



TO DETERMINE DEPRESSION, SUICIDAL IDEATION, AND FAMILY ENVIRONMENT IN ADOLSCENT

Sangeeta Pandey, Research Scholar, Department of Education, Himalayan Garhwal University

Dr. Prerna, Associate Professor, Department of Education, Himalayan Garhwal University

ABSTRACT

A person's ability to persevere in challenging situations, such as challenging training or challenging competitive settings in games, and come out on top without losing confidence is referred to as mental toughness. The phrase has become widely used in recent years by coaches, sport psychologists, sports pundits, and business executives. Mental toughness has been compared to psychological concepts like resilience and hardiness that are more clearly known. Resilience and mental toughness are frequently mistakenly used interchangeably. However, rather than being a group of psychological characteristics or personality traits, resilience is defined by psychologists as a positive adaptive process of dealing with stress and adversity. It has been proposed that hardiness and mental toughness are related concepts. Hardiness has traditionally been viewed as a personality attribute that is constant over the course of a person's lifetime. According to these scholars, mental toughness is unstable, developing slowly over time, fluctuating over time, and changing for a particular player depending on the sport and situation they are in. The phrase "mental toughness" suffers from this definitional conundrum, and even if it were a real construct, it might occasionally be used in a maladaptive way. In a study of overtraining behaviours and mental toughness, It may be argued that the traits that are essential to resilience—adaptability and a flexible mindset—are less strongly associated with mental toughness than with goal-fixedness.

KEY WORDS: *Confidence, Mental Toughness, Psychologists, Goal-Fixedness*

INTRODUCTION

The crucial era of adolescence is when teenagers go through physical, psychological, and sociocultural development. During this time, adolescents undergo a great deal of physical, psychological, and behavioral changes and create a lot of habits, attitudes, and relationships



(Committee on Adolescent Health Care Services and Models of Care for Treatment, 2008). Adolescents determine their sexuality, as well as their social, emotional, and psychological freedom. They consider how they will fit into society afterwards. They desire to develop their own sense of self. This stage is frequently distressing and emotionally charged. The teenager may be in a depressed mood, angry and irritated one moment, then happy, loving, and hopeful the next. Their thought processes are dynamic. Adolescents desire to establish a personal identity throughout this time, which causes them to exhibit a variety of behaviors. Adolescence is a crucial time since it allows them to freely assume various responsibilities. At this point, they reject their earlier role models. They seek identity, learn to put their newfound ideals into practice, and cultivate skills that will serve them as adults (UNICEF, 2002).

Education is a lifetime, ongoing process that transforms an individual from "I" to "We." Our epics define education as a tool that illuminates a person's spirit by arming him with knowledge and truth. The field of education is slightly expanded by modern philosophy, which also establishes its connection to daily life. A person's spiritual powers are awakened through education, and it also helps him become a good social being. A youngster can become a culturally aware man thanks to education.

The essential issue that all living things encounter after birth is the issue of adaptation to the physical, social, professional, and environmental conditions. Some creatures have abilities that come naturally to them that allow them to adapt to their surroundings without the need for formal schooling. The situation with humans, however, is unique. He is the creature that is most reliant on other living things. He receives formal education from his family and society to become independent. Man's superior intelligence and wisdom over other animals enable him to adapt to his environment.

Each child is born with particular innate and inherited gifts. These endowments are altered and elevated in order to transform each youngster into a valuable contributor to society. Education refers to the process of altering endowments or altering animal behaviour. Therefore, education is a process of reinforcing and changing behaviour as well as learning the fundamental principles that underlie the behaviour of living things. According to John Dewey, education should aid in the development of a helpless young animal into a contented,



moral, and productive adult. John Dewey asserts that education is life itself, not life's preparation. School is a small community with issues that are relatable to real-world issues. The school's main goal is to teach students how to live together and helpfully with others. The child is expected to contribute to the upkeep and growth of a good community by sharing its resources. It follows that it is pretty obvious that a child is born with a specific set of inherent gifts. Through education, the endowments are created in conformity with societal expectations. Through education, any youngster may control his environment. He can also achieve his highest self thanks to it.

Adolescence is the most fragile and unsteady stage of life, when a person is transitioning from infancy to adulthood and experiencing a crisis of identity. This stage calls for extra consideration and understanding to ensure a person's healthy growth. The necessities of today's society have grown increasingly complex. In addition to revolutionizing human life at its pinnacle, which has had a significant impact on how people live, the desire for excellent and better has also led to an increase in loneliness, sadness, tension, and emotional issues. The person dealing with these unpleasant aspects wants to get rid of them, and they ultimately find it in self-harming behaviours, which is especially true for students. And this is where education plays a far more significant role.

FAMILY ENVIRONMENT

The smallest social unit that contributes to a child's development is the family. One of the most crucial elements among the psychological components that reflect cultural differences is the home environment. Therefore, the role of the home environment in predicting adolescent depression and suicide ideation cannot be disregarded. When it comes to family relationships, this could lead to psychological risks. Boys and girls go through a variety of physical and psychological changes during adolescence, and it is up to their families to ensure that they feel protected. Uncertainty prevents adolescents from having the chance to build adult behavioral patterns when it comes to family connections.

The family is typically seen as the social unit with the primary responsibility for giving kids and teenagers a safe environment that can meet their psychological requirements. The family



almost completely satisfies teenagers' emotional requirements for personality development. Even though there are several aspects involved, the family environment is thought to be the most important one. Epstein, Bishop, Ryan, Miller, and Keitner (1993) discovered that family harmony, adaptability, and communication abilities are conceptually related to adolescent psychological well-being. "The family has a considerable protection against suicide," noted Durkheim in 1897. According to Durkheim, the domestic society has a potent anti-suicide defense that gets stronger as the family grows in size and density, which increases the number of its constituent parts. The density of family groups, according to Durkheim, has an effect on suicide. Additionally, he notes that suicide declines when family density rises.

RESEARCH METHODOLOGY

DESIGN

The goals of the investigation were achieved using a correlation study design. Suicidal ideation served as the dependent or criterion variable/factor in this study along with depression, self-esteem, family environment and its component variables (problem-solving, communication, roles, affective responsiveness, affective involvement, behavior control, general functioning), school environment and its component variables (school support, school belongingness, academic pressure, peer support, peer conflict, and socio-demographic factors).

SAMPLE

Participants in the study were 400 adolescent pupils (both sexes), chosen using a non-random selective sampling process from the Haryana state districts of Hisar, Fatehabad, and Rohtak. Participants came from both public and private schools. Adolescent pupils made up of 200 males (100 from rural and 100 from urban areas) and 200 females (100 from rural and 100 from urban areas). The responders in the survey had ages ranging from 12 to 16 years old. The participant's age was 15.20 years on average (SD: 0.97). The majority of the participants came from lower-class, lower-middle-class, and middle-class backgrounds. These pupils'



parents came from a variety of professions, including shopkeepers, farmers, laborers, service providers, and businesspeople.

PROCEDURE

In order to determine how "depression, self-esteem, family environment, school environment, and socio-demographic characteristics impact suicide thoughts in adolescent pupils," the current study was done. In order to achieve this goal, five hundred (500) adolescent students from government and non-profit schools in the districts of Hisar, Rohtak, and Fatehabad in the state of Haryana underwent administration of the Child Depression Inventory, Self-esteem Scale, Family Assessment Device, School Environment Scale, Socio-Demographic Questionnaire, and Suicidal Ideation Scale (India).

The research goal and application of the current study were explained to the chosen participants, who were asked to respond truthfully and honestly because the information they supplied would be kept private and utilized exclusively for research purposes. To complete the questionnaires, the respondents were asked. When the subject was at ease and prepared for testing, the following general instructions were given to him or her: "I'm going to give you a set of tests, scales, questionnaires, and devices in which questions regarding your personal data, mental state and behavior (depression and suicidal ideation), personal, social, emotional, and family data are asked. Following the general testing guidelines, the chosen test, scale, or questionnaire was administered after making sure the individual understood the goal and method of response. By giving the exams to every person in the identical way, we were able to obtain data from every subject. The exams, scales, and questionnaires for each individual took roughly 60 minutes to complete.

RESULTS AND DISCUSSION

The study's goal was to determine how depression, suicidal ideation, the family environment (including problem-solving, communication, roles, affective responsiveness, affective involvement, behavior control, and general functioning), the school environment (including school support, school belongingness, academic pressure, peer support, and peer conflict), and



self-esteem are related to each other. Relationship of Male Adolescent Students in Suicidal Ideation, Depression, Self-esteem and Family Environment (N=200)

TABLE-1 INTER CORRELATION MATRIX

Variables	Si	Dep	Se	Ps	Com	Rol	Ar	Ai	Bc	Gf
Suicidal Ideation(Si)	1	.67**	-.67**	-.26**	-.30**	-.31**	-.35**	-.16**	.02	-.17**
Depression(Dep)		1	-.61**	-.16**	-.16**	-.26**	-.23**	.032	-.02	-.11
Self-Esteem (Se)			1	.21**	.20**	.32**	.32**	.14*	.12	.01
Problem Solving (Ps)				1	.97**	.21**	-.01	.61**	.06	-.01
Communication (Com)					1	.24**	.01	.61**	.04	-.01
Roles (Rol)						1	.31**	.12*	.15**	.17**
Affective Responsiveness (Ar)							1	.50**	-.04	.04
Affective Involvement (Ai)								1	-.22**	-.05
Behavior Control (Bc)									1	-.12*
General Functioning (GF)										1

** Significant at the 0.01 level

* Significant at the 0.05 level



Table-1 shows the results of the correlation coefficients between suicidal thoughts, depression, self-esteem, and family environment (i.e., problem-solving, communication, roles, affective responsiveness, affective engagement, behavior control, and general functioning). Suicidal ideation is found to be positively ($r=0.67$, $p.01$) associated to depression and negatively ($r=-0.67$, $p.01$) related to self-esteem, according to the results. This association follows the expected pattern since higher levels of suicide ideation are negatively correlated with higher levels of depression and higher levels of self-esteem are inversely correlated with higher levels of suicidal ideation. Most aspects of the family environment, such as problem solving ($r=-0.26$, $p.01$), communication ($r=-0.30$, $p.01$), roles ($r=-0.31$, $p.01$), affective responsiveness ($r=-0.35$, $p.01$), affective involvement ($r=-0.16$, $p.01$), and general functioning ($r=-0.17$, $p.01$), are negatively correlated with suicidal ideation. Suicidal ideation was shown to not significantly correlate with the behavior control component of the family environment ($r=.02$). As a result, the findings unambiguously show that there is a substantial relationship between the family environment and suicidal ideation; the better the family environment, the lower the sensation of suicidal ideation. Also shown to be adversely and substantially correlated with depression were self-esteem ($r=-0.61$, $p.01$), problem-solving ($r=-0.16$, $p.01$), communication ($r=-0.16$, $p.01$), roles ($r=-0.26$, $p.01$), and affective responsiveness ($r=-0.23$, $p.01$). Depression was not shown to be significantly correlated with the coefficients of correlation with affective engagement, behavior control, and general functioning family environment components. The family environment's components of problem-solving, communication, roles, affective responsiveness, and affective engagement were found to be positively correlated with self-esteem, showing that a better and more supportive family environment is linked to greater levels of self-esteem. This demonstrates the reliability of the study's measurement methods.



Relationship of Male Adolescent Students in Suicidal Ideation, Depression and School Environment (N=200)

TABLE-2 INTER CORRELATION MATRIX

Variables	Si	Dep	Ss	Sb	Ap	Ps	Pc
Suicidal Ideation (Si)	1	.67**	-.34**	-.26**	.55**	-.51**	.64**
Depression (Dep)		1	-.23**	-.16**	.50**	-.41**	.56**
School Support (Ss)			1	-.01	-.37**	.37**	-.20**
School Belongingness (Sb)				1	-.33**	-.05	-.24**
Academic Pressure (Ap)					1	-.27**	.54**
Peer Support (Prs)						1	-.35**
Peer Conflict (Pc)							1

The association between suicidal thoughts and depression in male adolescent students and the elements of the school environment was also explored. The results are shown in table-2. The findings show that suicidal ideation is negatively and significantly associated with school support ($r=-0.34$, $p.01$), school belongingness ($r=-0.26$, $p.01$), and peer support ($r=-0.51$, $p.01$), while it is positively and significantly associated with academic pressure ($r=0.53$, $p.01$) and peer conflict ($r=0.64$, $p.01$). Similar results were found for depression, which was found to be significantly and negatively associated with school support ($r=-0.23$, $p.01$), school belongingness ($r=-0.16$, $p.01$), and peer support ($r=-0.41$, $p.01$), as well as significantly and positively associated with academic pressure ($r=0.50$, $p.01$) and peer conflict ($r=0.56$, $p.01$). As a result, academic pressure and peer conflict are positively linked to suicidal thoughts and depression, while school support, feeling like you belong, and peer support are linked to these



conditions negatively. The significant coefficients of correlation between the various elements of the school environment are suggestive of the reliability of the scale.

CONCLUSION

Suicide is described as "self-inflicted death in which a person consciously, directly, and intentionally attempts to terminate their life". Though not all suicidal thoughts result in an attempt or suicide, suicidal ideation typically precedes suicide. In his definition of suicide in 1985, Edwin Schheidman said that it is "the conscious act of oneself including destruction, commonly interpreted as a different dimensional despair of a required individual action which identifies an issue in which the action is accepted as a better solution." The act of suicide is not useless. Suicide is viewed as a process in which the victim's desire is to die and this objective is achieved. Suicidal ideation is a mental state in which individuals consider taking their own life. Nearly 90% of suicides include psychiatrically sick people who are also committing suicide.

Suicidal thoughts are frequently experienced during stressful times. Suicidal ideation is regarded as a significant social issue. Approximately one million individuals commit suicide each year, while the "global" death rate is 16 per 100,000, or almost one death every forty seconds, according to WHO (2011). According to the Centers for Disease Control and Prevention (2013), there are 12.6 suicides per 100,000 people in the United States, which translates to 113 suicides a day or one suicide every 13 minutes. According to statistics on suicides, 23.8 percent of suicide decedents tested positive for antidepressants, 20.0 percent for opiates, including heroin and prescription painkillers, and 33.4 percent of suicide decedents tested positive for alcohol.

Teenage years are a highly delicate time. Proper parental monitoring is necessary for this. Teenagers often experience depressive symptoms when parents do not support them. It indicates that depression is linked to the vast majority of suicides. Deep sadness was discovered to be the most striking emotional feature of depression by Plotnik &



Kouyoumdjian (2008). Among teenagers, depression is the most common factor linked to suicide and suicidal ideation. According to Hartar and Marold (1994), adolescent suicide thoughts are largely caused by hopelessness, excessive self-blame and low self-esteem. Suicide is a popular option for despondent people who want to end their suffering. They are unable to handle their everyday issues, and they may believe that suicide is the simplest solution. Now that this developmental stage is recognized to be mostly disputed by adolescents of both sexes without any significant psychiatric or emotional illness. They establish strong bonds with friends and families, learn the value of personal development, and create a sense of identity throughout this period (Powers, Hauser and Kilner, 1989). In both children and teenagers, problems at school are thought to be equally to blame for stress, sadness, and attempts at suicide. Similarly, there is a strong correlation between suicidal behavior and bad school climate. According to a different study, academic pressure, exam anxiety, perceived parental sadness, and academic accomplishment are all important contributors to depression and suicidal ideation. Adolescent suicidal ideation has been linked to a number of psycho-social factors, including depression, anxiety, and substance abuse, loneliness, having a very poor relationship with one's family, having a lower social support network (King and Merchant, 2008), poverty. In conclusion, this study offers a thorough assessment of a variety of psychosocial factors that raise the risk of suicide and suicidal ideation among adolescents. According to the results of the study mentioned above, suicide ideation and suicide among adolescents have been on the rise and have become a serious problem. Although there have been a number of reported associations between suicidal thoughts and suicide, thorough and methodologically sound investigations are still needed to fully understand the psychodynamics of suicide and suicidal ideation. In order to determine the psychosocial predictors of suicidal ideation among adolescent students, the current study was designed.

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