

# Students psychological well-being and suicidal ideation: Exploring mediating and moderating mechanisms

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## Abstract

**Purpose :** Considering the significance of students' academic health to suicidal thoughts, this investigation aims to look at resilience's mediation function between academic stress, non-academic stress, and suicidal ideation, taking into account the moderating effect of coping on students' academic well-being and resilience connection.

**Design/methodology/approach :** The data were gathered from students studying in the southern part of India using non-convenient sampling. There were 456 answers in all. Using the structural equation modeling method, hypotheses were evaluated and Hayes's Model 1.

**Findings :** Results indicate that the relationship between students' academic well-being and resilience is mediated. (academic stress and non-academic stress) and the student's suicidal ideation. In addition, coping buffers the association between students' academic well-being (academic stress and non-academic stress) and resilience.

**Practical implications :** The study's findings imply that supporting students' academic well-being could be beneficial to the educational setting. On the other hand, kids may develop negative views regarding their academic performance if measures meant to ensure a stronger coping mechanism are not implemented and suicidal behaviors.

**Originality/value :** In two respects, the study adds to the body of knowledge already available on students' academic well-being. Initially, through analyzing academic wellness in terms of academic stress and non-academic stress, welfare with attitudes toward academia and suicidal thoughts and actions.

**Keywords:** students' well-being, academic stress, non-academic stress, coping, and resilience

## 1. Introduction

The Health Promoting School (HPS) method was introduced by the World Health Organization (WHO) in the early 1980s. It promotes positive organizational change, like improving a school's physical and social environment, and healthy student development, curriculum, teaching and learning methods, and curricula (Nutbeam, 1987; The Bangkok Charter for Health Promotion, 2005). According to national statistics, there was a 31% increase in suicide rates among teenagers between the ages of 13 and 15 in 2010. The second leading cause of death for teenagers is suicide. (Centers for Disease Control and Prevention, 2016; Twenge, Joiner, Rogers,

& Martin, 2018). Since the onset of suicidal thoughts usually occurs during the transition into adolescence, this is an important time to identify risk and protective factors as well as the connections between them (Kessler, Borges, & Walters, 1999; Nock et al., 2013). Teen suicide has grown to be a serious public health issue in recent years. Suicide is one of the top five causes of mortality for young people worldwide, taking the lives of over 46,000 teenagers annually, according to UNICEF's 2021 State of the World's Children report. According to Ribeiro et al. (2016), suicidal conduct is commonly understood as a spectrum of intensity that ranges from passive death wishes to suicide ideation, planning, and attempts. One important component of suicide intervention is the identification of suicidal ideation as a critical risk factor for suicide. According to studies, the second most common cause of adolescent death is now suicide. Breslin et al., 2020 and Brent et al., 2015 Additionally, about 8,00,000 people globally commit suicide each year, projected to be between 10 and 20 million additional suicide attempts. 2014 World Health Organization Conversely, suicidal ideation has the potential to predict suicide and plays a crucial role in averting suicidal conduct in teenagers, so aiding in the prevention and intervention of suicidal behavior. (Zhu X and others, 2019) Teens' health is known to be negatively impacted by academic stress because it can lead to unhealthy coping mechanisms like alcohol and tobacco use (Glozah & Pevalin, 2014). Significantly, rather than emphasizing outcomes, some psychologists suggested that resilience plays a part in delivering upgrades and preventions (Southwick et al., 2014). Studies on suicidal issues have consistently demonstrated a negative relationship between suicidal ideation and resilience (Gooding, Johnson, Wood, Taylor, & Tarrier, 2011; Southwick et al., 2014a), with a lower incidence of suicidal thoughts being associated with a higher resilience level. The term "peer bullying victimization" describes the aggressive behavior—both physical and verbal—that students encounter from their classmates in their social interactions on campus. 21 According to a study, secondary school pupils' suicidal thoughts were significantly influenced by their experiences with discrimination and humiliation. According to S. L. Mcmanimen et al. (2021), adolescents who grow up in stressful environments may exhibit heightened stress responses, which may act as a stand-in for maladaptive coping mechanisms that could mitigate the link between persistent sleep issues and the subsequent emergence of suicidal thoughts. Our main goals in this study are to determine how resilience influences academic stress, non-academic stress, and suicide ideation, as well as how coping influences these same variables in a moderating way. Since this relationship has not been studied before, the following questions are meant to fill the knowledge gap in this study: research questions (RQs):

RQ1: How do academic stress and non-academic factors affect resilience?

RQ2: How do academic stress and non-academic factors affect suicidal ideation?

RQ3: What role does coping play in moderating the link between suicidal thoughts and Academic stress?

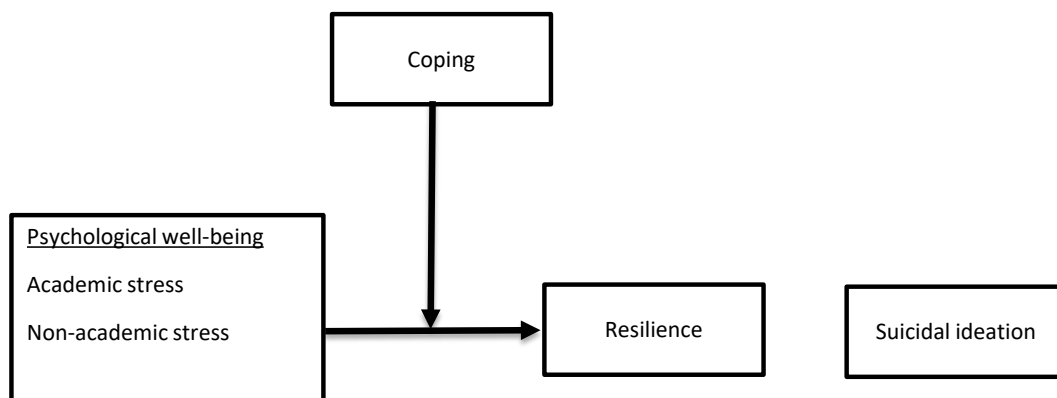
RQ4: In what ways can coping moderate the connection between suicidal thoughts and non-academic stress?

The current study contributes to the domains of study on student psychological well-being and suicide by integrating the literature in these areas. Initially, we add to this field of study by examining the direct and indirect relationship between students' academic, and non-academic well-being and their suicidal ideation. We propose that students' resilience influences suicidal ideation by way of psychological well-being, specifically regarding academic and non-academic stress. Second, earlier studies have demonstrated that the effects of well-being vary. Among

people, indicating the presence of putative moderators affecting the connection between students' well-being and coping. The suggested research model is shown in Figure 1

### 1.1 Research Model

Figure 1



## 2. Theoretical framework and Hypothesis development

As a result, it has been suggested that resilience and the resilience theory could aid in healing at a more profound, gentler, and effective level (Richardson, 2002). It has been suggested that having an optimistic outlook on oneself, the world, and the future mediates the association between resilience and happiness (Mak et al., 2011). Many resilient pupils can adjust well, even though stress is commonplace in contemporary educational settings (Chow et al., 2018; Pooley & Cohen, 2010). To learn more about how individuals develop resilience and cope with stress in a variety of unsettling and frightening circumstances, psychologists have been examining the individual variations in traits, convictions, and dispositional qualities. (Duan, 2016; Hobfoll, 1989; Ryff, 2014). Helgeson, Reynolds, Siminerio, Becker, and Escobar (2014) have pointed out that the paradigm in resilience research has shifted from looking at risk factors that lead to psychological stress to looking at an individual's strengths. To do this, it is necessary to make an effort to pinpoint protective variables, such as personal resources, and how they affect a person's psychological health (Southwick, Pietrzak, Tsai, Krystal, & Charney, 2015). The mechanisms of resourcefulness and perceived control of stress were examined by the researchers to gain a better understanding of the relationships between academic stress and students' resilience, university adaptation, and physical health. According to Ungar (2010), resilience theory outlines a dynamic mechanism that allows a person to withstand or overcome significant stress or adversity. Additionally, resilience theory emphasizes an individual's protective variables over their exposure to risk factors (Khanlou and Wray 2014). According to Wolin & Wolin (1993), a resilient individual demonstrates social competence (asking for help from peers and adults), problem-solving abilities, confidence, independence in acting and planning, a sense of purpose, and an optimistic outlook. Resilience is essential for helping students overcome obstacles, maintain their well-being, and finish their studies, as evidenced by the literature on higher education (Beltman, Mansfield, & Price, 2011; Howe, Smajdor, & Stockl, 2012; McAllister & McKinnon, 2009; Reyes et al., 2015). In light of the aforementioned arguments and the empirical data at hand, we propose the ensuing hypothesis:

### **2.1 H1 Academic Stress is positively related to Resilience**

Suicidal ideation is more likely to occur in students who are under a lot of academic stress (Ang and Huan, 2006). In addition to these direct correlations, psychopathological variables such as psychological distress (Thompson et al., 2011b), hopelessness (Dixon et al., 1992), and depression (Yang & Clum, 1994) have been studied as potential mediators of the relationship between life stress and suicide ideation; resilience has received less attention from researchers. Moreover, negative psychological symptoms have been connected to increased levels of acculturative stress and difficult adaptation processes, suicidal thoughts, and poorer levels of happiness, according to a recent study of Korean immigrant teenagers (Cho & Haslam, 2010; Shin, Han, & Kim, 2007). Therefore, the stressors related to the process of adaptation have a variety of detrimental effects on the lives of immigrant teenagers. Considering the aforementioned justifications and the empirical evidence, we offer the following hypothesis:

### **2.2 H2 Non-academic stress is positively related to resilience**

Numerous sociodemographic, environmental stressors, and psychological factors have been proposed as potential triggers for suicidal ideas and actions (e.g., Fortuna, Perez, Canino, Sribney, & Alegria, 2007; Hawton, Sutton, Haw, Sinclair, & Deeks, 2005; Hawton, Sutton, Haw, Sinclair, & Harriss, 2005; Hawton & van Heeringen, 2009). For instance, it has been discovered that substance abuse (Hawton & van Heeringen, 2009), family conflict (Fortuna et al., 2007), and handgun ownership (Willis, Coombs, Drentea, & Cockerham, 2003) are all linked to suicide risk. These findings can serve as targets for suicide treatments. The term “peer bullying victimization” describes the aggressive behavior—both physical and verbal—that students encounter from their classmates in their social interactions on campus. A study found that exposure to discrimination and humiliation were essential factors impacting secondary school students’ suicidal thoughts (Cevik 2020). Considering the aforementioned justifications and the empirical data at hand, we propose the following theory.

### **2.3 H3 Resilience is positively related to suicidal ideation**

The growth of resilience, effective coping mechanisms, and stress management has also been connected to several parental characteristics. Effective coping mechanisms and the development of self-esteem are two benefits of authoritative parenting (Buri, Louiselle, Misukanis, & Mueller, 1988). However, studies have shown that different parenting philosophies may negatively affect people’s stress-reduction mechanisms, which may then affect their psychological well-being (Cui, Graber, Metz, & Darling, 2016; Ogilvie, 2006). For example, excessive control or overprotection from parents can hinder the development of healthy coping mechanisms. Reduced perception of mastery and perceived competence are linked to excessive control (Affrunti & Ginsburg, 2012). For instance, McLeod, Wood, and Weisz (2007) discovered a considerable link between parental overcontrol and anxiety issues in kids. Poor emotion-regulation techniques have also been connected to overbearing parents (Manzeske & Stright, 2009). These factors can then influence psychopathology, self-harm, and suicidal thoughts and actions. In light of the aforementioned reasoning and the empirical data at hand, we propose the following hypothesis:

### **2.4 Resilience as a mediator**

It has been suggested that having an optimistic outlook on oneself, the world, and the future mediates the association between resilience and well-being (Mak et al., 2011). Research (Cleverly & Kidd 2011) revealed that while increased psychological distress was linked to

higher suicide ideation, teens' perceived resilience was connected with reduced suicidal ideation. Moreover, suicidal ideation has been connected to depression, and suicidal ideation has also been associated with anxiety, mental health, resilience, and daily stressors (Thompson et al., 2011b). Once more, in individuals who had previously attempted suicide, resilience factors like social resources and familial cohesiveness were positively and depressingly connected with depression, interactive sensitivity, and humiliation (Clum & Febbraro 1994). In light of the aforementioned reasoning and the empirical data at hand, we propose the following hypothesis:

H3a. Resilience mediates the association between suicidal thoughts and academic stress.

H3b. Resilience mediates the association between non-academic stress and suicidal ideation.

#### ***2.5 H4 Coping moderates the affiliation between academic stress, non-academic stress, and suicidal ideation.***

The findings of Yongju Yu and Min He (2023) demonstrate the protective functions of coping humor and life purpose in the relationship between perceived stress from interpersonal relationships and SI in Chinese university students. These findings offer practitioners practical guidance on suicide prevention and intervention. According to Endler and Parker (1990), coping strategies have a big impact on how people react to stressful life events, including suicidal thoughts and actions. A single study (1995; Wilson et al.) that looked into stress, coping mechanisms, and teen suicide attempts discovered that those who attempted suicide were less likely to genuinely employ coping mechanisms than those who did not. It has been seen in a variety of samples that people who attempt or consider suicide more frequently either lack developed coping skills and methods or use them less frequently (Botis et al., 1994; Kaslow et al., 2002; Kralik & Danforth, 1992). Furthermore, some attempters have stated that suicide is their major coping mechanism for stressful situations, even while they are using coping measures. In light of the aforementioned reasoning and the empirical data at hand, we propose the following hypothesis:

### **3. Method**

#### ***3.1 Sample and procedure***

The purpose of this study is to evaluate the effect of suicide ideation among students in South India's education sector. We created a meticulously designed survey tool and dispersed it to students across multiple campuses. We utilized English in the survey instrument because it was the language of instruction in these institutions. We used Google Forms to collect data and provided the students with the survey link on the Web. Mid-March 2024 saw the beginning of the data collection, which ended in mid-April 2024. We got in touch with some students directly and made sure they filled out surveys because social separation was not necessarily necessary. We asked the respondents to be as impartial as possible and informed them that the information would be kept private and used for academic purposes. According to (Krejcie and Morgan 1970), the minimum required sample size is 384. So, Non-probability sampling based on convenience was employed. Numerous researchers have adopted this strategy. (Chidambaram et al., 2022). We generated 488 surveys, out of which 32 were incomplete. As a result, we included 456 surveys in the analysis.

#### ***3.2 Measures***

After reviewing the literature, we created a self-administered survey with scale questions that were modified from tried-and-true measurements. Every signal was assessed using a 5-point

Likert-type scale. (‘1’ ¼ “strongly disagree” and ‘5’ ¼ “strongly agree”). All the measures and sources of measures are presented in the Appendix. The survey was administered to the participants in English. English is the official language of correspondence for school students in the Southern part of India. All the constructs came from previous research and were anchored on a five-point Likert scale ranging from 1 = Strongly disagree to 5 = Strongly agree.

**Stress.** We measured Student stress with two sub-dimensions, namely, academic stress and nonacademic stress. Academic stress was measured using seventeen items (Dalia bedewy and Adel gabriel 2015). A sample item is “competition with my peers for grades is quite intense” ( $\alpha = 0.86$ ).

**Non-academic stress** was measured using fourteen items (Narayanaswamy Jagannathan et al.,2022). The sample items are “Problem in communication with opposite gender” and “worry about parents’ expectations” ( $\alpha = 0.86$ ).

**Resilience.** The resilience commitment was measured using an eighteen-item inventory developed by Simon Cassidy 2016). The sample items are “I would use the feedback to improve my work” and “I would begin to think my chances of success at university were poor” ( $\alpha = 0.91$ ).

**Coping.** Coping was measured using a sixteen-item inventory developed by (Carver et al.,1989). The sample items are “I take additional action to try to get rid of the problem” and “I try to come up with a strategy about what to do” ( $\alpha = 0.87$ ).

**Suicidal ideation.** We measured student suicidal ideation with the ten-item inventory developed by (Efi Fitriana et al., 2022). The sample items are “I just wish my life would end, which is mentioned in the suicidal desire” and “I have come close to taking my own life” ( $\alpha = 0.87$ ).

### 3.2 Demographic profile of the respondents

**Table 1 – Demographic profile of the respondents**

Category	Profile	Total number	Percentage
Gender	Male	399	88
	Female	57	12
Age	14-15 Years	150	33
	16 Years	75	16
	17 Years	98	21
	18 years above	133	29
Grade	9th Standard	150	33
	10th Standard	75	16
	11th Standard	98	21
	12th Standard	133	29
Syllabus	CBSE: Central Board of Secondary Education	100	22
	CISCE: Council for the Indian School Certificate Examinations	122	27
	IB: International Baccalaureate	103	23
	IGCSE: International General Certificate of Secondary Education	31	0.07
	State Board: State Government Recognized Board	100	22

Preparing for competitive exam	NEET	152	33
	JEEE	128	28
	OTHERS	176	39
Geographical Location	URBAN	165	36
	SEMI-URBAN	128	28
	RURAL	163	36
Mode of Living	Hostel	168	37
	Day-Scholar	125	27
	Private Lodge	58	13
	Others	105	23
Total		456	100%

## 4. Results

### 4.1 Descriptive statistics

Table 2 displays the study variables’ means, standard deviations and correlations.

Variables	Mean	SD	AVE	ASV	1	2	3	4	5
Academic Stress	3.82	0.64	0.67	0.026	(0.92)				
Non-Academic Stress	3.66	0.72	0.53	0.013	0.35**	(0.90)			
Resilience	3.91	0.87	0.64	0.018	0.31**	0.42**	(0.91)		
Coping	2.88	1.01	0.63	0.024	- 0.19**	-0.25**	-0.26**	(0.89)	
Suicidal ideation	4.01	0.69	0.61	0.008	0.21**	0.34**	0.49**	-0.15*	(0.92)

Notes: N = 456. AVE = average variance extracted, ASV = average shared variance, reliability coefficients (shown in the diagonal position of the table in parentheses). \*p < 0.05, \*\*p < 0.01

### 4.2 Construct validity

The author used AMOS 22.0 to perform a series of confirmatory factor analyses (CFAs) to assess the distinctiveness of our study variables before testing hypotheses. Model fitness was evaluated using the comparative fit index (CFI), root mean square error of approximation (RMSEA), and standardized root mean square residual (SRMR), by Hu and Bentler’s (1999) recommendations. Table 2 illustrates the CFA results, which showed that the standard five-factor model (academic stress, non-academic stress, resilience, coping, and suicidal ideation) was significantly better than the alternative models. These included a four-factor model ( $\chi^2 = 203.056$ , Ddf = 6), a three-factor model ( $\chi^2 = 308.99$ , Ddf = 8), and a one-factor model ( $\chi^2 = 560.77$ , Ddf = 11) in which all items loaded on one construct, academic stress, and non-academic stress were considered as one construct. Thus, the outcomes offered evidence in favor of the unique characteristics of our research variables. We first used the average variance extracted (AVE) to check the convergent validity of our measurements to make sure they were valid. We discovered that AVE scores exceeded the cutoff point of 0.5 (Table 1; Fornell and Larcker, 1981), indicating that our constructs are convergent. By comparing each construct’s AVE with the average shared variance (ASV), or the mean of the squared correlations between the constructs, we were also able to determine discriminant validity (Hair et al., 2010). As

anticipated, discriminant validity was supported by all AVE values being greater than ASV constructs (Table 1).

### 4.3 Common method variance

We used the following methods to look for common method variance (CMV):

- Harman's one-factor test.
- CFA

Five factors with eigenvalues larger than 1.0 explained 69.12% of the variance in the exogenous and endogenous variables, according to Harman's one-factor test. The single-factor model did not adequately fit the data, according to the CFA results ( $\chi^2 = 937.88$ ,  $df = 210$ ,  $CFI = 0.126$ ,  $SRMR = 0.122$ ,  $RMSEA = 0.136$ ). These tests indicated that CMV wasn't a significant problem for this research.

### 4.4 Hypotheses testing

A structural model in AMOS 22.0 (Figure 2) was used to evaluate the mediation-related hypotheses, and it showed a respectable goodness of fit ( $\chi^2 = 298.01$ ,  $df = 175$ ,  $CFI = 0.97$ ,  $RMSEA = 0.04$ , and  $SRMR = 0.04$ ). In SPSS, hypotheses regarding moderation were examined (25th edition) PROCESS Model I (Hayes, 2017; Table 3) was utilized.

**Table 3 - Results of confirmatory analysis of study measures**

Model	X2	Df	Dx2	Ddf	CFI	RMSEA	SRMR
Model 1 (hypothesized five-factor model)	377.11**	199	-	-	0.971	0.034	0.044
Model(four-factor model: combines AS and NAS)	580.16**	205	203.05**	6	0.865	0.081	0.110
Model 3(three-factor model: combines AS,NAS and RES)	686.10**	207	308.99**	8	0.780	0.101	0.117
Model 4(one-factor)	937.88**	210	560.77**	11	0.642	0.136	0.122
Notes: N =456. AS = academic stress, NAS = non-academic stress, RES= resilience, SU= suicidal ideation							

Chi-square is represented by the symbol  $\chi^2$ , degree of freedom by the symbol  $df$ , root mean square error of approximation (RMSEA) by the symbol SRMR, and comparative fit index by the symbol CFI. \*\* $p < 0.01$

H1 and H2 suggested that academic stress and non-academic stress positively relate to resilience. The findings show that resilience is positively correlated with both academic stress ( $b = 0.26$ ,  $p < 0.01$ ) and non-academic stress ( $b = 0.32$ ,  $p < 0.01$ ), as shown in Figure 2. When combined, these two results provide credence to H1 and H2. In H3, we hypothesized a favorable correlation between suicidal ideation and resilience. Resilience was found to positively predict suicidal ideation ( $b = 0.41$ ,  $p < 0.01$ ), hence confirming hypothesis H3.

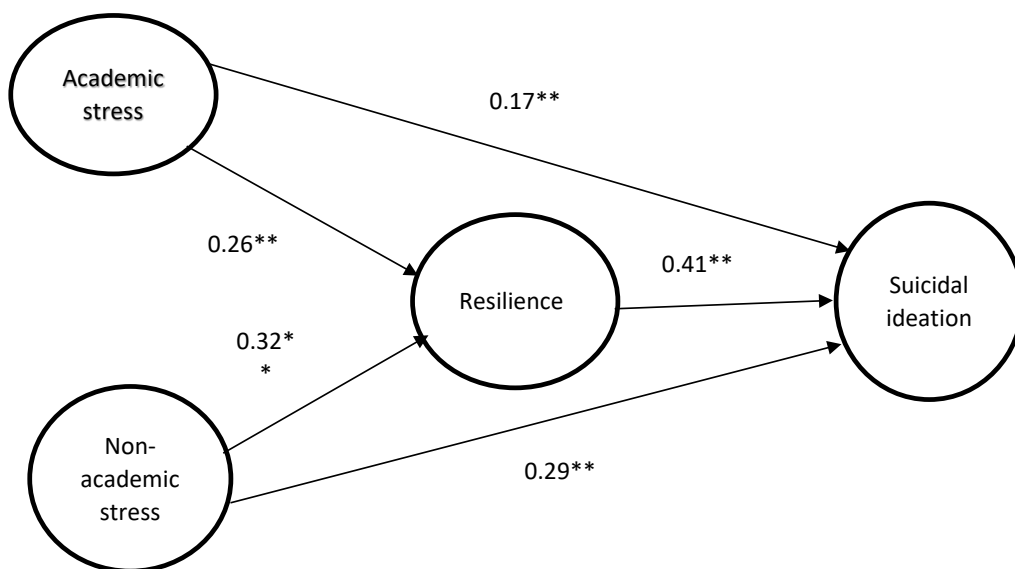
H3a and H3b proposed that the association between academic stress, non-academic stress, and suicidal thoughts is mediated by students' resilience. The results, as shown in Figure 2, show that academic stress is positively related to suicidal ideation via resilience ( $b = 0.11$ , 95% CI = 0.09; 0.23). Similarly, resilience plays a favorable role in the relationship between non-academic stress and suicidal thoughts ( $b = 0.15$ , 95% CI = 0.12; 0.35), hence supporting H3a and H3b.

Lastly, coping was expected to adversely reduce the positive association between H4a and H4b:

- academic stress.
- non-academic stress and resilience.

Our results (Table 3) showed a negative and substantial interaction effect between academic stress and coping on resilience, supporting H4a and H4b.

**Figure 2. Standardized coefficient structural model; N = 456**



**Table 4 - Results for moderation analysis (PROCESS Model 1)**

Predictors	Resilience	
	B	SE
Academic stress	0.23**	0.08
Non-academic stress	0.34**	0.11
Coping	-0.15**	0.08
Coping x academic stress	-0.12**	0.06
Coping x non-academic stress	-0.28**	0.09

Notes: N = 456; \*p < 0.05, \*\*p < 0.01; demographic variables are controlled; unstandardized coefficients and average bootstrap estimates are shown; bootstrapping method (5,000 iterations, 95% confidence interval, bias-corrected)

(p < 0.05, b = -0.12). The nature of this interaction supported our hypothesis that there would be less of a positive correlation between resilience and academic stress in the presence of strong coping than low coping (Figure 3). Similarly, a negative significant interaction was seen between coping strategies and non-academic stress on resilience (b = -0.28, p < 0.01). The interaction pattern supported our hypothesis that there was less of a positive correlation between non-academic stress and resilience when high coping was present as opposed to low coping (Figure 4). H4a and H4b were therefore approved. The direction of our hypothesis was supported by the pattern of these interactions, which showed that there was less of a positive

correlation between academic and non-academic stress and suicidal thoughts when there was high versus low perceived coping.

## 5. Discussion

The present research examined the direct and indirect crossover of academic stress and non-academic stress to suicidal ideation through resilience and the moderating role of coping between academic stress, non-academic, and resilience relationship. The results revealed that both academic stress and non-academic stress have a direct and indirect effect on suicidal ideation. Suicidal ideation was found to be a potential mediating mechanism (explaining partial variance) in the relationship between academic stress, non-academic stress, and suicidal ideation. Findings regarding the buffering role of coping revealed that coping buffers the positive relationship between academic stress, non-academic stress, and resilience such that the higher the coping, the lower be resilience. We discovered that while coping mitigated the link and made it more probable that low or moderate coping with academic stress would result in suicidal thoughts and maybe its eventful act, coping did not significantly predict suicidal ideation and its act. According to El Ansari et al. (2014) and Phang et al. (2015), students typically face difficulties adjusting to a new academic environment, workload, academic performance, attending lectures, overwork, and future employment.

### 5.1 Theoretical implications

The current study makes multiple additions to the body of knowledge regarding suicidal behavior and academic well-being among adolescents. By examining students' resilience as a crucial mechanism by which academic well-being (academic stress and non-academic stress) affects suicidal behavior, the current study adds to the body of research on students' academic well-being. Our findings, however, are in line with the literature that is currently available and has shown a connection between academic stress and suicidal thoughts (Consoli et al., 2015; Panadero et al., 2018; Ugurlu & Ona, 2009). Uncertainty surrounds whether suicide behaviors are causally related, even though they have been observed to usually occur in the setting of acute and chronic stressors (Cevik, 2020). But this correlation might just be coincidental or co-morbid. Thus, it is critical to comprehend the causal relationship between academic stress and suicidal ideation to further our understanding of suicide, intervention, and therapy. In this sense, we discovered that students' ability to effectively manage academic pressures may be crucial to preventing suicidal thoughts and the actual act. This conclusion is critical since stressors are a part of every school student's life, especially in our culture and at this dangerous moment. Educational administrators and policymakers should add courses and teachings on good coping strategies for young kids in particular. Resilient students can bounce back from stress (Wagnild, 2009a), but only if they have effective coping mechanisms. Resilience was found to be inversely correlated with suicidal thoughts and favorably correlated with academic stress. With the indirect effect being significant, the hypothesis that resilience would moderate the association between academic stress and suicidal thoughts was therefore verified. This only suggests that those who manage academic stress well are more likely to recover than those who do not, and they are also less likely to consider suicide. According to Tugde and Fredrickson (2004), who also observed that resilient people experience positive emotions during stressful situations, resilient people exhibit a greater degree of adaptive behaviors, especially in the areas of social functioning, morale, and physical health. This is consistent with our findings, as moral and social functioning are known to be anti-suicidal tonics. Richardson (2002) proposed the theory of resilience.

## 5.2 *Practical implications*

There are various ramifications for our research. Above all, this study will support educational institutions in realizing how much student stress—both academic and non-academic—affects attitudes toward studying and suicidal conduct. Our findings suggest that educational institutions must recognize the critical role that both academic and non-academic stress play in helping students succeed academically and prevent suicidal thoughts and behaviors. Every young person wants to be accepted and acknowledged by their peers, which has a significant impact on their adaptive functioning, according to Chu et al. (2015) and Preston et al. (2022). Nonetheless, it has been shown that perceived interpersonal stressors, such as a fear of being rejected and a thwarted sense of belonging, can serve as reliable indicators of suicidal thoughts and attempts (SA). Our results suggest that the educational institution's system of interventions to enhance students' academic performance, psychological well-being, resilience, and suicidal thoughts may be ineffective in the presence of coping mechanisms. Put differently, educational institutions should make sure that pupils have a feeling of coping if such initiatives are deemed ineffective.

## 5.3 *Limitations and Future Studies*

This study has various restrictions. Initially, we used a self-report survey to quantify our research variables at a specific period in time, which could lead to CMB. We conducted CFA by Podsakoff et al. (2012) standards and employed a variety of procedural remedies to reduce the possibility of CMB to guarantee that CMV would not be a problem in our investigation. To mitigate the risk of such bias, future studies might, however, rely on supervisors rating workers' job performance or gathering data at various intervals. Second, the generalizability of our findings to other industries or sectors has not yet been demonstrated because the sample of this study consisted of students studying in the southern portion of India with varying demographic characteristics and backgrounds in education studies. Our study paradigm should be tested in different sectors and cultures in future studies. Future research could look at the many moderating roles of variables in the relationship between students' suicidal thoughts, resilience, and academic and nonacademic stress.

## 6. **Conclusion**

This study offered a paradigm for comprehending the connection between students' academic stress, non-academic stress, resilience, and suicidal ideation. It also described how academic stress and, non-academic stress influences suicidal ideation. This study also looked at the moderating effect of coping on the connection between resilience and psychological well-being in students. The findings showed that both academic and non-academic stress on students' psychological well-being had positive effects on their resilience, which in turn improved their suicidal thoughts. Furthermore, the findings showed that coping negatively impacts students' resilience, particularly when those students had high perceived levels of less coping.

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