Chapter-2

The historical background of Research

2.1 Introduction:

When the research does study the reference literature of his research subject, he gets information regarding the research done in that subject. In this way by reading the reference literature the research doer has an idea about has been done over the subject of his research and how much work has to be done and in which direction he should do his research.

Desai & Desai informs that no research has done in vacuum. The presumptions and principles of other become our guide.

We can get new knowledge from the subject which has been somewhat explored beforehand. No research begins from zero but it is generated from some part research. The reading of the prior researches is necessary so that there is clarification of the ideas given by other learned men regarding the concepts of the presented research. By that the thinking and conception of the research doer becomes clean and that becomes solid and because of that he can do his research with more accuracy.

The study of research done before is important in another way also. By that, the repetition of the same type of researches can prevented. Moreover, by obtaining the information data about the design adopted by several study doers the research doer can get enough guidance about his research design. In short if becomes compulsory for the research doer to...
study the literature about the researches done before for deciding the direction of his own research.

He can become informed about the methods adopted by other research doers, instruments, selection of sample, collection of data and methods of the data analysis etcetera.

Haribhai J. Desai & Desai K.G. (1992) suggests about this chapter:

In the design of this chapter, the following points should be contained.

1. There should be pure and detailed literary criticism of all the variables related with the problem. It should be presented by using different sub titles.

2. There should not be only the list of the researches done in the past but also the assessment of their samples, research design, and conclusions etcetera.

3. At the end of this chapter it must be clear that no solution of the problem available in the already existing literature or your research work is distinguish had in some way from the past research works.

4. It should prove that your study would provide the missing link of the past research works. For this by knitting into context of some background the research over the variance variables, showing the missing link the direction of the new research should made clear.
2.2 The re – observation of the related research work done beforehand

To obtain the information data related to this research problem. “A survey of research in Psychology” by the study of the past research etcetera literature it was realized that many other research had been undertaken about the characteristics of Personality, Quality of Life and Suicidal Tendency of the College Students.

The short information has been given here regarding the research works in this field which had been undertaken previously.

2.3 Review of Personality

2.3.1 “The assessment of bulimic symptoms and personality correlates in female college students.”

Daniel B. Nagelberg Ph. D., Sheri L. Ware, 21 FEB 2006

A screening questionnaire for bulimic symptoms was completed by 244 college women. Approximately 79% reported binge eating (uncontrolled, excessive eating) occurrences. Twenty women (8.2% of the sample) reported self-induced vomiting after binge eating or „normal” meals. A subsample of 31 students was interviewed and administered the Restraint Scale, Compulsive Eating Scale, Beck Depression Inventory, Sixteen Personality Factor Questionnaire, and The Tennessee Self Concept Scale. Results showed a number of significant differences among students who binged only („bingers”), self-induced vomiting („purgers”), or did not binge or purge („controls”). Bingers and burgers showed greater restrained eating tendencies and compulsive eating
behaviors. On the 16PF, pursers scored lower on Factor Q3, which suggests lowered will control and less regard for social demands. Purges also showed lower self-esteem, particularly in the areas of identity and family self-concept.

2.3.2 “Personality and Coping in College Students.”


The aim of this paper was to describe the personality traits and the coping styles used by 99 college students, and observe if this variable are related. The NEO Five Factor Inventory [NEO-FFI] and the Coping Strategies Questionnaire [CAE] was used. The results confirm that Neuroticism is related with passive and emotion focused coping strategies (maladaptive copings) whereas, Extraversion, Conscientiousness and Agreeableness are related with rational and active focused coping. Openness to Experience it was not associate with no one coping strategies. The findings provide evidence for the understanding of individual's differences about how the young people copes the several environment requests.

2.3.3 “Longitudinal Associations between Personality Profile Stability and Adjustment in College Students: Distinguishing among Overall Stability, Distinctive Stability, and Within-Time Normative news.”

Theo A. Klimstra, 2 JUN 2010
In the present study, longitudinal associations of 3 aspects of personality profile stability (i.e., overall stability, distinctive stability, and within-time normative news) with 3 adjustment measures (i.e., depressive symptoms, self-esteem, and delinquency) were examined, using 4 waves of longitudinal data on a Belgian college sample (N=565). Longitudinal path models revealed strong longitudinal associations between adjustment and overall stability. Subsequent analyses showed that it is not the degree to which one's personality profile consistently diverges from the average personality profile within a population (i.e., distinctive stability) that is related to adjustment but the degree to which a personality profile of an individual matches the average personality profile within the sample at a certain point in time (i.e., within-time normative news). The current study thereby underscores the importance of distinguishing normative news and distinctiveness when examining personality profile stability.

2.3.4 “SOME PERSONALITY TRAITS OF SUPERIOR UNIVERSITY STUDENTS.”


A personality study was carried out using 100 Summa Cum Laude college students: 50 males and 50 females matched on race, age, sex, and education with normal control subjects. The subjects were white and attended several universities. Each subject was administered the full scale MMPI of 566 questions. For the males, statistically significant differences were found on six subscales. These were Hysteria, Psychopathic Deviate, Masculinity/Femininity, Psychasthenia, Schizophrenia and Social Inversion. For the females, statistically
significant differences were found for the same subscales as for the males except for the Si (social inversion subscale. Statistical analysis of the data was computed using Fisher's t-test to test for inter group differences. The high achieving males and the high achieving females showed highly similar personality profiles. The mean profile differences were interpreted and the following are the major findings: a. the high achieving male subjects differed statistically on six subscales from their paired mates: High, Pd, Mf, Pt, Sc and Si. The high achieving female subjects differed from their controls on five subscales: High, Pd, and Mf, Pt, and Sc. b. The results reveal more negative personality traits than have, heretofore, been reported by other investigations of the gifted college student. c. A high degree of similarity was noted between the mean MMPI profiles of the high achieving males and the high achieving females except for the social inversion subscale. The results suggest that certain personality traits are associated with high academic achievement. These traits are not necessarily those considered to be healthy or desirable traits.

2.3.5 “College students with tattoos and piercing: motives, family experiences, personality factors, and perception.”


The motives, family experiences, and personality characteristics of 341 college students with and without tattoos or piercings were studied. Participants completed Lippa's 1991 measures of the Big Five personality factors, a shortened version of the Body Cathexis Scale, a series of questions about their childhood experiences, and questions about risk-taking behaviors. In addition, reasons to have or not have body modifications and the perceptions of people with body modifications were
investigated. Of the 116 men and 186 women, 25% and 33%, respectively, had at least one tattoo or body piercing. There were very few differences in the childhood experiences or personality characteristics of people with or without body modifications. Although people with body modifications did not differ from people without modifications on the Big Five personality measures, people without modifications perceived people with modifications as much different from themselves on these measures. These results indicate that tattoos and piercings in college students are associated with significantly more risk-taking behavior, greater use of alcohol and marijuana, and less social conformity. However, the traditional stereotype that body modifications are indicators of social or personal pathology does not describe contemporary college students.

2.3.6 “The Effect of Personality and Precollege Characteristics on first-Year Activities and Academic Performance.”

Bauer, Karen W., Liang, Qingfeng, September, 2009.

The relationship between students' gender, personality traits, predicted first-year grades, and quality of effort put forth in academic and personal/social activities with academic achievement and critical thinking was examined for 265 first-year science and engineering undergraduates enrolled at a selective doctoral-extensive university. Results show that some personality traits influence the quality of effort expended with academic and personal/social activities as well as end-of-first-year grades and a measure of critical thinking.
2.3.7 “Student Burnout as a Function of Personality, Social Support, and Workload.”


Measures of social support (Multidimensional Scale of Perceived Social Support), personality (General Temperament Survey), and workload were related to psychological burnout (Maslach Burnout Inventory) among 149 college students ($M = 20.8$ yrs.). High levels of burnout were predicted by negative temperament and subjective workload, but actual workload (academic and vocational) had little to do with burnout. Low levels of burnout were predicted by positive temperament, participation in extracurricular activities, and social support, especially from friends.

2.3.8 "College Students’ Motives for Using Social Network Sites and Their Relationships to Users’ Personality Traits"

Hall, A. E., 2009

101 students completed a survey measuring their motives for using social network sites (SNS), the amount of time they spent on the sites, and their levels of extraversion and neuroticism. Five different motives for using SNS were identified: time-passing entertainment, information, relationship development, relationship maintenance, and trend-following. Endorsement of the time-passing entertainment motive was associated with overall time spent on SNS. Extraversion was associated with time spent on the sites and with endorsement of the relationship maintenance and time-passing entertainment motives. Neuroticism was associated with time spent on the sites and with...
endorsement of the time-passing entertainment and trend-following motives. There were significant interactions between the two personality traits in relation to the information and relationship development motives. Neuroticism was associated within greater endorsement of the relationship development and information motives, but only among those who were also low in extraversion.

2.3.9 “A comparative study of personality traits in college undergraduate smokers, ex-smokers and non-smokers.”


INTRODUCTION

The study of the relationship between personality and smoking behavior can be useful in the treatment of tobacco dependence.

OBJECTIVES

To identify personality traits in smokers, ex-smokers and non-smokers.

METHODS

A total of 1,245 students enrolled at Universidad Federal de Matos Grasso were selected. A standard questionnaire was applied aiming at identifying socio demographic characteristics and tobacco consumption patterns in the students, followed by the revised version of the Comfrey Personality Scales (CPS). ANOVA analysis of variance was used to compare the mean scores obtained in smokers, ex-smokers and non-
smokers, and two multiple logistic regression analyses were used to determine the associations between CPS results and smoking behavior.

RESULTS

A prevalence of 6.67% of smokers, 6.58% of ex-smokers and 86.73% of non-smokers was found. The first logistic regression analysis revealed a positive association between the smoker category and the scores obtained in the masculinity x femininity (M) and response bias (R) scales, as well as a negative association with the order x lack of compulsion (O) scale. The second analysis detected a negative association between the ex-smoker category and the R and M scales, as well as a positive association with the activity x lack of energy (A) scale.

DISCUSSION

Smokers presented biased responses and tended to adopt the social stereotype of masculinity more often than non-smokers and ex-smokers. Smokers described themselves as more careless, negligent, imprudent, non-systematic and unorganized as compared to non-smokers. Ex-smokers showed more energy and disposition when compared to smokers. The present data are assumed to be useful to programs aimed at treating tobacco dependence.

2.3.10 “Personality/Mental Health Correlates of Drug Use by College Students.”

Williams & Wilkins 2004.
This study tested the hypothesis (derived from similar studies with college students) that personality/mental health differences do exist between College users and nonusers of drugs (with the exception of marijuana). Subjects were students in the psychology classes of a large College in a southwestern urban area who were asked to complete, anonymously, two instruments: one, the usual drug use survey, and the other, a 48-item self-report personality inventory, the theoretical orientation of which is Rogation. N totaled 190 (110 males and 80 females). Statistical techniques utilized in analyses of the data included Pearson product-moment correlations, and single classification analysis of variance.

The central hypothesis was impressively supported only for males; there were many personality/mental health differences between male non-users and male polyesters. However, for marijuana, no differences were found between users and nonusers. The findings are said to agree with the results of analogous studies using college students. Implications of the findings for mental health professionals are briefly discussed.

2.3.11 “Birth Cohort Increases in Narcissistic Personality Traits among American College Students,”

Jean M. Twenge, Joshua D. Foster, 1982–2009

Previous research produced conflicting results on whether narcissistic personality traits have increased among American college students over the generations. Confounding by campus may explain the discrepancy. Study 1 updates a nationwide meta-analysis of college...
students' scores on the Narcissistic Personality Inventory (NPI) and controls for campus \((k = 107; N = 49,818)\). In Study 2, the authors examine NPI scores among the students on one university campus, the University of South Alabama, between 1994 and 2009 \((N = 4,152)\). Both studies demonstrate significant increases in narcissism over time, when campus is controlled; Study. These results support a generational differences model of individual personality traits reflecting changes in culture.

2.3.12 “Personality Correlates of Depression and Health Symptoms: A Test of a Self-Regulation Model.”


The current study assessed the extent to which various personality factors (e.g. perfectionism, procrastination, self-efficacy expectancies) are correlated with depressive symptom and psychosomatic symptom self-report in a college sample. In addition, the present research also tested predictions from self-regulation models that would suggest that personality factors may interact to account for unique variance in depression and health symptoms. A total of 179 students (77 men, 102 women) completed measures of perfectionism, self-efficacy, procrastination, health symptoms, and depression. Correlation analyses revealed that depression scores were related to socially prescribed perfectionism, self-efficacy dimensions, and procrastination. Physical symptom report was associated with personal and social dimensions of perfectionism, low self-efficacy, and depression. Regression results indicated that self-efficacy and socially prescribed perfectionism interacted to predict unique variance in depression and physical symptom report. The results provided partial support for the application of a self-regulation
model to the study of psychological distress and somatic problems in college students. Results are discussed in terms of their practical and theoretical implications.

2.3.13 “Depression in College Students: Personality and Experiential Factors.”


In this study we examined the nature of college-student depression and its relation to personality variables and to experiences unique to college life. Thirty-five depressed and 39 no depressed students completed a depression inventory, a series of personality scales, and a survey developed to investigate the impact of potentially distressing components of college life. Results revealed that college-student depression, though mild in intensity, represents a serious problem: Three quarters of depressed students had been depressed for more than 3 months, and half had contemplated suicide. Both personality characteristics and experiential variables were found to be significantly related to depression, together accounting for approximately half the variance. We examined individual personality traits and experiential variables that were found to differ between depressed and no depressed subjects, and we discuss the implications of the findings for counseling and for future research.

2.3.14 “College Students’ Dietary Intake and Quality According to Their Myers Briggs Type Indicator Personality Preferences.”


The objective of this study was to evaluate differences in college students’ dietary intake and quality in relation to their personality
preferences. Students from three large introductory nutrition classes and 26 other classes were recruited to participate. Students (n = 302) completed a scanable version of the food frequency portion of the Health Habits and History Questionnaire. Dietary intake was compared using an adapted version of the Diet Quality Index, a multidimensional indicator of quality, and the recommended servings from the Food Guide Pyramid. Differences were determined by grouping the students according to their personality preferences and applying analysis of variance. Students preferring Extraversion, Intuition, or Judgment had tendencies for better dietary habits. Although some differences existed between men and women, Extraverts, in general, in comparison to Introverts, had higher intakes of grain, fruit, and dairy servings, with an overall superior DQI and a lower percentage of calories from fat; however, they also had a higher percentage of calories from alcohol. Intuitive women, in comparison to Sensing, had a superior DQI. Women preferring Judgment, as compared to those preferring Perception, consumed a significantly lower percentage of calories from alcohol and more frequent breakfasts. Suggestions for future research and for improving nutrition education are made based upon the link between certain personality preferences and dietary quality.

2.3.15 “A multivariate study of personality and academic factors in college attrition.”
Maudal, Gail R.; Butcher, James N.; Mauger, Paul A.

Performed multiple linear discriminant function analyses using academic, performance, and personality variables to discriminate among groups of transfers, persisters, and dropouts 2 yrs after college matriculation. 273 male and 433 female undergraduates were Ss.
Measurements included the Personality Research Form, the MMPI, Block's Ego Control scale, grade point averages, and Scholastic Aptitude Test scores. Discrimination above base rates was obtained with either academic or personality variables. Analysis of all variables combined added no predictive power beyond that by either subset alone. Results held up on cross-validation.

2.3.16 “Examining Relationships between Academic Motivation and Personality among College Students.”

Clark, M. H.; Schroth, Christopher A.

Relationships between personality and academic motivation were examined using 451 first-year college students. Multiple regressions compared three types of intrinsic motivation, three types of extrinsic motivation and a motivation to five personality factors. Results indicated that those who were intrinsically motivated to attend college tended to be extroverted, agreeable, conscientious, and open to new experiences; although these trends varied depending on the specific type of intrinsic motivation. Those who were extrinsically motivated tended to be extroverted, agreeable, conscientious, and neurotic; depending on the type of extrinsic motivation. Those who lacked motivation tended to be disagreeable and careless. These results suggest that students with different personality characteristics have different reasons for pursuing college degrees and different academic priorities.

2.3.17 “Unraveling the Impact of the Big Five Personality Traits on Academic Performance: The Moderating and Mediating Effects of Self-Efficacy and Academic Motivation.”

...81...
De Feyter

The main purpose of this study is to unravel the impact of the Big Five personality factors on academic performance. We propose a theoretical model with conditional indirect effects of the Big Five personality factors on academic performance through their impact upon academic motivation. To clarify the mixed results of previous studies concerning the impact of neuroticism, we suggest a moderating role of self-efficacy. Hierarchical, moderated mediation and mediated moderation regression analyses were performed on longitudinal data collected from 375 students of a University college in Belgium. The findings revealed a positive indirect effect of neuroticism on academic performance at higher levels of self-efficacy, complemented by a positive direct effect of neuroticism at lower levels of self-efficacy. Finally, this study showed that conscientiousness positively affected academic performance indirectly through academic motivation, but also that it is a condition for the indirect impact of extraversion, neuroticism, and conscientiousness.

2.3.18 “Personality Traits and Educational Identity Formation in Late Adolescents: Longitudinal Associations and Academic Progress.”

Klimstra, Theo A.

Changes in personality traits in late adolescence and young adulthood are believed to co-occur with changes in identity, but little research is available that supports this hypothesis. The present study addressed this relatively understudied area of research by examining longitudinal associations of Big Five personality traits (i.e., Neuroticism,
Extraversion, Openness, Agreeableness, and Conscientiousness) with dimensions of identity formation (i.e., identification with commitment and exploration in depth) in the domain of education. For this purpose, we used four annual waves of longitudinal data on 485 Belgian late adolescents (87.4% female; mean age at T1 = 18.6 years) covering a 3-year period. Multivariate growth models revealed that changes in Big Five personality traits were related to changes in identification with commitment and exploration in depth. Cross-lagged panel models uncovered that, except for Openness, all Big Five traits predicted educational identity dimensions. Educational identity dimensions only predicted Neuroticism. In addition, adolescents with higher levels on the personality trait of Conscientiousness faced fewer study delays. In sum, the present study adds to the growing literature that explores the antecedents, correlates, and consequences of personality trait development by uncovering the interplay of personality traits, educational identity dimensions, and academic progress in late adolescents.

2.3.19 “The Interplay of Loneliness and Depressive Symptoms across Adolescence: Exploring the Role of Personality Traits.”

Vanhalst, Janne; Klimstra, Theo A.

Based on current theories of depression, reciprocal links between loneliness and depressive symptoms are expected to occur. However, longitudinal studies on adolescent samples are scarce and have yielded conflicting results. The present five-wave longitudinal study from mid- to late adolescence (N = 428, M age at T1 = 15.22 years; 47%
female) examined the direction of effect between loneliness and depressive symptoms, using cross-lagged path analysis. In addition, the robustness of these prospective associations was tested by examining the role of the Big Five personality traits (i.e., extraversion, conscientiousness, agreeableness, neuroticism, and openness) as explaining factors and moderators. Results indicated that loneliness and depressive symptoms influenced one another reciprocally, and these reciprocal associations were not attributable to their mutual overlap with personality traits. In addition, neuroticism was found to be a moderator, in that the bidirectional effects between loneliness and depressive symptoms were only found in adolescents high in neuroticism. Practical implications are discussed, and suggestions for future research are outlined.

2.3.20 “Career Interests, Self-Efficacy, and Personality as Antecedents of Career Exploration”

Margaret M. Nauta

Career interests and self-efficacy (using J. L. Holland's realistic, investigative, artistic, social, enterprising, and conventional types for both) and the big five personality dimensions (openness, conscientiousness, extraversion, agreeableness, and neuroticism) were used to predict college students' career exploration behaviors approximately 18 months later. Among 113 college students, none of the predictors was associated with subsequent environmental exploration. However, after controlling for gender and year in school, five of six interest types, one self-efficacy type, and two personality dimensions were associated with
subsequent self-exploration. Whereas realistic, artistic, and conventional interests; artistic self-efficacy; and openness were positively associated with self-exploration, investigative and enterprising interests and extraversion were negatively associated with such exploration. Implications for theory, research, and intervention are presented.

2.4 Review of Quality of Life

2.4.1 “Coping flexibility in college students with depressive symptoms.”

John RZ Abela, Qi-Yong Gong and Raymond CK Chan, *Health and Quality of Life Outcomes*, 13 July 2010.

Background

The current study explored the prevalence of depressed mood among Chinese undergraduate students and examined the coping patterns and degree of flexibility of flexibility of such patterns associated with such mood.

Methods

A set of questionnaire assessing coping patterns, coping flexibility, and depressive symptoms were administered to 428 students (234 men and 194 women).

Results

A total of 266 participants both completed the entire set of questionnaires and reported a frequency of two or more stressful life events (the criterion needed to calculate variance in perceived controllability).
Findings showed that higher levels of depressive symptoms were significantly associated with higher levels of both event frequency \((r = .368, p < .001)\) and event impact \((r = .245, p < .001)\) and lower levels of perceived controllability \((r = -.261, p < .001)\), coping effectiveness \((r = -.375, p < .001)\), and ratio of strategy to situation fit \((r = -.108, p < .05)\). Depressive symptoms were not significantly associated with cognitive flexibility \((\text{variance of perceived controllability}; r = .031, p = .527)\), Gender was not a significant moderator of any of the reported associations.

**Conclusions**

Findings indicate that students with depressive symptoms reported experiencing a greater number of negative events than did non-depressed university students. In addition, undergraduates with depressive symptoms were more likely than other undergraduates to utilize maladaptive coping methods. Such findings highlight the potential importance of interventions aimed at helping undergraduate students with a lower coping flexibility develop skills to cope with stressful life events.

**2.4.2 “Quality of Life as reported by children and parents: a comparison between students and child psychiatric outpatients.”**

Thomas Jozefiak, 22 November 2010.

**Background**

During the recent decade, a number of studies have begun to address Quality of Life (QoL) in children and adolescents with mental health problems in general population and clinical samples. Only about...
half of the studies utilized both self and parent proxy report of child QoL. Generally children with mental health problems have reported lower Quality of Life compared to healthy children. The question whether Quality of Life assessment by both self and parent proxy report can identify psychiatric health services needs not detected by an established instrument for assessing mental health problems, i.e. the Child Behaviour Checklist (CBCL), has never been examined and was the purpose of the present study.

**Methods**

No study exists that compares child Quality of Life as rated by both children and parent, in a sample of referred child psychiatric outpatients with a representative sample of students attending public school in the same catchments area while controlling for mental health problems in the child. In the current study patients and students, aged 8-15.5 years, were matched with respect to age, gender and levels of the CBCL Total Problems scores. Quality of Life was assessed by the self- and parent proxy-reports on the Inventory of Life Quality in Children and Adolescents (ILC). Quality of Life scores were analyzed by non-parametric tests, using Wilcoxon paired rank comparisons.

**Results**

Both outpatients and their parents reported significantly lower child Quality of Life on the ILC than did students and their parents, when children were matched on sex and age. Given equal levels of emotional and behavioural problems, as reported by the parents on the CBCL, in the two
contrasting samples, the outpatients and their parents still reported lower Quality of Life levels than did the students and their parents.

**Conclusions**

Child Quality of Life reported both by child and parent was reduced in outpatients compared to students with equal levels of mental health problems as reported by their parents on the CBCL. This suggests that it should be helpful to add assessment of Quality of Life to achieve a fuller picture of children presenting to mental health services.

2.4.3 “QUALITY OF LIFE IN TURKISH UNIVERSITY STUDENTS AND ITS RELATIONSHIP TO LEVELS OF STATE-TRAIT ANXIETY.”

Mustafa Celikten, Ferhan Soyuer, 2008.

The purpose of this study was to determine the quality of life (QOL) of students and to determine the relationship between state-trait anxiety levels and QOL. This research was done with ½ sampling method of 276 students at Erciyes University. The data were gathered via the WHOQOL-100 Quality of Life Scale (WHOQOL Group, 1998) and State-Trait Anxiety Inventory (Spielberger, Gorsuch, & Lushelle, 1970). The lowest scoring area in our study was the social impression facet. The area scoring highest was the personal belief area. Negative correlations were found between level of state anxiety and physical health, psychological well-being, and level of independence. Positive correlations were found between level of trait anxiety and physical health,
2.4.4 “Black and White Students' Quality of Life.”
Dawnn Mahulawde, Bowling Green State University, 2010

Quality of life is defined by Myers (2008) as one's perceptions of his/her environment and health. There has not been extensive research conducted on racial differences in quality of life nor comparing quality of life developmentally. The Time-Oriented Quality of Life Scale (TOQLS) was used to assess those perceptions and racial differences that may exist among Arts, Commerce, Science, B.Ed., P.T.C. and M.Ed. college students. It was hypothesized that black students would have a lower quality of life when compared to white students. It was also hypothesized that Arts students would perceive a higher future quality of life compared to Science college students.

The Time-Oriented Quality of Life Scale (TOQLS) was developed to measure one's present quality of life in relationship to one's desired future quality of life. The ten items were economics, housing, family life, education, social life, neighborhood, transportation, desired career, mental health, and physical health. The population for this study consisted of 30 Arts, 30 Commerce, 30 Science, 30 B.Ed. 30 P.T.C. and 30 M.Ed. college students. Results indicated that African Americans and Caucasians did not differ in reports of present or future quality of life but that Arts students had a lower future quality compared to the other age groups. The racial differences of quality of life are discussed.
2.4.5 “Health-Related Quality of Life of Severely Obese Adolescents and Young.”
Jeffrey B. Schwimmer, MD; May, 2003.

Objective

To examine the health-related QOL of obese adolescents and young compared with adolescents and young who are healthy or those diagnosed as having Frustration.

Design, Setting, and Participants

Cross-sectional study of 106 adolescents and young (57 males) between the ages of 14 and 35 years, who had been referred to an academic adolescents for evaluation of obesity between January and June 2002. Adolescents and young had a mean (SD) body mass index (BMI) of 34.7 (9.3) and BMI score of 2.6 (0.5).

Results

Compared with healthy adolescents and young, obese adolescents and young reported significantly ($P<.001$) lower health-related QOL in all domains (mean [SD] total score, 67 [16.3] for obese adolescents and young; 83 [14.8] for healthy adolescents and young). Obese adolescents and young were more likely to have impaired health-related QOL than healthy adolescents and young (odds ratio [OR], 5.5; 95% confidence interval [CI], 3.4-8.7) and were similar to adolescents and young diagnosed as having frustration (OR, 1.3; 95% CI, 0.8-2.3). Adolescents and young with obstructive sleep apnea reported a

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significantly lower health-related QOL total score (mean [SD], 53.8 [13.3])
than obese adolescents and young without obstructive sleep apnea (mean
[SD], 67.9 [16.2]). For parent proxy report, the adolescents or young BMI z
score was significantly inversely correlated with total score ($r = -0.246; P =
.01$), physical functioning ($r = -0.263; P < .01$), social functioning ($r = -
0.347; P < .001$), and psychosocial functioning ($r = -0.209; P = .03$).

Conclusions

Severely obese adolescents and young have lower health-related QOL than adolescents and young who are healthy and similar QOL
as those diagnosed as having frustration. Parents and teachers need to be
informed of the risk for impaired health-related QOL among obese
adolescents and young to target interventions that could enhance health
outcomes.

2.4.6 “Blending Research & Teaching in the Classroom Students
Researching Students’ Quality of Life.”

Dr. Jacqui Akhurst, York Saint John University College

This case study describes a project involving first year students
in a research project as part of their Individual Differences module
requirements. The purpose of the project is to develop their research skills
as well as an appreciation for how research is conducted in the discipline.

Background

This project involved students collecting data from themselves
and other students, using four short inventories and a biographical
questionnaire, in order to research topics related to students’ Quality of

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Life (QoL). Since the students were not specialists in psychology, it was important that they gained experience in undertaking a simple project following their first semester modules. This project provided students with the opportunity to collect ‘live’ data, contribute to a developing database, select data for analysis, and write up findings. The topics available for selection by students were linked to the research interests of the lecturer making the project mutually beneficial.

The module aims were as follows:

- An introduction to key constructs in Psychology, particularly those associated with individual differences. In the personality section linked to the project, the constructs relate to trait theories and associated inventories as well as to social-cognitive explanations of behaviour.
- To provide opportunities to analyses specific research in Psychology and to carry out a small-scale empirical study.
- To encourage effective communication of knowledge and insights in Psychology using appropriate technical language.

**Preparation and Support**

This project spanned an eight-week period, beginning with the coverage of personality-related course material. A departmental technician provided assistance with questionnaire design, the development and maintenance of a database, data entry, and tutoring on some portions of the project. This support was critical to the success of the project.

**How it Worked**

**Introduction:** The following background was presented to introduce students to the study.

“In the past decade, there have been growing concerns about
the increase in student numbers at universities yet a reduction in funding per student, leading to impacts on the quality and nature of the student experience. There have been relatively few studies of the variables that may be contributing to current students’ experiences in the UK. The purpose of this study is to gather data on students’ lives and their responses to measures of their personality, general adjustment, levels of stress and work engagement. From the data collected, five hypotheses will be generated. Hypotheses will be listed and all will be asked to select one of the hypotheses to research.”

Week 1 - 2: Each student completed a biographical questionnaire and four short inventories, and then collected the same data from three students from other disciplines. Instructions regarding ethical collection and management of data, letters for participants and permission slips from respondents were included.

Week 3: The lecturer divided the class (25 students) into groups of five. The lecturer and technician led the groups through the scoring of inventories and provided feedback to the students on their inventories. Then the lecturer facilitated a discussion on providing responsible feedback to the other students who had completed surveys for them. The students then provided copies of the inventories (excluding names) to the technician and she entered them into the database.

Week 4 - 8: The lecturer developed five hypotheses, from which the students chose one to explore. Students selected which of the hypotheses they intended to study by reading journal and online articles provided for them. Once they selected their hypotheses, the technician provided students with access to the database and they selected appropriate subsets
to include in their studies. They then proceeded with the data analyses, calculating correlations between the appropriate sets of data. Finally, they wrote up their studies in the form of twelve page (3000 word) papers conforming to BPS journal requirements. Their papers accounted for 60% of their final grades.

2.4.7 “Communication apprehension as a factor influencing the quality of life of people.”

Mrs. Marlize Drinkwater & Prof. Nic Vreken

A better quality of life for all people and a sound education are inseparable. Education could refer either to informal or incidental education occurring in the child's home or to more formal education offered by institutions like the school. In both these cases communication is the most powerful tool used to educate and to teach.

Communication apprehension (CA) refers to anxiety experienced by an individual during real or anticipated communication with one person or a group of people. Research indicates that high levels of communication apprehension have a detrimental effect on communication and by implication on teaching.

In this paper the causes of high levels of communication apprehension are investigated and the findings of several studies measuring levels of CA of pupils, student teachers and teachers of different cultural groups in the region are discussed. The negative effects of high levels of
communication apprehension (regarding pupils, student teachers as well as teachers) on the teaching-learning situation are explained.

Suggestions are made of how to prevent and/or surmount CA in the classroom in order to improve the quality of teaching and interaction in classrooms and eventually in the quality of life of all those involved in the educational process.

2.4.8 “Assessing the level of quality of life as a determinant of mental health in South Africa.”

Mr. Tiaan Kirsten

The concepts of quality of life and mental health are inextricably linked by definition. Assessing the level of quality of life will therefore give a fair indication of the state of mental health in South Africa. In order to do this demands a holistic perspective of South Africa, like the proposed meta-approach of Jordaan and Jordaan.

Sub-contexts as determinants of the contents of the four contexts of human existence - biological, intra-psychic ecological and meta-physical - need to be analyzed and synthesized. In doing so, and taking the interaction and intra-action dynamics between the different contexts into consideration, one would be able to understand resultant experiences, problems, behaviour and phenomena indicative of the level of quality of life and therefore also the state of mental health.

This process will provide a point of departure in planning for the promotion of quality of life and therefore mental health as well.
2.4.9 “Education and quality of life as part of human resource development.”

Makhosazane Ntshalintshali

Education not only takes place during childhood and at school level, but also in working environments and through-out adulthood. Personal development is possible until old age, as we know from life-span developmental psychology.

In this paper a focus on education with regard to quality of life will be given from an organization psychological point of view. Job satisfaction and work motivation have an important impact on life satisfaction, also on self-esteem. Work organizations, whether public or private, are responsible to ensure the quality of life of employees. Employers and people in managerial positions should be educated in improving the quality of life of their personnel as part of human resource development. Also unions could educate their members in improving their living standard. With regard to Swaziland the meaning of education for quality of life within the context of human resource development and labour relations will be elaborated.

2.4.10 “Education for development and quality of life in the context of Swaziland”

Dr. Cisco M. Magagula¹ & Tizie Maphalala

As the twenty-first century approach, the quality of life in the Developing World does not seem to be improving. The Developing World
is still faced with economic, political, social, and cultural challenges. In the area of poverty, it is reported that more than one billion people in the Developing World live in abject poverty (World Bank, 1990). Also, one fifth of the Developing World's population goes hungry every night, while a quarter lack access to clean drinking water (UNDP, 1994).

In the health sector, people in the Developing World have shorter life-span than those in the developed World. For example, life expectancy in Sub-Saharan Africa is about 50 years compared to almost 80 years in Japan (World Bank, 2990). A mortality rate among children less than five years in South Asia exceeds 170 deaths per thousands, while in Sweden it is fewer than 10 deaths (ibid.). In the education sector, more than 110 million children in the Developing World lack access to primary education.

This paper discusses "education for development" and the improvement of quality of life. The paper explains the concept of "education for development" and "quality of life ". The formal education system of Swaziland is used as point of reference. For that reason, the paper reviews the educational policies and goals of the formal education system of Swaziland. This is followed by an analysis of the challenges which permeate the system such as inadequacy of resources and facilities, inefficiency, inadequate curriculum, inequity, the school leaver problem, unavailability of manpower, and the issue of funding education. The paper concludes by suggesting strategies which ought to be undertaken to implement and sustain the conceived education for development and the improvement of quality of life.
2.4.11 “The search for quality in the curriculum: How do we find it?”

Edmund Z. Mazibuko

Improving the quality of schools is a key topic in current discussion in education. This is the case not only in Swaziland, but internationally. The paper discusses issues concerning quality in education in general. The major considerations addressed in the paper include:

- The concept of quality, the criteria which may be used for its demarcation, the categories in which it may be defined and rendered intelligible.
- Focus on teachers and the quality of education
- Expectations of schools and the curriculum
- Quality and curriculum development
- Finally, the paper concludes by suggesting ways that can help bring about high quality education and the way in which it may be employed in the framing and discussion of policy matters in educational institutions.

2.4.12 “Health-related quality of life in relapsing remitting multiple sclerosis patients during treatment with glatiramer acetate: a prospective, observational, international, multi-centre study.”

Peter J Jongen, Dirk Lehnick

Background

Glatiramer acetate (GA) and interferon-beta (INFb) are first-line disease modifying drugs for relapsing remitting multiple sclerosis...
(RRMS). Treatment with INFb is associated with a significant increase in health-related quality of life (HR-QoL) in the first 12 months. It is not known whether HR-QoL increases during treatment with GA.

**Methods**

197 RRMS patients, 106 without and 91 with prior immunomodulation/immunosuppression, were studied for HR-QoL (Leeds Multiple Sclerosis-QoL scale, score range 0 - 32), fatigue (Fatigue Impact Scale [FIS]) and depressed mood (Beck Depression Inventory-Short Form [BDI-SF]) at baseline and 6 and 12 months after start of GA treatment.

**Results**

At 6 and 12 months mean LMS-QoL scores were significantly increased in the treatment-naive patient group (p < 0.001), not in the pre-treated group. At month 12 43% of treatment-naïve patients had improved HR-QoL (increase LMS-QoL score 3 or more points) (p < 0.001). Likewise, mean FIS scores were decreased at months 6 and 12 in the treatment-naïve group (p < 0.01), not in the pre-treated group. In both groups mean BDI-SF scores did not change. No demographic or clinical baseline factor was predictive of HR-QoL increase. HR-QoL changes were zero to negative for patients who had discontinued GA before month 12 (28.4% of patients).

**Conclusions**

In RRMS patients without prior immunomodulation/immunosuppression treatment with GA was associated...
with an increase in HR-QoL in the first 6 months that was sustained at 12 months. In 4 out of 10 patients HR-QoL improved. Increase in HR-QoL was associated with decrease in fatigue.

2.5 Review of Suicide Tendency

2.5.1 “Reasons of Suicide among the College Students.”

Renu Singh & Parekh Mahesh C.

➢ Radhe College of Education - Vijapur
➢ Gujarat journal of Psychology March - 2007 Vol-21

Objective

These Problems clutches our students from all the sides and this stress and tension converts in depression, phobia and when this depression, phobia and anxiety, reaches at its climax; it excites the students to commit suicide who has weak will power and who is mentally weak.

No doubt technology and computer science gave us many advantages and provided lots of facilities, but their limitation, which is discussed above, can't be denied.

Year wise Data of Suicide in Gujarat State among Students

<table>
<thead>
<tr>
<th>Sr.No.</th>
<th>Year</th>
<th>No of Suicides</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
</tr>
<tr>
<td>1</td>
<td>1997</td>
<td>247</td>
</tr>
<tr>
<td>2</td>
<td>1998</td>
<td>170</td>
</tr>
<tr>
<td>3</td>
<td>1999</td>
<td>219</td>
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<td>4</td>
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<tr>
<td>5</td>
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<td>193</td>
</tr>
<tr>
<td>6</td>
<td>2002</td>
<td>210</td>
</tr>
<tr>
<td>7</td>
<td>2003</td>
<td>232</td>
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</tbody>
</table>
Chapter-2

The historical background of Research

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<tbody>
<tr>
<td>8</td>
<td>2004</td>
<td>295</td>
<td>164</td>
</tr>
<tr>
<td>9</td>
<td>2005</td>
<td>292</td>
<td>176</td>
</tr>
<tr>
<td>10</td>
<td>2006 (Hly)</td>
<td>170</td>
<td>176</td>
</tr>
</tbody>
</table>

**Specific Period in which Students Commits Suicide**

1. Students between age group of 15-25 years.
2. after declaration of results.
3. before Exam.
4. After the last merit declared in each faculty.

**Reasons of suicide among the student**

1. Exam Anxiety
2. Lengthy syllabus
3. Increasing competition
4. Defective exam system
5. Carrier oriented attitude
6. Raging in the colleges
7. Constant changing syllabus
8. Parent’s high expectations
9. Teaching method of teacher
10. Less job Opportunity

**Measures to decrease the tendency of suicide**

1. Proper guidance and counseling
2. Improvement in examination system.
3. Parents should understand the feeling of their children.
4. Parents should not have high expectation form the students if they are not capable for that.
5. Providing more job opportunity.
6. Syllabus should be improved and it should be helpful in students daily life.
2.5.2 “Psychopathological differences between suicidal and non-suicidal depressive patients.”


The fundamental structure of suicidal tendencies, the of suicidal behaviour is discussed in depth, in particular suicide and attempted suicides of patients suffering from depression in both the general population as well as patients undergoing clinical treatment. Particular emphasis is placed upon the question of typical psychopathology as a high risk factor, i.e. those psychopathological phenomena that separate suicidal from non-suicidal depressive patients. It is seen that special importance is attributed to thoughts of worthlessness, guilt, despair, depressive delusional symptoms, inner restlessness and agitation, panic attacks and states of anxiety, sleep disorders and previous suicidal behaviour.

2.5.3 “CONTROLLING CRIME FACILITATORS: EVIDENCE FROM RESEARCH ON HOMICIDE AND SUICIDE.”

David Lester, Center for the Study of Suicide, March, 2010.

This review analyzes a body of research conducted by Lester and his colleagues in the last ten years on the effects of limiting access to lethal methods for suicide and for homicide. Results provide evidence that limiting access to a preferred method of committing suicide and homicide has a preventive effect, more clearly so for suicide than for homicide. However, there was also evidence that some switching of method may take place after limiting access to one method, again more clearly for suicide than for homicide. However, the body of research as a whole indicates that
this line of investigation may prove fruitful in the future for documenting the impact of restricting access to lethal implements in the prevention of crime, and of other social and public health problems.

2.5.4 “Social Facts and Suicide.”

Durkheim's, October 26, 1999.

Durkheim's analysis of suicide shows the manner in which the social as opposed to the psychological and biological can be emphasized, and how it results in some useful ways of analyzing the actions of individuals. Suicide rates as expressions of social currents are social facts that affect societies and individuals within those societies. The study of psychology is still useful in attempting to determine individual motives and the manner in which the specific circumstances can lead to an individual deciding to voluntarily end their life. But an analysis of these circumstances should be set within the context of the social currents to which that individual is subject.

The method of analysis of Durkheim should prove useful even today. In terms of suicide, the social causes are now well recognized, and any analysis of suicide would have to include these. Some combination of egoistic, anomic, and fatalistic types of suicide may help explain and understand this phenomenon. More generally, the method of Suicide is exemplary in providing researchers with a means of understanding the social factors that are associated with particular phenomena. Durkheim examines patterns on the data in an attempt to determine how social factors can play a role in explaining these phenomena. This might be applied to
psychobiological arguments today. The trends themselves are not the cause, but indicative of a cause, a social explanation has to be found.

2.5.5 “Suicidal Behavior among African American College Students: A Preliminary Study.”


This preliminary study examined suicidal in 233 African American college students who attended a historically Black college. Suicidal involves both suicidal ideation and suicidal behaviors. Suicidal ideation includes the thoughts and feelings that are often associated with suicidal behavior (e.g., developing a suicide plan, preoccupation with thoughts of death, etc.). Suicidal behavior involves the deliberate attempt to take one's life. The results indicate that the suicidal among African American college students is similar to the suicidal manifested in White American college students with the exception of two critical areas: African American college students report less suicidal ideation than the literature reports on White American college students, and fewer African American than White college students use alcohol or illicit drugs while making a suicide attempt. This study also found preliminary evidence that suggests that the measures typically used to measure suicide and its correlates in White American samples (e.g., Beck Depression Inventory and the Scale for Suicidal Ideation) appear to reliably measure these phenomena in an African American sample as well. Issues pertaining to the role of the supportive Black institution in ameliorating the stress associated with suicidal behavior and methodological concerns regarding the measurement
of depression, suicidal ideation, and suicidal attempts in African American college students are discussed.

**2.5.6 “A Study on the Relationship between Afterlife Beliefs and Suicide Tendency of College Students.”**

Cha H.S., April, 2009.

The purpose of this study was to investigate the relationship between afterlife beliefs and suicide tendency of college students. In order to achieve the purpose mentioned above, two questionnaires were thus used in the study. Data was collected with Afterlife Beliefs Scale, which was designed by Tsai Ming-Chang and Multi-Attitude Suicide Tendency Scale. The samples were selected randomly from 600 college students in Chiayi area. The analysis of the data revealed the following main conclusions:

1. The female college students intended to believe the afterlife.
2. The college students intended to accept the retributive justice.
3. The effect of the college students' different religious orientation on afterlife beliefs was significant except transform into other kind of energy.
4. The college students believe Buddhism, Taoism, and the folk religious most believe the statement of the retributive justice, the samaras and turn into the god or the ghost.

5. Different groups of students in the area of faith in the afterlife on the part of sub-scales were significantly different.
6. The college students of different gender in the suicide tendency subscales were no significant difference.

7. The college students of different religious belief in the suicide tendency subscales were no significant difference.

8. The college students of science and technology study domain have the suicide tendency.

9. A significant correlation was found between afterlife beliefs and the suicide tendency.

2.5.7 “Self-esteem and Social Support as a factor for Suicidal Tendency for College Students.”


BACKGROUND

Suicide is a self-destructive behavior that can occur throughout life. Recently the suicide rate has gradually increased in Korea. Suicide is the third most common cause of death in adolescents. The most important factors closely related to suicide were depression and hopelessness. This study aimed to analyze first, relationships between suicidal ideation, depression, hopelessness, social support and self-esteem, second, the differences between the demographic factors and suicidal ideation, depression, hopelessness, social support and self-esteem.
METHODS

This study was surveyed with a questionnaire to 220 students of colleges located in Pusan. The instruments were used in this study were Harters(1988) Self-Perception Profile for College Students, Harter and Robinsons(1988) Approval Support Scale for Adolescents, Becks(1961) Beck Depression Inventory, Becks(1974) Beck Hopelessness Scale and Reynolds(1987) Suicidal ideation Questionnaire.

RESULTS

Self-esteem had a relatively strong positive correlation with social support. Suicidal ideation had a strong positive correlation with depression. Depression had a negative correlation with self-esteem and social support. Suicidal ideation had a negative correlation with self-esteem and social support.

CONCLUSIONS

According to this study, the major factors related to suicidal tendency of adolescents were depression, low self-esteem, and low social support. Then the strategy to improve self-esteem and to encourage social support should be implemented for adolescents to prevent suicide.

2.5.8 “A Comparative study of suicide and Hopelessness in College Students.”

Background

Lengthy questionnaires reduce data quality and impose a burden on respondents. Previous researchers proposed that a single item ("My future seems dark to me") and a 4-item component of the Beck's Hopelessness Scale (BHS) can summarise most of the information the BHS provides. There is no clear indication of what BHS cut-off values are useful in identifying people with suicide tendency.

Methods

In a population-based study of Chinese people aged between 15 and 59 in Hong Kong, the Chinese version of the BHS and the Centre for Epidemiologic Studies – Depression scale were administered by trained interviewers and suicidal ideation and suicidal attempts were self-reported. Receiver operating characteristics curve analysis and regression analysis was used to compare the performance of the BHS and its components in identifying people with suicidal and depression. Smoothed level of suicidal tendency was assessed in relation to scores on the BHS and its component to identify thresholds.

Results

It is found that the 4-item component and, to a lesser extent, the single item of the BHS perform in ways similar to the BHS. There are non-linear relationship between suicidal and scores on the BHS and the 4-item component; cut off values identified accordingly have sensitivity and specificity of about 65%.
Conclusion

The 4-item component is a useful alternative to the BHS. Shortening of psycho-social measurement scales should be considered in order to reduce burden on patients or respondents and to improve response rate.

2.5.9 “Risk Factors for Suicide in Taiwanese College Students.”
Susan Shur-Fen Gau, Ying-Yeh Chen, October, 2009.

Objective

The authors investigated the personality characteristics, psychopathology, parenting style, and family function among Taiwanese college students with high, moderate, and low suicidal risks.

Participants

The sample included 2,919 first-year college students (1,414 men, 1,505 women) from a university in Taipei, Taiwan.

Methods

A self-administered questionnaire assessed domains covering demographics, personality, psychopathology, frequency of substance use, parenting style, family functioning, and suicidal behaviors. The authors used mixed models for data analysis.

Results

The authors observed a positive linear trend between increased suicidal tendency and levels of neuroticism, harm avoidance, novelty seeking, psychopathology, and parenting styles of low affection, overprotection, and authoritarian controlling. Use of tobacco and alcohol
and impaired family adaptation and cohesion were associated with high and moderate suicidal risks.

Conclusions

Personality, psychopathology, substance use, and familial factors are important correlates of suicidal risks among college students in Taiwan. Optimal suicide prevention strategies in the college setting should incorporate the multiple facets of suicidal risks.

2.5.10 “Therapy Targeting Sleep Problems Can Reduce Suicidal Thoughts”

Rick Nauert PhD June 15, 2011

A new research abstract suggest that a treatment regimen of cognitive-behavioral therapy can reduce suicidal thoughts among individuals with insomnia.

Researchers discovered about 21 percent of participants with insomnia (65 of 303) reported having suicidal thoughts or wishes during the past two weeks.

Group cognitive-behavioral therapy for insomnia produced a statistically significant post-treatment reduction in suicidal ideation. Treatment sessions were conducted weekly until the final two sessions, which were conducted bi-weekly.
According to the authors, a growing body of evidence suggests that self-reported insomnia and poor sleep quality constitute modifiable risk factors for suicide.

Sleep complaints are recognized as significant suicide warning signs by the federal Substance Abuse and Mental Health Service Administration. However, no previous studies had evaluated the impact of a sleep intervention on suicidal ideation.

“This is the first investigation to show that a sleep-targeted intervention has a therapeutic impact on suicide risk specifically,” “This suggests that a treatment focus on sleep disturbances may have important implications for the prevention of suicidal behaviors.”

The study involved 303 community outpatients between 18 and 88 years of age who completed group cognitive behavioral therapy for insomnia. The Beck Depression Inventory, which includes a question about suicidal thoughts or wishes, was administered at both baseline and post-treatment.

The study is timely as the most recent data indicates that the national suicide rate increased from 2008 to 2009, when suicide became the 10th-leading cause of death in the U.S.

Sadly, there were 36,547 deaths attributed to suicide in 2009, which was more than twice as many deaths as those that were attributed to homicide.
The new findings add to earlier finding by Bernert that a highly variable sleep schedules is linked to increases in suicidal risk at one week and three weeks.

Sleep irregularity also predicted greater mood sensitivity, which in turn predicted elevated suicidal symptoms.

2.5.11 “Suicidal Thoughts among College Students”


A new web-based survey assessing suicidal tendencies among college students suggests the thought pattern is more common than expected.

More than half of 26,000 students across 70 colleges and universities who completed a survey on suicidal experiences reported having at least one episode of suicidal thinking at some point in their lives.

Furthermore, 15 percent of students surveyed reported having seriously considered attempting suicide and more than 5 percent reported making a suicide attempt at least once in their lifetime.

The survey was administered in the spring of 2006 and gathered information about a range of suicidal thoughts and behaviors among college students. The survey was reviewed by the participating campus counseling directors as well as two experts in sociology.

Six percent of undergraduates and 4 percent of graduate students reported seriously considering suicide within the 12 months prior...
to answering the survey. Therefore, the researchers posit, at an average college with 18,000 undergraduate students, some 1,080 undergraduates will seriously contemplate taking their lives at least once within a single year.

Approximately two-thirds of those who contemplate suicide will do so more than once in a 12-month period.

The majority of students described their typical episode of suicidal thinking as intense and brief, with more than half the episodes lasting one day or less.

The researchers found that, for a variety of reasons, more than half of students who experienced a recent suicidal crisis did not seek professional help or tell anyone about their suicidal thoughts.

The researchers used separate samples of undergraduate and graduate students. College sizes ranged from 820 to 58,156 students, with 17,752 being the average. For the 15,010 undergraduates, 62 percent were female and 38 percent were percent male.

Seventy-nine percent were white and 21 percent were minorities. Ninety-five percent identified themselves as heterosexual and 5 percent identified as bisexual, gay or undecided. The average age was 22. For the 11,441 graduates, 60 percent were female and 40 percent were male.
Seventy-two percent were white and 28 percent were minorities. Ninety-four percent identified themselves as heterosexual and 6 percent identified as bisexual, gay or undecided. The average age was 30.

Both undergraduate and graduate students gave these reasons for their suicidal thinking, in the following order: (1) wanting relief from emotional or physical pain; (2) problems with romantic relationships; (3) the desire to end their life; and (4) problems with school or academics.

Fourteen percent of undergraduates and 8 percent of graduate students who seriously considered attempting suicide in the previous 12 months made a suicide attempt. Nineteen percent of undergraduate attempters and 28 percent of graduate student attempters required medical attention. Half of attempters reported overdosing on drugs as their method, said the authors.

From the survey, the authors found that suicidal thoughts are a frequently recurring experience akin to substance abuse, depression and eating disorders. They also found that relying solely upon the current treatment model, which identifies and helps students who are in crisis, is insufficient for addressing reducing all forms of suicide behavior on college campuses.

The authors suggest a new model for dealing with the problem of student suicidal tendencies in order to address the entire continuum of suicidal thoughts and behaviors. By focusing on suicidal thoughts and behaviors as the problem, rather than looking only at students in crisis, interventions can be delivered at multiple points, they said.
Furthermore, information from the survey can help match students who are at risk or who have already experienced suicidal thoughts and behaviors with the appropriate treatment. This will reduce the numbers of students entering the suicide continuum in the first place as well as reduce the progression from thoughts to attempts, they said.

With growing levels of distress among college students and diminishing resources to handle the consequences, suicide prevention needs to involve a cross section of campus personnel – administrators, student leaders, advisers, faculty, parents, and counselors – and not just involve the suicidal student and the few mental health professionals available.

2.5.12 “This would reduce the percentage of students who engage in suicidal thinking, who contemplate how to make an attempt and who continue to make attempts.”

Nauert PhD, R. (2008)

134 students were given the MMPI and the Mooney Problem Check List. The clinical folders for the patients were also used as sources of data. 11% of the college mental health's division caseload showed suicidal tendencies. There were more suicidal tendencies among undergraduates than graduates. There was no significant difference in the incidence of suicide tendencies between men and women students, or between single and married students, or because of nationality, religion, or degree of severity of suicidal preoccupations. Suicidal patients in general, however, were above average academically, significantly more
psychopathological than no suicidal, and had more than the average intensity of intrapsychic conflicts. Methods of suicide in order of frequency were drugs, exhaustion, jumping from a height, gas-poisoning, shooting, cutting, choking, and car "accident." One unsuccessful genuine suicidal attempt was on the average followed by at least one more. Psychodynamics included excessive anger, hostility, and competitiveness; excessive dependency, depression, love crises, study difficulties, and self-hate. Only 3 of 16 "Attempts" left suicide notes.

2.5.13 “Indian research on suicide”

Lakshmi Vijayakumar

The suicide rate in India is 10.3. In the last three decades, the suicide rate has increased by 43% but the male female ratio has been stable at 1.4 : 1. Majority (71%) of suicide in India are by persons below the age of 44 years which imposes a huge social, emotional and economic burden. Fifty four articles on suicides have been published in IJP. Several studies reveal that suicidal behaviours are much more prevalent than what is officially reported. Poisoning, hanging and self immolation (particularly women) were the methods to commit suicide. Physical and mental illness, disturbed interpersonal relationships and economic difficulties were the major reasons for suicide. The vulnerable population was found to be women, students, farmers etc. A social and public health response in addition to a mental health response is crucial to prevent suicidal behaviour in India.
2.5.14 “Relationships between Suicidal Behavior and Personality Types”

Sue Street, Jeffrey D. Kromrey

This study examined the hypotheses that introversion in general and the introverted-intuitive-feeling-perceiving (INFP) type as measured by the Meyers-Briggs Type Indicator are related to suicidal ideation and behaviors. Analyses of data from 330 university students found four interactive suicidal behavior risk models: introverted-perceiving (IP) (females); introverted-sensing-feeling (ISF) (males); introverted-intuitive-perceiving (INP) (males); extraverted-intuitive-judging (ENJ) (males). Study findings were interpreted in terms of implications for risk assessment and intervention.