

“Lived Experiences of College Students Surviving Suicidal Attempts in the Post COVID-19 Pandemic”

¹Julie Jaballa- Gulane, ²Jomar Layola Caube

¹DScN Doctorand /Clinical Instructor/BSN Level II Coordinator, ²Ed.D. Doctorand/ Public Teacher III

¹The College of Maasin, College of Nursing, ²Panan-awan Integrated High School

^{1,2}Maasin City, Southern Leyte Philippines

Abstract : *Suicidal attempts among students have been one of the serious and perilous reality that we are all facing and become a global public health concern. However, suicide become the fourth leading causes of death among 15-29 years old in the global scenario. Mental health is one of the pressing issues magnified during and up to this time post COVID-19 pandemic wherein students are really at stake of this social concern. This interpretive phenomenological study sought to answer the following research questions: 1) What are the College Student's perspectives on suicidal attempts? 2) Why do College Students prone to the indulgence of suicidal attempts? 3) How do college students cope with their suicidal attempts? The study has result of interpretation of the following themes and sub-themes: Theme 1: Emotional Instability and Essence of Self-harming, 1.1 Life Rejections and self-deprecation 1.2 Social Media influences and Family- related Expectancy 1.3 Personal Relief from Pain Pleasure Theme 2: Intensive Outburst of Role Confusion 2.1 Psycho-social and family related circumstances 2.2 Personal Exhaustion and Frustrations 2.3 Personal enlightenment Theme 3: Persistence to Prayers and Time Leisure 3.1 Social Support System 3.2 Maternal and Platonic Love 3.3 Self-recognition and Restoration. Psycho-social aspects are one of the major grounds among college students' indulgence from committing suicidal attempts. Indeed, psycho-social is the root cause and the basic key in mitigating suicidal attempts- Family supposedly called home.*

Keywords: *Suicidal attempts, College students, Support system, Mental health*

I. INTRODUCTION

The world is now in the fast-paced trajectory of schemes. Many sectors have been affected by the gruelling transitions caused by the outburst of the unprecedented circumstances occurred through time. In fact, the Philippine educational system is not even excluded with these social realities. It has to heed the call to be adaptive and be abreast of these critical and drastic episodes of teaching-learning processes. However, it empowers educational system to be innovative, resilient and move forward by promoting diverse and effective modalities which can address the educational needs among teachers and students to continue the teaching-learning activities despite the changes of this post COVID-19 pandemic (Chang-Richards et al., 2013).

In the fabric of creation there are multitude of social issues and educational concerns that persisted over time. Mental health is one of the pressing issues magnified during COVID-19 pandemic which still persisted up to this time of post COVID-19 pandemic wherein students are really at stake of this social concern (Lister, et al., 2021). In fact, cases of suicidal attempts among students have been one of the serious and perilous reality that we are all facing and wrestling with. Turecki & Brent (2016) and Valdez-Santiago et al. (2018) claimed that suicide is an intricate, complex and multifaceted episode which can be possibly experienced by anybody. This may be caused by innumerable contributing factors and facilitating variables: neurobiology, personal and family history, stressful circumstances, and sociocultural environment. In consonance, suicide also pertains to an intentional act of individuals which resulted to their deaths (Amare, Meseret Woldeyhanes, Haile, & Yeneabat, 2018; Di Giacomo, Krausz, Colmegna, Aspesi, Clerici, 2018; Mars et al., 2018). Suicide can be done in various forms like hanging oneself using a rope, shooting oneself with a gun, poisoning, or suffocating oneself.

In lieu of the broad context of suicide, Sharma, Lee, & Nam (2017) and WHO (2019) expounded idea of suicidal ideation (wanting to die by suicide) which refers to the potential engagement of an individual to self-injurious behavior with the intent to die. On the same manner, suicide attempt (initiating an attempt to die by

suicide) entails to an act of making a suicide plan (preparing to die by suicide) which leads to death if not intercepted. On the contrary, suicidal ideations is an interplay of passive and active thoughts on wanting to be dead or about killing oneself not accompanied by preparatory efforts (Franklin et al., 2017).

In the recent years, it has been recorded the increasing and alarming cases of suicide in the Philippines which needs to be addressed before it becomes unruly (Redaniel, Lebanan-Dalida, & Gunnell, (2011); Lagman, Gara, Baweja, & Kim (2021). Actually, in the most recent Global School-based Student Health Survey (GSHS) it was reported that 11.6% of Filipino adolescents aged 13 to 17 years old considered attempting suicide while 16.8% attempted suicide at least once in the past year (WHO, 2018). In the United States (US), suicide ranked as the second leading cause of death among youths ages 15-19 years old (Heron, 2021). Moreover, in 2018, the Centers for Disease Control announced that the suicide rate in the United States (US) had notably risen at 30% between 2000 and 2016, reaching a rate of 13.5 per 100,000 (WHO, 2018). In estimation, the suicide rate had seriously increased 1% per year from 2000 to 2006 and 2% per year from 2006 to 2016. Thus, this resulted to the verdict that suicide is a global public health concern and accounting for approximately 1.5% of all deaths worldwide. Its prevalence is high among the adolescent and young adult populations (WHO, 2017). Suicide is even the fourth leading cause of death among 15-29 years old in the global scenario which prevalently occurred in low and middle-income countries (WHO, 2019; WHO, 2021). However, it is the second leading cause of death among 15-29 years old worldwide (WHO, 2019).

Researches opined the pervasive factors which remarkably contributed to suicidal attempts among students especially to Filipino youths like: social isolation, trauma, parental involvement, substance abuse (Lagman, Gara, Baweja, & Kim, 2021), mental disorders, psycho-social stressors, personal characteristics (Bilsen, 2018), and physical and intellectual changes (Colich, Williams, Ho, King, Humphreys, Price, Ordaz, & Gotlib, 2017; WHO, 2020). These findings resulted to modest recommendations explicated in various studies like of Alduheza, & Superable (2022) schools may invent a personalized intervention program to prevent suicide attempts in this group and design a help-seeking program using e-technology for the students with mental health problems. Clinical experts shall spread awareness about suicide as a social issue and cooperate to healthcare professionals to facilitate detection and potential need for intervention (Abdu, Hajure, & Desalegn, 2019). And in order to realize and humanize our battle for suicidal attempts health promotion programs shall be initiated across public and private sectors (Lunde, Myhre Reigstad, Frisch Moe, & Grimholt, 2018). Despite the plethora of studies about suicidal attempts still there is no study yet about College Students on suicidal attempts caused by academic exhaustion triggered by changing of educational landscape caused by pandemic. This study aims to explore and interpret this certain social and educational dimension.

This interpretive phenomenological study sought to answer the following research questions: 1.) What are the College Students' perspectives on suicidal attempts? 2.) Why do College Students prone to the indulgence of suicidal attempts? 3.) How do College Students cope with their suicidal attempts? This study is anchored on Hans-Georg Gadamer Philosophical Stance on Hermeneutic Phenomenology which purports that new understandings are generated by linking the researcher and the participant's horizons of significance (Gadamer, 1976; Rodgers, 2005). Lived experiences are not only something that are experienced, "they are being experienced that made special impression that gave the lasting importance which are shaped through interpretation, reinterpretation, and communication" (Gadamer, 2004).

This study is purposively conducted to have an in-depth understanding of the reasons behind the indulgence of College Students towards suicidal attempts. Furthermore, to mitigate the alarming cases of suicidal attempts in the country and even to the other countries. And also to generate unique solutions which may lead to suicidal prevention. The results of this study will be beneficial to the clinical and educational fields.

II. METHODOLOGY

RESEARCH DESIGN

This study used a qualitative, hermeneutic phenomenological design to present the lived experienced of

college students surviving suicidal attempts in this post COVID-19 pandemic. Qualitative research is a naturalistic, interpretative and express in words approach. It is use to understand the meaning of the different action, decision, believes and values, concepts, thoughts or experience in different process of using and interpreting in depth insights on topics that are not well understood (Streefkerk, 2019), and focus on commonalities (Wiesner, 2022). It is a type of social science research that seeks to interpret meaning from these data that help understand social life through the study of targeted populations or places and illuminates why this connection exist by going directly to the source or the people themselves (Crossman, 2019).

The realization that phenomenology is the pursuit of insight into the phenomenology of lived experience should strife fear in the heart of anyone who hopes to practice and sheer the satisfaction of experiencing moments of meaningfulness is worth the effort (van Manen, 2017). Hermeneutic phenomenology studies individuals' narratives to understand what those individuals experience in their daily lives, in their life worlds and is rooted in interpretation-interpreting experiences and phenomena via individual's background and account for the influences they exert on the individual's experience of being (Neubauer, 2019). Moreover, qualitative research can provide valuable insights into human behavior and interpretative phenomenological uses idiographic approach to conduct in-depth analysis in specific event based on first-hand accounts. It helps to understand the significance individuals attach to events (McClelland et al., 2022). In fact, college students who have been experienced suicidal attempts can be analyzed in applying common themes that can be identified through narrative accounts to interpret and understand the lived experiences of the research participants.

RESEARCH SAMPLING/PARTICIPANTS

This study used the purposive sampling design. The participants were selected in accordance with the inclusion criteria set by the researchers. All participants are college students who have experienced and survived from suicidal attempts as they are thriving with their education in the post COVID-19 pandemic. Data saturation is reached when there is enough information to replicate the study, when the ability to obtain additional new information has been attained wherein the researchers purposively selected 6 to 10 researcher participants who can give rich data (Creswell, 2013; Creswell, 2018; Fusch and Ness, 2015). Additionally, saturation has been considered as an important construct that serves to verify the rigor and validity of the research and thus the appropriateness of the emerging categories and themes to be studied phenomenon (Daher, 2023).

The researchers have self-reported individual who claimed and survived from suicidal attempt. The qualified research participants must possess these inclusion criteria: 1. College students who experienced suicidal attempts. 2. Participants who are currently enrolled in any college/institutions/university. 3. Participants should be 20-year-old and above. 4. Participants can be males, females, and third gender individuals. 5. Participants can be coming from different courses. 6. Participants who have experienced any form of suicidal attempts who have proofs such as scars, medicine prescriptions, and/or any valid evidence.

DATA GATHERING PROCEDURES

The research proposal was approved by the ethics review committee, then, researchers went to the field to find college students who are qualified in the inclusion criteria to be part of the research study. Consent was secured from the participants allowing the researchers to record the interview data as agreed in the given consent.

Semi-structured interview was employed. The interview guide must be found in Appendix A. Follow up questions were asked to explore responses in greater detail, appropriateness of the follow up questions must be considered. Succeeding questions and answers are continuously done until participants express their experiences thoroughly. Interview process might be done face-to-face or online/virtual interview according to the participants' preferences. The data were analyzed using Van Manen's (1990) 6-step approach to hermeneutic phenomenology.

DATA ANALYSIS

Van Manen's (1990) 6-step approach to hermeneutic phenomenology shall be guided by the following steps: 1. Generating to the lived experiences' nature; 2. Probing lived experiences; 3. Contemplating on the significant themes which characterized the phenomenon; 4. Delineating the phenomenon through the art of writing and rewriting; 5. Conserving a robust and well-aligned relation to the phenomenon; and 6. Justifying the research context by considering the part and the whole (Molley, Derochie, Teicher et al., 2018).

RESEARCH RIGOR

The researchers assessed the participant and self-reported individual who claimed and survived suicidal attempt with their proof and evidences as part of validity of data. Researchers interviewed the participants to analyze the lived experiences of college students surviving from suicidal attempts in this post COVID-19 pandemic. Face-to-face interview or online/virtual interview and verbal statement of sentiments, emotions and experiences are suit to analyze the verbatim transcribed data without assumptions to interpret into theme, sub-themes, and interlacing themes.

ETHICAL CONSIDERATIONS

Research participants has free choice to join or terminate participation of the study. Informed consent must secured from the participants. In dealing with participants, respect and protection of their privacy must be prioritized. Thus, confidentiality and anonymity are of in paramount importance. Voluntary participation and having the right to withdraw from the study at any phase of the research process if wish to do so. Anonymity of the data was protected by having identification codes. No incentives are given in exchange of their involvement of the study. The acceptable level of confidentiality of the gathered data was adhered religiously.

III. RESULTS AND DISCUSSION

Theme 1: Emotional Instability and Essence of Self-harming

The first major theme of the study postulated that all the informants conceded that having emotional instability pushes oneself at risk of thinking suicidal attempts and leads to self-harming.

“Tungod sa problema nga di nila kaya ihandle unja wa pod silay taw nga maduolan. Tungod sa depression, anxiety ug stress. Ug sa mga taw nakapalibot nimo. Pressure pod gikan sa family.” **(Informant 2)**

On the other hand, an informant stated that self-harming was caused from their personal baggages.

“ Essence of self-harming. There are certain people nga daghan na silag baggage. Ending everything. Maong dahan kaajo tag depressive episodes. Di consistent atung emotions. Naglakaw ka wa unja naay mukalit ug hagsak nimo. Like kanang lipay-lipay ka unja taud-taud kay di na. Like makaquestion pod ka nga nganong nalipay ma na sila unja ikaw kay di especially in the middle of the crowd.” **(Informant 4)**

In addition, another informant expressed that it's more like they were being consumed by the cyclic dilemmas to the extent that they resorted to suicidal attempts.

“They have gone through a lot of battles, it likes a symptom na burag gikapoy na ang tao before they resort that kay they have battle a lot man pud. Burag gihurot nila ang kaugalingon ba before they come up to that attempt.” **(Informant 6)**

The findings of the study stated that college students have experienced suicidal attempts due to their emotional instability which triggered them to commit self-harm. Unhealed negative thoughts that can damage someone's self-esteem and mental health that can manifest in monstrously critical self-talk or contemplating on past mistakes which led to someone's desires to commit suicidal attempt and self-harm as method of self-reproach

to cleanse someone's guilt. Emotional instability and self-harm cause major suffering for the affected person's dealing problems towards own self, family, society and mental care. The prevalence of self-harm behavior had been found to peak in early adults aged 18 to 24-year old which about 20% of cases found in college students (Ghandi et al., 2018; Wester et al., 2018). Emotional dysregulation or emotional instability rather, is likely to influence a person's increased intention to engage in self-harm behavior (Wolff et al., 2019) as a maladaptive ways to respond and perceive emotions such as lack of negative thoughts, lack of awareness, understanding, acceptance of emotions and unable to cope with their current emotional turmoil. Common methods of self-harm includes biting, cutting, scratching or burning the skin, overdosing on medication or drugs (Gratz & Roemer, 2004; Rolston & Lloyd-Richarson, 2017; Zetterqvist, 2017; Jannah et al., 2022).

Sub-theme 1.1: Life Rejections and Self-deprecation

The first sub-theme of the study under first major theme entailed that all the informants concurred that their emotional instability resulted from their negative thoughts, undesirable feelings, life rejections and self-deprecation.

“Started in Grade 7 until college nagsuwat kog mga suicidal notes. Life rejections not until ning apil kog officer sa classroom which made me realized after all the rejections.” **(Informant 1)**

In fact, an informant exclaimed that out of emotional outburst certain uncontrollable things happened.

“Naay times nga sungutan kas imong kaugalingun. Grabe ko mangurog Sir. Grabe na jod ug kasuk-an ko Sir. Giingnan ko nga gisaniban tungod sa ahung outburst Sir. Pero aware kos ahung mga gibuhat Sir. Discrimination pod Sir.” **(Informant 4)**

Furthermore, an informant uttered that she gave up everything to the point that she could not endure the things around her that led her from committing suicidal attempts.

“Sa akong experience is like ako nag gigive akong tanan like mahurt kos akong mama like emotional and verbal abuse usahay. burag years na nagbalikbalik ang cycle wala na ning better ang situation but ming worse pagihapon over the years. Moabot sa time na dili na nako maendure maong makaattemp kog suicide, it feels like mawad.an kog hope, ing-ana.” **(Informant 6)**

The findings of the study stated that college students have experienced suicidal attempts due to their negative self-evaluation that reflects reprimanding oneself, low self-esteem and express negative self-regard. There is interrelation between the transgender adults stressors and suicidal incidence in teens, young adults, and adults in general (Tommey et al., 2018; Tesla et al., 2017). Interpersonal family relationship has a great significant contribution to gain good mental health; while experiencing rejection in the family unit it has a cumulative effect increasing the negative experiences of rejection, so does probability of suicide. Family rejection increased the risk of adverse mental health outcomes including depression, substance use, self-harm, and any suicidal thoughts (Klein & Golub, 2016; Veale et al., 2017). Rejection becomes a material stressors within self which can result in economic insecurity, housing insecurity, homelessness, food insecurity, and lack in transition-related health care services (Glick et al., 2020; Russomanno & Jabson, 2020; Kock et al., 2020; Marques-Velarde et al., 2023). Moreover, in particular symptoms of anxiety, depression, disordered eating, insomnia, psychosis, stress, and post-traumatic stress have been associated with higher levels of suicidal ideation. There are psychological factors including thwarted belongingness, burdensome, self-disgust and loneliness are known to increase the risk of suicidal ideation of a person who have unstable mental health (Akram et al., 2022).

Sub-theme 1.2: Social Media Influences and Family-related Expectancy

The second sub-theme of the study under first major theme entailed that all the informants concurred that social media has an effect on mental health of a person which influences individual and family related expectancy

conforming the new norm of society.

“Social media. Grabe jd ang impact sa social media kay ug unsay makit-an nimo kay murag ma-control jod pod ka ba maong makahuna-huna ka unja ma-down nuon kag samot maong makabuhat kag ingnana.” **(Informant 1)**

Likewise, an informant described herself as insane as she could compare herself to a youtube personality. Youtuber nga isulti ilang life. Sige kog tan-aw nila. Like makaingun ko sa una nga buang naman jod siguro ko labi nakay naa ra kos bay.” **(Informant 4)**

These claims were being intensified as an informant claimed that her family played a huge factor in her mental health specifically her parents.

“Family, particularly the parents.” **(Informant 6)**

The findings of the study stated that college students have experienced suicidal attempts due to the influence of social media and family-related expectancy resulted to creating pressure to cope with the demand of social economic standard. The impact of internet and social media are increasingly important in the communication now a days to connect and enhance their social communication by using the social media applications such as Facebook, Instagram, Tiktok and Youtube whereas these type of social media applications are entirely focuses on media content, photography, reels and videos where every individual has the freedom to show, express, and post a platform where individuals are able to interact with peers and create an image for what they want others to see (Li & Xie, 2022). On the other hand, Adolescents are aware that social media users’ lifestyle in the form of posted photos and videos may impact the users mental health and triggers suicidal ideations or suicidal attempts. Excessive use of them may provide opportunities at risk in alleviation of isolation (Primack et al., 2017). Seeing other people posted their accomplishment and their developmental life stage on how they spend and expressing their lives on social media can trigger adolescents to question their lives. Media influences adolescent on how they view their lives in contrast to their reality and perceive perceptions or aspirations in the future (World Health Organization, 2019). There is a chance that social media contributed to the impact on individuals’ mental health from their visualization on what they viewed. The peer pressure and what are the family expectations can trigger suicidal ideations and attempts by having a feeling of burdensomeness and societal and family pressure from thwarting belongingness (Brooks, 2022).

Sub-theme 1.3: Personal Relief from Pain Pleasure

The third sub-theme of the study under first major theme entailed that all the informants concurred that introducing self-harm and gaining pleasure in pain might resulted to personal relief from unwanted feelings and emotions.

“Every time maglaslas ko Sir muhilak pod ko nga maka-feel ko nga ma-relief ahung gibati Sir.” **(Informant 1)**

Another informant made a remark on suicidal attempts that everytime she do it she could feel relief and freedom from all the pains.

“O. Ug imo ng mabuhat Sir kay murag free naka Sir. Relief Sir. Labi na kay hilig ko mutan-aw ug 13 Reasons Why. Di na ko conscious Sir. Mawakas imong kaugalingon Sir. After ana mawa na pod Sir. Like ma-relieve ko.” **(Informant 3)**

As a matter fact, another informant also put emphasis on self-satisfaction and the pleasure in pain every time she do self-harming.

“The sense satisfaction sa part nga I can feel pleasure in pain. I do self-harming (laslas) nga daghan kog burluloy to cover up. Ganahan ka nga ingnana ang mahitabo pero di ka kadawat kay di mahitabo. Head-banging to the point nga nagdugo na jod. Ahu jung gitujo ug tagak ahung kaugalingon sa double-deck nga na-igo ahung ulo sa speaker.” **(Informant 4)**

The findings of the study stated that college students in the process of committing suicidal attempts experienced pleasure in pain as their personal relief or outlet to express their unwanted emotions. Intentionally, self-inflicted physically harmful act regardless suicidal attempt or intent is common with ten millions of individual affected each year and it is consistently high incident particularly in the early stages of entry in the university (Knipe et al., 2022; Ghandi et al., 2018). In most crisis situation, self-harm become desensitized and habituated to pain through repeated harming episodes and may view committing suicidal attempt as less frightening and become habitual action of venting out unwanted emotions to receive personal relief (Stewart & Lees-Deutsch, 2019). Academic and social competition, stress, lessened parental guidance, easier access to alcohol and other substances, unstable emotional condition, peer and family pressure are risk factors of committing non-suicidal self-injury and suicide are serious health concern in young people (Zhou et al., 2023).

Theme 2: Intensive Outburst of Role Confusion

The second major theme of the study postulated that all the informants conceded that intensive emotions of identifying individuals roles and responsibility towards self and others might cause self-confusion now a days particularly to the college students on how to to perform their roles and perform the demand of adolescent stage development.

“Sige jod kog hilak Sir, unja naay mga time nga malipajon ko karun, unja mukalit ra pod kog hilak nga wa ko kahibaw sa rason, bug-at rajod ahung dughan.” **(Informant 2)**

An informant even explicated that due to her emotional outburst she could do unwanted things which she did not expect she did.

“Every time I do suicidal attempts Sir I am aware but there are times wherein I have intense outburst that I can afford to spit tanang pamalikas ug tanang butang ahung magumtan ahung ibuno ning buto lagi among TV. Maong gidali na jod kog pa-therapy Sir.” **(Informant 4)**

On the same manner, another informant insisted the time when she thought as it was the lowest point of her life.

“Makaingon ko na mao najud to ang lowest peak sa akong life, I understood myself but tungod pud niadto makahunahunaan pud nako na is this really worth it?” **(Informant 6)**

The findings of the study stated that college students who have suicidal expression of intensive outburst of role confusion are the ones who have dealt with self-dilemma and has not committed any particular identity and felt confused about their place in their family expectancy and society. Identify development during adolescent is an essential stage that lays the foundation for all other stages into adulthood and beyond whereas adulthood is the critical time to development that identify formation and role exploration (Sigelman & Rider, 2015; Leonard, 2022). Adolescents' capability for complex thoughts and suicidality is often explained by an adolescent impulsivity and inability to see consequences for their actions (Sellars, 2017). Failure to adequately cope the demand of the current situation greatly increases the chances of severing youths at risk of having outburst of role confusion and suicidal thoughts which may risk to commit suicidal attempts. Dysfunctional coping skills among students experiencing persistent academic stress and negative emotions trigger higher risk of suicide. Moreover, the role of stressful life events in suicidal ideations, attempts, and completion had been a key areas of study in the epidemiology of mental disorders (Howarth et al., 2020; Panadero et al., 2018; Yin et al., 2020; Okechukwu, 2022).

Sub-theme 2.1: Psycho-social and family related circumstances

The first sub-theme of the study under second major theme entailed that all the informants concurred that what comes into their minds at the moment that they have committed suicidal attempts were the products of their personal exhaustion and frustrations.

“Wa koy na-feel nga importante ko. Naa tuy time nga ning sumbong kong mama kay ning gara jod tong tawhana kay di sija mu-undang, unja nabastos nako, unja naapektohan ahung utok.” **(Informant 1)**

According to an informant that family pressure affected her mental health especially in the financial aspect.

Ag ahung family pressure labi na pod sa financial. Pero ahung mga ante sa side sa ahung papa giingnan ko nga nganung muskyla kuno ko sa SJC nga mahal kuno unja ahung giniklanan way klarong trabaho. Daghan pod kong madunggan nga mga storya Sir. Maong nag-working ko. Ag ahung mga ante gikauwaw nga nag-working ko.” **(Informant 2)**

Besides, another informant posited that she was verbally abused by her own brother whom she referred as host as her therapists called prevalently. “Ahung Kuya. Gitawag namo sija uh “host” maoy tawag sa therapists. Sijay ahung mortal enemy. Kuya ’s good. But he is verbally abusive. Malipay sija makakita nahu nga maghilak

ko.” **(Informant 4)**

The findings of the study stated that college students triggered to engage in suicidal attempts due to psycho-social and family related circumstances included family problems, depression, anxiety, financial problems, substance abuse, sexual abuse, and violence. Women are more likely to have suffered violence while mostly of men have problems dealing with their aggression towards others. Family is the immediate social environment in which adolescent grown and shaped up, on the other hand, increase in the number of suicide attempts in adolescents that have a family history of suicide attempts or completed suicide (Hook, 2003; Castellvi et al., 2017). Low socioeconomic status and having dysfunctional family pattern such as having serious conflicts with the family, misunderstanding towards the member of the family, and serious family mental health problems have been pointed out as risk for factors for attempting suicide (Clark et al., 2019; Gniwa et al., 2019; Orri et al., 2019). Low parenteral concern or less care are related to a greater number of suicide attempts in adolescents with mental health problems is the most common now a days, whereas the importance of positive parenting reflects the outcome of what kind of individual may become. Moreover, authoritarian, deprivation, neglect or rejections profiles have also been related to an increase in suicidal attempts (Xavier et al., 2022).

Sub-theme 2.2: Personal Exhaustion and Frustrations

The second sub-theme of the study under second major theme entailed that all the informants concurred that what comes into their minds at the moment that they have committed suicidal attempts were the products of their personal exhaustion and frustrations.

“Gusto nako mupahuway, di na ko gusto maka-feel ani, kapuy na gusto nga peace na lamang, hilom na lamang, pero marealize nahu nga ag ahung family ahung mama ug papa lu-oy ug sa ahung mga manghud pod.” **(Informant 2)**

Likewise another informant exclaimed that she felt exhausted to the point that she thought of ending her life.

“I want to end everything. Kung inganani ra man d i ang life... kung puro ra man d I suffering..like tagsa ra jod ko makakuan ug mga blessings from God tagsa ra jod nga mu-favor ang world nahu no matter how hard I tried pero somewhat even though unsa ka gamay I’m very thankful. Mamahala na lamn jod ko. Pero I want someone nga naay muingon nahu nga ajaw laman. “You have so much more”. Makahuna-huna ko nga “kakapoy na ba d I noh?” Ning abot kos point nga di na ko man lock. Are you ready to die. Muingon ko nga O.” **(Informant 4)**

Moreover, another informant uttered her side that doing suicide might be the only answer of ending all the exhaustion and frustrations to the extent that these people would be happier for her decision.

“Is like makahunahuna ko na mao na ba kaha ni na time na magregrets sila sa sakit na gihatag nako, kanang maybe they would be happier kanang mawala ko. and also other people na na especial pud sa akong life knowing that unsaon nalaman pud sila sa life , then makaremember those things and love that they give to me then maka remember na moingon sila na usa ko sa reason the they keep going sa life masking moabot pud sila sa time na mogive up. Like I inspired them kuno like knowing ba na we are in the cruel and judgemental world. I know that I love with all my heart and kinsa nalaman kahay mauban nila kung mawala ko.” **(Informant 6)**

The findings of the study suggested that college students thought of ending their lives because of several valid reasons dictated by their personal exhaustion and frustrations. Such reasons were coming from their various environment specifically rooted from their respective homes where they live in and schools where they are enrolled at. Due to the extreme changes and excruciating challenges brought about by the grueling transitions at this post pandemic significantly affected their values and visions which transcended not only to their physical and cognitive spheres but also to their emotional stability (Aguilera-Hermida, 2020). Moreover, these personal exhaustion and frustrations remarkably reduced personal and academic drives which can severely affect their efficiency and efficacy towards achieving their personal aims and achievements (Maslach and Leiter, 2017). Hence, failures are more likely to predominate and prevail if these personal exhaustion and frustrations prosper as these can unfavorably affect their psychological state manifested by their suicidal attempts (Barreto and Salazar, 2021).

Sub-theme 2.3: Personal enlightenment

The third sub-theme of the study under second major theme implied that all the informants admitted that the things that they have learned after committed suicidal attempts were all about personal enlightenment.

“Ning grow pod ko nga musulti jod ba kaysa magluom ingnana. Kadtung ning join kadtung sa rejection nahu nakarealize ko nga di ko mo-stop kay after sa rejection naa poy nahatag opportunity nga president sa choir. Choir pa jd naduol-duol sa simbahan. Nalamdagan jod. I’ve seen my worth.” **(Informant 1)**

Another informant acknowledged that problems and challenges were part of life that every individual should deal and wrestle with because all of them have right solutions.

“Part jod sija ’s atung life nga naa tay challenges nga depende na nimo unsaon nimo pagsolve, pagsurvive, pagovercome. Pareha ra god sa Math nga naay mga problems naa juy mga solutions unsaon pagkuha sa anaswer. Sa tanang problema di jud ang suicidal attempts and solution sa tanan.” **(Informant 2)**

These claims were even solidified when another informant asserted that it was all about recognizing and embracing the presence and essence of God.

“Lord help me to become a better person. I always find time to talk to God.” **(Informant 4)**

The findings of the study proposed that college students learned meaningful and impactful takeaways from their suicidal attempts. Personal enlightenment is similarly referred as human enlightenment wherein an individual has the ability to understand his/her universe and even capable of improving his/her life condition (Duignan, 2023). Part of personal enlightenment is mental meditation wherein it mitigated physical and mental manifestations which emanated self-functioning (Rigby et al., 2014) and enabled self-integration (Rubin, 2013). Besides faith-based and spiritual practice significantly alleviated physical, mental and emotional discords (Fitchett et al. 1999; Kirkpatrick et al. 1999; Pargament et al. 2001; Connor et al. 2003; Ellison et al. 2014). Thus, religion (Cardozo et al. 2013) and self-awareness (personal enlightenment) (Tang et al., 2015) are integral elements that every individual should internalize and actualize within themselves to cultivate positive self-attitudes (Monteromarin et al., 2016) and equanimity (Desbordes et al., 2015).

Theme 3: Persistence to Prayers and Time Leisure

The third major theme of the study postulated that all the informants conceded that through persistence to prayers and time leisure were the ways to cope/ resist the thoughts about doing suicidal attempts.

“Hilak unja Lord tabangi ko, tagae kog sign, tagae pa kog inspiration nga mamotivate ko nga mabuhi pako, tagae pod kog reason nga nganung kinahanglan pa nahu ahung life. Hangtud ahu rang ihilak-ihilak hangtud wana koy mahilak.” **(Informant 2)**

In line with this claim, another informant elaborated the significance of prayers as armors in coping with suicidal thoughts that led to suicidal attempts.

“Sige ra kog ampo Sir, maskig di ko Dyosnon arun pod ma-enlighten ko Sir.” **(Informant 3)**

On the other side of the coin, another informant presented the concept of time leisures as one of the ways in coping and resisting suicidal thoughts that would led to suicidal attempts.

“Writing and reading. Time leisure. Naa ra kos ahung kwarto.” **(Informant 4)**

The findings of the study depicted the social reality on how individuals give value and gravity of their faith in dealing with their personal problems. In fact, in the study of Liu & Froese (2020) it was being accentuated that through prayer and belief to God promote optimism and self-discipline which are certainly beneficial for the mental health. This idea was even magnified when Krause (2004) and Krause & Hayward (2013) emphasized that prayer can boost self-esteem and bring self-satisfaction. However, individuals need to be reminded that not all prayers should seek direct and rapid response from God (Luhmann, 2012). As Yamane (2016) points out, too much emphasis is placed on "outer effects" when the prime objective of prayer is for God to answer in specific, tangible ways that humans specify. More than prayers, time leisures also played pivotal role in coping with suicidal ideations and suicidal attempts. Time leisures are proven to be instrumental to mental health and great source of happiness and personal growth (Watters, Aloe & Wojciak, 2023) in such a way that it loosened the hook towards stressful scenes and episodes (Schultebraucks, Choi, Galatzer-Levy & Bonanno, 2021). Thus, everyone should be reminded to actively engage on physical and social activities to enhance physical strength and build social support which can mitigate mental problems (Spini, Morselli, Elchereth, Gauthier, Le Goff, Dasoki, & Rossignon, 2019; Lin, Yih, Shih, & Chu, 2019).

Sub-theme 3.1: Social Support System

The first sub-theme of the study under third major theme conveyed that all the informants accentuated the notion of social support system as the primordial way of coping with the consequences caused by committing suicidal attempts.

“Ahung cousin compare sa una di mi mag-open karung nga ning dako name hilig nami magshare-share. Sa ahung pong barkada open pod mi’s ahung mga barkada. Naa mi promises nga di nami mubuhay ug ingnana. If naa gani problema musulti jod.” **(Informant 1)**

Another informant stated that, doing interesting crafts, playing with pets and even crying could be reckoned as best ways in coping suicidal ideations which would led to suicidal attempts.

“Magkuti-kuti ko, DIY Crafts, magdrawing-drawing, cellphone. Muchika pod kos ahung mga friends nga kasaligan. Mugaan ahung dughan after ug hilak-hilak. Ahung mga mananap pod Sir. Ahung iro ahung storya-storyahan. Maminaw ra pod sila. Mura jod kog buang ani.” **(Informant 2)**

On the same manner, an informant explicated that there was really a need for finding circle of friends who could understand such unpredictable sentiments.

“I decided that dili najud ko magpatintal sa akong second thoughts, like ako jud keep away ang mga sharp objects daan kay para dili ko maka attempt. Then, everytime na mag-breakdown ko akong e-let out lang ang akong

feelings. modoul ko sa akong mga friends kana jud na makasabot.” (**Informant 6**)

The findings of the study posited that for the entire journey of every individual in dealing with personal problems and mental health demands for social support system wherein it should be established and intensified. This alleviate the personal pains and academic pressures that these individuals are dealing with. An established higher levels of social support system have been found out to have significant impact on improved and desirable psychological well-being (Glozah, 2013; Poudel et al., 2020; Reeve et al., 2013; Poots & Cassidy, 2020). Correspondingly, these students with a strong social support system have lesser risks towards mental health problems (Terzi, 2008; Yildirim et al., 2008; Khallad & Jabr, 2016; Karaca et al., 2019). This social support system is opted to be catered and be provided by the family, relatives, friends, and their community in general (Zimet et al., 1988; Awang et al., 2014). As a matter of fact, social support system encompasses emotional and instrumental support which are viewed to be some of the key elements in addressing mental health issues (Trepte & Scharkow, 2016). Hence, social support system notably impact students’ academic performance (Awang et al., 2014; Cheng et al., 2012; Brouwer et al., 2016) which can lead to academic retention and academic success (Reeve et al., 2013, Gallop & Bastien, 2016; Masserini & Bini, 2021).

Sub-theme 3.2: Maternal and Platonic Love

The second sub-theme of the study under third major theme emanated that all the informants approved that through the immense help of maternal and platonic love they were able to recover from the consequences brought by committing suicidal attempts.

“Friends Sir especially Zinipi Sir. Di man gud ko mu-open ni maskig kinsa Sir. Sa kadto ra jung mga taw nga kasaligan Sir.” (**Informant 3**)

According to another informant, that maternal love made an enormous impact in recovering from all the mental discords which led to suicidal attempts.

“Si mama, I really appreciate that she checks up on me every night.” (**Informant 4**)

Additionally, another informant even asserted that platonic love could give great alleviation from all the agony felt within.

“My good friends mam.” (**Informant 6**)

The findings of the study entailed the essential of maternal and platonic love towards suicidal ideations and suicidal attempts. In fact several studies had proven the positive effects of social support towards the attainment of quality life (Ibrahim et al., 2013; Othieno et al., 2014; Hamdan-Mansour & Dawani, 2008; Kirby et al., 2015; Vungkhanching et al., 2017). In addition, family and peer support play vital roles in the accomplishment of greater life satisfaction (Harikandei, 2017), solitude (Lee & Goldstein, 2016), and protection to their mental health (Baltas & Baltas, 2004; Vungkhanching et al., 2017). In addition, family support solidifies academic persistence (Abukari, 2010; Nelson, 2019; Sosu & Pheunpha, 2019; Theodore et al., 2017) and desirable academic outcomes (Kim et al., 2017; Li et al., 2018). Peer support eases mental stress and complexities (Lee & Goldstein, 2016; Vungkhanching et al., 2017). Indeed, maternal and platonic love are indispensable ingredients which can help every individual in coping with their mental health concerns making them to become productive and purposeful individuals specifically in the field of education (Bully et al. (2019).

Sub-theme 3.3: Self-recognition and Restoration

The third sub-theme of the study under third major theme emerged that all the informants ratified that through self-recognition and restoration suicidal attempts could be addressed appropriately.

“Murag lisud jod ug ingon ani nga advice oi. Siguro kanang mu-reach out jod sa friends. Pause for a while, breathe out, and breathe in. If naay taw nga mutabang nату why not tabangan pod nату atung self.” (**Informant 1**)

Another informant posited that by thinking their parents and their own self can really do a lot in battling suicidal ideations which could really led to suicidal attempts.

“Ilang huna-hunaon ilang ginikanan Sir. Move-on. Ilang huna-hunaon pod nila ilang kaugalingon. Ila pong huna-hunaon ug deserve ba pod nimo nga mag-suicidal tungod ras mga taw nga ing-ana.” (**Informant 3**)

Over and above these, another informant even proposed that someone has to offer an apology for your own self to somehow recognize your faults and failures.

“To be honest mam, it apology. It is not from the people who hurt you but apology to yourself. Sympathy kay mostly suicidal people kay mura ’g misinterpreted sila sa world na ingnon na nagpapasin na ra ing-ana mam. Surround themselves with good people, people who understand. If they can’t find it from their current environment they can find it outside that environment because the world is so big and this life now one will love you of who you are. Naa man gajud na kay realization mana, but naa man jud genuine love mam.” (**Informant 6**)

The findings of the study signified that it is vital that every individual must be aware and accept the social reality of mental problems. Historically, mental health problems are social stigma that people opted not to talk about this matter and afraid of asking for help due to the fear of discriminatory judgment (Soorkia et al., 2011; Heath et al., 2016; Maeshima & Parent, 2022). In fact, the issue on mental health concerns was considered to be a burden weakness, and shameful which resulted the victims to be idle and indifferent to people and to their society (Constantine et al., 2005; Yakunina & Weigold, 2011; Wong et al., 2014; Vogel et al., 2017; Liao et al., 2023).

However, in today’s context the society has continually widening its horizon regarding on mental health issues especially with the help of proper education which serves as a purposeful movement among societies in eradicating the mental health stigma and the negative notion and adaptation on mental health (Corrigan et al., 2003, 2010; Corrigan, 2005; Sharpe et al., 2022). In this continuous social progress on mental health humanity is encourage to constantly observe open-communication, counseling, and other forms of health services (Ang & Liamputtong, 2008; Clough et al., 2019; Lu et al., 2014; Liu et al., 2020). Yet, it is always imperative to consider that every individual who is dealing with mental health problems must embody self-awareness as it is viewed salient fraction of psychological treatments (Allen et al., 2008) and exercise self-mentalizing to recognize and restore someone ’s emotions and mental state (Oldershaw et al., 2010; Lumley et al., 2017).

IV. GENERAL FINDINGS

1. College students believed that in committing suicidal attempts they can attain self-relief through self-harming.
2. College students released their outburst of emotions through suicidal attempts rooted from their psycho-social influences.
3. College students alleviated their unwanted emotions through social support system and time leisure.

V. CONCLUSION

Psycho-social aspects are one of the major grounds among college students’ indulgence from committing suicidal attempts. Additionally, regardless of the level of education still, college students are not well-oriented and well-educated about these existing mental health conditions which led them from failure to attaining self-awareness. Indeed, psycho-social is the root cause and the basic key in mitigating suicidal attempts——Family supposedly called home.

VI. RECOMMENDATIONS

1. College students shall not invalidate and disregard any unwanted emotion because it may lead to poor mental health conditions. In fact, suicidal attempts are manifestations of a disturbed mental status. Thus, normalcy in seeking mental health professional is deemed recommended.

2. Mental health issues shall be given attention among schools and institutions for social awareness. Moreover, teachers must also be well-equipped with knowledge on how to deal with this sensitive and sensational issue to avoid serious mental health circumstances. That's why, it shall be properly incorporated and be integrated in the curriculum the vitality of mental health among school personalities, eradicating the mental health stigma and empowering mental health status quo.

3. Family shall serve as the beacon of hope and sound harbor among members of the family, so that in every mental-related problem may arise it will be addressed immediately. The government shall also play their significant roles in this cyclic dilemma on mental health like crafting resolutions focusing on mental health and creating programs which augment mental health issues. Therefore, society and its sectors shall work collaboratively to reach mental health appreciation and social transformation.

Further Research

Lived experiences among teachers' mental health status can be ventured too.

Appendix A

Semi-structured Interview Guide Questions

Open-ended Questions	Probing Questions
What is your own perspectives about suicidal attempts?	• What draws you towards suicidal ideations? • What influences you from committing suicidal attempts? • What kind of self-satisfaction do suicidal attempts give unto you?
How do you feel with your own experience on suicidal attempts?	PRE: • What are the things that triggers to do suicidal attempt? DURING: • What comes into your mind at the moment you have committed suicidal attempts? POST: • What have you learned after committed suicidal attempts?
What are your ways to cope/ resist with your thoughts about doing suicidal attempts?	• Did you initiate ways to cope with the consequences caused by committing suicidal attempts? • Did someone willingly initiated in giving help for you to recover from the consequences brought by committing suicidal attempts? • What advice can you give to those students who have tendencies of committing suicidal attempts?

References:

- Abdu Z, Hajure M, & Desalegn D., (2019). Suicidal Behavior and Associated Factors Among Students in Mettu University, South West Ethiopia: An Institutional Based Cross-Sectional Study. *Psychol Res Behav Manag.* 2020;13:233-243 <https://doi.org/10.2147/PRBM.S240827>
- Abukari, A. (2010). The dynamics of service of higher education: A comparative study. *Compare*, 40(1), 43-57.
- Aguilera-Hermida, P. (2020). College students' use and acceptance of emergency online learning due to COVID-19. *Int. J. Educ. Res. Open* 1:100011. doi: 10.1016/j.ijedro.2020.100011
- Akram, A., Allen, S., Stevenson, J., Lazarus, L., Ypsilanti, A., Ackroyd, M., Chester, J., Longden, L., Peters, C., & Irvine, K. (2022). Self-disgust as a potential mechanism underlying the association between body image disturbance and suicidal thoughts and behaviours. *Journal of Affective Disorder*. <https://www.sciencedirect.com/science/article/abs/pii/S016503272101140X>
- Alduheza, Ma. S., & Superable, C. (2022). Near-Fatal Adolescent Suicide Attempt: A Phenomenological Study. *United International Journal for Research & Technology*, Volume 03(ISSN: 2582-6832). <https://uijrt.com/articles/v3/i8/UIJRTV3180003.pdf>
- Allen, J. G., Fonagy, P., and Bateman, A. W. (2008). *Mentalizing in Clinical Practice*. Arlington, VA: American Psychiatric Publishing, Inc.
- Alvarez-Subeila, X., Catellano-Tjedor, C., Villar-Cabeza, F., Villa-Grifoll, M. & Palao-Vidal, D. (2022). Family Factors Related to Suicidal Behavior in Adolescents. *Int J Environ Res Public Health*. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9408664/>
- Amare, T., Meseret Woldeyhannes, S., Haile, K., & Yeneabat, T. (2018). Prevalence and associated factors of suicide ideation and attempt among adolescent highschool students in Dangila Town, Northwest Ethiopia. *Psychiatry journal*, 2018.
- Ang, P. L., & Liamputtong, P. (2008). 'Out of the Circle': International Students and the Use of University Counselling Services. *Australian Journal of Adult Learning*, 48(1), 108-130.
- Awang, M. M., Kutty, F. M., & Ahmad, A. R. (2014). Perceived social support and well being: First-year student experience in university. *International Education Studies*, 7(13), 261-270.
- Baltas, A., & Baltas, Z. (2004). *Stress and coping ways*. Istanbul: Remzi Bookstore.
- Barreto, D., and Salazar, H. (2021). Agotamiento emocional en estudiantes universitarios del área de la salud [emotional exhaustion in university health students]. *Univ. Salud* 23, 30–39. doi: 10.22267/rus.212301.211
- Bilsen, J. (2018) Suicide and Youth: Risk Factors. *Front. Psychiatry* 9:540. doi: 10.3389/fpsyt.2018.00540
- Brooks, S. (2022). Adolescents' Perspective on Social Media Contributing to Suicidal Ideations and Attempts Walden Dissertations and Doctoral Studies. <https://www.proquest.com/openview/b4e2f31bc2a8018e9902d18011eff6d0/1?pq-origsite=gscholar&cbl=18750&diss=y>
- Brouwer, J., Jansen, E., Flache, A., & Hofman, A. (2016). The impact of social capital on self-efficacy and study success among first-year university students. *Learning and Individual Differences*, 52, 109–118, ISSN 10416080
- Bully, P., Jaureguizar, J., Bernaras, E., & Redondo, I. (2019). Relationship between parental socialization, emotional symptoms, and academic performance during adolescence: The influence of parents' and

teenagers' gender. *International Journal of Environmental Research and Public Health*, 16(12), 2231.

Cardozo BL, Sivilli TI, Crawford C, Scholte WF, Petit P, Ghitis F et al (2013). Factors affecting mental health of local staff working in the Vanni region, Sri Lanka. *Psychol Trauma* 5(6):581–590. <https://doi.org/10.1037/a0030969>

Chang-Richards, A., Vargo, J., and Seville, E. (2013). *Organisational Resilience to Natural Disasters: New Zealand's Experience (English Translation)*. *China Pol. Rev.* 10, 117–119.

Cheng, W., Ickes, W., & Verhofstadt, L. (2012). How is family support related to students' GPA scores? A longitudinal study. *Higher Education*, 64, 399-420.

Clark C.B., Li Y., Cropsey K.L. (2019). Family Dysfunction and Suicide Risk in a Community Corrections Sample. *Crisis*. <https://pubmed.ncbi.nlm.nih.gov/27445017>

Clough, B. A., Nazareth, S. M., Day, J. J., & Casey, L. M. (2019). A comparison of mental health literacy, attitudes, and help-seeking intentions among domestic and international tertiary students. *British Journal of Guidance & Counselling*, 47(1), 123-135.

Colich NL, Williams ES, Ho TC, King LS, Humphreys KL, Price AN, Ordaz SJ, Gotlib IH. (2017). The Association Between Early Life Stress And Prefrontal Cortex Activation During Implicit Emotion Regulation Is Moderated By Sex In Early Adolescence. *Dev Psychopathol.* Dec; 29(5):1851- 1864. Retrieved October, 12, 2020 from <https://bit.ly/3jPyySB>

Connor KM, Davidson JRT, Lee LC (2003). Spirituality, resilience, and anger in survivors of violent trauma: a community survey. *J Trauma Stress* 16(5):487–494. <https://doi.org/10.1023/A:1025762512279>

Constantine, M. G., Kindaichi, M., Okazaki, S., Gainor, K. A., & Baden, A. L. (2005). A qualitative investigation of the cultural adjustment experiences of Asian international college women. *Cultural Diversity and Ethnic Minority Psychology*, 11(2), 162.

Corrigan, P. W. (2005). Changing stigma through contact. *Advances in Schizophrenia and Clinical Psychiatry*, 1, 614-625.

Corrigan, P. W., Tsang, H. W., Shi, K., Lam, C. S., & Larson, J. (2010). Chinese and American employers' perspectives regarding hiring people with behaviorally driven health conditions: The role of stigma. *Social Science & Medicine*, 71(12), 2162-2169.

Corrigan, P., Thompson, V., Lambert, D., Sangster, Y., Noel, J. G., & Campbell, J. (2003). Perceptions of discrimination among persons with serious mental illness. *Psychiatric Services*, 54(8), 1105-1110.

Creswell, J.W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Creswell, J.W., Creswell, J.D. (2018). *Research design: Qualitative, quantitative, and mixed method approach* (5th ed). Los Angeles: SAGE Publication Inc.

Crossman, A. (2019). An Overview of Qualitative Research Methods. *ThoughtCo*. <https://www.thoughtco.com>

Daher, W. (2023). Saturation in Qualitative Educational Technology Research. *Education Sciences*. <https://www.mdpi.com/2227-7102/13/2/98>

Desbordes G., Gard T., Hoge E. A., Hölzel B. K., Kerr C., Lazar S. W., et al. (2015). Moving beyond

mindfulness: defining equanimity as an outcome measure in meditation and contemplative research. *Mindfulness* 6 356–372. 10.1007/s12671-013-0269-8

Di Giacomo E, Krausz M, Colmegna F, Aspesi F, Clerici M.(2018) Estimating the Risk of Attempted Suicide Among Sexual Minority Youths: A Systematic Review and Meta-analysis. *JAMA Pediatr.* 2018; 172(12):1145–1152. Retrieved October, 12, 2020 from <https://bit.ly/3oPqa9h>

Duignan, B. (2023). Enlightenment. *Encyclopedia Britannica*. <https://www.britannica.com/event/Enlightenment-European-history>

Ellison C, Bradshaw M, Flannelly KJ, Galek KC (2014). Prayer, attachment to God, and symptoms of anxiety-related disorders among U.S. adults. *Sociol Relig* 75(2):208–233. <https://doi.org/10.1093/socrel/srt079>

Fitchett G, Rybarczyk BD, DeMarco GA, Nicholas JJ (1999). The role of religion in medical rehabilitation outcomes: a longitudinal study. *Rehabil Psychol* 44(4):333–353.

Franklin, J. C., Ribeiro, J. D., Fox, K. R., Bentley, K. H., Kleiman, E. M., Huang, X., ...K. (2017). Risk Factors for Suicidal Thoughts And Behaviors: A Meta-Analysis Of 50 Years Of Research. *Psychological Bulletin*, 143(2), 187.

Fusch, P.I., & Ness, L.R. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report*. 20(9): 1408-1416.

Gadamer, H. (1976). On the Scope and Function of Hermeneutical Reflection 1967. In D. E. Linge (Ed.), *Hans-Georg Gadamer: Philosophical Hermeneutics* (pp. 18-43). Berkley, MA: University of California Press.

Gadamer, H.-G. (2004). *Truth and method*. Continuum Publishing Group.

Gallop, C. J., & Bastien, N. (2016). Supporting Success: Aboriginal Students in Higher Education. *Canadian Journal of Higher Education*, 46(2), 206-224.

Ghandi, A., Luyckx, K., Baetens, I., Kiekens, G., Sleuwaegen, E., Berens, A., Maitra, S., & Claes, L. (2023). Age of onset of non suicidal self injury in Dutch speaking adolescents and emerging adults: an event history analysis of pooled data. *Journal of Affective Disorders*. <https://pubmed.ncbi.nlm.nih.gov/29121554/>

Glick, J. L., Lopez, A., Pollock, M., & Theall, K. P. (2020). Housing insecurity an intersecting social determinants of health among transgender people in the USA: A targeted ethnography. *International Journal of Transgender Health*. www.ncbi.nlm.nih.gov/pmc/articles/PMC8726680/

Glozah, F. N. (2013). Effects of academic stress and perceived social support on the psychological well being of adolescents in Ghana. *Open Journal of Medical Psychology*, 2013.

Gniwa O.R., Ben Soussia R., Bouali W., Sriha Belguith A., Younes S., Zarrouk L. (2019). Psychiatric emergencies: Factors associated with suicide attempts.Tunis. *Med*. <https://pubmed.ncbi.nlm.nih.gov/31872403/>

Hamdan-Mansour, A. M., & Dawani, H. A. (2008). Social support and stress among university students in Jordan. *International Journal of Mental Health and Addiction*, 6, 442-450.

Harikandei, H. R. (2017). Relationship between Perceived Social Support. Mental Health and Life Satisfaction in MSc Students of Physical Education. *International Journal of Sports Science*, 7(4), 159-162.

Heath, P. J., Vogel, D. L., & Al-Darmaki, F. R. (2016). Help-seeking attitudes of United Arab Emirates students: Examining loss of face, stigma, and self-disclosure. *The Counseling Psychologist*, 44(3), 331-352.

Heron M. (2021). Deaths: Leading Causes for 2019. National vital statistics reports : from the Centers for Disease Control and Prevention, National Center for Health Statistics, National Vital Statistics System, 70(9), 1–114.

- Hook, M. P. V. (2003). Psychosocial issues within primary health care settings: challenges and opportunities for social work practice. *Social Work Health Care*. <https://pubmed.ncbi.nlm.nih.gov/14984249>
- Howarth, E. J., O'Connor, D. B., Panagioti, M., Hodkinson, A., Wilding, S., & Johnson, J. (2020). Are stressful life events prospectively associated with increased suicidal ideation and behaviour? A systematic review and meta-analysis. *J Affect Disord*. <https://www.sciencedirect.com/science/article/abs/pii/S0165032719324279>
- Ibrahim, A. K., Kelly, S. J., Adams, C. E., & Glazebrook, C. (2013). A systematic review of studies of depression prevalence in university students. *Journal of psychiatric research*, 47(3), 391-400.
- Karaca, A., Yildirim, N., Cangur, S., Acikgoz, F., & Akkus, D. (2019). Relationship between mental health of nursing students and coping, self-esteem and social support. *Nurse education today*, 76, 44-50.
- Khallad, Y., & Jabr, F. (2016). Effects of perceived social support and family demands on college students' mental well-being: A cross-cultural investigation. *International Journal of Psychology*, 51(5), 348-355.
- Kim, H. J., Hur, W. M., Moon, T. W., & Jun, J. K. (2017). Is all support equal? The moderating effects of supervisor, coworker, and organizational support on the link between emotional labor and job performance. *BRQ Business Research Quarterly*, 20(2), 124–136. <https://doi.org/10.1016/j.brq.2016.11.002>
- Kirby, S., Byra, M., Readdy, T., & Wallhead, T. (2015). Effects of spectrum teaching styles on college students' psychological needs satisfaction and self- determined motivation. *European Physical Education Review*, 21(4), 521-540.
- Kirkpatrick LA, Shillito DJ, Kellas SL (1999). Loneliness, social support, and perceived relationships with God. *J Soc Pers Relat* 16(4):513–522.
- Klein, A., & Golub, S. A. (2016). Family rejection as a predictor of suicide attempts and substance misuse among transgender and gender nonconforming adults. *LGBT Health*.<https://www.liebertpub.com/doi/10.1089/lgbt.2015.0111>
- Knipe, D., Padmanathan, P., Howes, G. N., Chan, L. F., & Kapur, N. (2022). Suicide and SelfHarm. National Librarty of Medicine. <https://pubmed.ncbi.nlm.nih.gov/35512727/>
- Koch, J. M., McLachlan, C. T., Victor, C. J., Westcott, J., & Yager, C. (2020). The cost of being transgender: Where socio-economic status, global health care systems, and gender identity intersect. *Psychology Sexuality*. <https://psycnet.apa.org/record/2020-29241-008>
- Krause, N. (2004). Assessing the relationships among prayer expectancies, race, and self-esteem in late life. *Journal for the Scientific Study of Religion*, 43(3), 395-408.
- Krause, N., & Hayward, R. D. (2013). Prayer beliefs and change in life satisfaction over time. *Journal of religion and health*, 52, 674-694.
- Lagman, J. G., Gara, M., Baweja, R., & Kim, W. J. (2021). Correlates of Suicide Attempts in Filipino Youths: An Analysis Based on the 2015 Global School-Based Student Health Survey. *Cureus*, 13(9), e18100. <https://doi.org/10.7759/cureus.18100>
- Lee, C. Y. S., & Goldstein, S. E. (2016). Loneliness, stress, and social support in young adulthood: Does the source of support matter?. *Journal of youth and adolescence*, 45, 568-580.
- Leonard, S. (2022). The Impact of Surviving Suicide Loss on adolescent Psychosocial Development. *Counselor Education Capstone*. <https://openriver.winona.edu/cgi/viewcontent.cgi?article=1175&context=counseloeduconcapstones>
- Li, J., Han, X., Wang, W., Sun, G., & Cheng, Z. (2018a). How social support influences university students.

academic achievement and emotional exhaustion: The mediating role of self-esteem. *Learning and Individual Differences*, 61, 120–126. <https://doi.org/10.1016/j.lindif.2017.11.016>

Li, Y., & Xie, Y. (2022). Is a Picture Worth a Thousand Words? An Empirical Study of Image Content and Social Media Engagement. *Journal of Marketing Research*.
<https://journals.sagepub.com/doi/10.1177/0022243719881113>

Liao, K. Y. H., Wei, M., Tsai, P. C., Kim, J., & Cheng, H. L. (2023). Language discrimination, interpersonal shame, and depressive symptoms among international students with Chinese heritage: collective self-esteem as a buffer. *Counselling Psychology Quarterly*, 1-22.

Lin, F. H., Yih, D. N., Shih, F. M., & Chu, C. M. (2019). Effect of social support and health education on depression scale scores of chronic stroke patients. *Medicine*, 98(44).

Lister, K., Seale, J., Douce, C. (2021). Mental health in distance learning: a taxonomy of barriers and enablers to student mental well being. *OPEN LEARNING: THE JOURNAL OF OPEN, DISTANCE AND E-LEARNING* 2021, AHEAD-OF-PRINT, 1-15. <https://doi.org/10.1080/02680513.2021.1899907>

Liu, H., Wong, Y. J., Mitts, N. G., Li, P. J., & Cheng, J. (2020). A phenomenological study of East Asian international students' experience of counseling. *International Journal for the Advancement of Counselling*, 42, 269-291.

Liu, Y., & Froese, P. (2020). Faith and agency: The relationships between sense of control, socioeconomic status, and beliefs about god. *Journal for the Scientific Study of Religion*, 59(2), 311-326.

Lu, S. H., Dear, B. F., Johnston, L., Wootton, B. M., & Titov, N. (2014). An internet survey of emotional health, treatment seeking and barriers to accessing mental health treatment among Chinese-speaking international students in Australia. *Counselling Psychology Quarterly*, 27(1), 96-108.

Luhrmann, T. M. (2012). When God talks back: Understanding the American evangelical relationship with God. Knopf. <https://www.amazon.com/When-God-Talks-Back-Understanding/dp/0307277275>

Lumley, M. A., Schubiner, H., Lockhart, N. A., Kidwell, K. M., Harte, S. E., Clauw, D. J., & Williams, D. A. (2017). Emotional awareness and expression therapy, cognitive-behavioral therapy, and education for fibromyalgia: a cluster-randomized controlled trial. *Pain*, 158(12), 2354.

Lunde, I., Myhre Reigstad, M., Frisch Moe, K., & Grimholt, T. K. (2018). Systematic Literature Review of Attempted Suicide and Offspring. *International journal of environmental research and public health*, 15(5), 937.

Maeshima, L. S., & Parent, M. C. (2022). Mental health stigma and professional help-seeking behaviors among Asian American and Asian international students. *Journal of American College Health*, 70(6), 1761-1767.

Mars, B., Heron, J., Klonsky, D., Moran, P., O'Connor, R., Tilling, K., Wilkinson, P., & Gunnell, D. (2018). What distinguishes adolescents with suicidal thoughts from those who have attempted suicide? A population-based birth cohort study. *Journal of Child Psychology and Psychiatry* Volume 60, Issue 1 Retrieved October, 12, 2020 from <https://bit.ly/325tC5M>

Maslach, C., and Leiter, M. P. (2017). "Understanding burnout: new models," in *The Handbook of Stress and Health*, eds C. L. Cooper and J. C. Quick (Chichester: John Wiley & Sons, Ltd), 36–56. doi:10.1002/9781118993811.ch3

Masserini, L., & Bini, M. (2021). Does joining social media groups help to reduce students' dropout within the first university year?. *Socio-Economic Planning Sciences*, 73, 100865.

- McClelland, H., Evans, J., & O'Connor, R. (2022). A Qualitative Exploration of the Experiences and Perceptions of Interpersonal Relationships Prior to Attempting Suicide in Young Adults. *International Journal Environment Resource Public Health*. <https://www.mdpi.com/1660-4601/19/13/7880>
- Molley, S., Derochie, A., & Teicher, J. et al. (2018). Patient Experience in Health Profession Curriculum Development. *Journal of Patient Experience*. <https://journals.sagepub.com/doi/full/10.1177/2374373518765795>
- Monteromarin J., Pueblaguedea M., Herreramercadal P., Cebolla A., Soler J., Demarzo M., et al. (2016). Psychological effects of a 1-month meditation retreat on experienced meditators: the role of non-attachment. *Front. Psychol.* 7:1935. 10.3389/fpsyg.2016.01935
- Nelson, I. A. (2019). Starting over on campus or sustaining existing ties? Social capital during college among rural and non-rural college graduates. *Qualitative Sociology*, 42(1), 93116.
- Neubauer, B. E., Witkop, C. T., & Varpio, L. (2019). How phenomenology can help us learn from the experiences of others. *Perspective on Medical Education*. SPRINGERLINK. <https://link.springer.com/article/10.1007/s40037-019-0509-2>
- Okechukwu, F. O., Ogba, K. T., Nwufu, J. I., Ogba, M. O., Onyekachi, B. N., Nwanosike, C. I., Onyishi, A. B. (2022). Academic stress and suicidal ideation: moderating roles of coping style and resilience. *BMCPsychiatric*. <https://bmcp psychiatry.biomedcentral.com/articles/10.1186/s12888-022-04063-2>
- Oldershaw, A., Hambrook, D., Tchanturia, K., Treasure, J., & Schmidt, U. (2010). Emotional theory of mind and emotional awareness in recovered anorexia nervosa patients. *Psychosomatic medicine*, 72(1), 73-79.
- Orri M., Gunnell D., Richard-Devantoy S., Bolanis D., Boruff J., Turecki G., Geoffroy M.-C. (2019). In-utero and perinatal influences on suicide risk: A systematic review and meta-analysis. *Lancet Psychiatry*. <https://ncbi.nlm.nih.gov/31029623/>
- Othieno, C. J., Okoth, R. O., Peltzer, K., Pengpid, S., & Malla, L. O. (2014). Depression among university students in Kenya: Prevalence and sociodemographic correlates. *Journal of affective disorders*, 165, 120-125.
- Panadero, S., Martín, R., & Vázquez, J. J. (2018). Suicide attempts and stressful life events among homeless people in Madrid (Spain). *J Community Appl Soc Psychol*. <https://onlinelibrary.wiley.com/doi/abs/10.1002/casp.2351>
- Pargament KI, Koenig HG, Tarakeshwar N, Hahn J (2001). Religious struggle as a predictor of mortality among medically ill elderly patients: a 2-year longitudinal study. *Arch Intern Med* 161(15):1881–1885. <https://doi.org/10.1001/archinte.161.15.1881>
- Poots, A., & Cassidy, T. (2020). Academic expectation, self-compassion, psychological capital, social support and student wellbeing. *International Journal of Educational Research*, 99, 101506.
- Poudel, A., Gurung, B., & Khanal, G. P. (2020). Perceived social support and psychological well being among Nepalese adolescents: the mediating role of self-esteem. *BMC psychology*, 8(1), 1-8.
- Primack, B. A., Shensa, A., Sidani, J. E., Whaitte, E. O., Lin, L. Y., Rosen, D., Colditz, J. B., Radovic, A., & Miller, E. (2017). Social Media Use and Perceived Social Isolation Among Young Adults in the U.S. *American Journal of Preventive medicine*. <https://pubmed.ncbi.nlm.nih.gov/28279545/>
- Redaniel, M. T., Leaban-Dalida, M. A., & Gunnell, D. (2011). Suicide in the Philippines: time trend analysis (1974-2005) and literature review. *BMC Public Health*, 11(1). <https://doi.org/10.1186/1471-2458-11-536>

- Reeve, K. L., Shumaker, C. J., Yearwood, E. L., Crowell, N. A., & Riley, J. B. (2013). Perceived stress and social support in undergraduate nursing students' educational experiences. *Nurse education today*, 33(4), 419-424.
- Rigby C. S., Schultz P. P., Ryan R. M. (2014). "Mindfulness, interest-taking, and self-regulation," in *The Wiley Blackwell Handbook of Mindfulness* eds Ie A., Ngnoumen C.T., Langer E. J. (Malden, MA: Wiley Blackwell;) 216–235.
- Rodgers, B. L. (2005). Interpretive inquiry: The mirror cracked. In *Developing nursing knowledge: Philosophical traditions and influences* (pp. 145–159). Lippincott Williams & Wilkins.
- Rubin J. B. (2013). *Psychotherapy and Buddhism: Toward an Integration*. Berlin: Springer Science & Business Media.
- Russomanno, J., & Jabson Tree, J. M. (2020). Food insecurity and food pantry use among transgender and gender non-conforming people in the Southeast United States. *BMC Public Health*. <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-020-08684-8>
- Schultebrasucks, K., Choi, K. W., Galatzer-Levy, I. R., & Bonanno, G. A. (2021). Discriminating heterogeneous trajectories of resilience and depression after major life stressors using polygenic scores. *JAMA psychiatry*, 78(7), 744-752.
- Sellers, K. C. (2017). *Adoscents in the Emergency Room: Assessing and Addressing Suicide Risk*. Portland State University; University Honors College. <https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1521&context=honorsthesis>
- Sharma, B., Lee, T. H., & Nam, E. W. (2017). Loneliness, insomnia and suicidal behavior among school-going adolescents in Western Pacific Island countries: role of violence and injury. *International journal of environmental research and public health*, 14(7), 791.
- Sharpe, T., Murray, M., Taylor, R., Corrigan, P., & Cogan, N. (2022). Engaging young people in mental health research addressing stigma. *Education Today*.
- Sigelman, C. K & Rider, E. A. (2015). *Life-span human development* (8th ed.) Wadsworth Cengage Learning. <https://www.amazon.com/Life-Span-Human-Development-Carol-Sigelman/dp/1285454316>
- Soorkia, R., Snelgar, R., & Swami, V. (2011). Factors influencing attitudes towards seeking professional psychological help among South Asian students in Britain. *Mental Health, Religion & Culture*, 14(6), 613-623.
- Sosu, E. M., & Pheunpha, P. (2019). Trajectory of university dropout: Investigating the cumulative effect of academic vulnerability and proximity to family support. *Frontiers in Education*, 4, 6. <https://doi.org/10.3389/educ.2019.00006>
- Spini, D., Morselli, D., Elcheroth, G., Gauthier, J. A., Le Goff, J. M., Dasoki, N., ... & Rossignon, F. (2019). The LIVES-FORS cohort survey: A longitudinal diversified sample of young adults who have grown up in Switzerland. *Longitudinal and Life Course Studies*, 10(3), 399-410.
- Stewart, I & Lees-Deutsch, L. (2022). Risk Assessment of Self-Injurious Behavior and Suicide Presentation in the Emergency Department: An Integrative Review. *Journal of Emergency Nursing*. <https://www.sciencedirect.com/science/article/abs/pii/S0099176721002804>
- Tang Y. Y., Holzel B. K., Posner M. I. (2015). The neuroscience of mindfulness meditation. *Nat. Rev. Neurosci.* 16 213–225. 10.1038/nrn3916
- Terzi, Ş. (2008). The relationship between psychological hardiness and perceived social support of university

students. *Türk Psikolojik Danışma ve Rehberlik Dergisi*; Cilt 3, Sayı 29 (2008); 1-11.

Testa, R. J., Michaels, M. S., Bliss, W., Rogers, M. L., Balsam, K. F., & Joiner, T. (2017). Suicidal ideation in transgender people: Gender minority stress and interpersonal theory factors. *Journal of Abnormal Psychology*. <https://www.semanticscholar.org/paper/Suicidal-Ideation-in-Transgender-People%3A-Gender-and-Testa-Michaels/03d015e768c70a6b2f67330d45d7>

Theodore, R., Gollop, M., Tustin, K., Taylor, N., Kiro, C., Taumoepeau, M., Kokaua, J., Hunter, J., & Poulton, R. (2017). Māori University success: What helps and hinders qualification completion. *Alternative: An international Journal of Indigenous Peoples*, 13(2), 122– 130. <https://doi.org/10.1177/1177180117700799>

Toomey, R. B., Syvertsen, A. K., & Shramko, M. (2018). Transgender adolescent suicide behavior. *Pediatrics*. <https://publications.aap.org/pediatrics/article-abstract/142/4/e20174218/76767/Transgender-Adolescent-Suicide-Behavior>

Trepte, S., & Scharkow, M. (2016). Friends and lifesavers: How social capital and social support received in media environments contribute to well-being. In *The Routledge handbook of media use and well-being* (pp. 304-316). Routledge.

Turecki G, Brent D.A., (2016). Suicide and suicidal behaviour. *Lancet* (2016) 387(10024):1227–39. doi:10.1016/S0140-6736(15)00234-2

Uğurlu, N. &, Ona, N. (2009). Relationship between the stress-coping levels of university students and their probability of committing suicide. *Social Behavior Personal International Journal*. <https://www.ingentaconnect.com/content/sbp/sbp/2009/00000037/00000009/a rt00007>

Valdez-Santiago, R., Solórzano, E. H., Iñiguez, M. M., Burgos, L. Á., Hernández, H. G., & González, Á. M. (2018). Attempted suicide among adolescents in Mexico: prevalence and associated factors at the national level. *Injury prevention*, 24(4), 256-261.

Van Manen, M. (2017). *But Is It Phenomenology?* *Qualitative Health Research*. SageJournals. <https://journals.sagepub.com/doi/full/10.1177/1049732317699570>

Veale, J. F., Peter, T., Travers, R., & Saewyc, E. M. (2017). Enacted stigma, mental health, and protective factors among transgender youth in Canada. *Transgender Health*. <https://pubmed.ncbi.nlm.nih.gov/29279875/>

Vogel, D. L., Strass, H. A., Heath, P. J., Al-Darmaki, F. R., Armstrong, P. I., Baptista, M. N., ... & Zlati, A. (2017). Stigma of seeking psychological services: Examining college students across ten countries/regions. *The Counseling Psychologist*, 45(2), 170-192.

Vungkhanching, M., Tonsing, J. C., & Tonsing, K. N. (2017). Psychological distress, coping and perceived social support in social work students. *British Journal of Social Work*, 47(7), 1999-2013.

Watters, E. R., Aloe, A. M., & Wojciak, A. S. (2023). Examining the associations between childhood trauma, resilience, and depression: a multivariate meta-analysis. *Trauma, Violence, & Abuse*, 24(1), 231-244.

Wiesner, C. (2022). *Doing Qualitative and Interpretative Research: Reflecting Principles and Principled Challenges*. *Political Research Exchange*. *ACPRJournal*. <https://www.tandfonline.com/doi/full/10.1080/2474736X.2022.2127372>

Wong, Y. J., Wang, K. T., & Maffini, C. S. (2014). Asian international students' mental health-related outcomes: A person× context cultural framework. *The Counseling Psychologist*, 42(2), 278-305.

World Health Organization. (2019). *World Health Organization: Adolescents Mental Health*.

<https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health>

World Health Organization. Depression and other common mental disorders: global health estimates. 2017. [http://apps.who.int/iris/bitstream/handle/10665/254610/WHO-MSD-MER-2017.2-eng.pdf? Sequence=1](http://apps.who.int/iris/bitstream/handle/10665/254610/WHO-MSD-MER-2017.2-eng.pdf?Sequence=1). Accessed 18 Dec 2018.

World Health Organization. Global School-based Health Survey Philippines 2015 Fact Sheet. http://www.who.int/ncds/surveillance/gshs/PIH2015_fact_sheet.pdf. Accessed 18 Dec 2018.

World Health Organization. Suicide worldwide in 2019: global health estimates. Geneva: World Health Organization; 2021. Suicide Worldwide in 2019: Global Health Estimates.

World Health Organization. Suicide. <http://www.who.int/mediacentre/factsheets/fs398/en/>. Accessed 16 Oct 2019.

World Health Organization: suicide data. Mental health and substance use. [Aug; 2021]; <https://www.who.int/teams/mental-health-and-substance-use/suicide-data> 2019

Yakunina, E. S., & Weigold, I. K. (2011). Asian international students' intentions to seek counseling: Integrating cognitive and cultural predictors. *Asian American Journal of Psychology*, (3), 219.

Yamane, D. (Ed.). (2016). *Handbook of religion and society*. Springer. <https://ink.springer.com/book/10.1007/978-3-319-31395-5>

Yildirim, I., Genctanirim, D., Yalcin, I., & Baydan, Y. (2008). Academic achievement, perfectionism and social support as predictors of test anxiety. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 34(34), 287-296.

Yin, Y., Tong, J., Huang, J., Tian, B., Song, C., Cui, Y., An, H., Tan, S., Wang, Z., Yang, F., Tia, L., Tong, Y., Hong, L., & Tan, Y. (2020). Suicidal ideation, suicide attempts, and neurocognitive dysfunctions among patients with first-episode schizophrenia. *Suicide Life Threat Behavior*. <https://onlinelibrary.wiley.com/doi/abs/10.1111/sltb.12689>

Zhou, H., Luo, Y. H., Shi, L. J., & Gong, J. (2023). Exploring Psychological and Psychosocial Correlates of Non-suicidal Self-injury and Suicide in College Students Using Network Analysis. *Journal of Affective Disorders*. <https://pubmed.ncbi.nlm.nih.gov/37257782/>

Zimet, G. D., Dahlem, N. W., Zimet, S. G., & Farley, G. K. (1988). The multidimensional scale of perceived social support. *Journal of personality assessment*, 52, 30-41. <https://psycnet.apa.org/record/1988-18939-001>

Copyright & License:

© Authors retain the copyright of this article. This work is published under the Creative Commons Attribution 4.0 International License (CC BY 4.0), permitting unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.