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Prevention Of Student Youth Suicidal Behaviour

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Abstract

The aim of the research is to study the prevention process aimed at decreasing suicidal risks among student youth. On the basis of the received results, there has been determined and grounded the complex of social and pedagogical conditions providing prevention of student youth suicidal behavior which includes diagnostics in the field of suicidal behavior forecasting, development of effective program on prevention of suicidal behavior in student youth environment. 120 students of the Institute of Pedagogy and Psychology of Kazan (Privolzhsky) federal university took part in the experiment, there were revealed students inclined to destructive behavior among them. The battery of tests was used to gather information. The received results were exposed to statistical processing. To decrease suicidal risks the prevention program has been developed and approved.

Keywords: disadaptation, deviation, destruction, prevention, suicidal behavior

Introduction

New epoch implies new tasks for pedagogues, psychologists, social workers. The prevention of student youth suicidal behavior in Russia is determined by economic factors, low spiritual-moral level, growing number of law infringements among teenagers and youth, alcohol and drug addiction problems, absence of specially trained staff of group leaders and academic leaders, lack of literature on this issue.

Suicide (self-annihilation) is conscious, intentional life self-deprivation. Suicide should be considered within the frames of a complex problem of suicidal behavior which includes: suicide thoughts, suicide preparations, suicide attempts, suicide intentions, suicide act (A.G.Ambrumova (1986), A.Yu. Egorov (2010), S. A.Igumnov (2010) E.B. Zmanovsky (2003). The significant contribution to the development of suicidal behavior issue was made by

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Professor E. Shneidman (2001) of the Californian University in his monograph "The suicide mind" described for the first time the common signs of suicidal actions disposition, having called them "keys to suicide".

- The common purpose of all suicides is to seek a solution to a problem that is "generating intense suffering".
- The common goal of all suicides is cessation of consciousness of unbearable pain.
- The common stimulus of suicide is unbearable mental (psychic) pain.
- The common stressor in suicide is frustrated psychological needs - never happens groundless suicides.
- The common emotion in suicide is hopelessness-helplessness, however it can be hidden behind other feelings, for example, anger.
- The common inner attitude to suicide is ambivalence, i.e. simultaneous desire to live and desire to die.
- The common perceptual state in suicide is constriction of cognitive sphere. The consciousness becomes "tunnel" – choice of behavior patterns, usually available to the person, are sharply limited, as a rule, to an alternative.
- The common action in suicide is egression (escape). It reflects aspiration of the person to leave a disaster zone.
- The common interpersonal act in suicide is communication of intention. Individuals intent on committing suicide consciously or involuntarily give signals of distress.

The percent of young people in Russia, especially schoolchildren and students from prestigious higher educational institutions, wished to leave life, is great. What are the motives and factors of suicidal behavior? Clarification of true motives, their systematization and analysis give a serious material for prevention of suicidal behavior. A.G. Ambrumova (1986) and E.M. Vrono (1984) state that in order to determine factors of increased suicidal risk of youth it is expedient to classify motives and reasons of suicidal acts (as consecutive reduction of their specific weight) according to the following groups:

1. Personality-family conflicts: unfair relation of relatives and surrounding people; loss of significant "another"; obstacles to satisfy urgent needs; loneliness; unsuccessful love; lack of attention from surrounding people; sexual failure.
2. Pathological motives (caused by disorders of mental activity): somatic diseases, bodily suffering; malformation
3. Conflicts connected with deviant social behaviour: fear of judicial responsibility; fear of punishment, disgrace; self-condemnation for improper behaviour.
4. Conflicts in vocational or educational spheres: failures at work or study, fall in prestige; unfair requirements to professional or educational duties execution.
5. Financially – household difficulties.
6. Other motives and reasons.

Preventive work is necessary to decrease suicidal risks. Today the Russian state and society offer different variants of psychological and pedagogical support for the youth: advisory services and centers, programs aimed at the development of the personality and assistance in the solution of difficulties in the establishment of relationships, emotional breakdown, prevention of suicidal intentions, personal problems. In Russian social psychology, prevention is understood as a set of government, public, social and medical, psychological-pedagogical and organizational activities aimed at prevention, elimination and neutralization of main conditions and reasons causing different social deviations in behavior of young people.

We understand specific social and pedagogical process of impact and interaction of teachers and students in educational institutions, directed on the prevention of suicidal phenomenon among student's youth (Kostyunina, 2012) as pedagogical prevention of suicide phenomena. To make pedagogical prevention successful, it is important:

- to form healthy life style (motivation to achieve success has to prevail over motivation to avoid failures) which is characterized by readiness to actively oppose negative factors of environment;
- to form proactive attitude of students;
- to introduce training programs for parents the aim of which is to prevent suicidal behavior of youth.

The aim of the research is to study the prevention process aimed at decreasing suicidal risks among student youth.

2. Methods

Testing of student's youth suicidal risk was carried out by means of student's youth attitude to suicidal actions
3. Results

The results of the sociological inquiry and questionnaire poll show the absence of active antisuicidal positions of students’ world outlook: “I do not condemn people who make attempts to die”; "an individual’s choice of voluntary death in usual life can be certainly justified”; "I understand people who do not want to live further if they are betrayed by the family". There were received the following results of respondents’ attitude to suicidal actions: those who have never thought of their death – 45%, those who have thought of death, but not about their own, and in general of death as of "a strange phenomenon" - 37, 5%; those who have thought of suicide in connection with different circumstances - 17, 5%.

In the course of the research there were also singled out some factors of deviant (suicidal) behaviour: depressiveness; unwillingness to study at this educational institution; non-recognition of the personality by group-mates and a teaching staff; formation of personal stress in private and intimate life; exacerbation of psychoneurotic and somatic diseases; inability to struggle with life troubles and stresses.

We have revealed a group of students inclined to suicidal risks (19%) as a result of diagnostics (SOP), they have high rates according to scales: 3 (a scale of inclination to addictive behavior), 4 (a scale of inclination to self-injurious and self-destructive behavior), 6 (a scale of strong-willed control of emotional reactions). During diagnostics (OSR) it was revealed that more than 30% of students had high rates according to scale O (ostentation), more than 40% according to scale SP (social pessimism), more than 20% according to scale U (uniqueness).

To decrease suicidal risks, there was developed out and tested a program aimed at the prevention of crisis states and decrease of student’s youth suicidal risks; destruction of mindsets, concepts, values, motives, stereotypes of deviant behavior and formation of new (positive) ones for the purpose of personality’s self-realization in the society. The program includes psychological, pedagogical, theoretical and practical training of teachers, parents, students, and also a complex of necessary conditions and means of its realization in teaching and educational process in a higher educational institution (N.Yu.Kostyunina, 2012).

The theoretical part of training represents facultative and special courses, consisting of series of lectures which will allow students and teachers to acquire theoretical knowledge about the essence of suicidal behavior, the process of social and pedagogical assistance for youth inclined to suicidal behavior. The practical course comprises laboratory researches, practical works, psychological trainings where students develop skills, correct qualities, properties and abilities (N.Yu.Kostyunina, 2012).

Student’s t-criteria was applied after there had been carried out the formative experiment to determine the significance of differences between values of indicators, characterizing the level of susceptibility to suicidal risk before and after the formative experiment. The check measurement allowed to state that the process of prevention is effective as indicators of inclination to suicidal risk (on O, SP, U scales) decreased. These results were statistically significant at level p=0,05.

4. Conclusions

Due to the results of the research it was proved that preventive work aimed at the preclusion of suicidal behavior is a purposeful process of creation and realization of social – pedagogical conditions connected with the change of content of cognitive, emotionally-regulatory and operatory-volitional components of student’s personality. The process is carried out on the basis of interaction with parents, teachers, surrounding people, psychologists, and psychotherapists during life-sustaining activity in the socium with the use of all possible preventive means and opportunities. This process was built on the basis of a systemic-functional theory of the personality with regular stages of pedagogical activity (functions) the leading of which are: mobilization-incentive, aimed at the formation of psychological readiness for activity to prevent suicidal behavior, and the formative function aimed at changes in cognitive, emotionally-regulatory and operatory-volitional sphere of a person and activation of students’ personal potential. The system of youth suicidal behavior prevention process efficiency criteria includes: intensity of teachers
and students interaction in the course of pedagogical activity; degree of an individual inner potential activation to solve a problem; change in cognitive, emotionally-regulatory, operatory-volitional sphere of the personality.

In the course of the research, social-pedagogical conditions which promote effective prevention of suicidal behaviour of student's youth have been proved: diagnosing of students to reveal suicidal risks among them; introduction of a unified complex program of prevention; task-oriented training of pedagogues for the purpose of crisis states and suicidal behaviour of students in educational institutions prevention.

References