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SUICIDAL IDEATION AND ACCADEMIC SELF-EFFICACY AMONG URBAN HIGH SCHOOL STUDENTS

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ABSTRACT

The present study attempted an empirical investigation to explore the suicidal ideation and academic self-efficacy among urban high school students. A total of 120 (60 boys and 60 girls) respondents constituted the sample of the study. The samples were taken from 3 high schools of City Corporation, Chittagong district. The measuring instruments used in this study were: Adapted Bangla version of Suicidal Ideation of Beck *et al.* (1974), Adapted Bangla version of Academic Self-efficacy Scale of Owen and Froman (1988). The data were analyzed by using mean, standard deviation, t-test and Pearson product moment correlation. The findings showed that there was no significant difference between boy and girl students with respect to suicidal ideation and academic self-efficacy. Results also showed that there was significant negative correlation of suicidal ideation and academic self-efficacy. The correlation coefficient between suicidal ideation and academic self-efficacy was $r = -0.215$ ($p < 0.05$).

Key Words: Suicidal Ideation, Academic Self-efficacy, Gender.

INTRODUCTION

In recent years high school students faces many problems including bullying, drug addiction, suicide, juvenile delinquency etc, because high school students faces many psychological changes along with physical changes. To adjust with these changes they have to face many psychological problems. According to Erikson (1950) in this stage, identity and identity confusion are created among high school students. They form their own world, own identity. In this time, parent's conflict is created. Teenagers challenge adult standards and parental authority. They start questioning to their parents. Sometimes they fall in association of bad peer groups which create problems for them and they can't share their feelings with their parents and siblings very much.

Suicide has become a crucial problem throughout the world where more than 800,000 people died from suicide every year (WHO 2014). More seriously, there were many more suicide attempters for each death from suicide while those with suicidal thoughts were countless.

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Many people who attempt suicide were from the vulnerable group such as young people (WHO 2013). For adolescents aged 10 to 19, suicide has become their third major cause of death (WHO 2014). Also, Asian countries have higher risk of suicides where they accounted approximately 60% of the world suicide cases (Chen *et al.* 2012).

Academic self-efficacy refers to an individual's belief (conviction) that he can successfully achieve at a designated level on an academic task or attain a specific academic goal (Bandura 1997). Academic self-efficacy also refers to believe that one can successfully engage in and complete course-specific academic tasks, such as accomplishing course aims, satisfactorily completing assignments, achieving a passing grade, and meeting the requirements to continue to pursue one's major course of study (Jimenez Soffa 2006).

One study conducted by ICDDR in Matlab from 1980-1996 has shown that suicidal death is more common in adolescence, and prevalence rate is higher in female than male. In a study, Bhuiyan (2006) found there were few significant gender differences among adolescents of Bangladesh.

Now a day's suicidal behavior is recognized one of the major problems of adolescents in the whole world. The number of suicide attempt is increasing day by day. In urban areas, high school students have to achieve several goals in their academic and social settings. Family pressure, gender difference, academic pressure, family violence, low socio economic status, peer influence etc are leading them under pressure. In the era of competition, adolescents have to overcome these problems to achieve their ultimate goal. But some of them can't meet with their goal and meet with failure. Considering the fact, the present study is undertaken for examining the relationship among suicidal ideation and academic self-efficacy among urban high school students. However, there are very few studies that have been carried out evaluating the impact of suicidal ideation and academic self-efficacy among urban high school students.

Objectives of study

The following objectives were taken into consideration for the present study –

1. To investigate the effect of gender on suicidal ideation among urban high school students.
2. To investigate the gender effects on academic self-efficacy among urban high school students.
3. To investigate whether there is any relation between suicidal ideation and academic self-efficacy.

MATERIALS AND METHODS

Sample

A total of 120 respondents were purposively selected from 3 schools of Chittagong district. They were Aparnacharan City Corporation Girl's High School, Ramkrishna Bohumukhi High School, and Kolokakoli High School. Ages of the respondents ranged

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from 12 to 16 years, and educational level varied from class VIII to class X. Among them 60 (50%) students were boy and 60 (50%) students were girl. Each group consisted of 40 students of class VIII, 40 students of class IX, and 40 students of class X.

Measuring Instrument

Scale for Suicidal Ideation (SSI) (Beck *et al.* 1974) was adapted in Bangla by the present researcher. The SSI was designed to quantify the intensity of current conscious suicidal intent by scaling various dimensions of self-destructive thoughts or wishes. Suicidal ideation also encompasses "suicidal threats" that have been expressed in overt behavior or verbalized to others. The scale consists of 19 self-report items. Each item consists of three alternative statements graded in intensity from 0 to 2. The total score is computed by adding the individual item scores. Thus, the possible range of scores is 0-38. The alpha co-efficient (0.89) indicated internal consistency of the scale. Alpha was calculated on a sample of 90 patients (Beck *et al.* 1974). The inter rater reliability co-efficient was 0.83 ($p < 0.01$). The highest score of the scale is 38 and lowest score is 0. High score means the higher rate of suicidal ideation and low score means the lower rate of suicidal ideation. The English and Bangla version of the questionnaire were given to 10 judges (expert in both English and Bangla) by the researchers for checking correctness of translation. Some changes in the translation were made according to suggestions of judges. For assessing test retest reliability Bangla version of the scale was administered on the 30 respondents with a gap of seven days. Significant correlation between the scores of two administrations ($r = 0.995$, $p < 0.01$) indicates test-retest reliability of the scale. Cronbach alpha ($\alpha = 0.998$) for Bangla version indicated higher internal consistency of the scale. This scale also assumed to face validity.

Academic Self-Efficacy Scale (Owen and Froman 1988) was adapted in Bangla by (Khatun *et al.* 2014). The scale was used to measure academic self-efficacy. The scale consists of 33 self-report items that are scored on a 5-point Likert-type scale ranging from 1 = very little to 5 = quite a lot. Each question begins with "how much confidence do you have about performing each behavior listed below". The highest score of the scale is 165 and lowest score is 33. Acceptable internal consistency reliabilities ($\alpha = 0.90$ to 0.92) were reported by the authors of the scale (Owen and Froman 1998). Higher score indicates high academic self - efficacy. The English and Bangla version were given to seven judges (expert in both English and Bangla) by the researcher for checking corrections of translation. Some changes in the translation were made according to suggestions of judges. The English and Bangla versions were administered to 30 respondents with a gap of three days. Significant correlation between English and Bangla versions ($r = 0.975$, $p < 0.01$) indicates the translation reliability of the scale. For assessing test-retest reliability Bangla version of the scale was administered on the same respondents. The test retest reliability of the Bangla version of the scale was found significant ($r = 0.985$, $p < 0.01$). Cronbach alpha ($\alpha = 0.984$) for Bangla version indicated higher internal consistency of the scale. The scale assumed to be valid.

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Design

Cross-sectional survey research design was followed for conducting the present study using questionnaire method.

Procedure

For collecting data, the researchers visited three schools relevant data under study, the scales were administered to them individually. Along with written instruction within the questionnaire, the students were instructed verbally to make sure that they had understood the task. Then they were requested to answer the questions sincerely and honestly. All possible clarifications were made to any problems faced by the respondents while answering the questions, and there was no time limit for the respondents to complete the all items of the scale. After accomplishment of their task, the answered questionnaires were collected from them and they were given thanks for their sincere cooperation.

RESULTS AND DISCUSSION

The data were analyzed by using mean, standard deviation, Pearson product moment correlation. All statistical analyses were carried out using the statistical program SPSS version 16.0 for windows.

TABLE 1: COMPARISON BETWEEN MALE AND FEMALE STUDENTS ACCORDING TO SUICIDAL IDEATION

Variable	Group	N	M	SD	t
Suicidal ideation	Boy	60	8.13	6.534	2.238
	Girl	60	6.00	3.440	

Table 1 shows that in the case of suicidal ideation the mean (M) score of boy was 8.13 and their standard deviation was 6.534. On the other hand the mean (M) score of girl was 6.00 and standard deviation was 3.440. Further, t-test indicates that there is no significant difference between boy and girl according to suicidal ideation.

TABLE 2: COMPARISON BETWEEN MALE AND FEMALE STUDENTS ACCORDING TO ACCADEMIC SELF EFFICACY

Variable	Group	N	M	SD	t
Academic-self efficacy	Boy	60	120.83	20.184	-0.754
	Girl	60	123.47	18.039	

Table 2 shows that in the case of academic self-efficacy the mean (M) score of boy was 120.83 and their standard deviation was 20.184. On the other hand, the mean (M) score

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of girl was 123.47 and their standard deviation was 18.039. Further, t-test indicates that there is no significant difference between boy and girl according to academic self-efficacy.

TABLE 3: PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT BETWEEN SUICIDAL IDEATION AND ACADEMIC SELF EFFICACY.

Suicidal ideation	r
Academic self efficacy	-0.215*

* $p < 0.05$ (2-tailed)

Table 3 shows that the correlation coefficient between suicidal ideation and academic self - efficacy has significant negative correlation. It revealed that the increases of suicidal ideation of high school students decrease academic self-efficacy.

The present study was conducted to investigate the suicidal ideation and academic self-efficacy among urban high school students, including a total of 120 samples of 60 boy students and 60 girl students. Information was collected from three schools of Chittagong city. All respondents were selected conveniently. First objective of the study was to investigate whether there is any effect of gender on suicidal ideation among urban high school students. In the case of suicidal ideation the mean (M) score of boy was 8.13 and the mean (M) score of girl was 6.00. Results show that there was no significant difference between girl and boy students according to suicidal ideation. Thus, the suicidal tendency among high school students was not so high. The present result is consistent with previous research findings of Bhuyian (2006). With respect to suicidal ideation gender difference was found very small (Bhuyian 2006). Suicidal behaviors among students are related with many variables. It can be related with academic achievement, parent-child relationship, family violence, depression, peer influence, drug addiction, teacher-student relationship etc. It is responsible for making a same type of self-worth, motivation, thoughts and perception. As a result, same factors are contributing to the both boy and girl urban high school students. So, there was no variation in suicidal ideation according to gender.

The second objective of the study was to investigate whether academic self-efficacy varies according to gender. Results showed that there was no significant difference between boy and girl among urban high school students. The result is consistent with the research findings of Khatib (2012) with respect to academic self-efficacy and gender difference and inconsistent with the research findings of Schunk and Pajares (2002). Academic self-efficacy is one of the most positive enduring aspects of personality. A combination of perceptions, thoughts, relationships, experiences, a sense of security and competences a feeling of purpose, direction and responsibility all impact a person's academic self-efficacy.

The third objective of the study was to investigate the relationship of suicidal ideation and academic self-efficacy among urban high school students. Result showed that there was significant negative correlation of academic self-efficacy and suicidal ideation. The result showed that there was a negative correlation between suicidal ideation and

academic self-efficacy ($r=-0.215^*$, $p<0.05$). The result is consistent with the research findings of (Wu and Siti 2015), who investigated the relationships between self-efficacy and adolescents' suicidal ideation in Malaysia. The study also revealed that self-efficacy was negatively correlated with suicidal ideation. Negative correlation means low academic self-efficacy will associate with higher level of suicidal ideation and high academic self-efficacy will be associated with lower level of suicidal ideation. Low self-efficacy is often reported to be associated with suicidal ideation and suicide attempts (Rothmann and Van Rensburg 2002 and Valois *et al.* 2013). High academic self-efficacy helps a student to improve their confidence, motivation, self-worth and self-esteem. In addition, adolescents with high level of self-efficacy are better in adaptation and doing judgment. Self-efficacy helps adolescents to believe in own abilities to strive better in life as well as motivate them to achieve desirable outcomes and to be successful in life (Bandura 1977). Thus, adolescents with high level of self-efficacy have lower probability of having suicidal ideation (McNamara 2012). Students with high academic self-efficacy have greater confidence in their abilities to overcome any obstacle and succeed (e.g. achievements of student's expected grade) by dealing effectively with events and situations they face in their student life. As a result, the discrepancy between their (students) aspiration and achievements is reduced which ultimately increases their confidence level and that protects students from suicidal ideation. Students with higher self-efficacy will be optimistic. On the other hand, students with low self-efficacy will be pessimistic in their life. Gradually they will be detached from their parents, peer group and teachers which is associated with higher level of suicidal ideation because they can't share their feelings frequently and spontaneously with their parents and peer groups. But students with high academic self-efficacy think they can achieve anything in their life and they think they can do any type of interesting work in their life which protects them from depression, anxiety and most importantly suicidal ideation. They can lead an easy going and happy life. That's why, higher level of academic self-efficacy is associated with low level of suicidal ideation and lower level of academic self-efficacy is associated with higher level of suicidal ideation. In future, the result of the study will give the guidance to solve the different types of psychological problems to parents, school psychologist, counselor and school authorities.

Limitations

The sample size was relatively small which is not sufficient to make valid generalization about suicidal ideation and academic self-efficacy among urban high school students. The study was administered to some specific schools of Chittagong City. In Bangladeshi context significant literature is not available, so this study will be a good contribution in this area of investigation. This study mainly help the educationists, specifically teachers, psychologists and counselors to keep in view the role of suicidal ideation and academic self-efficacy while dealing individuals especially students. Further, it can help to know the problems faced by the students' community in the context of these constructs.

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