



MULTI-ATTITUDINAL SUICIDAL TENDENCY AND SOCIO-DEMOGRAPHIC PROFILE OF STUDENTS: BASIS FOR PREVENTION PROGRAM

Tadz Mahal dela Cruz-Nicolas

Faculty, Psychology Department, College Arts and Sciences, Nueva Ecija University of Science and Technology

Article DOI: <https://doi.org/10.36713/epra28610>
DOI No: 10.36713/epra28610

ABSTRACT

Suicide is a major public health issue, especially among the youth, with socio-demographic factors like parental education and family income playing a crucial role. This research explores the relationship between socio-demographic characteristics and various suicidal attitudes among 310 senior high school students at Phinma-Araullo University in Cabanatuan City. The study uses a descriptive-correlational design, employing the Multi-Attitude Suicide Tendency Scale (MAST) to evaluate students' views on life and death, alongside their socio-demographic backgrounds. Results showed that most respondents had parents who were high school graduates, and nearly 40% came from families earning below 8,000. While students generally had a positive outlook on life, those from lower-income families exhibited higher levels of life repulsion. Significant correlations were found between the father's educational level and the students' attraction to life, as well as between family income and life repulsion. The research underscores the significant impact of socio-economic factors on adolescents' suicidal tendencies, highlighting the need for targeted mental health support and interventions, particularly for students from low-income families. Educational institutions are encouraged to prioritize mental health awareness and develop programs tailored to the needs of these students to mitigate risks.

KEYWORDS: Suicidal Tendency; Socio-Demographic Profile; Adolescents; Parental Education; Mental Health Intervention

I. INTRODUCTION

"Suicide represents a significant global public health issue, with the World Health Organization reporting a 60% increase in rates over the past 45 years (WHO, 2019). Young individuals are now considered the most at-risk demographic, highlighting the need for precise identification of causes and risk factors to drive effective prevention strategies and the reduction and prevention depends on accurate identification to what causes it and who are the people at risk. The rates among young people have been increasing to such an extent that they are now the group at highest risk (WHO, 2019). The Covid pandemic contributed the increasing trend of suicidal attempts (Pathirathna, Nandasena and Atapattu, 2022). The study of Strandheim et al. (2014) shows that suicidal thoughts and behavior develop during adolescent stage and early adulthood. In addition to the term "suicide", "suicidal thoughts", suicidal tendency", "suicidal ideation", according to American Psychological Association, suicide is an act of killing oneself, most often as a result of depression or mental illness (Encyclopedia of Psychology).

The rationale behind suicide can be simple or as complex as life is. Depression is a given factor in suicidal tendency, but where it is rooted is the main question. There are factors contributing to the suicidal tendency such as personal/interpersonal, social, and cultural factors. However, this study focused on the suicidal tendency in connection to their socio-demographic profile. Previous literature and researches indicated that suicide can be related to educational attainment of parents where economic aspects must be the main concern. Begum, Viitasara, Rahman and Maccasa (2018) found out that low parental educational status was also associated with

suicidal ideation. This could be due to the high expectation of parents in the child academic performance. According to Sun and Zhou (2016), mother's education level was associated with lifetime suicidal ideation. Lower parental education is significantly associated with small increase in the risk of youth suicidal attempts (Mackes, Lawrence, Pollard and Dazzan, 2022). In contrast, Sampasa-Kanyinga and Hamilton (2016) inferred that suicide cannot be linked to parental education. Committing suicide has nothing to do with parents. The connection between educational attainment and monthly income of the family are related. In the study of McLaughlin and Gunnell (2021), it was found that financial difficulty should be considered a flag to identify students at heightened risk of suicide. In the study of Park (2018), they found out that the less the monthly income the higher the suicidal ideation was. Adolescent suicidal ideation seems to have been affected by economic difficulty. Adolescents who experienced suicidal ideation are concerned with their financial struggles. This condition may be described as the feeling of inferiority among others whom financial capability is more stable (Binti and Mahayudin, 2019). Contrary to the previous literature, the findings of the study of Maximo (2014) reveal that individuals in the upper and middle-class level of socioeconomic status have higher level of suicidal ideation compared to those in the low-income bracket.

Based on the existing literature it was found out that there is still a need to explore the relationship between socio-demographic profile and suicidal ideation due to the inconsistent findings.



II. METHOD

The study involved 310 senior high school students from Pinma-Araullo University in Cabanatuan City, who were selected randomly to ensure a fair representation of the student population. Data was gathered electronically via Google Forms, with strict adherence to the Data Privacy Act of 2012 and ethical research practices. The researcher secured approval from the school principal through a formal letter, which explained the study's purpose and included a sample of the survey tool. All participants gave their informed consent and were briefed on the study's aims and procedures. The collected data was handled with the utmost confidentiality.

The study adopted a quantitative research design, specifically employing a descriptive-correlational method to meet its goals. The main tool used was the Multi-Attitude Suicide Tendency Scale (MAST) developed by Israel Orbach. This tool included two sections: one that collected demographic data (such as age, birth order, parents' education level, and family income) and a 30-item, 4-point Likert scale that assessed

four attitudes—attraction to life, repulsion by life, attraction to death, and repulsion by death. The MAST demonstrated good internal consistency, with Cronbach's alpha values ranging from .76 (for repulsion by life and attraction to death) to .83. Descriptive statistics were computed using SPSS software to summarize the sociodemographic profile of the respondents, and Spearman's rho was utilized to determine the relationships between the sociodemographic variables and the different attitudes measured by the MAST.

Potential limitations of the MAST instrument, such as language or cultural biases, were considered. Careful attention was given to using language that was clear and culturally sensitive for the student participants; however, there remains a possibility that these factors could still impact the findings. The study's methodology was carefully crafted to thoroughly explore the relationship between socio-demographic factors and the various attitudes toward suicide among high school students, maintaining a strong commitment to ethical standards and methodological rigor throughout the research.

III. RESULTS AND DISCUSSION

1. Socio Demographic Profile of Students

This part presented and discussed the data gathered on the socio-demographic profile of the senior high school students.

Table 1. Respondents Socio Demographic Profile

Educational Attainment of Mother	Frequency	Percentage
College Graduate	85	27.42
College Undergraduate	54	17.42
High School Graduate	110	35.48
High School Undergraduate	34	10.97
Elementary Graduate	16	5.16
Elementary Undergraduate	11	3.55
Educational Attainment of Father:		
College Graduate	83	26.77
College Undergrad	56	18.06
High School Graduate	109	35.16
High School Undergrad	35	11.29
Elementary Graduate	16	5.16
Elementary Undergrad	11	3.55
Monthly Income		
50,000 and above	12	3.87
41,000-49,000	5	1.61
33,000-40,000	10	3.23
25,000-32,000	27	8.71
16,000-24,000	44	14.19
8,000-15,000	91	29.35
Below 8,000	121	39.03
Total		
	310	100

Respondents Socio Demographic Profile

The study on the multi-attitudinal suicidal tendency among students reveals insightful patterns when analyzed through the lens of socio-demographic factors, specifically focusing on the educational attainment of parents and household income levels. The highest percentage of students' mothers are high school graduates, accounting for 35.48% (110

students). This suggests a significant portion of the students come from families where mothers have completed secondary education. Conversely, the lowest percentage is among mothers who are elementary undergraduates, at 3.55% (11 students), indicating a smaller subset of students whose mothers did not complete primary education. Similarly, the highest percentage of fathers' educational attainment is also high school graduates,



representing 35.16% (109 students). This parallel with the mothers' educational levels highlights a trend of secondary education completion being common among parents. The lowest percentage for fathers is identical to that of mothers, with elementary undergraduates comprising 3.55% (11 students). This consistency in lower educational attainment among both parents provides a critical insight into the socio-economic backgrounds of these families.

The study shows that the largest proportion of students come from families earning below 8,000 per month, which makes up 39.03% (121 students). This significant figure underscores the prevalence of low-income households among the student population and suggests a potential correlation between financial stress and suicidal tendencies. On the other end of the spectrum, the smallest group is families earning between 41,000-49,000 monthly, at 1.61% (5 students).

The findings highlight a stark contrast in socio-demographic profiles, primarily focusing on educational attainment and income levels. The predominance of students

with parents who are high school graduates suggests that secondary education completion is a critical milestone for these families. However, the substantial presence of low-income families, particularly those earning below 8,000 monthly, draws attention to economic hardships that could exacerbate stress and contribute to suicidal tendencies.

When parents have low educational attainment, they often end up in lower-paying jobs, which can make it difficult to meet the basic needs of their children. This financial pressure can increase stress within the family, affecting the mental health and well-being of students. Families with limited income may struggle to provide proper nutrition, healthcare, and a stable home environment, all of which are vital for a student's overall development and mental health. When these basic needs are not met, stress levels can rise, potentially leading to more severe mental health issues, including suicidal thoughts. These findings are consistent with broader research showing that socio-economic difficulties can have a significant impact on mental health and well-being.

2. Multi attitudinal Suicidal Tendency

Table 2. Multi attitudinal Suicidal Tendency

Attraction To Life	WM	Verbal Description
1. Most of the time, I feel happy.	2.81	Agree
2. Even though, things may be tough at times, I think it is worth living.	3.37	Strongly Agree
3. I feel that close people make me feel good.	3.38	Strongly Agree
4. I can see myself as being successful in the future.	3.6	Strongly Agree
5. I like to do many things.	3.43	Strongly Agree
6. I am very hopeful.	3.3	Strongly Agree
7. I enjoy many things in life.	3.45	Strongly Agree
Average	3.33	Strongly Agree
Repulsion by Life	WM	Verbal Description
Life seems to be one long difficult struggle.	3.09	Agree
1. I don't ask for help when things are very tough for me.	2.79	Agree
2. I feel that I am not important to my family.	1.86	Don't Agree
3. Sometimes, I feel that my family will be better off without me.	2.05	Don't Agree
4. Sometimes, I feel that my problems can't be solved.	2.73	Agree
5. I don't like to spend time with my family.	1.61	Strongly Disagree
6. No one really loves me.	1.64	Strongly Disagree
Average	2.25	Agree
Attraction To Death	WM	Verbal Description
1. I know people who have died and I believe that I will meet them when I die.	2.89	Agree
2. Death can change things for the better.	2.19	Don't Agree
3. Death is actually eternal life.	2.9	Agree
4. Many problems can be solved by death.	1.73	Strongly Disagree
5. I believe that death can bring a great relief for suffering.	2.03	Don't Agree
6. In some situation, it is better to die than to go on living.]	2.02	Don't Agree
7. Death can be a state of rest and calm.]	2.55	Agree
Average	2.33	Agree
Repulsion by Death	WM	Verbal Description
1. I fear the idea that there is no return from death.]	2.8	Agree
2. I fear death because all my mental and spiritual activity will stop.	2.63	Agree
3. I fear death because my identity will disappear.	2.38	Don't Agree
4. Thinking about death gives me shivers.	2.61	Agree



5. I am afraid of death because my body will rot.	2.31	Don't Agree
6. I fear death because it means that I will not be able to experience and think anymore.	2.74	Agree
7. The thought that one day I will die frightens me	2.68	Agree
8. I fear death because all my plans will come to an end.	2.75	Agree
9. Death frightens me more than anything else.	2.37	Don't Agree
Average	2.59	Agree

Legend: 1.00-1.74, Strongly Disagree, 1.75-2.49, Do Not Agree, 2.50-3.24, Agree and 3.25-4.00, Strongly Agree

Attraction to Life

The results reveal a generally positive attitude towards life, as indicated by the average weighted mean of 3.33, which corresponds to a "Strongly Agree" verbal description. This suggests that overall, students maintain a hopeful and optimistic view of life.

However, the statement related to general happiness received a weighted mean of 2.81, categorized as "Agree." This indicates that while many students do feel happy, there are underlying factors that prevent some from reaching a higher level of happiness. The moderate happiness score highlights the need for targeted mental health interventions to address specific issues affecting these students.

Significantly, the study shows that students display high levels of resilience and optimism. Statements reflecting the belief that life is worth living, even in tough times, received a weighted mean of 3.37, with a "Strongly Agree" description. This resilience is further reinforced by the strong support students feel from close relationships, which also received a high weighted mean of 3.38. These results underscore the importance of fostering strong social support systems within the student community to act as buffers against suicidal tendencies.

Students' strong belief in their future success is evident, with the highest weighted mean of 3.6, suggesting that they are confident about achieving their goals. This optimism about future success, combined with a high engagement in enjoyable activities (weighted mean of 3.43), contributes significantly to their mental well-being. Encouraging students to set goals and participate in activities they enjoy is crucial for maintaining their positive outlook and sense of purpose.

The hopefulness expressed by students, with a weighted mean of 3.3, indicates a high degree of optimism about their future, serving as a protective factor against stress and potential suicidal thoughts. The enjoyment of life, reflected in a weighted mean of 3.45, further supports this positive attitude, emphasizing the need for programs that nurture and sustain this hopeful outlook.

In summary, the study highlights a predominantly positive mental state among students, characterized by resilience, optimism, and active engagement in life. The slightly lower rating for general happiness suggests areas for improvement, necessitating ongoing support and interventions to address specific challenges. Strengthening support systems, promoting goal-setting, and encouraging participation in diverse activities are essential steps in further enhancing students' mental health and reducing suicidal tendencies. As emphasized in the study of Fergus and Zimmerman's Resiliency Theory (2005), demonstrating the presence of protective factors are innate to individuals. Resilient models help individuals understand why some youngsters are exposed to risks, but are able to overcome them and avoid negative

outcomes. In times of distress, focusing on optimistic future implications rather than catastrophizing the situation allows individuals to put things in perspective which then provide them with options that can be used to cope up in life (Reivich, Gillham, Chaplin, & Seligman, 2013).

Repulsion by Life

The overall average weighted mean of 2.25, categorized as "Agree," indicates that there are moderate levels of negative feelings among the student population, though not overwhelmingly so.

The perception that life is a continuous struggle received a weighted mean of 3.09, described as "Agree," suggesting that many students experience life as challenging and difficult.

This points to the need for enhanced support systems and stress management resources to help students cope with life's difficulties.

The reluctance to seek help during tough times, with a weighted mean of 2.79 ("Agree"), reveals a significant barrier to accessing mental health resources. This finding emphasizes the importance of creating a more approachable and supportive environment where students feel comfortable seeking help when needed.

Feelings of insignificance to their family and the notion that their family might be better off without them received lower weighted means of 1.86 and 2.05, respectively, both categorized as "Don't Agree." This suggests that while some students do struggle with these thoughts, the majority do not feel this way, highlighting the positive role that family relationships play in their lives.

The belief that problems are insurmountable, with a weighted mean of 2.73 ("Agree"), indicates that a number of students feel overwhelmed by their issues. This underscores the necessity for effective problem-solving skills and counseling services that can help students manage their difficulties more effectively.

Strongly negative feelings towards family interactions, such as disliking spending time with family and feeling unloved, received the lowest weighted means of 1.61 and 1.64, both "Strongly Disagree." These results are encouraging, indicating that most students have positive family interactions and feel loved, which are significant protective factors against suicidal tendencies.

The study reveals that while there are moderate levels of negative feelings and struggles among students, these are counterbalanced by positive family interactions and a general willingness to recognize the challenges they face. The findings indicate the need for targeted mental health interventions, improved access to support resources, and fostering a



supportive community environment to address the specific negative attitudes and feelings that some students experience.

Enhancing problem-solving skills and creating approachable avenues for seeking help are essential steps in mitigating the negative aspects of students' mental health profiles. The results of the study strengthen the claim of Thomas, Liu and Umberson (2017) wherein family relationships provide resources that can help an individual cope with stress, engage in healthier behaviors, and enhance self-esteem, leading to higher well-being.

Attraction to Death

The overall average weighted mean of 2.33, categorized as "Agree," indicates a moderate level of contemplation about death among the student population. This suggests that while some students do think about death, these thoughts are not overwhelmingly dominant. The belief in an afterlife and the possibility of reuniting with deceased loved ones received a weighted mean of 2.89, which falls under "Agree." This indicates that a significant number of students find comfort in the idea of an afterlife, potentially as a coping mechanism for dealing with loss. Similarly, the notion of death as eternal life had a weighted mean of 2.9, also "Agree," further reflecting spiritual or religious beliefs that offer solace. Conversely, the belief that death can improve circumstances had a lower weighted mean of 2.19, categorized as "Don't Agree." This is a positive indicator that most students do not see death as a means to change their current situations for the better. Additionally, the strong rejection of the idea that death can solve problems, with a weighted mean of 1.73 ("Strongly Disagree"), suggests that students generally do not view death as a solution to their challenges.

Furthermore, the belief that death can bring relief from suffering and the notion that it might be better to die in certain situations both had low weighted means of 2.03 and 2.02, respectively, both categorized as "Don't Agree." These findings suggest that while some students might occasionally entertain such thoughts, they are not predominant views within the student body.

The perception of death as a state of rest and calm received a weighted mean of 2.55, which is "Agree." This reflects a certain level of attraction to the idea of death as an escape from stress or turmoil. However, this belief is not as strongly held as other more positive views about life and resilience.

In summary, the study indicates that while there are moderate contemplations about death among students, they do not overwhelmingly view it as a preferable solution to their problems. The findings suggest that spiritual beliefs and the idea of peace in death provide some comfort, but there is a strong overall rejection of death as a means to improve life circumstances or solve problems. These insights underscore the importance of mental health support that addresses these existential thoughts and promotes life-affirming coping strategies. Comprehensive interventions that focus on enhancing resilience, providing emotional support, and reinforcing positive outlooks on life are essential to mitigate suicidal tendencies and improve students' overall mental well-being. This result ties well with the belief of Filipinos about suicide as against Christianity. The views on suicide are found

in the Old and New Testament of the Bible. However, in the early Christian period, suicide did not seem to be prohibited. St Augustine (350–430 AD), however, considered it a sin, violating the fifth commandment, 'Thou shall not kill' (Wasserman and Wasserman, 2011). Lawrence, Oquendo, and Stanley (2016) concluded that many studies indicated that religious affiliation cannot protect individuals from suicide ideation, but can protect an individual from suicide attempts.

Repulsion by Death

The overall average weighted mean of 2.59, categorized as "Agree," indicates that students generally experience moderate fear and discomfort when contemplating death.

The findings reveal that students are primarily concerned with the finality and irreversibility of death, with a weighted mean indicating "Agree." This highlights a common fear of the unknown and the permanent cessation of existence, which can be deeply unsettling for many individuals. Additionally, the concern that all mental and spiritual activities will stop upon death also received an "Agree" rating, reflecting a fear of losing consciousness and personal identity.

While students show a general fear of death's finality, the fear of identity disappearance and bodily decomposition are less prominent, with weighted means falling under "Don't Agree." This suggests that while existential concerns are significant, physical decay and identity loss are less troubling to the majority of students.

Moreover, the idea of not being able to experience and think anymore after death received an "Agree" rating, indicating a profound concern about the cessation of personal experiences and thoughts. This aligns with the broader fear of death due to the end of all personal and future plans, both of which received similar levels of agreement.

The emotional response to thinking about death, described by feelings of shivers and fright, also garnered "Agree" ratings. These responses suggest that the contemplation of mortality elicits strong emotional reactions, further underscoring the anxiety associated with the concept of death.

Interestingly, the fear of death as the greatest fear received a "Don't Agree" rating, indicating that while death is a significant concern, it is not the most frightening aspect of life for most students. This points to the presence of other, possibly more immediate fears that outweigh the abstract fear of death.

In summary, the study reveals that students harbor moderate fears and anxieties about death, particularly regarding its finality and the cessation of experiences and plans. These fears, while significant, are not overwhelming, suggesting that students can benefit from supportive interventions that address these existential concerns. Providing education and counseling that help students process their thoughts about mortality and develop coping mechanisms for death-related anxiety can enhance their overall mental well-being. By fostering open discussions about death and reducing its associated stigma, educational institutions can help students navigate their fears and promote a healthier outlook on life and its inevitable end. Children understand death as irreversible and is a fact of the impossibility of returning to life after death. Children identify that death brings incapability to perform motor movement,



bodily and sensory functions. (Macabulos, Adona and Sedilla, 2015)

3. Significant Relationship between the Socio Demographic of the Respondents and their Multi-Attitudinal Suicidal Tendency

	Attraction to Life	Repulsion by Life	Attraction to Death	Repulsion by Death
Educational Attainment of Mother	0.467	0.421	0.056	0.940
Educational Attainment of Father	0.037	0.130	0.454	0.621
Monthly Income	0.855	0.007	0.112	0.114
*Correlation is significant at the 0.05 level (2-tailed).				
**Correlation is significant at the 0.01 level (2-tailed).				

It was interesting to know that educational attainment of the father strongly influences the respondent's attitude on the issue of committing suicide. The respondents' fathers' educational attainment and their attraction to life, are directly linked. The data clearly show that students with educated fathers are not susceptible to commit suicide and they cling and value life more compared to those with less-educated fathers.

On the contrary, Sampasa-Kanyinga and Hamilton (2016) emphasized that suicide could not be linked to parental education. However, there are numerous researches about suicidal ideation in connection to parents' educational attainment. Sun and Zhou (2016) said mother's education level were associated with lifetime suicidal ideation. In addition, Begum, Viitasara, Rahman and Maccasa (2018) stated that low parental educational status is also associated with suicidal ideation.

The data above indicate that the father's educational attainment has a significant relationship with the respondents' attraction to life. It is safe to say that having educated parents influences the respondents' feeling of security. This attitude prevents self-destruction.

Furthermore, the negative significant relationship between the respondents' monthly family income and their repulsion to life indicate that those students who belong to a family with less income are more likely to experience life threatening situations compared to those students with family that earns more income. Kim, Yoo, and Ryu (2019) revealed that parental occupational status was associated with adolescents' suicidal ideation. Adolescents' suicidal ideation seems to have been affected by economic difficulty and stress, resulting from the father's occupational status. In addition, Binti and Mahayudin (2019) stated that more adolescents who experienced suicidal ideation are concerned with family's financial struggles. This condition may be described as the feeling of inferiority among others whom financial capability is more stable.

In connection, the study of Pirkis et al. (2017) studied that, suicidal attempt is more prevalent to those men with low socio-economic status compared to women. This behavior of men can be rooted from frustration, financial struggles in providing for their family as well as esteem. Moreover, the study of Zhai et al. (2015) showed that economic status determines the quality of life among adolescents where it correlates to suicidal tendency and deprivation from physiological needs. The present findings confirm that

Table 3. Spearman Rho Table for the Significant Relationship between the Socio Demographic of the Respondents and their Multi-Attitudinal Suicidal Tendency

adolescents belonging to a low-income family tend to have more suicidal tendency than adolescents with well-off families.

CONCLUSION

The research on determining the relationship between socio-demographic profile and Suicidal tendency in Pinma-Araullo University in Cabanatuan City was participated by majority of female respondents, aging from 17-18 years old. Also, most of their parents were high school graduates with below 8,000 family monthly income.

The data clearly showed that students with educated fathers were not susceptible in committing suicide and they value life more compared to those with less-educated fathers. The respondents' monthly family income indicates that those students who belong to a family with low income were more likely to experience life-threatening situations. The study recommends the promotion of mental health awareness, particularly to those students from low income bracket. The findings will serve as basis for the academic institution in developing and implementing a tailor-fit program to cater students with suicidal tendencies.

REFERENCES

- Aitken, M., Venderlaan, D. P., Wasserman, L., Stojanovski, S., & Zucker, K. J. (2016). Self-Harm and Suicidality in Children Referred for Gender Dysphoria. *Journal of the American Academy of Child and Adolescent Psychiatry*, 55(6), 513-520. <https://doi.org/10.1016/j.jaac.2016.04.001>
- Annual review of public health. 26, 399-419. <https://doi.org/10.1146/annurev.publhealth.26.021304.144357>
- Bazrafshan, M. R., Sharif, F., Molazem, Z., & Mani, A. (2016). Exploring the risk factors contributing to suicide attempt among adolescents: A qualitative study. *Iranian journal of nursing and midwifery research*, 21(1), 93-99. <https://doi.org/10.4103/1735-9066.174747>
- Begum, A., Viitasara, E., Soares, J., Rahman, A. K. M. F., & Macassa, G. (2018). Parental socio-economic position and suicidal ideation among adolescents in Rural Bangladesh. *J Psychiatry Behav Sci*. 2018; 4: 1018.
- Binti, N., & Mahayudin, A. (2019). The factors affecting suicide among adolescents. *ResearchGate*. https://www.researchgate.net/publication/337948921_THE_FACTORS_AFFECTING_SUICIDAL_IDEATION_AMONG_ADOLESCENTS
- Fergus, Stevenson & Zimmerman, Marc. (2005). Fergus, S., Zimmerman, M. A. *Adolescent resilience: a framework for understanding healthy development in the face of risk*.
- Frey, B. (2018). *The SAGE Encyclopedia of educational research*,



- measurement, and evaluation (Vols. 1-4). Thousand Oaks, CA: SAGE Publications, Inc. doi:10.4135/9781506326139http://hdl.handle.net/123456789/172
8. Kim, S.H., Kim, J.S., Yoo, H.Y. & Ryu, E.R. (2019). Parental Occupational Status and Suicidal Ideation in Adolescent: Cross-Sectional Secondary Data Analysis. *Journal of Pediatric Nursing*. <https://doi.org/10.1016/j.pedn.2019.01.005>
 9. Lawrence, R.E., Oquendo, M.A., & Stanley, B. (2016). Religion and Suicide Risk: A Systematic Review. *Archives of suicide research : official journal of the International Academy for Suicide Research*, 20(1), 1-21
<https://doi.org/10.1080/13811118.2015.1004494>
 10. McLaughlin, J. C., & Gunnell, D. (2021). Suicide deaths in university students in a UK city between 2010 and 2018-Case series. *Crisis: The Journal of Crisis Intervention and Suicide Prevention*, 42(3), 171- 178.
<https://doi.org/10.1027/0227-5910/a000704>
 11. Miranda-Mendizabal, A., Castellvi, P., Pares Badell, O., Blasco, M. J., Alonso, I., Alayo, I., Almenara, J., Cenri a, A., Gabilando, A., Gili, M., Lagares-Franco, C., Piqueras, J., Rodriguez-Jimenez, T., Rodriguez-Marin, J., Soto, V., Vilagut, J. &
 12. Alonso, J. (2019). Gender differences in suicidal behavior in adolescents and young adults: systematic review and meta-analysis of longitudinal studies. *Int J Public Health*. <https://doi.org/10.1007/s00038-018-1196-1>
 13. Orbach, I., Milstein, I., Har-Even, D., Apter, A., Tiano, S., & Elizur, A. (1991). A Multi-Attitude Suicide Tendency Scale for adolescents. *Psychological Assessment: A Journal of Consulting and Clinical Psychology*, 3(3), 398-404. <https://doi.org/10.1037/1040-3590.3.3.398>
 14. Pandey, A. R., Bista, B., Dhungan, R.R., Aryal, K. K., Chalise, B. & Dhimal, M. (2019). Factors associated with suicidal ideation and suicidal attempts among adolescent students in Nepal: Findings from Global School-based Students Health Survey. *PlosOne*
<https://doi.org/10.1371/journal.pone.0210383>
 15. Pappas, S. (2014). Younger Siblings More Susceptible to Suicide, Study Finds. *Live Science*.
<https://www.livescience.com/45820-younger-sibling-suicide-risk.html>
 16. Pirkis, J., Currier, D., Butterworth, P., Milner, A., Kavanagh, A., Tibble, H., Robinson, J., & Spittal, M. J. (2017). Socio-Economic Position and Suicidal Ideation in Men. *International journal of environmental research and public health*. <https://doi.org/10.3390/ijerph14040365>
 17. Reivich, K., Gillham, J. E., Chaplin, T. M., & Seligman, M. E.P. (2013). From helplessness to optimism: The role of resilience in treating and preventing depression in youth. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of resilience in children* (p. 201- 214). Springer Science. https://doi.org/10.1007/978-1-4614-3661-4_12
 18. Sampasa-Kanyinga, H. & Hamilton, H.A. (2016). Does socioeconomic status moderate the relationships between school connectedness with psychological distress, suicidal ideation and attempts in adolescents?. *Preventive Medicine*. <https://doi.org/10.1016/j.ypmed.2016.02.010>.
 19. Strandheim A, Bjerkeset O, and Gunnell D. (2014) Risk factors for suicidal thoughts in adolescence-a prospective cohort study: the Young-HUNT study *BMJ Open* 2014;4:e005867. doi: 10.1136/bmjopen-2014-005867
 20. Sun, L., Zhou, C.C., Xu, L.Z., Li, S.X., Kong, F.L. & Chu, J. (2016). Suicidal ideation, plans and attempts among medical college students in china: The effect of their parental characteristics Author links open overlay panel. *Psychiatry Research*. <https://doi.org/10.1016/j.psychres.2016.11.024>.
 21. Susukida, R., Wilcox, H.C. and Mendelson, T. (2016). The association of lifetime suicidal ideation with perceived parental love and family structure in childhood in a nationally representative adult sample. *Psychiatry Research*, Volume 237, Pages 246-251, ISSN 01651781, <https://doi.org/10.1016/j.psychres.2016.01.033>.
 22. Thomas, P.A., Liu, H., & Umberson, D. (2017). Family Relationships and Well-Being. *Innovation in Aging*, 1(3), ix025. <https://doi.org/10.1093/geroni/igx025>
 23. Wasserman, D. and Wasserman, C. (2011). *Oxford Textbook of Suicidology and suicide Prevention: A Global Perspective*. <https://doi.org/10.1093/med/9780198570059.001>