

The relationship between social support and suicidal ideation among college students in Vietnam



Binh Tieu Tran Vu^a   | Duy An Dinh Phan^a  | Ngan Kim Hoang Nguyen^a  |
Truc Thanh Nguyen^a  | Mai Thanh Doan Nguyen^a  | Tuan Van Pham^a  | Duong Hoang^a 

^aDepartment of Psychology, Faculty of Social Sciences and Humanities at Van Lang University, Vietnam.

Abstract Social support is the perception of the degree of affection and support received from family, friends or other significant individuals. According to WHO statistics that more than 700,000 individuals between the ages of 15 and 29 attempt suicide, which leading to deaths among college students worldwide, particularly those with inadequate support networks. Thus, this correlational study examined the relationship between social support and suicidal ideation among Vietnamese university undergraduates. Among the total sample (N = 290), 91 participants were male (31.4%), and 199 were female (68.6%) from 4 universities in Vietnam, namely, Van Lang University, Nguyen Tat Thanh University, Ho Chi Minh University of Education, and Hutech University. Our research employed a Google Form divided into two sections for data collection. The first section focused on gathering demographic information, and the second section included key variables such as social support and suicidal ideation. To ensure a wide-ranging sample, we utilized multiple media platforms, such as email, Facebook, and Zalo, to collect data from various universities. The findings revealed a significant negative correlation between social support and suicidal ideation. This study highlights the importance of investigating the direct relationships between social support and suicidal ideation. However, the study's cross-sectional design and reliance on self-reported data limit its ability to track changes in social support and suicidal thoughts over time and may introduce biases. To address these issues, future research should include longitudinal studies to explore how social support affects suicidal thoughts across different stages and contexts. Expanding research to a more diverse population, beyond just university students, will also provide a broader understanding of social support's impact. Despite these limitations, the study provides important insights into how enhancing social support can reduce suicidal thoughts and highlights the importance of improving support systems to prevent suicide and promote mental health among at-risk groups.

Keywords: mental health, suicide, supportive social network, SIS

1. Introduction

The World Health Organization (WHO) estimates that more than 700,000 people die by suicide each year. Suicide was the leading cause of death for people aged 15--29 years worldwide in 2019. It is also the leading cause of death for college students (Farabaugh et al., 2012; WHO, 2021). Research from South Africa and the United States has shown that suicidal ideation is a serious problem and a major prelude to suicide and suicidal behavior. Bantjes et al. (2022) conducted a study involving 1402 first-year students in South Africa and reported that 46.4% of them had experienced suicidal thoughts, 26.5% had made concrete plans for suicide, and 8.6% had actually attempted suicide. Similarly, 11.4% of American college students between the ages of 18 and 24 reported having seriously considered suicide, and 7.9% reported having planned their suicide in the year prior (Barrios et al., 2000). Numerous factors, including academic pressure, emotional and physical abuse, and a lack of social support, have been linked by researchers, to suicidal ideation (Liu et al., 2021; Liu et al., 2022; Ortiz et al., 2023; Wan et al., 2022; Xu et al., 2024). Suicidal ideation among college students is also frequently linked to mental health-related problems, such as persistent stress, depression, and anxiety symptoms (Buitron et al., 2016; Medrano et al., 2018; Rosiek et al., 2016). In regard to preventative strategies, social support is a critical component in lowering students' suicidal thoughts (Lamis et al., 2016).

Social support is defined as the perception or experience of being loved and cared for by others, valued, and part of a mutually supportive social network. (Wills, 1991). Some previous studies have shown that social support has a negative correlation with other mental health issues (e.g., depression, anxiety, and stress) (Lee and Goldstein, 2016; Alsubaie et al., 2019; Zhu et al., 2020). Specifically, Lee and Goldstein (2016) studied 636 students between the ages of 18 and 25 at a medium-sized public university in the Northeast Region of the United States and reported that while all three sources of support from family, friends, and romantic partners had effects on stress and loneliness among young people, support from new friends significantly reduced stress and solitude at this age. In addition, another study by Alsubaie et al. (2019) suggested that college



is a transitional period from adolescence to adulthood, where students discover their identities and form their social traits; thus, this age group needs most of the social support coming from friends. In addition, Alsubaie et al. (2019) reported that social support from family can predict symptoms of depression, but support from friends tends to be stronger. Moreover, mental health problems (e.g., depression, anxiety, and stress), as described above, are thought to be factors contributing to suicidal ideation in students (Schaefer et al., 2012; Zhang et al., 2012). Other stressors, such as fast living, high housing prices, high unemployment, low postgraduation salaries, and social injustice, have accumulated and shaped suicidal ideation and behaviors among college students (Zhang et al., 2012). Therefore, social support is seen as an effective preventive factor for suicide when it can address the mental health problems of students (Hefner and Eisenberg., 2009).

In addition, some previous studies have referred to a direct link between social support and suicide (Hollingsworth et al., 2018; Rubio et al., 2020). In a study by Hollingsworth et al. (2018), the group concluded that for college students, a lack of social support and connection to society can lead to the perception of oneself as a burden to others, which can lead to suicidal ideation. Furthermore, Rubio et al. (2020) assessed social support as a statistically significant moderator of the relationship between depression and thoughts of death or suicide. These findings suggest that increased awareness of social support weakens the relationships among depression, thoughts of death, and suicidal ideation. Overall, these studies show that social support has an impact on suicide, especially among students.

However, to the best of the authors' knowledge, no prior studies have specifically examined this topic among Vietnamese university students. Prior studies have focused more on the impact of social support in relation to suicidal ideation among Vietnamese university students. Therefore, the present study examined the effect of social support in a simple linear regression model to identify the variables that most affected students' suicidal ideation. Our research specifically examined the predictive role of social support in relation to suicidal ideation among Vietnamese university students. The aim of this study is to examine the relationship between social support and suicide among university students in the Vietnamese context. On the basis of the study's primary objective, we propose the following hypothesis:

Hypothesis: Social support has direct effects on suicidal ideation among Vietnamese college students.

The study began with an examination of empirical documentation on the link between social support and suicidal ideation in students. The second section presents the research methods, results, and discussion. The study's conclusions are presented in the final section.

2. Materials and Methods

2.1. Participants

We collected data from 290 university students from universities in Ho Chi Minh City via the convenience sampling method. In the final stage of data management, 35 participants were excluded because they failed to provide informed consent to participate in the study or because all demographic information was missing. Thus, the final dataset consisted of 290 university students ($M_{age} = 20.58$ years, $SD = 1.519$). There were 91 males (31.4%) and 199 females (68.6%), information on biological sex was available for all participants. Among them, 72, 109, 76 and 26 were first-year students, second-, third-, and fourth-year students, respectively. In terms of religion, 126 participants did not identify their religious affiliation (43.4%), 119 identified as Buddhists (41.0%), 39 identified as Catholics (13.4%), 2 identified as Protestants (0.7%), 1 identified as Hoa Hao (0.3%), 2 identified as Cao Dai (0.7%), and 1 identified as Muslim (0.3%). No participants identified as Christians. With respect to residential locations, 236 participants resided in cities (81.4%), while 54 participants (18.6%) moved from rural areas to study in cities. Regarding relationship status, 194 respondents reported being single (66.9%), 5 reported being married (1.7%), and 91 reported being in a relationship (31.4%) (Table 1).

2.2. Materials and measurements.

Our study adhered to the ethical principles for psychology studies set by the American Psychological Association (APA). Before the survey was conducted, the study was approved by the Scientific Committee at Van Lang University in Vietnam. The participants were informed about the study via their universities in Vietnam. They were provided with information regarding confidentiality protection and the benefits and costs of their participation. The survey was conducted via Google Forms and distributed via social networks (e.g., Facebook and Zalo). We collected data from various universities in Vietnam, including Van Lang University, Ho Chi Minh University of Education, Van Hien University, and Hutech University. The participants who provided their consent, which took approximately 20 minutes, proceeded to complete the survey.

This study employs the Vietnamese version of the Perceived Social Support Scale (PSSS) by Quynh and Bac (2021), which was originally developed by Zimet et al. (1988). The scale consists of 12 items divided into three factors: family, friends, and other significant individuals. Examples of items include "I can talk about my difficulties with my family", "I can trust my friends when things go wrong" for the friends factor, and "There is one special person who cares about how I feel" for the other significant individual factor. The participants rated each item on a 5-point Likert scale ranging from 0 ("Strongly disagree") to 4 ("Strongly agree"). Higher scores on this scale indicate a higher level of perceived social support. In this study, the Cronbach's α for the PSSS was 0.906, indicating high internal consistency.

This study employs the Vietnamese version of the Suicide Ideation Scale (SIS), originally developed by Rudd (1989) and adapted by Dat et al. (2018). The SIS consists of 10 items, such as "I think that I'm going to end my life," which are used to evaluate the level of suicidal ideation. Students rated their responses on a 5-point Likert scale ranging from 1 ("Never") to 5 ("Always"). Scores on this scale range from 10–50, with higher scores indicating greater expression of suicidal thoughts. In this study, the Cronbach's α for the SIS was 0.937, indicating high internal consistency.

Table 1 Participant information (N=290).

Variables	Mean (number)	SD (Frequency)
Age	20.58	1.519
Gender		
Male	91	31.4%
Female	199	68.6%
Relationship		
Single	194	66.9%
Married	5	1.7%
In relationship	91	31.4%
School years		
First year	72	24.8%
Second year	109	37.6%
Third year	76	26.2%
Fourth year	26	9.0%
Fifth year	1	0.3%
Sixth year	6	2.1%
Religion		
Buddhists	119	41.0%
Catholics	39	13.4%
Protestants	2	0.7%
Hoa Hao	1	0.3%
Cao Dai	2	0.7%
Muslim	1	0.3%
Protestants	0	0%
No religion	126	43.4%
Residence		
Urban	236	81.4%
Rural	54	18.6%

2.3. Analysis

We utilized SPSS software version 26. Descriptive statistics with frequencies and percentages were used, and continuous variables are described with means and standard deviations. The associations of sociodemographic characteristics (gender, school level) and social support with suicidal ideation were assessed via simple linear regression analysis. The social support score was entered as the dependent variable, and suicidal ideation was entered as the independent variable via the stepwise approach. The assumptions of the simple linear regression model were tested. Next, we considered multicollinearity ($VIF < 5$) to confirm the suitability of the regression model. The Durbin–Watson index for the entire model was between 1.5 and 2.5. We tested the level of the simple linear regression model, with a significance level of $p \leq 0.05$.

3. Results

The participants scored in the average range on the questionnaire. The sample's mean score for the level of social support was 4.016 ($SD = 0.504$). The study participants' mean score for suicide ideation was 2.078 ($SD = 0.487$). The means, standard deviations, and percentage values of these variables are shown in Tables 2 and 3.

In the 12 social support items, the six highest indicators are ranked from high to low average, specifically as follows: My family truly tries to help me (2.84); I obtain the emotional help and support I need from my family (2.72); My friends truly try to help me (2.69); I have friends with whom I can share my joys and sorrows (2.67); My family is willing to help me make decisions (2.66); and there is a special person (for example, a teacher, an adult I'm close to, a psychiatrist, etc.) with whom I can share joys and sorrows (2.53). The six items with the lowest average score are as follows: "There is a special person (for example, a teacher, an adult I am close to, a psychiatrist, etc.) who is around when I am in need (2.44); "I have a special person (for example, a teacher, an adult I'm close to, a psychiatrist, etc.) who is a real source of comfort to me (2.40); I can talk about my problems with my friends (2.36); I can count on my friends when things go wrong (2.32); "There is a special person (for example, a teacher, an adult I'm close to, a psychiatrist, etc.) in my life who cares about my feelings (2.30); and I can talk about my problems with my family (1.98).

Among the 10 suicide ideation items, the five highest indicators are ranked from high to low average, specifically as follows: Life is so bad that I feel like giving up (2.02); I have been thinking of ways to kill myself (1.89); I feel that there is no solution to my problems other than taking my own life (1.83); I just feel that life is not worth living (1.81); and I just wish that my life would end (1.76). The five items with the lowest average score are as follows: It would be better for everyone involved if I were to die (1.71); I believe my life will end in suicide (1.67); I have come close to taking my own life (1.64); I have told someone I want to kill myself (1.57); and I have made attempts to kill myself (1.45).

Table 2 Student social support.

Items		Level					M	SD	Rank
		0	1	2	3	4			
There is a special person (For example, a teacher, an adult I'm close to, a psychiatrist, etc.) who is around when I am in need.	N	32	41	55	91	71	2.44	1.299	7
	(%)	11.0	14.1	19.0	31.4	24.5			
There is a special person (For example, a teacher, an adult I'm close to, a psychiatrist, etc.) with whom I can share joys and sorrows.	N	26	35	63	91	75	2.53	1.245	6
	(%)	9.0	12.1	21.7	31.4	25.9			
My family truly tries to help me.	N	8	27	60	104	91	2.84	1.058	1
	(%)	2.8	9.3	20.7	35.9	31.4			
I get the emotional help & support I need from my family.	N	16	27	67	91	89	2.72	1.156	2
	(%)	5.5	9.3	23.1	31.4	30.7			
I have a special person (For example, a teacher, an adult I'm close to, a psychiatrist, etc.) who is a real source of comfort to me.	N	27	51	56	91	65	2.40	1.267	8
	(%)	9.3	17.6	19.3	31.4	22.4			
My friends truly try to help me.	N	11	28	65	123	63	2.69	1.036	3
	(%)	3.8	9.7	22.4	42.4	21.7			
I can count on my friends when things go wrong.	N	24	38	93	91	44	2.32	1.133	10
	(%)	8.3	13.1	32.1	31.4	15.2			
I can talk about my problems with my family	N	49	55	81	64	41	1.98	1.287	12
	(%)	16.9	19.0	27.9	22.1	14.1			
I have friends with whom I can share my joys and sorrows.	N	18	21	64	124	63	2.67	1.086	4
	(%)	6.2	7.2	22.1	42.8	21.7			
There is a special person (For example, a teacher, an adult I'm close to, a psychiatrist, etc.) in my life who cares about my feelings.	N	22	53	74	97	44	2.30	1.158	11
	(%)	7.6	18.3	25.5	33.4	15.2			
My family is willing to help me make decisions.	N	15	23	80	99	73	2.66	1.096	5
	(%)	5.2	7.9	27.6	34.1	25.2			
I can talk about my problems with my friends.	N	24	42	73	107	44	2.36	1.151	9
	(%)	8.3	14.5	25.2	36.9	15.2			
Total							4.016	0.504	-

Table 2 provides the means, standard deviations, and correlations between the variables (social support). Our results indicated that social support was negatively correlated with suicidal ideation ($r = -0.686, p < 0.01$).

The average score of social support was 4.016 (SD = 0.504), and the average score of suicidal ideation was 2.078 (SD = 0.487), as presented in Tables 2 and 3. As shown in Table 5, the hypothesis that social support affects suicidal thoughts is supported (Sig < 0.05). With an adjusted R square of 0.468, social support explains 46.8% of the differences in suicidal thoughts across the samples. Furthermore, the Durbin–Watson coefficient of 1.606 (within the range of 1.5–2.5) suggests that the research findings do not violate the first-order autocorrelation assumption. A t test significance coefficient (Sig) of less than 0 indicates that social support influences suicidal ideation, whereas a negative regression coefficient (B) suggests that as social support increases, suicidal ideation decreases. Overall, these results underscore the importance of social support as a determining factor of suicidal ideation in students. Furthermore, the presented regression coefficient emphasized the importance of considering the level of social support when evaluating suicidal ideation among students.

Simple linear regression analysis was conducted to evaluate the extent to which social support could predict suicidal ideation. A significant regression was <0.001 ($F(1, 288) = 255,571, p < 0.001$). R^2 was [.47], indicating that social support explained approximately 47% of the variance in suicidal ideation. The regression equation was as follows: [suicidal ideation] = [47.33] + [−.66] ([social support]). That is, for each PSSS increase in social support, the predicted suicidal ideation decreased 66% by approximately [−.66] [SIS]. The 95% confidence intervals indicate that the slope to predict suicidal ideation from social support is between [−.74] and [−.58].

The results of the study revealed a negative correlation between the total score of social support (SS) and the total score of suicidal ideation (SI) ($r = -0.686, p < 0.01$). This indicates that as the level of social support increases, the level of suicidal ideation tends to decrease. On the other hand, this inverse relationship also suggests that individuals who receive less social



support are at a higher risk of developing suicidal ideation. This finding underscores the critical role of social support in mitigating the risk of suicidal ideation and confirms that the relationship between these two variables is statistically significant, as presented in Table 4.

Table 3 Suicide ideation.

Items		Level					M	SD	Rank
		1	2	3	4	5			
I have been thinking of ways to kill myself.	N	150	58	55	18	9	1.89	1.107	2
	(%)	51.7	20.0	19.0	6.2	3.1			
I have told someone I want to kill myself.	N	190	53	35	6	6	1.57	0.928	9
	(%)	65.5	18.3	12.1	2.1	2.1			
I believe my life will end in suicide.	N	193	37	36	12	12	1.67	1.104	7
	(%)	66.6	12.8	12.4	4.1	4.1			
I have made attempts to kill myself.	N	214	39	24	9	4	1.45	0.876	10
	(%)	73.8	13.4	8.3	3.1	1.4			
I feel life just isn't worth living.	N	170	49	37	24	10	1.81	1.151	4
	(%)	58.6	16.9	12.8	8.3	3.4			
Life is so bad I feel like giving up.	N	149	49	44	34	14	2.02	1.255	1
	(%)	51.4	16.9	15.2	11.7	4.8			
I just wish my life would end.	N	184	43	27	22	14	1.76	1.188	5
	(%)	63.4	14.8	9.3	7.6	4.8			
It would be better for everyone involved if I were to die.	N	191	36	30	22	11	1.71	1.152	6
	(%)	65.9	12.4	10.3	7.6	3.8			
I feel there is no solution to my problems other than taking my own life.	N	167	50	40	22	11	1.83	1.155	3
	(%)	57.6	17.2	13.8	7.6	3.8			
I have come close to taking my own life.	N	201	33	29	11	13	1.64	1.124	8
	(%)	69.3	11.4	10.0	4.8	4.5			
Total							1.708	0.867	-

Table 4 Correlations among the study variables.

Variables	M	SD	1	2
SS	4.016	0.504	1	-.686**
SI	2.078	0.487	-.686**	1

Table 5 Results of linear regression analysis.

Variable	F	R ²	Beta	P	95% CI	
					Lower	Upper
Social support – suicidal ideation	255,571	.47	-.66	.000	-.74	-.58

Note: **p<.001.

4. Discussion

This research explored the correlations between social support and suicidal ideation among Vietnamese university students, revealing a significant negative correlation between the two variables. Specifically, students with high levels of social support exhibited fewer suicidal ideations, supporting Durkheim's social integration theory (1951). This theory posits that social integration, particularly through close familial bonds, serves as a protective factor against self-harm behaviors (Kushner & Sterk, 2005). Conversely, low social integration is associated with a higher risk of suicide (Kushner & Sterk, 2005). These findings are consistent with results of a previous study (Miller et al., 2015). Miller et al. (2015) revealed that the highest degree of suicidal ideation was reported by adolescents who received lower support from parents and school. Besides, a study of 334 firefighters found that social support could mitigate the relationship between occupational stress and suicidal ideation (Carpenter et al., 2015). Supporting our result is one study conducted by Wilks et al. (2019) that investigated social support as a factor related to suicidal ideation as well as an effective management strategy for suicide risk prevention among military veterans from MIRCC in the United States. The result also revealed the negative association between social support and suicidal ideation. Further, social support acts as a buffering mechanism in the relationship between life stressors and hopelessness (Tham et al., 2020). Increased social support significantly reduces hopelessness, identified as a potential protective mechanism against suicidal ideation (Tham et al., 2020). To the best of our knowledge, potential factors for suicidal ideation come from not only the external environment but also the internal mind. Thus, Durkheim's theory is not able to explain complex process in which suicidal ideation was established and developed comprehensively. According to The Self-Efficacy Motivation, self-efficacy, one's belief in their capacity to accomplish tasks or overcome difficult conditions successfully (Bandura, 1982), is considered as a potential predictor for suicide risks. This hypothesis is supported by a cross-sectional study that examined the association between suicidal ideation and self efficacy (Valois et al., 2015); then the result showed that reduced self efficacy



was significantly linked to the high level of suicidal ideation. Besides, awareness of potential social support resources and their utilization in stress coping can enhance self-esteem, ultimately reducing suicidal thoughts (Kleiman & Riskind, 2013). This underscores the multifaceted role of social support, which includes providing a supportive environment from various sources such as family, friends, teachers, and communities to help individuals overcome stress, anxiety, and depression, improve their quality of life, increase self-confidence as well as reduce suicidal ideation (Alsubaie et al., 2019; Yu et al., 2023, Wang et al., 2014). While our study validates the notion that social support significantly hinders suicidal ideation among Vietnamese university students, we still need to delve into numerous other aspects. Specifically, we need to conduct further research on the precise mechanisms through which social support influences suicide ideation, identify internal mediating factors, and devise effective intervention strategies to reduce the risk of suicide in the community.

5. Contribution and limitations

This study highlights the critical role that social connectivity plays in reducing the risks associated with suicidal thoughts and offers important insights into the relationship between social support and suicidal ideation. The results of this study have significant effects on the development of preventive interventions and strategies that consider social support to lower suicidal ideation. The studies mentioned previously indicate that difficulties with psychological adjustment and the persistence of suicidal thoughts can result from a lack of social support. As a result, the results of this research provide crucial insights for creating intervention programs that aim to improve social support to lower suicidal thoughts. These findings advance our knowledge of the ways in which social support impacts suicidal ideation, which can help politicians create more useful intervention strategies.

Despite the valuable results, there are a number of notable limitations that could potentially affect the literary contributions of the study. Firstly, a cross-sectional study is characterized by data collected at a certain moment. It is impossible to follow the shifts in the relevant variables over short or long periods with this arrangement. Therefore, to address the constraints, longitudinal research design should be a consideration for future study in this field. Secondly, all information in the study was self-reported by participants and collected through online forms by the authors. Although anonymity was ensured, the sincerity of the responses may have been influenced by the settings in which the participants filled out the forms. Thus, future research should prioritize data collection strategies that try to minimize the influence of agents from external environment. Utilizing those techniques would provide a better insight into the process by which social connectedness mediates the association between excessive smartphone utilization and difficulties with psychological adjustment. Thirdly, our study sample consisted mainly of student groups at some universities in Vietnam. However, suicidal ideations is additionally possible in other age groups, including teenagers, middle-aged, and elderly; and, social support may play a certain role. Hence, subsequent research should strive to incorporate a wider variety of demographics. Finally, future research is supposed to replicate the proposed theoretical framework in diverse contexts to determine if the outcomes remain consistent across different cultures and settings. In particular, potential confounding components that may impact the association among variables should be taken into account.

6. Conclusion

There was a close negative relationship between social support and suicidal ideation among university students in Vietnam. Students with high levels of social support tend to show less suicidal ideation. In contrast, students with less social support can face the risk of suicidal ideation. Therefore, it is very important to develop intervention strategies that focus on enhancing social support to provide a positive environment and several support sources for students.

Acknowledgment

The authors would like to thank all the respondents who participated in this study.

Ethical considerations

The research study has been reviewed and approved by the Ethics Committee of Van Lang University. The committee's decision number is 1349/QĐ-ĐHVL, issued on August 29, 2023. This approval ensures that the research complies with ethical standards and guidelines, and that the study is conducted with the highest regard for participants' rights and welfare.

Conflict of Interest

The authors declare that they have no conflicts of interest. We confirm that there are no financial or personal relationships that could influence the research outcomes presented in this manuscript. All findings are based solely on the data and evidence collected, ensuring the objectivity and integrity of the work.

Funding

This research was funded by Van Lang University. The funding decision, numbered 1349/QĐ-ĐHV, issued on August 29, 2023, supported the research team in publishing this manuscript in the journal. The financial support provided by the university facilitated the successful completion and publication of this study.

References

- Alsubaie, M. M., Stain, H. J., Webster, L. A. D., & Wadman, R. (2019). The role of sources of social support on depression and quality of life for university students. *International journal of adolescence and youth*, 24(4), 484-496. <https://doi.org/10.1080/02673843.2019.1568887>
- Alsubaie, M. M., Stain, H. J., Webster, L. A. D., & Wadman, R. (2019). The role of sources of social support on depression and quality of life for university students. *International journal of adolescence and youth*, 24(4), 484-496. <https://doi.org/10.1080/02673843.2019.1568887>
- Bantjes, J., Breet, E., Saal, W., Lochner, C., Roos, J., Taljaard, L., Mortier, P., Auerbach, R. P., Bruffaerts, R., Kessler, R. C., & Stein, D. J. (2022). Epidemiology of non-fatal suicidal behavior among first-year university students in South Africa. *Death studies*, 46(4), 816-823. <https://doi.org/10.1080/07481187.2019.1701143>
- Barrios, L. C., Everett, S. A., Simon, T. R., & Brener, N. D. (2000). Suicide ideation among US college students associations with other injury risk behaviors. *Journal of American College Health*, 48(5), 229-233. <http://dx.doi.org/10.1080/07448480009599309>
- Buitron, V., Hill, R. M., Pettit, J. W., Green, K. L., Hatkevich, C., & Sharp, C. (2016). Interpersonal stress and suicidal ideation in adolescence: An indirect association through perceived burdensomeness toward others. *Journal of affective disorders*, 190, 143-149. <https://doi.org/10.1016/j.jad.2015.09.077>
- Carpenter, G. S. J., Carpenter, T. P., Kimbrel, N. A., Flynn, E. J., Pennington, M. L., Cammarata, C., ... & Gulliver, S. B. (2015). Social support, stress, and suicidal ideation in professional firefighters. *American journal of health behavior*, 39(2), 191-196. <https://doi.org/10.5993/AJHB.39.2.5>
- Dat T. N., & Cao T. T. T., & Tri M. T. (2018). Correlation between cyberbullying with suicide ideation and self-esteem among the university students in Ho Chi Minh city.
- Farabaugh, A., Bitran, S., Nyer, M., Holt, D. J., Pedrelli, P., Shyu, I., Hollon, S. D., Zisook, S., Baer, L., Busse, W., Petersen, T. J., Pender, M., Tucker, D. D., & Fava, M. (2012). Depression and suicidal ideation in college students. *Psychopathology*, 45(4), 228-234. <https://doi.org/10.1159/000331598>
- Hefner, J., & Eisenberg, D. (2009). Social support and mental health among college students. *American Journal of Orthopsychiatry*, 79(4), 491-499. <https://doi.org/10.1037/a0016918>
- Hollingsworth, D. W., Slish, M. L., Wingate, L. R., Davidson, C. L., Rasmussen, K. A., O'Keefe, V. M., Tucker, R. P., & Grant, D. M. (2018). The indirect effect of perceived burdensomeness on the relationship between indices of social support and suicide ideation in college students. *Journal of American college health*, 66(1), 9-16. <http://dx.doi.org/10.1080/07448481.2017.1363764>
- Kleiman, E. M., & Riskind, J. H. (2013). Utilized social support and self-esteem mediate the relationship between perceived social support and suicide ideation. *Crisis*, 34(1). <https://doi.org/10.1027/0227-5910/a000159>
- Kushner, H. I., & Sterk, C. E. (2005). The limits of social capital: Durkheim, suicide, and social cohesion. *American journal of public health*, 95(7), 1139-1143.
- Kwok, S. Y., Gu, M., & Cheung, A. (2019). A longitudinal study on the relationship among childhood emotional abuse, gratitude, and suicidal ideation of Chinese adolescents. *Child abuse & neglect*, 94, 104031. <https://doi.org/10.1016/j.chiabu.2019.104031>
- Lamis, D. A., Ballard, E. D., May, A. M., & Dvorak, R. D. (2016). Depressive symptoms and suicidal ideation in college students: The mediating and moderating roles of hopelessness, alcohol problems, and social support. *Journal of clinical psychology*, 72(9), 919-932. <https://doi.org/10.1002/jclp.22295>
- Large, M., Corderoy, A., & McHugh, C. (2021). Is suicidal behaviour a stronger predictor of later suicide than suicidal ideation? A systematic review and meta-analysis. *Australian & New Zealand Journal of Psychiatry*, 55(3), 254-267. <https://doi.org/10.1177/0004867420931161>
- Lee, C. Y. S., & Goldstein, S. E. (2016). Loneliness, stress, and social support in young adulthood: Does the source of support matter?. *Journal of youth and adolescence*, 45, 568-580. <https://doi.org/10.1007/s10964-015-0395-9>
- Liu, H., Wang, W., Qi, Y., & Zhang, L. (2022). Suicidal ideation among Chinese survivors of childhood sexual abuse: Associations with rumination and perceived social support. *Child Abuse & Neglect*, 123, 105420. <https://doi.org/10.1016/j.chiabu.2021.105420>
- Liu, H., Wang, W., Yang, J., Guo, F., & Yin, Z. (2021). The effects of alexithymia, experiential avoidance, and childhood sexual abuse on non-suicidal self-injury and suicidal ideation among Chinese college students with a history of childhood sexual abuse. *Journal of Affective Disorders*, 282, 272-279. <https://doi.org/10.1016/j.jad.2020.12.181>
- Ortiz, S., Aggarwal, P., Jain, A., Singh, N., George, T. S., Smith, A., & Raval, V. V. (2023). Examining the relationship between academic expectations and suicidal ideation among college students in India using the interpersonal theory of suicide. *Archives of suicide research*, 27(4), 1163-1179. <https://doi.org/10.1080/13811118.2022.2110026>
- Quynh, H.T.T., & Bac, N.V., (2021). Hỗ trợ xã hội và trầm cảm ở sinh viên đại học Huế: Vai trò điều tiết của lòng tự trọng. *Tạp chí Tâm lý học*, 4 (256), 47-59.
- Rosiek, A., Rosiek-Kryszewska, A., Leksowski, Ł., & Leksowski, K. (2016). Chronic stress and suicidal thinking among medical students. *International journal of environmental research and public health*, 13(2), 212. <https://doi.org/10.3390/ijerph13020212>
- Rubio, A., Oyanedel, J. C., Cancino, F., Benavente, L., Céspedes, C., Zisis, C., & Páez, D. (2020). Social support and substance use as moderators of the relationship between depressive symptoms and suicidal ideation in adolescents. *Frontiers in Psychology*, 11, 539165. <https://doi.org/10.3389/fpsyg.2020.539165>
- Schaefer, K. E., Esposito-Smythers, C., & Riskind, J. H. (2012). The role of impulsivity in the relationship between anxiety and suicidal ideation. *Journal of affective disorders*, 143(1-3), 95-101. <https://doi.org/10.1016/j.jad.2012.05.034>
- Sparks, S., Mitchell, S. M., & LeDuc, M. K. (2023). Association between perceived social support and suicide ideation distress among psychiatric inpatients: The role of thwarted interpersonal needs. *Journal of Clinical Psychology*, 79(5), 1467-1479. <https://doi.org/10.1002/jclp.23493>
- Tham, S. G., Ibrahim, S., Hunt, I. M., Kapur, N., & Gooding, P. (2020). Examining the mechanisms by which adverse life events affect having a history of self-harm, and the protective effect of social support. *Journal of affective disorders*, 263, 621-628. <https://doi.org/10.1016/j.jad.2019.11.037>
- Wan, L. P., Yang, X. F., Liu, B. P., Zhang, Y. Y., Liu, X. C., Jia, C. X., & Wang, X. T. (2022). Depressive symptoms as a mediator between perceived social support and suicidal ideation among Chinese adolescents. *Journal of Affective Disorders*, 302, 234-240. <https://doi.org/10.1016/j.jad.2022.01.061>
- Wang, X., Cai, L., Qian, J., & Peng, J. (2014). Social support moderates stress effects on depression. *International journal of mental health systems*, 8, 1-5. <https://doi.org/10.1186/1752-4458-8-41>
- Wills, T. A. (1991). Social support and interpersonal relationships.



World Health Organization. (2021). *Suicide worldwide in 2019: global health estimates*. Geneva: World Health Organization (2021).

Xu, W., Shen, X., McDonnell, D., & Wang, J. (2024). Childhood maltreatment and suicidal ideation among Chinese adolescents: moderated mediation effect of perceived social support and maladaptive cognitive emotion regulation strategies. *Child Abuse & Neglect*, *151*, 106732. <https://doi.org/10.1016/j.chiabu.2024.106732>

Yang, T., He, Y., Wu, L., Ren, L., Lin, J., Wang, C., Wu, S., & Liu, X. (2023). The relationships between anxiety and suicidal ideation and between depression and suicidal ideation among Chinese college students: a network analysis. *Heliyon*, *9*(10). <https://doi.org/10.1016/j.heliyon.2023.e20938>

Medrano, J. L. J., Lopez Rosales, F., & Gámez-Guadix, M. (2018). Assessing the links of sexting, cybervictimization, depression, and suicidal ideation among university students. *Archives of suicide research*, *22*(1), 153-164. <https://doi.org/10.1080/13811118.2017.1304304>

Yu, Y., Luo, B., Qin, L., Gong, H., & Chen, Y. (2023). Suicidal ideation of people living with HIV and its relations to depression, anxiety and social support. *BMC psychology*, *11*(1), 159. <https://doi.org/10.1186/s40359-023-01177-4>

Zhang, X., Wang, H., Xia, Y., Liu, X., & Jung, E. (2012). Stress, coping and suicide ideation in Chinese college students. *Journal of adolescence*, *35*(3), 683-690. <https://doi.org/10.1016/j.adolescence.2011.10.003>

Zhu, W., Wei, Y., Meng, X., & Li, J. (2020). The mediation effects of coping style on the relationship between social support and anxiety in Chinese medical staff during COVID-19. *BMC Health Services Research*, *20*, 1-7. <https://doi.org/10.1186/s12913-020-05871-6>.