



The Role of Social Support and Academic Stress in Suicide Risk among Students

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DESCRIPTION

The rising incidence of suicide among college students has become a critical public health concern, prompting a need for comprehensive research to identify predictors of suicide risk within this vulnerable population. College students experience a unique set of stressors that can exacerbate mental health issues, including academic pressure, social isolation and transitions to adulthood. This study aims to use a multimodal approach to identify the various predictors of suicide risk among college students, integrating quantitative and qualitative methods to provide a nuanced understanding of the factors contributing to suicidal ideation and behavior. By identifying these predictors, the research seeks to inform targeted interventions and preventive measures that can mitigate suicide risk within college populations. To understand the predictors of suicide risk, it is essential to consider the multifaceted nature of mental health among college students. Factors such as psychological distress, history of mental illness and exposure to trauma can significantly increase the likelihood of suicidal thoughts and behaviors. This study will assess psychological distress using standardized measures, such as the Generalized Anxiety Disorder 7-item scale (GAD-7) and the Patient Health Questionnaire-9 (PHQ-9), to quantify anxiety and depression levels among participants. Additionally, demographic factors, such as age, gender, race and socioeconomic status, will be collected to explore how these variables correlate with suicide risk.

A critical component of this research will involve the examination of social factors that can influence suicide risk. College is often a time of significant social change and the ability to establish and maintain supportive relationships can greatly impact mental well-being. This study will utilize the Multidimensional Scale of Perceived Social Support (MSPSS) to assess students' perceived social support from family, friends and significant others. Low levels of perceived social support have been consistently linked to increased suicide risk, making this an essential area of focus. The study will explore how social connections or the lack thereof affect students' mental health and contribute to suicidal ideation. Moreover, academic stressors

are a significant predictor of suicide risk among college students. The pressures of academic performance, the competitive nature of college environments and the fear of failure can lead to heightened anxiety and depressive symptoms. This research will investigate the relationship between academic stress and suicide risk, examining variables such as academic workload, perceived academic control and the impact of academic performance on self-esteem. By analyzing these academic factors alongside psychological and social variables, the study aims to create a comprehensive picture of the factors contributing to suicide risk in college settings.

In addition to these quantitative measures, the study will incorporate qualitative methods to gather in-depth insights into the lived experiences of college students regarding mental health and suicidal thoughts. Semi-structured interviews will be conducted with a diverse sample of students, allowing them to share their personal narratives and perspectives on factors that contribute to their mental health challenges. This qualitative component will provide valuable context for the quantitative data, revealing the complexities and nuances of each individual's experience. Understanding students' own interpretations of their mental health struggles will enhance the research's relevance and applicability to real-world scenarios. The multimodal approach of this study also includes the exploration of potential protective factors that may mitigate suicide risk among college students. Identifying these protective elements is essential for developing effective prevention strategies. Factors such as resilience, coping skills and access to mental health resources can play an essential role in supporting students through difficult times. This research will examine the role of resilience by utilizing the Connor-Davidson Resilience Scale (CD-RISC) to assess students' ability to cope with stress and adversity. Furthermore, the study will investigate the accessibility and utilization of mental health services on campus, exploring how these resources can be leveraged to reduce suicide risk.

Given the stigma surrounding mental health issues, particularly among young adults, it is essential to consider how societal

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attitudes and perceptions can influence help-seeking behaviors. This study will explore the impact of stigma on students' willingness to seek help for mental health issues and suicidal thoughts. By incorporating measures such as the Perceived Stigma Scale, the research will assess the extent to which stigma affects students' attitudes toward mental health treatment. Understanding these dynamics is critical for designing interventions that encourage students to seek the help they need. The findings from this research will have significant implications for campus mental health policies and practices. By identifying the key predictors of suicide risk among college students, institutions can develop targeted prevention and intervention strategies that address the unique challenges faced by this population. For example, initiatives focused on enhancing social support networks, reducing academic stress and promoting mental health literacy could be implemented to create a more supportive environment for students. Moreover, the results of this study can inform training for faculty and staff to recognize warning signs of suicide risk and provide appropriate resources

for students in need. Establishing a campus culture that prioritizes mental health and well-being is essential for reducing suicide risk and fostering resilience among students.

In conclusion, this study aims to identify predictors of suicide risk among college students using a multimodal approach that incorporates quantitative and qualitative methods. By examining psychological, social, academic and contextual factors, the research seeks to provide a comprehensive understanding of the dynamics contributing to suicidal ideation and behavior in this population. Ultimately, the insights gained from this study will contribute to the development of effective prevention strategies and interventions that address the unique needs of college students, fostering a supportive environment that promotes mental health and well-being. As mental health continues to be a critical issue in higher education, this research aspires to play a pivotal role in shaping policies and practices that safeguard the lives of students and empower them to thrive both academically and personally.