

**SUICIDIAL BEHAVIOUR AMONG ADOLESCENTS
WITH RESPECT TO THEIR EMOTIONAL
MATURITY**

**This Dissertation is A Partial Fulfillment of
The Expectation of M.Ed. Degree,
Savitribai Phule Pune University**

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Research guide

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Academic year

2019-2020

CERTIFICATE

This is to certify that the Dissertation "SUICIDAL BEHAVIOUR AMONG ADOLESCENTS WITH RESPECT TO THEIR EMOTIONAL MATURITY" is submitted by ALHAT AMRUTA RAMDAS He has worked under my guidance. He has used the appropriate references for the study.

I further certify that this work or a part of this work has not been submitted to any other University for the purpose of degree or diploma.

I consider this to certify worthy for the award of degree of Master of Education.

Place : Chakan

DR.GIRI SARASWATI DURAGADAS

GUIDE

Date :

DECLARATION

I, Mrs. ALHAT AMRUTA RAMDAS, M.Ed. student of NavSahyadri Charitable Trust's College Of Education, Chakan, hereby state that I have submitted a dissertation to the University Of Pune for the degree of Master Of Education for the academic year 2019 – 2020.

My dissertation title is "SUICIDAL BEHAVIOUR AMONG ADOLESCENTS WITH RESPECT TO THEIR EMOTIONAL MATURITY". I hereby state that, I have completed this research work on my own. Also, I further state that this work or a part of work has not been submitted to any other university for the purpose of degree or diploma. The information given here is true to my knowledge and belief.

Place: Chakan

ALHAT AMRUTA RAMDAS

Date:

RESEARCHER

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**ALHAT AMRUTA RAMDAS
RESEARCHER**

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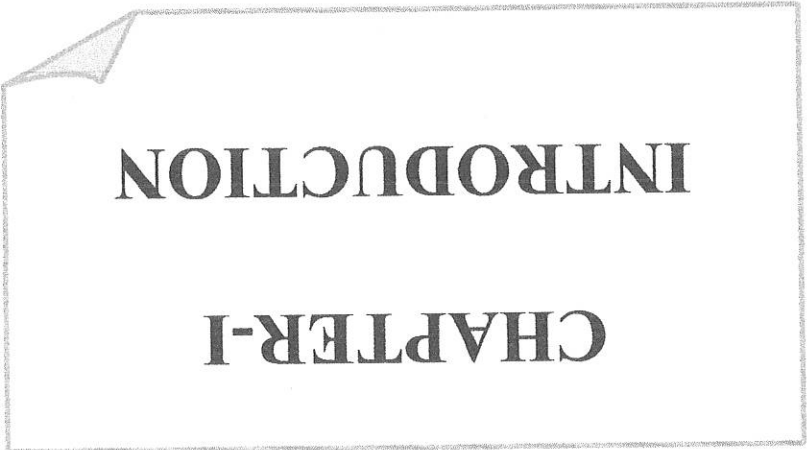
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INTRODUCTION

CHAPTER-I

CHAPTER-1

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1.1 AREA OF RESEARCH

Higher secondary

1.2 INTRODUCTION

Education is the all-round development of a child. While taking education child grows mentally, physically and socially at this stage. Once the child acquires sufficient knowledge his competency level will get developed. This will give bright intelligent citizen to our society. (Best & Kahn)

Suicidal behavior, a type of self-directed violence, is a broad term used to encompass several aspects of this important public health problem. It extends from thinking about killing oneself, to developing a plan, obtaining the means to do so, and finally carrying out the plan. The plan can be successful ("completed suicide") or not ("attempted suicide") or "deliberate self-injury" Consequently, deaths from suicide are only a small part of a much larger problem.

Young people belong to the group especially exposed to suicidal behaviors. The period of puberty and early adolescence is full of strong emotions and feelings, psychological and emotional maturity does not follow biological one, which results in extreme moods and unstable psyche. Disturbed relations within the family or loss of hope for successful future very often evoke feeling of hopelessness inadequate to everyday life problems. That is why suicide seems to be the best solution to get rid of all problems. It is also one of the ways to demonstrate the needs of young people. The aim of the study is to recognize a number of conditions affecting the decision on committing a suicide.

Suicide ranks as the second most common cause of death for college students in the age group of 18 to 24. Suicide prevention among college students is therefore a high priority. Suicidal behavior among college students is a matter of great concern due to tragic loss of prime years of life it entails. Cases of suicides among children are the most worrying ones. The most frequent causes include: lack of security, understanding and love from parents.

Suicidal behavior, especially suicide attempts and completed suicides, has been increasingly identified as an important clinical and public health problem among adolescents. In many countries (China, India, Australia, and United States, among others) suicide is among the top causes of death among adolescents.

Suicide among adolescents is increasing. Three interacting factors—the crisis of adolescent development, family dysfunctioning and social factors—create vulnerability to feelings of rejection and worthlessness among suicidal adolescents. Long-term family problems that are not openly acknowledged but for which the adolescent feels responsible are particularly relevant.

The purpose of the present study is to gain a better understanding of suicidal behaviour among adolescents.

1.3 NEED AND IMPORTANCE

NEED:

Jan 27, 2012, a student of the famous Fergusson Law College in Pune has committed suicide, Jul 11, 2011, a 23-year-old student of the Industrial Training Institute (ITI) committed suicide in Lonavla. Sept 14, 2012, Hritik Sharad committed suicide by hanging himself to the ceiling fan in his hostel room. Such young students commit suicide when they are not aware of life and take such a decision and end their lives.

This study is the first attempt to measure attitudes towards suicide in adolescents. The purpose of the present study was mainly to adapt the instrument to the cultural setting and give some first impression of patterns of attitudes. Suicide is becoming a public health concern in many countries among adolescents (WHO, 2001). The overall suicidal rates in many countries have increased due to high prevalence in age group 15-24.

The researcher has therefore tried to find the reasons behind these increasing suicide rates. Due to the increasing suicidal incidents schools, parents, teachers have to become more aware and try to understand their children and their needs.

IMPORTANCE:

Students:

- To know the behavior of students.
- To understand and know the feelings of students.
- To know the various responses of students.
- To understand their reactions to different situations.
- To know the various reasons for suicide

Parents:

- To know the parent and student relation.

➤ **Suicidal Behavior :** "All behavior that seeks and the solution to an existential problem by making an attempt on the

1.6 CONCEPTUAL DEFINITION :

"SUICIDAL BEHAVIOUR AMONG ADOLESCENTS WITH RESPECT TO THEIR EMOTIONAL MATURITY".

1.5 STATEMENT OF THE PROBLEM :

- ❖ To study the prevalence of suicidal behavior amongst adolescent students.
- ❖ To assess the factors influencing suicidal behavior among students.
- ❖ To examine the prevalence of self harm.

1.4 OBJECTIVES :

- To know the various problems that students face.
- To know how often the teachers help their students
- To know how much time the teacher gives to their students.
- To know how do teachers handle their student query
- To know how often the students approach their teachers.
- To understand the teacher and student relation.

Teachers :

- To know how parents treat their children.
- To know how often the parents help their students.
- To know the expectations of parents.
- To know free the students are with their parents.

➤ **Adolescents:** The term adolescence is commonly understood to define the period of life between childhood and adulthood (Kaplan, 2004, p. 1). This time frame, however, not only describes a very diverse reality, but adolescence varies

➤ **1. Suicidal Behaviour:** Suicidal behavior is any deliberate action that has a potentially life-threatening consequence, such as taking a drug overdose or deliberately crashing a car. The human act of self-inflicted, self-intentioned cessation.

1.6 OPERATIONAL DEFINITION:

➤ **Emotional Maturity:** Emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continually involved in a struggle to gain healthy integration of feeling, thinking and action. (Singh and Bhargava)

➤ **Case Study:** A case study is one type of observational data collection technique in which one individual is studied in-depth in order to identify behavioral, emotional, and/or cognitive qualities that are universally true, on average, of others. Case studies often include face-to-face interviews, paper and pencil tests, and more.

➤ **Adolescents:** WHO defines adolescence as the second decade of life, the period between the ages of 13 to 19, however it must be emphasized that adolescence is the phase, rather than a fixed time period in an individual's life.

life of the subject" (Baechler, 1980).

1.9 SCOPE AND LIMITATIONS

1. The research is conducted to know the different behaviors of the students.
2. All the students are aged between 17 to 19 yrs.
3. The increasing expectation of parents and teachers increases the fear and tension in students.
4. Students are not appreciated for their good deeds and so leads to nervousness.
5. The increasing competitions, changes create a negative effect on students if they are not guided properly.

1.8 ASSUMPTION

➤ **Emotional Maturity:** Emotional Maturity is a state of balanced feelings and self-control. Person is said to be emotionally mature who has in his possession almost all kinds of emotions (positive as well as negative) and is able to express them justly, skilfully and timely in different situations of life.

➤ **Conceptual definition of Case Study:** A case study is one type of observational data collection technique in which one individual is studied in-depth in order to identify behavioral, emotional, and/or cognitive qualities that are universally true, on average, of others. Case studies often include face-to-face interviews, paper and pencil tests, and more.

considerably across cultures, over time, and within individuals.

SCOPE :

- The research encompasses on the suicidal behavior of the adolescents.
- The research includes the investigation of the causes of suicidal behavior.
- The research also includes the various feeling that the students go through which leads them to suicide.
- All English Medium Higher Secondary Schools in Pune District.

LIMITATIONS :

- The researcher needs to believe in the responses given by the students as true.
- We are unable to identify the specific components or characteristics of the surroundings that can explain sociality.
- The complex relationships between peer selection and sociality also limit the determination of causality.

DELIMITATIONS :

- This research is limited to a particular age group only (i.e. 17 to 19 yrs.
- It is limited to Maharashtra Board students only.
- It is limited to Pune Dist. Only.

1.10 SIGNIFICANCE OF THE STUDY:

This study will help us to know the behavior of the students committing suicides and the reasons. It will help the researcher to understand the various thoughts of the students as well as the teacher and student relation.

1.11 REFERENCES

1. Shinde B.A (July 2010), Suicidal reasons, effects and prevention, Nagpur.
2. Fifth survey of Educational Research Buch Volume-1 1988-92
3. Best John W. & James V Kahn Research in Education (2006), (Seventh edition) New Delhi, Prentice Hall Of India Pvt. Ltd.
4. Illustrated Oxford Dictionary
5. The Times of India (Newspaper)

**REVIEW OF RELATED
LITERATURE**

CHAPTER-II

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2.1 INTRODUCTION

Once a topic has been selected, the researcher is naturally eager for action. However, it is a mistake to rush headlong into planning and carrying out the study before making a thorough survey of what is already known in the area of interest.

So, in order to acquire up to date information regarding the suicidal behaviors of the students, the researcher referred to some other researches done under this field.

2.2 IMPORTANCE OF THE RELATED RESEARCH

Every research is built upon the knowledge that has accumulated in the past as a result of constant human endeavor. The research work undertaken by the researcher can never be in isolation of the work that has been taken place in the past on the problems that are directly or indirectly related to his study. A full study of the reference tools such as books, periodicals, research journals, dissertations, thesis and other sources of information on the problem to be investigated from one of the most important steps in planning of research work. Given such fundamental nature of providing a literature review, your research work will be not considered seriously if you lack a literature review in the beginning of your work.

Following are the purposes of review of related literature:-

- A literature review helps the researcher to create a sense of rapport with the audience or readers so that they can trust the fact that the researcher have done his/her homework; as a result, they can give the researcher a credit for his/her due diligence: fact-finding and fact-checking mission, one of the initial steps of any research writing.

- By reviewing the related researches, the researcher can avoid duplication of the known findings and conclusion.
 - The knowledge of the related research gives an understanding of the research methodology used by researchers.
 - The researcher can compare his findings with those of the previous ones in the field.
 - The researcher can know about the recommendations of the previous research for further work.
- In the present study the researcher has given review of related literature, which is arranged alphabetically.

2.3 THEORETICAL REVIEW

2.3.1 Reference books

1. Bhintade V. R. "Educational Research Methods" (P-87, 96, 97)
Types of research
Steps of research
Review of related research
Objectives of research
2. Gary Anderson; Nancy Arsenault.
Fundamentals of educational research
3. Best John. W and James V Kahn. (2005) "Research in Education" seventh edition. (P-20, 107)
Falmer, 1998 (2nd edition)

2.3.2 Newspaper

➤ The Indian Express (8 Jan, 2013),

SaumitraDhoble ends her life when the results were declared.

➤ The Indian Express (26 Oct, 2013),

D Y Patil student jumps to death after doing exam badly.

➤ The Indian Express (May 25, 2013)

Girl found hanging, suicide suspected

A Master of Arts student was found dead at her residence in

Karve Nagar.

➤ The Indian Express (Feb 26)

Class XII student commits suicide ahead of board exams

A student of Class XII is report ^, #1# °. °^#^3æ æ E~ ^, #°E^E, ^#

° ^#^3æ^E, ^1 ^~#because of the fear of the board exams.

The suicide that began from Mumbai which took place on 5 Jan 2010 spreaded all over Maharashtra. NehaSawant, ChaitaliKavade, SushantPatil and BapusahabShinde all these students ended their lives for petty reasons that could have been resolved if spoken to friends, parents. The editor has discussed the reasons for suicide and their effects.

2.3.3 Magazines

Time Magazines, (7 Feb, 2013) Education: More Suicides.

P. B. A Shinde (July 2010) Educational news, Nagpur, Suicides, effects and preventions.

Journal of Indian Education, Volume XXVII, Special Issue

2.3.4 Thesis Review

Gupta Poonam (1989) A comparative study between male and female adolescent school going students on emotional maturity and achievement in co-curricular and curricular activities Ph.D (psy) Agra University (pg 487)

Objective:

1. To compare male and female adolescents school going students on emotional maturity.
2. To compare male and female adolescents school going students on curricular and co-curricular activities.
3. To compare behaviour of boys and girls as per their age levels.

Method: Survey Method

Tools : Questionnaires, Chi-Square

Major Findings:

1. The girls were more scholars and well behaved than the boys of this age. The behaviour of the girls was shy, reserved and more sober as compared to the boys.
2. Boys behaved more openly and were interested in more bold activities.
3. Boys were more interested in games like cricket and hockey, while girls preferred painting, dancing, singing, reading magazines and decoration.

2.3.4 Dissertation submitted for M.ed

➤ PunnasheKajendra (2009-10) A comparative study of Students study habits and their stress level.

Objectives:

1. To study the study habits and stress level
2. Suggestions for reducing stress level and improving the study habits.

Conclusions:

1. The study habits are disturbed due to stress level.

➤ SayyedYasmeenbanooAhmedali: A study of the problems faced by teenage (Kumarayin) girls.

1. To study the physical and psychological problems faced by growing up girls.
2. A research study on the problems faced by these girls.

Method: Survey method

Tools : Questionnaire, Interview and graph

Conclusion:

Conclusion as per the questionnaire for teachers: during teaching 100% teachers say that they come across such problems.

Conclusion as per the questionnaire for students: As the school is Co-ed girls feel awkward and 91% girls do not feel free in school.

Researchers Observation from review:

The above review from different thesis helps the researcher for completing her research. It is also found that there is not much research work done on this and therefore there is a need for research

this topic.
The researcher has also tried to suggest certain remedies / precautions.

2.4 CONCLUSION FOR REVIEW OF LITERATURE

Review of related literature is an important step in starting with research. It is the review, which forms the basis of research work. It is like a guideline to conduct research study on the right track.

2.5 WEBSITES

www.google.com

[Preventing Suicide - harnessinghappiness.org](http://PreventingSuicide-harnessinghappiness.org)

Free magazine articles - alliancemagazine.org

2.6 REFERENCES

1. Best, J. W and Khan (2006) J.V. "Researcher in Education", New Delhi: Prentice – Hall of India Private Ltd.
2. Buch, M. B The fifth survey of educational Research, Volume II (1988-1992) NCERT New Delhi.
3. Bhintade V. R (2008), "Educational Research Methods", Pune NityannutanPrakashan
4. Mule, R.S and Umathe, "Techniques of educational research", Nagpur, V. T Publications.
5. LokeshKoul, "Methods of Educational Research" (Third Edition) Vikas Publications.

Sr. No.	Level	Topic	Objectives	Similarities	Differences
1.	Ph.d (1989)	Gupta Poonam A comparative study between male and female adolescent school going students on emotional maturity	- To compare male and female adolescent school going students on emotional maturity - To compare the behaviour of boys and girls as per their age level	- The effects on the minds and emotions of the students - Problems of teenage girls and boys	- The effects of the emotions on their lives - A study of different problems faced by students
2.	M.Ed (2009-10)	Rajendra Punmase A comparative study of stress level and study habits of the students	- Study of the stress level and study habits of the students - Suggestions to reduce the stress level and improve the study habits	The stress level and depression affect the study habits	Many factors affect the study habits, like the chosen field, teaching methods
3.	M.Ed	Sayed Yasmeenbano Ahmedali The problems faced by the teenagers while studying	- A study of the the emotional and physical changes that the teenage girls face - To find the reasons for the problems faced by them	- The physical and emotional problems of the teenage girls - The problems faced by girls	- Some problems are same in boys as well as girls - The physical and emotional problems of the Std XII students is taken into consideration.

Methodology of Research

CHAPTER-III

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3.1 INTRODUCTION

In the last chapter the researcher discussed the related literature. In this chapter the researcher will discuss in detail the method and procedure of research.

3.2 MEANING OF RESEARCH

"Research is a sincere comprehensive intellectual searching for facts and their significance or inference with reference to the problem under study." Researches are done to add to the pool of knowledge, to understand, analyses and solve the problems of life and education. The following are the definitions of research.

"Research may be defined as the systematic and objective analysis and recording of controlled observation that may lead to generalization principles or theories resulting in prediction and possibly ultimate control of events."
(Best J.W)

"Research is a systematic controlled, empirical and critical investigation of hypothetical propositions about the presumed relations among natural phenomena."
(Kerlinger)

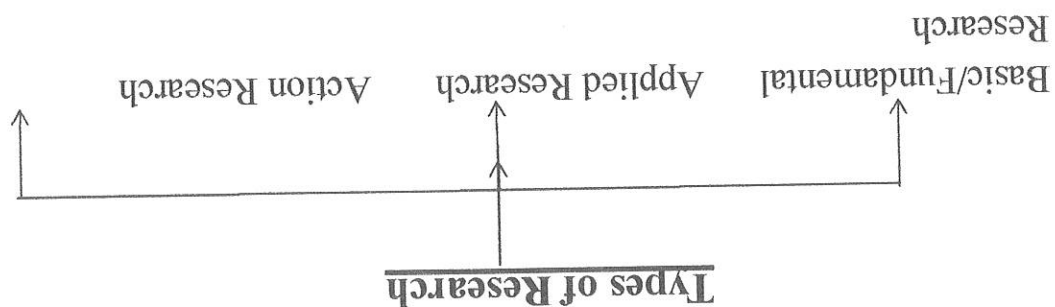
"Research is any organized inquiry designed and carried out to provide information for solving a problem".
(Emory)

"Educational Research is the activity for developing science of behavior in educational situations. It allows the educator to achieve his goals effectively". (Travers)

There are many problems in the field of education, thus, Educational Research is to solve educational problem in systematic and scientific manner, it is to understand, explain, predict and control human behaviour. The process by which we establish the rules and principals in the field of education to solve these problems is called educational research.

3.3 TYPES OF RESEARCH

According to the intent research may be classified as follows:



3.3.1 Fundamental Research

When research is conducted to acquire knowledge for knowledge's sake, with least consideration of its application for solving a problem; it is called basic, pure or fundamental research. It is usually carried on in a laboratory or in some other sterile environment, sometimes with animals e.g. Newton's or Galileo's contribution done for the development of theories by the discovery of broad generalizations or principals.

3.3.2 Applied Research:

Applied research is conducted to find solution to real life problem requiring a remedy or policy decision. It has most of the characteristics of fundamental research as the use of sampling techniques and the subsequent inferences about the target population. Most educational research is applied research for it attempts to develop generalizations about teaching-learning process, instructional materials, the behaviour of children and ways to modify them and so on.

Fundamental research in behavioural sciences is concerned with development and testing of theories of behaviour. Educational research is concerned with development and testing of theories of

how students and teachers behave in educational setting.

“Basic and applied research do not differ in the level of complexity involved, but rather they are differentiated by the goals they help to achieve basic research is designed to add to an organized body of scientific knowledge and does not necessarily produce results of immediate practical use. Applied research is designed to add to an organized body of scientific knowledge is secondary. It involves no more than the application of the familiar technique to a new situation to see how well it works under different stances”

3.3.3 Action Research

Action research is done for solving problems and improving existing solutions at the earliest. It is useful in both social psychology and education. In education it involves both research specialists and teachers to solve local problems in a particular classroom setting and not for universal validity. Its purpose is to improve school practices and to combine the research process, habits of thinking, ability to work harmoniously with others and professional spirit.

Action research, though is an application of common sense or good management, it dose apply scientific thinking and methods to real life problem and represents a great improvement over teacher's subjective judgments and decisions based upon limited personal experience. So it is termed as research.

To conduct a research it is mandatory for the researcher to plan a design of her research.

3.4 Methods of Educational Research:

As per the content of the topic we choose method of the research. Researchers are done by adopting different methods. The following are the three main types:

“Experimental Research is a description an analysis of what will

3.4.2 Experimental Method.

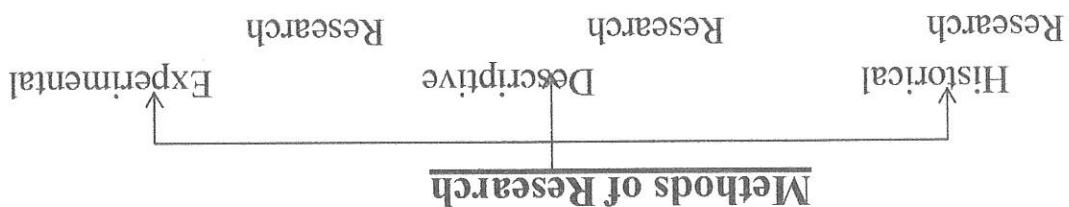
The present research is related with current problem so the researcher has not used historical method for her research.

Historical studies deal with almost every aspect of education e.g. growth and development of colleges and universities, elementary and secondary schools the rise and decline of educational movements, the introduction of new teaching methods, past documents and so on.

Historical analysis may be directed toward an individual, an idea, a movement, or an institution. But they cannot be studied in isolation as they have interaction with the ideas, movements and / or institutions of their time.

History is a meaningful record of human achievement. It is not merely a list of chronological events but a truthful integrated account of the relationships between persons, events, times, and places. History is used to understand the past and try to understand the present in light of past events and developments.

3.4.1 Historical Method.



occur in carefully controlled conditions.” John W. Best.

Experimental research provides a systematic and logical method for answering the question, “If this is done under carefully controlled conditions, what will happen?” Experimenters select two groups i.e. control group and experiment or environmental conditions and observe how the condition or behavior of the subject is affected or changed. Their manipulation is deliberate and systematic. They must be aware of other factors that could influence the outcome and remove or control them so that they can establish a logical association between manipulated factors and observed effects.

As the researcher is not trying to establish cause and effect relationship but doing an evaluative study of exercises of history textbook so she has not selected experimental method for her study.

The method by which researches related to present time are conducted is called Survey Method.

3.5 Research methodology adopted by researcher

Out of these three methods the researcher has adopted the Survey Method as she wants to do an evaluative study of this problem and its relation to present time.

3.6 Method Selected for this study

3.6.1 Survey Method:

Survey method describes and interprets what exists at present. In a survey we are concerned with conditions or relationships that exist, practices that prevail, beliefs, point of views or attitudes that are held,

processes that are going on, influences are developing.

Although survey method is used to find existing situations but survey about curriculum or textbook not only tells us about the strengths and weaknesses of the current curriculum but also elicit recommendations for change.

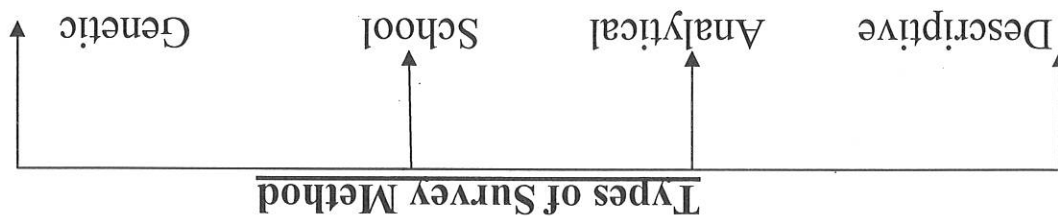
3.6.2 Characteristics of Survey Method:

The following are the main characteristics of the survey method of research:

- i) The method gathers data from a relatively large number of cases at a particular time.
- ii) It is essentially cross-sectional.
- iii) It is not concerned with the characteristics of individuals.
- iv) It involves clearly defined problem.
- v) It requires expert's imaginative planning.
- vi) It involves definite objectives.
- vii) It requires careful analysis and interpretation of the data gathered.
- viii) It requires logical and skillful reporting of the findings.
- ix) Surveys vary greatly in complexity.
- x) It does not seek to develop an organized body of scientific principles.
- xi) It provides information useful to the solution of the problem.
- xii) It suggests the course of future developments.
- xiii) It determines the present trends and solves current problem.
- xiv) It helps in fashioning many tools with which we do the research.

3.6.3 Types of Survey Method:

The survey method has been classified into four categories :



3.7 POPULATION

Population or universe means, the entire mass of observation which is the parent group from which a sample is to be formed. "the entirety or totality of all members is known as 'population'. The selected or chosen part which is used to determine the feature of the entire population is known as 'sample'."

The population of research is all the 12th std students from different schools for the present research.

From the whole population, the researcher has randomly selected 150 students of two schools of standard XII English Medium Schools.

Sr.No.	School Name	Std	Student	Total
1	Golry English Medium School, Chakan	12	72	72
2	Innovative International English Medium School, Chakan	12	78	78
				150

3.8 SAMPLING :

Researcher usually cannot make direct observations of every

individual in the population they are studying. Instead, they collect data from a subset of individuals – a *sample* – and use those observations to make inferences about the entire population.

Ideally, the sample corresponds to the larger population on the characteristic(s) of interest. In that case, the researcher's conclusions from the sample are probably applicable to the entire population

Sampling is the indispensable technique of behavioural research. The research work cannot be undertaken without use of sampling. The study of the total population is not possible and it is also impracticable. The practical limitation cost, time and other factors which are usually operative in the situation, stand in the way of studying the total population. So, the concept of sampling has been introduced with a view to making the research findings economical and accurate.

The research design is based on the sampling of the study. Generalize ability of the research findings is also dependent upon the sampling procedures followed.

3.8.1 Definition of the Sampling

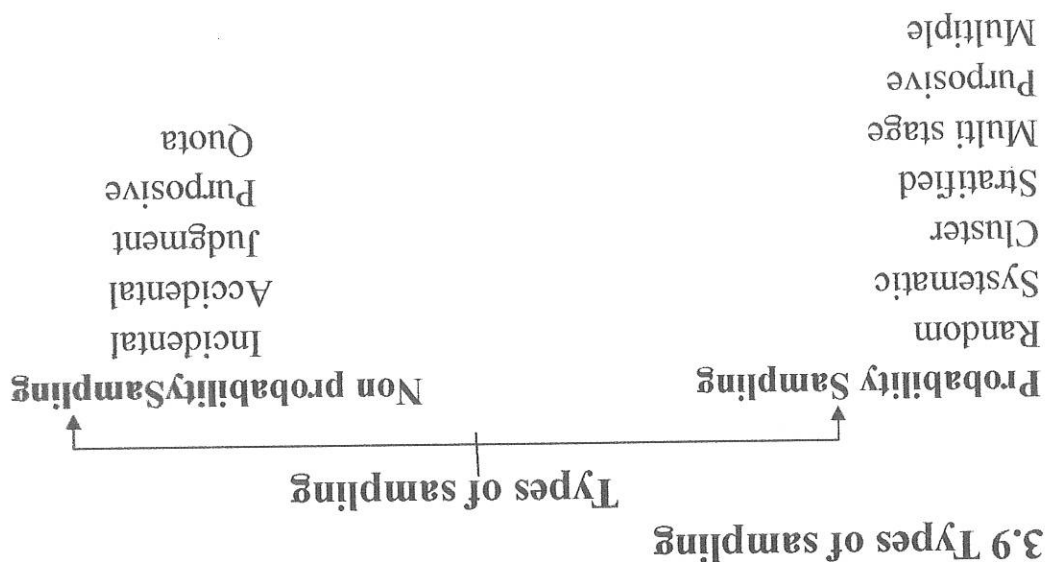
“In the social science it is not possible to collect data from every respondent relevant to our study but only from some fractional part of the respondents. The process of selecting the fractional part is called sampling.”

“The term ‘sampling’ means the selecting of a part of group or an entirely with the sole aim of collecting complete information.”

'Sampling design' in fact means the joint procedure of selection and estimation'. Sampling should be such that error of estimation is least. As bad sampling vitiates the data at the source and no amount of subsequent statistical findings will improve its quality.

In behaviour and social sciences sampling means selection of individuals from the population in such a way that every individual has the equal chance to be taken into the sample population.

There are various types by which we can do sampling. They are as follows:



3.9.1 Probability Sampling:
Method of sampling which gives the probability that our sample is representative of population is known as probability sampling. It is based on randomization. It is unbiased.

3.9.2 Non-probability Sampling:
If there is no such idea of probability then the method of

sampling is known as non-probability sampling. Here the researcher selects the sample representative of the population as per his judgment.

3.9.3 Purposive Sampling:

Purposive Sampling is selected by some arbitrary method because it is known to be representative of the total population or it is known that it will produce well matched groups. The idea is to pick out the sample in relation to some criterion, which is considered important for the particular study. The purposive sampling has the following advantages.

- i) Use of the available knowledge concerning the sample subject
- ii) Better control of the significant variable,
- iii) Sample groups data can be easily matched,
- iv) Homogeneity of subjects used in the sample.

3.10 Tools for collection of data:

Tools are the ways and means to conduct research and the conduct of research could only be justified through the methods and techniques meant to it. The collected 'evident' is called 'data' and the tools used for it are called data collecting devices or tools. A researcher needs many data gathering tools and devices, which may vary in their complexity, design, administration and interpretation. Each tool is appropriate for collection of certain kinds of evidences and information and the researcher may choose one or more to suit the specific requirements of research. The following are the tools of

Of the above mentioned tools and techniques of the data collection the researcher has selected **Questionnaire** as a tool of data collection.

2. Questionnaire

1. Interview

data collection.

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Although they are often designed for statistical analysis of the responses, this is not always the case. The questionnaire was invented by Sir Francis Galton.

Questionnaires have advantages over some other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users. Questionnaires are also sharply limited by the fact that respondents must be able to read the questions and respond to them. Thus, for some demographic groups conducting a survey by questionnaire may not be practical.

As a type of survey, questionnaires also have many of the same problems relating to question construction and wording that exist in other types of opinion polls.

“A systematic campilitation for question that are submitted to a sampling of question that are submitted to a sampling of population from information is desired”.

“A questionnaire is a list of questions or a number of persons for them to answer. It secures standardized result that can be tabulated and treated statistically”

“The general category of inquiry forms that includes data-gathering instruments through which respondents answer questions or respond to statements in writing to provide factual information is called ‘Questionnaire.’”

3.10.2 Types of Questionnaire:

There are two types of questionnaire.

- a) Close form type.
- b) Open form type.
- c) Mix form type.
- d) Picture form type.

3.10.3 Characteristics of a Good Questionnaire:

- i) Construction of the questionnaire should be relevant and specific to the problem,
- ii) It should be as concise as possible and to the point so that respondents should not get bored
- iii) No ambiguity should be there. Terms that can be misinterpreted should be defined in easiest language,
- iv) It should be attractive in appearance, neatly arranged and clearly duplicated or printed,
- v) Each question should deal with single idea and should be worded as simply and clearly as possible.
- vi) Questions should be objective with no leading suggestions.

3.8.2 TYPES OF STATISTICAL TOOLS

The statistical measurement is an abstraction that may be used in place of a great mass of individual measures to develop generalizations that may be used to explain phenomena and to predict future occurrences.

“Statistics is a body of mathematical techniques or processes for gathering, organizing, analysing and interpreting numerical data. Statistics is basic tool of measurement and research.”
Statistical data describe group behaviour or group characteristics abstracted from a number of individual observations that are combined to make generalizations possible.

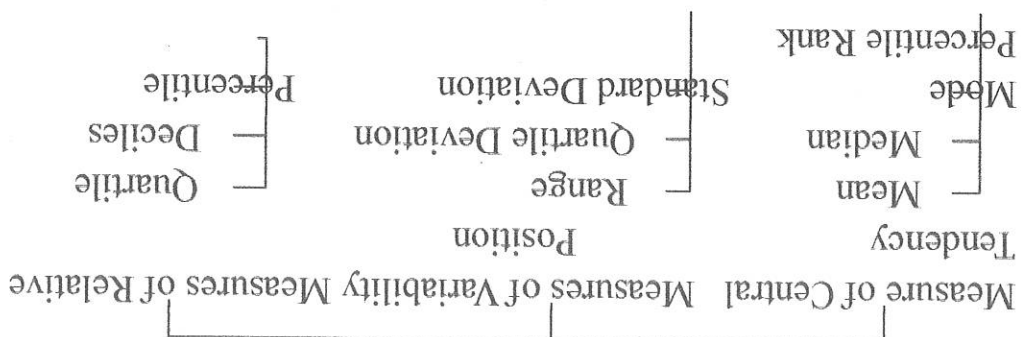
➤ Definition of Statistics:

3.11 STATISTICAL TOOL FOR DATA INTERPRETATION

Of the above mentioned four types the researcher has used a combination of open-end and close-end questionnaire. In open-end questionnaire the respondent is free to answer and give reason also for his / her answer. In close-end questionnaire the respondent is to choose from the given options. The former type requires a great deal of knowledge on the part of the respondent is time consuming and difficult to interpret. While the latter type requires a less time on the part of the respondent but he cannot express his / her opinion or choose the middle options of the given ones.

- vii) They should be prepared in psychological order proceeding from general to specific responses.
- viii) Personal and embarrassing questions must be avoided.
- ix) It should be easy to tabulate and interpret.

Types of statistical tool



The researcher has used percentage (%) to interpret the collected data.

➤ Graphical Representation

When with the help of a graph we represent the data it is called graphical representation.

➤ Merits of Graphical representation:

- i) We can extract information from a graphical representation more easily than a heterogeneous list of scores.
 - ii) We can easily analyses numerical data through graphical representation,
 - iii) Graphical representation catches the eyes and holds the attention very easily.
- The researcher has used Pie Diagram for graphical representation of data.

➤ PROCEDURE

The researcher to study the suicidal behavior of the adolescents conducted survey of the 12th standard students and Visited 3 different schools to achieve the task the researcher first took permission of

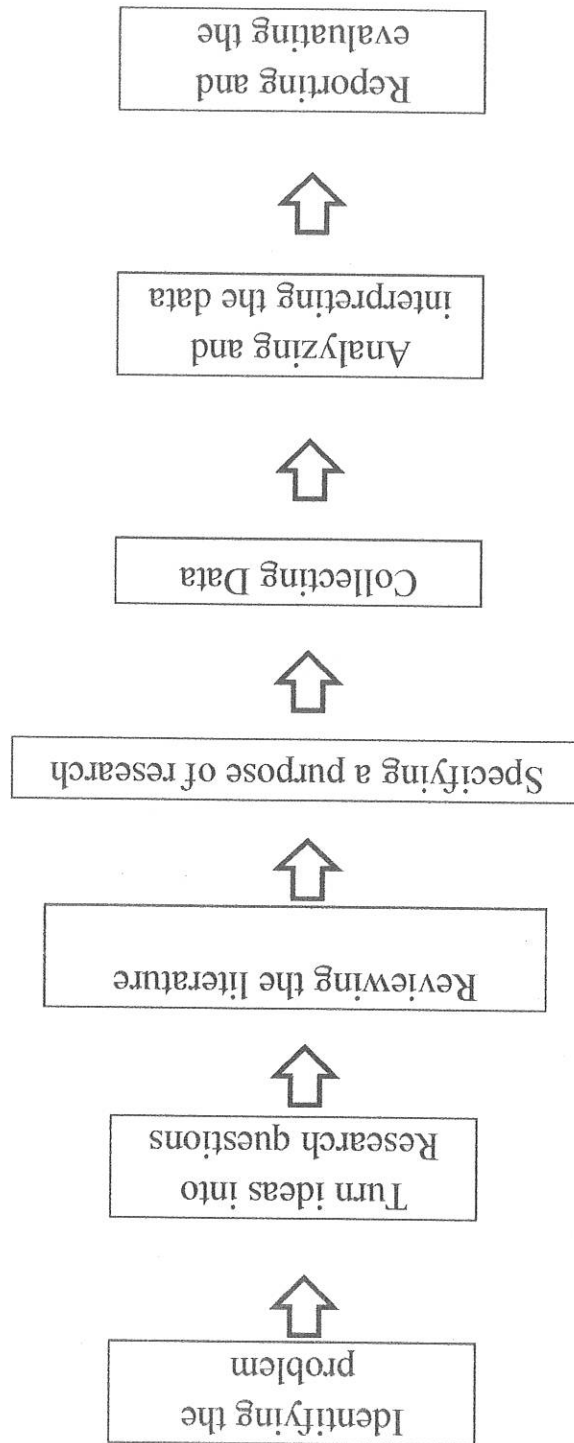
In this chapter the researcher has given information of meaning of educational research, types of research, and methods of research tools and procedure of research.

3.12 CONCLUSION

The students were instructed regarding the procedure to be followed while answering the questions. The forms/papers were collected after the students finished doing the needful.

theschool Principals & later distributed the questionnaire to the students of each school which consisted question of Yes/No type response.

RESEARCH FLOW CHART



3.13 REFERENCES

1. Best John.W. Best and J.V. Kahn (2006)
"Research in education" 10th Edition, Delhi: Prentice-Hall of India private ltd.
2. Radha Mohan, "Research Methods in Education"
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**Collection of Data, Classification,
Analysis, Tabulation and
Interpretation**

CHAPTER-IV

CHAPTER-IV

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Sr. No.	Content	Page No.
4.1	Introduction	36
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4.1 INTRODUCTION

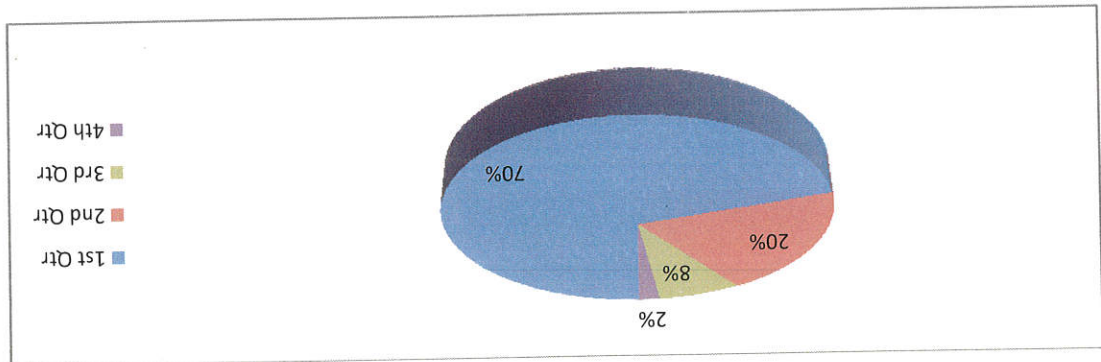
Collection of data involves detailed planning, including getting permissions from schools or persons, getting Photostat copies of questionnaires, and timetabling. This chapter describes in detail the analysis of the data collected by the researcher interpretations.

The researcher used the questionnaire and interview to study the various problems faced by the students during their studies. The questionnaire was prepared on the basis of various aspects (Appendix A). The response received from the students is tabulated below.

4.2 Analysis and Interpretation of student questionnaire

Q1. The field that you have chosen for yourself is

Sr. no.	Options	No. of students	Percentage
1.	Chosen by your parents	105	70%
2.	By yourself	30	20%
3.	Your friends suggested	12	8%
4.	Others	3	2%
TOTAL		150	100%



Observation

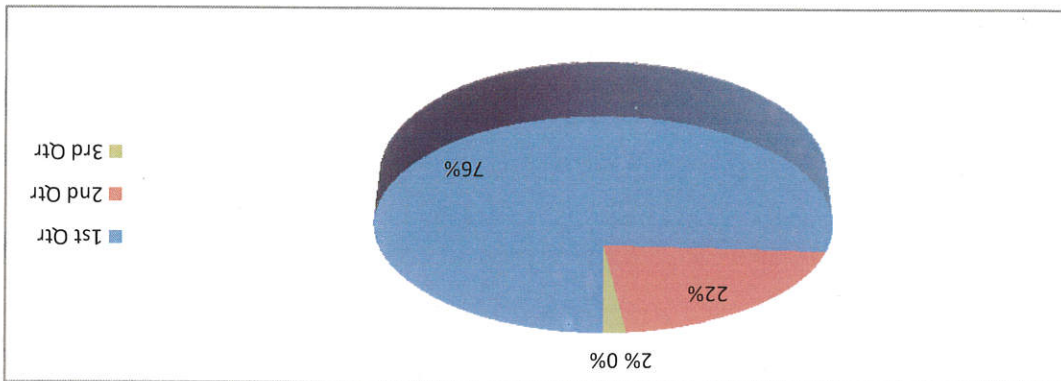
- Out of 150 students 70% students say that their field is chosen by parents, only 20% students that their field is chosen by themselves.
- 8% students say that they have chosen their fields because of their friends and 2% of the students have other reasons.

Interpretation

Students should be given the freedom to choose their own field of education.

Q2. How many hours do you study?

Sr. no.	Options	No. of students	Percentage
1.	10 to 12 hours	114	76%
2.	8 to 10 hours	33	22%
3.	4 to 5 hours	2	2%
TOTAL		150	100



Observation

- Coaching classes, College and extra studies all together 76% students study for 10 to 12 hours in a day.

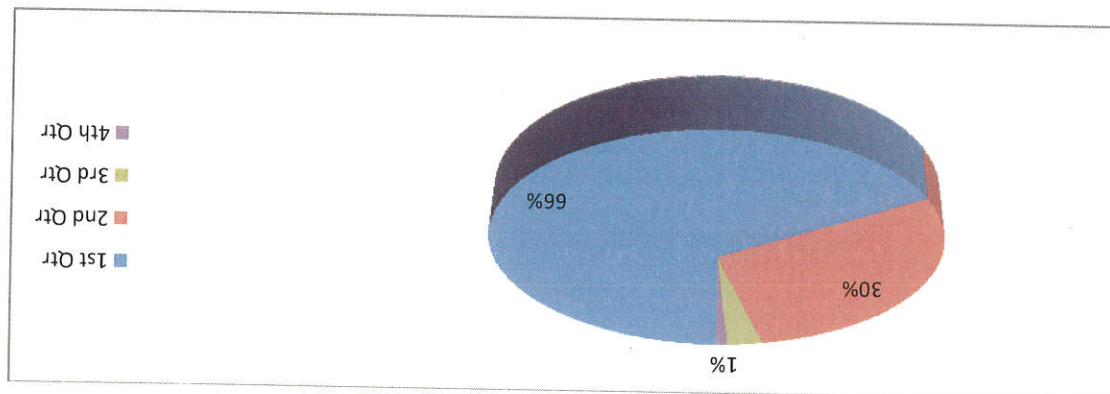
- 22% students study for 8 to 10 hours a day.
- 2% students study for 4 to 5 hours a day.

Interpretation

Due to increasing competitions students have to study for many hours, they should also be given time to relax.

Q3. If you have any difficulties while studying you

Sr. no.	Options	No. of students	Percentage
1.	Take help from teachers	99	66%
2.	Take help from friends	45	30%
3.	Take help from parents and siblings	5	3%
4.	Others	1	1%
TOTAL		150	100



Observation

- Out of 150 students 66% students take help from their teachers (Schools or coaching classes).
- 30% students take help from their friends who are intelligent.

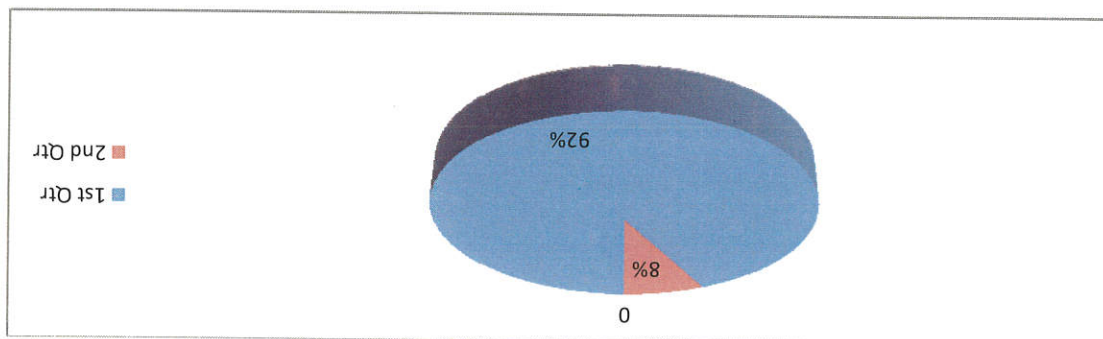
- 3% students take help from their parents and siblings.

Interpretation

Parents and teachers should also take part to solve the problems or difficulties of the students.

Q4 To reduce the stress of studies you

Sr. no.	Options	No. of students	Percentage
1.	Go to private coaching classes	138	92%
2.	Attend regular college	12	8%
3.	Attend all the lectures		
4.	Others		
TOTAL		150	100



Observation

- To reduce the stress of studies 92% of students attend coaching classes.
- 8% students attend regular college, as due to poor family conditions could not join any classes.

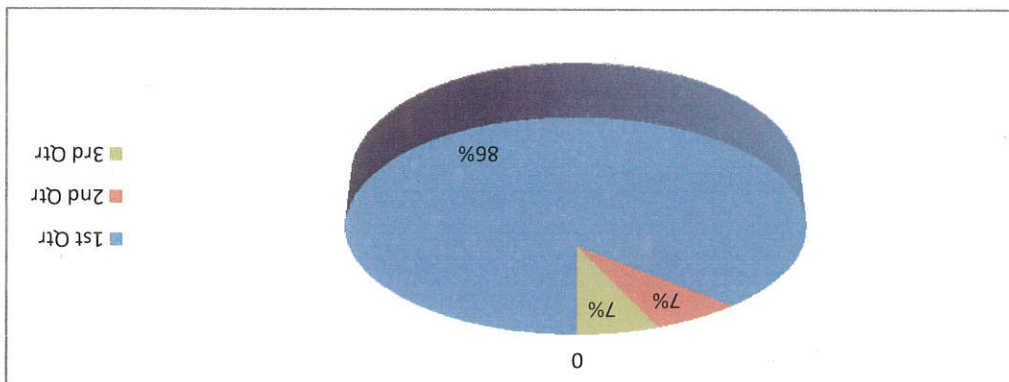
Interpretation

Due to extra classes the hours of studies have increased and so sometimes students feel that they should be given time to relax and live some happy moments.

Q5. Views about your parents

40

Sr. no.	Options	No. of students	Percentage
1.	Always tell you to study	129	86%
2.	Understand and help you	10	7%
3.	Get annoyed	11	7%
4.	Others		
TOTAL		150	100



Observation

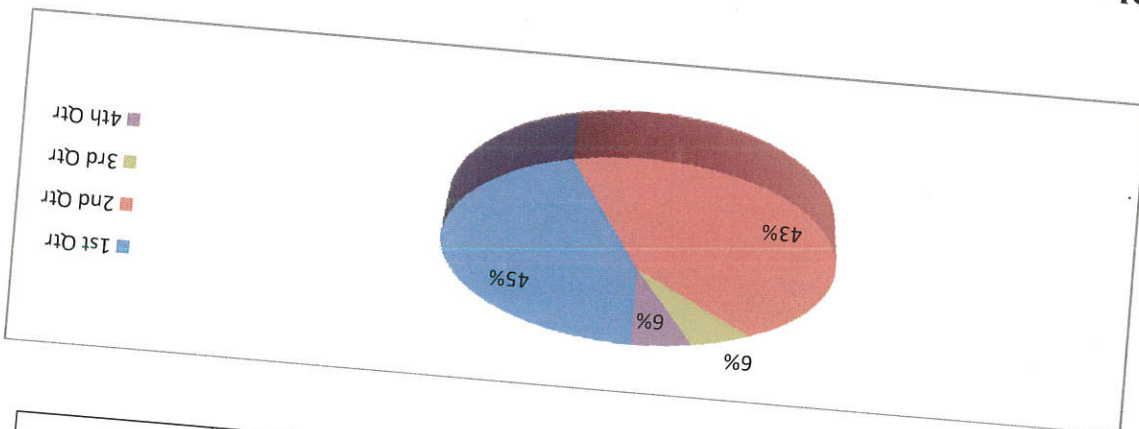
- Out of 150 students 86% of students' parents always tell them to study
- 7% of student parents understand their children and help them.
- 7% student parents get annoyed.

Interpretation

Parents should interest in understanding their children and help them in reducing their stress and give proper guidance.

Q6. What is your aim in life?

Sr. no.	Options	No. of students	Percentage
1.	To become Doctor or Engineer	67	45%
2.	To earn enough money	65	46%
3.	To get a job	9	6%
4.	Others	9	6%
TOTAL		150	100



Observation

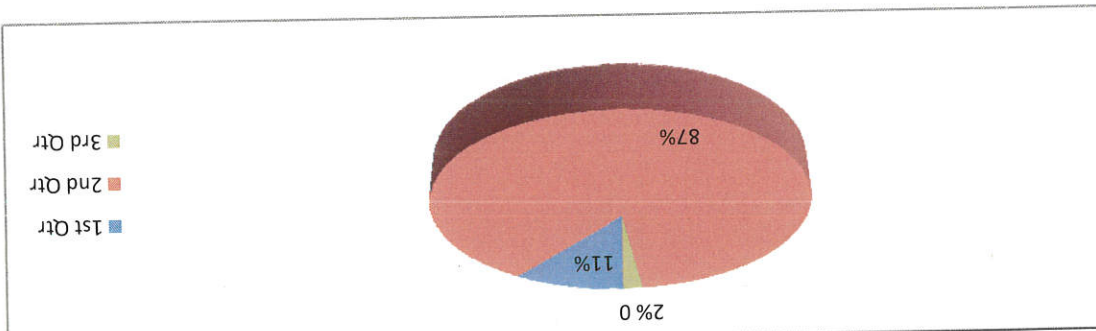
- Out of 150 Students 45% students want to become Doctor or Engineer.
- 43% students want to earn enough money.
- 6% students are ready to do a job that they will get and 6% students want to start with business.

Interpretation

The aim in life is not only to earn money but also to see all the opportunities that are open in various fields and do something fruitful which will benefit you.

Q7. How is your family environment?

Sr. no.	Options	No. of students	Percentage
1.	Full of educational values	17	11%
2.	To study with lot of stress	130	87%
3.	Free	3	2%
4.	Others		
TOTAL		150	100



Observation

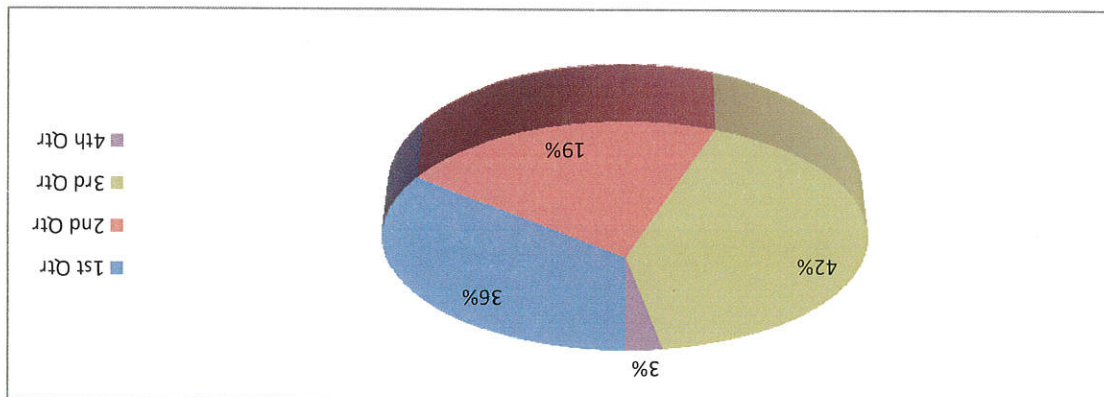
- Out of 150 students 87% of students say that they have to study with lot of stress.
- 11% of students say that the environment at home is educational and 2% students have freedom to do anything.

Interpretation

The atmosphere at home should be of happiness and stress free which will the students to reduce their stress.

Q8 What are the reasons to become unsuccessful in examinations?

Sr. no.	Options	No. of students	Percentage
1.	Did not understand the syllabus	55	36%
2.	Fall sick when the exams are approaching	29	19%
3.	Fear of exams	64	42%
4.	Others	2	3%
TOTAL		150	100



Observation

- 42% students fear of exams.
- Out of 150 students that 36% of students did not understand the syllabus
- 19% students fall sick when the exams are approaching.
- 3% students have other reasons.

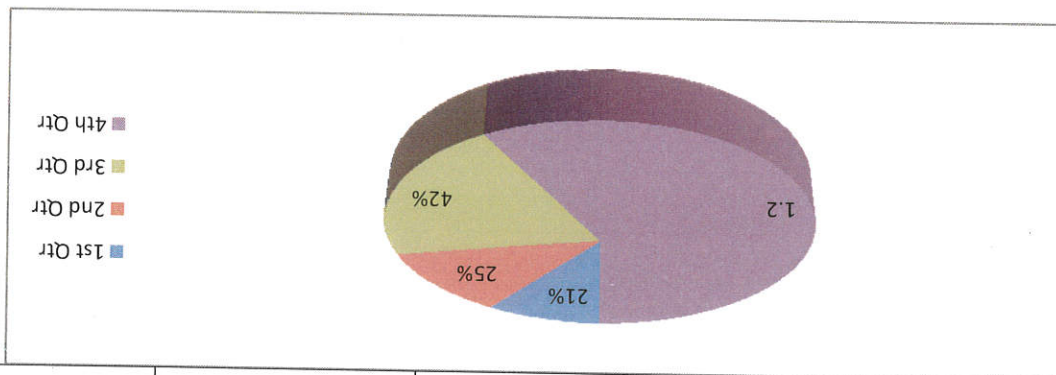
Interpretation

To reduce the fear exams due to less mark and unsuccessful, grades should be considered. There should be changes made in the

evaluation system.

Q9. Who helps to solve queries related to guidance, other than studies?

Sr. no.	Options	No. of students	Percentage
1.	Parents / Teachers / Friends	32	29%
2.	Do not feel the need for guidance	38	25%
3.	Needs guidance	62	42%
4.	Others	18	12%
TOTAL		150	100



Observation

- Out of 150 students 42% of students feel the need of guidance.
- 25% students do not feel the need of guidance and 21% students get help from their parents, teachers and friends.
- 12% students solve their problems by observing others.

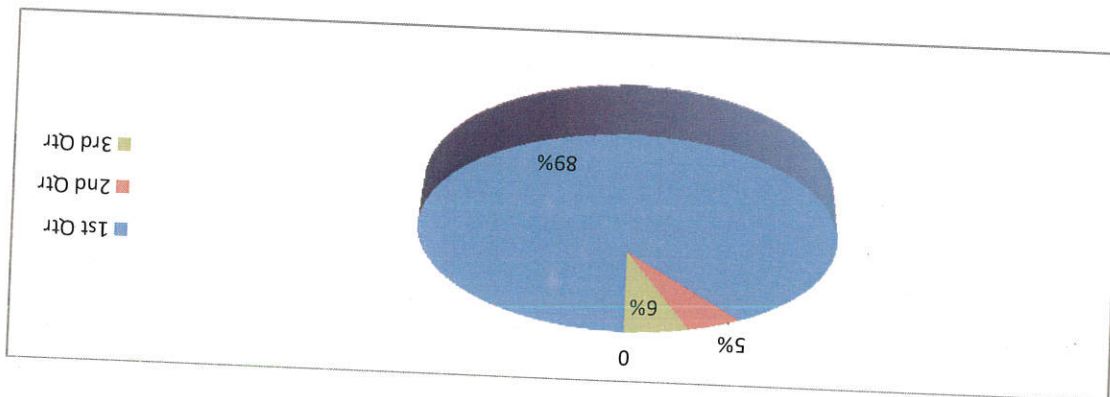
Interpretation

To solve the problems of students' parents and teachers should have friendly relation with the students.

Q10. If your success is not as you wish?

45

Sr. no.	Options	No. of students	Percentage
1.	Get stressed	133	89%
2.	Get annoyed	8	5%
3.	Loose hope	9	6%
4.	Others		
TOTAL		150	100



Observation

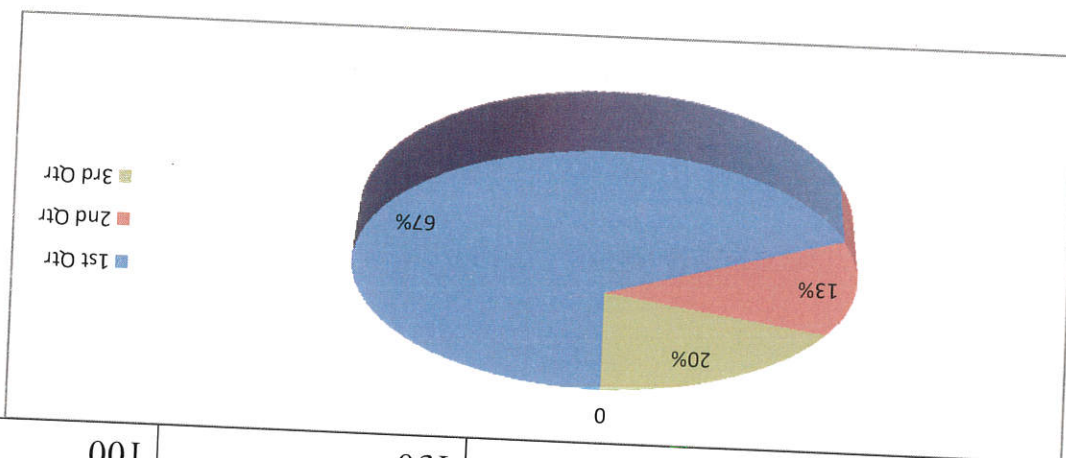
- Out of 150 students 89% students get stressed.
- 5% students get annoyed and 6% students loose hopes.

Interpretation

To arrange workshops, conduct different activities, show some videos to reduce the stress levels in students which will help them for positive aims in life.

Q11. Are all the expenses required for education asked from parents?

Sr. no.	Options	No. of students	Percentage
1.	Stationery, Tuitions, etc.	100	67%
2.	Expenses fulfilled by self	20	13%
3.	Expenses fulfilled by part time work	30	20%
4.	Others		
TOTAL		150	100



Observation

- 67% of the student's parents take care of all the expenses.
- 20% of students do part-time job and 13% students collect money and take care of all their expenses.

Interpretation

The poor and the needy should get some kind of help from school or government.

Open-ended questions

1. How should the educational system be?

While answering this question 90% students have suggested changing the percentage system. To bring an end to the competitions new educational system should be made available

Interpretation

Today's education system should not only consider the progress in subjects (education) but should also include assignments, field trips, project work and field visits.

2. How should the educational pattern be to become successful in life?

While answering this question students replied that it should be easy to learn and understand.

Interpretation

As per the students the syllabus should be easily understood so that extra coaching classed are not required and surely this will help to reduce the stress among students.

3. How should the relation between teachers and student be?

Teacher should be a guide and should help the students to even solve problems other than studies.

Interpretation

Teachers should not run behind the syllabus to complete it but should also give some time to the students.

4. What are your expectations from parents?

Parents should not burden the child with their expectations, but should believe in success as per the child's capacity.

Interpretation

Parents should help the students to reduce their stress, guide them and let the students enjoy their education.

4.3 Teacher's Questionnaire analysis and interpretation

1) Many students in Maharashtra committed suicide and are committing, do you feel the need to find the reason behind this?

- Out of 15, 13 teachers feel that it is due to the increasing expectations of the parents.
- Increasing competitions.
- 2 teachers feel that it is due to excess stress and loosing of hope.

2) Do you feel that there should be friendly relation between teachers and student?

- 5 out of 15 teachers feel that the students do not respect their teachers if there is a friendly relation.
- 6 teachers said that the students themselves do not speak openly and 4 said that there is no time to give to the students.

3) How does increasing competitions affect the students?

- 80% teachers say that the student is always full of stress.
- 20% teachers feel that the students have become more aware and active to face the world.

4) Should the failure students have extra classes?

- 13 out of 15 teachers would not like to have extra classes for the

- Only 2 teachers feel that apart from regular classes there should be extra classes for weak/failure.
- failures due to shortage of time which is 86.6%.

5) Is there a need of extra guidance / counselor in school?

- 100% teachers feel that a counselor should be appointed in the school who can counsel the student when required.

6) To end the increasing competitions what are the new changes that the schools should try to bring?

- 12 out of 15 teachers suggested that students should give entrance exams before choosing any field.
- 5 teachers say that every month there should be workshops of Parents-Teachers, where after discussing the problems should be solved.

7) As teachers how do you help the students to reduce their stress?

- 5 out of 15 teachers said that while completing the syllabus there is no time to solve the student's queries.
- 6 teachers said that even students fear to tell their problems.
- 3 teachers said that when they have time they have a discussion with the students.

Interpretation

Teachers should take an initiative to solve the problems that the students are facing.

8) Most of the students join coaching classes, is there a need?

- 14 teachers said that the students should not go for any extra

Parents should send the students to school and ask them to attend every lecture and stop the coaching classes.

Interpretation

- Only 1 teacher said that there is a need for coaching classes. coaching classes.

- 9) Should any changes be made in today educational system?
- 9 out of 15 teachers said there is no need to make any changes.
 - 6 teachers said there should be changes made as per changing trends in education.

Interpretation

- All the students are thought in the same manner, there should be changes as per the student's mental ability.

- 10) What is teacher's role in solving the student's emotional and educational problems?

- 6 out of 15 teachers said that the students should solve their emotional problems on their own which will make them brave.
- 6 students said that the students fear to tell their problems.
- 3 teachers said there should be friendly relation between teachers and students, discuss the problems and solve it.

Interpretation

Young students hesitate to share their problems, so there should be different activities, competitions conducted, which help to understand them and solve their problems.

4.4Overall Conclusion

- In the above research work the researcher has interpreted, with the help of the responses received from the student's questionnaire and teacher interview.

4.5REFERENCE

1. Best John.W. Best and J.V. Kahn (2006)
"Research in education" 10th Edition, Delhi: Prentice-Hall of India private ltd.
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New Delhi: Neelkarnal Publication Pvt Ltd, First Edition, 2003.
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**Abstract, Conclusion,
Suggestion and
Recommendations**

CHAPTER-V

CHAPTER-V

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CHAPTER - V

ABSTRACT CONCLUSION, SUGGESTION AND

RECOMMENDATIONS

5.1 INTRODUCTION

The subject for study was "Suicidal Behavior among adolescents with respect to their emotional maturity" for this the researcher has undertaken survey method to collect the information for the same. All the collected data is classified, analyzed and interpreted with the help of abstract.

5.2 ABSTRACT

Title

"Suicidal Behavior among adolescents with respect to their emotional maturity"

Adolescence is a difficult time in the lives of young people both for themselves and their educators, parents and teachers. This period is normally associated with conflict, turmoil and tension. It is common for parents to be "demythologized in this period. The mass media plays an important role in this and also the so called drive for freedom without responsibility.

Young people belong to the group especially exposed to suicidal behaviors. The period of puberty and early adolescence is full of strong emotions and feelings. Mental and emotional maturity do not follow biological one, which results in extreme moods and unstable

psyche. Disturbed relations within the family or loss of hope for successful future often evoke feeling of hopelessness inadequate to everyday life problems. That is why suicide seems to be the best solution to get rid of all problems. It is also one of the ways to demonstrate the needs of young people.

Many troubling and difficult situations can make a teen consider suicide. The same emotional states that make adults vulnerable to considering suicide also apply to adolescents. Those with good support networks (e.g. among family and peers, or extracurricular sport, social, or religious associations) are likely to have an outlet to help them deal with their feelings. Others without such networks are more susceptible during their emotional changes, and may feel that they're all alone in times of trouble.

Teenagers experience strong feelings of stress confusion, self-doubt, pressure to succeed, financial uncertainty, and other fears while growing up.

NEED AND IMPORTANCE

Need

Jan 27, 2012, a student of the famous Fergusson Law College in Pune has committed suicide, Jul 11, 2011, A 23-year-old student of the Industrial Training Institute (ITI) committed suicide in Lonavla. Sept 14, 2012, Hritik Sharad committed suicide by hanging himself to the ceiling fan in his hostel room. Such young students commit suicide when they are not aware of life and take such a decision and end their lives.

This study is the first attempt to measure attitudes towards suicide in adolescents. The purpose of the present study was mainly to

adapt the instrument to the cultural setting and give some first impression of patterns of attitudes. Suicide is becoming a public health concern in many countries among adolescents (WHO, 2001). The overall suicidal rates in many countries have increased due to high prevalence in age group 15-24.

The researcher has therefore tried to find the reasons behind these increasing suicide rates. Due to the increasing suicidal incidents schools, parents, teachers have to become more aware and try to understand their children and their needs.

IMPORTANCE:

Students:

- To know the behavior of students.
- To understand and know the feelings of students.
- To know the various responses of students.
- To understand their reactions to different situations.
- To know the various reasons for suicide

Parents:

- To know the parent and student relation.
- To know how parents treat their children.
- To know how often the parents help their students.
- To know the expectations of parents.
- To know how free the students are with their parents.

Teachers:

- To understand the teacher and student relation.
- To know how often the students approach their teachers.

- To know how do teachers handle their student query.
- To know how much time the teacher gives to their students.
- To know how often the teachers help their students.
- To know the various problems that students face.

OBJECTIVES

- To survey the factors influencing suicidal behavior among students.
- To interpret the factors influencing suicidal behavior among students.
- To suggest measures to reduce the suicidal behavior among students.

STATEMENT OF PROBLEM

Suicidal Behavior among adolescents with respect to their emotional maturity.

CONCEPTUAL DEFINITION:

➤ **Suicidal Behaviour:** "All behavior that seeks and finds the solution to an existential problem by making an attempt on the life of the subject" (Baechler, 1980).

➤ **Adolescents:** WHO defines adolescence as the second decade of life, the period between the ages of 13 to 19, however it must be emphasized that adolescence is the phase, rather than a fixed time period in an individual's life.

➤ **Case Study:** A case study is one type of observational data collection technique in which one individual is studied in-depth in order to identify behavioral, emotional, and/or cognitive qualities that are universally true, on average, of others. Case studies often include face-to-face interviews, paper and pencil tests, and more.

➤ **Emotional Maturity:** Emotionally mature is not one who necessarily has resolved all conditions that arouse anxiety and hostility but it is continually involved in a struggle to gain healthy integration of feeling, thinking and action. (Singh and Bhargava)

OPERATIONAL DEFINITION:

➤ **1. Suicidal Behaviour:** Suicidal behavior is any deliberate action that has a potentially life-threatening consequence, such as taking a drug overdose or deliberately crashing a car. The human act of self-inflicted, self-intentioned cessation.

➤ **Adolescents:** The term adolescence is commonly understood to define the period of life between childhood and adulthood (Kaplan, 2004, p. 1). This time frame, however, not only describes a very diverse reality, but adolescence varies considerably across cultures, over time, and within individuals.

➤ **Conceptual definition of Case Study:** A case study is one type of observational data collection technique in which one individual is studied in-depth in order to identify behavioral, emotional, and/or cognitive qualities that are universally true, on average, of others. Case studies often include face-to-face interviews, paper and pencil tests, and more.

- **Emotional Maturity:** Emotional Maturity is a state of balanced feelings and self-control. Person is said to be emotionally mature who has in his possession almost all kinds of emotions (positive as well as negative) and is able to express them justly, skilfully and timely in different situations of life.

ASSUMPTION

- The research is conducted to know the different behaviors of the students.
- All the students are aged between 17 to 19 yrs.
- The increasing expectation of parents and teachers increases the fear and tension in students.
- Students are not appreciated for their good deeds and so leads to nervousness.
- The increasing competitions, changes create a negative effect on students if they are not guided properly.

SCOPE AND LIMITATION

SCOPE:

- The research encompasses on the suicidal behavior of the adolescents.
- The research includes the investigation of the causes of suicidal behavior.
- The research also includes the various feelings that the Student's go through which leads them to suicide.

LIMITATIONS :

- The researcher needs to believe in the responses given by the students as true.
- We are unable to identify the specific components or characteristics of the surroundings that can explain sociality.
- The complex relationships between peer selection and sociality also limit the determination of causality.

DELIMITATIONS :

- This research is limited to a particular age group only (i.e. 17 to 19 yrs.
- It is limited to Maharashtra Board students only.
- It is limited to Pune Dist. Only.

POPULATION

The population of research is all the 12th std students from different schools for the present research.

SAMPLING :

From the whole population, the researcher has randomly selected 150 students of two schools of standard XII English Medium Schools.

Sr.No.	School Name	Std	Student	Total
1	Golry English Medium School, Chakan	12	72	72
2	Innovative International English Medium School, Chakan	12	78	78
Total				150

SAMPLING METHOD

A random sampling is one selected in such a fashion that every member of the population has an equal chance to be selected. This means that each member must be selected independently of all others. It is also useful to think random sampling as one so drawn that all other possible combinations of an equal number of members from the population had an equal chance to constitute the sample drawn.

The researcher has selected the students of Std XII from

RESEARCH METHOD – Survey Method

TOOL FOR COLLECTION OF DATA

Questionnaire

Questionnaire prepared by the researcher

STATISTICAL TOOLS

The researcher made use of the following statistical tools in her research study for analysis of data.

1. Percentage

2. Graphical presentation (Pie Diagram)

5.3 OVERALL CONCLUSION

The conclusion is drawn from the answers given by the students of Std. XII which is as follows.

❖ From the responses received from the students it is understood that parents are overburdening their children. To be all-rounder some students are forced to join classes like dance, painting,

- ❖ Many students choose the side (commerce /arts /science/ diploma's) against their will, only because their parents want them to do, so it becomes difficult for them to adjust to all the circumstances. (Table no. 1)
- ❖ In today's competitive world students are struggling to give their best. Even parents would not like their wards to score less and so they are always keep studying. (Table no. 4)
- ❖ If they score less marks in any subject, parents and teachers will always force the students to study. Students are seen burdened under fear of not becoming successful (Table no. 6)
- ❖ In societies the failures are underestimated and insulted. (Table no. 11)
- ❖ Many students fear of the punishments given by parents and teachers, if they get less marks they will be insulted, if they do not succeed in any competitions they would be given severe punishments, so students mental stability is disturbed. (Table no. 8)
- ❖ Many a times students feel that they are been manufactured by some technical process for getting good marks, they have to live their lives like machines. They do not want to live such a life. (Table no. 2)
- ❖ There are many students who face many problems and their parents and teachers are not aware of the same, they feel helpless and want someone with whom the can share their problems fearlessly, but nobody has time to understand these students. (Table no. 10)
- ❖ From the responses it is also noticed that there is lack of proper guidance and counseling, parents have no time for their children and teachers are busy in completing their syllabus, so they feel whatever the friends tell them is true, parental support is

- ❖ Due to coaching classes, extra classes, there is no time or importance given for play, yoga, entertainment, etc. and so many students feel restless or even get annoyed. (Table no. 3)
- ❖ Some students who do not get succeed are taunted for everything, ex. paying fees, getting books, etc. (Table no. 12)

The conclusion is drawn from the answers given by the teachers.

- ❖ The expectations of the parents have increased, so the always burden the children with their expectations, but with the increasing number of students it is not possible to give individual attention to all. (Q no. 1)
- ❖ Parents want their children to get success in all the fields and so the students are unnecessarily stressed even leads to depression. (Q no. 1)
- ❖ The environment in many families is so stressed that it affects their progress. (Q no. 4)
- ❖ At this age the students are more likely to influenced by/ follow their friends, this may even provoke them to bad habits. (Q no. 6)
- ❖ At this age the students undergo physical, emotional as well as psychological changes and are always in a perplexed state, parents support is not given and even teachers fall short of giving the same. (Q no. 8)
- ❖ Nowadays students cannot be strict punishments so their mistakes are overlooked and this may lead to a big problem. (Q no. 10)
- ❖ The relation between teachers and students is not like before. (Q no. 6)
- ❖ Group counseling is possible but individual counseling / guidance is not done due to shortage of time. (Q no. 2)
- ❖ The increasing suicides can be reduced. The relation between parents-teachers-students should be made strong; there should

be mutual understanding which is more important. (Q no. 10)

5.4 SUGGESTIONS

Precautions for reducing suicides:

While taking all conclusions into considerations the research came to across many reasons. Each student is different from other. Although depression is the largest single risk factor for teenage suicidal behavior, family relationship difficulties make a significant independent contribution to this risk.

- ❖ Students are bored with the studies just because all the students are considered as equal, students with less grasping power, slow learners, special students are neglected. So schooling / teaching should be as per the mental capacities of the students.

- ❖ Parents and teachers should not expect their children to succeed in all the fields.

- ❖ If any students fails that does not meant that it is the end of life, but failure is the first step towards success. Such students should not be taunted or neglected but encouraged to start again.

- ❖ A student may feel threatened by your concern. The student may become upset or deny that he or she is having problems. Be consistent and firm, and make sure that the student gets the help that he or she may need.

- ❖ Every student should get an opportunity to express themselves. Parents and teachers should also give the same level of importance and their freedom should not be taken away.

- ❖ Guidance should be given at home and even in schools, valuable stories, good marks to be appreciated, their qualities should be highlighted and brought forward which will increase their self-

- ❖ Children and adolescents spend a substantial part of their day in school under the supervision of school personnel. The entire school staff should work to create an environment where students feel safe sharing such information.
- ❖ School psychologists and other crisis team personnel, including the school counselor and school administrator, are trained to intervene when a student is identified at risk for suicide. These individuals conduct suicide risk assessment, warn/inform parents, provide recommendations and referrals to community services, and often provide follow up counseling and support at school.
- ❖ Family support and cohesion, including good communication is also required.
- ❖ Cultural or religious beliefs that discourage suicide and promote healthy living.

RECOMMENDATIONS FOR FUTURE RESEARCH

1. A similar study can be conducted at the higher secondary level to reduce the stress of students.
2. A study on reducing student stress by arranging guidance and counseling.
3. A study to reduce the suicide by arranging workshop for higher secondary students.

5.5 CONCLUSION

The increasing suicide rates of students is a serious problem and so to stop this the parents, teachers, schools, society and government should keep in mind their responsibilities and make this nation strong

and proud of the students they have. This is the conclusion that the researcher has made from the survey conducted with the help of the questionnaire prepared.

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LIST OF APPENDIX

APPENDIX	LIST
APPENDIX-A	QUESTIONNAIRE
APPENDIX-B	LIST OF STUDENTS AND TEACHERS
APPENDIX-C	CERTIFICATES

Students Questionnaire

1) The field that you have chosen is because-

Your parents told you

Your friends are in the same field

Others

☐
☐
☐

2) How many hours do you study?

10 to 12 hours

8 to 10 hours

4 to 5 hours

Other

☐
☐
☐
☐

3) If you have any difficulty during exam you take help from

Your teachers

Your friends

Parents/ Siblings

Others

☐
☐
☐
☐

4) To reduce the stress of studies

You take tuitions

Attend regular colleges

Attend all lectures

Other

☐
☐
☐
☐

5) Views about your parents

Study all time

Understand and help

Get annoyed

Other

6) Your aim in life

To become Engineer, Doctor

To earn lot of money

Attend all lectures

Others

7) Atmosphere at home

All are educated

To study under stress

Free and clean

Others

8) What are the reasons for not getting success

Did not understand the syllabus

Fall sick when exams are approaching

Get frighten of exams

Others

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

9) To resolve problems other than studies

Parents/ Teachers/ Friends help

No need of guidance

Feel the need of guidance

Others

☐
☐
☐
☐

10) If the success is not as you wish

Feel stressed out

Get annoyed

Feel unhappy/ loose hope

Others

☐
☐
☐
☐

11) Are all the expenses required for education asked from parents?

Books

Tuitions

Residential

Others

☐
☐
☐
☐

Answer in brief:

1) What are your opinions regarding today's teaching methods ?

2) How should your studies be to become successful in life?

2) Do you feel that there should be friendly relations between teachers and students?

1) In Maharashtra many students are committing suicide; do you feel to the need to find the reasons behind this?

Teacher Questionnaire

4) What are your expectations from parents?

3) Do you feel that there should be relations between teachers and students?

3) What the adverse effects of the increasing competitions on students?

5) Is there a need of extra classes for failures?

6) Is there a need of extra guidance or seminars in schools and colleges?

7) To control such incidents what are the new methods/ changes that the schools should adapt?

8) As teachers how do you help the students to reduce their stress?

9) Is there a need of coaching classes to the students?

10) Is there a need of any changes in today's teaching methods?

11) How should teachers behaviour towards adolescence be?

STUDENT'S LIST

Sr no.	Student Name
1	Acharya Jay
2	Adhav Amit
3	Aditi Adhikari
4	Amle Piyush
5	Bade Prathamesh
6	Bansode Yash
7	Bhadare Abhay
8	Bhadare Sayali
9	Bhandare Prathamesh
10	Bhove Mukul
11	Bhosle Smita
12	Bhosle Yashaswi
13	Birdawade Hrishikesh
14	Chaudhary Priya
15	Darekar Prem
16	Datta Avinash
17	Dave Ketki
18	Deore Tanay
19	Deshmukh Chaitali
20	Deshmukh Mrunal
21	Dhokale Adinath
22	Dhumale Saloni
23	Diwate Pritesh
24	Dongre Kiran
25	Duche Vaibhav
26	Gawde Soham
27	Gawhane Adinath
28	Gawhane Ujwal
29	Giramkar Yash
30	Gore Abhishek

Sr no.	Student Name
31	John Ivan
32	Kale Omkar
33	Khan Anjum
34	Kolekar Rishiraj
35	Kumar Saurav
36	Kutty Paras
37	Leona Baretto
38	Maneri Rehan
39	Mulla Moin
40	Naik Akhilesh
41	Nair Hardik
42	Neha Lokahnde
43	Patil Chaitanya
44	Patil Ganesh
45	Patil Yash
46	Pillay Abhey
47	Punjabi Saloni
48	Quresh Atesham
49	Rathod Bhagat
50	S. Kavita
51	Salma Khan
52	Salunke Samarth
53	Salunke Saniya
54	Sathak Dhokale
55	Sathe Anamik
56	Sathe Rohan
57	Shaikh Asim
58	Sharma Dheeraj
59	Shelke Yash
60	Shreshtha Kiran

Sr no.	Student Name
62	Shreshtha Kiran
63	Singh Bhagat
64	Sudrik Omkar
65	Swapnali Thakur
66	Thakur Pranav
67	Thite Abhishek
68	Vikrant Dhekle
69	Waghmare Tanuja
70	Wankhade Sumit
71	Yewale Tanishka
72	Zende Vaishnavi
73	Dherange Samruddhi
74	Bade Bade
75	Bade Bhakti
76	Banerjee Sritama
77	Bansode Sonal
78	Bhandare Shradha
79	Bhosle Adhya
80	Bhosle Avni
81	Biswas Anita
82	Bose Eva
83	Braver Romalin
84	Dalal Tarli
85	Date Girisha
86	Deshmukh Ananya
87	Deshmukh Vishaka
88	Deskmukh Sakshi
89	Dubey Aachal
90	Dwivedi Suma
91	Gaur Preeti
92	Gavhane Ruchita
93	Ghade Akansha
94	Gidwani Heera

Sr no.	Student Name
96	Kadam Priyanka
97	Kadam Snehalata
98	Kataria Manaswi
99	Katkar Saniya
100	Keith D'mello
101	Kewal Mamta
102	Kothari Seema
103	Kothari Vanita
104	Kotwal Kiran
105	Kotwal Veena
106	Kudale Shweta
107	Kulkarni Anagha
108	Limaye Megha
109	Lokhade Riddhi
110	Mariyan Lavina
111	Mehendale Gitika
112	Misal Sakshi
113	Motwani Meera
114	Motwani Taruna
115	Nair Yukta
116	Pathan Vanita
117	Pathare Priya
118	Poojari Jivita
119	Potdar Poornima
120	Pradhan Gauri
121	Punjabhi Sheena
122	Punjwani Payal
123	Rushika Pawar
124	Salve Simran
125	Seguera Pinto
126	Shaikh Afrin
127	Shaikh Akila
128	Shaikh Amrin

List of Teachers

Srno.	Student Name
1	Anita Lobo B.A B.Ed
2	Vidya Patil B.Sc B.Ed
3	Shabana Rajpari B.Sc B.Ed
4	Philip Dias B.A B.Ed
5	Puspa Sah M.A B.Ed

Sr no.	Student Name
6	Veena Kothari B.A B.Ed
7	Rashmi Pathani M.A B.Ed
8	Roshni Ambrose M.Sc M.Ed
9	Sulekha Pillay M.A B.Ed
10	Amina Pathan M.A B.Ed

129	Jiaana Biradar
130	Shaikh Reshma
131	Shaikh Tabassum
132	Shetty Harshada
133	Shetty Tapi
134	Shewale Madhuri
135	Shinde Aayushi
136	Shinde Pallavi
137	Shinde Supriya
138	Shinde Surekha
139	Shridhar Sunita

140	Shaikh Asiya
141	Sikilkar Sowleha
142	Simon Maria
143	Singh Arpita
144	Singh Sachi
145	Sontakke Sudiksha
146	Sudade Shreya
147	Tiwari Geeta
148	Waghmare Celina
149	Waghmare Suchita
150	Zulfiakar Ruhi