

# Echoes of Distress: Suicidal Ideation among Students in Higher Education Institutions in Misamis Oriental

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## ABSTRACT

This study investigates the factors influencing suicidal ideation among undergraduate students at the University of Science and Technology of the Philippines – Claveria Campus. Utilizing a descriptive-correlational design, the research aims to understand the socio-demographic profiles of students and the manifestation of suicidal ideation indicators. A sample of 1,047 students was selected through cluster sampling, ensuring representation across various year levels and courses. Data were collected via survey questionnaires, focusing on psychological, social, economic, and academic factors contributing to suicidal thoughts. Statistical analyses, including descriptive and inferential techniques, were employed to identify significant differences in suicidal ideation based on gender and year level. The findings reveal critical insights into the prevalence of suicidal ideation among students, highlighting the necessity for tailored mental health programs that address the unique needs of different demographics. The study underscores the importance of fostering a supportive academic environment and encourages ongoing research to monitor trends in suicidal ideation and the effectiveness of interventions. Recommendations includes engaging students in mental health awareness activities and promoting open communication between parents and children regarding mental health issues. This research contributes to the understanding of suicidal ideation in educational settings and informs the development of effective prevention strategies.

**Keywords:** suicidal ideation, suicidal factors, predictive factors, manifestation of suicidal ideation, socio-demographic profiles, cluster sampling, descriptive-correlational

## INTRODUCTION

Suicide is an act of an individual taking her or his life intentionally. It is one of the effects of mental health illness. In the Philippines, deaths caused by intentional self-harm nearly doubled during the global pandemic in 2020 as stated by Statista Research Department, (2022). According to Redaniel, et.al., (2011), the increase in incidence and relatively high rates in adolescents and young adults point to the importance of focused suicide prevention programs. Improving data quality and better reporting of suicide deaths is likewise imperative to inform and evaluate prevention strategies. Preventing suicide is not the responsibility of governments alone. Each of us has a role to play, watching out for our friends, families, and colleagues and offering them our support when we think they might need it. It can make all the difference.

Many suicides happen impulsively in moments of crisis with a breakdown in the ability to deal with life stresses, such as financial problems, relationship break-ups, and chronic pain and illness as stated by the World Health Organization (2021). Among the ideation that contributes to the increase in the suicide rate, such as poverty, physical attacks, bullying, loneliness, insomnia, few peers, smoking, excessive alcoholism, illegal drugs, less physical activity, and truancy, among others.

Redaniel et.al., (2011) stated that in the Philippines, discussing this topic is not very common and people tend to elude from talking about it due to non-acceptance and the associated stigma to the family. The incidences of suicide in the Philippines have been progressing and are taking their roots in Filipino society. Suicide prevention, peer guidance, and similar acts are given a low priority due to other competing mental illnesses and poor understanding of the growing problem of suicide incidents.

In the same way, there is also an under-reporting of this incidence. Thus, there is a compelling need to understand suicide ideation and behavior and the need to lay the foundations of deterrence, especially in an academic institution. It is imperative to study suicidal ideation and be sensible of the exposure among our students in the University of Science and Technology of Southern Philippines – Claveria Campus.

### Statement of the Problem

This study determined the suicidal ideation of undergraduate students of the University of Science and Technology of Southern Philippines – Claveria Campus during the Academic Year 2023-2024. Specifically, the study sought to answer the following questions:

- 1.) What is the socio-demographic profile of the students in USTP-Claveria in terms of;
  - 1.1 Sex,
  - 1.2 Age, and
  - 1.3 Year Level?
- 2.) How does the various indicators of suicidal ideation manifest among students in terms of;
  - 2.1 Psychological Reasons,
  - 2.2 Study Reasons,
  - 2.3 Physical Reasons,
  - 2.4 Social Reasons, and
  - 2.5 Economic Reasons?
- 3.) Is there significance of socio-demographic factors and suicidal ideation indicators in predicting the risk of suicidal thoughts among students?

### Hypotheses of the Study

From the statement of the problem, the following hypotheses were tested at 0.05 level of significance.

**Ha:** There is significant relationship between socio-demographic factors and suicidal ideation among students at the USTP-Claveria Campus.

**Ho:** There is no significant relationship between socio-demographic factors and suicidal ideation among students at the USTP-Claveria Campus.

## REVIEW OF LITERATURE

### Local Setting

In the Philippine context, the issue of mental health, particularly among the youth, has gained increasing attention in recent years. Several studies have explored the prevalence and correlates of suicidal ideation among Filipino students.

Quintos (2021) conducted a study on the experiences of suicide ideation and attempts among Filipino students, revealing that family problems were the most common reason for suicide ideation before the pandemic, while academic problems emerged as the primary reason during the pandemic. The study also highlighted the importance of addressing financial problems as a contributing factor to suicidal ideation and attempts.

Another study by Lee, Sta. Maria, Estanislao, and Rodriguez (2003) explored the factors associated with suicidal behavior among university students in the Philippines. They found that academic stress, family problems, and interpersonal difficulties were significant predictors of suicide ideation and attempts. The study emphasized the need for comprehensive mental health support services on college campuses to address these factors.

Moreover, a study by Quintos (2017) identified predictors of suicide ideation among Filipino youth, including poor family relationships, negative peer influences, and limited access to mental health services. The findings underscored the importance of strengthening family bonds, promoting positive peer relationships, and providing adequate mental health support to prevent suicidal ideation and attempts among young Filipinos.

According to Estrada, C.A.M., Nonaka, D. et al. (2019), Suicide is a global public health concern, counting roughly 1.5 of all deaths worldwide. Its frequency is high among the adolescent and youthful adult populations. In the Philippines, the frequency of self-murder isn't clear since there's no country-wide self-murder registry in place. Thus, grounded on the study, suicidal creativity and actions are current among adolescents. This study also showed a significant difference in stations towards self-murder and sociodemographic characteristics between learners with and without suicidal creativity actions. It also suggests that the academy's psychosocial terrain, through social morals and learner-schoolteacher relations, can potentially help the progression of suicidal creativity to behavior, influence help-seeking, and promote internal health among learners.

In addition, as stated by Alayon (2021) depression frequency in bouts ranging from moderate, severe, and extremely severe, and a high level of suicidal ideation among the minority of college freshmen press for an urgent response and a need to pose follow-up inquiries to obtain additional information as to the actual status of respondents in terms of suicidal thoughts from school-based mental health professionals in the college. The very low level of emotional intelligence generally calls for holistic psychosocial interventions to enable the students to attain flourishing well-being in terms of training in Social and Emotional Learning (SEL). The associations between psychosocial factors and depression and suicidal ideation suggest a need for service integration in guidance and counseling. The prevalent and intense levels of depression and a high level of suicidal ideation for college freshmen living alone, and their underdeveloped EQ, suggest an urgent need for service utilization strategies and school-based workable mental health programs. This mental health program should include enhancing students' EQ with components vital in acquiring students' dynamic interpersonal relations, stress management skills, adaptability to new environments and situations, and positivity or optimism amid difficulty. The predictive utility of EQ suggests its robust attribute to protect college students from the adverse effects of depression and suicidal thoughts. Enhancing students' EQ will eventually empower them for successful coping strategies. Being aware of their emotions and that of others, and identifying the triggers of sadness or frustrations will make their emotions work for them and not against them.

Madelene Sta. Maria et.al. (2015) stated that suicide creativity is a robust predictor of self-murder completion. Research into the extent of and the factors related to self-murder creativity is therefore important. Findings can help inform the development of forestallment programs. Despite the addition of self-murder cases among the youth in the Philippines, substantial original studies on self-murder creativity are meager. This check determined the frequency and associated factors of self-murder creativity among university scholars in Manila, Philippines. A questionnaire containing particulars on self-murder creativity and threat factors was administered among 450 scholars enrolled at a private university. As the criterion variable, self-murder creativity, which was firstly measured using a Likert-grounded statement, was recorded into a dichotomous variable for the present analysis. Using multivariate logistic retrogression, the threat factors, including seven socio-demographic variables, three internal and cerebral variables, two life-related variables, and four variables on social groups and connections, were examined for their statistical associations with suicidal studies. The frequency of self-murder creativity among the actors was 24, albeit the position of inflexibility of suicidal studies was low. None of the socio-demographic variables was associated with self-murder creativity. Multivariate analyses showed that scholars who were displeased with their love relationship and those who reported low situations of closeness with parents and peers were more likely to suppose self-murder. Grounded on our knowledge, this check was the first to give substantial substantiation on self-murder creativity among university scholars in the Philippines. The data suggest that a forestallment program is necessary, at least for the private university surveyed, given that self-murder creativity was current among the university pupil replies. There's a need for a dependable clinical follow-up of scholars with suicidal studies to confirm the presence of their internal health problems. The study

underscores the significance of integrating the places of primary social groups and connections into the design of the program seeking to help the scholars at threat.

According to Jasmin Gange Lagman et.al. (2021), there's a lower prevalence of suicide in the Philippines compared to other advanced developing countries, but the trend has been adding. This study aims to identify the supplements of suicide attempts in Filipino youth using the World Health Organization's 2015 Global School-Based Health Survey. All seminaries in the Philippines with grades 7- 10 were included. A stratified slice design was used, and actors were aimlessly tried. The 61 scholars who shared in the check 16.2 have tried suicide at least formerly in the once 12 months. Suicide self-murder is a global miracle and is the fourth leading cause of death among 15- 29 times old worldwide. In the United States (US), suicide is the alternate leading cause of death among youths periods 15- 19 times old. In discrepancy to other advanced/ developing countries, there's a lower prevalence of self-murder in the Philippines with a crude self-murder rate of 2.2 per 100,000 population compared to 100,000 population encyclopedically. As a generally unqualified country, there may be under-reporting or misclassification of suicide as an injury of undetermined intent. Over recent times, the prevalence of suicide in the Philippines has been increasing and there's a critical call to understand suicide gestures and the need to establish forestallment strategies. It's imperative to study the trends of suicide and understand threat factors among adolescents in the Philippines. There are colorful threat factors including psychosocial and natural factors that have been linked. Those who have tried self-murder are at high threat after self-murder completion, especially during the ensuing time of their first attempt.

Treatment guidelines have stressed colorful threat factors including depression, family history of self-murder attempts, exposure to violence, impulsivity, aggressive or disruptive gestures, access to arms, bullying, passions of forlornness or helplessness, and acute loss or rejection. The American Academy of Pediatrics (AAP) Committee on Adolescence listed fresh threat factors for self-murder and self-murder attempts which include history of relinquishment, manly gender, maternal internal health problems, lesbian, gay, bisexual, or questioning sexual exposure, transgender identification, a history of physical or sexual abuse, pathologic internet use, and non-suicidal tone- pernicious actions. Agitation, intoxication, and recent stressful life events were considered immediate threat factors while bullying, disabled parent-child relationships, living outside of the home, difficulties in the academy, and neither working nor attending the academy were social and environmental threat factors.

Pia Angelica G. Vega, and Riza C. Lorenzana, (2022) stated that sexual abuse has long been a prevalent issue across various populations regardless of age, sex, and gender. Children who become victims of these crimes experience negative effects on their lives including their mental health. Suicidal behavior is prevalent in this group of children due to depression, trauma, and shame. In the Philippines, there are 106 Women and Children Protection Units located in 10 cities and 55 provinces that cater to victims of abuse. One of them is located in the Philippine General Hospital (PGH). In PGH, the Child Protection Unit (CPU) uses a multidisciplinary approach that includes medical, social, legal, and forensic services. Part of the evaluation of each patient is the mental health screening using standardized tools to screen for psychological trauma or suicide risk among the victims. Once children are seen to be at high risk for psychological trauma, they are seen by child psychiatrists for in-depth evaluation and further management.

These studies highlight the urgent need to address the issue of suicidal ideation among Filipino students. The influence of academic pressures, family problems, financial difficulties, social isolation, and the added stress of the pandemic can create a perfect storm for mental health crises. Recognizing the urgency of the situation, it is imperative to prioritize mental health initiatives, promote open conversations about mental health, and provide accessible mental health services to support our young people. By addressing these issues proactively, we can hope to reduce the prevalence of suicidal ideation and create a brighter future for Filipino students.

## Foreign Setting

Kukoyi, O., Orok, E., Oluwafemi, et.al (2023) stated that one major public health issue that has become rampant throughout the world and is adding to the burden of healthcare is suicidal actions (suicidal creativity and deliberate tone- detriment) among youthful people. World Health Organization (WHO) reported that each time,



further than 700, 000 people die from self-murder, and for every self-murder, numerous further people attempt self-murder.

Self-murder is a tragedy that has a continuing impact on families, communities, and indeed nations. It occurs at any age and was the fourth biggest cause of death worldwide for people aged 15 to 29 in 2019. Still, in Africa, self-murder is the 2nd leading cause of death among people aged 15- 29 times. Primary cause of death among academy undergraduates encyclopedically. Self-murder rates among academy undergraduates vary extensively among countries ranging from 5 to about 31. Low-income countries including Nigeria have an advanced prevalence rate of suicidal creativity and tone detriment as compared to high-income countries. School undergraduates have biopsychosocial problems which could explain the high prevalence in African countries. In Nigeria, a study reported a prevalence rate of 20 for self-murder creativity and 12 for tone-detriment among young people. Parlous actions similar to suicidal creativity and tone detriment enhance scholars' vulnerability to poor physical and internal issues.

A study reported that those adolescents who follow through more readily with self-murder are those with passions of anxiety. Also, gender difference, poor academic performance, and socially profitable factors are associated with suicidality and tone detriment among academy undergraduates. In some low-income countries, girls are at advanced threat of suicidal actions especially because of rigid gender morals and demarcation.

It is indeed alarming throughout the world that a lot of people have a perspective in cutting their lives. According to Seidler, Z. E., Wilson, M. J., Oliffe, J. L., et.al (2023) manly suicide remains a major public health concern throughout the world. harmonious with data from other countries(e.g.), men in Australia die by self-murder at a rate roughly three times that of women. It's thus essential for exploration to concentrate on understanding the development of suicidal studies and action in men, alongside threat and defensive factors. Similar exploration is particularly warranted in the environment of the new coronavirus (COVID-19) epidemic, where executed insulation, severance, and interpersonal strain have led to an arising and ongoing internal health burden. These are particularly concerning threat factors for self-murder and may have unique counter accusations for men. Despite early substantiation suggesting rates of self-murder death haven't increased throughout the epidemic, substantiation indicates increased rates of suicidal creativity relative to pre-pandemic indicators. Also, the threat of self-murder in the environment of global heads tends to increase once the immediate extremity has passed. Self-murder threat is understood to live on a continuum from suicidal studies (i.e., studies of ending one's life) to suicidal action (i.e., acting out attempts to take one's life).

According to Milintsevich, K., Sirts, K., & Dias, G. (2023) Major Depressive Disorder (MDD) is one of the most common and comorbid internal diseases that impacts a person's day-to-day exertion. In addition, MDD affects one's verbal footmark, which is reflected by subtle changes in speech product. This allows us to use natural language processing (NLP) ways to make a neural classifier to describe depression from speech reiterations. Generally, current NLP systems distinguish only between depressed and non-depressed countries. This approach, still, disregards the complexity of the clinical picture of depression, as different people with MDD can suffer from different sets of depression symptoms. Thus, prognosticating individual symptoms can give further fine-granulated information about a person's condition. In this work, we look at the depression bracket problem through the prism of the symptom network analysis approach, which shifts attention from a categorical analysis of depression towards a substantiated analysis of symptom biographies. For that purpose, we trained a multi-target hierarchical retrogression model to prognosticate individual depression symptoms from the case- case-psychiatrist interview reiterations from the DAIC- WOZ corpus. Our model achieved results on par with state-of-the-art models on both double individual bracket and depression inflexibility validation while at the same time furnishing a more fine-granulated overview of individual symptoms for each person.

Aboagye, R. G., et.al (2022) stated that rapid changes in society, family structure, and socioeconomic factors are contributing to severe adversities and stress in young people. Tone-detriment and self-murder rates have been going up in youthful populations egging an examination of factors that spark this gesture. Encyclopedically, it's reported that each time, further than, 700,000 people die due to self-murder and self-murder is the fourth leading cause of death in 15-19-year-olds. Also, self-murder contributes to 1.4 percent of the global burden of complaints and also surfaced as the alternate cause of death among young people aged 15- 29 times. Hence, making suicide and attendant issues of loneliness, insulation, and poor support are important public health enterprises. The

African periodic frequency of self-murder was set up to be 34,000 with a prevalence of 3.2 per, 100,000. A recent methodical review set up that the median point frequency of suicidal creativity in adolescents progressed 10- 19 from several countries in sub-Saharan Africa (SSA) was 11.6% It is noteworthy that self-murder doesn't do sporadically; rather, it operates through a process which generally constitutes suicidal creativity and suicidal attempt. previous exposure to self-murder and previous exposure to self-murder attempts in the general population is associated with increased odds of posterior suicidal gestures. thus, understanding suicidal creativity provides an enabling framework to attack self-murders in the general population.

Lin, Y.-H., et.al. (2022) say that suicide has been another important public health concern during the COVID-19 epidemic. A methodical review suggested that the frequency of COVID-19-related suicidal creativity was more advanced among those in the general population during the COVID-19 epidemic than before it. Empirical exploration has indicated that the causes of self-murder associated with the COVID-19 epidemic include the (i) negative socio-economic impact of COVID-19, (ii) fear of getting infected, (iii) stress of severance, and (iv) emotional insulation caused by home confinement orders. Suicide and wakefulness are significant internal health enterprises that extensively affect individual lives. Still, during a public health extremity like the COVID-19 epidemic, these internal health enterprises are likely to have been aggravated. Fear of contracting the contagion may amplify the cerebral consequences of COVID-19 due to uncertain prognostic and smirch toward COVID-19 cases. Although communicating information about COVID-19 with the public is essential, the information load may lead to increased fear and increased self-murder rates. Moment's media technologies enable individuals to admit information snappily from a variety of sources, and there's an important need for secure health information during the epidemic. Thus, the responsibility of information sources (i.e. those that can be considered the most honest and dependable similar to that from estimable health associations similar to the World Health Organization, government health ministries, etc.) can be a suggestive factor in decreasing public stress caused by the pandemic.

Moreover, García-Hermoso, A. et.al. (2022) said that mental health diseases are a public health concern due to their heavy existent, social, and profitable burdens. These diseases include depression, which is the alternate leading cause of times lived with disability and a leading cause of disability-acclimated lifetime according to The Global Burden of Conditions, Injuries, and Threat Factors Study 2019. Depression is also one of the most common major psychiatric diseases that constantly begin during nonage, and its negative impacts can extend into the majority. Suicidal creativity, despite not being considered an internal complaint, is also a serious global public health problem and seems to be related to these factors. Encyclopedically, 703,000 people die by self-murder every time according to the World Health Organization, and it's the alternate leading cause of death among 15-29-year-olds. Among the United States (U.S.) population, the global age- age-formalized self-murder rate was 14.5 per 100,000 people in 2019. Thus, it's important to identify adjustable factors that could help or palliate depressive symptoms and suicidal creativity. On the other hand, shy movement actions (i.e., physical inactivity, inordinate screen time, and short sleep duration) have been preliminarily linked as factors associated with depression and suicidality among adolescents. Still, these studies considered movement actions as independent threat factors rather than mutually exclusive corridors of the continuum that affect health synergistically.

Thus, these three actions are codependent and should be considered contemporaneously. For this reason, the Canadian Society for Exercise Physiology convened a Consensus Panel including representatives of public associations, content experts, methodologists, stakeholders, and end-druggies who followed rigorous and transparent guideline development procedures to produce the Canadian movement guidelines for children and youth, and the Canadian movement guidelines for grown-ups, which have been considerably used worldwide.

## Conceptual Framework

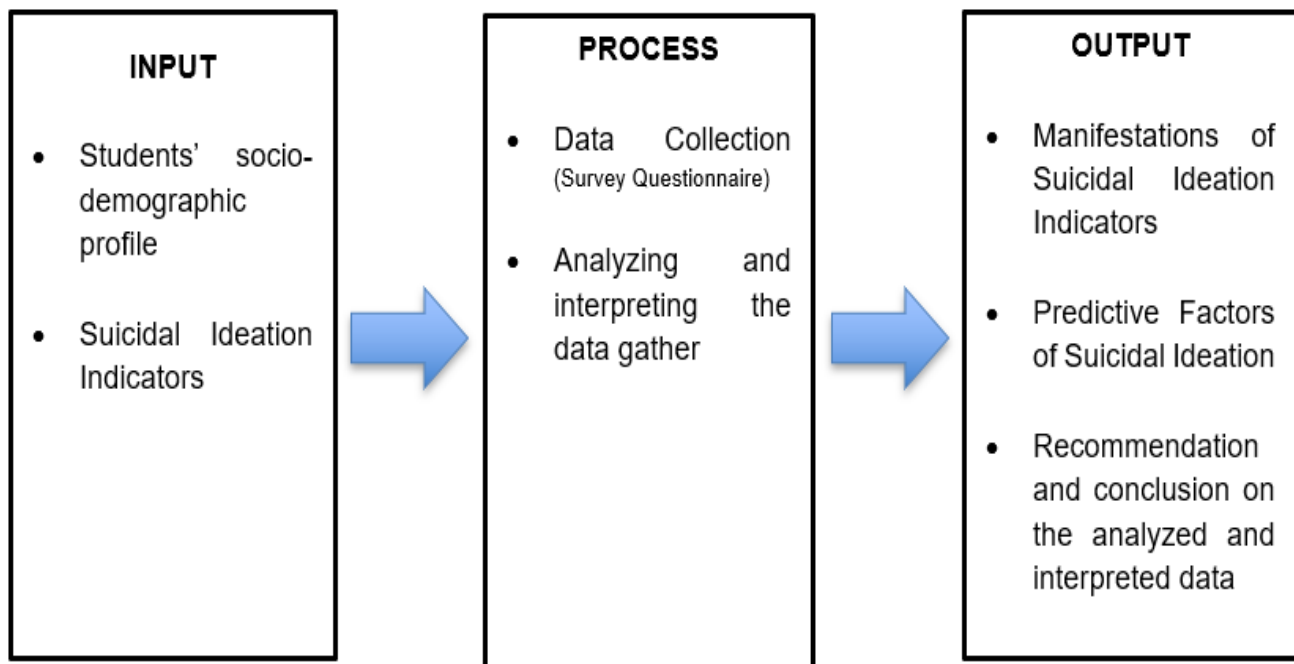


Figure 1. An IPO model of students' suicidal ideation which will be the basis for a Policy Recommendation

Figure 1 presents the independent and dependent variables involved in the study on suicidal ideation among USTP-Claveria students. Socio-demographic factors such as age, sex, and year level, as well as psychological factors such as stress, anxiety, and depression, are identified as independent variables that may influence suicidal ideation. Suicidal ideation itself, measured by a validated scale, serves as the dependent variable. The framework suggests that socio-demographic factors can directly impact psychological factors, which in turn can increase the risk of suicidal ideation.

## RESEARCH METHODOLOGY

### Research Design

A descriptive-correlational design was employed to investigate the socio-demographic profile of USTP-Claveria students, the manifestation of suicidal ideation indicators, and the relationship between these factors and the risk of suicidal thoughts. This design is suitable for exploring the association between variables without establishing causation (Creswell & Creswell, 2018).

### Setting of the Study

The study was conducted at the University of Science and Technology of the Philippines, Claveria Campus, a renowned institution of higher learning located in the province of Misamis Oriental, Philippines.

### Sampling Procedure

The study utilized the cluster sampling technique in selecting the respondents. Thomas (2020) defined cluster sampling as a method of probability sampling that is often used to study large populations, particularly those that are widely geographically dispersed. The whole population is all the Bonafide students of USTP-Claveria, then it was clustered, and each clustered population was divided by the researchers to get the approximate number of respondents needed in the study. After computing, the total number will be used to randomly select students in each year level to be one of the respondents.

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## Respondents of the Study

The respondents in the study are Bonafide undergraduate students enrolled of the University of Science and Technology of Southern Philippines – Claveria Campus (USTP-Claveria) during the Academic Year 2023-2024, who are enrolled in the 3 different colleges namely: College of Arts and Sciences (CAS), College of Agriculture (CA) and College of Engineering and Technology (CET). A sample size of 1,047 students was determined using a suitable sampling technique to ensure representation from different year levels and courses.

## Ethical Considerations

As the research on suicidal ideation among USTP-Claveria students concludes, it is important to acknowledge the significance of ethical considerations throughout the entire process. By adhering to ethical principles, the researchers ensured the well-being and privacy of all respondents. Key ethical practices implemented includes:

*Informed Consent:* Respondents were provided with clear and concise information about the study's purpose, procedures, potential risks, and benefits. Their voluntary consent was obtained before their participation.

*Confidentiality:* All respondents data was treated with the utmost confidentiality. Personal information was anonymized and securely stored to protect privacy.

*Data Security:* Robust measures were implemented to safeguard the integrity and security of the collected data, preventing unauthorized access and data breaches.

*Benefits:* The study aimed to contribute to a better understanding of suicidal ideation among young adults and to inform the development of effective prevention and intervention strategies.

## Data Collection Technique

The researchers ensured and secured an informed consent to its respondents, to guarantee that they understand the objectives and what it means to participate in the study. The researchers will also guarantee the privacy of the respondents involved especially since this study is a crucial and very sensitive topic.

This study primarily involved survey questionnaires designed to capture quantitative responses related to factors influencing suicidal ideation, including psychological, study-related, physical, social, and economic reasons.

## Statistical Technique

The study delves deeper into the data collected on the factors influencing suicidal ideation among students, a combination of descriptive and inferential statistical techniques was employed.

*Descriptive Statistics*, such as mean and standard deviation, were calculated to paint a clearer picture of the data. These statistics helped the researchers understand the average level of suicidal ideation and how much the scores varied within each factor (psychological, study-related, physical, social, and economic). This initial analysis provided a foundational understanding of the frequency and intensity of suicidal ideation experiences among the respondents.

*Inferential Statistics* was also utilized to uncover more profound insights. Independent Samples t-tests were employed to compare the mean levels of suicidal ideation between two distinct groups (male and female students). This allowed the researchers to determine if there were significant differences in suicidal ideation experiences between these groups. Analysis of Variance (ANOVA) was used to analyze the differences in suicidal ideation across multiple groups (age groups, year levels). This technique helped us identify whether specific socio-demographic factors significantly influenced the level of suicidal ideation.

In both cases, p-values were calculated to assess the statistical significance of the findings. A p-value of less than 0.05 indicated a significant difference, suggesting that the observed differences were not due to chance.



## RESULTS AND DISCUSSION

Table 1. Frequency Distribution of Respondents' Age

Age	Frequency	Percent
17 – 19 years old	360	34.38
20 – 22 years old	549	52.44
23 – 25 years old	117	11.17
26 – 28 years old	18	1.72
29 – 31 years old	3	0.29
<b>Total</b>	<b>1047</b>	<b>100.00</b>

The age distribution in Table 1 shows that the majority of respondents are young adults, with 52.44% in the 20–22 age group and 34.38% in the 17–19 age group, collectively making up 86.82% of the total population. This suggests that the sample is largely composed of individuals in their late teens to early twenties. In contrast, older age groups (23–31 years) are minimally represented, accounting for only 13.18% combined. This indicates a predominantly youthful demographic, with very few respondents aged 26 and above, highlighting a possible focus on younger age groups within the surveyed population.

Table 2. Frequency Distribution of Respondents' Year Level

Year Level	Frequency	Percent
First Year	275	26.27
Second Year	281	26.84
Third Year	253	24.16
Fourth Year	238	22.73
<b>Total</b>	<b>1047</b>	<b>100.00</b>

The year-level distribution in Table 2 shows a fairly balanced representation across all academic years among the 1,047 respondents. The Second-year students make up the largest group at 26.84%, closely followed by First Year students at 26.27%. Third- and Fourth-Year students represent slightly smaller proportions, at 24.16% and 22.73%, respectively. This distribution suggests a well-rounded sample with a relatively even spread across year levels, indicating that each academic level is nearly equally represented in the population.

Table 3. Frequency Distribution of Respondents' Sex

Sex	Frequency	Percent
Male	531	50.72
Female	516	49.28
<b>Total</b>	<b>1047</b>	<b>100.00</b>

The sex distribution of the 1,047 respondents is nearly balanced, with 50.72% male (531 individuals) and 49.28% female (516 individuals). This close-to-equal representation suggests minimal gender disparity in the sample, providing a well-rounded perspective across both male and female respondents. This balance may contribute to a more equitable analysis, as insights gained from the data are likely to reflect perspectives from both genders relatively equally.

The balance of sex within a sample may contribute to a broader understanding of mental health trends, as research often demonstrates differences in how males and females experience and report suicidal ideation. Beautrais (2002) points to gender-specific mental health patterns, finding that men and women may experience suicidal thoughts differently due to varying social and psychological factors. Thus, in this study, equal distribution of samples have been observed and the result may contribute to a better exploration of different types of ideation.

Table 4. Suicidal Ideation Manifests among Students in terms of Psychological Reasons

Indicators	Mean	Standard Deviation	Interpretation
Have you ever thought of your future aims and felt depressed right after?	2.63	0.92	<i>Sometimes</i>
Have you ever thought of self-harm when you failed exams because of being distracted by your bad friendship situation?	1.72	0.92	<i>Rarely</i>
Have you ever got depressed when you feel that you have poor leadership skills?	2.26	0.97	<i>Rarely</i>
Have you ever thought of self-injury because of the death of your loved one?	1.52	0.92	<i>Rarely</i>
Have you ever thought of committing suicide because of not having a good relationship with friends?	1.23	0.63	<i>Never</i>
Have you ever thought of committing suicide because of getting punishment for a small mistake you've committed?	1.30	0.69	<i>Never</i>
Have you ever thought of committing suicide whenever you lose your self-respect among friends?	1.22	0.63	<i>Never</i>
Have you ever been depressed when you are ignored based on your skin tone/color?	1.43	0.78	<i>Never</i>
Have you ever thought of committing suicide when the teacher came to know your mistakes?	1.13	0.48	<i>Never</i>
Have you ever thought of committing suicide because of love failure?	1.22	0.6	<i>Never</i>
Have you ever got depressed when you felt alone losing parents and relations?	2.13	1.05	<i>Rarely</i>
<b>Overall</b>	<b>1.62</b>	<b>0.78</b>	<b><i>Rarely</i></b>

The data on suicidal ideation among students, specifically regarding psychological reasons, indicates a generally low frequency of such thoughts. With an overall mean score of 1.62 (interpreted as "Rarely") and a standard deviation of 0.78. Overall, the results suggest that suicidal ideation due to psychological factors is infrequent among the majority of students, indicating that such thoughts are not commonly experienced within this population.

This was supported by Ciarrochi, Morin, Sahdra, and Litalien (2017) on their study to which it showed and discussed that even how university students often experience various levels of psychological distress, suicidal ideation remains low for many, with resilience and social support acting as protective factors against frequent or intense suicidal thoughts. In addition to this, another study found that, while college students report a range of mental health symptoms, the prevalence of severe suicidal ideation is relatively low, suggesting that many students may experience stress or distress without progressing to frequent suicidal thoughts. This aligns with the finding of a low overall mean for suicidal ideation related to psychological factors by Keyes, C. L. M., Eisenberg, D., Perry, G. S., Dube, S. R., Kroenke, K., & Dhingra, S. S. (2012).

Table 5. Suicidal Ideation Manifests among Students in terms of Study Reasons

Indicators	Mean	Standard Deviation	Interpretation
Have you ever felt depressed and thought of committing suicide when you scored low marks?	1.33	0.67	<i>Never</i>
Have you ever thought of committing suicide when you did not score high in your favorite subject?	1.20	0.56	<i>Never</i>
Have you ever thought of committing suicide when you were not able to write your exam properly even though there was enough time?	1.20	0.57	<i>Never</i>
Have you ever thought of committing suicide when you are not able to expose your personal/hidden talents at the school level?	1.12	0.44	<i>Never</i>
Have you ever thought of self-injury when you were not able to score a high mark because of selecting a subject that you disliked?	1.26	0.6	<i>Never</i>
Have you ever got depressed when your parents advised for scoring low marks in exams?	1.51	0.82	<i>Rarely</i>
Have you ever got depressed when the teacher teaches without intervals in class?	1.54	0.85	<i>Never</i>
Have you ever thought of committing suicide about your problems in learning or coping with the class?	1.24	0.62	<i>Never</i>
Have you ever been depressed about your disability in understanding subjects?	1.85	0.94	<i>Rarely</i>
Have you ever gotten depressed about the hindrances that arise because of spelling mistakes in writing?	1.54	0.8	<i>Rarely</i>
Have you ever thought of committing suicide whenever you lost valuable things in the classroom and were scared because of your parent's strictness?	1.21	0.58	<i>Never</i>
Have you ever thought of committing suicide because of the syllabus being difficult?	1.20	0.56	<i>Never</i>
Have you ever got depressed as you cannot score mark because of mathematical error mistakes?	1.62	0.86	<i>Rarely</i>
Have you ever thought of committing suicide when you are being recognize for your mistakes?	1.25	0.62	<i>Never</i>

Have you ever got depressed when a teacher you disliked takes classes?	1.33	0.68	<i>Never</i>
Have you ever thought of committing suicide when you got depressed after comparing your marks with friends?	1.23	0.62	<i>Never</i>
Have you ever got depressed for not getting favorable environment during examinations?	1.50	0.77	<i>Never</i>
Have you ever thought of committing suicide when you could not continue your studies because of family circumstances?	1.38	0.77	<i>Never</i>
Have you ever thought of committing suicide due to the strictness forced in schools?	1.11	0.38	<i>Never</i>
Have you ever got depressed when the prize you deserved was awarded to another in the school?	1.35	0.88	<i>Never</i>
Have you ever thought of committing suicide of the unexpected incidents happened during school days?	1.18	0.54	<i>Never</i>
Have you ever thought of committing suicide when you were not able to pay your school fees?	1.22	0.59	<i>Never</i>
Have you ever got depressed of the differences shown among the students of private and government schools?	1.24	0.57	<i>Never</i>
Have you ever thought of committing suicide when you could not continue your studies because of family circumstances?	1.34	0.74	<i>Never</i>
Have you ever got depressed because of the distractions in education caused by others?	1.62	0.89	<i>Rarely</i>
<b>Overall</b>	<b>1.35</b>	<b>0.68</b>	<b><i>Never</i></b>

The data on suicidal ideation among students related to study reasons indicates that such thoughts are very rare, with an overall mean score of 1.35 (interpreted as "Never") and a standard deviation of 0.68. The majority of indicators fall within the "Never" category. This suggests that study-related pressures or reasons are infrequently associated with suicidal ideation among these students. Overall, the findings imply that study-related factors are not a common trigger for suicidal thoughts in this population.

Many studies highlight that while academic stress is prevalent, it does not commonly lead to frequent suicidal thoughts among students. Baldwin, Towler, Oliver, and Datta (2017) discuss that study-related stressors, while often leading to anxiety and mild distress, are typically managed without escalating to suicidal thoughts. The study indicates that academic demands alone are rarely associated with severe mental health crises in most students. Recent studies conducted by Sharma and Sharma (2020) found that academic pressures can increase stress, but they also suggest that such pressures are less likely to result in suicidal ideation compared to other stressors, such as interpersonal or economic challenges. Their findings support the conclusion that study-related reasons are infrequently linked to suicidal thoughts.

Table 6. Suicidal Ideation Manifests among Students in terms of Physical Reasons

Indicators	Mean	Standard Deviation	Interpretation
Have you ever thought of committing suicide when you could not write your examinations because of illness?	1.20	0.55	<i>Never</i>

Have you ever thought of committing suicide because you are a differently abled person?	1.15	0.49	<i>Never</i>
Have you ever thought of committing suicide because your health is affected due to drug addiction?	1.09	0.42	<i>Never</i>
Have you ever thought of committing suicide when you lost in sports?	1.1	0.4	<i>Never</i>
Have you ever thought of committing suicide when your health is affected because of long-time smoking habits?	1.08	0.36	<i>Never</i>
<b>Overall</b>	<b>1.12</b>	<b>0.44</b>	<b><i>Never</i></b>

The data on suicidal ideation among students due to physical reasons shows an overall low occurrence, with a mean score of 1.12 (interpreted as "Never") and a standard deviation of 0.44. It indicates that physical factors are not associated with suicidal thoughts among the students in this sample. This suggests that physical health or conditions rarely, if ever, contribute to suicidal ideation in this population, reflecting a minimal impact of physical reasons on such thoughts.

Physical health issues are infrequently associated with suicidal ideation among students, existing literature suggests that while physical health challenges may influence mental well-being, they do not commonly lead to suicidal thoughts unless compounded by other psychological or social stressors. According to Turecki and Brent (2016) highlight that while chronic physical health issues may contribute to overall stress, physical reasons alone are typically insufficient to prompt suicidal ideation, especially among otherwise healthy young adults.

This supports the low occurrence of physical reasons as a factor for suicidal thoughts. It was also supported by Scott, K. M., Hwang, I., Chiu, W. T., Kessler, R. C., Sampson, N. A., Angermeyer, M., ... & Nock, M. K. (2010) to which they studied the impact of physical and mental conditions on suicidal ideation and found that, while physical health conditions can contribute to distress, they are rarely the primary driver of suicidal thoughts unless accompanied by mental health challenges. This aligns with the interpretation that physical factors alone have a minimal effect on suicidal ideation in students.

Table 7. Suicidal Ideation Manifests among Students in terms of Social Reasons

Indicators	Mean	Standard Deviation	Interpretation
Have you ever been depressed because of not getting your favorite course due to family circumstances?	1.70	0.97	<i>Never</i>
Have you ever thought of committing suicide when you have to complete your relationship with others?	1.15	0.50	<i>Never</i>
Have you ever thought of committing suicide when society strongly condemned you for a fault you haven't committed?	1.25	0.65	<i>Never</i>
Have you ever thought of committing suicide when you got depressed about the fight between your parents?	1.47	0.84	<i>Never</i>
Have you ever thought of committing suicide when losing your rights due to birth order (e.g. your youngest and should not talk back to elders)?	1.22	0.60	<i>Never</i>
Have you been depressed when you are affected by sexual harassment?	1.61	1.00	<i>Rarely</i>



Have you ever thought of committing suicide when you got depressed when society strongly condemns your fault?	1.27	0.67	<i>Never</i>
Have you ever thought of committing suicide because of religious discrimination?	1.15	0.54	<i>Never</i>
Have you ever thought of committing suicide because of the effects of change in the environment?	1.15	0.48	<i>Rarely</i>
Have you ever got depressed as you don't have anyone to guide you in society?	1.53	0.77	<i>Rarely</i>
Have you ever thought of committing suicide when you got depressed due to a fight between your parents?	1.42	0.81	<i>Never</i>
Have you ever been depressed when you were denied opportunities by society?	1.59	0.84	<i>Never</i>
Have you ever thought of committing suicide of your parent's remarriage?	1.13	0.49	<i>Rarely</i>
Have you ever thought of committing suicide because of your parents' divorce?	1.17	0.56	<i>Never</i>
Have you ever thought of committing suicide due to social class discrimination?	1.19	0.54	<i>Never</i>
Have you ever got depressed as there were no elderly people in your family to offer advice?	1.38	0.71	<i>Never</i>
<b>Overall</b>	<b>1.34</b>	<b>0.69</b>	<b><i>Never</i></b>

The data on suicidal ideation among students due to social reasons indicates a generally low occurrence of such thoughts, with an overall mean of 1.34 (interpreted as "Never") and a standard deviation of 0.69. It suggests that social factors infrequently contribute to suicidal ideation among these students. Overall, the findings suggest that social-related issues are not significant triggers for suicidal thoughts in this population, reflecting a low prevalence of social factors associated with suicidal ideation.

Some research shows that while social stressors can impact mental well-being, they are often less predictive of suicidal thoughts unless compounded by other factors like psychological or economic stress. This was supported by Gunn, Lester, and Haines (2012) that while social factors such as lack of social support can influence mental health, they typically do not act as primary triggers for suicidal ideation in isolation. Their research supports the view that social factors alone have a limited role in predicting suicidal thoughts among students. Supported by the previous studies conducted by Kisch, Leino, and Silverman (2005) found that social challenges alone are not strong predictors of suicidal ideation among college students, suggesting that social reasons by themselves are less likely to lead to suicidal thoughts without other concurrent stressors.

Table 8. Suicidal Ideation Manifests among Students in terms of Economic Reasons

Indicators	Mean	Standard Deviation	Interpretation
Have you ever thought of committing suicide when you were not able to fulfill your desire due to economic status?	1.29	0.68	<i>Never</i>

Have you ever got depressed because of the economic status of your parents?	1.70	0.93	<i>Rarely</i>
Have you ever got depressed because you don't have basic facility in your house for studying?	1.55	0.86	<i>Rarely</i>
Have you ever thought of committing suicide because you were not able to reach your goal due to economic status?	1.33	0.71	<i>Never</i>
Have you ever thought of committing suicide when you could not fulfill your necessities because of a large family?	1.18	0.52	<i>Never</i>
Have you ever thought of committing suicide when you felt that your parents did not occupy a high socio-economic status?	1.14	0.48	<i>Rarely</i>
Have you ever thought of committing suicide because you are unable to continue your higher education due to economic status?	1.19	0.58	<i>Never</i>
<b>Overall</b>	<b>1.34</b>	<b>0.68</b>	<b>Never</b>

The data on suicidal ideation among students due to economic reasons suggests that such thoughts are generally infrequent, with an overall mean score of 1.34 (interpreted as "Never") and a standard deviation of 0.68. It indicates that economic factors only occasionally contribute to suicidal ideation for some students. Overall, the findings imply that economic stress is not a common or significant factor associated with suicidal thoughts within this population.

Economic reasons are infrequent contributors to suicidal ideation among students, research shows that while financial stress can affect mental well-being, it does not typically act as a primary trigger for suicidal thoughts unless combined with other psychological or social challenges. In the study conducted by Robb, Moody, and Abdel-Ghany (2012) highlight that financial stress is associated with increased levels of stress and anxiety among students but is typically not an independent predictor of suicidal ideation.

This supports the conclusion that economic reasons are infrequent contributors to suicidal thoughts. It was also supported by the previous study conducted by Furr, Westefeld, McConnell, and Jenkins (2001) found that while financial stress is common among college students, it is not usually a significant predictor of suicidal ideation by itself. The study suggests that financial worries may contribute to overall stress levels but typically do not lead directly to suicidal thoughts.

Table 9. Significant Difference between Socio-demographic and Suicidal Ideation Indicators

Variables	Sex		Age		Year Level	
	p-value	INT	p-value	INT	p-value	INT
Psychological Reason	.001	<i>Ho is rejected</i>	.288	<i>Ho is not rejected</i>	.038	<i>Ho is rejected</i>
Study Reason	.250	<i>Ho is not rejected</i>	.085	<i>Ho is not rejected</i>	.265	<i>Ho is not rejected</i>
Physical Reason	.000	<i>Ho is rejected</i>	.662	<i>Ho is not rejected</i>	.644	<i>Ho is not rejected</i>
Social Reason	.310	<i>Ho is not rejected</i>	.719	<i>Ho is not rejected</i>	.019	<i>Ho is rejected</i>

Economic Reason	.000	<i>Ho is rejected</i>	.005	<i>Ho is rejected</i>	.092	<i>Ho is not rejected</i>
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\*significant at 0.05 level of significance

The test of significant differences between socio-demographic factors (sex, age, and year level) and suicidal ideation indicators reveals some notable findings. For sex, significant differences were observed concerning psychological, physical, and economic reasons for suicidal ideation, with p-values of .001, .000, and .000 respectively, leading to the rejection of the null hypothesis ( $H_0$ ) for these indicators. This suggests that male and female students differ significantly in how psychological, physical, and economic reasons may relate to suicidal ideation, potentially indicating that these factors affect each sex differently.

The result was supported by Schrijvers, Bollen, and Sabbe (2012) to which in their study, it discusses how physical and economic stressors may impact men and women differently, with men potentially being more affected by economic challenges due to traditional provider roles. Their findings indicate that these gender-based differences can contribute to varied responses to suicidal ideation when physical or economic pressures are present. Past studies also revealed that the relationship between gender and suicide risk factors, finding that males and females exhibit different vulnerabilities to factors such as economic hardship and psychological distress. This study reinforces the notion that economic and psychological stressors may have distinct impacts on suicidal ideation based on gender, Beautrais (2002).

In terms of age, only economic reasons showed a significant difference (p-value of .005), resulting in the rejection of  $H_0$ , while other indicators like psychological, study, physical, and social reasons did not show significant age-based differences. This implies that economic pressures may vary in their impact on suicidal ideation across different age groups, possibly due to varying levels of financial responsibility or economic awareness at different life stages. Other reasons for suicidal ideation, however, appear consistent across ages, indicating that these factors may affect students similarly regardless of age.

According to Cairns, Yap, Pilkington, and Jorm (2014) economic pressures become more influential in mental health outcomes as students grow older and take on more financial responsibilities. In contrast, they found that other risk factors for suicidal ideation, such as psychological or social stress, tended to affect all age groups relatively equally. Psychological, social, and other factors appear to exert a more consistent influence on suicidal ideation across ages.

On the other hand, year-level differences were significant for psychological and social reasons, with p-values of .038 and .019, leading to the rejection of  $H_0$  for these indicators. This finding suggests that as students' progress through their academic years, there may be variations in how psychological and social factors contribute to suicidal ideation, perhaps due to the different academic and social pressures experienced at each stage. The study, physical, and economic reasons did not show significant differences by year level, indicating a stable effect of these factors across academic levels.

Furthermore, research often notes that academic and social pressures vary as students advance in their studies. These pressures may increase in intensity, particularly psychological and social stressors, while study-related, physical, and economic stressors often remain relatively consistent across year levels. Hurst, Baranik, and Daniel (2013) found that social pressures and feelings of isolation often increase in later academic years as students prepare for graduation and face career-related uncertainties.

This aligns with the finding that social factors impact suicidal ideation differently across year levels due to changing social dynamics and expectations. In addition, Beiter, R., Nash, R., McCrady, M., Rhoades, D., Linscomb, M., Clarahan, M., & Sammut, S. (2015) found that although psychological and social pressures fluctuate by year level, other stressors—such as academic, physical, and economic factors—often remain stable across the college experience. This supports the finding that study, physical, and economic reasons show little variance in relation to suicidal ideation by year level.

This study investigated the factors influencing suicidal ideation among students at the University of Science and Technology of Southern Philippines – Claveria Campus, utilizing a descriptive-correlational research design. The research aimed to identify the socio-demographic profiles of the students, the manifestation of various indicators of suicidal ideation, and the relationships between these factors. The findings revealed that suicidal ideation is significantly influenced by psychological, social, physical, and economic factors, with notable differences observed across gender and year levels.

## SUMMARY AND CONCLUSION

This study revealed that sex, age, and year level significantly influence the manifestation of suicidal ideation among students.

1. **Psychological, physical, and economic reasons** were found to impact male and female students differently, suggesting that these factors may contribute to suicidal ideation in unique ways for each gender.
2. **Economic reasons** were found to have a significant impact on suicidal ideation, particularly among older students. This suggests that financial pressures may play a more significant role in the mental health of older students.
3. **Psychological, study, physical, and social reasons** did not show significant age-related differences, indicating that these factors may have a consistent impact across different age groups.
4. **Psychological and social reasons** were found to vary significantly across year levels, suggesting that these factors may have a stronger impact on students at certain stages of their academic journey.
5. **Study, physical, and economic reasons** did not show significant year-level differences, indicating that these factors may have a relatively consistent impact across all year levels.

Thus, the findings of this study highlighted the complex interplay between socio-demographic factors and suicidal ideation among USTP-Claveria students. Understanding these results and by revealing some significant factors is crucial for developing targeted interventions and support programs to address the specific needs of different student populations.

## Implication/Salient Findings

The findings of this study have significant implications for mental health awareness and intervention strategies within educational institutions. Firstly, the identification of specific factors contributing to suicidal ideation highlights the necessity for tailored mental health programs that address the unique needs of different student demographics. The significant differences in suicidal ideation indicators based on gender and year level suggest that interventions should be designed with these factors in mind, ensuring that they are relevant and effective for the target population.

Thus, the study emphasizes the importance of fostering a supportive academic environment that promotes mental well-being. Educational institutions should prioritize creating a culture of openness regarding mental health issues, encouraging students to seek help without stigma. The findings also point to the need for ongoing research to monitor trends in suicidal ideation and the effectiveness of implemented interventions, ensuring that strategies remain responsive to the evolving needs of students.

## RECOMMENDATIONS

Based on the findings of this study, these are the recommendations that were generated.

**First**, the students should be actively engaged in activities in learning and developing their mental health by attending symposiums and awareness seminars.

**Second**, the parents even though they are far from their children should check and be aware of their mental health status to show their care and support and should be encouraged to engage in their children's mental health by maintaining open lines of communication and being aware of the signs of distress. Schools can facilitate this by providing resources and information to parents about mental health issues and how they can support their children.

**Third**, the guidance counselor in coordination with the VCSAS should conduct further mental health awareness campaigns and seminar for the students to be well aware of their mental health status and to find alternative ways of coping with their mental well-being, develop and implement mental health programs that specifically address the identified factors influencing suicidal ideation. These programs should include workshops, counseling services, and peer support groups tailored to the unique needs of different student demographics, particularly focusing on gender-specific and year-level differences.

**Fourth**, instructors, as well as administrators, should receive training on recognizing the signs of suicidal ideation and mental health issues. This training will equip them to provide appropriate support and referrals to mental health services. Additionally, awareness campaigns should be conducted to educate students about mental health resources available on campus.

**Lastly**, for future researchers, it is recommended that they should study in-depth and have continuous research should be conducted to monitor the mental health status of students and the effectiveness of implemented interventions. This will help to adapt strategies to meet the changing needs of their student population effectively.

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