

Original Research

The Relationship between Social Support and Academic Stress to the Onset of Suicidal Ideation in Adolescents



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Article Info	Abstract
Article history: Received: 27 September 2023 Accepted: 29 January 2024	<i>Introduction:</i> Psychological changes like emotional disorders often occur in adolescents that can cause pressure and stress when they cannot cope well. One way to reduce the psychological pain is to self-harm to suicidal thoughts. This study aims to explore the relationship of social support and academic stress to the onset of suicidal ideation in adolescents. <i>Methods:</i> This research used a quantitative with cross-sectional design. The respondents were 219 high school teenagers aged more than or equal to 17 years who were selected using purposive sampling techniques. This research was conducted in a senior high school in Denpasar Bali from January to May 2023. Data collection used the MSPSS questionnaire to measure social support, the ESSA questionnaire to measure academic stress, and the SIS questionnaire to measure suicidal ideation. Data were analyzed using the Spearman's rank test because the data was not normally distributed ($\alpha \leq 0.05$). <i>Results:</i> The results of this study indicate that there was a significant relationship between social support (family, friends, and special people) and suicidal ideation ($p=0.002$; $p=0.000$; $p=0.000$); however, in the academic stress variable, it was found that there was no significant relationship with suicidal ideation in adolescents ($p=0.085$). <i>Conclusion:</i> These findings emphasize the importance of social support as a protective factor in adolescents in reducing suicidal ideation. Nursing education can be provided to teachers and students in an effort to prevent early mental health problems.
Keywords: academic-stress, adolescent, social- support, suicide ideation	

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INTRODUCTION

Adolescence is the most vulnerable period in an individual's developmental stage, both physically, psychologically, and socially [1]. Adolescence is often referred to as a transitional period from childhood to early adulthood [2]. Behavioral, physical, and emotional changes can occur during this period, part of adolescent growth and development. Adolescents experience physical changes such as changes in body shape, menstruation in women, and wet dreams in men [3]. In addition, adolescents also experience psychosocial changes such as risk-taking, immature thoughts, great curiosity, and concerns about the judgment of others [2]. Adolescents who cannot deal with changes well often experience pressure and stress.

Psychologically, pressure and stress can have adverse effects and potentially trigger risky behaviors such as alcohol use, smoking, and drug abuse. In some cases, adolescents who experience severe emotional disturbances can commit self-harm to reduce the mental pain experienced [4]. Based on research conducted by [5] shows that self-harm behavior provides a significant risk of suicide attempts in various age groups; most perpetrators who commit acts of self-harm are adolescents. Self-harm is a sign of a severe problem and can increase the risk of suicidal behavior.

Suicide is a serious public health problem globally. Data from the World Health Organization (WHO) in 2019 showed that around 800,000 deaths occurred in one year. Bali Province is ranked third in Indonesia for

the highest incidence of suicide, with a total of 100 suicides per year. In 2016-2018, the total number of attempted suicides handled by the Psychiatry Department of Sanglah General Hospital in Bali was 234 cases with an average age of 11.5 to 28.5 years, where the majority of victims were female, with 156 people. The high school education level included the perpetrators with the highest suicide attempt cases, with 125 patients [6]. *Suicide* is a continuous action arising from suicidal ideation in individuals, including planning and attempts, which eventually turn into actual suicidal actions [7]. In Indonesia, there is no adequate recording system to track suicide deaths, so recording these deaths is still not optimal. Information related to suicide is still tricky to access because it is considered an avoidable topic and triggers sensitivity in the broader community.

Many factors cause a person to engage in life-ending behavior. Suicidologists obtained data that as many as 4.2% of students in Indonesia have intended to end their lives due to untreated depression. Many factors cause depression among students, especially academic stress and lack of social support including bullying, peer support, and parents [8]. Students are prone to academic stress, because they spend more time in the school environment to study as a provision for future career trips. A person's inability to deal with academic demands which then causes a negative perception of the situation, starting from the pressure that arises from the inability to achieve expected learning goals and has an impact on emotional discomfort, is known as academic stress [9]. Factors that cause academic stress are the demands placed

by parents on students because their achievements are not as expected, getting unsatisfactory grades, and feeling less than optimal in doing assignments [10]. Continuous academic stress can lead to feelings of hopelessness in those who experience it, if too long drifting in feelings of hopelessness can have an impact on the stage of depression to cause the desire to end life.

Social support is the most significant source of support for all psychosocial problems because social interactions can reduce the effects of stress and emotions and reduce the impact of stress. *Social support* is a sign of recognition, attention, and appreciation from others through motivating communication [11]. During adolescence, problems often arise and social support becomes essential for them. Students with good social support have better coping skills when dealing with complicated situations. However, lacking social support can increase the risk of adolescent suicidal behavior [12]. Adolescents with less social support tend to experience stress and difficulty adapting.

One of the high schools in Bali which is located close to various tourist attractions, such as Garuda Wisnu Kencana (GWK), Pandawa Beach, and Uluwatu can experience the impact of cultural changes and student socialization. As a result, the younger generation is adopting a modern lifestyle, such as following the latest trends, hanging out in trendy cafes, or visiting shopping centers and other tourist attractions after school.

A preliminary study was conducted involving 20 adolescent students aged 15-18. This preliminary study aimed to assess

academic stress, social support, and suicidal ideation in students. The data showed that 10% of students had severe academic stress, 15% had moderate academic stress, and 70% had mild academic stress. From the 20 randomly selected students, most respondents when having problems chose to tell friends (75%), tell family (25%), keep it to themselves, and have no friends to talk to (35%) and tell their girlfriends (20%). Five percent (5%) constantly or continuously thought about how to end their lives and 30% of students sometimes thought about how to end their lives. In addition, there were 15% of students had a moderate to strong desire to make a suicide attempt, and 30% of students had a weak desire to make a suicide attempt.

Adolescent suicide can be an indicator of severe mental health problems. Adolescents see suicide as a way out and a solution to problems. One of the impacts of suicide on adolescents is that it creates pessimism among Indonesia's young generation who are supposed to be the nation's successors [13]. In addition, suicide has a heartbreaking impact on the parents and loved ones left behind. In Indonesia, data on suicide, especially in Bali, is still limited, as many people consider suicide a disgrace. Based on the description above, it is essential to conduct further research to determine the relationship between social support factors and academic stress on the onset of suicidal ideation in adolescents, because suicidal ideation can transition into actual suicide. Based on this background, the researcher is interested in conducting research titled "The Relationship of Social Support and Academic Stress to the Onset of Suicidal Ideation in Adolescents".

METHODS

The research used was quantitative with a cross-sectional design. A total of 219 students were selected as respondents from the total population of 389 class XI students who were determined using Slovin's formula where the calculation was carried out with an error rate of 5%. The purposive sampling technique was used to determine the sample based on the inclusion criteria. The Inclusion criteria are the students aged 17 years old or older and have a willingness to be respondents. The exclusion criteria are the student who doesn't go to school and doesn't agree to become a respondent.

Data collection used the Multidimensional Scale of Perceived Social Support (MSPSS) questionnaire developed by Gregory D. Zimet, the Educational Stress Scale for Adolescents (ESSA) modified by Sulusyawati [14], and the Suicide Ideation Scale (SIS) compiled by Rudd, but translated by Rai [15]. The three instruments have been tested for validity and reliability by researchers. The MSPSS measurement scale has a Cronbach's Alpha validity and reliability value (0.938), ESSA has a Cronbach's Alpha (0.905), and SIS has a Cronbach's Alpha (0.923). Google Forms were created for all instruments to make it easier to collect data. The research was carried out from January to May 2023 at one of the high schools in Bali Province.

Data collection was carried out by the researcher together with five research assistants by entering a predetermined class with the teacher. Researchers explained the purpose of the research, benefits, and

informed consent to students by explaining that their participation was voluntary. The researcher then asked for help from the class leader to distribute a Google form link in the form of informed consent as proof of their willingness to take part in the research and then use the questionnaire for the class group. Students who refuse to be respondents are allowed to leave the room. The questionnaire took 30 minutes. After collecting data, the researcher then checks the data before ending the collection activity. The data were analyzed using bivariate analysis using the Spearman's rank test because the data obtained was not normally distributed with a p-value of 0.00 ($p < 0.05$) using the Kolmogorov-Smirnov normality test. Before collecting data, this research was approved by the ethics committee of Udayana University on December 27, 2023 number 33/UN14.2.2.VII.14/LT/2023.

RESULTS

The Research result shows that the majority of respondents were female (61.2%), aged 17 years (98.6%), and had complete parents (93.2%), while the others were orphans, motherless, and divorced. Most were second children (42%), followed by first children (34.7%), third children (18.7%), fourth children (3.7%), and fifth children (0.9%). More respondents had two siblings (38.4%) than three siblings (37.4%), with lower percentages for other siblings. Most of the respondents were students majoring in Mathematics and Natural Sciences (63.9%), while the others were students majoring in Social Sciences (27.4%) and Languages

(8.7%) (Table 1).

There are three categories of social support among adolescents as shown in Table 2, two respondents had a low level of social support (0.9%), 72 people had a medium level of social support (32.9%), and 145 people had a high level of social support (66.2%). Academic stress levels in adolescents are divided into three categories. Most of the respondents had academic stress in the moderate category (68.9%), severe category (24.7%), and mild academic stress (6.4%). In addition, 3 people (1.4%) had severe suicidal thoughts while 216 people (98.6%) did not have suicidal thoughts.

Table 3 shows that there is a relationship between the social support variable and suicidal ideation ($p \leq 0.05$) with a correlation coefficient of -0.317 where when adolescents have high social support there is no suicidal ideation in adolescents. However, there is no significant relationship between academic stress and suicidal ideation ($p \geq 0.05$).

Table 4 shows that family social support correlates with suicidal ideation ($p < 0.05$) with a correlation coefficient value of -0.212 , where the higher the support provided by the family, the lower the suicidal ideation or vice versa. Support from friends also correlates with suicidal ideation ($p < 0.05$) with a correlation coefficient of -0.334 , where the higher the social support received from the circle of friends, the lower the suicidal ideation or vice versa. Support from special people also has a correlation with suicidal ideation ($p < 0.05$) with a correlation coefficient of -0.302 , where when support from special people is low then thoughts of suicide are high or vice versa

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Table 1
Respondent's Characteristic (n = 219)

Characteristics		n	(%)
Gender	Male	85	38.8
	Female	134	61.2
Age (y/o)	17	216	98.6
	18	2	0.9
	19	1	0.5
Parent status	Complete	204	93.2
	Fatherless	6	2.7
	Motherless	2	0.9
	Orphan	1	0.5
	Divorced	6	2.7
Birth order	1	76	34.7
	2	92	42.0
	3	41	18.7
	4	8	3.7
	5	2	0.9
Number of siblings	1	18	8.2
	2	84	38.4
	3	82	37.4
	4	31	14.2
	5	3	1.4
	6	1	0.5
Major	Science	140	63.9
	Social	60	27.4
	Language	19	8.7

Table 2

Description of Social Support, Academic Stress and Suicidal Ideation in Adolescent (n=219)

Variables		n	(%)
Social support	Low	2	0.9
	Moderate	72	32.9
	High	145	66.2
Academic stress	Mild	14	6.4
	Moderate	151	68.9
	Severe	54	24.7
Suicidal Ideation	Serious suicidal ideation	3	1.4
	Absence of suicidal ideation	216	98.6
	Total	219	100

Table 3

Analysis of the Relationship between Social Support and Academic Stress with Suicidal Ideation (n=219)

Variables	Criteria	Suicide Ideation		Total	p	Coefficient Correlation
		Serious suicidal ideation	Absence of suicidal ideation			
Social support	Low	0 (0%)	2 (100%)	2 (100%)	0.000	-0.317
	Moderate	3 (4.2%)	69 (95.8%)	72 (100%)		
	High	0 (0%)	145 (100%)	145 (100%)		
	Total	3 (1.4%)	216 (98.6%)	219 (100%)		
Academic stress	Mild	1 (7.1%)	13 (92.9%)	14 (100%)	0.085	-0.117
	Moderate	2 (1.3%)	149 (98.7%)	151 (100%)		
	Severe	0 (0%)	54 (100%)	54 (100%)		
	Total	3 (1.4%)	216 (98.6%)	219 (100%)		

Table 4

Analysis of the Relationship Between Social Support Dimensions with Suicidal Ideation (n=219)

Social Support Dimension	Suicide Ideation	
	p	Coefficient correlation
Family	0.002	-0.212
Friend	0.000	-0.334
Special people	0.000	-0.302

DISCUSSION

Relationship Between Social Support and Suicidal Ideation

Based on the results of the analysis carried out, the results of the correlation statistical test between the social support variable and suicidal ideation found that there was a significant relationship with relatively strong strength in the negative direction. These results align with research conducted by [16] that social support has a relationship with the emergence of suicidal ideation in adolescents. After conducting the analysis and correlation test in this study, it was found that students with moderate social support tended toward suicide. Social support at a moderate level indicates that these students receive more support than those with low social support. Adequate social support is essential for maintaining mental well-being and preventing health risks associated with suicide risk [17].

According to experts, social support is vital in influencing suicidal tendencies. Social support includes emotional support between individuals and has a positive impact on the psychological health of individuals. In addition, the presence of social support is also associated with increased life satisfaction and individual happiness levels [17]. Adolescents get social support from their surrounding environment, including family, friends, and special people in their daily activities. These people provide social support spontaneously. However, if the relationship with family, friends, and meaningful people is poor, it can trigger individual emotional instability

[18]. Relationships with parents are essential in the lives of adolescents, namely as a source of experience and learning. However, adolescents often face confusion in balancing their desires and will with the expectations and desires of their parents, which can lead to conflict [19]. In addition to the issue of conflict within the family, especially with parents, this study also reviews the interactions and relationships between adolescents and their peers or friends in their school environment.

Positive social interactions between adolescents and their peers can provide the perception that they get attention, are valued, and have the opportunity to expand their social network. Research conducted by [20] found that there is a relationship between the quality of friendship and suicidal ideation in adolescents. Analysis of questionnaires filled out by students found that most respondents get positive support from their parents. In questions related to support from friends, it was found that most answers ranged from agree to neutral to get help and support from their friends, then get good social support from meaningful people answered agree to neutral by respondents. The social support questionnaire data concludes that most students get good support from their surrounding environment, especially parents, friends, and meaningful people. The suicidal ideation questionnaire showed that most students did not have severe suicidal ideation.

Analysis conducted on each dimension of the social support variable also found that all dimensions have a meaningful relationship with the suicidal ideation variable. However, the dimension that has the most influence on

suicidal ideation in students is the social support received from friends around their social environment. In line with the results of this analysis, [21] stated that peer rejection affects the tendency of aggressive behavior to suicide risk. In the adolescent phase, there is a shift in priorities where friendship relationships become more significant than the role of parents, along with age development. Teenagers feel more comfortable and open when sharing stories and experiences with friends [22]. So, good-quality social support between peers will provide mutually beneficial interactions when facing difficult situations. A reciprocal process occurs in supporting each other, creating a close and mutually beneficial relationship.

Relationship Between Academic Stress and Suicidal Ideation

After analyzing the data of students, there was no significant relationship between academic stress and suicidal ideation in adolescents. These results indicate that academic stress factors do not directly influence the tendency of suicidal ideation in adolescents in the context of this study. In agreement with research conducted by [15], the findings of this study support that there is no significant relationship between academic stress and suicidal ideation in adolescents. [22] also found similar results, namely that no significant relationship exists between academic stress and suicidal ideation. This finding indicates that in the context of this research, academic stress factors do not directly affect the emergence of suicidal

ideation in adolescents.

Different research results were found by research conducted by [23], where they found that there was a significant relationship between academic stress and suicidal ideation in adolescents in India. The study also found that in addition to learning stress factors, other factors influence suicidal ideation, namely parental pressure, depression, breakups, and emotional disturbance problems. Research conducted by [24] found that academic stress was significantly correlated with suicidal ideation in adolescents. However, in their study, academic stress was not the only predictor of students having suicidal thoughts. Therefore, other factors, namely socioeconomic status and personality also play an essential role in this case. Another study conducted on high school and vocational school students in Bali by [25] showed that there are other factors associated with suicide risk in adolescents, namely psychological factors in the form of hopelessness, depression, anxiety, and stress. Therefore, it can be concluded that the onset of suicidal ideation in adolescents is complex and influenced by many factors.

Based on the views of experts, academic stress that lasts for an extended period can harm individual health, such as a decrease in the immune system and an increased risk of hypertension. The results of the academic stress questionnaire analysis found that some students did not have adequate coping mechanisms. Respondents' answers indicate that they often have difficulty concentrating during lessons, feel depressed when getting grades below expectations, feel disappointed by their parents, and feel pressure related to

the future, which are signs of inadequate coping mechanisms. Many factors can cause academic stress in students, such as economic status, education level, social support, personality, emotional control, and stressors [26]. This study showed that most students experienced moderate to severe academic stress, with only a small number of students having severe suicidal ideation, as many as three people. It can be concluded that, in addition to academic stress, other factors play a role in the onset of suicidal ideation in students that were not examined in this study.

NURSING IMPLICATION

Our findings show that social support as an external factor for adolescents has a role in reducing adolescents' suicidal ideation. Therefore, this finding is one of the grounds for the need for intervention to strengthen this protective factor so that adolescents become more resilient when experiencing a problem and suicidal ideation can be minimized. Nursing intervention can involve providing education to schools about the findings of this research so that schools can organize structured activities for their students in an effort to prevent mental health problems.

LIMITATIONS

Research only looks at two variables that influence suicidal ideation, namely social support and academic stress in adolescents, whereas there are many other factors that can influence suicidal ideation. Apart from that, this study used purposive sampling so that the sample distribution was not evenly

distributed among high school students.

CONCLUSIONS

The students have social support in the high category, from parents, friends, and special people. The majority of students are 17 years old, female, and do not have suicidal ideation. Most of them have moderate academic stress. There was no significant relationship between academic stress and suicidal ideation in students but a significant relationship was found between social support (family, friends, and special people) and suicidal ideation. Nursing intervention can be provided in the form of providing education to teachers and students in an effort to prevent early mental health problems. Future research can examine the factors that cause the emergence of suicidal ideation in adolescents, especially self-inflicted factors.

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