The Role Of Resilience And Self-Esteem In Predicting Suicidal Ideation Among Undergraduate Students

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Abstract
Background: Suicide is a public health problem and one of the leading causes of death worldwide. Self-esteem and resilience are known risk factors for the development and escalation of suicide ideation. Some more insights in this area are crucial to know and aspects yet to be explored to prevent and manage this crisis in the general population. It is essential to increase our knowledge concerning the etiology of suicide among college-going students. **Aim:** The present study investigated the relationship between self-esteem, resilience, and suicidal ideation in undergraduate students. **Method:** The sample comprised 240 students from various colleges of Hisar. Suicidal Ideation Scale (SIS), Self-Esteem Scale, and Brief Resilience Scale (BRS) were used. **Findings:** The results revealed that both self-esteem and resilience help prevent suicide ideation, but the levels vary. Regression analysis indicated that Low self-esteem leads to higher levels of suicidal ideation. This might be because of social and personal factors. The higher a person's self-esteem and resilience, the less likely they are to consider suicide. **Conclusion:** One of the recommendations is to raise awareness and information about suicidal thoughts among undergraduates to establish a framework for potential preventative programs or treatments for students who are having suicidal thoughts.
Keywords: *Resilience, self-esteem, suicidal ideation, undergraduate students*

INTRODUCTION

Graduate students' mental health has evolved into a major issue in the past few years, owing to the particular educational, social, and economic challenges they encounter. Globally, suicide is the third foremost reason of mortality among people aged 15 to 29 (World Health Organization [WHO], 2021). In the year 2022, a total of 1,70,924 suicides were recorded in India, a 4.2% increase over the previous year, among which 7.6% were students (National Crime Records Bureau [NCRB], 2022). Suicidal ideation has been identified as a major cause of death across the world (Maduka et al., 2020). According to WHO (2020) suicide is the primary cause of mortality among young adults, with college students being more susceptible to stress, ambiguity, and life transitions. According to Nock et al. (2008) about 22% and 38% of youngsters have thoughts about suicide at some time in their entire life cycle. According to O'Carroll et al. (1998) suicide is voluntary death caused by injury, poisoning, or suffocation, in which the individual who died did something intentionally to end his life.Suicidal thoughts are common across a wide range of people. According to Pompeo (2014) college students are more likely to require mental health treatment due to their higher likelihood of experiencing mental health difficulties. Suicidal thoughts refer to wishing to take one's own life but not intending to commit suicide (Gliatto & Rai, 1999). Suicidal ideation, a major symptom of psychological distress, has come out as an important concern among the different mental health difficulties. In the present scenario, students become more engaged in online activity which develops negative thoughts in their minds leading them to suicidal Ideation (Amit & Kumar, 2023; He et al., 2023). Resilience and self-esteem are two essential psychological variables that may help defend against suicidal ideation. According to Harris and Barraclough (1997) Suicidal ideation is a significant aspect of the suicide process, preceding suicidal efforts and successful suicides. Therefore, suicide ideation is critical in recognizing and avoiding suicidal behavior (Palmer,

2004). As it is the lead-up to suicide.Resilience, defined as being able to adjust and bounce back from difficulties, has been linked to improved mental health and a lower likelihood of suicide. Resilience has a vital part in offering improvements and avoidance rather than focussing on outcomes (Southwick et al., 2014). Resilience is a protective factor for dealing with every situation in life, particularly adversity and challenges, and it leads to great outcomes (Hunter & Chandler, 1999; Rutter, 2013). Self-experienced pleasant memory occurrences are necessary for people to be thankful and resilient which helps them to avoid negative thoughts (Kumar et al., 2021). Graduate students with a higher degree of resilience are frequently better prepared to deal with academic stress and personal obstacles, thus decreasing their susceptibility to suicide ideation (Dunn et al., 2008).Likewise, self-esteem, or an assessment of one's value, has a substantial impact on mental health. Low self-esteem has been associated to an grater risk of depression, anxiety, and suicidal thoughts (Orth et al., 2008). Graduate students with poor self-esteem might find it difficult to achieve academic standards or regard themselves as unsuitable, exacerbating feelings of pessimism and increasing the risk of suicidal thoughts (Harter, 2012). People with high self-esteem, on the other hand, were more inclined to keep an optimistic attitude and stable emotions throughout difficult circumstances (Mann et al., 2004).The findings show that when pupils have a high level of self-esteem, they are less likely to consider suicide. Nevertheless, students who have low self-esteem are at a higher risk of contemplating suicide. (El-Masri & El-Monshe, 2021; Maduka & Onah, 2020). Poor self-worth has been demonstrated to be a key predictor of suicide ideation among high school adolescents (Dukes & Lorch, 1989). Tsang and Yip (2006) stated that unfavorable self-assess were linked with higher suicidal thoughts, more frequent suicidal actions, severity of suicidal intention, and clinical severity of the attempt. According to Harris and Mollock (2000), the likelihood and intensity of suicide ideation among teenagers with affective disorders were associated with low self-esteem, also teens' suicide attempts were linked to low self-esteem. Previous findings demonstrated a negative link between self-esteem and suicidal ideation among the students. Regression showed low self-esteem correlates with increased suicidal ideation (Manani & Sharma, 2013; Park, 2017). Udensi et al. (2024) demonstrate a study on 240 undergraduate male and female students they reveal that suicidal ideation is not predicted by self esteem and depression and gender also don't have a significant role in suicidal ideation as there were no significant difference among males and females. Prior researches reveal that self-esteem is a strong adverse indicator of suicidal ideation. People with higher self-worth are less prone to suicidal ideas (Aroyewun et al., 2019).Resilience can minimize suicide ideation by fostering an encouraging view of one's capacity torecover and lessen distress. Resilience can minimize suicide ideation by fostering an optimistic view of one's ability to recover and lessen distress (Johnson et al., 2011). The study found a negative correlation between resilience and suicidal thoughts, with resilience potentially predicting suicidal ideation (Cheung et al., 2019). Some research demonstrated that suicidal ideation was adversely connected with familial and social assistance, both of which are critical components of coping mechanisms and resilience for managing suicidal thoughts and depressive symptoms (Zhang et al., 2022). Uddin et al. (2020) investigated if resilience and optimism may anticipate suicide ideation among university students. The study found no notable gender disparities and resilience and optimism were equally linked to a decrease in suicidal thoughts. Furthermore, resilience and optimism both predicted suicidal thoughts adversely, accounting for 24% of the variance. Previous research concluded that academic stress had a positive relationship with suicidal thoughts, while resilience was adversely connected. In addition, resilience adversely predicted suicidal ideation (Okechukwu et al., 2022).

OBJECTIVES
1. To investigate the association of Suicidal Ideation with Self-Esteem and Resilience among undergraduate students.
2. To study the role of Self-Esteem on Suicidal Ideation among undergraduate students.
3. To study the role of Resilience on Suicidal Ideation among undergraduate students.

Hypotheses
1. Suicidal Ideation and Self-esteem will be negatively correlated among undergraduate students.
2. Suicidal Ideation and Resilience will be negatively correlated among undergraduate students.
3. Self-esteem will be a significant predictive factor in suicidal ideation among undergraduate students.
4. Resilience will be a significant predictive factor in suicidal ideation among undergraduate students.

METHODOLOGY
Participants
The sample comprised 240 undergraduate students between the ages of 18 and 23. It included an equal number of males and females, with 120 participants of each gender. The data were collected from various colleges located in Hisar

Measures
The tools used in the present study are:
1.   **Suicidal Ideation Scale (Sisodia & Bhatnagar, 2011):** It was a five point raiting self-report questionnaire comprising 25 statements to measure the suicidal ideation of an individual in which 21 items were positive and 4 items were negative. The internal consistency of the scale was measured at 0.81, while the test-retest reliability was found to be 0.78.**Rosenberg Self-Esteem Scale (Morris Rosenberg, 1965):** This scale consisted of ten items in which five items were positive and five were negative, which assesses both positive and unfavorable thoughts about oneself. It was a one-dimensional scale. Each item was rated on a four-point Likert scale. The minimum score on this scale was 10 and the maximum was 40. A higher sum of obtained scores indicated higher self-esteem. The reliability coefficient of the scale was found to be 0.71 for the population under study. The validity was 0.55.
2.   **The Brief Resilience Scale (Smith et al., 2008):** It was a 5-point Likert scale with 6 items. The first, third, and fifth assertions were all positive, whereas the second, fourth, and sixth ones were all negative. A higher score indicate a better ability to recover and a greater amount of resilience. The scale has an internal reliability (Cronbach Alpha) of .80-.91.

PROCEDURE
Following authorisation from Hisar college administration, relevant samples were chosen in accordance with research parameters. Prior to delivering the questionnaire, rapport was formed. Each questionnaire included detailed information. Following this, participants were provided with the consent form and questionnaire. The responses were then analyzed according to the respective manuals, and scoring was completed accordingly.

RESULTS AND DISCUSSION
The present research used a sample of 240 college students from Hisar to explore the association between suicidal ideation, self-esteem, and resilience among students.
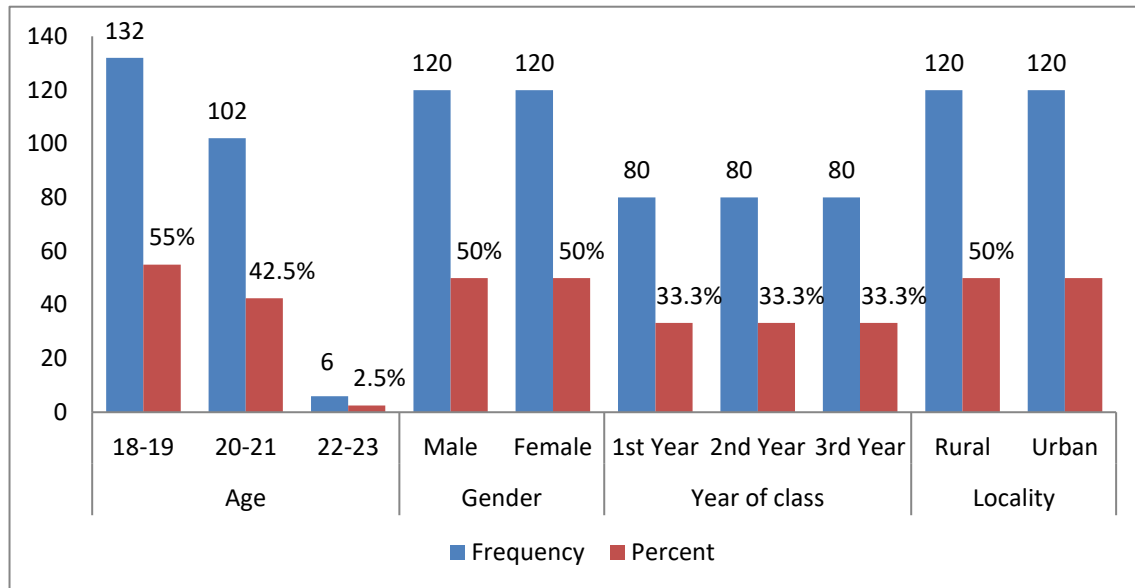
Table 1
Frequency and Percent Distribution of the sample (N=240)

Variables		Frequency	Percent
Age	18-19	132	55
	20-21	102	42.5
	22-23	06	2.5
Gender	Male	120	50
	Female	120	50
Year of class	1st Year	80	33.3

	2nd Year	80	33.3
	3rd Year	80	33.3
Locality	Rural	120	50
	Urban	120	50

Figure 1
Graphical rpresentation of Sample (N= 240)

The present research used a sample of 240 college students from Hisar to explore the association between suicidal ideation, self-esteem, and resilience among students.

Table 1 reveals the frequency and percentage of the total sample. Out of the 240 participants, 132 (55%) were in the age range of 18 to 19 years, 102 (42.5%) were in the age range of 20 to 21 years, and 6 (2.5%) were in the age range of 22 to 23 years. Further 120 (50%) were male and 120 (50%) were female based on the urban and rural backgrounds distributed equally. Additionally, the sample has 80 (33.3%) participants were from 1st year, 80 (33.3%) were from 2nd year and 80 (33.3%) were from 3rd year.

Table 2
Showing the Descriptive and Correlation among Study Variables

Variable	Suicidal Ideation	Mean	*Standard Deviation*
Suicidal Ideation	1	57.36	15.70
Self-Esteem	-.437**	29.53	4.69
Resilience	-.297**	18.30	3.23

* Correlation is significant at < 0.05 level
** Correlation is significant at < 0.01 level

Table 2 exhibit the mean and standard deviation of the entire student sample with suicidal ideation, self-esteem, and resilience. (Mean 57.36, SD 15.70), (Mean 29.53, SD 4.69) and (Mean 18.30, SD 3.23) rspectively.As shown in Table 2 there was a negative correlation between suicidal ideation and self-esteem (r = -.437, p < .01) which indicates a moderate to strong inverse relationship. In other words, as

self-esteem decreases, suicidal ideation increases. For college students, low self-esteem can stem from various factors, such as academic difficulties, social comparison, body image concerns, or relationship issues. When self-esteem is undermined by these factors, it can erode their mental resilience and increase their vulnerability to suicidal thoughts. These results were also supported by previous studies that concluded a significant and negative relationship between suicidal ideation and self-esteem (Jang et al., 2014; Manani & Sharma, 2013; Park, 2017). The hypothesis for the significant negative relationship between suicidal ideation and self-esteem among undergraduate students was accepted. As per Table 2 suicidal ideation and resilience ($r = -.297$, $p < .01$) has a significant negative correlation which implies that highly resilient students are more unlikely to have suicidal thoughts. Resilience allows them to navigate adversity without becoming overwhelmed, significantly lowering their risk of experiencing severe mental health issues like suicidal ideation. These results were also supported by previous studies that concluded a significant and negative relationship between suicidal ideation and resilience (Cheung et al., 2019; Zhang et al., 2022; Uddin et al., 2020). The hypothesis for the significant negative relationship between suicidal ideation and resilience among undergraduate students was accepted.

Table 3
Simple Linear Regression Coefficient of Suicidal Ideation and Self-Esteem toward Undergraduate Student (N=240)

Predictor	R^2	R^2 Change	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
			B	Std. Error	Beta		
Constant			100.50	5.835		17.222	.000
Self-Esteem	.191	.191	-1.461	.195	-.437	-7.485**	.000

*Significant at <0.05 level, ** Significant at <0.01
Note: Dependent Variable: Suicidal Ideation, Predictor: (constant): Self-Esteem

As presented in Table 3 self-esteem appeared as a significant predictor of suicidal ideation among undergraduate students with 19.1% (R^2=.191) variance in suicidal ideation among students the B value is -1.461, β is -.437 which is significant at 0.01 level. It means that low self-esteem has increased the likelihood of having suicidal thoughts. In other words, when students had low self-esteem or negative attitudes about themselves, they were more likely to experience feelings of hopelessness or misery, which could have increased the risk of suicidal ideation. The findings were similar to previous research that concluded that self-esteem was negatively associated with suicidal ideation among students (Bhar et al., 2008; Manani & Sharma, 2013; McGee et al., 2001). Some studies revealed that self-esteem had a significant influence on suicidal ideation. People with high self-esteem were used more effective coping strategies to deal with suicidal ideation (Jang et al., 2014; Park & Kim, 2018). The hypothesis that self-esteem will be a significant predictive factor in suicidal ideation among undergraduate students was accepted.

Table 4
Simple Linear Regression Coefficient of Suicidal Ideation and Resilience toward Undergraduate student (N=240)

Predictor	R^2	R^2 Change	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
Constant			83.770	5.591		17.222	.000
Resilience	.088	.088	-1.444	.301	-.297	-4.797**	.000

*Significant at <0.05 level, ** Significant at <0.01
Note: Dependent Variable: Suicidal Ideation, Predictor: (constant): Resilience

Table 4 indicated that resilience had a significant predictor of suicidal ideation among undergraduate students with 8.8% (R^2=.088) variance in suicidal ideation among students the B value is -1.444, β is -.297 which was significant at 0.01 level. It indicated that higher resilience had led to fewer suicide thoughts. Also, resilience had a significant influence on suicide thoughts among students. Previous findings support our results and suggest that resilience makes a significant contribution to reducing suicidal ideation (Cheung, 2019; Uddin et al., 2020). Some other research also showed that suicidal ideation was negatively anticipated by resilience (Okechukwu et al., 2022). The hypothesis that resilience will be a significant predictive factor in suicidal ideation among undergraduate students was accepted.

CONCLUSION

The current study aimed to investigate the impact of resilience and self-esteem on suicidal thoughts among undergraduate students. The results demonstrated a substantial negative link between resilience and self-esteem and suicidal ideation, implying that students with greater levels of these psychological traits are less likely to consider suicide. Furthermore, resilience and self-esteem were identified as major predictors of suicidal thoughts, emphasising their protective function in students' mental health. These findings emphasise the need of developing intrinsic coping skills. Developing resilience can provide people with the ability to quickly adjust to stress and recover from difficulties, whilst improving self-esteem can increase a student's feeling of value and belonging. Given the increasing prevalence of mental health issues in educational environments, resilience-building programs and self-esteem-boosting therapies should be considered as essential elements of college mental health services. Future study might expand on these findings by looking at the influence of tailored therapies and other mediating variables that enhance mental well-being in college going students.

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