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SUICIDAL THOUGHTS AND BEHAVIOUR AMONG UNIVERSITY STUDENTS IN RELATION TO ACADEMIC STRESS AND SOCIAL SUPPORT

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Abstract:

Suicide among students is increasing nowadays, making them the highest population who commit suicide. Suicide cases among students are major in local and all over the world. This study aims to identify the suicidal thoughts and behaviours in relation to academic stress and social support among university students at University ABC. A quantitative research approach and a cross-sectional research design have been used to collect data from 496 students in the target population through an online survey adapted and adopted from the previous study and shows a high-reliability value and gets validation from the previous study the expert. The result of the current study provides empirical evidence on key issues related to suicidal thoughts and behaviour among university students. Findings show that social support has a moderate and negative relationship between suicidal thoughts and behaviour ($r = -0.412$). Meanwhile, academic stress has a weak and positive relationship between suicidal thoughts and behaviour ($r = 0.222$). This study also proves that suicidal thoughts and behaviour significantly affect social support ($r^2 = 0.175$) and academic stress ($r^2 = 0.081$). In conclusion, this research gives clear directions on the rate of suicide among university students to the stakeholders, the ministry of higher education, and especially to ABC University to overcome suicidal thoughts and behaviour among university students. As well as parents could acknowledge their child's feelings and tell them that they are there to help if they express thoughts about death or suicide.

Keywords:

Suicidal Thoughts and Behavior, Academic Stress, Social Support, University Students

Introduction

A nation's progress is anchored by its youth, who embody its potential for the future. Structured policies and programs designed to encourage active participation in organisational and community projects frequently assist their involvement in societal development. However, the increasing demands of their personal, social, and academic lives make it difficult for today's youngsters to reach their full potential. Education is essential for developing resilience and self-confidence in addition to providing the knowledge and skills required for individual and societal growth. Giving young people the resources they need to grow emotionally, socially, and spiritually is crucial to their overall development as they face these growing obstacles.

Studies reveal a troubling connection between mental health conditions and young people's vulnerability to suicidal ideation. The severity of this worldwide health concern is highlighted by the fact that over 700,000 people die by suicide year, or one death every 40 seconds (WHO, 2024). Suicide is the fourth most common cause of death for those between the ages of 15 and 29, according to the WHO (2024). The increased academic demands placed on university students in particular put them at risk for major outcomes, such as suicide thoughts and behaviours, as well as worsening mental health (Spears, et al, 2023).

Youth suicide has become a major national concern in Malaysia. The Royal Malaysia Police (PDRM) recorded 1,708 suicide cases between 2019 and May 2021, or over three occurrences every day on average. Sadly, young women were engaged in 83.5% of these incidents, and many of them happened among teenagers and young adults (Ishak, Mahani, 2022). University students are especially susceptible to suicidal thoughts and behaviours (STB) since the move from secondary school to university frequently results in greater academic and social demands. Current study emphasises how crucial family and friend support is in reducing these risks. Nonetheless, there is still a pressing need to comprehend the intricate connection between academic stress, social support, and youth mental health in Malaysia.

Problem Statement

Suicide remains a critical global health concern, responsible for over one in every 100 deaths worldwide. WHO data from 2021 shows that more than 700,000 people die by suicide annually, equating to nearly 10 deaths per 100,000 individuals or approximately one death every 40 seconds. Globally, suicide ranks as the 17th leading cause of death and is the fourth leading cause of death among individuals aged 15–29 (WHO, 2024). Additionally, suicide has recently emerged as one of the top five mental health concerns among university students worldwide, underscoring its grave public health impact (Dattani, et, al, 2023). The COVID-19 pandemic exacerbated this issue, with numerous studies reporting increased suicidal behaviors, including ideation, planning, and attempts, thus intensifying the need to address university students' mental health. In Malaysia, the rise in youth suicide rates has become increasingly troubling. Suicidal ideation often progresses to planning, where individuals determine methods and timing, potentially resulting in attempts—some of which prove fatal. A study by Rahman et al. (Rahman, et.al, 2022)documented the widespread occurrence of suicidal thoughts among university students in various countries, including the United States, Poland, and Thailand, highlighting the universal scope of this issue.

Recent surveys in high-income nations show that approximately 6% of adolescents attempted suicide within the past year, with 19% reporting suicidal thoughts (Vuuren, et al,2020) However, research connecting non-suicidal self-injury (NSSI) traits to suicidal thoughts has primarily focused on clinical samples of adolescents, suggesting a need for broader studies on

community teenagers (Robinson et. al, 2021). Following Malaysia's first COVID-19 case in early 2020, restrictions, including isolation, financial strain, and resource shortages, have compounded stressors, especially for young people (Nelson, et.al, 2020, Sundarassen et .al, 2020). The Movement Control Order (MCO) and other restrictions significantly impacted mental health in Malaysia, causing social isolation, increased academic pressures, and heightened anxiety among students. Data from the Ministry of Health (MOH) revealed 1,080 cases of attempted suicide were treated in hospitals in 2020 alone . Community understanding of suicide risk factors remains limited, exacerbating the problem (Yeo, 2021). M. Gordon, Catherine (2019) found a considerable gap between parental awareness and adolescents' mental health, with over half of parents unaware of their child's suicidal thoughts, which further delays treatment (Jone et.al, 2019)

Research has also shown that family support, a critical factor, correlates inversely with suicidal ideation, although the overall effect is modest (Moller et.al, 2019). During the pandemic, helpline services saw a notable rise in callers with suicidal thoughts, indicating increased stress and social isolation (IDEAS, 2021). The pandemic's economic and social consequences, compounded by academic pressures, have affected adolescents globally, and Malaysia has been no exception. Suicide is a global concern, yet rates vary widely across regions. Singapore, for example, has the highest suicide rates in Southeast Asia, particularly among women, while Malaysia shows lower but rising rates (Lew et.al, 2021). Among Malaysian secondary school students, 10% have considered suicide, and 7.3% have made concrete plans (Liew, et.al,2023) During the pandemic, adolescent suicide attempts surged, particularly due to academic stress and social isolation, which align with findings from global meta-analyses (Keshavarzi, et.al, 2021, Mortier, et.al, 2018). Recent studies emphasize the heavy burden of academic pressures on youth mental health. High academic expectations contribute substantially to stress and suicidal ideation, highlighting the importance of support systems in educational settings [Lew, et.al,2022) . Additionally, research shows that digital learning environments and social media can both relieve and worsen academic stress, especially among students who feel socially isolated (Robinson, et.al, 2021)

Research Objectives

The current research is motivated by the following objective:

- (i) To evaluate the level of suicidal thoughts and behaviour among students.
- (ii) To identify the relationship between social support and suicidal thoughts and behaviour among students.
- (iii) To identify the relationship between academic stress and suicidal thoughts and behaviour among students.
- (iv) To examine the effect of social support and academic stress towards suicidal thoughts and behaviour among students.

Literature Review

Suicidal thoughts and behaviours (STB) cover a wide range of self-destructive behaviour, including brief death wishes, suicidal thoughts, feelings, and urges, developing specific plans and carrying out those plans (Zietz,et.al, 2021) According to Ngwena, Jerry, Zaid Hosany, and Irrah Sibindi (2021), self-harm, suicide attempts, and completed suicide are all examples of suicide-related behaviour. Suicidal thoughts arise when a person thinks of suicide but does not act on the above-mentioned behaviours, showing that no explicit or implicit intent to commit suicide exists. Suicidal thoughts will result from this psychological stress.

Role of Academic Stress and Social Support

Suicidal behaviour includes the stages of suicidal thinking, preparation, and attempt. Suicidal ideation refers to suicidal thoughts, ideas, or a desire to commit suicide. Academic stress is a major contributor to more severe disorders in students, such as depression and anxiety and other types of stress. Lecturers, assignments, peers, and other factors can contribute to academic stress. Exams, coursework, and other activities that students must balance have increased rapidly in recent years (Adib, 2019). Social support refers to the care and support that people receive from others. Social support is essential for a person's mental resilience because it helps them cope with and recover from adversity while improving their overall mental health (Cao, et.al,2020) Family support, peer support, and significant other support are the three dimensions of social support. According to studies, having a loving, supportive family can help individuals cope with life's ups and downs by reducing stress and improving emotional stability (Adib, 2019). Peer support is defined as interpersonal connections between people of similar ages formed via shared interests and mutual participation (Burns,et.al,2020) Schoolmates, friends, and other peers relationships provide moral support resources to help an individual reduce stress and stress-related negative feelings and are thus an essential factor in determining an individual's ability to adjust to an unpleasant situation when under pressure or feeling threatened meanwhile significant other support consists in the availability of a special person in one's life, who is always around during a time of need, and real source of care and comfort with whom sorrows and joys can be shared (Adamczyk, et.ak, 2016) In this study, a "significant other" refers to someone the person considers important and close. It is often but does not have to be a blood relative or a close family member. For example, it could be a close friend out of university connection or a childhood friend. Participants also emphasized the role of significant other support in making them feel supported and loved, which was key to building and maintaining psychological resilience to suicide (Harris,et.al,2019).

Relationship between Social Support and Suicidal Thoughts and Behaviour

Social support leads someone to 'believe that the individual is cared for and loved, esteemed, and a member of a network of mutual obligations. Social support may confer resiliency to suicidal thoughts and behaviour (Kleiman, et.al, 2013) Previous studies have identified the relationship between social support and suicidal thoughts and behaviour. The suicide rate among youth also increases over time. The increase in suicide is very worrying, especially among the younger generation. According to Angelakis & Gooding's (2022) study there are several identified causes that can influence the existence of suicidal intentions in teenagers, including relationship conflicts with peers, depression faced by individuals, low social background and conflicts in family relationships.

Kusumastuti et al. (21) research examined 130 vocational students from Semarang, Indonesia, ranging from 15 to 29 years old. This study looks into the relationship between social support and suicidal thoughts. Significant suicidal thoughts were discovered in 50.8 per cent of respondents in this study, whereas low suicidal thoughts were detected in 49.2 per cent. Suicidal thoughts were related to perceived family ($p = 0.002$) and peer ($p = 0.050$) support. On the other hand, there was no link between suicidal ideation and significant individual support ($p = 0.154$). Finally, the researchers discovered that suicide thoughts are linked to perceived family and peer support. Even when they were concerned about interpersonal relationships at school, interpersonal relationships at home or academic accomplishment, kids who felt more support from family members and trusted peer relationships were less likely to consider suicide (Nakano,et.al, 2022). According to Scardera et al. (2020), they are emerging people who received more social support and fewer mental health issues one year later. A

quantitative study examines whether early social support protects against depression, anxiety, suicidal ideation, and suicide attempts later in life. The study considered depressive and anxiety symptoms, suicide ideation and attempts, and family factors (e.g., socioeconomic status and family functioning and structure). More social support was linked to lower levels of sadness ($\beta = 0.23$; 95% CI, 0.26 to 0.18; $P = .001$) and severe anxiety ($\beta = 0.23$; 95% CI, 0.26 to 0.18; $P = .001$). (OR, 0.78; 95 per cent CI, 0.62-0.98). There was also a link between perceived social support and a lower risk of suicide (OR, 0.59 [95 per cent CI, 0.50-0.70] for suicidal thoughts and OR, 0.60 [95 per cent CI, 0.46-0.79] for suicide attempts). These findings point to a modifiable risk factor linked to suicidal ideation in young, depressed adults (Moller, et.al, 2021). The connection between low social support and suicidal ideation was partially mediated by depressive symptoms (Wan, et.al, 2020). The relationship between perception of social support, acculturation, depression, and suicidal thoughts was also seen in a study conducted by Kimbrough et al. (2019). This study investigates the relationships between perceptions of social support, acculturation, depression, and suicidal ideation among African American college students who attend predominately Black and White universities. It involved 98 African American students from both Black and White universities. Suicidal ideation and depression were more common in African American adolescents with non-supportive family and friends. Students who thought their family were unsupportive were substantially more likely to say they were depressed ($r = -.48$; $p.01$).

In addition, in order to identify suicidal ideation in transgender women according to clusters of depressive symptoms, levels of perceived social support, and latent class analysis (LCA), Tantirattanakulchai & Hounnaklang (2022) conducted a cross-sectional study on a sample of 280 transgender women in Bangkok, Thailand. They also identified associations between the identified classes and suicidal ideation. The results show that despair and lower perceived social support significantly enhanced suicide thoughts in transgender women.

H1: Social support has a significant relationship towards suicidal thoughts and behaviour

Relationship between Academic Stress and Suicidal Thoughts and Behaviour

Stress has permeated every aspect of human life and is no longer regarded as a distinct problem. Several studies have shown a relationship between academic stress and adolescent suicide ideation and behaviour (Marraccini, et.al, 2022). Suicide research requires an understanding of the cause-and-effect relationship between academic stress and suicidal ideation.

Questionnaires were used to investigate the moderated mediation connection between coping and resistance to academic stress and suicidal ideation among 505 student volunteers from Nigerian universities in the southeast. Academic stress was a major predictor of coping in the study. Suicidal thoughts were not substantially predicted by coping. Still, they did moderate the effect of academic stress on suicide thoughts, meaning that poor or moderate coping with academic stress would almost surely lead to suicidal thoughts (Okechukwu, et.al, 2021). Furthermore, according to the Sobel test ($z = 3.21$, $p = .004$), resilience fully moderated the relationship between academic stress and suicide ideation in this study. Suicidal thoughts were negatively connected with resilience, while academic stress was favorably associated. According to a study conducted by Pampa et al. (2020), they conclude that perceived parental expectations and teenage stress are related. As a result, counselling adolescents and their parents are critical. 180 adolescents in grades VIII – X was asked to complete a Perceived Stress Scale (PSS – 14) questionnaire. According to the study's findings, most adolescents (63.89 per cent) had moderate parental expectations, and the majority (69.44 per cent) had

moderate stress. The perceived parental expectations of teenagers and stress positively correlated ($r = 0.662$). This is supported by increased suicides linked to poor academic performance, particularly among high school students (Ahorsu, et.al, 2021). There was a link between perceived parental expectations and socio-demographic factors like gender, class, age, father's education, mother's education, monthly family income, and adolescent academic performance, as well as a link between perceived stress and socio-demographic factors like gender, father's education, monthly family income, and adolescent academic performance.

Academic stress has also been connected to suicidal ideation in teenagers, with studies finding that those with poor academic achievement were more likely to commit suicide (Castellví,et.al,2021) Other researchers have determined that education is a key source of stress for teenagers because of their parents' high expectations in terms of academic performance and student competition (Ahorsu, et.al, 2021).All these subject teenagers to emotional pressure, especially when parents criticise their children for failing in school.

This is supported by the study of Khan et al. (2023) sought to determine whether there was a connection between good mental health, academic stress, and suicidal thoughts among 210 Malaysian teenagers living in Johor Bahru who were between the ages of 15 and 20. The results showed that among Malaysian teenagers, academic stress did contribute to suicidal thoughts. According to the correlation analysis's findings, there is a link between academic stress and suicidal ideation, and good mental health. Additionally, this study discovered a substantial relationship between academic stress and suicidal thoughts that is mediated by good mental health. Suicidal thoughts are a result of academic stress, although good mental health may function as a considerable barrier.

H2: Academic Stress has a significant relationship towards suicidal thoughts and behaviour.

H3: Social support and academic stress positively effect on suicidal thoughts and behaviour

Research Methodology

The research employed a quantitative approach to study the impact of academic stress and social support on suicidal thoughts and behaviour among university students. Data were gathered using a structured survey, adapted from prior validated instruments, and distributed through WhatsApp. Initially, stratified sampling was used, but due to high response rates, it shifted to simple random sampling, resulting in 496 respondents from a target population of 1,976—exceeding the sample size recommended by Krejcie and Morgan's table. The survey included sections on demographics, suicidal thoughts and behaviour (using the Paykal Suicide Scale), social support (using the Multidimensional Scale of Perceived Social Support), and academic stress (using adapted scales). IBM SPSS Statistics Version 26.0 was utilized for data analysis, and a pilot study confirmed the instruments' validity. Expert feedback led to minor revisions, and reliability analysis showed Cronbach's alpha values over 0.9, confirming excellent consistency. This research adds new insights into the relationship between academic stress, social support, and suicidal thoughts, aiming to inform educational and policy stakeholders with evidence-based strategies for enhancing student mental health.

Results and Discussion

Data from 496 university students was gathered through the distribution of survey questionnaires via Google Form, meeting and surpassing the sample size goal outlined in Krejcie and Morgan's table. This guaranteed a 100% response rate and a sufficient sample size. To find any statistical problems, like missing data, data cleaning was done in SPSS. Data

screening reduces data shortages and eliminates low-quality data, claim Zhang et al. (2021) and Varma et al. (2016). There were no missing values in this study, guaranteeing the completeness of the data. The study's primary goal, determining the degree of suicidal thoughts and conduct among students, was accomplished by using descriptive analysis in SPSS to examine the demographic profile of respondents. According to the analysis, 324 (65.3%) of the 496 responders were female, and 172 (34.7%) were male. While 129 responders (26%) were 21 years of age or younger, the majority (74%) were 22 years of age or older.

With 144 respondents (29.0%), year 2 had the largest representation of any research year. Year 1 and Year 3 both had 138 respondents (27.8%). With only 15.3% of respondents, Year 4 had the fewest participants. Technology Management (Production and Operation) (BPB) had the most participants (183, 36.9%), followed by Technology Management (Construction) (BPC) with 91 (18.3%) and Technology Management (BPA) with 86 (17.3%). The study included respondents from five different departments within the ABC faculty. With 71 responses (14.3%), the Real Estate Management (BPD) sector was the most represented, followed by Furniture Design and Manufacturing (BPP) with 65 respondents (13.1%). Regarding academic achievement, 228 respondents (46.0%) scored above 3.5, 17 respondents (3.4%) had a CGPA below 2.5, and 251 respondents (50.6%) had a CGPA between 3.0 and 3.5.

Level of Suicidal Thoughts and Behaviour among students

Table 1 illustrate the mean score and level of suicidal thoughts and behaviour among students. The level of suicidal thoughts and behaviour among students is low; this might be because of the level of social support received from others or another variable that affect their perception of suicidal ideation, such as the previous attempt of suicide (Scardera,et.al,2020)

Table 1 Mean Score And Level Of Suicidal Thoughts And Behaviour Among Students

Dimension	Mean Score	Level
Suicidal Thoughts and Behaviour.	2.22	Low

Objective 2

The function of correlation is to determine the degree of relationship between two or more quantitative variables (Gogtay, et.al,2027) The correlation equipment used in this research was Spearman's rho correlation coefficient as a non-parametric test because the data distribution was not normal per the normality test above. Table 6 shows the result of the normality test. Using IBM SPSS software, the Spearman's rho correlation coefficient was calculated to evaluate the number and degree of correlation between the independent and dependent variables in this research (Senthilnathan,et.al,2019)

Relationship between Social Support and Suicidal Thoughts and Behaviour

Based on the collected and analyzed data, the Spearman's correlation coefficient (rs) of -0.412, with a p-value less than 0.05, indicates a negative and moderate relationship between social support and suicidal thoughts and behavior. This finding aligns with previous research by Perveen et al. (2019) and Scardera et al. (2020), which also highlighted the influence of social support on mental health outcomes. Khan et al. (2016) found that a lack of support from family, friends, and others could lead to suicidal thoughts and behaviors. Additional studies, such as that of Stradomska (2019) have shown that students experiencing low social support are more prone to suicidal ideation and attempts. Similarly, Eskin et al. (2019) emphasized that reduced

psychosocial support is associated with an increased risk of suicidal ideation and attempts. This relationship between social support and suicidal ideation is consistent with findings from a systematic review by Ati et al. (2020), which noted that family support and high parental involvement were negatively related to the risk of suicide among university students. However, the present findings diverged regarding support from friends and significant others. Research by Moller et al. (2021) and Miranda-Mendizabal et al. (2019) suggests that suicidal thoughts and behaviors are not necessarily influenced by friend or significant other support. In contrast, Kusumastuti et al. (2021) found that while family and peer support are linked to suicidal thoughts and behaviors, significant other support shows no such association.

Relationship between Academic Stress and Suicidal Thoughts and Behaviour

The analysis shows a Spearman's correlation coefficient (r_s) of 0.222 with a p-value less than 0.05, indicating a positive but weak relationship between academic stress and suicidal thoughts and behavior. This finding aligns with research from the National University of Malaysia (UKM), which studied 190 students aged 15-19 from two schools in Kuala Lumpur. This study found that 9.50% of these students experienced stress levels significantly correlated with suicidal ideation (Zainordin, et.al, 2022). Similar findings have been reported in previous studies, such as those by Ahorsu et al. (2021), Castellví et al. (2020), Obiageli Okechukwu et al. (2021), and Khan et al. [46], all of which noted a link between academic stress and suicidal thoughts and behavior in adolescents. These studies found that teenagers with lower academic performance were more susceptible to suicidal ideation. Additionally, research conducted internationally, such as by Santos et al. (2017), highlighted that academic stress influences suicidal ideation among university students, further supporting the link between academic factors and mental health risks in student populations.

Objective 3

Effect of Social Support towards Suicidal Thoughts and Behaviour

The regression analysis for social support and suicidal thoughts and behaviour (STB) yielded an R-value of 0.419, indicating a significant relationship. The R square value of 0.175 shows that 17.5% of the variance in STB can be explained by social support. The standard error of the estimate was 1.06276, suggesting a reasonable level of prediction accuracy. Among the dimensions of social support, family support had the highest R-value at 0.489, accounting for 23.9% of the variance in STB. Significant other support had the lowest R-value at 0.18, explaining only 3.3% of the variance. Friend support had an R-value of 0.381, representing 14.5% of the variance in STB. The Durbin-Watson statistic for all models was below 2, with a value of 1.756, indicating positive autocorrelation. The β -value for overall social support was -0.357, suggesting that a one-unit decrease in social support would result in a 35.7% increase in STB. The standard error for this estimate was 0.035, confirming accurate forecasting. The β -value for family support was -0.359, indicating a 35.9% increase in STB when family support decreases by one unit. For friend support, the β -value was -0.289, implying a 28.9% increase in STB with a one-unit decrease. Significant other support had a β -value of -0.109, showing a 10.9% decrease in STB with increased support. The p-value was less than 0.05, indicating that social support has a significant impact on STB. The findings indicate that insufficient social support, particularly from family and friends, contributes to higher levels of suicidal thoughts and behaviour among students at ABC University. This outcome contrasts with some past studies (Moller, et.al, 2021; Kimbrough, et.al, 2016; Nakano, et.al, 2022; Scardera, et.al, 2021) that suggested varying levels of significance. The current study highlights the crucial role of social support in mitigating STB and underscores the negative effect of its absence.

Effect of Academic Stress towards Suicidal Thoughts and Behaviour

The regression analysis conducted to achieve the fourth objective of this research revealed an R-value of 0.285, indicating a relationship between academic stress and suicidal thoughts and behaviour. The R square value of 0.081 suggests that 8.1% of the variance in suicidal thoughts and behaviour can be explained by academic stress. The standard error of the estimate was calculated as 1.12, indicating the accuracy of the prediction—with a lower standard error signifying observations closer to the regression line. The Durbin-Watson statistic was 1.604, confirming that the data met the criteria for observational independence.

The β -value was found to be 0.346, implying that a one-unit increase in academic stress would predict a 34.6% increase in suicidal thoughts and behaviour. The standard error for the β -value was 0.052, indicating that observed values were closely aligned with the fitted regression line. The p-value was less than 0.05, demonstrating that academic stress has a statistically significant effect on suicidal thoughts and behaviour among students. This outcome is consistent with previous research by Castellví et al. (2020) and Obiageli Okechukwu et al. (2021). In summary, although academic stress significantly impacts suicidal thoughts and behaviour, social support from family, friends, and significant others remains a crucial mitigating factor in this context.

Limitation, Implications of the Study, Recommendations and Conclusion

Limitations of study can be defined as characteristics of design and methodology that can influence the interpretation of findings. The first limitation is that this study only focuses on one faculty member, at ABC University. Undergraduate students only represent this research. As a result, it could not be generalised to the whole university as it might differ. The survey could be done from a large perspective on cross-university and focus on post-graduate students because post-graduate consists of local and international students. Post-graduate students migrate to local counties; therefore, their stress will differ. Next, various reasons or factors could contribute to suicidal ideation rather than academic stress and social support. This research only focuses on academic stress and social support as the independent variable and suicidal thoughts and behaviour as the dependent variable. This means academic stress and social support can result in suicidal thoughts and behaviour development among the respondents. In this research, 3ST theory has been used. Other few theories can be used in the upcoming study, such as the Interpersonal Theory of Suicide (IPTs) and Integrated Motivational – Volitional Model of Suicidal Behaviour (IMV). Besides that, the reliability of the data collected from the respondent also a limitation of the study. The reliability can be said in terms of the respondent's honesty because respondents' honesty is something that the researcher cannot control. This study focuses on knowing the respondents' suicidal ideation, which is a too personal question that will make the adolescent uncomfortable. If the adolescent decides not to be honest when answering the question, then the reliability of the result can be below. Upcoming research could use different instruments by interviewing the students or even cross-checking with the students and their parents, university, and stakeholders. The last limitation was the researcher used an online survey due to COVID-19. This is because not all the students were at the ABC campus; thus, an online platform was safe and easier to blast the questionnaire through Google Form. To minimise the limitation of the study, there are some suggestions provided by the researcher. First, the population should not be limited to the one faculty only. Instead, the population can be broadened to others faculties in ABC University to represent the result in the broader term. Meanwhile, respondents who left a few questions without any answers could not be controlled by the researcher directly. But the researcher can

come out with a strategy to ask for full cooperation and emphasise the importance of this study for the researcher.

The research finding followed by the fourth objective to know the effect of the independent variables on the dependent variable showed that social support has a moderate relationship and negative effect on suicidal thoughts and behaviour. Therefore, early screening and prevention should be considered. As described in this study, university-based screening can identify students with suicidal behavior that university professionals have not recognised. Still, screening is unlikely to identify all students who may need help. Therefore, screening should be one component of a school's mental health initiatives in identifying and helping at-risk students (Kaess,et.al,2014) In particular, the added value of screening is dependent on the availability and quality of the subsequent referral programs and healthcare.

ABC University should conduct this research to understand the relationship between academic stress, social support, and suicidal thoughts and behaviour. Although this study shows a significant relationship, this study was only conducted towards Faculty ABC students only, and the results could not be represented to the whole students in ABC University. In addition, this research also found that some of the respondents had trying committing suicide either once or more than twice. Indeed, ABC University should increase awareness about mental health problems and encourage students to meet professional counsellors and therapists through various mental health programs. The first alternative is for all universities to develop student support centers (SSCs), which are safe spaces on campus where all students can receive mental and physical health assistance (Dhingra,et.al,2016). Next, the university can also conduct a series of programs, lectures, and pamphlets to explain people who tend to commit suicide. Lecturers also need to learn psychological aspects, especially relating to identifying character to those who tend to commit suicide. In addition, people who've lost loved ones through suicide may be eligible for postvention training courses offered by the Ministry of Health in collaboration with university experts. Suicide rates may have decreased as a result of these activities, but further research is needed.

The Ministry of Education should lead efforts to educate and raise awareness about teen suicide, which is typically targeted at larger groups of students. Through school-based suicide prevention programs, staff and students learn about mental health resources, including how they work and access them. It may also assist youngsters in better coping by teaching them stress management and coping skills. According to recent research, while general education programs may improve students' basic understanding of suicide and warning signs, they have little impact on students' attitudes toward suicide and help-seeking behaviours (Manitoba's Youth Suicide Prevention Strategy, 2014). MOE, for example, could establish a "Three-level Prevention Program Students Self-Harm on Campus" to prevent student suicide on campuses and monitor schools at all levels to apply a three-level preventative strategy (Manitoba's Youth Suicide Prevention Strategy, 2014). Moreover, The Ministry of Education (MOE) and the Ministry of Health (MOH) may also collaborate on a Teacher Counselor Health Mind Program, which includes mental health screening and a suicide prevention training module.

As limitations existed in this study, there are few recommendations for future researchers interested in continuing this research. Firstly, this research only focuses on the faculty ABC students only. Perhaps, the future researcher can broaden the population so that the result can represent in a wider term. This study can be conducted not only limited to undergraduate students but also by the final year students undergoing practical, post-graduate and PhD in

ABC University so that suicidal thoughts and behaviour can also be detect among them. As a result, a better understanding of this research can be achieved regarding the relationship between academic stress, social support and suicidal thoughts and behaviour. A larger sample would increase the probability of generalising it to the whole university. The future researcher should try to convince the respondents to their cooperation. Hence, all 496 answered questions can ease the researcher to test the relationship between academic stress, social support and suicidal thoughts and behaviour. Last but not least, it is not necessary to focus only on these variables to understand the relationship. Other factors can contribute to suicidal thoughts and behaviour, such as gender, personality, demographic, and religion.

Parents should talk to their children about mental health and suicidal thoughts openly and honestly. It's one of the most crucial things a parent can do for their children. If they notice alarming changes in their child's behaviour or if they appear to be overworked, these chats are extremely important. It is a misconception to suppose that discussing suicide with a child can instil the thought in his or her mind. Parents should also watch their children's mental health and suicidal tendencies. Parents should acknowledge their child's feelings and tell them that they are there to help if they express thoughts about death or suicide. They should provide a safe environment for their children in which they may confide in them to listen to and express their problems without being judged or blamed. If their children are reluctant to spend time with other people, parents might explain that social support will help them feel better.

During the motivating and voluntary stages, IMV could assists in the formulation of effective suicide prevention activities by improving the appraisal of a problem. As a result, people are less likely to have suicide thoughts. The practitioner should explore variations in the voluntary phase and entrapment traits, which are crucial determinants in predicting suicide attempts and suicide prevention interventions. The volitional phase analyses the factors that affect whether a person actually commits suicide, whereas the motivational phase analyses the factors that control the formation of suicidal thoughts and purpose (Dhingra,et.al,2016).

In conclusion, the hypotheses and objectives of this research were achieved by the overall findings and results. Next, according to Spearman's correlation coefficient, it is indicated that there is a significant relationship between social support and suicidal thoughts and behaviour, academic stress and suicidal thoughts and behaviour. Moreover, it is shown that the suicidal thoughts and behaviour among students will be affected significantly by implementing social support and academic stress, which is shown as a result of the regression analysis. Therefore, the Ministry of Education and university management should pay attention to the findings of this research, which could help reduce suicidal thoughts and behaviour among university students.

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