Influence of Students' Personality and Psychosocial well-being on the suicidal behaviour and amygdala hijacking: A study among students in Higher Education Institutions

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Abstract

A period of profound change occurs during college. There is less social assistance available to students because many of them are experiencing homelessness for the first time. Several factors, including higher academic expectations, adapting to a new setting, and building a support structure, contribute to the increasing stress that students experience as they gain more freedom and independence. College also gives people a chance to try new things, including alcohol and drugs, which can amplify mental disorders and raise the risk of suicide. This research focuses on evaluating the influence of Students Personality and Psychosocial well-being on their suicidal behaviour mediated by their Neuroticism levels among students in Higher Education Institutions. Around 400 students pursuing UG and PG courses across Bangalore will be surveyed using stratified sampling method. The researchers intend to generate a conceptual model establishing a relationship between the Students' Personalities, their Psychosocial Well-being, Neuroticism and its influence on their suicidal behaviour. Standard and reliable instruments will be used for measuring the study variables and data collected will be analysed using SPSS software.

Keywords*: Personality, Psychosocial Well-being, Neuroticism, Suicidal behaviour, mental disorders, Organizational Behaviour*

Introduction

The term 'Higher education' with respect to India denotes the tertiary level education that is imparted after 12 years of schooling. Higher education serves as a cornerstone for economic development and societal progress, fostering knowledge creation, skill development and innovation. In India, higher

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education has witnessed significant expansion and diversification evolving to meet the needs of a rapidly changing global environment.

India stands second in terms of higher education network. The structure of Indian higher education is three layered, consisting of universities, colleges and courses. The colleges enable higher study in India.

The courses offered in Indian higher education institutions can be generally classified into two categories:

STEM courses -- Stem is a broad term that stands for Science, Technology, Engineering and Mathematics and it encompasses all the courses providing education in these disciplines. STEM courses are not limited to theoretical learning but extends to experimental and research based learning too.

Non- STEM courses—the courses offered in disciplines such as Commerce, Arts, Business Management, Humanities and Social Affairs are termed non-STEM courses. Career options for non-STEM courses include counsellors, education administrators, teachers, clinical psychologists, art or creative director, etc.

Higher education in India includes both Public and Private Universities. Public universities are supported by the union government and the state governments, while private universities are mostly supported by various bodies and societies.

Karnataka, a state located in the southern part of India, is known for its rich cultural heritage, progressive economy and high educational standards. The state has a diverse range of higher education institutions that offer academic programs in various fields such as engineering, medicine, science, arts, commerce, law and social sciences. These institutions include universities, colleges and specialized institutes that attract students from across India and abroad.

The Karnataka state, with its rich academic heritage, stands as a key player in the transformation of India's premier institutions.

Below are the several types of higher education universities in Karnataka:

State universities: Karnataka is home to several well-established state universities that offer a wide range of undergraduate, postgraduate and doctoral programs.

Private universities: Private universities have played an increasingly important role in higher education in Karnataka. These institutions often offer more specialized programs and modern infrastructure.

Deemed universities: Deemed universities are those institutions that are recognized by the government of India for their academic excellence. They are granted autonomy in terms of curriculum, exams and degrees.

Central universities: Karnataka also hosts several central universities that are established by the government of India to promote education in specialized fields.

Technical and professional institutes: Karnataka has a high concentration of technical and professional institutions, particularly in fields like engineering, medical sciences, business management, law and design.

Research institutes: Karnataka is a hub for research and innovation, particularly in fields like science, technology and biotechnology.

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The admission process to higher education institutions in Karnataka typically involves entrance exams, merit based selection or a combination of both. Some of the entrance exams are:

KCET (Karnataka Common Entrance Test): Used for admission to undergraduate professional courses in fields like engineering, medical and agriculture.

COMEDK (Consortium of Medical, Engineering and Dental colleges of Karnataka) UGCET: Conducted for admission to undergraduate engineering programs in private colleges.

PGCET (Post Graduate Common Entrance Test): For postgraduate programs in engineering and management.

NATA (National Aptitude Test in Architecture): For admission to architecture programs.

NEET (National Eligibility cum Entrance Test): For medical admissions across various colleges in the state.

Bengaluru, the capital city of Karnataka and a globally recognized hub of technology and innovation, has emerged as a nucleus for higher education attracting students from across the country and abroad. These institutions offer diverse academic programs across various fields. The city has a rich academic heritage and a vibrant ecosystem of research, innovation and entrepreneurship. Bengaluru is a preferred destination for students seeking quality education, research opportunities and career advancement.

One of the distinguishing features of the education system in Bengaluru is the presence of both government and private schools. While government schools are known for their affordability, private schools are often preferred for their infrastructure and quality of education. However, the divide between the two remains a challenge, with access to quality education still a concern for many.

The pressures associated with academic achievement, socializing and adolescence can lead to emotional and psychological distress which in some case lead to suicidal behaviour. Mental health challenges among students in higher education are a growing concern, with suicidal behaviour being a critical issue influenced by various psychological and social factors. Personality traits, particularly neuroticism and psychosocial wellbeing play significant roles in shaping students emotional vulnerability.

Research Objectives

To understand the association between students' personality, psychosocial-wellbeing, amygdala hijacking and suicidal behaviour.

To analyse the influence of student's personality and psychosocial wellbeing on amygdala hijacking among student

To analyse the influence of students' personality and psychosocial wellbeing on the suicidal behaviour of students.

Literature Review

As per the study conducted by Hakimi (2011) which was on "The relationships between personality trait and students' Academic achievement", the research aims at studying the relationships between personality traits and academic achievement among students, focusing on big five personality factors. Sample size was 285 students (191 female and 94 male). This research states that there are no significant differences in academic performance between male and female students but there is

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gender related beliefs and attitudes among students. Cultural beliefs and social norms can influence the relationship between personality traits and academic achievement.

Another study conducted by Piepiora (2019), which was on "Students personality and field study" states that personality is shaped through external interactions and interests. 60 full time students were examined from universities. Focus was on the Big five personalities. The personality of students is not dependent on the field of study (sports, construction, and economics). Study presents the differences in personality among students from different universities.

According to a study done by Tarlika (2019) on "A study of personality traits among higher secondary students" its purpose of study was to investigate personality traits among higher secondary students. Total 60 higher secondary students were taken, among them 30 were science girls and 30 were commerce girl students. Study of personality among science and commerce studying girls, where science studying girls have higher personality traits as compared to their commerce counterparts.

According to Strumann (2023) study on "Influence of students personality on their leisure behaviour choices and moderating effects on their academic efficacy" Where 331 Students were included in study. Students were asked about their personality, leisure time behaviour and academic efficacy. The personality types of students who choose specific leisure activities as a strategy to stress reduction and determine how the use of leisure behaviours affects academic performance among students with different personality types. Social activities were found to have a direct effect on academic efficacy, suggesting a negative effect on academic efficacy for some personality traits. Study suggests that for extraverted students, doing sports, meeting friends and applying relaxation techniques seem to be effective in coping with stress.

According to Shafaat (2023) study on "Role of personality traits in the academic performance of university students" it aims to investigate the role of personality traits in the academic performance of undergraduate students. The participation sample consisted of 300 students across 20 disciplines throughout the four year undergraduate degree program at university. Study says that high achievers have high levels of conscientiousness. The academic profile of a high academic performer has a combination of different personality traits and academic motivation.

As per the study conducted by Karmakar (2024) that is on "A study on personality factors of school going adolescents" finds that Personality plays an important role in learning process and proper grooming of students. Personality is all about habits, traits, attitudes and ideas of an individual. 706 Students were selected from government aided schools in west Bengal for study. On average the school going adolescents, considering both genders as a whole, exhibit high extraversion, agreeableness, conscientiousness, openness and low in case of neuroticism. Students were very social, extroverted, and adjustable and liked to work together.

According to Kalasingh (2014) study on "Personality traits and academic achievement among college students" study finds the personality difference between high achievers and low achievers based on 16 personality factors. 200 students studying B.A from different regions of Ranchi were sampled for study. High achiever group students were found to be reserved, detached, intelligent, emotionally mature, and dominant in nature, bold, high self-concept whereas low achiever students were sober, prudent, doubtful personality.

According to Morales (2020) study on "The relationship between psychosocial wellbeing and psychosocial factors in university students" finds the influence of psychological wellbeing of UG students will provide information to provide development of intervention programs and targeted learning activities. Sample size was 149 students from Spanish universities. Study was on psychosocial

wellbeing in university students and their self-reported learning styles, methodologies, social skills, EI, anxiety empathy and self-concept. Emotional intelligence is a crucial factor that interconnects emotions with cognitive processes Anxiety shows negative impact on students.

As per the study done by Emily (2021) on "Swedish middle school students psychosocial wellbeing during COVID- 19 pandemic" says that pandemic has led to psychological distress. Study says when students continue attending school; their psychosocial wellbeing does not worsen as it does for students experiencing school closure. The study supports that children can exhibit resilience and positive adaptation during adverse situations.

As per another study conducted by Negovan (2010) on "Dimensions of students psychosocial wellbeing and their measurement validation of students psycho wellbeing inventory" states that psychosocial wellbeing is considered to have four dimensions: subjective wellbeing related to every day's events, subjective wellbeing related to faculty events, psychosocial wellbeing and social wellbeing. The study says that PSWBI is a valid instrument for measuring dimensions of students' psychological wellbeing. The PSWBI captures both hedonic and eudemonic aspects, indicating that these dimensions are distinct yet complementary.

According to Franzen (2021) research on "Psychosocial distress and wellbeing among students of health disciplines: importance of academic satisfaction" Research on the mental health of students in medical colleges mainly focuses on psychological distress. 915 UG students were investigated on psychosocial wellbeing and distress in Geneva, Switzerland. Study on nursing and medical student's anxiety, depression, stress, psychological wellbeing and study satisfaction. The study says that academic satisfaction is a strong predictor of mental health outcomes, including depression, anxiety, stress and psychological wellbeing.

According to Moghe (2024) research on "A study on psychosocial wellbeing among university students" says that psychological wellbeing is characterized by positive emotions, life satisfaction, self-esteem and the ability to manage stress and build relationships. 120 university students were surveyed. Variables like heredity, environment, experience in life, and personal decisions have impact on an individual. Achieving and sustaining psychosocial wellbeing frequently calls for self-awareness, personal development and creation of appropriate coping mechanisms to deal with stress and obstacles in life.

As per the study done by Ebrahim (2022) on "The psychological wellbeing of university students amidst COVID-19 pandemic" finds that COVID -19 had a significant impact on university student's psychological wellbeing. The significant portion of the studies was conducted in China, reflecting the high incidence of psychological symptoms in the Chinese population during the pandemic. Universities should work on psychosocial wellbeing of students through providing counselling programmes and research.

According to Rajkumar (2015) study on "Psychosocial problems among students of central university of Karnataka" studies that the change from secondary to higher education period for those in late adolescence marks psychological development but also brings confusion and stress. Students from rural areas compared to their urban counterparts face financial problems which lead to increase in anxiety, depression and overall stress. Students undergo different kinds of stress such as to study, completion of assignment, participation in various programmes which cause imbalance between environment and demand due to which students undergo depression, and they do not have any significant difference between boys and girls.

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As per the study conducted by Ede, Okeke (2023) on "Prevalence of Suicidal Behavioural Experiences in the University: Implications for Childhood Development" A sample size of 100 university students was selected and to collect data, researcher created a questionnaire called Suicidal Behaviour Questionnaire. As a result they found that the thoughts of suicide were rare. And also they found no significant differences in responses based on gender. Both male and female students had similar experience regarding suicidal behaviour. Researcher suggested that every educational institute should take initiative to address mental health issues among students to reduce suicides.

According to Chan (2022) study on "An Analysis of Risk Factors Affecting Suicidal Ideation among Higher Education in Malaysia using Analytic Hierarchy Process" study on analysis of risk factors affecting suicidal ideation tells about definition of suicide. According to World Health Organisation that over 70,000 people die because of suicide every year, particularly university students. The objective of the study is to identify the risk factors associated with suicidal thought of university students, early identification and implementation of appropriate intervention. They found 18 risk factors in this study. Researchers ranked the factors using the Analytic Hierarchy Process (AHP) method. The results indicated that the most significant risk factors for suicidal ideation included prior suicide attempts, mental disorders, and negative life events. Conversely, factors such as gender and residential area were found to be less important in contributing to suicidal ideation.

Another study by Alabi (2022) on "Suicide attempts among students of higher education, Nelson Mandela Bay Municipality, South Africa" found out that the suicide is leading cause of death among young people globally (age group 15-29), particularly in higher education students. A total of 826 samples were included: 527 women (61.6%) and 317 men (38.4%). The study aims to assess the lifetime prevalence of suicide attempts and the factors associated with them among students in Nelson Mandela Municipality. Participants were selected using stratified random sampling, and data were collected through a standardized self-administered questionnaire. The study found that 16.0% of participants attempted suicide at some point in their lives. They got to know that bullying, medical conditions, sexual abuses are main factors for suicidal thoughts. . The study emphasizes the importance of recognizing the high prevalence of suicide attempts among students and the associated factors that contribute to this issue.

According to Silva, Marcolan (2024) Study on "Suicidal behaviour in healthcare students at a private university" whose objective is to analyse the presence of suicidal behaviour in university students who are in health courses. Participants are aged between 18 and 24 years, involving 415 participants from nine different health courses. The study says that 27.96% of participants reported suicidal behaviour. The risk factors associated with are Family, emotional, social problems, depression, the university environment, characterized by competitiveness, stress, and pressure. Researchers found out that support from psychological and pedagogical services, Positive social, familial, and academic relationships, Good interactions with faculty and staff may reduce the suicidal behaviour. The educational institutes need to give awareness and support for mental health among healthcare students.

As per the study conducted by Sivertsen, Hysing (2019) on "Suicide attempts and non-suicidal self-harm among university students: prevalence study." Study sample was students aged 18-35 years, with a majority being women (50,054 participants). The objective of the paper was to estimate the prevalence and trends of suicidal thoughts and behaviours, along with NSSH thoughts and behaviours, specifically among university students. Higher rates of suicidal thoughts and NSSH were observed among students who were single, living alone, had low annual incomes, and among immigrants. The

study concludes that the high and increasing prevalence of suicidal thoughts and NSSH among university students is concerning.

According to Nascimento, Ambrósio (2018) study on "Suicidal behaviour according to the perception of academics from a higher education institute, Manaus, Brazil" found out that the pressure is a main factor for suicidal ideation among students. The objective of the paper is to analysing and estimating the risk of suicide within academic population. They conducted a survey on 101 participants aged 18-29. Paper suggests that addressing the issue of suicide among students is a collective responsibility. Parents, government bodies, media, educators, and non-governmental organizations (ONGs) all play a role in creating strategies to prevent and reduce suicide rates. The paper tells about how to tackle the problem of suicide in students and the need for a supportive environment where students feel encouraged to seek help.

According to Gonçalvesa, Sequeirab (2014) study on "Suicide ideation in higher education students: influence of social support determines the prevalence of student's suicidal ideation and to assess its connection with social support. Researchers took a sample of 1074 students aged 18 – 49 from higher education institutions in Portugal. Questionnaires are asked on the socio-demographic and academic profile of the students. Researchers found that Suicidal ideation is higher on students who are far from home and living alone, students with weak social network. From this researchers concluded that social support network positively associated with ideation and suicidal risk.

According to Arenasa,Bravob (2022) study on "Neuroticism, rumination, depression and suicidal ideation: A moderated serial mediation model across four countries" where the objective of the study is to test a model in which low neuroticism would act as an antecedent and moderate of rumination and depressed mood in the prediction of suicidal ideation. There were 3482 participants of age 15-29 from 4 countries. Path analysis and multi group analysis were conducted. Researchers found out that emotional stability was indirectly linked to suicidal ideation via rumination and depressed mood. People with low emotional stability reported higher levels of rumination, depressed mood and these were associated with higher rate of suicidal thoughts.

As per the study conducted by Khosravi, Kasaeiyan (2020) on "The relationship between neuroticism and suicidal thoughts among medical students: Moderating role of attachment styles" study sample was 376 (188 male and 188 female) medical student of age 18-24. The objective of the paper is to find the relationship between neuroticism and suicidal thoughts and other psychological variables such as attachment styles. Researchers used questionnaires, Beck Scale for Suicidal Ideation (BSSI), the Revised NEO Personality Inventory (NEOFFI), and the Adult Attachment Questionnaire (AAQ) to get the responses and result. From this researchers got to know that 17% students were having suicidal thoughts. And suicidal thoughts are more among female, widowed, separated, and divorced students was higher than others. From this researchers concluded that despite the presence of neuroticism in medical students, the attachment styles can reduce the risk of suicide as moderator variables.

According to Yusoff, Hadie (2021) study on "The roles of emotional intelligence, neuroticism, and academic stress on the relationship between psychological distress and burnout in medical students "The objective is exploring the interrelations of psychological distress, emotional intelligence, personality traits, academic stress, and burnout among medical students. The study was conducted with 241 medical students in Malaysia. Researchers used questionnaires on burnout, psychological distress, emotional intelligence, personality traits, and academic stress to get the result. The result suggested that psychological distress and academic stress have direct and indirect effects on burnout. And also they found out that burnout increases when neuroticism level increases. Emotional

intelligence had a significant direct effect on lowering burnout, but it was significantly reduced by distress and neuroticism.

As per the study conducted by Lewis, Cardwell (2020) on "The big five personality traits, perfectionism and their association with mental health among UK students on professional degree programmes" states that the big five personality traits affects the mental health of students and due this suicide rate also increases. The objective of the paper is to find the relationship between the big five personality traits, perfectionism and mental health in UK students. Total 1744 students of medical and Law College of age around 22 participated in the survey. Certain questions were asked on big five personality traits and collected the data. Compared to medical and dentist students veterinary students showed low perfectionism. The reason for the mental illness among the students is high levels of neuroticism and low conscientiousness.

According to Mei, Wang (2022) research on "Associations among neuroticism, self- efficacy, resilience and psychological distress in freshman nursing students: a cross- sectional study in China" tells about role of resilience and self- efficacy and the moderating role of gender in the association between neuroticism and psychological distress in Chinese freshman nursing students. Total 1220 students participated. From the study researchers found that the Self- efficacy and resilience significantly mediate the relationship between neuroticism and psychological distress.

According to Yang, Kanjanarat (2024) study on "Neuroticism and Depression among First-Year College Students Using a Moderated Mediation Model of Perceived Social Support and Perceived Stress" found out that social support significantly moderated the association between neuroticism and depression. The main reason for depression is the impact of family relationships. Students who have good family support experienced lower levels of depression. The study was conducted on Neuroticism and Depression among First-Year College Students to analyze the negative impacts on academic year. Among 568 participants 74.6% are females. The average mean value of the student was 18 years. Researchers collected and analyzed the data on depression, perceived stress, neuroticism, and perceived social support.

According to Banerjee, Chatterjee (2016) research on "Academic stress, suicidal ideation & mental wellbeing among 1st semester & 3rd semester medical, engineering & general stream students" tells about the reason for students stress. Students face more stress related to examinations, studies, teachers or parent's pressure. The objective of the study is to explore whether the 1st and 3rd semester students have same or different academic stress, suicidal ideation, and mental well-beings. The sample size was 444. Tools used included the Adult Suicidal Inventory, Mental well-being Scale and Student Life Stress Inventory. Researchers found out that the 3rd semester students are more stressed and have suicidal ideation than the 1st semester students.

As per the study conducted by Yeh, Chiao (2013) on "The influences of parents' rearing attitude, personality and coping strategies on psychological well-being and suicidal ideation among college students" examines the influence of parents child-rearing attitude, personality and coping strategies on students psychological well-being and suicidal ideation. 173 USA college students of Nursing and Business department were taken. Questions are asked on Psychological Well-Being, Suicidal Ideation, Parental Child-Rearing Attitudes, and Personality. The result found that the students who has lower psychological well-being and higher suicidal ideation are that one who gets harsh punishment and inconsistent discipline from their parents. Contradictorily children who has better psychological well-being shows the positive parenting behaviour.

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Theory

Managing and preventing Amygdala Hijack requires effective interventions. This section reviews various strategies and techniques, such as mindfulness-based approaches, cognitive-behavioural therapy, emotion regulation training, and other promising strategies. Here are some approaches that can help:

Mindfulness and Meditation: Mindfulness practices, such as meditation, can help individuals become more aware of their thoughts, emotions, and bodily sensations. This increased awareness can provide a buffer between the amygdala's response and one's actions, allowing for better regulation of emotions and reducing the likelihood of hijacks (Davidson et al., 2003).

Cognitive-Behavioural Therapy (CBT): CBT is a therapeutic approach that focuses on identifying and changing negative thought patterns and behaviours. By challenging irrational thoughts and developing healthier coping strategies, individuals can gain better control over their emotions and reduce the frequency and intensity of amygdala hijacks (Beck, 2005).

Emotional Regulation Techniques: Learning specific techniques to regulate emotions can be helpful in preventing and managing amygdala hijacks. These techniques may include deep breathing exercises, visualization, progressive muscle relaxation, and journaling (Gross & Thompson, 2007).

Stress Management: Chronic stress can contribute to amygdala hijacks. Implementing stress management techniques, such as regular exercise, adequate sleep, and engaging in relaxing activities, can help reduce overall stress levels and prevent hijacks (Sapolsky, 2004).

Social Support: Having a strong support network can provide emotional validation and assistance in managing amygdala hijacks. Trusted friends, family members, or support groups can offer understanding, guidance, and a safe space to express emotions (Hein & Monk, 2017).

Medication: In some cases, medication may be prescribed to manage the symptoms associated with amygdala hijacks. This may include selective serotonin reuptake inhibitors (SSRIs) or other medications that regulate mood and anxiety (Phelps, 2006).

It is important to note that the most effective approach may vary from person to person. A combination of these strategies, tailored to individual needs, may provide the best results. Seeking professional help from a therapist or psychologist can provide personalized guidance and support in implementing these strategies.

Conceptual Framework

This illustrates the conceptual framework of the study, depicting the relationships among students' personality dimension, psychosocial wellbeing, amygdala hijacking and suicidal behaviour. This theoretical foundation serves as the basis for examining the hypothesized relationships in the students' context.

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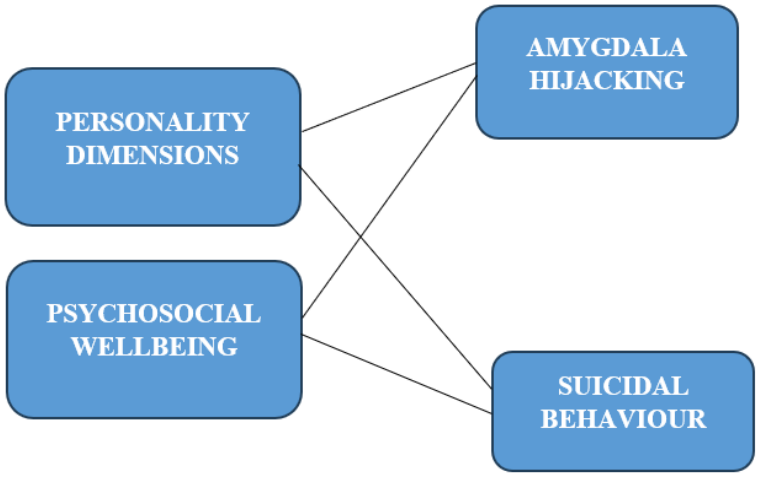

Research Gap

Influence of student personality

Azfahanee Zakaria (2023) investigates how personality traits influence university students' performance. Key points include tracking students over time, developing programs to enhance positive traits, and studying the impact of external factors like family background and peer influence.

Uğur Akpur (2024) explores the relationship between personality traits and learning responsibility. Suggests investigating how personality interacts with learning environments, tracking its evolution, and exploring pedagogical methods to improve learning responsibility.

Corazzini, D'Arrigo, Millemaci (2020) focuses on the influence of personality traits on university performance among Italian freshmen. Recommends longitudinal studies, expanding research to diverse populations, and examining other personality traits and external factors like socioeconomic status.

Asbari, Wijayanti (2021) examines the combined effects of genetic personality and parenting styles on student character development. Suggests tracking long-term effects, developing interventions for parenting, and incorporating technology to assess genetic traits.

Psychosocial well- being

Rautela, Adya (2024) Explores mental well-being in higher education, focusing on the impact of the pandemic, nutrition, and emerging issues like stress and depression. Calls for research in low-income countries and strategies to promote student mental health.

Chaudhry, Tandon (2024) investigates the role of support systems (institutional, family, peers) and academic engagement in student well-being. Suggests expanding research to diverse populations and tracking long-term effects of support.

O'Neill, James (2024) focuses on Positive Psychology Interventions (PPIs) to enhance student well-being and academic performance. Recommends tracking the long-term effects of PPIs and integrating them into curricula.

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Biak, Larcombe (2023) explores broader aspects of student well-being, including personal growth and resilience. Suggests creating supportive environments and developing clear metrics for well-being.

Khatri, Duggal (2024) develops a scale to assess student well-being and explores its cultural and educational implications. Emphasizes tracking well-being over time and embedding well-being principles in education.

Suicidal behaviour mediated by their neuroticism levels among students

Liao, Gu, Wang (2022) Investigates how neuroticism influences non-suicidal self-injury among college students, with a focus on emotion regulation and depression. Future research should track changes over time and explore gender differences and the link to suicidal thoughts.

Khadijah, Martono (2024) examines an android-based suicide prevention program in higher education. Recommendations include training Gatekeepers, tracking changes in their effectiveness, and expanding research to diverse populations.

Gonçalves, Sequeira (2016) Looks at psychosocial factors (self-concept, stress, social support) influencing suicidal ideation. Future studies should track suicidal thoughts over time, target vulnerable groups, and improve collaboration between institutions and health professionals.

Pandey (2017) focuses on student suicides in India, emphasizing the exam-centric system. Future research should explore risk factors, track students over time, and evaluate mental health interventions and awareness campaigns.

Eskin, Sun (2016) a 12-nation study on suicidal behaviour and psychological distress. Future studies should compare findings across cultures, examine economic impacts on mental health, and design tailored mental health strategies.

Brownson, Drum (2016) focuses on distress and suicidality in higher education. Research should explore effective population-based interventions, address academic and social stressors, and integrate clinical services with prevention efforts.

Arenas, Bravob, Walke (2022) Studies neuroticism, rumination, depression, and suicidal ideation across four countries. Future research should track the long-term impact of these factors, consider cultural differences, and investigate gender-specific pathways.

Khosravi, Kasaeiyan (2020) explores the relationship between neuroticism, suicidal thoughts, and attachment styles among medical students. Future studies should focus on insecure attachment styles, especially in Asian contexts, and use diverse methods to deepen understanding.

Overall summary

The research emphasizes a comprehensive approach to improving academic performance, psychosocial well-being, and addressing suicidal behaviour in higher education:

Personality Traits & Academic Performance:

Conduct longitudinal studies to track the impact of personality traits on academic outcomes. Develop interventions to enhance positive traits and create personalized learning strategies. Explore cultural and contextual factors (e.g., socioeconomic status) influencing academic performance.

Psychosocial Well-being:

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Implement evidence-based mental health interventions (e.g., CBT, mindfulness). Foster supportive campus environments through peer support, counselling, and technology-based tools. Track well-being over time and address cultural influences on mental health.

Suicidal Behaviour:

Focus on early identification and intervention for at-risk students. Reduce stigma around mental illness and increase access to mental health services. Develop targeted interventions for high-risk groups and comprehensive crisis response plans.

Methodology

Research design

This study adopts a descriptive and quantitative research design to investigate the influence of Students Personality and Psychosocial well-being on the suicidal behaviour and amygdala hijacking among students in Higher Education Institutions of Bengaluru. A convenience sampling method was used to collect data from students who were willing to participate in the study.

Data collection instruments

Personality Dimension

Personality Dimensions were measured using the 10-item personality inventory scale developed by Gosling, S. D., Rentfrow, P. J., & Swann, W. B. Jr. (2003).

Psychosocial well-being

Psychosocial Well-being was measured using the 22-item Psychosocial Well-being scale developed by Dupuy, H. J. (1984).

Suicidal behaviour

Suicidal Behaviour was measured using 2 scales namely

A 4-item Suicidal Behaviours Questionnaire-Revised (SBQ-R) scale developed by Osman et al. (2001).

A 16-item SENTIA scale to assess suicidal behaviour among adolescents developed by Díez-Gómez et al. (2020).

Amygdala hijacking

Amygdala Hijacking was measured using the 10-item Amygdala Hijacking scale developed by Lieberman, M. D., et al. (2007).

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Data Analysis

The data were analysed using SPSS software. Descriptive statistics were computed for all variables, followed by correlation analysis to examine the relationships between students personality, psychosocial wellbeing, suicidal behaviour and amygdala hijacking. Multiple regression analysis was used to test the hypotheses regarding influence of psychosocial well-being and personality dimension on amygdala hijacking and suicidal behaviour.

Results And Discussions

SET-1

Amygdala Hijacking and personality

H0: There is no significant association between personality dimension and amygdala hijacking

H1: There is significant association between personality dimension and amygdala hijacking

Correlations

Amygdala Hijacking

	Pearson Correlation	Sig. (2-tailed)	N
Extraversion	.093	.184	205
Agreeableness	.216**	.002	205
Conscientiousness	.119	.089	205
Emotional Stability	.125	.074	205
Openness	.183**	.009	205
Neuroticism	.419**	.000	205
Amygdala Hijacking	1		205

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

The correlation analysis shows a low significant relationship between Agreeableness (r = 0.216), openness (r=0.183) and Amygdala Hijacking. And moderately high correlation between neuroticism (r= 0.419) and Amygdala Hijacking, that means people who score high in Neuroticism, probability that they will experience Amygdala Hijacking is more. This correlation is statistically significant at the 0.01 level, with p-value of 0.000, indicating Neuroticism. The data is based on a sample size of 205, which supports the reliability of the results. In summary, people with higher Neuroticism experience Amygdala Hijacking. So, there is significant association between personality dimension and amygdala hijacking

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SET- 2

Personality Dimension and Suicidal behaviour

H0: There is no significant association between personality dimension and suicidal behaviour

H1: There is significant association between personality dimension and suicidal behaviour.

Correlations			
Suicidal behaviour			
	Pearson Correlation	Sig. (2-tailed)	N
Extraversion	.023	.746	205
Agreeableness	.097	.168	205
Conscientiousness	.067	.343	205
Emotional Stability	-.037	.594	205
Openness	.120	.086	205
Neuroticism	.243**	.000	205
Suicidal behaviour	1		205
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation analysis shows a positive relationship between Neuroticism (r=0.243) and Suicidal behaviour, meaning that the people who score high on Neurotic personality dimension; they have greater tendencies of suicidal behaviour. The correlation is statistically significant at the 0.01 level, with a p-value of 0.000.This analysis is based on a sample of 205 participants, providing a reliable basis for the results. In summary, people who experiences higher neuroticism shows suicidal behaviour. So, there is significant association between personality dimension and suicidal behaviour.

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SET- 3

Psychosocial Well – being, Amygdala Hijacking and Suicidal behaviour

H0: There is no significant association between psychosocial well – being, amygdala hijacking and suicidal behaviour.

H1: There is significant association between psychosocial well – being, amygdala hijacking and suicidal behaviour

Correlations			
Psychosocial Wellbeing			
	Pearson Correlation	Sig. (2-tailed)	N
Suicidal behaviour	-.128	.017	205
Psychosocial Wellbeing	1		205
Amygdala Hijacking	-0.291	.018	205

The correlation analysis shows that the negative relationship between Suicidal behaviour (-0.128), Amygdala Hijacking (-o.291) and Psychosocial Well-being, that means if the Psychosocial Well-being is high then the Suicidal behaviour and Amygdala Hijacking will be low, and vice-versa. The correlation is statistically significant at the 0.01 level, with a p-value of 0.000. So, there is significant association between psychosocial well – being, amygdala hijacking and suicidal behaviour.

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SET- 4

H0: There is no significant influence of psychosocial well-being and personality dimension on amygdala hijacking.

H1: There is significant influence of psychosocial well-being and personality dimension on amygdala hijacking.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.446[a]	.199	.170	.85975	1.858

a. Predictors: (Constant), Psychosocial Wellbeing, Conscientiousness, Neuroticism, Emotional Stability, Extraversion, Agreeableness, Openness

b. Dependent Variable: Amygdala Hijacking

The model summary indicates that 19.9 % variance in Amygdala Hijacking is caused by the independent variables namely personality dimension and Psychosocial Wellbeing.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	36.109	7	5.158	6.979	.000[b]
	Residual	145.616	197	.739		
	Total	181.724	204			

a. Dependent Variable: Amygdala Hijacking

b. Predictors: (Constant), Psychosocial Wellbeing, Conscientiousness, Neuroticism, Emotional Stability, Extraversion, Agreeableness, Openness

The ANOVA table shows that the model, which include Psychosocial Wellbeing, Conscientiousness, Neuroticism, Emotional Stability, Extraversion, Agreeableness, and Openness as predictors, is statistically significant in predicting Amygdala Hijacking. . The F-value is 6.979, and the corresponding p-value (Sig.) is 0.000, indicating that the model is highly significant and not due to chance.

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Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.627	.272		5.977	.000		
	Extraversion	-.055	.050	-.087	-1.101	.272	.652	1.534
	Agreeableness	.052	.057	.073	.916	.361	.643	1.554
	Conscientiousness	-.040	.052	-.062	-.759	.449	.615	1.626
	Emotional Stability	-.006	.052	-.009	-.122	.903	.683	1.464
	Openness	.099	.064	.134	1.562	.120	.550	1.819
	Neuroticism	.260	.044	.440	5.911	.000	.734	1.362
	Psychosocial Wellbeing	-.162	.047	-.100	-1.317	.019	.711	1.407

a. Dependent Variable: Amygdala Hijacking

Amygdala hijacking = 1.627 + 0.260 * neuroticism – 0.162 * psychosocial wellbeing.

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SET- 5

H0: There is no significant influence of psychosocial well-being and personality dimension on suicidal behaviour.

H1: There is significant influence of psychosocial well-being and personality dimension on suicidal behaviour.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.385[a]	.148	.118	.77764	2.194

a. Predictors: (Constant), Psychosocial Wellbeing, Conscientiousness, Neuroticism, Emotional Stability, Extraversion, Agreeableness, Openness

b. Dependent Variable: Suicidal behaviour

The model summary indicates that 14.8 % variance in Suicidal behaviour is caused by the independent variables that are Psychosocial Wellbeing, Conscientiousness, Neuroticism, Emotional Stability, Extraversion, Agreeableness, Openness. There is significant influence of psychosocial well-being and personality dimension on suicidal behaviour.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	20.749	7	2.964	4.902	.000[b]
	Residual	119.131	197	.605		
	Total	139.880	204			

a. Dependent Variable: Suicidal behaviour

b. Predictors: (Constant), Psychosocial Wellbeing, Conscientiousness, Neuroticism, Emotional Stability, Extraversion, Agreeableness, Openness

The ANOVA table shows that the model, which includes Psychosocial Wellbeing, Conscientiousness, Neuroticism, Emotional Stability, Extraversion, Agreeableness, and Openness as predictors, is statistically significant in predicting Suicidal behaviour. The F-value is 4.902, and the corresponding p-value (Sig.) is 0.000, indicating that the model is highly significant and not due to chance.

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Coefficients[a]								
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**Collinearity Statistics**	
		B	**Std. Error**	**Beta**			**Tolerance**	**VIF**
1	(Constant)	1.513	.246		6.146	.000		
	Extraversion	-.039	.045	-.071	-.867	.387	.652	1.534
	Agreeableness	.036	.051	.058	.709	.479	.643	1.554
	Conscientiousness	-.003	.047	-.005	-.059	.953	.615	1.626
	Emotional Stability	-.070	.047	-.118	-1.479	.141	.683	1.464
	Openness	.132	.058	.203	2.294	.023	.550	1.819
	Neuroticism	.169	.040	.325	4.241	.000	.734	1.362
	Psychosocial Wellbeing	-.157	.043	-.286	-3.668	.000	.711	1.407
a. Dependent Variable: Suicidal behaviour								

Suicidal behaviour = 1.513 + 0.132* openness + 0.169* neuroticism – 0.157 * psychosocial well-being.

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Major Findings

The study titled "Influence of Students Personality and Psychosocial well-being on their suicidal behaviour mediated by their Neuroticism levels among students in Higher Education Institutions" presents several significant findings regarding the relationships between personality traits, psychosocial well-being, and suicidal behaviour among students. Here are the major findings:

Correlation between Neuroticism and Suicidal Behaviour: The research found a positive correlation between neuroticism and suicidal behaviour (r=0.243). This indicates that students with higher levels of neuroticism are more likely to exhibit suicidal tendencies, highlighting the importance of personality traits in mental health outcomes

Impact of Psychosocial Well-being: There is a negative relationship between psychosocial well-being and both suicidal behaviour (-0.128) and amygdala hijacking (-0.291). This suggests that higher psychosocial well-being is associated with lower instances of suicidal behaviour and emotional deregulation, emphasizing the protective role of psychosocial health

Significant Association with Amygdala Hijacking: The study revealed a moderately high correlation between neuroticism and amygdala hijacking (r=0.419). This finding indicates that individuals with high neuroticism are more prone to emotional responses that can lead to impulsive behaviours, including suicidal actions

Statistical Significance: All correlations mentioned are statistically significant at the 0.01 level, with a p-value of 0.000. This reinforces the reliability of the findings and their implications for understanding the mental health of students

Sample Size and Reliability: The study was conducted with a sample size of 205 participants, which supports the reliability of the results. This robust sample size enhances the validity of the conclusions drawn regarding the relationships between the studied variables

Need for Interventions: The findings underscore the necessity for developing targeted interventions aimed at improving psychosocial well-being and addressing personality traits like neuroticism to mitigate suicidal behaviour among students. This aligns with the research's objective to inform mental health programs

Suggestions

Future research on student mental health could explore several key directions: longitudinal studies tracking the long-term impact of personality traits on well-being, expanding the scope to diverse populations for broader insights, and using mixed methods to deepen understanding of student experiences. Investigating the role of specific personality traits, such as neuroticism, in relation to suicidal behaviour is also crucial, alongside examining how self-awareness programs might help students manage their traits. Additionally, exploring the interaction between personality and external factors like family and peer influence, addressing ethical considerations, and testing intervention strategies could provide practical solutions for reducing suicidal behaviour. Lastly, integrating technology-based interventions offers a promising avenue for reaching at-risk students at scale.

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Conclusion

The study titled "Influence of Students Personality and Psychosocial well-being on their suicidal behaviour mediated by their Neuroticism levels among students in Higher Education Institutions" draws several important conclusions based on its findings The research establishes a significant association between neuroticism and suicidal behaviour. Students with higher levels of neuroticism are more likely to exhibit suicidal tendencies, indicating that personality traits play a crucial role in mental health outcomes Conclusions from the Paper

The study titled "Influence of Students Personality and Psychosocial well-being on their suicidal behaviour mediated by their Neuroticism levels among students in Higher Education Institutions" draws several important conclusions based on its findings:

Significant Association: The research establishes a significant association between neuroticism and suicidal behaviour. Students with higher levels of neuroticism are more likely to exhibit suicidal tendencies, indicating that personality traits play a crucial role in mental health outcomes.

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