

## The Levels of Suicide Intention in Secondary School of Pakistan: Students' Perceptions

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### Abstract

*This study was aimed at analyzing the levels of suicide intention in the secondary school students of Pakistan. To collect data, the tool was developed with 23 items to represent the three-dimension i.e. personal aspects, social aspects, and environmental aspects of suicide intention. The tool was validated through different measurement indices and reliability was found out within the threshold values. The data were collected from 384 students of the secondary schools in the Mardan district of Khyber Pakhtunkhwa, Pakistan. The sampling adequacy was confirmed for the sample size. The data were analyzed through descriptive statistics, SEM (structural equation modeling), and AMOS (analysis of a moment structures) to find out the levels for each dimension and the holistic variable. The levels of all the dimensions and variables were found out as high, in terms of negativity. In other words, a high potential risk of suicide was found in the students. Suggestions were made, to educate the parents and society about this potential threat.*

**Keywords:** Education; Environmental Aspects; Personal Aspect; Secondary Schools' Students; Social Aspects; Suicide Intention

### Introduction

The suicidal intention was explained as; a wish to commit suicide. Different research studies are evident for the suicide attempts/ wish and a completed suicide by the students, after getting low grades/marks. This research is going to find out the levels of the potential risk of suicide, based on the lower grades/marks, if exists.

Currently, in Pakistan, suicide is one of the highest causes of death, among the students, noted as; one person every hour or 15 to 35 every day (Rehman & Haque, 2019). In the given number, male outnumber the female for suicide (Mayar, 2019). Recently, four students committed suicide in Khyber Pakhtunkhwa, province of Pakistan, after the announcement of higher secondary schools' results (Turk, 2018). A troubling rise in the suicide rate among teenagers was noted for the last few years (e.g., Dickson, 2019; Hacker et al., 2008).

In this context, the parents are validating the achievement of students, and not the students themselves (Rehman & Haque, 2019), and having high expectations from them (Kumar, 2019). This parental attitude is creating cognitive dissonance among students.

Unfortunately, in Pakistan, the students with low marks think that they are not fit for the social standards of what's perfect. A student who committed suicide, left a note written as; I tried better but was unable to get high marks, so preferred to commit suicide (Rehan, 2019). Similarly, more than two young students committed suicide having stress issues of personal and educational woes (NEWS Desk, 2019). That's the reason, more people die of suicides than of violent conflicts (Osama et al., 2014).

Always, an ideation of suicide was noted in students, before committing suicide (Joe et al., 2008). This ideation is associated with curricular and non-curricular issues (Schernhammer & Colditz, 2004).

Among these factors "parental neglect" and "expectations from parents" were studied previously in the Pakistani context (e.g., Osama et al., 2014). The above two stated factors come under the domain of parental aspects. While the social factors were categorized into four groups such as; self-related factor, family-related factor, friends' related factor, and study-related factor. The

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lateral factor got high value in Pakistan because; the parents stress their children for high marks in the "do or die" situation (Khatoon & Parveen, 2009).

It is important to investigate the students with suicidal ideation because; no single study was conducted to find out the suicidal ideation in Pakistani students (e.g., et al., 2014). Therefore, rare information regarding suicide was found in the context (Khan & Prince, 2003; Khokher & Khan 2005.). It is essential now, to study the suicide intention and its various levels (Khokher & Khan, 2005).

To assess the levels of suicide intention in the secondary schools of Pakistan, different "Suicidal Risk Scales" were reviewed such as; the risk scale of Yao et. al. (2007), the Spielberg State Trait Anger Expression Inventory (Spielberg, 1995), the Barratt's Impulsivity Scale (BIS; 1994, 1959), the Thurstone Temperament Schedule (Thurstone, 1953), the Guilford-Zimmerman Temperament Survey (Guilford & Zimmerman, 1949), the Educational Stress Scale for Adolescents (Sun, 2011), the Leiden Index of Depression Sensitivity (LEIDS-R) of Van der Does (2002) as studied by other researchers (Williams et al., 2008; Firk & Markus 2009; Merens et al., 2005; Moulds et al., 2008), the 21-item Beck Anxiety Inventory (BAI) (Beck et al., 1987), the Depressive Symptomatology (IDS) a 30-item self-report questionnaire (e.g., Nava, del Villar & Peña, 2018), the Taylor Manifest Anxiety Scale (MAS; Taylor, 1953), the DSM-IV-TR (entitled Impulsive Control Disorders which includes intermittent explosive disorder, kleptomania, pyromania, and pathological gambling) (e.g., American Psychiatric Association, 2000) and the Institute for Personality and Ability Testing Anxiety Scale (e.g., Cattell, 1957).

### **Literature Review**

An accruing trend in suicide was found in terms of age among the youngsters (Khan & Hyder, 2006). The symptoms of suicide potentials in students include depression, anxiety, helplessness, anger, aggression, impulsivity (Fennig et al., 2005; Park et al., 2006) social isolation, and sensitivity to criticism (Soole, Kolves & De Leo, 2015). All these above-stated factors re-rooted from the academic stress.

Due to the academic stress, two-third of the senior high school students were suffered (Deb et al., 2015). The majority of the studies have investigated the completed suicide in younger after the examination or getting low grades. The students who committed suicide were noted with academic problems (e.g., Sousa et al., 2017). The teenagers have limited ability and lack of adaptive strategies, which cause to increase the risk of suicide in a stressful situation (Barrio, 2007; Weller et al., 2001). That is the reason suicide was considered as the second cause of death in Australia (Kolves & De Leo, 2015).

Barrero (2015) has made an assumption that; the parents' expectation for high achievements maybe like a "time bomb" if they were not achieved, they think of their failure as a disgrace (Pérez et al., 2006) and prefer to commit suicide (e.g., Sousa et al., 2017).

### **Personal Aspects**

Different researchers (Beautrais, 2003; Crepeau-Hobson, 2010; Gouldet et. al., 1996; Weinberger et al., 2001) have studied the personal aspects of the students with the fatal act of suicide. These students were found with some form of mental disorder, specifically depression, antisocial personality disorder, and *Attention Deficit Hyperactivity Disorder* (ADHD). Some other personal actors were highlighted as; aggression and impulsivity, anxiety, depression, anger, and helplessness and emotionality (Fennig et al., 2005; Park et al., 2006; Schwarzer, 1990; Seipp, 1991). The above actors among students with suicide intention might have some reasons, rooted in our families and society in one way or the other.

Arguably, the parents want their children to be *will fit* in the cultural model, where they can get more respect, in terms of high marks. In contrast, "it is better to respect *'individuals'* self-consciousness, individuality, and ability to transcend their own culture" (Gjerde 2004, p. 140). Ignoring their individuality, the students face examination phobia, depression, and test anxiety (Javed, 2011). Adversely, this anxiety affects negatively the academic achievement or high marks (e.g., Bernal-Morales et al., 2015; Chapell et al., 2005; Hysenbegasi, Hass & Rowland, 2005; Kessler, 2012; McArdle et al., 2014). The stated failure to get high marks is not acceptable by the parents and society in Pakistan. They are the first to shame anyone with low marks (Rehan, 2019). This attitude by the parents and society, resulting in suicide intention of the students. Therefore, this study has

focused on three dimensions of students' suicide intention, such as; social aspects, personal aspects, and environmental aspects.

### ***Social Aspects***

Suicide has been largely a public problem studied with cultural aspects, economic aspects, psychological aspects, biological aspects, and social aspects (Barrio 2007; Kølves & De Leo, 2017). The researchers (Sousa et al., 2017) have claimed that, as of 1980, there was only one study for the age group under 14 with a focus on mental disorders (Hoberman & Garfinkel, 1988). Later on, in the 1990s, an expansion was made to some other aspects and social stressors (Groholt et al., 1998; Kølves & De Leo, 2017; Marttunen et al., 1991; Pfeffer, 1997).

Among the different aspects as discussed above, the social aspect is raising the level of suicide intention in students (Bearman & Moody, 2004; Karch et al., 2013; Liu et al., 2005; Sinyor et al., 2014; Sousa et al., 2017). Impulsivity is related to both, the social aspect and a personal aspect, as it was believed to be counterproductive by the society and individual differences (e.g., Stanford et al., 2009). This impulsivity is rooted deep in aggression, developed in response to social behavior. The social behaviors are not positive against weak educational performance (Diamantopoulos et al., 2007).

Every individual tries to avoid threatening behaviors of the society, but, this avoiding behavior itself is causing to develop exam phobia (Bourne, 2011). The exam phobia creates stress among students (Putwain, 2007) and they cannot tackle with this stress (Barrio 2007; Weller et al., 2001) thus a suicide intention is created among the students (Rehan, 2019).

### ***Environmental Aspects***

In the related literature, the two major environmental sources such as school and neighborhood were discussed, influencing the suicide rate and suicide ideation (Young et al., 2011). Due to which most, the suicide attempts, suicide ideation, and self-harm attempts were noted with high level among the teenagers (Young et al., 2007). Due to which most, the suicide attempts, suicide ideation, and self-harm were noted with high level among the teenagers (Young et al., 2007). Discussing the role of schools in suicidal ideation and attempts, the literature found is very rare, therefore school suicide of substance (Larkin et al., 2014; Latvala et al., 2009; Murphy, 2004; Osama et al., 2014; Sena-Ferreira et al., 2014) and subjective wellbeing of students (e.g., Ringeisen & Buchwald, 2010; Sellström & Bremberg, 2006; Spielberger & Vagg, 1995; Steinmayr et al., 2016; Zeidner, 1998; Zeidner & Matthews, 2005) could be explored here. The aim was to promote the health factors of students and suicide prevention strategies.

The school factors measured by different researchers include; teacher support, school involvement, school engagement, positive orientation to school, school attachment, school connectedness, school bonding, and school climate (McLaughlin & Clarke, 2010). Hughes (1993) has discussed school environment, school culture, and school atmosphere as school ethos. The school ethos has four constructs such as; students' engagement, school environment i.e., quality of the physical environment, quality of teacher-pupil relationships, and pupil involvement (Young et al., 2011). All these above-stated factors were considered measuring environmental factors of students' suicide intention in secondary schools of Mardan district in Pakistan.

### **Secondary Schools in Pakistan**

It is the responsibility of the state (Pakistan) to provide free and compulsory education to all children aged between 5 to 16 years (Government of Pakistan, 2012). Unfortunately, 73% of students are having dropout before reaching their final examination at the secondary level (e.g., Mughal et al., 2019). The secondary schools in Pakistan, play its vital role in educating the people, as its relation to the other tiers of education is vertical (Ali, 2017).

In Pakistan, the gross enrolment rate at the primary level was noted as 72% which decreased to 42% only at the secondary level (I-SAPS 2015). In other words, 10 million boys and 1.8 million girls admitted at primary level, reduced their number to 1.9 million boys and 1.4 million girls at higher secondary level (Chaudhry, 2016). This poor performance has ranked Pakistan at 113 out of 124 countries for capital index, and was placed at second number in the global ranking for out-of-school children (Ali, 2017).

### **Methodology**

This research used a quantitative approach. The data was collected with the help of the tool having 23 items with a Likert-type scale. These items were validated and reliability was found out. The data were collected from 384 students of the secondary schools in Mardan district, Pakistan. The data was

analyzed through different statistics tools such as; SPSS/AMOS, and descriptive statistics i.e. percentage, interpreted, and discussed.

**Population**

A total of 84089 students of the secondary school of Mardan district were the target population of this study. Among the stated students 32654 were girls and 51425 were boys (see Appendix-B). The number of the secondary schools in the context is 167 in which 80 schools were female and 87 more were male (see Appendix-C) (source; Annual School Senses, 20017-18).

**Sample size and sampling technique**

The number of sample students was 384, selected randomly from the secondary schools of Mardan district (girls & boys) as the sample for this study. The Krejcie and Morgan (1970) table was used to select this sample number. A stratified, quota random sampling method was used for the total sample size of 384. Among the total sample students, the sample size for girls was 149, while for boys was 235.

**Instrument**

The tool used to study the suicide intention with two dimensions i.e., "personal aspects" (8 items) "social aspects" (8 items), and "environmental aspects" (7 items). These items were provided with a Likert type scale (Rezazadeh & Tavakoli 2009; Steinmayr, Crede, McElvany & Wirthwein 2016) (see Appendix-A). The validity and reliability was found out as given in the different table below. The tool was translated aimed at a better understanding of the students. Similarly, face validity was found out through two experts in the area.

**Data Analysis**

**Reliability and Validity**

**Table 1**

*Validity and Reliability Measurement Indices for the dimensions of SI (N=384)*

No.	Dimensions	Cronbach Alpha
1	Persona Aspects (PA)	0.89
2	Social Aspects (SCA)	0.84
3	Environmental Aspects (ENA)	0.79

As shown in Table 1 above, Cronbach Alpha values [PA = .89, SCA = .84, and ENA= .79] for the dimensions "Personal Aspects" "Social Aspects" and "Environmental Aspects" of the variable "Suicide Intention" are within the threshold values ( $\geq 0.70$ ; e.g., Hair et al. 2009) thus, the reliability was confirmed.

**Table 2**

*Validity and Reliability Measurement Indices for the Variable SI (N=384)*

Construct	CR	AVE	Cronbach Alpha
Suicide Intention (SI)	0.90	0.845	0.92

The values extracted for composite reliability [CR = 0.90] (e.g., Nava et al., 2018), Average Variance Extracted [AVE = 0.845] and Cronbach Alpha [0.92] as shown in the Table 2 above, are within the threshold values [e.g., CR  $\geq 0.70$ ], [e.g., AVE  $\geq 0.50$ ] and [Cronbach Alpha  $\geq 0.70$ ] (e.g., Hair et al., 2009). Thus the validity and reliability for the variable Suicide Intention (SI) was confirmed.

**Table 3**

*Correlation between the dimension PA and SCA of the variable SI (N=384)*

No	Dimension	PA	SCA	ENA
1	PA	1	.83**	.67**
2	SCA		1	.71**
3	ENA			1

**Note:** [p\*\*<0.01, p\*<0.05 (sig: 2-tailed)] PA = Personal Aspects, SCA = Social Aspects, ENA = Environmental Aspects, SI = Suicide Intention

It is evident from the Table 3 above that there is a high, significant, and positive correlation between the dimensions "Personal Aspects", "Social Aspects" and "Environmental Aspects" of students' Suicide Intention.

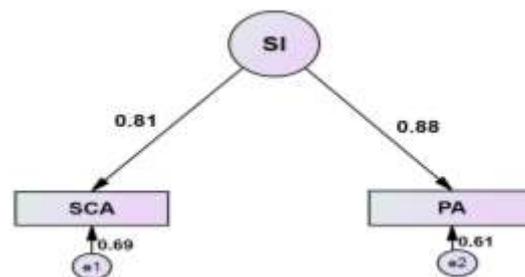


Fig. 1 Confirmatory factor analysis for the variable SI

Table 4

Sampling adequacy/ Convergent Validity of the tool (N=384)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.913
Approx. Chi-Square	5134.490
Df	71
Sig.	.000

The KMO (Kaiser-Meyer-Olkin) "Measure of Sampling Adequacy (MSA)" (e.g., Ali, 2017) was found out for the holistic tool at the stage of tool development. The result found was significant as evident from the table above, thus sample size significance was confirmed.

**Findings**

Here, to find out the levels of suicide intention in the students of secondary schools in the context, the percentage distribution was used (e.g., Ali 2017). Previously, some other researchers such as Polat (2009), Dikshit and Dikshit (2014), and Halawah (2005) have found the levels of the variables. The levels of suicide intention in students were formulated as follows;

- 1). Low Level (strongly disagree % + Disagree %)
- 2). Moderate Level (Neither agree nor disagree %)
- 3). High Level (agree % + strongly agree %)

The part of the tool measuring "personal aspects" and "social aspects" was based on statements indicating anxiety, depression, and distress among the students, therefore; the high level means the high level of negative aspects found. Similarly, the part of the tool measuring "environmental aspects" was based on the positive relationship to their environment, therefore; its high level means a lower level of negative aspects. To find the levels of holistic Suicide Intention, the sum of percentages of "agree and strongly agree" for "personal aspects" and "social aspects" will be added to the percentages of "strongly disagree and disagree" for environmental aspects. In a conclusion, the lower level of environmental aspects is the same as a high level of personal aspects and social aspects. Furthermore, neither agree nor disagree will remain as same for both the parts.

Table 5

Percentage of Responses for Personal Aspects dimension's items (N=384)

S/No	Items	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	I have excessive sadness	(33.7) 8.5	25.2	(24.0) 24.0	(42.3) 16.2	26.1
2	I accept that life is not worth living	(37.0) 09.2	27.8	(22.5) 22.5	(40.5) 18.9	21.6
3	I am not feeling good about my self	(22.9) 11.4	11.5	(22.5) 22.5	(54.6) 27.8	26.8
4	Life is too hard	(32.4) 17.4	15.0	(24.8) 24.8	(42.8) 13.3	29.5
5	I prefer to be alone	(34.0) 09.9	24.1	(21.5) 21.5	(44.5) 20.7	23.8
6	I have no interest in any activities as my friends have	(37.5) 12.3	25.2	(23.4) 23.4	(39.1) 22.4	16.7
7	I have no interest in my prizes and valuables	(37.7) 15.4	22.3	(20.4) 20.4	(41.9) 23.4	18.5
8	I will feel disgrace if	(37.6)		(24.3)	(38.1)	

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got lower marks	14.3	23.3	24.3	20.4	17.7
<b>Average of Percentages for the Whole Dimension PA</b>	<b>(34.1)</b>		<b>(22.9)</b>	<b>(43.0)</b>	
	12.3	21.8	22.9	20.4	22.6

The above table shows that among the students, 42.3% agreed or strongly agreed to have excessive sadness during examination, while 33.7% were strongly disagreed or disagreed and 24% were neither agreed nor disagreed. It means that most of the students feel excessive sadness during exams.

Similarly, among the students, 40.5% were agreed or strongly agreed with life is not worth living while 37% were strongly disagreed or disagreed and 22.5% were neither agreed nor disagreed. It means that most of the students feel that, their life is not worth living.

Among the students, 54.6% agreed or strongly agreed to feel not good about their selves while, 22.9% were strongly disagreed or disagreed, and 22.5% were neither agreed nor disagreed. It means that most of the students feel not good about their selves.

It is evident from the table that among the students, 42.8% were agreed or strongly agreed with life is too hard while, 32.4% were strongly disagreed or disagreed, and 24.8% neither agreed nor disagreed. It was concluded that most of the students feel, their life is too hard.

Among the students, 44.5% were agreed or strongly agreed with prefer to be alone while, 34.0% were strongly disagreed or disagreed and 21.5% were neither agreed nor disagreed. It means that most of the students prefer to be alone.

Among the students, 39.1% were agreed or strongly agreed to have no interest in any activities as their friends have, while 37.5% were strongly disagreed or disagreed and 23.4% were neither agreed nor disagreed. It was assumed that most of the students have no interest in any activity as their friends have.

About 41.9% of the students were agreed or strongly agreed to have no interest in their prizes and valuables, while 37.7% were strongly disagreed or disagreed and 20.4% were neither agreed nor disagreed. It was concluded that most of the students have no interest in their prizes.

Among the students, 38.1% were agreed or strongly agreed to feel disgrace if got lower marks, while 37.6% were strongly disagreed or disagreed and 24.3% were neither agreed nor disagreed. It could be assumed that most of the students will feel disgrace if got lower marks.

The statement, "I am not feeling good" got the highest percentage (54.6%) of agreement or strong agreement followed by the statement "I prefer to be alone" (44.5%) and "life is too hard" (42.8%).

For negativity of the overall "personal aspects" dimension, 43.0% of the students were agreed or strongly agreed while 34.1% were strongly disagreed or disagreed and 22.9% were neither agreed nor disagreed.

**Table 6**

*Percentage of Responses for Social Aspects dimension's items (N=384)*

S/No	Items	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	My family and friends would be better off without me	18.2	(31.3) 13.1	(23.2) 23.2	(45.5) 24.8	20.7
2	I frequently discuss suicide with my friends	15.7	(30.2) 14.5	(29.3) 29.1	(40.5) 21.3	19.2
3	I will be much valued if I remained no longer	13.6	(31.1) 17.5	(30.9) 30.9	(38.0) 26.5	11.5
4	My friends thought that I have mood behavior	12.5	(25.9) 13.4	(24.4) 24.4	(49.7) 27.6	22.1
5	Nobody can understand me	14.3	(27.0) 12.7	(24.9) 24.9	(48.1) 28.1	20.0
6	I have no value for others	13.3	(27.5) 14.2	(26.5) 26.5	(46.0) 26.1	19.9
7	I am not fit for the		(27.9)	(27.2)	(44.9)	

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	social standards of what's perfect	14.7	13.2	27.2	23.4	21.5
8	Society will be the first to shame me in case of lower marks	(22.3)		(28.8)	(48.9)	
		11.4	10.9	28.8	28.3	20.6
	<b>Average of Percentages for the Whole Dimension SCA</b>	(27.9)		(26.9)	(45.2)	
		14.2	13.7	26.9	25.7	19.5

The above table is showing that 45.5% of the students were agreed or strongly agreed that, their family and friends would be better off without them while 31.3% of the students were strongly disagreed or disagreed, and 23.2% of the students were neither agreed. Mostly, the students viewed, their family and friends would be better without them.

Among the students, 40.5% were agreed or strongly agreed to discuss suicide frequently with their friends while, 30.2% were strongly disagreed or disagreed and 29.3% were neither agreed nor disagreed. It was concluded that, majority of the students discuss suicide with their friends.

The results showed that 38% of the students were agreed or strongly agreed that, they will be much valued if they remained no longer while, 31.1% were strongly disagreed or disagreed and 30.9% were neither agreed nor disagreed. It means that most of the students believed that, they will be much valued if they remained no longer.

Among the students, 49.7 % were agreed or strongly agreed to have good behavior as perceived by their friends while, 25.9% were strongly disagreed or disagreed and 24.4% were neither agreed nor disagreed. It was concluded that most of the students agreed to have moody behavior.

The above table showed that 48.1% of the students were agreed or strongly agreed that, nobody can understand them while 27% were strongly disagreed or disagreed, and 24.9% neither agreed nor disagreed. The majority of the students believe that nobody can understand them.

Among the students, 46% were agreed or strongly agreed to have no value for others while, 27.5% were strongly disagreed or disagreed and 26.5% were neither agreed nor disagreed. Most of the students were in the view that, they have no value for others.

The results showed that among the students 49.9% were agreed or strongly agreed to accept they are not fit for the social standards of what's perfect while, 27.9% were strongly disagreed or disagreed and 27.2% were neither agreed nor disagreed. The majority of the students believed that they are not fit for society.

Among the students, 48.9% were agreed or strongly agreed that society will be the first to shame them in case of lower marks while, 28.8% were neither agreed nor disagreed and 22.3% were strongly disagreed or disagreed. It was concluded that, majority of the students, were in the view that, the society will be the first to shame them in case they got lower marks.

Among the items, "my friends thought that, I have moodiness behavior" got the highest percentage (49.7%) for agreed or strongly agreed followed by the item "The society will be the first to shame me in case of lower marks (48.9)" and "nobody can understand me (48.1%)".

For negativity of the overall "social aspect" dimension, 45.2% of the students were agreed or strongly agreed while, 27.9% were disagreed or strongly disagreed, and 26.9% were neither agreed nor disagreed.

**Table 7**

*Percentage of Responses for Environmental Aspect dimension's items (N=384)*

S/No	Items	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1	I am feeling good in the school environment	(46.0)		(32.7)	(21.3)	
		22.3	23.7	32.7	13.1	8.2
2	My teachers and principal are very decent to me	(41.1)		(34.5)	(24.4)	
		19.9	21.2	34.5	12.3	12.1
3	I like my school	(44.7)		(30.4)	(24.9)	
		23.3	21.4	30.4	10.3	14.6
4	I have a good relationship with other	(42.3)		(33.4)	(24.3)	
		22.2	20.1	33.4	15.2	9.1

5	students I have a good relationship with teachers	(43.4)	(36.7)	(19.9)	
		24.2	19.2	36.7	10.5 9.4
6	The school physical facilities are good enough	(42.2)	(31.4)	(26.4)	
		23.4	18.8	31.4	14.5 11.9
7	I think of this school as my second home	(57.8)	(30.9)	(11.3)	
		29.9	27.9	30.9	6.2 5.1
<b>Average of Percentages for the Whole Dimension ENA</b>		<b>(45.3)</b>	<b>(32.9)</b>	<b>(21.8)</b>	
		23.6	21.7	32.9	11.7 10.1

Among the students 46% were strongly disagreed or disagreed to feel good in the school while, 32.7% were neither agreed nor disagreed and 21.3% were agreed or strongly agreed. It was concluded that, majority of the students, feel not good in schools.

Similarly, 41.1% of the students were strongly disagreed or disagreed for having a decent attitude toward the teachers and principal while, 34.5% were neither agreed nor disagreed and 24.4% were agreed or strongly agreed. Mostly, the students were in the view that their principals and teachers have no decent behavior with them.

About 44.7% of the students were strongly disagreed or disagreed to like their schools while, 30.4% were neither agreed nor disagreed and 24.9% were agreed or strongly agreed. The majority of the students, don't like their schools.

Among the students, 42.3% were strongly disagreed or disagreed to have a good relationship with other students while 33.4% were neither agreed nor disagreed and 24.3% were agreed or strongly agreed. The majority of the students, don't have a good relationship with other students.

It was found that about 43.4% of the students strongly disagreed or disagreed to have a good relationship with teachers while, 36.7% were neither agreed nor disagreed and 19.9% were agreed or strongly agreed. A large number of students believed not to have a good relationship with teachers.

Among the students, 42.2% were strongly disagreed or disagreed to consider the school facilities as good enough while 31.4% were neither agreed nor disagreed and 26.6% were agreed or strongly agreed. The majority, of the students, consider the school facilities as not enough.

About 57.8% of the students were strongly disagreed or disagreed to consider the school as their second home while 30.9% were neither agreed nor disagreed and 11.3% were agreed or strongly agreed. Most of the students did not believe the school as their second home.

Among the items "I think this school as my second home" got the highest percentage (57.8%) for strongly disagree or disagree followed by the item "I am feeling good in the school environment (46.0%)" and followed by "I like my school (44.7%)".

For positivity of the whole "environmental aspect" dimension, 45.3% of the students were strongly disagreed or disagreed while 32.9% were neither agreed nor disagreed and 21.8% were agreed or strongly agreed.

**Table 8**

*Levels of Suicide Intention (N=384)*

Dimensions of the Variable Suicide Intention (SI)	Mean	SD	Levels of Suicide Intention		
			Lower	Moderate	High
Environmental Aspects (ENA)	2.32	0.94	21.8	32.9	45.3
Social Aspects (SCA)	2.30	0.92	27.9	26.9	45.2
Personal Aspects (PA)	2.28	0.97	37.5	23.4	39.1
<b>Overall SI</b>	<b>2.30</b>	<b>0.94</b>	<b>29.1</b>	<b>27.7</b>	<b>43.2</b>

Table 8 above is showing the Mean (M) scores and Standard Deviation (SD) scores of the three dimensions i.e. *Personal Aspects*, *Social Aspects*, and *Environmental Aspects* were arranged in descending order of the mean scores. The mean score extracted for the environmental scale is shown in the reverse scale as explained in the finding section above. Among the dimensions, "environmental aspects" has shown a higher mean score [2.32] with an SD score [0.94], followed by the dimension "Social Aspects" (M = 2.30 with SD = 0.92) and ". Similarly, the overall mean score for the students' suicide intention was noted as M = 2.30 and SD = 0.94.

In terms of negativity, among the students 45.3% have perceived the level of *environmental aspects* as high while, 32.9% have perceived as moderate and 21.8% have perceived as low. The majority of the students believed the level of environmental aspects as high in terms of negativity.

Similarly, in terms of negativity, among the students, 44.6% have perceived the level of social aspects as high while, 28.8% have perceived as low and 26.5% have perceived as moderate. The majority, of the students believed the level of social aspects as high in terms of negativity.

In terms of negativity, among the students 43.7% have perceived the level of *Personal Aspects* as high while, 33.6% have perceived as low and 22.7% have perceived as moderate. The majority, of the students believed the level of personal aspects as high in terms of negativity.

The results for the whole variable "*students' suicide intention*" has shown that, among the students 44.2% have perceived its level as high while, 31.2% have perceived its level as low, and 24.6% more have perceived its level as moderate. It was concluded that, majority of the students, believed the level of suicide intention was high.

### Discussion

The dimensions, *personal aspects*, and *social aspects* were noted with Cronbach alpha values within the threshold (Cortina, 1993; Hair et al., 2009) is enough evidence for the internal consistency.

As evident from Table 2 above, the values for composite reliability (CR) and average variance extracted (AVE) (see Fig.1 as well) have confirmed the convergent validity and reliability of the construct as found by other researchers ( Bagozzi & Yi, 1988; Fornell & Larcker, 1981; Sinkovics et al., 2016).

Similarly, personal aspects and social aspects have a high, positive, and significant correlation between them. It is evident that, if one dimension was changed, the other will be changed in the same direction. In other words, the high negativity of personal aspects will be a reason for the high negativity of social aspects and vice versa. Similarly, Table 4 is showing the sampling adequacy, it is inconsistent with Cerny and Kaiser (1977).

While discussing the levels of suicide intention, mostly the students were found with sadness and hopelessness which create anxiety. Drost et al., (2012) have studied the "*Anxiety Sensitivity*", "*Pathological Worry*" and "*Cognitive Reactivity*" to the sad mood and found that sadness was the factor of "*Anxiety Sensitivity*". The findings of this research were inconsistent with those stated research studies in terms of sadness and hopelessness. In contrast, the researchers Rush et al., (1986) have found these stated psychometric properties as satisfactory.

The findings of this research such as; the personal aspects and social aspects negatively affect the students' wellbeing were inconsistent to the other studies in the related literature (Ballesteros et al., 2006; Castro-Solano, 2009; Cornejo & Lucero, 2005; Costa & McCrae, 1980; García-Viniegras & González-Benítez, 2000; Nava et al., 2018; Oramas Vieyra et al., 2006; Rosa-Rodríguez et al., 2015; Ryff, 1989a).

The personal aspects should be based on the subjective wellbeing and psychological wellbeing (termed as positive psychology) as studied by the researchers (Barrantes-Brais & Ureña-Bonilla, 2015; Castro-Solano, 2009; Chitgian-Urzuá, Urzuá & Vera-Villaruel, 2013; Díaz et al., 2006; Domínguez Lara, 2014; Gallardo & Moyano-Díaz, 2012; García-Alandete, 2013; Medina-Calvillo et al., 2013; Rosa-Rodríguez & Quiñones Berrios, 2012; Rosa-Rodríguez et al., 2015; Valenzuela, 2015; Véliz, 2012). The findings of this study such as; the negativity of personal aspects in terms of poor wellbeing creates suicide intention were inconsistent with the findings of Nava et al., (2018).

The researchers have found that the high negativity in personal and social aspects creates *anxiety sensitivity* as it may have physiological, psychological, and social consequences (Ho, Dai, Mak, & Liu 2018). This anxiety sensitivity in turn creates anxiety and depression (Hayward, Killen, Kraemer, and Taylor, 2000). And there is a high relationship between depression and anxiety sensitivity (Weems et al., 1997; Naragon-Gainey, 2010).

### Conclusion

This study aimed to analyze the levels of suicide intention in secondary school students in Pakistan. It was concluded that negative psychology exists among the students. They are facing exam phobia, anxiety, and depression. Therefore, a high negativity was found in their aspects and social aspects. They perceived the levels of personal aspects and social aspects as high in terms of negativity, which in turn caused to raise the level of suicide intent in them.

Furthermore, it is the society and parents creating pressure on the students for high grades/marks and shames anyone with low grades. This shame may not be tolerated by all the students. The students with low achievement feel guilty and disgrace, and prefer to commit suicide.

Parents are the unit of the society, if they were educated about this problem as faced by their children, the whole society is educated. In this regard, the first responsibility falls upon the shoulders of the teachers and school administration. In Pakistan, all schools conduct a parent-teacher council each month called PTC. Therefore, it is not a very difficult job to make aware the parents about this fatal problem.

Further research should be conducted to study the private schools as well, and to compare the levels of suicide intention in male and female students, both in the public and private schools in Pakistan.

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