Resilience and suicidal risk of 4th year high school students of a Peruvian institution

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Abstract

The general objective of this research to determine the relationship between resilience and suicide risk in female students. For the study we used the hypothetical-deductive method, non-experimental cross-sectional design, correlational type and descriptive level. Our population is composed of 132 students in the 4th grade of secondary education. To find the sample we used 100% of the population using non-probabilistic or directed sampling. The results obtained in the Chi-square test with a significance level of 0.004, show that there is a significant relationship between the variable resilience and suicidal risk in 4th year high school students of a Peruvian institution.

Keywords: resilience, suicidal risk, students, secondary level.

Frontiers in Educational Sciences. July- September 2022, 1 (1). ISSN:
Introduction

The research elaborated below, studies a problem in our country that shows alarming figures, suicide is a public health problem that has been increasing both in Peru and in other countries, this event is born with a suicidal ideation, going through a suicide attempt until the act is completed, this act can be carried out at any age, however, it is increasing in the population aged 15 to 29.

Currently there is a problem in our country that shows alarming figures, suicide is a public health problem that has been increasing both in Peru and in other countries, this event is born with suicidal ideation, going through a suicide attempt until reaching to consummate the act, this act can be performed at any age, however, it is increasing in the population between 15 and 29 years old. According to the World Health Organization in 2018, about 800,000 people have taken their own lives and many more had a suicide attempt. (Gamarra, 2019)

The causes that lead people to suicide are varied, depending a lot on the personality of each one and the problem that they are experiencing, related to problems such as depression, consumption and abuse of psychoactive substances, personality problems, triggered by problems in family and financial problems.

According to statistics from the National Institute of Mental Health Honorio Delgado - Hideyo Noguchi of the Ministry of Health, in our country there is practically one suicide per day and every 22 minutes a person in the city of Lima tries to take their own life. Freddy Vásquez, head of the Emergency Service of said institute, explained that during 2018 385 people were self-eliminated in the country and so far in 2019 the figure reached 110 people. (Sayago, 2019)

On the other hand, during 2018 the Ministry of Health (MINSA) reported 1384 suicide attempts and of these figures carried out a sentinel surveillance study of the suicide attempt of the national center for epidemiology, prevention and control of diseases and addressing 489 cases as a sample, to identify the characteristics of the suicidal behavior of people in 12 regions of the country. It was determined that 65.5% of people who attempted suicide were women and the rest were men. (MINSA, 2018)

A recent study carried out in public schools for women found that conflicts and violence also occur very frequently in these institutions, in many cases due to the classic prejudices related to social and economic inequalities, due to this the interpersonal differences related to sexual morality and gender notions end up intervening in the generation of conflicts and violence among young women, as occurs in public schools in Peru (Martínez, 2018)

Likewise, in the city of Arequipa during the year 2018, there were 19 cases of suicide and 38 suicide attempts only on the Chilina bridge, figures that do not stop increasing with the passing of days. (La República, 2018) On the other hand, the emergency area of the Honorio Delgado Espinoza hospital, in 2018, treated 198 patients who attempted suicide. 70% were
women and 30% men. 16% were adolescent patients, 50% were young, 32% adults and 30% adults and the rest children and older adults. So far in 2019, 41 people have tried to take their own lives, 6 adolescents and 17 young people. In these latter cases, the suicide attempt was related to sentimental and family problems. (Gamarra, 2019)

According to Vasquez Goméz, head of the Emergency Department and head of the Suicide Program of the Honorio Delgado Hideyo Noguchi National Institute of Mental Health, in 2017 alone, in the months of January to June, 64 cases of suicide attempts were recorded among schoolchildren with ages that fluctuate between 8 and 17 years old, which shows us that this problem continues to increase. It points out that the main causes of suicide attempts are physical abuse, school abuse or bullying and cyberbullying.

This research has social importance, because the numbers of suicide and suicide attempts are increasing. During the year 2017, 64 suicide attempts were registered in schoolchildren whose ages fluctuated between 8 and 17 years, during the year 2018, 385 people between adults and adolescents committed suicide in the country and so far in 2019, 110 and it must be taken into account that for every suicide there are 20 attempts, which means that this year there have already been more than 2,000 unsuccessful attempts. (Vasquez, 2019). This is a public mental health problem that deserves attention, in addition, parents and teachers must know the levels of suicidal risk because it will highlight the probability that students have of committing a suicidal act, in order to strengthen their abilities and qualities that allow them to satisfactorily face problematic conditions or their resilient capacity (Mamani, 2022; Mamani-Vara, 2022).

It is transcendental because this research seeks to be a contribution so that more institutions join or give due importance to the resilient capacity of the students and the negative attitudes that show a problem in the student and in this way the reality of the students is known. that is lived daily, so that they can implement solutions to the problems raised. Therefore, the study aims to determine the relationship between resilience and suicidal risk of 4th year high school students from a Peruvian institution.

**Methodology**

The research has a quantitative approach since statistical tools were used for data analysis with which the researcher can establish exact indicators. The type of research is correlational, since its purpose is to know the relationship or degree of association that exists between two or more concepts, categories or variables in a particular sample or context. (Arias, et al., 2022 is of a descriptive level, since we will analyze a certain situation as it is presented in its current state, in a certain time and space. The present investigation is non-experimental, because the deliberate manipulation was not carried out of variables and only the phenomena will be observed in their natural environment to analyze them; furthermore, it is cross-sectional, given that the study will describe variables and analyze their incidence and interrelation at a given moment.
The population is constituted by 132 students of 4th grade of secondary education of the IE Juan a Cervantes de Bolognesi. To find the sample, the population will be used at 100% using non-probabilistic or directed sampling, taking 132 students as a sample.

For both variables, the survey technique and the questionnaire as an instrument are used.

**Results**

**Table 1**

*Results of the Resilience variable*

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulated percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bass</td>
<td>two</td>
<td>two%</td>
<td>two%</td>
</tr>
<tr>
<td>Medium</td>
<td>79</td>
<td>60%</td>
<td>62%</td>
</tr>
<tr>
<td>Tall</td>
<td>51</td>
<td>38%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table shows the general results of the resilience variable, where 60% of students have a medium level of resilience, 38% have a high level and 2% have a low level.

According to the results obtained from the questions, most students are in doubt about feeling good about themselves, likewise, they do not show complete emotional balance and are persevering only in some situations, directly affecting personal competence, on the other. On the other hand, in a smaller percentage, there are students who need to be satisfied with having achieved their personal goals and who trust in themselves. It is inferred that less than half of students show that they are capable of facing and overcoming difficult situations, however, 62% of students have not yet fully developed resilient capacity, showing with the results, students with an average capacity of resilience.

**Table 2**

*Results of the suicidal risk variable*

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Accumulated percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bass</td>
<td>two</td>
<td>two%</td>
<td>two%</td>
</tr>
<tr>
<td>Moderate</td>
<td>84</td>
<td>64%</td>
<td>65%</td>
</tr>
<tr>
<td>Tall</td>
<td>47</td>
<td>36%</td>
<td>100%</td>
</tr>
</tbody>
</table>

The table shows the general results of the suicidal risk variable, where 63% of students have a moderate level of suicidal risk, 35% have a high level and 2% have a low level. According
to the results obtained from the questions, it is shown that, in a lower percentage, the students have little tolerance for frustration, directly affecting their ability to deal with their emotions, in the same way, the students state that they feel threats and have negative thoughts, on the other hand, 65% of students have moderate self-esteem, at times they show sadness or feel alone and isolated.

It is inferred that the majority of students present suicidal risk, however, they are able to control it and lead a life in normal development, on the other hand, in a smaller percentage of students there is evidence of a high probability of committing a suicidal act.

Table 3

<table>
<thead>
<tr>
<th>Chi-square tests</th>
<th>Worth</th>
<th>df</th>
<th>Asymptotic significance (bilateral)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson chi-square</td>
<td>13.090</td>
<td>3</td>
<td>.004</td>
</tr>
<tr>
<td>likelihood ratio</td>
<td>15.143</td>
<td>3</td>
<td>.002</td>
</tr>
<tr>
<td>Linear by Linear Association</td>
<td>9.376</td>
<td>1</td>
<td>.002</td>
</tr>
</tbody>
</table>

Taking into account that, if the level of significance is less than: 0.05 (sig. <0.05), then the research hypothesis is accepted, using the values obtained below:

Chi square test: Value: 13.090

Error: 5%

Degrees of freedom: 3

Asymptotic significance: .004

It can be concluded that, with the significance of 0.004, we accept the research hypothesis, that is, there is a significant relationship between the variable resilience and suicidal risk in the 4th year high school students of a Peruvian institution.

Discussions

Resilience is a process; she considers that the social environment and intrapsychic characteristics are essential for people to have a healthy life even in an unhealthy environment. This whole process would take place little by little, and in this way it tells us that a person is not born resilient, but rather, that they form this capacity through the interaction of their intrapsychic characteristics and their environment.
Another author who considers resilience as a process is Pereira (2007), he mentions that resilience is a dynamic process, which is formed over time thanks to the interaction between the person and their environment. Pereira considers that resilience can change over time and depends on the context; risk factors, protectors, personality, family structure with a set of components that have to be in balance for a person to be resilient.

In addition, it indicates that it is not only facing adverse situations and continuing to live the same, but it goes further in the sense that you have to come out transformed by these situations, giving them meaning and even building on them. (Caldera, Aceves, & Reynoso, 2015)

Despite the fact that there are a large number of authors who differ in the way of conceptualizing resilience, they all point to considering it as a human capacity that, in situations of adversity that would cause negative consequences, is managed to solve or face them satisfactorily, avoiding situations of risk.

The WHO considers that the risk factors will be all those traits, characteristics or the exhibition of a person that increases the probability of suffering from a disease or injury. (World Health Organization, 2018)

Those factors that incite the individual to take their own life and commit suicide, which is a harmful act, but which does not have a fatal purpose and causes self-harm, are considered risk factors. The recent loss of a loved one, be it a family member, a friend or even a pet. Children consider the divorce or separation of parents as a family loss, they are also greatly affected by the loss of their parents' job, losing their home, and even a breakup can be considered a risk factor.

Conclusion

The relationship is directly proportional, given that the students with a high level of resilience presented a high degree of suicidal risk, and the students with a low level of resilience presented a low degree of suicidal risk, likewise, the students with a high level of medium resilience, presented a moderate degree of suicidal risk. It is suggested that the educational institution carry out promotional preventive activities in coordination with the department of psychology, to improve the mental health of those adolescents who have a high degree of suicidal risk.

References


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*Frontiers in Educational Sciences. July-September 2022, 1 (1). ISSN:*