

Suicidal Attempts Due To Mondialisation Among Youth



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Abstract

The wave of globalization hit India at the close of the last century and yet the land is flowing with the current global varieties. Due to globalization, there is also an issue of a new trend of suicides – suicides of youth. This movement is rising as a disease rampant among youth, especially in cosmopolitan cities and townships. Self-destruction is the second leading cause of death in young people of both sexes. The psychological, societal and fiscal impact of suicide on a family is immeasurable. For the victim of suicide, it is a life needlessly lost. For the survivors of suicide victims, the family and friends, there are enormous societal, economic and emotional costs, disrupting families and residential areas, broadly ramifying grief, guilt and a lifetime of unanswered queries. They are frequently loath to openly talk about the grounds of destruction because of profound sorrow, sense of privacy, embarrassment or cultural taboo. Globalization may increase the scope for students, but it seems to be hard for them to manage the stress.

Keywords: Globalisation, Suicide, Education, Mental Health.

Introduction

Globalization is currently a common and matter of discussion everywhere, though often remaining a loose and poorly-defined concept. Globalization refers to the spread of new forms of non-territorial social activity (Ruggie, 1993; Scholte, 2000). Globalization can be thought of to be the result of the opening up of the global economy and the concomitant increase in trade between nations. In other words, when countries that were hitherto closed to trade and foreign investment open up their economies and go global, the result is an increasing interconnectedness and integration of the economies of the world. Globalization is expected to be a process through which an increasingly free flow of ideas, people, goods, services and capital would lead to the integration of economies and societies. It is characterized by an accelerated flow of trade, capital, and information, as well as mobility of individuals, across geographical borders. It reflects comprehensive level of interaction than that has occurred in the past, suggesting something beyond the word "international". Globalization has brought in a number of changes in the world today changing in to a global market. The educational infrastructure of India is not sufficient for its young aspiring students. According to a survey by the National Knowledge Commission in 2009 (www.brainbuxa.com), India will need to establish around 1500 industries within the next decade, in order to be at par with the ever increasing requirement of higher education. The Indian government does not have the adequate funds to support world class education for every child in the country. Going by a general report made by UNESCO, India ranks one of the lowest in the world when it comes to quality education per every child. Globalization provided opportunities in India in the field of Higher Education now, appears to be immense, and areas are diverse. The remarkable development in information technology has promoted learners' method of learning in both the formal and distance modes. Globalization is simply putting 'the space - time compression' which brings together nations, cultures, economies and at the same time increasing Interdependency. The weakness of Indian technical education system is: Lack of adequate up-gradation of curriculum. No benchmark and no common course content and no common exam procedure national wide. Lack of specialized courses or modular and rigid curriculum learning considered as one step process, education is exam oriented no fixed parameters, lack of Industry –Institute interaction, rigidity in curriculum, lack of multidisciplinary courses. Role of teacher is confined to teaching alone, lack of policy makers. Mind set of stakeholders, lack in accepting immediate changes. Learning is job oriented. These things create a huge mental pressure upon youngsters. The thrust of Globalization is expected

to push Higher Education to face far-reaching challenges. According to the Spanish sociologist, Manuel Castells, one of the leading authorities on Globalization states, effects on the university will be more drastic than industrialization, urbanization and secularization combined. It is, the biggest challenge that the University has ever faced for more than a century and a half. The matter of the fact is, this access remains only as availability. Who can reach to it and how? What alternative provisions are made for those who cannot afford to reach is the crux of the matter. David Orr (1999) argued that Western education has in fact replaced "indigenous forms of education throughout the world and focuses on preparing students exclusively for an urban existence." He also claimed that through this process, people are losing their vernacular knowledge, by which he meant „the knowledge that people have of their places“, that is a loss of their cultural worth and he also believed that "our graduates of tomorrow will be trained, above all, to keep the wheels of the global economy turning". But the Western style of education is inadequate as it focuses largely on the creation of money whilst paying no attention to the preserving of cultures.

Suicidal Behaviour among Young Ones

Suicidal behaviour has been defined as an act of deliberate self-harm with at least some intent to die' (Silverman 2007). Youth Suicide is an acute worldwide problem, and according to the report from World Health Organization, this issue has become an epidemic in Asia where high suicide rates in several countries with larger populations have accounted for a greater part of the world's suicides. Suicide has become the third leading cause of death among youth aged 10 to 24 in the United States, approximately 4559 cases in year 2004 (Hendin, 2008). Youth suicide, worldwide, is increasing at a greater rate than other age groups (Wasserman, 2005). Younger people are at a higher risk of suicide than older people (Patton et al., 2009). In Malaysia, it has become an urgent concern as the suicide rates among our teenagers keep increasing. It was found that almost 7% of the adolescents experienced suicide ideation and more than half of them turned their thoughts into action. The suicide rate in Malaysia, according to the National Statistics Department was as low as 1 per 100,000 suicides per year in 2003, however, National Suicide Registry Malaysia (NSRM) reported that there were 1.28 suicide per 100000, in a population estimated at 27.73 million for 2008 (Lubell, Kegler, Crosby & Karch, 2007). The most recent report from NSRM (Average of 60 suicides, February 10, 2011) computed that there were an estimated total of 425 suicide cases between January and August last year as reported on the web-based registration system. It was averaging 60 cases per month and 2 cases each day (NSRM, 2009). The rate of suicide among youths in Malaysia is shocking. Nevertheless, this reported figure was not exact as there are difficulties in identifying a death as suicide due to many factors such as under reporting, insurance claims and family shame etc, and thus, the rate should be in greater number. The risk factors

which may lead to suicide are many, and it is accepted that there may be overlapping causes. They include mental disorders, (particularly depression), substance use, stressful life events, social isolation, a family history of suicide, loss (social, financial, or relational), physical illness, low educational achievement and an unwillingness to seek help, (perhaps because of the stigma attached to mental illness) (Hawton et al., 2012).

Suicidal behavior might be regarded as a long process usually stretches over many years, from suicidal ideation to planning and culmination in suicidal attempt (Levinson, 2007). Suicide is the third leading cause of death in USA. In the past the suicide rate was 5% between the ages 15 to 24, but now it is raised to 14%. The suicidal attempt rate is higher in females while the death rate from the suicide is higher in males (Stuart, 2009). Many studies have documented a strong association between the occurrence of adverse life events during childhood (eg, physical, sexual, and emotional abuse; family violence; and parental illness, divorce, or death) and the subsequent experience of suicidal behaviour (Dube, Anda, Felitti, Chapman, Williamson & Giles, 2001) (Bruffaerts, Demyttenaere & Borges, 2010). may be a contributing factor. In a survey of 6020 students in 41 schools in England, it was found that 70% of those self-harming, with accompanying suicidal thoughts, had stated that this was because of worries about school work and exams. This figure was much higher than other stated problems; relationships, parents, bullying etc (Samaritans, 2002). Stressful interpersonal interaction initiates the majority of youngster suicide in seconds. Genetic factor and family history of suicidal behavior and parental psychopathology also increases the risks of suicide among the teen agers. Most of the adolescents who committed suicide had major psychiatric problems like depressive and substance abuse disorders. Major depression has been the most prevalent condition. Suicidal intent is also associated with psychopathology and stress from mental disorder. People who attempt to kill themselves have difficulties with problem solving or coping is, perhaps, self-evident. Nevertheless, study findings have consistently shown a link between suicidal behaviour and deficits in both interpersonal problem solving and coping (Pollock & Williams, 2004) (Guerreiro, Cruz, Frasilho, Santos, Figueira & Sampaio, 2013). The effect of the internet on suicidal behaviour needs further attention, because it might exert both negative (eg, discouraging help seeking) and positive (eg, source of support or signposting) effects (Daine, Hawton, Singaravelu, Stewart, Simkin & Montgomery, 2013). Indeed, study findings showed that almost 20% of adolescents reported that the internet or social networking sites influenced their decision to self-harm (O'Connor, Rasmussen & Hawton, 2014).

Aim of the Study

1. To assess the difference in the suicidal behaviour between under graduate and graduate boys.
2. To assess the difference in the suicidal behaviour between under graduate and graduate girls.

3. To assess the difference in the suicidal behaviour between under graduate and graduate students.

Hypothesis

There will be significant difference in the suicidal behaviour between under graduate and graduate boys.

There will be significant difference in the suicidal behaviour between under graduate and graduate girls.

There will be significant difference in the suicidal behaviour between under graduate and graduate students.

Sample

For present study a total sample of 200 students aged 18-23 years has been taken. Among these candidates 100-100 students were categorized into under- graduates and graduates further divided into 50-50 girls and boys in both categories.

Variables

There are two types of variables in the study.

Independent variable

- Education
- Gender

Dependent variable:

- Suicidal behaviour

Tool

The Suicide Behaviors Questionnaire-Revised (SBQ-R) is a psychological self-report questionnaire designed to identify risk factors for suicide. The four-question test is filled out by the individual and takes approximately five minutes to complete. Each of the four questions addresses a specific risk factor: the first concerns presence of suicidal thoughts and attempts, the second concerns frequency of suicidal thoughts, the third concerns the threat level of suicidal attempts, and the fourth concerns likelihood of future suicidal attempts. The first item has often been used on its own in order to assign individuals to a suicidal and a non-suicidal control group for studies. Each question has an individual scale, and each response corresponds to a certain point value (Osman, Bagge, Gutierrez, Konick, Kopper &Barrios, 2001).

Statistical Analysis

Mean, standard deviation and t-test are used to analysis the collected data.

Results

There is a significant difference between levels of suicidal behaviour among under graduate and graduate boys as shown as in Table-1 mean and standard deviation for the under graduate boys is 8.06 and 1.71916 and for graduate boys is 6.76 and 2.00571 and T-value was found to be 3.47978 which shows significant difference between them.

Table-1
Table Given below Shows Mean Scores, Standard Deviations and t-ratio of under Graduate and Graduate boys

Sample	Mean (Σx)	Standard Deviation	t-test	p-value
Under Graduate Girls	8.66	1.98981	2.63587	.009716
Graduate Girls	7.64	1.93520		

Table-2 shows that there is a significant difference between levels of suicidal behaviour among under graduate and graduate girls. The mean and standard deviation for the under graduate girls is 8.66 and 1.98981 and for graduate girls is 7.64 and 1.93520 and T-value 2.63587 indicates that the outcome is significant.

Table-2
Table Given below Shows Mean Scores, Standard Deviations and t-ratio of under Graduate and Graduate girls

Sample	Mean (Σx)	Standard Deviation	t-test	p-value
Under Graduate Boys	8.06	1.71916	3.47978	.000751
Graduate Boys	6.76	2.00571		

Another calculation was done to identify the suicidal behaviour between under graduate and graduate students which was also found to be significant as shown under **table-3**. The mean and standard deviation of the under graduate students is 7.41 and 1.969 and for graduate students is 8.17 and 2.00 and T-value is -2.70597 which indicates that the outcome is significant.

Table-3
Table Given below Shows Mean Scores, Standard Deviations and t-ratio of under Graduate and Graduate Students

Sample	Mean (Σx)	Standard Deviation	t-test	p-value
Under Graduate Students	7.41	1.969	-2.70597	.007411
Graduate Students	8.17	2.00		

Discussion

The risk factors associated with suicidal behaviour are complex. During study certain points are analysed and found that there is a significant difference between levels of suicidal behaviour among under graduate and graduate boys as well as among under graduate and graduate girls. It was also found that there is significant difference in the suicidal behaviour among under graduate and graduate students. During research work it was revealed that globalisation provides both opportunities and threats for the younger generations especially in metropolitan cities where competition levels are much higher than the others. It was observed that boys are more likely to attempt suicides as compare to girls. The gender difference in youth suicide is most likely due to the

greater likelihood of males having multiple risk factors such as comorbid mood and alcohol abuse disorders, greater levels of aggression, and choice of more lethal suicide attempt methods, which make them more likely than females to make a lethal suicide attempt (Brent et al., 1999; Gould, Fisher, Parides, Flory, & Shaffer, 1996; Shaffer et al., 1996; Shaffer & Pfeiffer, 2001).

Conclusion

Study can be concluded as above, there is a significant difference between levels of suicidal behaviour among under graduate and graduate boys as well as among under graduate and graduate girls. It was also found that there is significant difference in the suicidal behaviour among under graduate and graduate students.

Limitations

There was certain limitation which was found under this study, first one is the sample size it consisted only 200 participants which may not be a representative of the all youngsters of given categories. Sample data may increase for further researches as generalization is not possible in case of quantitative work. Age bar was also limited and only college students were taken into consideration.

Suggestion for further Work

Few suggestions are recommended for further studies; sample of the study can be increased and can be done on a large scale. Different age groups can be taken into consideration and can be analysed under the same methodology. The present study can further be done on a large sample of youngsters from other various areas and institutions.

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