

## Comparative Study of Academic Achievement and Suicidal Ideation in Adolescent Boys and Girls

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### ABSTRACT

This study examined Academic achievement and suicide ideation differences in boys' and girls' students, in a sample of 400 school students (200 Boys and 200 Girls). Using randomized sampling total of 400 boys and girls school students were taken from Kota city of Rajasthan State. The suicide ideation scale by Devendra Singh Sisodia and Vibhuthi Bhatnagar was administered to the selected sample. Last year academic scores were used for academic achievement scores. t-test was applied to understand the significant impact of these variables. The result of the study indicated that girls' students have high suicidal thoughts as compared to boys' students. And boys have high academic achievement as compared to girls' students. Where many factors that affect girls more as compared to boys students also lead them toward suicidal ideation. Other factors like academic pressure, peer pressure, physical and clinical disorders, distance from family members, substance dependency, and the schedule for day-to-day activities also play important roles in it.

**Keywords:** *Academic achievement, suicidal ideation*

**A**cademic achievement refers to the level of success that a student has achieved in their academic pursuits, such as their grades, test scores, and overall performance in school. It can be measured by various means, including grades, standardized tests, and teacher evaluations. Academic achievement can also encompass other factors beyond just grades, such as participation in extracurricular activities, leadership positions, and community service. It is important to note that academic achievement does not solely refer to the academic success of a student, but also their personal growth and development throughout their educational journey.

Overall, academic achievement is an important indicator of a student's readiness for future academic and professional pursuits and is often used to determine college admissions, scholarships, and job opportunities.

A broad term used to describe a variety of thoughts, desires, and preoccupations regarding death and suicide is suicidal ideations (SI), also known as suicidal thoughts or ideas.

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Suicidal ideation is a medical term for thoughts about committing suicide that is unusual. Suicidal ideation can range from fleeting to unsuccessful attempts, role-playing, or detailed planning, which can be designed to stop working and be discovered, or it can be completely intended to lead to death. Although nearly all people who have suicidal thoughts do not attempt suicide, a significant proportion do. Suicidal ideation is frequently associated with depression; however, it appears to be associated with a variety of other psychiatric issues, life events, and academic pressure, family functions, all of which may increase the risk of suicidal ideation.

In India, youth suicide occurs when young people intentionally take their own lives. People aged 15 to 24 have the highest suicide rate in India, which corresponds to global trends in youth suicide. The above age group reports for 35% of all recorded suicides in India.

Adolescence is a time of mental vulnerability. There is a complex relationship between academic achievement and suicide, and many factors can contribute to suicide risk. While academic achievement itself is not a direct cause of suicide, studies have found a correlation between high academic pressure and an increased risk of suicide.

Academic stress, such as pressure to achieve high grades, meet the expectations of parents and teachers, and gain admission to prestigious schools or universities, can take a toll on a student's mental health. This stress can lead to depression, anxiety, and other mental health issues, which can increase the risk of suicide. In addition to academic stress, other factors such as social isolation, bullying, and personal or family history of mental health problems can also contribute to suicide risk. Schools and universities need to have support systems in place to help students cope with stress and mental health issues.

### ***Statement of problem***

- The present disquisition attempts to study “Academic Achievement and Suicidal Ideation in Adolescents Boys and Girls”.

### ***Objectives***

- Examine the difference between adolescent boys and girls in academic achievement.
- Examine the difference between adolescent boys and girls on suicidal ideation.

### ***Hypotheses***

- There will be a significant difference between adolescent girls and boys in academic achievement.
- There will be a significant difference between adolescent girls and boys on suicidal ideation.

## **METHODOLOGY**

The methodology followed to meet the objectives has been described in under following sections.

- Locale of the study
- Sample and its selection
- Data collection & tool used
- Statistical analysis of data

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### Locale of the study

The study was conducted in government and private schools and coaching centers for IIT and NEET entrances of Kota city in Rajasthan state.

### Sample and its selection

The total sample of the present study comprised 400 respondents, selected by random sampling technique. The study was conducted on 200 boys students and 200 girls students, under the age range of 18 to 21 years who study in different schools and coaching centers in Kota city of Rajasthan.

### Measures

#### 1) Suicidal ideation scale

The suicidal ideation scale has been developed by Devendra Singh Sisodia and Vibhuthi Bhatnagar. This scale consists of 25 items with five alternative options like “Strongly agree”, “Agree”, “Uncertain”, “Disagree”, and “Strongly Disagree”. The scale consists of 21 positive statements 1,2,3,4,5,6,7,8,9,10,12, 14,15,16,17,19,20,21,22,23,25, and 4 negative statements 11,13,18,24. The reliability of the suicidal ideation scale was 0.78 (test-retest reliability) and 0.81(Internal Consistency Method) and the validity was 0.74.

### Analysis and Interpretation

Data obtained were edited, coded, tabulated, and analyzed keeping in mind the objectives of the study. Appropriate statistical techniques were used to draw meaningful inferences. Statistical analysis like the t value was calculated by using SPSS 26.0 version.

## RESULT AND DISCUSSION

Table 1 shows the Comparison of Mean scores of Academic achievements in Girls and Boys Students

Variables	N	Mean	SD	t-Value
Boys Students	200	69.09	9	6.153**
Girls Students	200	61.02	13.30	

\*\*significant at 0.01 level

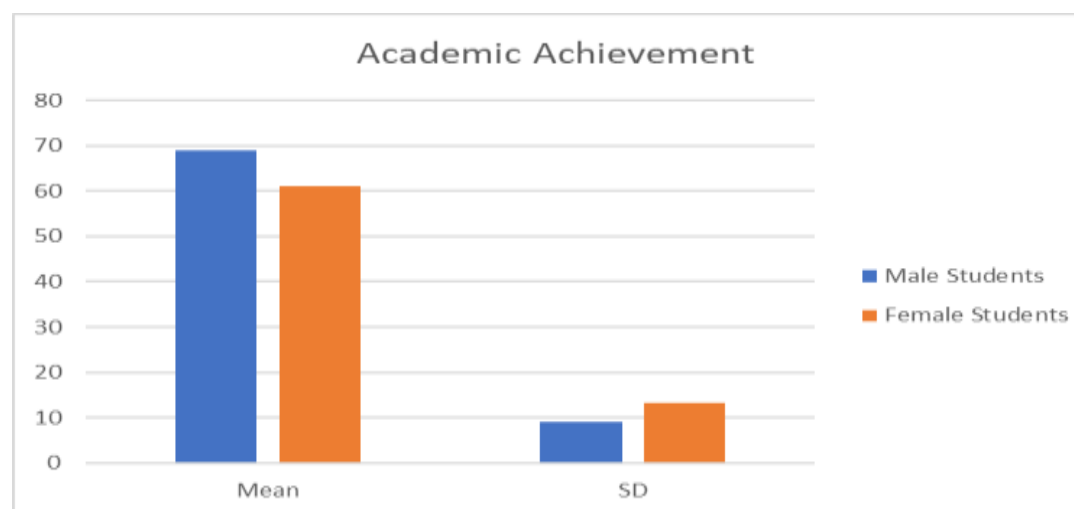


Table no. 1 indicates that academic achievement is significantly higher in boys compared to girls' students. The mean difference between subjects of both groups is significant at 0.01 level, t-ratio is 6.15. The mean and standard deviation of boys' students is 69.09 and 9

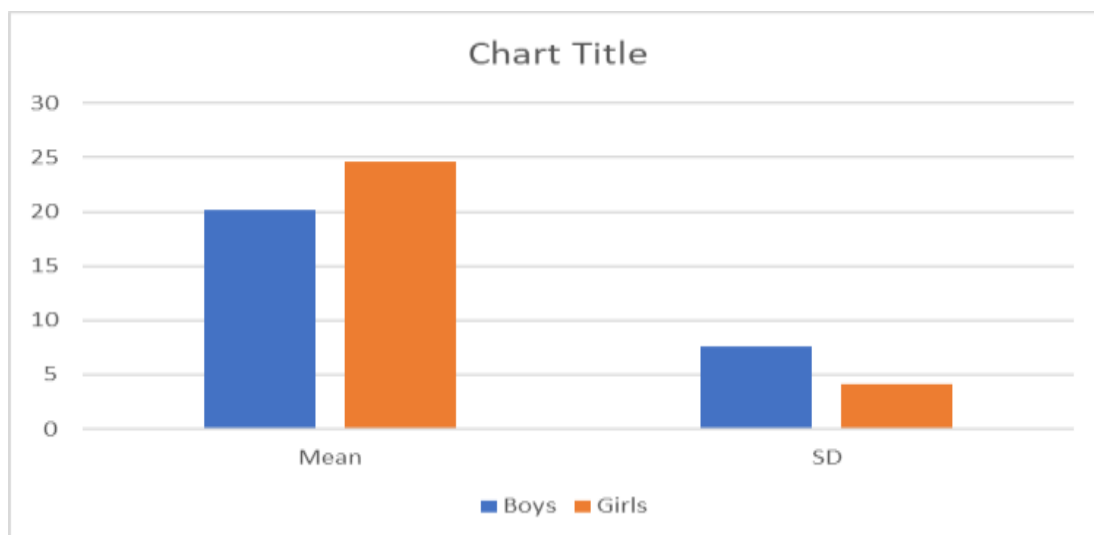
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whereas the mean and standard deviation of girls' students are 61.02 and 13.30. It highlights that subjects of both groups have scored good academic scores and the possible reason behind that may be related to the career-oriented approach of the student, family support as well as social support, differences in cognitive abilities, Classroom environment, and teaching methods, parental pressure and troubled relationships, family problems (other than conflict with parents), financial struggles, and other personal, professional, and academic events. Dweck, (2008) has shown that girls may benefit from collaborative learning environments that emphasize communication and social skills, while boys may benefit from competitive learning environments that emphasize individual achievement. OECD (2015) found that Socioeconomic and cultural factors can also play a role in academic performance. Girls from lower-income families or from certain cultural backgrounds may face more barriers to academic success than boys in similar situations.

**Table 2 shows a Comparison of the Mean scores of Suicidal Ideation in Male and Female Students**

Variables	N	Mean	SD	t-Value
Boys Students	200	20.15	7.60	6.91**
Girls Students	200	24.56	4.10	

*\*\*significant at 0.01 level*



The results of Table 2, indicate that suicidal ideation is significantly higher in girls compared to boys students. The mean difference between subjects of both groups is significant at 0.01 level, t-ratio is 6.91. The mean and standard deviation of boys' students is 20.15 and 7.60 whereas the mean and standard deviation of girls' students are 24.56 and 4.10. It highlights that subjects of both groups have a tendency toward suicidal ideation and the possible reason behind that may be related to the distance from their home, Social media addictions and lack of offline social support, going through relationship issues, Future, and career-related anxiety, parent-child conflict, higher emotional unavailability of their mother and father, parental pressure and troubled relationships, family problems (other than conflict with parents), financial struggles, and other personal, professional, and academic events. The result is thus in the expected direction as the incidence of suicidal ideation is usually found to be almost twice compared of males. Agreement with the earlier studies (Johal et al., 2016; Verma et al., 2014; Souza et al., 2010; Rudatsikira et al., 2007) reporting a higher level of suicidal ideation in females.

## CONCLUSION

From the above findings, it can be concluded that academic achievement is higher in boys as compared to girls, and just the opposite result was found where girls' students score high as compared to boys' students on suicidal ideation. These results may be used to inform the schools and coaching centers to develop specific counseling programs for adolescents with suicidal thoughts and academic achievement-related pressure, with the goals of increasing the adolescents' social engagement and reducing suicidal thoughts, and teaching them effective coping mechanisms. Similarly, the research suggests that parents, professors, and healthcare professionals should work together to reduce the number of suicides and suicidal thoughts among young people at schools and universities.

### *Limitations of the study*

- All work was done under this study with very care but there are some limitations of this research.
- It is very difficult to pursue a student to share his feelings about his academic achievement-related pressure and suicidal ideation.
- There may be some chances of sampling bias, where the sample used in the study may not be representative of the larger population.
- Participants may not always accurately report their thoughts, feelings, or behaviors, leading to potential inaccuracies in the results.

### *Scope & Relevance of the Study*

- The study is mainly confined to knowing the Academic achievement and suicidal ideation among girls' and boys' students from government and private schools as well as IIT and NEET coaching centers of Kota city in Rajasthan state.
- This small study will be helpful in policy-making to improve the coaching and school environment at different levels to reduce academic stress and suicidal ideation. This research study will be beneficial for knowing the causes behind suicidal ideation and academic achievement-related pressure in education hubs like Kota City.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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