

Psychological Well-Being and Suicidal Thoughts

Sangram Ashok Patil ^{1*}, Dr. Rahul G. Kashyap ²

ABSTRACT

The present study is designed to explore correlation between of psychological well-being and suicidal thoughts among student. A sample of 54 students (18-21 years) was administered with psychological well-being scale developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2019) and Suicidal ideation scale developed by Dr. Devendra Singh Sisodia and Dr. Vibhuti Bhatnagar (2011). Person's Product Moment Correlation Coefficient was applied to interpret collected data. Result shows that the there is a strong and significant negative correlation between psychological well-being and suicidal thoughts.

Keywords: *Psychological well-being, Suicidal thoughts*

The concepts of psychological well-being describe a person's total mental and emotional condition, which includes resilience, life satisfaction, and good stress management. It is a state of positive functioning and fulfilment rather than only the absence of mental disease (Diener et al., 1999). Overall quality of life is influenced by psychological well-being, which is essential for social interactions, productivity, and personal satisfaction. The six-factor model developed by Carol Ryff identifies factors that contribute to an individual's psychological well-being, contentment, and happiness. These include self-acceptance, positive relationship, autonomy, environment mastery, personal growth, and purpose in life. The importance of psychological well-being has been highlighted by a few things. In this minimizing stress helps maintain good physical health by increasing longevity. Good productivity and job satisfaction help us increase performance. Strengthening and subsequently expanding support networks can improve social relationships.

Suicide is a true, universal and generally occurring social incident. Examples of suicide are available from every society and every period of time, right from the ancient period to the modern era. Suicide is a process of ending own life by own decision. Scientifically suicide is a psychological problem. When reason behind it is analyzed, we realize that it was not so serious to kill oneself. In terms of psychology, Suicide is mood disorder. Suicide is becoming threat to Homo sapiens, according to World Health Organization. "Suicide ranks among the first ten causes of death. In the United States, suicide is more common than homicide and is a leading cause of death among youth aged 15-24. Approximately 12% of youth die by suicide annually. The suicide rate has doubled among youth over the past 30 years. Among the elderly, the rate is 10,000:14. White men have a higher suicide rate 10,000: 47. Though women attempt suicide more often, men are more likely to die from suicide due to violent methods

¹ Research Student, Bhogawati Mahavidyalaya, Kurukali

² Head, Department of Psychology, Bhogawati Mahavidyalaya, Kurukali

* Corresponding Author

Received: July 19, 2025; Revision Received: July 25, 2025; Accepted: September 14, 2025

Psychological Well-Being and Suicidal Thoughts

such as firearms or hanging. Women often use poisoning or burning, giving more opportunity for rescue.

Depression or mental disorders often underlie suicidal thoughts. These may include bipolar disorder, post-traumatic stress, schizophrenia, eating disorders, substance abuse, etc. Even successful individuals may experience suicidal ideation, sometimes attributed to urban isolation. Suicidal thoughts, Previous attempts, Death of a close person, Chronic illness, Depression, Changes in sleep/eating habits, social withdrawal, Noticeable behavioural changes, Substance abuse, feeling helpless, Neglect of personal interests, Self-harm behaviour, Divorce or family stress, Job or status loss this are all symptoms of suicide.

According to the Diathesis-Stress Model, psychiatric diseases arise when environmental stresses and a predisposition sensitivity, known as diathesis, interact (Monroe & Simons, 1991). Students may be particularly vulnerable due to genetic predispositions, dysfunctional personality qualities like perfectionism, or traumatic experiences in the past. Stressors like social isolation, financial instability, or academic pressure can trigger underlying vulnerabilities in students and lead to negative psychological outcomes, including suicide thoughts.

Suicidal ideation is further explained by Joiner's (2005) Interpersonal Theory of Suicide, which focuses on two psychological states: denied belonging and prevented burdensomeness. While thwarted belongingness refers to sentiments of social detachment or a lack of meaningful ties, perceived burdensomeness is the idea that one is a responsibility to others. This hypothesis suggests that the risk of suicidal conduct rises when these two states co-occur and the person has formed the capacity for suicide, which is usually brought about by repeated exposure to traumatic or frightening situations. Positive functioning, emotional equilibrium, meaning in life, and resilience are all components of psychological well-being (Ryff & Keyes, 1995). Through the prism of both theoretical frameworks, interpersonal connection deficiencies (as outlined in Joiner's theory) and external stressors (as highlighted in the Diathesis-Stress Model) both threaten students' well-being. For this reason, effective prevention measures should incorporate interventions that improve social support, a sense of belonging, stress management, and mental health education.

Aim:

To explore the relationships between psychological well-being and suicidal thoughts among students.

Objectives:

1. To study the strength of association between psychological well-being and suicidal thoughts among students.
2. To examine the correlation between satisfaction and suicidal thoughts among students.
3. To study the relationship between efficiency and suicidal thoughts among students.
4. To examine the correlation between sociability and suicidal thoughts among students.
5. To study the strength of association between mental health and suicidal thoughts among students.
6. To study the relationship between interpersonal relations and suicidal thoughts among students.

Psychological Well-Being and Suicidal Thoughts

Hypotheses:

1. There will be negative and significant association between psychological well-being and suicidal thoughts among students.
2. There will be negative and significant association between satisfaction and suicide thoughts among students.
3. There will be negative and significant association between efficiency and suicide thoughts among students.
4. There will be negative and significant association between sociability and suicide thoughts among students.
5. There will be negative and significant association between mental health and suicide thoughts among students.
6. There will be negative and significant association between interpersonal relations and suicide thoughts among students.

Variables:

I) Independent variable: Psychological well-being

II) Dependent variables: Suicidal thoughts.

Participants:

Total sample of this study was 54 students. Incidental sampling method was used to collect sample. Students were studying in B.Sc. III in the Kolhapur district in Bhogawati Mahavidyalaya, Kurukali students. The age ranged of the students was 18 to 21 years. Male-female ratio 1:1.

Psychological Tools: Following standardized tools were used to collect the data.

I) Psychological Well-Being Scale (PWBS):

This scale has developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2019). The scale consists 50 statements with five multiple options respectively “Strongly Agree”, “Agree”, “Undecided”, “Disagree” and “Strongly Disagree”. Test is useful 16 to 60 years, students, working persons, housewives and some retired persons. The Psychological Well-Being Scale is made up of the several factors as Satisfaction, Efficiency, Sociability, Mental Health and Interpersonal Relation. Reliability measured through test-retest method and internal consistency method with is respectively 0.87 and 0.90. Validity is measured through the external criteria and coefficient obtained was 0.94. Reliability and validity of this scale is high. Item wise scoring is respectively 5, 4, 3, 2 & 1. High score on this scale indicates extremely high psychological well-being. Low score on this scale indicates extremely low psychological well-being. After getting the total raw score the level of psychological well-being is interpreted from extremely high to extremely low by converting the raw score in to Z score.

II) Suicidal Ideations Scale (SIS):

This scale has developed by Dr. Devendra Singh Sisodia and Dr. Vibhuti Bhatnagar (2011). This scale was developed by using Likert technique with an aim to measure suicidal ideation. Suggestions were invented from the experts from different fields such as psychology, sociology, human development, family relations, and psychiatry. This scale consisted 25

Psychological Well-Being and Suicidal Thoughts

statements in 21 positive and 4 negative statements with five multiple options respectively “Strongly Agree”, “Agree”, “Uncertain”, “Disagree” and “Strongly Disagree”. Scale is useful all stages age group. Reliability measured through test-retest method and internal consistency method with is respectively 0.78 and 0.81. Validity is measured through the external criteria and coefficient obtained was 0.74. Reliability and validity of this scale is high. Positive items scoring is respectively 5, 4, 3, 2 & 1. Negative items scoring is respectively 1, 2, 3, 4, & 5. High score on this scale indicates very high suicidal ideation. Low score on this scale indicates very low suicidal ideation. After getting the total raw score the level of suicidal ideation is interpreted from very high to very low by converting the raw score in to Z score.

Statistical tools:

Pearson’s Product Moment Coefficients of Correlation (r) were used for the statistical analysis of raw scores.

RESULTS:

Table 1 showing the Pearson’s Product Moment Coefficients Correlation between psychological well-being and suicidal thoughts

Variable	Suicidal thoughts
Psychological well-being	-0.72**

*** Correlation is significant at the 0.01 level (2-tailed).*

Showing the correlation between psychological well-being and suicidal thoughts among students. This correlation coefficient is -0.72 which is significant of 0.01 level. This shows a negative correlation between psychological well-being and suicidal thoughts among student. It means, that if psychological well-being increases, suicidal thoughts will decrease. Vice versa the suicidal thoughts increase, psychological well-being will decrease.

The findings are also supported by previous studies. According to Keyes, C. L. M., et al., higher psychological well-being was linked to a significantly decreased probability of depressive symptoms and suicidal thoughts, according to the study (Keyes, C. L. M., et al. (2010). Van Orden, K. A., et al. (2010) found that this view, a higher risk of suicide thoughts is linked to psychological well-being, specifically feelings of perceived burdensomeness and thwarted belongingness. According to Faria, D. C., et al. (2020) confirmed the inverse association by showing that students with lower psychological well-being were more likely to have suicide thoughts.

Table 2 showing the Pearson’s Product Moment Coefficients Correlation between components of psychological well-being and suicidal thoughts

Variable	Suicidal thoughts
Satisfaction	-0.65**
Efficiency	-0.65**
Sociability	-0.62**
Mental health	-0.67**
Interpersonal relations	-0.68**

*** Correlation is significant at the 0.01 level (2-tailed).*

Psychological Well-Being and Suicidal Thoughts

Table 2 shows the correlation between component psychological well-being and suicidal thoughts among students. There is a strong negative correlation between satisfaction and suicidal thoughts (-0.65**, $p < 0.01$). Which is statistically significant. It means, that if satisfaction increases, suicidal thoughts will decrease. Vice versa the suicidal thoughts increase, satisfaction will decrease. Efficiency was found strongly negative correlated with suicidal thoughts (-0.65**, $p < 0.01$) which is also statistically significantly. It means, that if satisfaction decrease, suicidal thoughts will increase. Vice versa the suicidal thoughts increase, satisfaction will decrease.

The third component of psychological well-being, sociability is also found strongly negative correlated with suicidal thoughts (-0.62**, $p < 0.01$) which is statistically significant. It means, that if sociability increases, suicidal thoughts will decrease. Vice versa the suicidal thoughts increase, sociability will decrease. Mental health were found strongly negative correlated with suicidal thoughts (-0.67**, $p < 0.01$) which is also statistically significantly. It means, that if mental health decrease, suicidal thoughts will increase. Vice versa the suicidal thoughts increase, mental health will decrease.

The fifth component of psychological well-being, Interpersonal relations is also found strongly negative correlated with suicidal thoughts (-0.68**, $p < 0.01$) which is statistically significant. It means, that if Interpersonal relations increases, suicidal thoughts will decrease. Vice versa the suicidal thoughts increase, Interpersonal relations will decrease. All dimension of Satisfaction, Efficiency, Sociability, Mental health, and Interpersonal relations) are negatively correlated with suicidal thoughts.

The findings are also supported by previous studies. According to Koivumaa-Honkanen, H., et al. (2001) Even after adjusting for depression and other variables, there was a substantial correlation between a higher risk of suicide and lower satisfaction. Ryff, C. D. (1989) found inverse relationships exist between depression-related symptoms and suicidal thoughts and psychological traits such as environmental mastery and autonomy, which are associated with "efficiency." Durkheim, E. (1897) found an important study demonstrated that social isolation is a significant contributing factor to suicides. According to Keyes, C. L. M. (2002) suicidal thoughts were significantly less common in people who had better mental health, not merely those who did not have mental illness. Van Orden, K. A., et al. (2010) found unfulfilled interpersonal requirements like connectivity and belongingness raise the risk of suicide.

CONCLUSIONS:

1. There will be significant and negative association between psychological well-being and suicidal thoughts among student.
2. There will be significant and negative association between satisfaction and suicidal thoughts among student.
3. There will be significant and negative association between efficiency and suicidal thoughts among student.
4. There will be significant and negative association between sociability and suicidal thoughts among student.
5. There will be significant and negative association between mental health and suicidal thoughts among student.
6. There will be significant and negative association between interpersonal relations and suicidal thoughts among student.

IMPLICATIONS:

The results of the present research raise serious questions about students' psychological health and the frequency of suicide ideation in educational settings. Several significant impacts become apparent:

1. Programs for Preventive Mental Health Are Needed:

The strong correlation between suicide ideation and poor psychological well-being shows the critical need for preventive interventions. Schools and colleges must put in place thorough mental health programs that emphasize resilience building, emotional control, and coping with stress.

2. Role of Academic Pressure and Institutional Culture:

According to the study, psychological strain is greatly exacerbated by pressure from schoolwork. Educational institutions must analyse their academic culture, taking into account more adaptable evaluation techniques and encouraging a harmony between academic achievement and individual growth.

3. Importance of Early Identification and Support:

According to the research, suicidal thoughts are strongly predicted by early indicators of psychological distress, such as sadness, social disengagement, or persistent worry. Institutions of higher learning must set up early detection mechanisms, including peer support groups, screening instruments, and counselling services.

4. Training for Faculty and Staff:

When student conduct changes, teachers and other academic staff are frequently the first to notice. As a way to give them the ability to recognize and correctly identify students who are at danger, training programs ought to be established.

REFERENCES:

- Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. *Psychological Bulletin*, 125(2), 276-302.
- Durkheim, E. (1897). *Le suicide: Etude de sociologie*. Felix Alcan.
- Faria, D. C., Carretta, R. Y., & Souza, L. D. M. D. (2020). Suicidal ideation and associated factors in university students. *Revista Brasileira de Enfermagem*, 73(6), e20190235.
- Joiner, T. E. (2005). *Why people die by suicide*. Harvard University Press.
- Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2), 207-222.
- Keyes, C. L. M., Dhingra, S. S., & Simoes, E. J. (2010). Change in level of positive mental health as a predictor of future risk of mental illness. *American Journal of Public Health*, 100(12), 2366- 2371.
- Koivumaa-Honkanen, H., Honkanen, R., Viinamaki, H., Heikkila, K., Kaprio, J., & Koskenvuo, M. (2001). Life satisfaction and suicide: A 20-year follow-up study. *American Journal of Psychiatry*, 158(3), 433-439.
- Monroe, S. M., & Simons, A. D. (1991). Diathesis-stress theories in the context of life stress research: Implications for the depressive disorders. *Psychological Bulletin*, 110(3), 406-425.

Psychological Well-Being and Suicidal Thoughts

- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069-1081.
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719-727.
- Ryff, C. D., & Singer, B. (2000). Interpersonal flourishing: A positive health agenda for the new millennium. *Personality and Social Psychology Review*, 4(1), 30-44.
- Sisodia D. S. & Bhatnagar Vibhuti (2011). *Suicide Ideation Scale*, National Psychological Corporation, Agra.
- Sisodia, D. S., & Choudhary, Pooja. (2019). *Psychological Well-Being Scale*. Agra Psychological Corporation.
- Van Orden, K. A., Witte, T. K., Cukrowicz, K. C., Braithwaite, S. R., Selby, E. A., & Joiner, T. E. (2010). The interpersonal theory of suicide. *Psychological Review*, 117(2), 575-600.
- Van Orden, K. A., Witte, T. K., Cukrowicz, K. C., Braithwaite, S. R., Selby, E. A., & Joiner, T. E. (2010). The interpersonal theory of suicide. *Psychological Review*, 117(2), 575-600.

Acknowledgments

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Patil, S.A & Kashyap, R.G (2025). Psychological Well-Being and Suicidal Thoughts. *International Journal of Social Impact*, 10(3), 706-712. DIP: 18.02.076/20251003, DOI: 10.25215/2455/1003076