

## The Impact of Alienation on Suicidal Ideation among School Students

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### ABSTRACT

The study aimed to investigate the relationship between alienation and suicidal ideation among school students. A total of 60 participants were included, consisting of 30 male and 30 female students from Deogiri School, Chhatrapati Sambhaji Nagar District. A purposive sampling technique was employed to select the sample from the population. Data were collected using the Suicidal Ideation Scale, developed by Devendra Singh Sisodia and Vibhuti Bhatnagar (2011), and the Student Alienation Scale, developed by Dr. R. R. Sharma (1988). The Pearson correlation coefficient was utilized to examine the research objectives. The findings revealed a significant positive correlation between alienation and suicidal ideation among the students.

**Keywords:** *Alienation, Suicidal ideation, School Students*

**A** growing problem among school students is alienation, which is defined as a strong sense of separation from oneself, peers, or social structures. Social exclusion, a lack of deep connections, or disengagement from the learning environment are common causes of this feeling of loneliness. Alienation can have a serious negative influence on mental health in teenagers, who are juggling the challenges of social integration and identity formation. Severe consequences, including suicidal thoughts, may result. Suicidal ideation, which is characterized by thoughts or contemplations of suicide or self-harm, is a serious public health issue, especially for young people. Developing successful interventions to support students' mental health requires an understanding of the connection between alienation and suicidal ideation.

The educational setting significantly influences the extent to which students experience feelings of alienation, either worsening or alleviating them. Elements such as bullying, academic stress, and insufficient supportive relationships with educators and classmates can heighten feelings of isolation, making students more susceptible to emotional turmoil. In contrast, educational institutions that promote inclusivity, a sense of belonging, and transparent communication can act as protective barriers against alienation and its related dangers. Studies indicate that students who feel disconnected from their school community are at a greater risk of encountering feelings of hopelessness and despair, which can lead to

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suicidal thoughts. By investigating how alienation appears within the school environment, we can gain a deeper understanding of its role in suicidal ideation and develop strategies to foster safer, more interconnected settings.

Addressing the effects of alienation on suicidal thoughts necessitates a comprehensive strategy that takes into account psychological, social, and environmental factors. Adolescents who face alienation often contend with low self-worth, reduced social support, and a sense of purposelessness, all of which increase the likelihood of suicidal ideation. This essay examines how alienation affects suicidal thoughts among students in schools, stressing the importance of early detection and intervention. By illuminating the connections between these elements, we seek to highlight the significance of cultivating supportive school environments and providing mental health resources to diminish the occurrence of suicidal ideation and enhance resilience among students.

### REVIEW OF LITERATURE

McLean et al. (2024) explored loneliness and social support before suicide attempts among young adults, including school students. The study found that perceived loneliness, a key component of alienation, was mitigated by strong interpersonal relationships, particularly with family and peers. Interventions that foster emotional connectedness and reduce anticipated stigma were suggested to address alienation and prevent suicidal ideation.

Ionio et al. (2023) analyzed suicidal ideation among 4,288 adolescents, finding that students from lower socio-economic backgrounds reported higher rates of alienation and suicidal thoughts. The study highlighted that structural inequalities, such as economic stress and lack of access to mental health resources, exacerbated feelings of alienation, particularly among foreign-born students.

Londhe and Kande (2019) examined the correlation between suicidal ideation and student alienation among undergraduate female students. The researchers found significant positive correlations between feelings of powerlessness, isolation, self-estrangement, and suicidal ideation. Individuals with high scores in these measures may struggle with suicidal thoughts and may even contemplate suicide. This suggests that alienation can be considered a significant risk factor for suicidal ideation or suicide itself.

Arun et al. (2017) compared academically typically achieving adolescents with those facing academic difficulties, finding that academically typical students reported higher levels of alienation due to peer competition and parental expectations. This alienation was positively correlated with suicidal ideation, underscoring the need to address academic culture to reduce mental health risks.

Ang and Huan (2006) examined 1,108 Asian adolescents and found that depression mediated the relationship between academic stress and suicidal ideation. Students experiencing alienation due to academic pressures, such as fear of failure or parental expectations, were more likely to report depressive symptoms, which in turn increased suicidal ideation. The study suggests that alienation from the school environment, characterized by feelings of disconnection from teachers or peers, amplifies the impact of academic stress on mental health.

### *Objectives of the study*

To explore the relationship between alienation and suicidal ideation among school students.

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### *Hypothesis of the study*

Higher levels of alienation among school students are positively associated with increased suicidal ideation.

### *Research Design:*

**Sample:** A total of 60 subjects participated in this study. The sample consisted of 30 male and 30 female students from Deogiri School, Chhatrapati Sambhaji Nagar District. The subjects' age range was 14–16 years. A non-probability purposive sampling technique was used to select the sample from the population.

### *Research Tools:*

#### 1) **Suicidal Ideation Scale (2011)**

The suicidal Ideation Scale constructed by Devendra Singh Sisodia & Vibhuti Bhatnagar (2011) was used for the assessment of suicidal ideations among patients. Among these 25 statements, 21 are positive and 4 are negative; each statement has five responses (Strongly Agree, Agree, Uncertain, Disagree, and Strongly Disagree). Reliability of the scale is 0.78 and 0.81. validity through external criteria, and the coefficient obtained is 0.74.

#### 2) **Students' Alienation Scale (1988)**

This Scale was developed (1988) by Dr. R. R. Sharma. Alienation as a psycho-social phenomenon is increasingly affecting youths across various societal levels. The Student Alienation Scale consists of 54 items. Each statement endorsed as agreed scores 1 mark, while disagreed statements score 0. Firstly, using the split-half method, a reliability coefficient of 0.61 was obtained. Validity coefficients for the five dimensions of alienation were found to be 0.69, 0.77, 0.62, and 0.70, respectively.

### *Procedure*

After administering the tools to the sample, scoring was conducted according to the guidelines provided in the respective manuals of the standardized tools. Both assessment tools were scored, and the results were analyzed.

### *Statistical Analysis*

The Pearson correlation was used to validate the research objectives. Version 21 of the Statistical Package for the Social Sciences (SPSS) was utilized.

## **RESULTS AND DISCUSSION**

*Table 1: Correlation Analysis Between alienation and suicidal ideation.*

Correlations		Alienation	Suicidal Ideation
Alienation	Pearson Correlation	1	.63*
	Sign (2-tailed)		.01
	N	60	60
Suicidal Ideation	Pearson Correlation	.63*	1
	Sign (2-tailed)	.01	
	N	60	60

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

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Table 1 presents the correlation analysis between alienation and suicidal ideation among students. The Pearson correlation coefficient between alienation and suicidal ideation is 0.63, indicating a strong positive correlation. This suggests that as feelings of alienation increase, suicidal ideation tends to increase as well. The correlation coefficient indicates a robust relationship between alienation and suicidal ideation, suggesting that interventions targeting social connection could mitigate suicidal thoughts. For instance, fostering school attachment, peer support, or family cohesion may reduce feelings of alienation, thereby lowering the risk of suicidal ideation.

Supported by Joiner's Interpersonal-Psychological Theory, Durkheim's sociological framework, and empirical studies, the results highlight alienation as a key risk factor for suicidal ideation, particularly among adolescents. Interventions should focus on enhancing social integration and support to reduce alienation and its associated risks. Several other studies support the above results. Londhe and Kande (2019) and Kim and Kim (2002) found significant positive correlations between alienation and suicidal ideation.

### CONCLUSION

The study concluded that a strong positive correlation exists between alienation and suicidal ideation among students. The findings highlight the importance of mental health interventions, social support systems, and counseling services to reduce feelings of alienation and mitigate the risk of suicidal thoughts among individuals.

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### ***Acknowledgment***

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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