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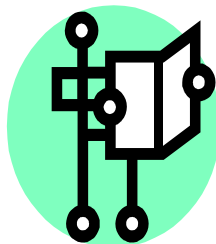
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BRIEF HISTORY OF THE JOURNAL

At the 7th Annual General Meeting of the International Research and Development Network of Children and Youth in Agriculture Programme (CYIAP-Network: visit our website www.cyiap_network.org for more information) held at Tai Solarin University of Education, Ijagun, Ijebu-Ode, Nigeria on the 28th November, 2006, it was resolved that a journal named *Annals of Child and Youth Studies* (ACYS) of the Network be established. Dr. Dixon OlutadeTorimiro, an Associate Professor in the Department of Agricultural Extension and Rural Development, ObafemiAwolowo University, Ile-Ife, Nigeria was unanimously appointed as the Editor-in-Chief and the Department was chosen as the Editorial Office of the Journal.

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From the Editorial Desk

The framing and formation of this Volume is quite fascinating. The authors, although working separately, converge around issues of living and giving meaning to living in our ever-changing world. All the articles in this Volume have accent of structuralism. The Volume begins with menstrual blood, an idiom of dignity, dirt, danger and death in many contexts. Menarche is a marker of rite of passage. It is celebrated with great fanfare in many cultures. Blood, in structuralists' paradigm, is meant to circulate inside and give life to the body (structure). Menstrual blood, however, flows out of the body, and weakens it. The blood is out of its place. It is a form of disorder/out of order, hence, constitutes a danger. Menstrual blood symbolizes a failed reproduction cycle and the preparation for another. It indicates impediment and hope with respect to building and elongating the super-organic structure (society). Blood is life. The loss of it is a symbol of dying and death that depletes the society(structure). These ideas perhaps explain why some religious groups tend to limit activities of menstruators. Olajide *et al's* article, in this Volume, conceptualizes menstrual blood as a decaying dirt that has influence on menstruators' agency. The authors indicate that the blood requires a certain degree of bodily hygiene to ameliorate its negative influences among girls in secondary

schools. They insist that this category of menstruators, due to limited resources and experiences, are prone to problems of inadequate menstrual hygiene such as infections and repugnant odor capable of staining, straining and severing social relationship. Stigmatization, stress, low self-esteem, amongst others, arising from limited bodily hygiene may cause self-rejection, depression, suicide ideation among menstruators. The authors suggest that adequate hygiene education is important for preventing problems associated with menstrual blood, including suicide ideations as implied in Durkheim's *Suicide*.

Suicide and stress are multifactorial phenomena. Associated factors of stress and suicidal ideation among undergraduate students is the focus of Anuodo *et.al's* article in this Volume. These authors offer insights into various ways of reducing suicide ideation and thus deaths among young people.

Death, although a natural process, is anti-structural. The longevity of any structure is predicated on both natural and social processes. Okorie and Torimiro explore ethnocultural relations, as a social process, to indicate how the process might be engineered to engender, elongate and enliven egalitarian structure with respect to nomadic Fulani in Yoruba land. The authors show that inter-marriages,

religious harmony, and coproduction of infrastructure are precursors of inclusive structures even in this era of persistent nomadism and unabating migration

Migration may weaken or strengthen a structure. To this end, Onuekwusi *et al* (in this Volume), highlight the causes and effects of seasonal migration in south eastern Nigeria, paying attention to issues of rural livelihoods. Opportunities in exploiting agrarian-based livelihoods are highly important to the sustenance of any society or structure that has an agrarian economy, like Nigeria. Therefore, issues of agrarian-based livelihood should be a source of concern to every stratum of an agrarian society. Oyegbami *et al* and Kayode *et al* all in this Volume share this view. These authors separately interrogate perceived conditions that might enhance and/or inhibit students' continual eking of a living from the agricultural sector in various geographies in Nigeria. Oyegbami *et al* identify infrastructure as a crucial condition for students in Ibadan whereas Kayode *et al*, discuss crop farmers and herdsmen's conflict as a great inhibitor to in-school youth participation in agripreneurship in Ilorin. Ojo and Akinyemi explore the effectiveness of some communication methods in increasing the participation of youth in Nigerian government agricultural program. They identify social media as one the effective outlets for the

program. Ohiagu underscores the importance of social media in human communication and discusses how malleability of identity fuels cybercrime reduces its usefulness in the society. The author, however, shows how a model of communication might be used to reduce the frauds.



Associated factors of stress and suicidal ideation among Nigerian undergraduate students

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Abstract

This study examined factors associated with stress and the prevalence of suicidal ideation among undergraduates in Osun State tertiary institutions with the use of gender lens. The study population comprised undergraduates from the nine (9) Universities in Osun State, western Nigeria. A sample of 1440 university undergraduates were selected from three universities within the State, using a multi stage sampling procedure, comprising of purposive and simple random sampling. Data collected were analyzed and tested at 0.05 level of significance. Some of the findings showed that only a little above half of the sample size (52%) experienced mild level of stress and the top three factors associated with stress among undergraduates were academic, emotional and relational. It was found that very few respondents (2.3%) experienced high levels of suicidal ideation with females having a lower tendency for suicidal ideation. The findings concludes that while there is a significant relationship between suicidal ideation and stress level ($\chi^2 = 8.748$, $p \geq 0.068$), predisposing factors of stress are not significantly associated with suicidal ideation.

Keywords: *Stress, Suicide, Suicidal ideation, Undergraduates, Nigeria.*

INTRODUCTION

Stress is a common phenomenon regarding human pursuits and nowadays, it appears that the more effort humans put into achieving global developments, the more stressed they are. Increasing world sophistication also plays a part in escalating the stressors encountered by people (Anuodo, 2012). As some young adults' struggle to thrive in this sophistication, some others are stressed out, become laid-back and begin to think of a way of escape. This 'escapade thought' in the midst of stressful conditions forms the crust of this study.

Stress is a feeling cum experience that most people would have had at some point in their lives. Human nature is usually in a tranquil and unruffled mode

when environmental influences are favorable. This can be likened to the peace and serenity of a new born baby. However, when stimulus from the surroundings negatively impact individuals and there is difficulty or inability to cope with this impact, then stress sets in. Several researches have been carried out on stress-related issues and some authors have argued that it can be detrimental to life, while others have opined that it is a requirement for successful living or a drive for great achievements (Lazarus, 1974; Levy, Heissel, Richeson & Adam, 2016; Russell & Lightman, 2019). The middle line to these arguments may mean that stress is a 'necessary evil' in the development of man. People react to stress in different ways. The different levels in which individuals can adapt to stress

factors define the positivity or negativity of stress effects. When stress is positive, it is referred to as eustress and when stress is negative it is referred to as distress.

Considering that the effects of stress can be either positive or negative, this does not absolve its persistence from damaging consequences. Suicidal ideation is assumed to be one of such damaging effects. That is, when an individual begins to think of the possibility of ending his or her life because of a constant stressful feeling that can no longer be tolerated. Thus, the argument of this study is that suicidal ideation may be an off shoot of uncontrollable stress where Rosiek, Kryszewska, Leksowski & Leksowski (2016), have established in their study that students' life is full of stressors and some of the common stressors defined in an academic setting include excessive assignments, poor time management and social skills, peer competition, etc. (Fairbrother & Warn, 2003). Rosiek *et al.* (2016), also observed the lifestyle habits, like eating patterns, sexual activities, sleeping and drinking habits among medical students and discovered evidence of markedly increasing maladaptive patterns. A build-up of these factors constitutes stressful events and a mental state which are likely triggers of suicidal ideation. This probably explains the assertion of Zhai, Bai, Chen, *et al.* (2015) that suicide is a significant problem for university students. It is possible that when these stressors mount to the level of being uncontrollable, the thought of suicide sets in. Thus, there are assumptions that stress is closely associated with suicidal ideation. The justification of this doubt is linked to the inexhaustible activities that students engage in; academic, social, religious and entrepreneurial activities amongst others. Furthermore, Liu (2011) believes that adolescents often face crisis situations in addition to the attention provided by the

mass media on suicide and this seems to convey the idea that rates among this age group are far higher than rates for other age groups.

While the World Health Organization (WHO) defines suicide as the act of deliberately killing oneself, deliberately initiated and performed by the person concerned in the full knowledge or expectation of its fatal outcome (Ojagbemi *et al* 2013), the United States Center for Disease Control and Prevention (2016) defined suicide as "death caused by self-inflicted injuries with the intention of dying from the result of such actions. Suicide is a global problem claiming almost a million lives annually and the third leading cause of death in youth 15–24 years old (Goldsmith, Pellmar, Klinman and Bunny, 2002) and Wasserman (2001) concludes that suicide among young people is a major health problem in many societies, that requires preventive measures which is strongly recommended. Suicidal ideation refers to any thoughts of death, intention to kill oneself, or plans to end one's life (WHO, 2014; Breet, Goldstone and Bantjes, 2018). It is the first step on the spectrum of suicidal behaviour which includes suicidal ideation, suicidal plan, suicidal attempt and suicide. This implies that suicide can rarely take place without an idea or ideation, where ideation means the act of conceiving and processing an intended action. In the field of design, ideation is a process that involves generating ideas with curiosity and creativity. This suggests that mental calculations are expected before a suicide attempt, thus defining suicidal ideation as an initiative course in the succession of an attempt to the enactment of suicide. To understand this succession, Goldsmith, Pellmar, Klinman and Bunny (2002) state that frequency, intensity, and duration of suicidal thoughts are all posited as important to determining the severity of ideation.

Although there is more limited literature on suicidal ideation in comparison to

suicide attempts and suicide probably because there is more likely empirical based evidence of the latter, several researches have also been conducted on the topic of suicidal ideation. Literature has established many factors linked to suicidal ideation including life dissatisfaction and poor health (Koivumaa-Honkanen *et al.* (2001), substance abuse (Breet, Goldstone & Bantjes, 2018; Zhang & Wu (2014)), sense of isolation and lack of social support (WHO, 2014), poor communication, family problems and parenting styles ((Ohtaki, Doki *et al.* 2019; Zhai, Bai 2015), physical and sexual abuse (Ystgaard, Hestetun, Loeb, Mehlum, 2004), Exposure to negative experiences during early life, including childhood abuse, (Turecki, 2018). Considering that in a recent study carried out in the same population revealed that a substantial percentage of adolescents have suicidal behaviours (Adewuya and Oladipo, 2019), this study assumes that stress may be a trigger for suicidal ideation.

The concept of stress is largely viewed as a complex one. The complexity of the term gives credence to the assertion of the American Institute for Stress that it is a highly subjective phenomenon that defies definition among scientists. However, because of its impact on physical, social and psychological wellbeing, there is a constant need to engage in conversations on it, especially in relation to different spheres of life. Hans Selye presented the foundation of studies on the concept of stress and defined stress as the non-specific response of the body to any demand for change. Stress is the pattern of responses an organism makes to stimulus events that disturb its equilibrium and tax or exceed its ability to cope, while a stressor is a stimulus event that places a demand on an organism for some kind of adaptive response (Gerrig, 2013). Selye also explained the concepts of eustress and

distress to postulate different types of responses to stress. Eustress literally meaning “good stress” can be described as an ideal condition of the well-functioning homeostatic system and where there is a lack of negative effects (Milsum, 1985; Kupriyanov, & Zhdanov, 2014). It is the optimal amount of stress necessary to promote health and growth, a positive stress which energizes such as exercising to stay fit or rushing to meet a deadline. The response of individuals to eustress is positive because it is regarded as beneficial stress. Suicidal ideation can rarely exist as a response to eustress. Eustress is not found in literature to be associated with suicide or its ideation. Characteristics associated with eustress are rather found to be a motivation for increased performance and excitement that enhances coping abilities (Mills, Reiss and Dombeck, n.d.). Distress on the other hand can be equated with chronic stress, where distress is defined as the negative experience of stress (Lazarus, 1974), or stress which results in unpleasant emotional reactions (Ridner, 2004), and chronic stress, defined as a state of enduring arousal, continuing over time, in which demands are perceived as greater than the inner and outer resources available for dealing with them (Gerrig, 2013). Although, chronic stress and especially psychological distress being negative types of stress have been found to be associated with suicidal ideation (Chamberlain, Goldney, Delfabbro, Gill, and Dal Grande, 2009), Colligan and Higgins, 2006 describe distress in the academic setting as a long-term effect of stress, regardless of its type, and which is induced by tight deadlines to cause danger on health as well as performance. This study also examines the types of stress that undergraduate students encounter as distress to produce suicide thoughts.

In many literature, the fight or flight response to stress described by Walter Canon presents an emergency psychological response to stress but does

not make provision for the long term effect of stress that can lead to suicidal ideation. Furthermore, several authors explain Seyles General Adaptative Syndrome (GAS) as the process of body reactions to stress in three stages that ends with the exhaustion stage with illness or death as the cause effect, but do not relate with the process of suicidal ideation. This study presents the exhaustion stage in Seyles model and the flight stage of Cannons model to be correlated with the stress response stage where suicidal ideation exists.

Consequently, as literature establishes that in the stages or process of stress, there is a natural tendency to react, this study assumes that suicidal ideation is a possible negative reaction to stress encountered by university undergraduates. It is likely that students adopt alternative ways to get rid of stress encountered especially in the event of limitations in their capacity to cope with prevailing stress and concerns are raised because individuals with suicidal ideation are not likely to consult with others about their distress (Ohtaki, Doki *et.al.* 2019).

This study therefore seeks to achieve the following objectives;

- a) To identify the level of stress encountered by university undergraduates in Osun State;
- b) To examine the factors associated with stress among the respondents;
- c) To investigate the level of suicidal ideation among the respondents;
- d) To determine the relationship between stress levels and suicidal ideation and;
- e) To examine the gender dimension of suicidal ideation.

Methodology

This study adopted the descriptive survey research design. This research design involved the process of collection of data

from a representative sample of the population to produce a result that can be generalized to the entire population. The population for this study comprised all undergraduates from all nine universities within Osun State, Southwestern Nigeria.

From these, three universities were selected based on ownership; one federal government owned, one state government owned and one private university.

A Sample Size Table from the Research Advisors (2006) was used to estimate about 1140 undergraduates as sample frame in four (4) faculties that were common to all the three (3) selected universities. At the second stage, simple random sampling was used to select 120 students from each faculty across departments. Thus, a total of 480 undergraduates were sampled from each of the three (3) selected universities. An instrument adapted from “Perceived Stress Scale” (PSS) by Cohen *et. al.* (1983) and William’s Reynod Suicidal Ideation Scale (1991) was used to elicit information from respondents.

Instruments

Suicidal Ideation and Perceived Stress Scale (SIPSS)- To measure the level of stress encountered by undergraduate students, in the section of perceived stress on the questionnaire “Very Often” was allotted 4, “Fairly Often” was allotted 3, “Sometimes” was allotted 2, “Almost Never” was allotted 1 and “Never” was allotted 0. These were summed together to constitute students measure of stress. The mean and standard deviation were 21.4 and 8.9 respectively, while the minimum and maximum scores were 00 and 40 respectively. On the scale, those who scored 19 and below were said to exhibit low level of stress, those who between scored 20 and 29 were said to exhibit mild level of stress, while those who scored 30 and above were said to exhibit severe level of stress.

To determine factors associated with stress among university undergraduates, an open-ended approach was adopted to collect

data from respondents on what aspects of their lives they feel most stressed in order of severity. Responses were then grouped into six categories with 4.1% non-response rate.

To measure suicidal ideation among study participants, the section of the questionnaire on suicidal ideation was scored in a way that “Always” was allotted 4, “Often” was allotted 3, “Sometimes” was allotted 2, “Rarely” was allotted 1 and “Never” was allotted 0. These were summed together to constitute students measure of Suicidal ideation. The mean and standard deviation were 5.99 and 8.39 respectively, while the minimum and maximum scores were 00 and 40 respectively. On the scale, those who scored 20 and below were said to exhibit low suicidal ideation, those who between scored 21 and 30 were said to exhibit moderate suicidal ideation, while those who scored above 30 were said to exhibit high suicidal ideation.

To validate the research instrument with respect to the Nigerian cultural beliefs, a few items on the scales were modified and copies of the questionnaire were administered on 60 students of University of Ibadan who were not part of the study population. Responses from the administered questionnaire were subjected to factorial analysis for the construct validity of the instrument and to ascertain the reliability of the instruments, Cronbach Alpha Reliability, Test-re-test method and Spearman-Brown Coefficient were carried out.

The reliability of the instruments using Cronbach alpha coefficient revealed a factor of 0.676 which is very acceptable; Split-halves value revealed 0.636 and 0.352 for first and second halves; and 0.648 for Spearman-Brown Coefficient. Null hypotheses were raised to measure the objectives of the study. Data collected from respondents were analyzed using frequency percentage

count and chi square. All these were tested at 0.05 level of significance.

Results

Stress Levels Encountered among University Undergraduates in Osun State

Table 1 shows the level of stress among university undergraduates in Osun State. From the result, a little above average (52.0%) exhibited mild level of stress, 31.1% of the students exhibited low level of stress, while only 16.9% of the students exhibited severe level of stress.

Factors associated with stress among respondents

Table 2 presents the factors associated with stress among university undergraduates in Osun State. From the table, academic stress (29.4%), emotional related issues (17.9%), as well as family and other relationships (16.8%) posed as the major factors of stress among undergraduates. The least of the factors that posed stressful for the respondents are finance and health related issues respectively.

Suicidal Ideation among University Undergraduates in Osun State

Table 3 shows the extent of suicidal ideation among university undergraduates in Osun State. From the result, majority of the students (91.7) exhibited low level of suicidal ideation, 6.0% of the students exhibited moderate level of suicidal ideation, while only 2.3% of the students exhibited high level of suicidal ideation.

Association between Stress Levels and Suicidal ideation

Hypothesis: there is no significant association between levels of stress and suicidal ideation among undergraduates.

Table 4 shows the association between stress level and suicidal ideation among the respondents. A larger percentage (56.3%) of those who exhibited mild level of stress had low suicidal ideation while only about two in a hundred students had suicidal ideation linked to severe stress. Relationship between stress and suicidal ideation from the table, $\chi^2 = 8.748$, with $df = 4$, while p (0.068) is less than the 0.05 threshold. It can be concluded that there is a significant relationship between stress levels and suicidal ideation among the students. Thus, the null hypothesis is rejected.

Association between Stress Factors and Suicidal Ideation

Hypothesis: There is no significant association between stress factors and suicidal ideation among undergraduates

Table 5 shows the relationship between stress factors and suicidal ideation. Respondents who were labored with academic stress exhibited the lowest level of suicidal ideation. From the table, $\chi^2 = 8.288$, with $df = 10$, while p (0.601) is greater than 0.05 threshold. It can be concluded that there is no significant relationship between stress factors and suicidal ideation among the students and thus the null hypothesis is accepted.

Gender Dimension of Suicidal ideation

Hypothesis: There is no significant relationship between sex and suicidal ideation among undergraduates

Table 6 shows the prevalence of suicidal ideation among the respondents on the basis of sex. From the table, $\chi^2 = 12.503$, with $df = 2$, while p (0.002) is less than 0.05 threshold. Thus, it can be concluded that there is a significant relationship between suicidal ideation and students'

sex. Also from the table, result showed that majority of the respondents demonstrated a low level of suicidal ideation with female students (56.6%) demonstrating lower suicidal ideation level. Whereas, only a little percentage demonstrated a moderate and high level of suicidal ideation, while male students demonstrated more moderate and high levels of suicidal ideation than their female counterparts did.

DISCUSSION

The study found that, a little above half of the sample size experienced mild level of stress. This implies that although stress is not uncommon among undergraduates who have a lot to deal with considering their age and stage, its occurrence is not of serious concerns. Although, Rosiek, Kryszewska, Leksowski & Leksowski (2016), discovered from their study that students' life is full of stressors, this study reveals that about half of undergraduates perceive that they experience a mild level of stress. A possible explanation of this finding is that students have accepted and adjusted to the rigors of their stage and status regardless of the inevitable developmental (physiological, emotional, social) changes, personal inadequacies and expectations of the academic environment. Nevertheless, the study reveals that all students encounter stress at different levels but an assumption is made that students manage their excessive stress described by Miller (2011) as frustrations and anxieties to maintain it at a perceived mild level. Although the present study does not address stress management, the implementation of stress management and coping skills programmes help young people to develop healthy coping strategies in order to deal with the inevitable stressors of life (Pascoe et.al. 2019). Furthermore, the study discovered that the top three factors associated with stress among undergraduates were academic, emotional and relational. This finding is

consistent with outcomes of the study carried out by Shah and Diwan (2009) that also discovered that academic factors ranked highest in the stress-profile of their research. Furthermore, Reddy, Mannon and Thaitti (2018) revealed personal inadequacy, interpersonal difficulties, teacher pupil relationship, and the fear of failure as prevalent dimensions of academic stress, which also directly relates with the emotional and relational factors of stress discovered in this study. Previous studies have reported an association between family relationships and suicidal behavior. For example, Ohtaki, Doki *et.al.* (2019) discovered some associations with high suicidal ideation rate and individuals with family problems such as abuse, family breakdown and domestic violence while Zhai, Bai, Chen *et.al* (2015) revealed strong associations among parental divorce, a poor relationship between parents, and students' suicidal ideation.

Furthermore, Reschly, Huebner, Appleton, & Antaramian, (2008) affirm the link between student's emotions and their performance. This explains the fact that respondents within this age-group fall within the social and emotional developmental stage characterized by intense feelings, triggers and outbursts that cause stress because adolescents experience stronger associations between stressful events and experience frequent and intense emotions that accompany a marked increase in their risk for mental disorders characterized by problems with emotion regulation (McLaughlin, Garrad and Somerville, 2015). The study also discovered that finance and health were of less concerns to undergraduates. It is assumed that finance would be more of more serious concerns at the postgraduate level when a higher level of independence is expected and students are less tied to the apron strings of their parents. In addition undergraduates are less likely to show serious concerns

about their health except there are underlining health conditions. However, these assertions are beyond the scope the present study.

This study also reveals that only one in a hundred undergraduate students in Osun State southwestern Nigeria exhibited suicidal ideation. This result presents the low rate of suicidal ideation among undergraduates in the study area, compared to other studies like Zhai, Bai, Chen *et.al* (2015) who conducted a research among Asian students and found just about one in ten students with record of suicidal ideation. Similarly, Ogboghodo, Osadiaye and Omosun-Fadai (2018) also carried out a study in Nigeria that revealed one in ten respondents having suicidal ideations. This disparity in findings may be explained by the characteristics of the study population comparing the age of study participants. This also explains the fact that different regions have varying degrees of suicidal ideation depending on underlying risk factors presented.

Again, in comparing gender dimensions of suicidal ideation, this study is consistent with the global perspective of females having a lower tendency in suicide rates. Wasserman, Cheng and Jiang (2005) also carried out a study in 90 countries and revealed a rising trend of suicide in young males where suicide rates were higher in males than in females. According to this study, this trend applied in several counties with the exceptions of China, Cuba, Ecuador, El Salvador and Sri Lanka, where the female suicide rate was higher than the male. In the 90 countries (areas) studied, suicide was the fourth leading cause of death among young males and the third for young females.

CONCLUSION

The study concludes that students encounter stress at different levels with academic stress being the major stressor, but sustaining stress at low or mild levels

can prevent the trigger of suicidal ideations that can eventually lead to attempts or the very act of suicide. The study confirms previous studies that show connections between stress and suicidal ideations with females having more predispositions to suicidal ideation. Finally, although literature establishes the connections between stress and suicidal ideations, this study reveals that although there is a significant relationship between suicidal ideation and stress levels, predisposing factors of stress are not significantly associated with suicidal ideation. While suicidal ideation rates are low among undergraduates in the study area, the study recommends that strategies such as provision of free telephone counseling lines, encourage help seeking from professionals, provision of academic tutors that can help student navigate academic challenges etc. should be put in place to sustain low observed rates and prevent severe stress that can trigger its occurrence.

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Table 1: Prevalence of Stress among University Undergraduates in Osun State

Level of Stress	Frequency	Percent
Low	413	31.1
Mild	691	52.0
Severe	224	16.9
Total	1328	100.0

Table 2: Factors Associated with Stress among University Undergraduates in Osun State

Factors of Stress	Frequency	Percent
Academic	391	29.4
Emotional	238	17.9
Work/Business Related	172	13.0
Family and other Relationships	223	16.8
Finance	163	12.3
Health	87	6.6
No Response	54	4.1
Total	1328	100.0

Table 3: Prevalence of Suicidal Ideation among University Undergraduates in Osun State

Extent of Suicidal Ideation	Frequency	Percent
Low	1218	91.7
Moderate	80	6.0
High	30	2.3
Total	1328	100.0

Table 4: Test of association between Stress levels and Suicidal ideation

Suicidal ideation	Stress			Total	χ^2	df.	Sig.
	Low	Mild	Severe				
Low	258(19.4%)	747(56.3%)	213 (16.0%)	1218 (91.7%)	8.748	4	0.068
Moderate	25 (1.9%)	47 (3.5%)	08 (0.6%)	80 (6.0%)			
High	10 (0.8%)	17 (1.3%)	03 (0.2%)	30 (2.3%)			
Total	293 (22.1%)	811 (61.1%)	224 (16.9%)	1328 (100.0%)			

Table 5: Test of Relationship between Stress Factors and Suicidal ideation

Stress Factors	Suicidal ideation			Total	χ^2	df.	Sig.
	Low	Moderate	High				
Academic	359 (28.2%)	22 (1.7%)	10 (0.8%)	391 (30.7%)	8.288	10	0.601
Emotional	214 (16.8%)	16 (1.3%)	08 (0.6%)	238 (18.7%)			
Work/Business Related	162 (12.7%)	09 (0.7%)	01 (0.1%)	172 (13.5%)			
Family and other Relationships	198 (15.5%)	18 (1.4%)	07 (0.5%)	223 (17.5%)			
Finance	150 (11.8%)	11 (0.9%)	02 (0.2%)	163 (12.8%)			
Total	1328	100.0					

Health	82 (6.4%)	03 (0.2%))	02 (0.2%))	87 (6.8%)			
Total	1165 (91.5%)	79 (6.2%))	30 (2.4%))	1274 (100.0%))			

Table 6: Test of association between Sex and Suicidal ideation

Sex	Suicidal ideation			Total	χ^2	df.	Sig.
	Low	Moderate	High				
Male	462 (35.1%)	45 (3.4%)	16 (1.2%)	523 (39.7%)	12.503	2	0.002
Female	745 (56.6%)	35 (2.7%)	14 (1.1%)	794 (60.3%)			
Total	1207 (91.6%)	80 (6.1%)	30 (2.3%)	1317 (100.0%)			