

Depression, Anxiety and Stress as Predictors of Suicidal Ideation Among Senior High School Students

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Abstract: Suicidal ideation is defined as thoughts that life isn't worth living, ranging in intensity from fleeting thoughts of concrete and well-thought out plans for killing oneself or even a complete preoccupation with self-destruction. The prevalence rate of suicidal ideation and suicide attempt in the Philippines were roughly around one (1) in every ten (10) Filipino youth aged 15 to 27 and one (1) in every twenty (20) respectively. This study determined the relationship as well as the predicting factor of depression, anxiety, and stress to suicidal ideation among senior high school students. These level of depression, anxiety, and stress was determined by the Depression, Anxiety, and Stress Scale- 21 while the Modified Scale of Suicidal Ideation was also administered to students to measure their suicidal ideation level. The result revealed normal levels of all psychological conditions- depression: 158 (46.5%), anxiety: 139 (40.9%), and stress: 312 (91.8%) of the respondents out of 340, and the majority of the students reported mild-moderate level of suicidal ideation 118 (34.71%). Results were also supported by the student's responses to items on the tests with the following overall mean: depression (9.06), anxiety (7.11), and stress (9.22) which also falls under the normal level and suicidal ideation (16.78) which can be interpreted as mild-moderate. Single regression analysis revealed that there is a significant relationship between depression, anxiety, stress, and suicidal ideation among senior high school students garnering computed p-values of the following: (1) depression- 0.4242, (2) anxiety- 0.3616 and (3) stress- 0.3742. That is; for every unit increase in depression, anxiety, and stress, the suicidal ideation score was predicted to increase, and "Ceteris Paribus" assume all other things held constant. The results of the study should serve as an eye-opener to parents, schoolteachers, and administrators in providing psychologically healthy surroundings at home and at school. Also, it is called for mental health practitioners to establish intervention plans in addressing depression, anxiety, stress, and suicidal ideations experienced by senior high school students.

Keywords: Anxiety, Depression, Stress, Suicidal ideation.

1. The Problem and Background

A. Introduction

The period of time when a person is neither an adult nor a child has been referred to as adolescence. The World Health Organization (WHO) says that significant shifts in social expectations, emotional and sexual development, and the ability to think critically and abstractly are all clearly visible. The WHO defines an adolescent as someone between the ages of 10

and 19. It's the transition from being a child to an adult; During this stage, known as the trial-and-error phase, they often struggled with establishing their sexuality, independence, and relationships, making them vulnerable to a variety of psychological conditions. These psychological conditions are at play when adolescents are confronted with a stressful experience that they are unable to control or manage. Adolescents were exposed to these psychological conditions due to a variety of underlying factors, including issues at home, at school, and in their personal lives. Depression is one of these mental illnesses, according to studies (Girma et al. 2021), stress (Anniko, 2018), and anxiety (Garcia & O'Neil, 2021).

Over 264 million people worldwide are estimated number of people who suffer from depression according to World Health Organization. It is a condition wherein an individual encounters discouraged mind-set and absence of delight (anhedonia). This case is considered common among adolescents because, this mental illness can resort to committing suicide. Each year, 800,000 people who commit suicide, that make this condition, a one of the principal cause of death to individuals between the ages of 15 and 19. A cross-sectional study found that 28% of students who had depression, reported to have moderate to severe level (Girma et al., 2021). In Micalizio, et al. (2021) explains that distressing events increase adolescents' susceptibility to psychological conditions and amplify a great range of unstable emotions that eventually lead to depression.

The onset age of anxiety experienced by adolescents is 11 years old where 75% of all anxiety disorders developed at 21 years old. This age bracket is completely within the range of the age span of adolescence stage (Garcia & O'Neil, 2021). Students who experienced anxiety with mild to severe level of anxiety which accounts to 74% of the population while 16.7% showed anxiety in severe level (Al Azzam, et al. 2021). This implies that majority of students fall in the mild to severe level of anxiety. Moreover, a significant increase in anxiety and depressive symptoms were also found out among adolescents according to Hafstad, et al. (2021).

Anxiety, depression, withdrawal, and social disengagement are common responses to adolescents' stress, which were found

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to be linked to their parental relationship, peer companion, academic setting, and physical concerns and issues psychologically. Some emotional issues in adolescents were also found to be significantly influenced by stress (Coward, 2018). Additionally, adolescent school stress is frequently brought on by issues related to educational expansion and economic shifts. There is likewise a normal degree of school pressure regarding socioeconomics and young ladies' insight into a more significant level of pressure. Adolescents' mental health changes are also evident as a result of this, as it was linked to increased school stress (Hogberg, 2021).

In 2016, the additional educational program, which includes kindergarten through basic education for 12 years was implemented by the government. The program's objectives are to cultivate lifelong learners, provide substantial skills for conceptual mastery, and prepare seniors for college according to the Department of Education. Primary education for six years, junior high for four years, and senior high for two years that comprise the K-12 program. After completing the additional two years of education in senior high, grades 11 and 12, individuals enter the adolescent stage between the ages of 16 and 17.

Students spent nearly all their time in school completing their respective strands' requirements. In addition, student's mental health was compromised due to other academic requirements like writing works and activities, project materials, school assignments, role plays, and research (Wuthrich *et al.*). As a result, they experienced psychological issues. (2021). Wuthrich, *et al.* (2021), states that the following psychological issues contribute to the level of distress: anxiety, stress, and depression.

Taking into account the fact that they are currently in the crucial adolescence phase when both physical and psychological changes are unavoidably observable; senior high school students are more likely to have mental health issues like depression, anxiety, and stress, which makes them more prone to consider suicide.

Asian region had the lowest reported the commonness of suicidal ideation, and overall, girls had a higher prevalence of suicidal ideation and behavior than boys did. It was also discovered that some aspects of parent-adolescent relationships were influenced by parental factors. The absence of help during adolescence may clear the way for the improvement of self-destructive ideation among young people. (Kushal, *et al.* 2021). According to the findings of the study that was carried out by Canbaz and Terzi (2018), the following factors contributed to the 17.9% prevalence of suicidal ideation: being a woman, using drugs and alcohol, getting into a physical trouble, being bullied, and many more.

Hence, the study's sole objective is to ascertain whether or not the aforementioned psychological conditions—depression, anxiety, stress—can be usually predict suicidal ideation in students in senior high.

B. Statement of the Problem

The research study's main goal is to identify the correlation between depression, anxiety and stress and suicidal ideation

among the students in senior high and the predicting factor of the aforementioned psychological conditions to suicidal ideation of the students.

To be specific, it seeks to answer the following questions:

- 1) What is the depression, anxiety, and stress level of the respondents?
- 2) What is suicidal ideation level of the respondents?
- 3) Do the depression, anxiety and stress level predict suicidal ideation of the respondents?
- 4) Is there a statistically significant correlation between the depression, anxiety and stress level and suicidal ideation level of the respondents?

C. Hypothesis

The hypothesis below served as guide of the researchers in pursuing the inquiry:

- 1) The study revealed that depression, anxiety, and stress do not predict suicidal ideation among the respondents.
- 2) The study reveals no statistically significant correlation between the depression, anxiety and stress level and suicidal ideation level among the respondents.

D. Significance of Study

Information about the causes of suicidal ideation and its effects on adolescents must be shared for effective treatment and prevention because it has become a major national issue. This study will help people recognize clinical conditions like these as a problem that needs to be considered and addressed because people don't always know about them.

The following will benefit from this research for its specific purpose:

- 1) *Students at SHS*: The study will be beneficial to students at SHS because it will enable them to anticipate coping mechanisms that they could use to combat depression, anxiety, stress, and suicidal ideations, as well as the risk posed by these psychological conditions if they are not managed appropriately.
- 2) *Educators*: They will be prepared to perceive the circumstances and end results of those mental elements of misery, nervousness, and stress to their understudies since side effects of the previously mentioned factors were perceptible inside the understudy's way of behaving. Additionally, given their knowledge of the case, they will start to make alternative response on the concern of their children.
- 3) *Parents*: The specific objective is to educate family members—particularly parents—of someone who is constantly considering suicide. It will provide sufficient knowledge of the factors that lead to ideation on possible suicide behaviors. They will be prepared to perceive that present moment or future self-destructive ideation might be a serious clinical issue that should be tended to, and therefore, they will actually want to offer a friend or family member who

is encountering self-destructive ideation close to home endlessly support.

- 4) *Clinical Clinician*: The review will work the thought for planning an intercession and treatment chosen for misery, anxiety and stress, and self-destructive ideation.
- 5) *Future Researchers*: This could serve as a starting point for more research on students who may have suicidal thoughts.

E. Scope and Limitations

The focus of the research study is to identify whether students in senior high school who are having suicidal thoughts are more prone to manifest depression, anxiety, and stress. 340 12th-grade senior high school (SHS) students from the Technological Institute of the Philippines (TIP) participated in the study. These students were between the ages of 17 and 18, according to WHO guidelines. Neither students in the 11th grade nor individuals who are not a part of TIP community as a student in senior high were not chosen as respondents. Due to the demographics likely to be associated with these conditions, the study did not investigate the specific causes of the respondents' depression, anxiety, and stress.

The researcher used quantitative research because the research study's focus is on determining if depression, anxiety, and stress were related to suicidal ideation among students in senior high. Additionally, the study's sampling strategy was the simple-random method for finding respondents.

F. Conceptual Framework

The framework that serves as one of the research study's foundations is as follows, based on the researcher's presumptions regarding the subject:

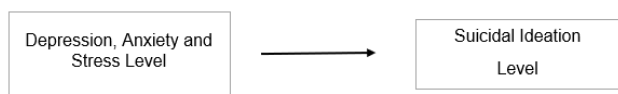


Fig. 1. Conceptual framework

The paradigm of the study demonstrates a link between depression, anxiety, and stress in students from senior high school and suicidal ideation. The independent variables are as follows: Several studies indicate all of these psychological conditions are all valid predictors of suicidal ideation because they all have at least an immediate connection to one another.

On the other hand, the variable that will be used to figure out how much depression, anxiety, and stress can affect suicidal ideation is the suicidal ideation itself experience by the students. Standardized test that measure specific variables are used in this study to collect results that are both valid and reliable. The review's discoveries will back up its case on the grounds that different studies discoveries and a meta-investigation exhibited that these factors as of now have a correlation.

G. Theoretical Framework

The following theorists, in order to expand on discussions of the mentioned study and improve comprehension: Clark and

Watson's Tripartite Model of DASS, Hans Selye's Stress-Response Theory, Thomas Joiner's Interpersonal-Psychological Theory of Suicidal Behavior, were all incorporated into the study.

H. The DASS, the Tripartite Model and Students

There are many similarities between depression and anxiety, as well as distinct differences. Clark and Watson proposed the tripartite model and demonstrated that it best reflects the data and the overlapping conditions of comorbidity, depression, and anxiety. This model was initially developed to examine adult overlap and comorbidity; On the other hand, it is now also used to look for overlap and comorbidity in children and adolescents. Taking into account symptoms and comorbidities, the model suggests that anxiety and depression share a negative affect (NA) component. A person's negative affect (NA) is how much they are involved in a bad situation and how upset rather than peaceful they are. In addition, NA demonstrates a method of high-goal difficulty that demonstrates a variety of full-of-feeling states such as being disturbed, irate, blameworthy, anxious, miserable, disdainful, ill, and stressed. Clark and Watson claim that the absence of NA, which is typically measured by self-reports of anxiety and despair, is demonstrated by being quiet and relaxed. There is a correlation between self-reports of anxiety and depression, and items that overlap only account for a small amount of shared variance between these measures, indicating that they use NA as their foundation.

The two concepts that Clark and Watson hypothesized would set NA apart from depression and anxiety are as follows: 1) Positive affect and physiological hyperarousal (PH). A person's pleasurable commitment to their current circumstance and how much they feel energetic, alarmed, and dynamic consistently are alluded to as Dad. It also includes feelings of elation, happiness, and pride. Clark and Watson claim that PA absence symptoms include sluggishness, exhaustion, and tiredness. On the other hand, PH includes xerostomia, breathlessness, lightheadedness, dizziness, and somatic tension. Clark and Watson's investigation discovered that individuals with wretchedness side effects or a determination commonly have low Dad levels and high NA levels, while individuals with uneasiness normally have high PH levels and high NA levels.

The three-sided model that Clark and Watson developed was used in the current study to explain the connection between depression and anxiety. The autonomic arousal symptoms that were used to define anxiety and distinguish it from depression in the previous discussion share similarities and differences with the tripartite model and the DASS structure. Additionally, when defining despair, the two models place an emphasis on anhedonia. The DASS assigns a similar weight to various attributes, such as sadness and life depreciation.

I. Stress-Response Theory and Students

The term stress is believed to be a typical event through an individual's life, and nobody is resistant from encountering it in its different structures since it impedes or even forestalls day-to-day efficiency. In other words, stress may be a characteristic

of one's life that is unique, and its presence must be acknowledged as a fundamental aspect of life. A feeling of mental tension and pressure is what psychologists refer to as stress. A healthy stress level may be desired, advantageous, and beneficial. However, stress can be constructively constructive as well as destructive or negative; It has the potential to improve psychosocial health and one's performance. A positive pressure is viewed as a supplement-rich soil for human inspiration, variation, and climate responsiveness. However, a person's social, psychological, and biological conditions can all be negatively impacted by chronic stress. External factors like the environment or internal perceptions of the person experiencing stress can also contribute to stress.

Hans Selye was the primary researcher to perceive that pressure assumes a critical part in both explicit and vague disease side effects. He makes a differentiation between the whole reaction to constantly applied stressors and intense pressure, which adds to the idea of the condition: syndrome of the general adaptation. He suggested that changes could be measured at the system level as well as the local level, which would result in more accurate results. Selye was of the opinion that the body's adaptive responses to stress were all the same, and that being stress-free was considered to be death. The entire system-level stress process involving a threat and an individual's response to that threat is referred to as the General Adaptation Syndrome (GAS).

J. The Interpersonal-Psychological Theory of Suicidal Behavior and Students

Thomas Joiner, a well-known exploration teacher with a Ph.D. in clinical brain research, proposed the Interpersonal-Psychological Theory of Suicidal Behavior. Joiner demonstrated that a person will not kill themselves unless one of the following two conditions is met: 1) the capacity and desire to commit suicide.

This theory asserts that the development of suicidal thoughts or ideation is influenced by two mental states: These are some: 1) a sense of being burdensome and 2) a sense of social alienation or disconnection. When these two mental states persisted for an extended period of time, they developed a desire to die. According to Joiner's explanation, the useful instinct of self-preservation must be overcome by willpower in order to prevent suicide. It was thought that repeatedly experiencing painful or provocative events gave rise to the ability of those who were able to overcome their fear of pain, injury, and death. These encounters frequently include self-injury from the past that served as a model for self-destructive behavior in the future. Moreover, additional occurrences, such as numerous accidental injuries; There are numerous physical fights and other experiences that frequently result in severe pain and injury as well as stress and anxiety.

K. Definition of Terms

All of the following terms were acquired through the definitive terms of the authors and studies in order to facilitate a better understanding of the following frequently used terms in this study.

The following words are defined:

Anxiety: This emotional state includes the subjective experience of anxious affect, situational anxiety, skeletal muscle effects, and autonomic arousal.

Depression: This emotional state can take many forms, including dysphoria, hopelessness, devaluation of life, self-pity, lack of interest or involvement, anhedonia, and inertia.

Stress: It is an emotional state that fluctuates in response to the degree of persistent, unspecific arousal. It includes difficulty relaxing, anxious excitement, being easily disturbed or unsteady, being irritable or overly responsive, and being anxious.

Self-ideation: It is a self-destructive behavior in a sense. The desire to die, the desire to live, the desire-active attempt, the desire-passive attempt, the duration of thoughts, their frequency, their intensity, their deterrent, their reasons, their method of specificity, their availability, their courage, their competence, their expectation of an attempt, their talk of death, their writing of death, their attempt at suicide, and their actual preparation for the ideation are all clinical conditions. The document starts here. Copy and paste the content in the paragraphs.

2. Review of Related Literature and Studies

This part introduces the different writing and concentrates completely surveyed studies and incorporate by the researchers. Due to the topic's uniqueness in terms of academic anxiety, the researcher had struggled to locate studies and literature on the topic.

A. Depression and Students

Girma, et al. (2021) found that 28% of young people in Jimma town, Southeast Ethiopia, were depressed in the study on depression and the factors that contribute to it. Respondents were given the standardized test that measures depression; on the scale of depression severity, moderate depression received scores of 18.5% and 8.2%, respectively, and depression with severe level received scores of 1.3%. 561 students participated in the study, which was conducted in three randomly selected private schools and two public schools. In addition, the study reveals that in the two weeks preceding the study, 6.4% of individuals had at least one attempt at suicide and 7% of them had suicidal ideology.

Clarke, et al. (2021) on the interpersonal model of depression in adolescents' states that the interpersonal model's stressors are conflict, grief, role transition, and social isolation. The review's example consists of 25 semi-organized meetings and four center-gathering conversations with 126 members who were consulted. Personal disagreements frequently led to physical attacks and emotional manipulation and mourning the defeat of a recent position is a significant sign of social isolation. Even though members were not provoked to portray their involvement in wretchedness, these relational gloom triggers give clarification to most the youths' underlying ID of the side effects.

Micalizio, et al. (2021) state that stressful life events occur during the adolescent stage, the crucial developmental period

during which adolescents become susceptible to psychological conditions. The degree of unstable emotions that can lead to depression may rise as a result of these circumstances. The clinical diagnosis of depression is supported by symptoms like a loss of interest in previously enjoyed activities, a decrease in appetite, and a decline in academic performance. This could lead to utter disregard for one's hygiene.

Moreover, Rocha, et al. (2021) uncovered that the improvement of discouragement is remotely assessed from different socio-social settings to recognize teenagers in danger of wretchedness among 2,192 youths. In addition, the study does not include participants who are currently or have previously been depressed; In addition to the strategies that are currently in use for risk evaluation, a risk stratification tool could also be utilized. This is due to an increased risk of depression in the future. Due to the strategy's reliance on potential bias in the results, the study compares the samples of included and excluded population. An intervariable model predicts the occurrence of having a depressive circumstance later in life, particularly happens in adolescence, in adolescents who have never shown any signs of depression.

Wahid, et al. (2021) identified 31 adolescent depression risk factors. The three factors that were most likely to be measured in the study were history in the family with depression, frequent engagement to bullying, and dysfunctional family surroundings. The findings of the study impart valuable insight into the risk of depression to adolescents. Other significant cultural factors, such as social norms, structure of the family, prejudice, and gender identity, moderate the risk of adolescent depression. Because culture has a significant impact on some cognitive and emotional symptoms of depression, it was mentioned that a student's home environment could be a better place to identify early depression symptoms. Stress in school was also emphasized as one of the five additional factors that can be quantified, as was suicidality as one of the many symptoms.

Johnson, et al. (2020) multi-institutional concentrate on 320 understudies uncovered that 23% were in danger of discouragement and 43% met the models for moderate to extreme tension. The study found that students' emotional exhaustion is significantly predicted by depression and anxiety. A standardized test was used by the researcher to assess the students' depression. Emotional exhaustion, depression, and anxiety were more common in the students chosen for this study than in the general population.

In Brathwaite, et al. (2020) longitudinal study, a survey found that 11.8% of adolescents were affected, and the following factors were found to be predictors of school failure: A self-completed version of an interview for adolescents was given to 28 senior secondary school students for the study's sample. Physical fights make up 3.95 of the sample, as drug use (6.0 percent), social withdrawal (4.4 percent), and homelessness (2.3 percent). The findings of the study lend credence to its ability to accurately anticipate discouragement among adolescents due to the diversity of geological regions and their distinct cultural and financial contexts.

Zsamboky, et al. (2021) demonstrated that adolescents'

anxiety in social settings and the clinical picture of depression are comparable to those of adults. Participation reduction, poor academic performance, and lower grades are all signs of depression in adolescents. Despite the fact that signs of anxiety include avoidant behaviors, physical complaints, issues with relationships, and difficulties in social settings.

Wuthrich, et al. (2021) on the level of distress—which includes stress, anxiety, and depression—show that the majority of students reported a normal depression and anxiety level, while between 30 and 40 percent reported severe or extreme depression and anxiety and between 20 and 25 percent reported neither. 638 students from public and private schools, as well as coeducational and single-sex schools, were assessed using a standardized test. The findings indicate that while students' depressive symptoms significantly increased throughout the course of the year, only 20% of them experienced symptoms that ranged from severe to extremely depressive.

B. Anxiety and Students

In their study of anxiety in young people, Garcia and O'Neil (2021) found that 75% of all nervousness problems start when a person is 11 years old, and 75% start when a person is 21 years old. Additionally, the study found that adolescents on medications had 2% more suicidal thoughts than those on a placebo. In addition, it was discovered that suicidal thoughts were significant until the age of 24, but not until 18 years old. Antidepressants are frequently used to treat anxiety in adolescents, particularly if the condition of the patient is not improving. Unresolved anxiety and depression issues were related with adolescent suicidal ideation, and the antidepressant they are taking also increased this correlation.

Al Azzam, et al. (2021) directed a study on the predictors of depression and anxiety and found that almost two-thirds of students in senior high reported experiencing depressive symptoms and anxiety during a pandemic in 2021. There were 385 students from senior high in the study, with 60.2% being female and 39.8% male. Their levels of anxiety and depression were evaluated, respectively, using the Arabic versions of the standardized test. The average depression score, according to the study, was 11.2; scores ranged from 0.0 to 27. 72.4% of the sample had a 5.0 or higher (mild to severe depression), while 14.6 percent had severe depression (n=56) and 16.9 percent had moderately severe depression (n=65). Anxiety scores, on the other hand, range from 0.0 to 21.0, with a mean of 7.1. 74.9 percent (n=288) of students reported experiencing mild to moderate anxiety, 16.7 percent (n=64) reported experiencing severe anxiety, and 58.1 percent (n=224) reported experiencing mild to moderate anxiety. The findings of the study indicate that a significant factor was the degree to which students in senior high experienced these two psychological conditions.

Hafstad, et al. (2021) longitudinal research on a sample of 9,240 students from schools all over Norway revealed that the youth population has a significant increase in symptoms of anxiety and depression, but these changes are insignificant and cannot be used to determine the significance of mental health. The study also found that depression and anxiety symptoms are

linked to feelings of loneliness and panic about the pandemic. This suggests that children and adolescents who are alone are more likely to suffer from depression and anxiety.

One of the mental health issues that receive the most attention in the field is anxiety, which affects approximately 30.5% of the general population over the course of a lifetime. Anxiety symptoms are undiagnosed and not treated despite clear and rampant reports because they are (1) chronic if untreated, (2) the leading cause of disability, and (3) linked to high social status. One of the sole risk factors on the development of anxiety is parenting behavior, in a limited manner and with a focus on adolescents, who are typically taken into account based on individual differences in parenting sensitivity determined by genetics. Adolescent anxiety disorders are a highly complex group that calls for a structured evaluation.

Hoque *et al.* (2021) in a study survey of 206 undergraduate students in Bangladesh in 2021, approximately 82.5% of students who are undergraduate report mild to moderate anxiety, and 14.8% report severe anxiety. The respondents were given a self-rating anxiety scale called Zung's anxiety index. It reveals the proportion of cases exhibiting moderate to severe anxiety, as was previously mentioned. However, only 17.5% of students were found to be normal, and 39.32% of students only experience mild to moderate anxiety. Girls are more likely than boys to experience high levels of anxiety, according to the demographics of the study. A lack of online learning resources, a lost internet connection, and difficulties learning on one's own at home are thought to contribute to students' anxiety.

C. Stress and Students

According to Anniko (2018) research on adolescent stress and the role of continuous on thinking about negative thoughts and avoidance of this cognition, the most widely recognized as the sources of stress were school-related stressors. Social stress, on the other hand, the study revealed stress to be closely linked to a higher risk of mental health issues. The study found that adolescents who reported having more stress were also more likely to engage in cognitive avoidance, which can lead to an increase in mental health symptoms. The standardized tests were used to measure anxiety symptoms and avoidance of cognition in the study.

Coward (2018) found in a qualitative study of adolescent stress that family, their peers in school, physical and psychological issues are the most common causes of stress. The study also discussed the most common emotional effects stress to adolescents which is anxiety, depression, and social withdrawal. Using a qualitative approach, the author selected and categorized stressors based on the relative experiences in adolescents' stay. Most of the effects of stress were related to emotional issues. The manifestation of the symptoms of anxiety and depression can be the result of intense social or academic stress. Nevertheless, the concentration also highlighted the significance of stress and how it can sometimes be beneficial; Additionally, it may inspire them to provide additional learning opportunities for future stress management.

As indicated by the discoveries of Liu and Wang (2021)

concentrate on teenagers' impression of the Coronavirus pandemic's apparent pressure, there is a critical positive connection between downturn side effects and saw pressure. The study included 617 adolescents from six regions of China that have been significantly affected by the Coronavirus pandemic. A standardized test was utilized to assess youths' downturn. Adolescents with depressive symptoms were significantly more likely, according to the findings of the study, to experience a high perceived level of stress. In addition, adolescents were more likely to experience depressive symptoms if they internalized stressful changes brought on by traumatic events as threatening. A higher level of stress can make it harder to recognize positive thoughts, feelings, and even actions.

Additionally, the study by Sichko, *et al.* (2021) on the biological aspects of stress and juvenile misery is a problem that affects a lot of kids, and kids who have to deal with a lot are more likely to become depressed. The early occurrence of diseases and targeted risk for depression and other burdensome behavior that repetitively co-occur are projected prospectively by depression. The study also explains the process on how the brain regulates all physiological and genomic changes that can lead to depression, in people who are at risk for major depressive disorder, as well as how adolescents' experiences of social stress and rejection are represented in the brain. New approaches to lowering the risk of depression and related disorders were also suggested using precision medicine.

Zajkowska, *et al.* (2021) exhibited that youngster misuse or adolescent abuse was connected to an expansion in despondency side effects among the ecological pressure risk factors for significant burdensome problems (MDD). The study included adolescents who had symptoms of major depressive disorder (MDD) and those who had been abused or neglected as children. It was also demonstrated in the comparison of the levels of stress hormone cortisol between individuals with high and normal MDD variables. Two risk factors are associated with a high risk of developing the major depressive disorder (MDD): emotionality, lifetime losses, difficulties in the family, a history of mental illness in the parents, and undesirable life events.

Hogberg (2021) asserts that frequent factors that contribute to the school-matters and related mental health issues in adolescents include educational expansion and economic shifts. An average level of school stress and a gender-based trend indicating that girls experience more stress are among the descriptive data that the findings also reveal about the effects of stress on well-being in schools. In addition, an increase in the indicator of school stress was linked to a greater in the average records of mental health issues, and its effects became more pronounced in a number of nations. The study concluded that the educational stress hypothesis, the rise in mental health issues among adolescents, and economic and educational expansion were more to blame.

Cross-sectional research by Hosseinkhani, *et al.* (2021) found that older Iranian adolescents had a stress level that was 47.5 times higher than that of younger ones, with a level that was 44.1 times higher. Adolescent students' experiences with

academic stress are as follows: 1) interaction with teachers, classroom competition, and future uncertainty. Additionally, orientation, instructional period, school, home financial status, and educational attainment of the father were linked to academic pressure. 1724 students selected through stratified cluster sampling from Qazvin City accomplished a standardized self-administered questionnaire. Overall, adolescents were under enough stress, and girls and boys went to different schools with different sources of academic stress. Evidently, during the second educational period, there were more diverse sources of academic stress; The type of school and social status was linked to a varying source of stress in schools. The study concluded that there is a significant connection between the various presented variables and the academic stress different sources.

Zhu, et al. (2021) in the research investigation of young people's encounters with scholastic pressure 2021 tracked down a positive connection between scholarly pressure, nervousness, and discouragement- it includes Chinese school in the area. At the conclusion of the semester, the data were gathered through self-reported surveys. The respondents' levels of academic stress were evaluated using a standardized test, which consists of 16 items. The relationship between academic pressure and poor emotional well-being among Chinese understudies was influenced by the immediate connection between tension, discouragement, and academic pressure. The study also demonstrated the factors on stress: adolescents were found to be significantly more likely to become stressed out about their academic work as a result of academic burden and pressure. This imply that stress in academics is linked to the high learning standards of students in school and their self- expectations.

D. Suicidal Ideation and Students

Begum, et al. (2021) on determinants about self-destructive among young people in provincial country revealed that self-destructive ideation was 5 percent more common among young people over the course of a person's lifetime. According to the study, female students account for 53% of adolescents and male students account for 6.2%. The study included 18- to 19-year-olds, and the prevalence of ideation related to suicide in adolescents whose parents were low-income was 5.5%. Educational background of parents, parents being single/ self-sustaining or married, and ownership of house or home were also significantly linked to suicidal ideation among adolescents. We categorized the biological, psychological, environmental, socioeconomic, and environmental factors that influence suicidal ideation.

Dat, et al. (2021) demonstrated that depression, self-efficacy, and social anxiousness were considered as valid predictors of suicidal ideation, and that hopelessness as a depression symptom partially mediated this relationship. The review incorporated all Hokkaido College Medical services Community visited understudies, with 322 understudies (61.8% male). The standardized test that measures anxiety and depression include measures of social anxiety and depression. Self-destructive thoughts were found to have a negative correlation with the factors, according to the findings.

Hopelessness acted as a mediator between suicidal thoughts, psychological conditions like depression, temperament, and emotional regulation strategies. Individuals' experiences of depression, hopelessness, and social isolation led to suicidal ideation.

Moreover, in Kushal, et al. (2021) multi-country study, girls were 26.2% more likely than boys to engage in any kind of suicidal behavior, and the rate of suicidal behavior would have been lower if their parents had been aware of their issues and kept an eye on how well they were doing in school. 120 858 adolescents from 52 nations were included in the study, which was conducted with the help of a school-based survey. The study also talked about how different aspects of the parent-adolescent relationship were linked to different kinds of suicidal behavior. The concentration likewise showed that youngsters and youths who saw their folks as ailing in help were bound to have continuous self-destructive considerations.

Stark, et al. (2021) on the connection between ideation related to suicide and adolescent resilience demonstrated an increasing adolescent resilience can interrupt the motivational phase of suicidal ideation. In addition, this can offer a way to lessen thoughts about suicide and possible suicidal actions. Schools should provide social and emotional support services as an intervention contingency and foster a supportive atmosphere to students. The research included 357 understudies from different areas. Suicidal ideation was found to be strongly associated with stressful life events, while resilience was found to be negatively correlated with suicidal ideation.

The following risk factors are significant for an adolescent to experience on having a thoughts about suicide, according to a study by Canbaz and Terzi (2018) on the commonness of this ideation in adolescents and the related risk factors: being a female, utilizing liquor and habit-forming drugs, participating in an actual battle, harassing, and not having any dear companions. In addition, a survey was given to 2438 high school students. Due to their extreme emotions, girls are more prone than boys to engage in suicidal thoughts and were more common in early adolescents than in later ones, according to the study.

Pandey, et al. (2019) states that nearly 13.59% of participants in a 2019 study in Nepal on the factors associated with thoughts of suicide and attempts on committing suicide among adolescent students had given thought on suicide, and 10.3% has an attempt of suicide. The study identified food insecurity, anxiety, loneliness, gender, and suicidal ideation as risk factors; However, among adolescents, smoking, anxiety, loneliness, truancy, gender, and attempts at suicide were significant risk factors. The information was accumulated from the Worldwide Based Understudies Wellbeing Overview 2015, which used a universally normalized strategy and was generally utilized the nation over. The study found that adolescents who experienced anxiety and frequently felt alone were also more likely to have thoughts of suicide and attempts than boys. It was determined that students of adolescents had a high rate of suicidal ideation and attempts due to the aforementioned risk factors.

E. Depression, Suicidal Ideation and Students

Beaglaioich, et al. (2020) according to the mean score of the PANSI, a sample of 176 adolescent boys from a non-clinical population (2020) revealed that adolescents had a few risk factors for suicide and many protective factors. In their responses, 56.8% of respondents received the lowest score, 8. In addition, 35.2% of participants met the depression criterion of a score of 36 or higher on the standardized test that was administered. In addition, the study consistently demonstrates a correlation in the expected direction between depression mediation models and thoughts of suicide indices.

Moreover, Brailovskaia, et al. (2021), cases of suicidal ideation increased in 2016 and 2018, decreased in 2019, and surprisingly increased once more in 2020. The findings indicate that German students were more depressed in 2020 than in 2016 and that they had more suicidal thoughts in 2020 than in previous years. The Self-destructive Ways of behaving Survey Overhauled (SBQ-R) and Sadness, Uneasiness, and Stress Scale 21 (DASS-21) were managed to 664 understudies at German College. Furthermore, the number of understudies with self-destructive contemplations was two times as high in 2020 as it had been in earlier years, and the number of understudies with wretchedness was higher around the same time than in 2016. This is due to an increase in depression; Students don't know how to deal with stressful situations well. They are more likely to consider suicide because they tend to think about things and eventually feel a lot of helplessness and hopelessness. Additionally, the study discovered a positive correlation between suicidal ideation and depression symptoms.

Gijzen, et al. (2021) showed that being desolate more often than not is a central point in misery organizations and a significant supporter of self-destruction ideation in young people with melancholy. 5,882 adolescents took a standardized test to measure loneliness and depression, which was also identified as a factor for adolescent depression, in order to assess suicidal ideation. is the most significant factor in relation to suicidal ideation. As they get older, they become less dependent on family and friends and more dependent on themselves and their peers. Additionally, they become more sensitive to their social relationships, which increases their likelihood of feeling alone. Self-suicidal ideation was straightforwardly connected to most of young adult melancholy side effects, like dejection, misery, negativity, family, self-loathing, and self-fault. Being lonely, on the other hand, appeared to be a significant factor in both depression and suicidal thoughts.

Voelker, et al. (2021) demonstrates a significant increase in the commonness of major depressive manifestations and the occurrence of suicidal thoughts in young adults. The general population's suicide rate increased from 11.8% to 18.6% per 100,000 people between 2009 and 2017, according to the study. The data from a national survey also revealed and documented an increase in suicide attempts. More youthful grown-ups (18 to 25 years of age) were bound to endeavor self-destruction than more seasoned grown-ups (65 and more established). The increasing number of major depressive manifestations and

occurrence suicidal ideation is troubling because it has been documented that suicide-related deaths among young adults are rising. Between 2007 and 2018, the number of suicides records on adolescents and records for young adults increased by 57%, according to the disease control.

F. Anxiety and Suicidal Ideation among Students

Biswas, et al. (2020) found that over period of 12 months, anxiety was prevalent at 9.0 percent and suicidal ideation at 14.0%. Adolescent suicidal ideation and anxiety were significantly linked to the following risk factors: older age, lower social status, and a lack of close friends are all factors in gender identity. Anxiety and suicidal ideation were also found to be positively correlated in adolescents whose parents exercised greater parental control, according to the study. Anxiety and suicidal ideation were also found to be more common among adolescents who had experienced peer pressure and conflict, victim of bullying, social withdrawal, and being lonely. From a sample of 257,057 adolescents, the survey provided the data.

Anxiety is thought to be more common among adolescents. An individual's mental health and well-being can be significantly impacted by anxiety symptoms, which can range from mild to severe. Specific risk factors for anxiety development have been identified in various adolescent populations. According to some studies, antidepressants intensify the possible occurrence of thoughts of suicide in adolescents who are dealing with unresolved issues that cause them to feel depressed, anxious, or maniacal (Garcia & O'Neil, 2021).

G. Stress, Suicidal Ideation and Students

According to the review article on understudy pressure and ideation related to suicide by Shaheen and Jahan (2018), there is a significant correlation between juvenile pressure and self-destructive ideation. Proportions of segment factors, stress, social help, and self-destructive ideation were directed to an example of 200 youths who partook in the review. The main outcome of stress was added in the second phase of the study. The outcomes show that the principal impact of pressure was huge past the 0.1% level. Additionally, there was a significant increase of .268, indicating that suicidal ideation is triggered by stress alone. The prediction of suicidal ideation was strongly correlated with stress x support from friends, x family, and x significant others.

In addition, Reynolds (2018) found that apparent pressure, burdensome side effects, psychological well-being shame, and self-destructive ways of behaving were completely found to have a critical positive relationship in an investigation of seen pressure and self-destructive ways of behaving in undergraduates, which discussed restrictive impacts of burdensome side effects and emotional wellness shame. A sample of 913 college students was given the standardized test that measures stress and suicidal ideation. The research findings indicate that stress and suicidal ideation are mediated by a person's depression and stress levels. Suicidal ideation and behavior, as well as higher levels of depression, are both

Table 1
The computed number of respondents per strand

Strand	Total Population	Computed Sample Size
Accountancy Business & Management (ABM)	416	62
Humanities and Social Sciences (HUMSS)	216	32
Pre- Baccalaureate Maritime Specialization (PBMS)	134	20
Science Technology Engineering and Mathematics (STEM)	1,509	226

exacerbated by stress. Perceived stress was also linked to depression and thoughts of suicide, according to the study. The mind-boggling sensations of stress, decreased inspiration on a future-objective situated task, decreased capacity to beat trouble, and the feeling of sadness may be used by an understudy who experiences an elevated level of stress. Burdensome side effects are likewise a consequence of these gamble factors.

3. Research Methodology

This section discusses the population and sample, the techniques in sampling used, standardized instrument, data procedure, and statistics employed in the research study.

A. Research Method

A method of inquiry that addresses the inquiries "what," "when," "how much," "how many," and so on is called quantitative research. Using established statistical techniques in the study, numerical data are indicated to provide interpretations of the research study.

Using statistically based and mathematically based methods, the study identify the connection between the psychological conditions and suicidal ideation. The researcher utilized a descriptive and inferential statistics method to establish a connection between factors.

B. Sampling Technique and the Sample Size

2,275 total population of grade 12 students from senior high of any gender, aged 10 to 19, from Technological Institute of the Philippines (TIP), served as the basis for the collection of respondents. The study's calculated sample size is 340 students using slovin's formula in senior high in grades 12 out of the total population.

In addition, stratified random sampling technique was used by the researcher to make sure that each student is treated equally to have a chance of being selected as to be part of the research study as respondent. Using the said technique, the researcher was able to identify the number of students in the following strands: Accounting can be broken down into the categories of Humanities and Social Sciences (HUMSS), Pre-Baccalaureate Maritime Specialization (PBMS), and Science, Technology, Engineering, and Mathematics (STEM). The estimated number of respondents for each strand is as follows.

C. Description of the Respondents

Respondents are the students in the senior high of the 12th grade at the TIP, where the researcher used to work. The researcher arbitrarily gives the instruments to the respondents who are good and fit to the study.

D. Instrument Used

To measure accurately the depression, anxiety, and stress

level as well as suicidal thoughts of the respondents, the researcher used the Depression, Anxiety, and Stress Scale (DASS21) developed by Peter Lovibond and the Modified Scale for Suicidal Ideation (MSSI) developed by Ivan W. Miller, William H. Norman, Stephen G. Bishop, and Michael G. Dow.

There are seven (7) items for each of the three states. Depression is addressed by items 3, 5, 10, 13, 16, 17, and 21; The numbers 2, 4, 7, 9, 15, and 20 are for anxiety; and the 7-stress scale's numbers 1, 6, 8, 11, 12, 14, and 18 are for it. To grade the instrument, find the sums for each category's items, multiply by two, and then use the severity rating scales below.

Table 2
DASS severity ratings

	Depression	Anxiety	Stress
Normal	0-9	0-7	0-14
Mild	10-13	8-9	15-18
Moderate	14-20	10-14	19-25
Severe	21-27	15-19	26-33
Extremely severe	28+	20+	34

The terms "mild" and "high" are used to describe the entire range of scores among the people who took the test. For instance, "high" indicates that a person scored higher than the mean of the population but probably scored significantly lower than the typical severity of someone seeking help (i.e., a mild level of disorder). The DASS21's internal consistency was evaluated using the calculation of Chronbach's Alpha with values of .94, .87, and .91, the three subscales of stress, depression, and anxiety have high internal consistency.

The MSSI, on the other hand, is an 18-item assessment of adolescents' suicidal ideation. It uses a specific domain to evaluate each item: 1) The desire to die, 2) The desire to live, 3) The desire to make an active attempt, 4) The desire to make a passive attempt, 5) The length of the thoughts, 6) The frequency, 7) The intensity, 8) The deterrent, 9) The method of specificity, 10) The availability, 12) The courage, 13) The competence, the 14) The expectation of an attempt, 15) The talk of death, 16) The writing of death, 17) The attempt at suicide, and 18 Add all of the components to the MSSI to score and interpret it.

Table 3
Severity categories based on MSSI total score

8	Low Suicidal Ideation
20	Mild- Moderate Suicidal Ideation
21+	Severe Suicidal Ideation

The item-total correlations of the MSSI were between .41 and .83, indicating a high level of internal consistency (coefficient alpha = .94). In addition, there was a very high level of inter-rater reliability for these items, with a correlation

between total scores of .99 and a correlation between .50 and 1.0.

E. Data Gathering Procedure

The following instruments will be used in the study to measure the problem because the researcher will use quantitative research. 340 students in senior high school department from the Technological Institute of the Philippines (TIP) provided the data. The study was conducted: through Google forms, you can submit the Modified Scale for Suicidal Ideation (MSSI) and Depression, Anxiety, and Stress Scale-21 (DASS21). The researcher requested the authors' permission via email before using the aforementioned instrument, which, thankfully, was granted. In order to observe ethical considerations in research, the researcher instructed the students to present their informed consent to their parents in order to obtain their approval to participate. Before taking the standardized test, the researcher then provided an explanation of the study's purpose.

F. Statistical Treatment of Data

The researcher used an appropriate statistical test to measure variables in order to interpret the results of the study. The purpose of the study is to determine the significance of the relationship and the predicting factor of the variables.

The researcher utilized the use of the Statistical Package for the Social Sciences (SPSS) to interpret the study's results. The following methods of statistical analysis are available for data:

The frequency distribution and percentage formula were used to analyze the respondents' levels of depression, anxiety, stress, and the thoughts of suicide in response to problems 1 and 2.

Frequency distribution: It was used in the study to determine the levels of depression, anxiety and stress and suicidal ideation of respondents.

Percentage: It was used in the study to determine the rates of the frequencies.

Formula:

$$\% = \frac{f}{N} \times 100$$

Where:

% - percentage

f - frequency

N - population

1. The most appropriate statistic for determining whether depression, anxiety, and stress could predict suicidal ideations is the single regression. The researcher can use it to examine and summarize the relationship between two continuous variables. One variable, denoted by the letter x, is regarded as the independent or predictor variable, while another variable, denoted by the letter y, is regarded as the dependent variable's response or result. In this exploration, gloom, tension, and stress are the autonomous factors and self-destructive ideation is filled in as the reliant variable. Using simple linear regression, the study identified each computed score from the following psychological

conditions: the calculated scores for suicidal ideation are related with depression, anxiety, and stress, respectively.

2. The researcher employed Pearson-r correlation to find a connection between depression, anxiety, and stress and suicidal ideation. The researcher is able to measure the statistical relationship or association between two continuous variables with this method. Additionally, it indicates the magnitude and direction of the relationship between these variables.

4. Presentation of Data

This section demonstrate the frequency and percentage distribution of the results and the discussions on the level of depression, anxiety, stress, and ideation related to suicide.

A. Percentage and Frequency Distribution of the Respondents in terms of

The respondents depression level are shown in the table. Among the 340 respondents, 158 (or 46.5%) reported having normal depression, 93 (or 27.4%) reported having moderate depression, 88 (or 25.9%) reported having moderate depression, and one (or 0.3%) reported having severe depression. The following depressive symptoms are seen in people with mild to moderate depression: dysphoria, hopelessness, and lack of interest (anhedonia). Those with severe to extremely severe depression reported experiencing low self-esteem and feelings of worthlessness.

Table 4
Depressive level

Depressive Level	Frequency	Percentage
Normal	158	46.5%
Mild	93	27.4%
Moderate	88	25.9%
Severe	1	0.3%
Extreme severe	0	-
TOTAL	340	100

As discussed in the DASS and the Tripartite Model, low levels of negative affect (NA) are also reflected in the results. Respondents don't feel upset, worried, sad, or afraid when they're in bad situations because they try to solve them as soon as possible rather than considering these feelings as their first reaction. As a result, we also believe that the study's respondents had moderate to high levels of positive affect (PA), or feelings of enthusiasm, joy, and pride.

Table 5
Anxiety level

Anxiety Level	Frequency	Percentage
Normal	139	40.9%
Mild	50	14.7%
Moderate	92	27.1%
Severe	52	15.9%
Extreme severe	5	1.4%
TOTAL	340	100

The respondent's anxiety level is shown in the table. Many respondents, or 139, reported a normal anxiety level, or 40.9%. 14.7%, or 50 people, reported having mild anxiety, and 27.1%,

or 92 people, reported having moderate anxiety. The levels of severe and extremely severe anxiety are 54, or 15.9 percent, and 5, or 1.5 percent, respectively. For the past two weeks, people who had moderate, severe, or extremely severe levels of anxiety showed intense physical symptoms in addition to their increased feelings of worry and pressure. On the other hand, respondents with a mild to a normal level of anxiety perceive situations that cause anxiety as not entirely threatening. They are less likely to consider the negative effects of their anxiety symptoms internally.

According to the DASS and the Tripartite Model, it was also a sign that the respondents had low levels of negative affect (NA) and physiological hyperarousal (PH). To put it another way, respondents either do not experience or experience less severe somatic tensions, such as shortness of breath, dizziness, and lightheadedness. And when they are in a bad situation that could make them feel anxious, they don't get to upset.

Table 6
Stress level

Stress Level	Frequency	Percentage
Normal	312	91.8%
Mild	28	8.2%
Moderate	-	-
Severe	-	-
Extreme severe	-	-
TOTAL	340	100

The majority of respondents, 312 or 91.8% of the total population, reported a normal stress level. On the other hand, 28 respondents, or 8.2%, reported experiencing mild stress. The respondents did not report experiencing moderate, severe, or extremely high levels of stress, as shown in the table. The majority of respondents showed a stress level that is normal, which may be because students use positive coping mechanisms whenever they are in a stressful situation. These include spending time with friends, listening to music they like, and working out.

According to the Stress Response Theory, it may also imply that respondents experience positive stress in the strict sense, which provides an opportunity for human motivation, social adaptation, and appropriate response to surroundings. In addition, as Hans Selye explains in his book, *The General Adaptation Syndrome*, it is evident that the respondents successfully overcome stressful events and that all

physiological symptoms associated with stress begin to normalize.

B. Percentage and Frequency Distribution of the Level of Suicidal Ideation of the Respondents

Out of 340 respondents, 107, or 31.5%, expressed low suicidal ideation, followed by 123, or 36.2%, who expressed mild-moderate suicidal ideation, and 110, or 32.35 percent, who expressed severe suicidal ideation, as shown in the table. The majority of respondents reported having mild to moderate suicidal thoughts, which may indicate an increased awareness of suicidality, as well as increased stress in their studies, relationships, depression, and family.

Table 7
Suicidal ideation level

Suicidal Ideation Level	Frequency	Percentage
Low	107	40.9%
Mild-Moderate	123	36.2%
Severe	110	32.4%
TOTAL	340	100

A portion of the respondents with extreme self-destructive ideations can be a sign of an absence of help and understanding about their circumstances from life partners like guardians and companions. Anxiety, loneliness, and hopelessness are experienced by respondents who have high levels of suicidal ideation. Additionally, high rates of suicidal ideation are significantly influenced by factors such as disturbed sleep, destructive behavior, depression, family conflict, and bullying.

According to the Interpersonal-Psychological Theory of Suicidal Ideation, most respondents also reported a moderate level of perceived burdensomeness and a sense of belonging or social alienation, both of which are mild in intensity for the majority of respondents. Respondents' suicidal ideation at mild, moderate or severe experienced pain and hopelessness, a disruptive social connection, and the capacity to kill themselves. They become accustomed to suffering, hopelessness, fear, death, and even direct contact to traumatic life experiences, which can lead to suicidal ideations that escalate into attempts or complete suicide.

C. Depression, Anxiety and Stress as Predictors of Suicidal Ideation of the Respondents

The researcher used single regression as its statistical

Table 8
Depression vs. Suicidal Ideation

	B	Std. Error	Beta	t	Sig.	Decision	Remarks
Depression Score	0.4242	0.1458	0.1563	2.9093	0.0039	Reject Ho	Significant

**Correlation is significant at the 0.05 level

Table 9
Anxiety vs. Suicidal Ideation

	B	Std. Error	Beta	t	Sig.	Decision	Remarks
Anxiety Score	0.3616	0.1406	0.1386	2.5725	0.0105	Reject Ho	Significant

**Correlation is significant at the 0.05 level

Table 10
Stress vs. Suicidal Ideation

	B	Std. Error	Beta	t	Sig.	Decision	Remarks
Stress Score	0.3742	0.1868	0.1083	2.0030	0.0460	Reject Ho	Significant

**Correlation is significant at the 0.05 level

treatment to determine the relationship between the respondents' levels of depression, anxiety, and stress and their levels of suicidal ideation.

The table illustrates the connection between depression and suicidal ideation. Because the computed p-value for the depression score is lower than the assigned alpha (0.05), there is sufficient evidence to reject H_0 . This suggests that there is sufficient evidence to support a positive correlation between the depression score and the suicide score. "Ceteris Paribus" predicted that for every unit increase in the depression score, the suicidal score would rise by 0.4242.

The research conducted by Beaglaich, et al. (2020) the outcome shows a connection between an example of 176 young men from a non-clinical populace that uncovered a couple of suicide risk factors. According to the assessment of suicide, 568.8 percent of respondents, or nearly half, received a score of 8, which is the lowest possible score. Additionally, 35.3% of respondents fulfilled the depression criteria. The fact that the majority of people who took part in this study had normal depression as their diagnosis also explains why they received the lowest possible score. The study also emphasized the connection between signs of suicidal ideation and depression.

In addition, Brailovskaia, et al. (2021) showed that cases of suicidal ideation rose in 2016 and 2018, fell in 2019, and surprisingly rose again in 2020. Students' inability to cope with stressful situations and their experience with depression are two of the factors contributing to the persistent rise in suicidal ideation among adolescents. It underlined in the review that the downturn side effects were decidedly associated to self-destructive ideation.

The study carried out by Gijzen, et al. (2021) found a strong correlation between teenage depression and suicidal ideation. It was thought that loneliness was a risk factor for suicidal ideation and that it became a major component of depressive symptoms and suicidal ideation. Depression symptoms like sadness, being pessimistic, hate on self, and blaming oneself were said to be directly linked to suicidal thoughts.

As can be seen in table 9, there is sufficient evidence to reject H_0 because the computed p-value under the anxiety score is lower than the alpha that was given (0.05). This suggests that there is enough evidence to support a positive relationship between anxiety score and suicidal score. For every unit addition to the disquiet score, the foolish score was expected to increase by 0.3616 "Ceteris Paribus" except for any excess things held consistently.

The Biswas, et al. (2020) study provided support for the current study in the 12-month pooled prevalence of adolescents' suicidal ideation. The results of the study showed that having suicidal thoughts was positively correlated with higher levels of anxiety. The conflict between peers, victimization, isolation, and loneliness were the root causes of adolescents' suicidal ideation and anxiety.

Support was given for the study by Garcia and O'Neil (2021) on the prevalence rate of anxiety symptoms. One of the many risk factors discussed in the study that contribute to the identification of anxiety disorder was suicidal ideation. It was thought to be one of the effects of adolescent anxiety, and it was also thought that adolescents' increased energy and mania when dealing with difficult issues made them more likely to consider suicide. Consequently, the study suggested a positive correlation between anxiety symptoms and suicidal ideation among adolescents.

According to the table, there is sufficient evidence to reject H_0 because the computed p-value under stress is lower than the assigned alpha (0.05). This suggests that there is enough evidence to support a positive correlation between the stress score and the suicidal score. "Ceteris Paribus" predicted that for every unit increase in the stress score, the suicidal score would rise by 0.3742.

The present study's results were supported by the study of Zajkowska, et al. (2021) on the stress and suicidal ideation of adolescents. It was found out that there is a significantly positive relationship between adolescent's stress and suicidal ideation. There are a lot of interactions mentioned in the related study such as stress and familial support, friend's support, and significant others which accounts as a valid predictor of suicidal ideation. Considering this various interaction, the related study highlights the nature of relationship between one's stress and suicidal ideation will vary across different individuals as they face the following psychological conditions which was mentioned in the study.

In the study of Stark, et al. (2021) on the on the study of suicidal ideations in adolescents' states that suicidal ideation is determine by the degree and level of stress and even depression. It was demonstrated in the study that a student who experience extreme stress may result to an overwhelming stress, decreased in motivation to some future- oriented task, poor capability on overcoming stress and heightened experience of hopelessness. The related study further indicated that perceived stress was considered a valid predictor of suicidal ideation among adolescents.

D. Significant Relationship Between the Levels of Depression, Anxiety and Stress and Suicidal Ideation of the Respondents

To determine the significant relationship between the levels of depression, anxiety, stress and suicidal ideation, the researcher utilized Pearson- r correlation.

There is a correlation coefficient of 0.76 between depression and suicidal ideation, 0.73 between anxiety and suicidal ideation, and 0.74 between stress and suicidal ideation. It demonstrated a strong connection. There is sufficient evidence to reject H_0 because the computed p-values for depression, anxiety, stress, and suicidal ideation are lower than the assigned alpha (0.05). In a study by Clarke, et al. (2021) about the

Table 11
Suicidal ideation score

Suicidal ideation score Vs.	Computed Pearson R	Computed p- value	Decision	Remarks
Depression score	0.76	0.0106	Reject H_0	Significant
Anxiety score	0.73	0.0102	Reject H_0	Significant
Stress score	0.74	0.0103	Reject H_0	Significant

interpersonal model of depression in adolescents, there are conflict, grief, social isolation, and other depressive symptoms are present. Adolescents blame their feelings of stress on these interpersonal triggers, which cause them stress and become fertile ground for depression.

Johnson, et al. (2020) also provided support for the current study where it was demonstrated that 43% of them met the criteria for moderate to severe anxiety and 23% are at risk of depression. According to the related study, respondents clearly observed emotional exhaustion in the form of the symptoms of anxiety and depression. In terms of how it relates to stress, the study by Coward (2018) on adolescent stress revealed that the signs of anxiety and depression are a result of extreme social and academic stress. Additionally, a study by Liu and Wang (2021) found a strong correlation between depression and perceived high levels of stress.

Gijzen, et al. (2021) explained that depression is accompanied by suicidal ideation. In addition, the study by Brailovskaia, et al. (2021) states that adolescents are more prone to have suicidal thoughts as their depression, anxiety and stress level arise. According to the related study, students with suicidal ideation were found twice as many times in 2020 for the following reasons: a severe sense of helplessness and hopelessness, and an inability to handle stressful situation.

5. Findings, Conclusions and Recommendations

This section presents the results of the study and focus on the findings, conclusions, and recommendations.

The researcher aims to determine the relationship between depression, anxiety, stress and suicidal ideation among the students from senior high. Specifically, it sought to answer the following questions:

1. What are the depression, anxiety and stress levels of the respondents?
2. What is the suicidal ideation level of the respondents?
3. Do the depression, anxiety and stress level predict suicidal ideation of the respondents?
4. Is there a statistically significant relationship between depression, anxiety and stress level and suicidal ideation level of the respondents?

A. Hypothesis

The study is guided by its hypothesis:

1. The study revealed that depression, anxiety, and stress do not predict suicidal ideation among the respondents.
2. The study reveals no statistically significant relationship between the depression, anxiety and stress and levels of academic anxiety among the respondents.

The standardized test was used to collect comprehensive and reliable data on depression, anxiety, stress, and suicidal ideation among seniors in high school. Distribution tables were created by consolidating, organizing, and tabulating the data that were gathered through surveys and Google forms. The researcher used single regression to determine the connection between the level of depression, anxiety, stress, and suicidal ideation among

senior high school adolescents in order to interpret and analyze the data.

The important findings of the study were as follows:

1. 340 students in senior high provided the researcher with data needed. In order to test and determine the levels of depression, anxiety, and stress, the researcher administered the DASS-21. According to the findings, for depression, anxiety, and stress, all respondents reported a normal depressive level, with 158 (46.5 percent) reporting an anxiety level; 139 (40.9%), and a level of stress: 312 (91.8 percent) each. This indicates that students in senior high experience normal levels of stress as a result of their use of a variety of coping mechanisms in the face of stressful situations. They also tend not to internalize the negative implications of their anxiety symptoms and perceive situations that cause anxiety as not entirely life-threatening.
2. The gathered information from the respondents on self-destructive ideation was evaluated by the MSSSI. Results showed that a larger part of the respondents was found to have a gentle moderate self-destructive ideation with 118 (34.71%). The findings indicate that students in senior high were more aware of suicidality, which typically coincides with increased stress in their academic, social, and family relationships.
3. The researcher used single regression to see if the respondents' depression, anxiety, and stress could predict suicidal ideation. Depression, anxiety, and stress were found to have a significant relationship with suicidal ideation at a 0.05 significant alpha level, according to the findings. The p-values that were computed were as follows: 1) 0.4242 for depression, 0.3616 for anxiety, and 0.3742 for stress. This indicates that there is sufficient evidence to suggest a positive association between suicidal ideation scores and depression, anxiety, and stress scores. The suicidal ideation score was predicted to rise with each unit increase in depression, anxiety, and stress, and "Ceteris Paribus" assumes that all other factors remained unchanged. As a result, the initial H_0 was rejected by the researcher.
4. The researcher used Pearson-r correlation to determine the relationship between the respondents' suicidal ideation and depression, anxiety, and stress. Depression, anxiety, and stress were found to have a significant relationship with suicidal ideation at a 0.05 significant alpha level, according to the findings. The following was the calculated correlation coefficient: 1) depression: 0.76; 2) anxiety: 0.74; and 3) stress: 0.73, with p-values of 0.01 calculated. The second null hypothesis is therefore rejected by the researcher.

B. Conclusion

Based on the findings made, the following conclusions were hereby drawn:

1. The depression, anxiety and stress level of the

respondents were found to be normal.

2. The suicidal ideation level of the respondents were found to be mild- moderate.
3. Depression, anxiety and stress can predict suicidal ideation of the respondents.
4. The relationship between depression, anxiety and stress and suicidal ideation of the respondents were found to be significant at 0.05 critical alpha levels.

C. Recommendation

In lined with the aforementioned findings and conclusions, the following were hereby recommended by the researcher:

1. The researcher recommends the study to senior high school adolescents who served to be the respondents of the study. This is to give them knowledge about the possible changes that they might encounter during this stage and the vulnerability they have to certain psychological conditions. Upon giving them the knowledge about it, they will be able to prepare themselves emotionally and psychologically.
2. Teachers, guidance counselors, and other school personnel should also read the study. They should conduct assessments that can determine the students' emotional and psychological aspects in addition to academics because they were the ones who monitored their students at school. This is to provide more school-based programs and interventions that could reduce psychological conditions among students and create a school environment.
3. Parents should also educate their children about the subject at hand. Understanding their children's experiences at home and in school will be based on this; they will be able to effectively deal with any maladaptive behavior displayed by their children. The researcher recommends clinical psychologist to come up with a treatment and intervention plan specifically addresses depression, anxiety and stress and suicidal ideations of students.
4. The researcher suggests including the various predisposing factors that lead adolescents to depression, anxiety, and stress as one of their problems in the analysis of the results for future researchers who wish to conduct a similar study on suicidal ideations and depression, anxiety, and stress in adolescents. A multi-, intra-, or interdisciplinary study of this phenomenon is also recommended. To explain these risk factors, they should incorporate theories from related fields. As a result, it is suggested that qualitative and quantitative methods be used to fully comprehend the subject at hand.

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