students before the exam (pre-test) and after the exam (post-test).

5. HYPOTHESES :

- There is no significant difference in the attitudes towards suicide among poor academic achievement students before the academic exam (pre-test) and after the academic exam (post-test).
- There is a significant relationship in suicidal tendencies among the poor academic achievement students before the exam (pre-test) and after the exam (post-test).

6. DELIMITATION OF THE STUDY :

- Only poor academic achievers will be allowed to participate in the study.
- Only 300 samples will be used in the investigation.
- Only students in DELHI (NCR) will be included in the study.
- The study will solely include secondary schools.

7. VARIABLES :

(based on the topic: for general conclusion)

Attitude of poor achievers-independent variable

Tendencies of Suicide -dependent variable

(based on the hypotheses: for analysis)

- There is no significant difference in the attitudes towards suicide among poor academic achievement students before the academic exam (pre-test) and after the academic exam (post-test)

i. Attitude towards suicidal tendencies among poor academic achievers before the academic exam (pre-test)-independent variable

ii. Attitude towards suicidal tendencies among poor academic achievers after the academic exam (post-test)-independent variable

- There is a significant relationship in the attitudes towards suicide among poor academic achievement students before the academic exam (pre-test) and after the academic exam (post-test)

i. Attitude towards suicidal tendencies among poor academic achievers before the academic exam (pre-test)-independent variable

ii. Attitude towards suicidal tendencies among poor academic achievers after the academic exam (post-test)-dependent variable

8. RESEARCH METHOD :

Questionnaire and Survey method will be used in the present study.

RESEARCH DESIGN

Experimental research design will be used in the present study in the form of pre-test and post test.

POPULATION

All secondary school poor academic achievers in DELHI (NCR), would be taken into account for the population of the current study.



SAMPLING TECHNIQUE

To choose the samples for the current investigation, a random selection procedure will be used, i.e. The samples will be chosen at random from 6 secondary schools of Delhi NCR.

SAMPLE

300 poor academic achievers OF SECONDARY SCHOOLS of DELHI (NCR) would be used as the actual sample in the current study.

TOOLS

Attitude scale: With the aid of a mentor and research specialists in the area, the researcher will create this scale on her own. Finding the tool's validity and reliability will help standardize it. This tool will be used both for Pre-test and Post-test.

Check list/Poor Academic achievement scale: Poor academic achievers will be identified before the conduction of the test from the school academic records. A check list of school main subjects and the marks achieved by the poor students will be prepared.

ADMINISTRATION OF THE TOOL

The raw scores received from the sample will serve as the study's data, upon which analysis and a study conclusion will be made. Statistical metrics including frequency, mean, standard deviation and Coefficient of correlation will be used in the tabulation and analysis.

PROCEDURE OF DATA ANALYSIS

The gathered data will be tabulated to aid in the interpretation process before statistical techniques are applied for data analysis. A method of encoding will be used to transform the primary acquired data into a format that is user-friendly. Data conversion will be done in a spreadsheet using MS Excel.

The computer will receive pertinent data from the scale that has been collected. Calculations will be carried out automatically (using SPSS) to maintain accuracy.

In this study, quantitative statistics like mean, frequency, standard deviation and Coefficient of correlation will be used.

9. SIGNIFICANCE OF THE STUDY :

Suicide risk factors include mental illnesses, drug use, psychological conditions, cultural, familial, and societal contexts, genetics, traumatic or loss experiences, and nihilism. Substance addiction and mental diseases are frequently seen simultaneously. A previous attempt at suicide, having the means to take one's life close at hand, having a family history of suicide, or having traumatic brain injury are some additional risk factors. For instance, it has been discovered that homes with firearms had greater suicide rates than homes without.

Socioeconomic problems such as prejudice, homelessness, poverty, and unemployment can all trigger suicidal thoughts. Communities with strong social ties and strong moral opposition to suicide may have lower suicide rates. A suicide note is left by 15–40% of people on average.

Veterans of war are more likely to commit suicide due to greater rates of mental illnesses such post-traumatic stress disorder and physical health issues related to combat. In between 38 and 55% of cases, suicidal behavior appears to be inherited. Instances of suicide might sometimes cluster together in one place. The majority of research do not distinguish between risk factors that increase suicidal thoughts and risk factors that increase the likelihood of suicide attempts. Strong pain tolerance and a decreased fear of dying are both risk factors for attempted suicide rather than just having suicidal thoughts.

According to a review of related literature, the majority of studies on suicide have focused on children in general, but there have been very few or no studies on the attitudes of the poor academic achievers OF SECONDARY SCHOOL STUDENTS in DELHI (NCR) toward suicidal tendencies. The researcher has therefore made an effort to close this gap.

10. CONCLUSION :

The aim established will aid in determining the attitude of the poor academic achievers towards suicidal tendencies. This will make it easier to decide if there is any relationship in suicidal tendencies among the poor academic achievement students before the academic exam (pre-test) and after the academic



exam (post-test). If the attitude towards suicidal tendencies are high after the exam we can conclude that there is a significant relationship in the academic achievement of students and suicidal tendencies.

*Risk of suicide will be high if the academic achievement is poor. *Risk of suicide will be less if the academic achievement is high.

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