Suicide ideation among early adolescents in selected academic institutions: A basis for specialized guidance and counseling program

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Abstract

Suicidal ideation among preadolescents is an alarming occurrence that happens in every institution. The study was conducted to focus on understanding risk factors associated with suicidal ideation in early adolescence in selected academic institutions and implementation of awareness programs to prevent suicide in school. Because of the global pandemic, the researcher conducted her interviews via video calls with guide questions that were presented in this paper. The research design used was qualitative with phenomenology as an approach. Data were presented and analyzed using the interpretative phenomenological approach. In the phenomenological study on the lived experiences of selected students from three different schools in Calamba City the following themes emerged: Moments with Family, Bonding Moments with Friends/Peers, Sad Experience with Family, Misunderstanding among Friends, Curiosity Leads to Suicidal Ideation, Life Occurrences, Frequency of Self-Harm Thoughts and Feelings Associated with It, With the Presence of Other People, Openness and Ready to Listen, Happy and Blessed to be Alive, Guilty Feelings, Feeling of Happiness, Varied Changes, and Ways of Overcoming Self-harm. Findings revealed that love and attention from family are what these students need to avoid suicidal ideation. Parents should not take for granted any manifestations of depression from their children. They should not only think of how they support their children's material needs but they have to realize that what their children need most is their love and attention.

Keywords: life adversity, suicidal ideation, early adolescents, specialized awareness program, beauty of life

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1. Introduction

Life is really beautiful, that is the irresistible truth. GOD gave men beautiful and valuable life. He made them unique and has really good things planned for them. Each person has a purpose in life while living in this world, each has a special role to play. But, many young people have thoughts about ending their lives.

Many assumed that children were not capable of either contemplating or performing suicidal acts including their parents. However, a growing body of research has shown that children do plan, attempt, and successfully commit suicide (Tishler et al., 2007). Little was known about rates and correlates of suicidal ideation among selected teen students in Calamba City. Although there was limited information on suicide rates for school-aged children, the drastic increased in the suicide ideation among children in school was alarming and terrifying. The researcher knew the fact that children should experience a happy and meaningful life. As a guidance associate of the school, one of the major problems that she encountered in dealing with children was the idea of suicide among early adolescence ages 12 to 13 years old. This has been very difficult on the part of the teachers, guidance associate and the school community in dealing with the students and parents with this problem. It was somewhat confidential, but because their classmates knew the case, they disclosed the problem out of knowing that they should not do it. It actually helped them not to do it again. Their classmates became their seer. They became aware of what was happening inside their classroom and they looked after their classmates who were ideators.

Suicide occurred throughout the world affecting individuals of all nations, cultures, religions, genders and classes (World Health Organization, Suicide Rates, 2018). It was one of the leading causes of death in young people all over the world. Every suicide was a tragedy. According to World Health Organization (WHO) and the Global Burden of Disease study, almost 800,000 people died from suicide every year. That was one person every 40 seconds. Suicide might not feel like a family-friendly dinner conversation topic, but perhaps it should be (Hurley, 2018). According to the latest data from the National Institute of Mental Health (NIMH) and the Centers for Disease Control and Prevention (CDC), suicide was the second leading causes of death among individuals between the ages of 10 and 24. Suicide affected children and adolescents, and avoiding the topic won't help them learn how to get help if they need it. It was once widely believed that young children did not take their lives because they could not grasp the concept of suicide. Suicidal behavior and suicide in preteen and young children were understudied areas of suicide research and suicide prevention in the United States. Both subjects received little attention perhaps because of past beliefs that younger children were not capable of suicide.

CAM Estrada (2019) cited that in the Philippines, the prevalence of suicide was not clear since there was no country-wide suicide registry in place. There were no reports or records of suicidal ideation among preadolescents. The issue of suicidal ideation was understudied and prevention required. However, the most recent Global School-based Student Health Survey (GSHS) reported that 11.6% of Filipino adolescents aged 13 to 17 years old considered attempting suicide while 16.8% attempted suicide at least once in the past year. What was known about suicide in the Philippines was limited. In the previous decades, there had been very few studies regarding the phenomenon that was situated in the context of the country. Although there was a lower incidence of suicide in the Philippines compared with other countries, but the trend had been increasing, identifying and addressing factors associated with suicide and suicide attempt and ideation in children should lead to the implementation of programs to help prevent this growing trend.

As a guidance advocate, one of the serious problems that was reported to the guidance office was suicidal ideation among grade six pupils ages 10-12. That bothered the researcher a lot and almost broke her heart when

told that nobody in their families knew what they were doing.

The researcher believed that life was really beautiful, and for her, it was very alarming that some young children in school had the idea of hurting themselves instead of enjoying their lives to the fullest. The idea of taking their lives and hurting themselves was very easy for them to do, they were 'fearless'.

The objective of the study was to find the reason why some early adolescent students in school already had the idea of hurting themselves instead of having the idea of how meaningful life is. Many children in school had thoughts of ending their lives, suicidal thoughts were common and many children also experienced them when they were undergoing stress or experiencing depression. At a very young age, these children should enjoy their lives, should enjoy their time together with their families and friends, should do different activities like playing, exploring, and should dream and study. As the parent or guardian of these children in school, dealing with suicidal thoughts of these children is an essential part of the job. Studying like this is a must and taking actions after is a necessity.

As part of the study, schools may offer an excellent opportunity in implementing suicide interventions and prevention strategies since it was an institutional setting where children and adolescents spent most of their waking hours. Additionally, schools serve as a venue where early adolescents interact with their peers, which in turn, can influence and create varied and unique psycho-social environments. The school psycho-social environment which covers psychological (e.g., emotions and behavior) and social factors (e.g., teacher-student interactions) within the school can influence early adolescents' mental health.

1.1 Theoretical Framework

This study was anchored on some theories. First, The Thomas Joiner's Interpersonal Theory of Suicide Behavior (2005) and Van Orden (2010) stated that suicidal behavior was a major problem worldwide and at the same time had received relatively little empirical attention. This relative lack of empirical attention may be due in part to a relative absence of theory development regarding suicidal behavior, and proposed that the most dangerous form of suicidal desire was caused by the simultaneous presence of two interpersonal constructs—thwarted belongingness and perceived burdensomeness (and hopelessness about these states)—and further, that the capability to `engage in suicidal behavior is separate from the desire to engage in suicidal behavior. According to the theory, the capability for suicidal behavior emerges, via habituation and opponent processes, in response to repeated exposure to physically painful and or fear-inducing experiences.

Secondly was the Interpersonal-Psychological Theory (IPPT) which posited that a suicide attempt may occur if an individual had both an intense desire to die and the capacity for self-harm (Joiner, 2005). The negative self-perceptions, low self-image, and negative social comparisons, which according to the Interpersonal Psychological Theory of Suicide may produce a desire to die, were not in themselves sufficient to generate suicidal behavior (Van Orden et al., 2010). Younger children used a limited range of accessible means, but they were capable of suicide (Sheftall et al., 2016). Interpersonal Psychological Theory also posited multiple suicide attempts self-injury, and mentally practicing a suicide plan as other ways an individual acquired the capability for a lethal suicide attempt (Joiner, 2005). There was evidence in the literature that these behaviors may be significant contributors to suicidality in young children (Kloos et al., 2007).

No specific theory of suicide in very young children has been proposed. At the same time, it appeared that most available theoretical models of suicide typically apply, in varying degrees, to teens, adults, and elders. Nonetheless, it may be helpful to understanding suicidality in young children to looked at it in the context of one of the prevailing theories of suicide. However, interpersonal psychological theory (IPPT) offered a model of suicidal behavior accounting for how the natural resistance to lethal self-harm may be overcome when a suicide attempt occurred Joiner, 2005; Van Orden, et al., 2010). The Interpersonal Psychological Theory was widely accepted and gained a strong base of empirical support. Its applicability to young children had not been studied. It is partially supported with an adolescent sample (Barzilay et al., 2015).

One of the most influential theories in suicidology was the interpersonal theory of suicidal behavior (IPT: Van Orden et al., 2010). The core assumption was that suicidal thoughts emerged when levels of perceived burdensomeness (defined as feeling a burden on others) and thwarted belongingness (defined as feeling that you do not belong) were high. Suicidal thoughts were translated into suicide attempts when the capability for suicide (defined as a reduced fear of death, and increased tolerance for physical pain) was also present. A recent meta-analysis yielded clear support for the perceived burdensomeness–suicidal thoughts relationship whereas the evidence for thwarted belongingness was less strong (Chu et al., 2017).

1.2 Central and corollary questions

An attempt to study this kind of behavior was to prevent suicidal ideation among some students in school, specifically selected basic education students and clearly recognized the possible preventive factors that help stop suicidal ideation among children in school and help them with their needs. Also, the objective of the study was to make the children with suicidal ideation realize that life was really meaningful and there was beauty in it. This study answered a central question and corollary questions**:**

What is the essence of lived experience of selected early adolescents in selected academic institutions?

➢ What themes emerged from the testimonies of the selected early adolescents?

➢ Based on the findings, what specialized guidance and counseling program may be proposed?

1.3 Scope and delimitations

The study focused on suicidal ideation among selected students and the effects of the ideation. The participants can relay and tell their stories expressively to the researcher. The data were gathered by using the research instrument such as interviews via Zoom or video call for the selected participants to evaluate their experiences and views about the case. The selected participants were comfortable to share their stories to the researcher. The selected participants' information and the data that gathered were confidential and only utilized for the purpose of the study.

1.4 Significance of the study

The researcher deemed that the following will benefit from the result of the study:

Early Adolescents. The study will give ways on how to help the students with similar experiences realize that life is more beautiful and meaningful through intervention and prevention of suicidal ideation.

Parents and Teachers. The study will serve as a basis for recreating solutions and identifying suicidal ideation among their children. There will be collaboration of showing affection to the students who are affected by showing them the beauty and meaning of life through constant communication and appreciation. There will be an overall intervention and evaluation of the quality of care rendered by parents, teachers, relatives, friends and people that surround them. Acquired positive behavior towards life and prevent ideation and hurting themselves.

School. This study will help the school in the development of social activities needed by children or early adolescents and intervention, specifically grade 7 pupils. To foster knowledge and positive attitudes towards life and self. And foster new ways of dealing with young people in terms of self- belief or self-esteem, not only enhancing their knowledge but also their attitudes towards life.

Researcher. The research will be very beneficial to the researcher to better understand evolving students and community needs. It will create new understanding about concern for others and strengthen the connection with other people by engaging with other individuals and communities not only students in school and feel more

connected with them.

Future Researchers. The proposed study would be useful to future researchers as it would give them ideas about their research. It can also open in the development of their study. It will help them further study about the lived experience of children who have the idea of committing suicide. It may serve as their guidance to gather information and it may serve them as a building block to have a bigger study. This research will be a useful reference for those who would plan to make any related study.

2. Review of related literature

Early life adversity - Early life adversity encompasses distressing or traumatic events in a person's childhood which cause a person to carry destructive thoughts or behaviors into adulthood. (Office of Early Childhood Development, 2020). Some examples of early life adversity include sexual, mental, or emotional abuse, neglect, lack of affection, parental absence, witnessing domestic violence or drug addiction, the loss of a parent to death, parents' separation or incarceration a parent's suicide attempts, and parents' emotional instability or mental illness. Furthermore, they reported that the early-life period is a critical period of brain development, and it is now well established that early-life adversity, such as childhood abuse, is highly associated with suicide and suicidal behavior. Research into this association has revealed a number of molecular changes as a consequence of childhood abuse that, in turn, contribute to the increased suicide risk.

Additionally, they said that what happens to a person in early childhood can have a lifetime impact. Research on adverse childhood experiences underscores the importance of addressing and preventing the effect of early adversity on children and families. Examples of early adversity include child abuse and neglect, exposure to violence, and family economic hardship. These experiences can lead to a toxic stress response. In addition, appropriate support and intervention can help in returning the stress response system back to normal. Support from parents and/or other concerned caregivers is necessary for children to learn how to respond to stress in a physically and emotionally healthy way.

Lastly, they emphasized that early adversity can lead to a variety of short- and long-term negative health effects. It can disrupt early brain development and compromise functioning of the nervous and immune systems. The more adverse experiences in childhood, the greater the likelihood of developmental delays and other problems. Adults with more adverse experiences in early childhood are also more likely to have health problems, including alcoholism, depression, heart disease, diabetes and other chronic diseases.

According to Borden et al. (n.d.) overt suicidal behaviors served as a potential warning sign to family, friends, teachers, and mental health professionals. Talking about suicide, or wishing one was dead, giving away one's prized possessions, engaging in self-destructive behaviors (with or without suicidal intent), writing a will, sharing a desire to commit suicide on social media, or overtly threatening to commit suicide to family, peer, or other adults were only a few examples of suicidal behavior. However, it was important to remember not all adolescents who committed suicide displayed these behaviors and not all adolescents who engaged in these behaviors were suicidal. Pfeffer (1986 as cited in Salvatore, 2018) suggested that preadolescents do not have to understand the finality of death to be suicidal. She defines suicide in, young children as "any self-destructive behavior that has intent to seriously damage oneself or cause death". Kaslow, former American Psychological Association President, defines suicide as a "death caused by self-directed injurious behavior with any intent to die as a result of the behavior".

Precious time with family - Children cherished the precious moment with their family. Family really plays an important role in the growing up years of teenagers. According to Xu (2017) the exploration of family time has involved present time, which covers issues of girls' time spent together with parents; generational time, regarding the communication between daughters and fathers; and finally, life course time, which is associated with different life course stages during girls' adolescence. These three timelines have been used as a way to understand the daily experiences of family practice and the possible changes across different generations and life

course stages.

In a study conducted by Niesyty (2020) entitled "Supporting family as a form of family support," supporting families play an important role in the process of supporting the natural family experiencing difficulties in caring for and bringing up children. In their work with the family, they carry out tasks related to the care and education of children, running a household, shaping and fulfilling social roles. Close family relationships afford a person better health and well-being, as well as lower rates of depression and disease throughout a lifetime. But in many families, getting along isn't a given. The interaction between various members is at the core of these complicated dynamics. We may joke about the stereotypical sources of disharmony—the obnoxious uncle and the ne'er-do-well son—but factors like environment and sibling rivalries do emerge when considering the viability and stability of family networks. Zahran's (2017) study entitled "Egyptian Family. The psychology of continuity and construction published by the Ain Shams University, Egypt" found that integration of physiological processes in family research is important because they serve as mechanisms by which family experiences impact an individual's response to future events as well as their emotional and physical well-being.

Bonding moments with friends - Friendship is a close connection they have with their chosen family. Friends are their sisters and brothers they never had, and are by their side through life's ups and downs. They understand that a friend is someone who understands their past, believes in their future, and accepts them just the way they are. And happiness is always present if they have them. Not only if there is an event to celebrate but every day. In the study conducted by two pioneers of Positive Psychology, Diener and Seligman (2002) at the University of Illinois, 10% of students with the highest scores recorded on a survey of personal happiness, they found that the most salient characteristics shared by students who were very happy and showed the fewest signs of depression were "their strong ties to friends and family and commitment to spending time with them." (Wallis, 2005).

Schmidt (2020) found in her study entitled "The importance of friendships for academic success" published by the Journal of Food Science Education that children spend an increasing proportion of their daily social interactions with their friends once they begin school, replacing time previously spent in the company of their siblings or parents. The salience of friends increases further still during adolescence as time spent with friends becomes less closely supervised by parents and teachers. There has been considerable research showing the importance of childhood friendships for later development, with the long-term outcomes of having a good friend cutting across social-emotional development and academic performance at school. Some have even argued that without the opportunity, friendships afford for collaboration and intimacy children would fail to develop the social skills necessary for later successful adult relationships. Indeed, there have been studies linking having a good-quality friendship during one's school years and later relationship quality. Clearly then important processes are at play when children interact with their friends that form a model for social interactions that span a lifetime. This becomes all the more salient when taken together with research demonstrating the negative impact of friendlessness on psychological health in childhood.

Bigler, Rohrbach, and Sanchez (2016) in their collaborative study entitled "Children's intergroup relations and attitudes" published by Advances in Child Development and Behavior, revealed that the existence of warm, intimate, supportive, and egalitarian relationships between members of differing social outgroups is likely, at the societal level, to facilitate cooperation and cohesion, and at the individual level, to promote positive social, educational, and occupational outcomes. The developmental pathway from intergroup contact to intergroup attitudes as it operates among children is not, however, well understood.

Cappella, Hughes, and McCormick (2017) said that the hidden role of teachers: Child and classroom predictors of change in interracial friendships. Journal of Early Adolescence, 37(8), 1093–1124. Children in late elementary and middle school tend to form friendships with same-race peers. Yet, given the potential benefits of cross-race friendships, it is important to understand the individual and contextual factors that increase the likelihood of cross-race friendship over time. Youth externalizing behavior predicted a greater increase in

same-race friendships; classroom support predicted less of an increase in same-race friendships from fall to spring. Lastly, African American students in classrooms with greater differential teacher treatment were more likely to engage in cross-race friendships over time. Findings are discussed in light of psychological and educational theories and prior research.

Unfortunate experience with family - Briggs and Hawkins (2020) in their article entitled "Child Neglect is Neglected," said that an increasing body of research demonstrates that negative family relationships can cause stress, impact mental health and even cause physical symptoms. Research has demonstrated that non-supportive families can detract from someone's mental health and or cause a mental illness to worsen

In Akramova's (2020) study entitled "The divorce or separation of parents factors of families and psychological service to the family," published by the Theoretical & Applied Science, revealed that the quality of family relationships, including social support (e.g., providing love, advice, and care) and strain (e.g., arguments, being critical, making too many demands), can influence well-being through psychosocial, behavioral, and physiological pathways. Stressors and social support were core components of stress process theory, which argues that stress can undermine mental health while social support may serve as a protective resource. Prior studies clearly show that stress undermines health and well-being and strains in relationships with family members are an especially salient type of stress. Social support may provide a resource for coping that dulls the detrimental impact of stressors on well-being, and support may also promote well-being through increased self-esteem, which involves more positive views of oneself. Those receiving support from their family members may feel a greater sense of self-worth, and this enhanced self-esteem may be a psychological resource, encouraging optimism, positive affect, and better mental health. Family members may also regulate each other's behaviors (i.e., social control) and provide information and encouragement to behave in healthier ways and to more effectively utilize health care services, but stress in relationships may also lead to health-compromising behaviors as coping mechanisms to deal with stress. The stress of relationship strain can result in physiological processes that impair immune function, affect the cardiovascular system, and increase risk for depression, whereas positive relationships are associated with lower allostatic load (i.e., "wear and tear" on the body accumulating from stress. Clearly, the quality of family relationships can have considerable consequences for well-being.

Alnefaei and Jamal (2020) in their research entitled "The Relationship between Dysfunctional Families and Psychological Well-Being" published by the International Journal of Psychosocial Rehabilitation found that families play an important role in the development of individuals. The experiences that occur in the family can either promote or hinder the development of its members.

Misunderstanding with friends/peers - When it comes to happiness, friends are essential, as revealed in a study published in the Journal of Personality and Social Psychology by Hafen, Allen, Schad, and Hessel (2015), in their collaborative research entitled "Conflict with Friends, Relationship Blindness, and the Pathway to Adult Disagreeableness, Personality and Individual Differences" found that children's development represents an important form of social interaction. Research has identified structural features of children's conflict as issues, such as control of objects or physical space; strategies, including aggressive and non-aggressive physical and verbal tactics; and outcomes, such as an unresolved situation, an adult-imposed solution, one child's submission to another, or a mutually agreed-upon solution. Studies of children's conflicts indicate that age makes a difference in conflict resolution; the role of gender, however, is not as clear. Children's conflicts during play are influenced by the play setting, the children's prior relationships, and the presence of adults. Disputes are more likely to occur in closed than open play areas, children who were playing together before a conflict are more likely to resolve the conflict than children who were not playing together, and children more often generate their own solutions to conflicts when an adult is absent than when an adult is present. Implications for teachers and parents can be drawn from the research on children's conflicts. Teachers should: (1) be aware of children's intentions in an apparent conflict; (2) let children who are verbally competent try to resolve their conflict themselves; (3) note whether children were playing together before the conflict; (4) make play spaces accessible

and provide ample play materials; and (5) help children, in conflicts characterized by physical strategies, to find words to use to express their feelings. (BC)

Etkin and Bowker (2018) in their research entitled "Overprotection in Adolescent Friendships" published by Merrill-Palmer Quarterly, they examined the development of adolescents' conflict frequency and conflict resolution with their best friends, and tested whether adolescents with different personality types differed in these developmental changes from early to middle adolescence.

Curiosity leads to suicidal ideation - The past decade of research on the epidemiology of suicide has yielded several key findings. First, global estimated suggest that suicide continues to be a leading cause of death and disease burden and that the number of suicide deaths increased substantially over the next several decades. Second, the significant cross-national variability reported in rates of suicide and suicidal behavior appeared to reflect the true nature of this behavior and was not due to variation in research methods. Third, there was cross-national consistency in the early age of onset of suicide ideation, the rapid transition from suicidal thoughts to suicidal behavior, and the importance of several key risk factors. Fourth, despite significant developments in treatment research and increased use of health-care services among suicidal persons in the United States, there appeared to have been little change in the rates of suicide or suicidal behavior over the past decade (Nock, 2008).

McDonald (2020) in his article "Need to Know: How Curiosity Drives Risky Behavior" people will risk physical harm just to find out what will happen," published by Psychology Today found out that adolescents who engaged in self-harming have various reasons on why they decide or thought of harming themselves. The number one reason is depressive feeling and curiosity. Adolescents become more curios in engaging with this type of activity due to several factors: peers, environment, social media, and misinformation regarding self-harming, depression and suicide.

Life occurrences - Suicidal ideation was uncommon in children less than 10 years of age but did occur (Nock et al., 2013; Pfeffer, 1984). Suicide among school aged students was a relatively rare phenomenon. Due to the infrequency of suicide among this population, this area of study had received limited investigation relative to suicide in other age groups and populations. The article reviewed research related to suicide among preadolescents, defined as children under the age of 13. The nature/extent of the problem, risks/protective factors prevention, and intervention were discussed. While empirical research on suicidal behavior in school-aged students was sparse, anecdotal reports support the notion that young children do have thoughts of suicide and can act on them. Despite these reports, administrators, teachers, parents, and legislators did not believe suicidal behavior in elementary-aged children was of concern (Barnes & Zablotny, 2011).

A person with the lived experience of suicide had struggled with suicidal thoughts or behaviors and may be an attempt survivor. Resilience was a skill that can be developed - one was not "permanently fragile" when they were an attempted survivor. Suicidal behavior by young children can be viewed differently from that of older age groups. Salvatore (2018) cited that, suicides among preadolescents were far rarer than among adolescents, but they did occur, and may be rising. And very young children experience non-fatal suicidal behavior as well. This conferred serious suicide risk carried into adolescence, young adulthood, and beyond. However, research on suicide in preadolescence still lags far behind that of teens and older age groups (Westefeld et al., 2010).

Suicide was currently the third leading cause of death for youth between the ages of 15 and 24, and each year, nearly 4,600 youth ages 10 to 24 commit suicide. Even more troubling, for every completed suicide among youth ages 15 to 24, there were between 100 and 200 suicide attempts. In fact, a nationally representative survey of youth conducted in 2011 found that 15.8% of high school students seriously contemplated suicide in the last year, 12.8% had made a plan to commit suicide, 7.8% had attempted suicide at least once, and 2.4% received medical care for an injury sustained during a suicide attempt. These troubled statistics point to a serious problem for youth today (Borden, et al., 2014).

Kesic, Vucinic, Markovic, and Jancic (2016).in their study entitled "Suicide attempts among children and

adolescents" found that adolescent stage is a crucial life-stage for everyone specially for those who battle identity and life purpose-crisis. These factors trigger the mind among the people under this age bracket to engage in self-harming or even suicide. Majority of the studies focuses on suicide and self-harm among adolescences is a major trend. Decision making and finding their purpose is one of the many dilemmas being encountered during this stage. Unfortunate events may also trigger suicidal thoughts, but it needs further assessment on how these events or factors affect the adolescent's mindset.

Frightened and depressive symptoms **-** Suicidal behavior was a leading cause of injury and death worldwide. Information about the epidemiology of such behavior was important for policy-making and prevention. The authors reviewed government data on suicide and suicidal behavior and conducted a systematic review of studies on the epidemiology of suicide published from 1997 to 2007. The authors' aims were to examine the prevalence of, trends in, and risk and protective factors for suicidal behavior in the United States and cross-nationally. The data revealed significant cross-national variability in the prevalence of suicidal behavior but consistency in age of onset, transition probabilities, and key risk factors. Suicide was more prevalent among men, whereas nonfatal suicidal behaviors were more prevalent among women and persons who were young, were unmarried, or had a psychiatric disorder. Despite an increase in the treatment of suicidal persons over the past decade, incidence rates of suicidal behavior have remained largely unchanged. Most epidemiologic research on suicidal behavior has focused on patterns and correlates of prevalence. The next generation of studies must examine synergistic effects among modifiable risk and protective factors. New studies must incorporate recent advances in survey methods and clinical assessment. Results should be used in ongoing efforts to decrease the significant loss of life caused by suicidal behavior (Science.gov, n.d.)

Suicide rates in America were the highest they've been in 50 years. According to the Centers for Disease Control (CDC), suicide rates were significantly higher in 2017 compared to 1999 among females ages 10 to 14 (1.7 and 0.5, respectively) and 15 to 24 (5.8 and 3.0) and males ages 10 to 14 (3.3 and 1.9, respectively) and 15 to 24 (22.7 and 16.8). In 2017, adolescents and young adults ages 15 to 24 had a suicide rate of 14.46.

Based on Pelkonen et al.'s (2003) Child and Adolescent Suicide: Epidemiology, Risk Factors, and Approaches to Prevention, suicide was rare in childhood and early adolescence, and becomes more frequent with increasing age. The latest mean worldwide annual rates of suicide per 100 000 were 0.5 for females and 0.9 for males among 5-14-year-olds, and 12.0 for females and 14.2 for males among 15-24-year-olds, respectively. In most countries, males outnumber females in youth suicide statistics. Although the rates vary between countries, suicide was one of the commonest causes of death among young people. Due to the growing risk for suicide with increasing age, adolescents were the main target of suicide prevention. Reportedly, less than half of young people who have committed suicide had received psychiatric care, and thus broad prevention strategies were needed in healthcare and social services. Primary care clinicians were key professionals in recognizing youth at risk for suicide. This reviews recent population-based psychological autopsy studies of youth suicides and selected follow-up studies of clinical populations and suicide attempters, analyzing risk factors for youth suicides. As youth suicides were rare, research on risk factors for youth suicidal ideation and attempted suicide was also briefly reviewed. The relationship between psychiatric disorders and adolescent suicide was now well established.

Mood disorders, substance abuse and prior suicide attempts were strongly related with youth suicides. Factors related to family adversity, social alienation and precipitating problems also contributed to the risk of suicide. The main target of effective prevention of youth suicide was to reduce suicide risk factors. Recognition and effective treatment of psychiatric disorders, e.g. depression, were essential in preventing child and adolescent suicides. Research on the treatment of diagnosed depressive disorders and of those with suicidal behavior was reviewed. In the treatment of youth depression, psycho-social treatments have proved to be useful and efficacious. Although studies on the effectiveness of selective serotonin reuptake inhibitors were limited in number, evidence supports their use as first-line antidepressant medication in youth depression. Available evidence suggests that various treatment modalities were useful in the treatment of suicidal youths, e.g. cognitive

behavioral therapy and specialized emergency room interventions. Much of the decrease in suicide ideation and suicide attempts seemed to be attributable to nonspecific elements in treatment. For high-risk youth, providing continuity of care was a challenge, since they were often non-compliant and commonly drop out or terminate their treatment prematurely. Developing efficacious treatments for suicidal children and adolescents offered better possibilities to prevent suicides.

Ziaei, Mohammadi, Dastgiri, Viitasara, Rahimi, Jeddi, and Soares (2016) in their study entitled "The Prevalence, Attitudes, and Correlates of Waterpipe Smoking Among High School Students in Iran: a Cross-Sectional Study" published by the International Journal of Behavioral Medicine stressed on the different feelings and phenomenon being experienced by adolescents who are battling suicidal thoughts. Depressive symptoms are a strong indicator that these youngsters experience. Montoro, Thombs, and Igartua (2015) in their study entitled "The association of bullying with suicide ideation, plan, and attempt among adolescents with GLB or unsure sexual identity, heterosexual identity with same-sex attraction or behavior, or heterosexual identity without same-sex attraction or behavior" published by Sante Mentale Quebec found that feelings of hopelessness, frightened of fear were the most reported feelings of adolescents who experienced suicidal ideation.

With the presence of other people - A study published in the journal JAMA Pediatrics (2018) found that the suicide rate among black children under 13 years is double the rate for white children in the same age group. This accounts for both girls and boys. According to this study, suicidal ideation linked to a worse course of depression, the symptoms of which include earlier onset, longer duration, and shorter intervals of remission. It's important to know that not all depressed children will have suicidal thoughts or show suicidal behavior. In fact, it's one of the least common symptoms of childhood depression. Also, not all children with suicidal thoughts and behavior are depressed. Perhaps most comforting to know, not all children who have suicidal thoughts will attempt suicide. However, it's a good predictor for future attempts, and these children always need to be evaluated by a professional.

Based on Lie's (2012) study of Suicide Behavior among Junior High School Students in Philippines and Indonesia Associated with the Social Factors, Female students are more likely to have suicidal behavior than male students in both Philippines and Indonesia. Filipino students are more likely to have suicide ideation than Indonesian students. However, Indonesian students who have suicidal ideation are more likely to express their thoughts by making a suicide plan. Psychosocial factors are the most important factor in student suicide behavior. Students with suicidal thoughts are more predisposed to making suicide plans. It therefore seems of utmost importance for junior high schools to strengthen the counseling services offered. Through school counseling, students can express their feelings and thoughts, possibly removing or at least reducing feelings of suicidal ideation. Through guidance from the counselor will help adolescent students to share their thoughts, help to build strong communication between teacher-student and parent-children, and help the adolescent in finding their identity in the world.

Mueller, James, and Abrutyn (2015) in their study entitled: Suicide ideation and bullying among US adolescents: examining the intersections of sexual orientation, gender, and race/ethnicity" published by Am J Public Health found that adolescents that engaged into self-harming due to suicidal ideation were conducted or attempted with the presence of other people. Disclosing their self-harming activity with someone or even a close friend or family member is not as easy as telling you are sick or having a headache. It takes a lot of courage to tell these people about what they were going through, suicidal thoughts emerge due to several factors.

Openness and ready to listen - Cluver, Orkin, and Boyes (2015) in their study entitled "Child and Adolescent Suicide Attempts, Suicidal Behavior, and Adverse Childhood Experiences in South Africa: A Prospective Study" discussed the importance of support system of the people around the adolescents who experiences suicidal thoughts and self-harming. The role of the family as the primary source of support will help these people to cope up and eventually help them heal. Friends and peers also play a vital role towards overcoming depressive symptoms and suicidal ideation, for some people find it more comfortable to open-up

their thoughts and feelings to their trusted peers. These are the examples that adolescents who experience mental health-related difficulties also seek help from people around them, especially at their young age, curiosity and misinformation is prone to them.

Happy and blessed to be alive - Zalar, Kores-Plesničar, Zalar, and Mertik (2018) in their research entitled "Suicide and Suicide Attempt Descriptors by Multimethod Approach" published by Psychiatr Danub found that despite the depressive symptoms, self-harming, suicidal ideation, and other related mental health phenomenon being experienced by adolescents, they are still thankful that they were alive and were still able to live their life to the fullest. Based on their research, respondents reveal that the more they engage with therapists and support groups, it makes them realize that there are a lot of things to be grateful for, such as the gift of life and gift of love. Adolescents need to be guided according to their needs and aspirations, support groups play a vital role towards their development and realizations, take note that life is beautiful and we need to make the most out of it.

Guilt feelings - Kotrbová et al. (2017) in their study entitled "Factors Influencing Suicidal Tendencies of Patients with Diagnosis of Attempted Suicide in Medical History and Potential Prevention of Relapse Prevention" published by Cent Eur J Public Health created an analysis on the different factors that influenced suicidal tendencies, but as related to our theme, they also found that they also felt guilt feelings, which means that it validated the data gathered by the researcher. Guilt feelings right after the suicidal attempt or self-harming were experienced by their respondents. These people must undergo further assessment and monitoring as per the recommendation of the study.

Relieved and elated - Awenat et al. (2018) in their study entitled "A qualitative analysis of suicidal psychiatric inpatients views and expectations of psychological therapy to counter suicidal thoughts, acts and deaths" published by BMC Psychiatry found that programs over the past two decades is partly a response to the perception that young people facing adversity do not have access to supportive relationships with adults and positive role models in their communities to the degree they once had. Formal mentoring programs facilitate the development of a friendship or 'match' between an older volunteer and a young person, with the objective of supporting the young persons' personal and social development.

Change of heart - Gooding et al.'s (2020) study entitled "A psychological intervention for suicide applied to non-affective psychosis: the CARMS (Cognitive Approaches to Combatting Suicidality) randomized controlled trial protocol" published by BMC psychiatry provide series of suggestion that may be of help to overcome mental health related disorders as well as suicidal ideation. Change of mindset and change of heart means an important change in the way a person feels or thinks about something or in our case, thinking about suicide or harming themselves. People change what they do less because they are given analysis that shifts their thinking than because they are shown a truth that influences their feelings. They need to overcome these thoughts and feelings, with both clinical or professional help as well as the support system of both family and friends.

Coping mechanisms - According to Bilen's (2018) Risk Factors for Suicide in Youth, the definition of youth in terms of strict age ranges was rather arbitrary and varies by country and over time. Suicide under the age of five was hard to find. Most literature (including this mini review) on youth suicide refers to school-age children (7–12 years) and adolescents (13–20 years). These young people were by nature vulnerable to mental health problems, especially during the years of adolescence. This period in life was characterized by movement, changes and transitions from one state into another, in several domains at the same time. Young people had to make decisions about important concrete directions in life, for example school, living situation, peer group etc. They must also address new challenges with regard to building their own identity, developing self-esteem, acquiring increasing independence and responsibility, building new intimate relationships, etc. In the meantime, they were subject to ongoing, changing psychological and physical processes themselves. And besides that they were often confronted with high expectations, sometimes too high, from significant relatives and peers. Such situations inevitably provoke a certain degree of helplessness, insecurity, stress and a sense of losing control. To address these challenges and successfully cope with these emotions, young people must have access to significant supporting

resources such as a stable living situation, intimate friendships, a structural framework and economic resources. Risk factors can be seen as factors that undermine this support or hinder access to these resources, while protective factors strengthen and protect these resources, or serve as a buffer against risk factors.

Depression brought about a lot of changes in a person's mind and body, such as feelings of apathy and hopelessness, and headaches and body pain. These changes were typically overwhelming and most of us needed to rely on some coping mechanisms to be able to simply function on a day to day basis. Unfortunately, not all coping mechanisms are healthy and can harm the individual, even causing death if left unchecked. Suicidal ideation was one such negative coping mechanism that was best avoided by depression.

As the term implied, suicidal ideation means thinking about taking your own life. There were two types of suicidal ideation: passive and active. Passive suicidal ideation was when you wish you were dead, but you did not take any action to make that happen. Active suicidal ideation was when you wish you were dead, and you made a plan to die by suicide. This transition was what made suicidal ideation so dangerous, and why use depressives should avoid it even though suicidal ideation was not a choice and occurs naturally.

Researchers from the Annenberg Public Policy Center (2016) identified three coping skills as being especially effective at preventing young people from developing suicidal ideation. These skills were (1) problem-solving, (2) emotional regulation, and (3) support seeking. They proposed that universal training in coping skills should be used in schools to prevent the onset of suicidal thoughts among young people. They pointed out that the most popular approach to suicide prevention used in schools, gatekeeping - while important - focused on identifying students with risk factors like depression and suicidal ideation, but did not protect students from developing these risk factors.

2.1 Synthesis

The related and studies discussed herein have similarities to the current study. The Office of Early Childhood Development (2020) reported that early life adversity encompasses distressing or traumatic events in a person's childhood which cause a person to carry destructive thoughts or behaviors into adulthood. Meanwhile, Borden, et al. (n.d.), Pfeffer (1986 as cited in Salvatore, 2018) mentioned that overt suicidal behaviors served as a potential warning sign to family, friends, teachers, and mental health professionals. suggested that preadolescents do not have to understand the finality of death to be suicidal.

On the other hand, spending precious time with family is what Xu (2017), Niesyty (2020), Zahran's (2017), studies emphasize. They said that the exploration of family time has involved present time, which covers issues of girls' time spent together with parents; generational time, regarding the communication between daughters and fathers; and finally, life course time, which is associated with different life course stages during girls' adolescence. integration of physiological processes in family research is important because they serve as mechanisms by which family experiences impact an individual's response to future events as well as their emotional and physical well-being.

Another important factor to avoid suicidal thoughts is having bonding moments with friends according to Diener and Seligman (2002), Wallis, 2005, Schmidt (2020), Bigler, et al. (2016), Cappella, et al. (2017). They said that children spend an increasing proportion of their daily social interactions with their friends once they begin school, replacing time previously spent in the company of their siblings or parents. the existence of warm, intimate, supportive, and egalitarian relationships between members of differing social outgroups is likely, at the societal level, to facilitate cooperation and cohesion, and at the individual level, to promote positive social, educational, and occupational outcomes.

Some unfortunate experience with family can also trigger such thoughts according to Briggs and Hawkins (2020), Akramova (2020), Alnefaei and Jamal (2020). They said that an increasing body of research demonstrates that negative family relationships can cause stress, impact mental health and even cause physical

symptoms. Stressors and social support were core components of stress process theory, which argues that stress can undermine mental health while social support may serve as a protective resource. Moreover, misunderstanding with friends/peers were worth mentioning also according to Etkin and Bowker (2018), and Hafen, et al. (2015). They believed that children's conflicts during play are influenced by the play setting, the children's prior relationships, and the presence of adults. the development of adolescents' conflict frequency and conflict resolution with their best friends, and tested whether adolescents with different personality types differed in these developmental changes from early to middle adolescence.

However, curiosity can lead to suicidal ideation also, as discussed by Nock (2008), and McDonald (2020). They revealed that adolescents who engaged in self-harming have various reasons on why they decide or thought of harming themselves. The number one reason is depressive feeling and curiosity. Meanwhile, Nock et al. (2013), Pfeffer (1984) Barnes and Zablotny (2011), Salvatore (2018) Borden, et al. (2014) Kesic et al. (2016), discussed about life occurrences. They said that suicidal behavior by young children can be viewed differently from that of older age groups. adolescent stage is a crucial life-stage for everyone specially for those who battle identity and life purpose-crisis.

Furthermore, frightened and depressive symptoms may also occur according to Science.gov (n.d.), Pelkonen, et al. (2003), Ziaei, et al. (2016), and Montoro, et al. (2015). They believed that mood disorders, substance abuse and prior suicide attempts were strongly related with youth suicides. Factors related to family adversity, social alienation and precipitating problems also contributed to the risk of suicide. stressed on the different feelings and phenomenon being experienced by adolescents who are battling suicidal thoughts. Depressive symptoms are a strong indicator that these youngsters experience.

However, with the presence of other people, these symptoms may be addressed according to JAMA Pediatrics (2018), Lie (2012) Mueller, et al. (2015). They said that through school counseling, students can express their feelings and thoughts, possibly removing or at least reducing feelings of suicidal ideation. Through guidance from the counselor will help adolescent students to share their thoughts, help to build strong communication between teacher-student and parent-children, and help the adolescent in finding their identity in the world. Hence, openness and being ready to listen according to Cluver et al. (2015) can be a great help. They discussed the importance of support system of the people around the adolescents who experiences suicidal thoughts and self-harming. The role of the family as the primary source of support will help these people to cope up and eventually help them heal.

Eventually, they will feel happy and blessed to be alive as supported by Zalar, et al. (2018) who found that despite the depressive symptoms, self-harming, suicidal ideation, and other related mental health phenomenon being experienced by adolescents, they are still thankful that they were alive and were still able to live their life to the fullest. Based on their research, respondents reveal that the more they engage with therapists and support groups, it makes them realize that there are a lot of things to be grateful for, such as the gift of life and gift of love.

In contrast, guilt feelings may surface according to Kotrbová, et al. (2017) based on the analysis they created on the different factors that influenced suicidal tendencies, but as related to our theme, they also found out that they also felt guilt feelings, which means that it validated the data gathered by the researcher. However, they may be relieved and elated according to Awenat et al. (2018) who found that programs over the past two decades is partly a response to the perception that young people facing adversity do not have access to supportive relationships with adults and positive role models in their communities to the degree they once had. On the other hand, a change of heart may also occur according to Gooding et al.'s (2020). All they have to do is adopt some coping mechanisms as suggested by Bilen (2018) to address these challenges and successfully cope with these emotions, young people must have access to significant supporting resources such as a stable living situation, intimate friendships, a structural framework and economic resources.

3. Methodology

Research Design - Suicide was a complex phenomenon that needed to be studied with a variety of approaches. The purpose of this study was to explore the lived experience of suicidal ideation with the phenomenology approach. An interpretative phenomenological approach was used to analyze semi-structured, in-depth interviews with only three participants (ages 12-13) who were recruited by means of purposive sampling to selected students of three different schools in Calamba City. Data analysis was conducted according to van Manen's phenomenological method. Lakeman and Fitzgerald systematically reviewed the existing literature to determine how people lived with their suicide ideation, especially in terms of "recovering a desire to live" (Lakeman & Fitzgerald, 2014). They found that people struggled with suicide ideation, and often described disconnection from others and intense suffering. A more recent review highlighted the balance people had to make between the intense suffering of continuing suicidal ideation and hope for the future after surviving a suicide attempt (Berglund et al., 2016).

Research Locale - The study was conducted in three different schools in the City of Calamba. the location was specifically chosen because it was where participants can be easily convinced to participate in the current study. Since the location was near the researcher's work station, the participants can easily trust her with sensitive information. The researcher's willingness to help young people who encountered situations related to the study inspires the participant to answer the interview questions. Some preventive measures that will guide the suicidal ideators, the school community, and the parents as well willingly shared also.

Population and Sampling - In the conduct of this qualitative research, purposeful random sampling was used. This was the most appropriate sampling of the study since this was conducted in the midst of pandemic. In this paper, the basic elements related to the selection of participants in this study were discussed through online interviews. The target population for this research was justified even during COVID19 pandemic. Even though the researcher did not target the population due to the poor internet connection of the target respondents, the study seemed to be complete.

Participants of the Study - Selected students from three different schools in Calamba City were the participants of the study. Due to Global Pandemic and sensitivity of the topic, the researcher found difficulty in convincing the parents to sign the consent letter and only three participants were interviewed. The study covered selected school-age children ages 12 to 13 years old who had the idea of suicide or taking their lives.

Research Instrument - In gathering data or information, the researcher asked semi-structured questions as interview questions. The researcher sent the verbatim transcription to the participants to verify and confirm his/her statements. So, the validity of the essence was obtained, and thus its credibility was established. The researcher utilized the following interview questions:

1. What was the most enjoyable experience you had with your family /with your friends?

2. What was the saddest experience you had with your family/ friends?

3. Do you know the concept of self- harming? Why did you ever think of harming yourself?

4. When did you begin to experience these thoughts and feelings?

5. How often have you had these thoughts? Did you feel afraid?

6. Were there people when you did this? Did you tell them that you were thinking about harming yourself? Did he/she listen to you? What did he /she do after?

7. How do you think it feels to be alive? How did you feel after your attempt or thought?

8. How do you feel about your life now? Have things changed for you?

9. Every time you experience this thought of harming yourself, what do you usually do to overcome it?

Data-Gathering Procedure - A letter of endorsement was secured from the Dean of Graduate Studies of Laguna College of Business and Arts to conduct study on suicidal ideation among selected students in school. The purpose and objectives of the study was explained to the identified participants before the approval and consent letter were signed by their guardian for their confirmation as participants of the study. The participants agreed to their participation, the date was arranged, time and place, for the thorough interview that was conducted via ZOOM or VIDEO CALL. Because of the pandemic, the interview was conducted via Zoom or google meet or other forms of social media. The interview was the integral part in the methodology of the study, since it signified the meaningfulness of the experience in the perspective of the participants. The interview process included asking permission to record, summarize notes and gather comprehensive information, insights, feelings, encountered experiences, and answers based on the questions answered by the participants. After composing the overall "essence" of the phenomenon under study, the participants were met again to verify the verbatim accounts they shared during the interview. It was the last step so that the participants themselves may clarify and rectify their responses, so the validity of the essence was obtained, thus its credibility was established.

Ethical Considerations - The researcher assured the participants' data will be kept confidential since the study was a 'sensitive research topic'. In examining such data, researchers were exposed to narratives and intimate details of the trauma experiences by the children's ideators who have harmed themselves. To ensure the use of ethical procedures, the purpose of the research, procedures, and outcomes were explained to the participants. Since the participants in this study were of minor age, an informed consent from their parents was secured. Interviews conducted at their most convenient time. After the interview, the copy or the verbatim responses were sent to them for verification of their given statement.

Treatment for Qualitative Data - After gathering all the needed data from the conducted interviews, the researcher made a written copy of the interviews verbatim with her selected student and used color–coding to take note of the responses. After the interview, the researcher quoted the connectivity of responses of the participants, categorized and aligned them according to the interview questions utilized and organized them in tables. The researcher imparted her own observations. The emerging themes were identified and extracted from the similar responses per line. Detailed discussion and reflections were included after each table and theme.

4. Presentation, analysis, and interpretation of data

Corollary Question 1. What themes emerged from the testimonies of the participants who have suicidal tendencies?

1. What was the most enjoyable experience you had with your family?

When asked about the most enjoyable experience they had with their family, the participants replied that it was **Moments with Family**. Participant A said that it was the moment whenever he talked with her mommy telling her what happened last year. On the other hand, Participant B said that when her mama returned home last year, because their family was complete. Parents' utmost desire is for their children to experience the good life, hence, they work hard to achieve such. However, not all children are accepting and understanding of the reason behind their parents' focus on work, especially those who are working abroad. Though the present technology can ease such concerns of most children, nothing can compare with their parents' presence. Therefore, when given the chance to be with either parents, the children make the most of what they can have.

Thematic Chart A

Moments with family

Participant	Responses	Subordinate Themes
Participant A	*I guess po yung moment na nakausap ko po si Mommy tungkol dun sa "nangyari" sa akin last year. Naopen ko po sa kanya ang nangyari, si*	Opening up to Mom

	Mommy ko po talaga ang kasama ko lagi eh.	
Participant B	*Pag ka po ano, yung umuwi po si Mama last year. Kasi kumpleto po kami nun. Ngayon po kasi kulang po kami.*	Complete with Mama

According to Shirk et al. (2005), in times of higher stress, mothers' availability was important as a buffer for depression in youth. In low-stress times, maternal availability was not as clearly related to risk for depression. Their findings appear consistent with the idea that if adolescents feel increased stress and perceive their caregivers to be unavailable, they may be more vulnerable to emotional distress and depression. Family happiness is an important thing because happy conditions make family members have a positive picture of their family, and this can support the achievement of personal happiness of family members. Diener and Biswas-Diener (2010) and Franklin (2010) agree that happiness is a positive experience with life satisfaction when one can develop according to one's potential. When a family is perceived by its members as an environment that supports self-development, each family member has a greater chance of self-actualizing and achieving happiness.

2. What was the most enjoyable experience you had with your friends?

Thematic Chart B

Bonding moments with friends/peers

Participants	Responses
Participant A	*Sa friends, I guess araw-araw na kasama ko sila.*
Participant B	*Nung Last year po nung grade 6, nung Farewell Party.*
Participant C	*Yung magkakasama kami. Sa classmates po yung kasama ko po sila manood ng palaro pag sportsfest. Yung magkakasama kaming nag aaral.*

With the theme, **Bonding Moments with Friends/Peers**, participants have different responses and experiences with their friends. One thing that the researcher noticed during the interview was that they missed their classmates and friends and remembered the moments that they had when they were together. Participant A, enjoyed being with friends every day. Participant B remembered her most unforgettable moments with her friends when they were in grade 6, while Participant C cherished the activities and happy moment when they were together in school. Friendship is a close connection they have with their chosen family. Friends are the sisters and brothers they never had, and are by their side through life's ups and downs. They understand that a friend is someone who understands their past, believes in their future, and accepts them just the way they are. And happiness is always present if they have them, not only if there is an event to celebrate but every day.

Friendships are found in the majority of, if not all, societies, and generally during the various phases of life. Although they manifest differently depending on the cultural system, friendships always have some aspects present, no matter where or at what moment of the lifecycle they are established. For example, it is a voluntary relationship that involves mutual appreciation and reciprocity. Friends have interests, tastes or other characteristics in common. Furthermore, friends help and are committed to one another, presenting higher levels of cooperation than non-friends. Thus, friendship can be characterized as an intimate bilateral, mutual and voluntary relationship (Bukowski et al., 2009; Krappmann, 1996; Lisboa & Koller, 2003), cited by Ribeirão Preto, 2012 in his article" Intimate Friendship Relationships Among Young Adults".

Friendship is a significant relationship for people, which promotes happiness and life satisfaction through instrumental rewards, emotional support and companionship (Argyle, 2001). Mendelson and Aboud (1999) identified and categorized six different component functions of friendship: (a) stimulating companionship, (b) help, (c) intimacy, (d) reliable alliance, (e) self-validation, and (f) emotional security. The function of stimulating companionship takes into account engaging in enjoyable, entertaining and stimulating activities together. Help addresses the provision of guidance, advice, assistance and other forms of support. Intimacy concerns sensitivity to the states and needs of the other, providing openness to honest expression of thoughts, feelings and personal information. Reliable alliance reflects availability and continuous loyalty. Self-validation involves the function of reassuring, encouraging and helping each other to maintain a positive self-image. Finally, emotional security covers the provision of comfort and trust in new or threatening situations.

In the study conducted by two pioneers of Positive Psychology, Diener and Seligman (2002) at the University of Illinois, on a survey of personal happiness, they found that the most salient characteristics shared by students who were very happy and showed the fewest signs of depression were "their strong ties to friends and family and commitment to spending time with them" (Wallis, 2005).

3. What was the saddest experience you had with your family?

Thematic Chart C

Sad experience with family

Participant	Responses	Subordinate Themes
Participant A	*Wala naman po, pag kasama ko po sila masaya ako.*	No sad moments
Participant C	*Sa family ko? Siguro po di ko na nakikita yung Papa ko, tapos sa bahay ikaw na nga ang gumagawa lahat, ikaw pa ang pagagalitan.*	Absence of a family member and reprimand.

With the theme, **Sad Experience with Family**, the participants shared their saddest experience with their family, except for participant B who was reluctant to share her unfortunate experience with her family and just shrugged her shoulders sadly. Upon talking to these kids, Participant A said that she had no sad moment as long as she was with family, it was happiness for her. Meanwhile, Participant C was sad for not seeing her father for a long time. Moreover, she confided that even if she was the only one who did all the housework, she was still always scolded. These things make her sad. The family is the most essential component of a country. A home is that where a family lives. No matter how ideal a family in terms of their relationship, there is still hardship and misunderstanding that will come along the way. Having a healthy and happy family is everyone's dream, but many could not succeed at it, and if it happened, the most affected is the child. Communication between parents and children is not necessarily difficult but requires certain skills, availability, and time. Relations between parents and children represent some significant communication interactions.

Communication between the parent and the child involves more than just simple expressions. Through it the parent seeks to be intelligible to the child, both in terms of the specific content of communication and in terms of its general content. Communicating to the child is very different from scolding them. and the presence of every member of the family is the essence of living in our home happily. Effective daily communication with the child helps the relationship interaction between parent and child and the harmonious and complex development. Few things are more valuable to the child than the chance to talk with one of his/her parents. As what Tolstoy (n.d.) said, "All happy families are alike; each unhappy family is unhappy in its own way." Communication is the engine of closed relationships and upon it depends the quality of the relationship. It is necessary in any relationship, especially in the family. Communication involves listening, availability, understanding, mutual respect, love and emotion. It is a very essential need of a growing child not our anger, to communicate means to know how to give our children good advice and to inspire them, and in return we can build a good relationship with our kids.

4. What was the saddest experience you had with them, your friends?

Thematic Chart D

Misunderstanding among friends

Participant	Responses	Subordinate Themes
Participant A	*Wala naman po, pag kasama ko po sila masaya ako.*	Subordinate Themes
Participant B	*Hmmm… pag po may hindi pagkakaintindihan, syempre po sobrang daming nasasabi di na tungkol dun sa napag aawayan. Nung pong nag aaway away na po kami nina Simon iniwanan na kami nina Simon kasi may iba na daw siyang kaibigan. Kasama sa friends ko si Simon, kaso umalis na po sila. Umayaw na po siya (Simon) sa friendship namin, umalis sya sa group namin.*	None
Participant C	*Sa friends ko naman yung nag aaway away kami. Hindi kami nag iimikan. Halos di na kami nagkakasamasama.*	Misunderstanding with Friends

With the theme, **misunderstanding with Friends**, the participants shared their testimonies about the saddest experience with their friends. For Participant A, she said that she never felt unhappiness because she was happy whenever she was with friends. However, Participants B and C experienced **Misunderstanding with Friends**. Participant B said that she experienced sadness when there was misunderstanding between them and their friends. And for them, happiness comes from their peers and if they leave, their lives will never be complete again. Likewise, Participant C felt unhappy when she quarreled with her friends. Friends are one of the sweetest people that to be taken care of. And sometimes people felt responsible for them. The worst distance between friends is misunderstanding. Sometimes the feeling of loss is apparent for best friends who cannot be lost. That is friendship, and it hurts people a lot if they could not understand each other.

Similarly, Fuller quotes, "No man can be happy without a friend, nor be sure of his/her friend till he is unhappy". In this generation and even before, friends are the most important person outside one's home. But they are family. Most of the time, people are more open to them than their family. They can share their problems with them, even their very personal family problems they encounter, they can tell them. That is why there are secrets in this kind of relationship. If you can tell everything about yourself to a person, that person was considered your best friend. So, if they quarrel with them they were experiencing fear, there was something that comes to their minds, maybe they will tell somebody everything that they tell them . Friendship is considered one of the central human experiences, and has been sanctified by all major religions. The Greco-Roman had, as a paramount example, the friendship of Orestes and Pylades. The Abrahamic faiths have the story of David and Jonathan. The Christian Gospels state that Jesus Christ declared, "No one has greater love than this, to lay down one's life for one's friends."(John 15:13)

Arguments between friends can be healthy, provided they are dealt with in the right way. Bickering, getting defensive and avoiding the issue entirely are not healthy ways to deal with conflict, says psychologist Susan Heitler in the "Psychology Today" article, "What Makes Conflict? How are Conflicts Resolved?" Talking about the problem with your friend is the only way to reach a resolution. Both parties need to agree that a conflict exists before taking turns to suggest ways to deal with the issue, explore the pros and cons of each suggestion and reach a compromise. If both of your concerns are addressed, neither will feel short-changed, and the effective resolution of the conflict will strengthen your existing bond.

5. Do you know the concept of self-harm?

Thematic Chart E

Curiosity leads to suicidal ideation

Participant	Responses	Subordinate Themes
Participant A	*Opo, curious po ako.*	Curiosity
Participant B	*Nung umayos na po ang lahat saka ko naisip na ay, ba't ko ginawa yun? Wala po siguro sobrang hindi ko na po din alam ang gagawin ko, ganon. Kasi po syempre minsan wala, busy po sila Ate wala akong minsan nakakasama dito, tapos nagkakaproblema ako di po ako . di ako masyadong open sa family.*	Confusion and Poor Communication
Participant B	*Ako po? Ahmm. Opo naman po. Yung siguro yung sobrang lungkot ko, tapos wala akong mapag sabihan, tapos papagalitan ka pa.*	Sadness

With the theme, **Curiosity Leads to Suicidal Ideation,** the participants shared that they knew the concept of harming themselves. Participant A said that it was out of curiosity that they didn't know why did she do it. According to participant B, their family were always busy she did not have open communication with her family. Participant C experienced severe sadness because she had no one to share such feelings and she was always scolded. Expressing their thoughts were not just attention seeking for most of the teens, but they need help. They need someone to fix their needs. The people around them, especially their families and friends may not be aware of such needs and may have misinterpreted them as just attention seekers. Most of the time the people around them are not that sensitive these problems.

Everyone feels down at times. Miscommunication in our family or a bad situation leads to low mood. Sometimes sadness comes on for no apparent reason. What we don't know is how many people live in the nebulous gray space between fleeting thought and attempt — those dealing with passive, not active, suicidal ideation. As a parent, teacher or guidance associate, we should know that compassion really is key in helping someone to recover from any hard situation. Whether it is encouraging them to do something that might help them cope with what they were experiencing, like seeking out appropriate treatment, or offering to do something they are struggling with – even if it is just cleaning up the yard. We could encourage them gently to talk about their feelings or make them aware that we totally understand if they don't want to open up just yet. Reassure them that their situation is going to get better and let them know we are there to support them no matter what.

According to Dr. Walsh, 2018, self-injury is primarily attractive to people who are experiencing strong and painful emotions such as anxiety, depression, shame or anger as a means of regulating and controlling these negative emotions. In fact, self-injury is a form of coping (if not healthy coping). It does help people to manage their painful emotions. People who self-injury repeatedly will typically not have available to them better, more functional ways of coping with painful moods. And as a way of manipulating others to gain their sympathy and attention. Dr. Walsh suggests that this may occur sometimes, but that in the vast majority of cases where self-injury is chronically present, there is no manipulative intent, but instead only the use of self-injury as a means of emotion regulation.

There is a direct connection between depression and self-harming behaviors in adolescent students. The most common reasons why adolescents participate in self-injury are as a coping mechanism, a means of relief, for the regulation of feelings, self-punishment, attention seeking and sensation seeking. There is often a link between depressive symptoms and negative life events or past trauma. Multiple methods of self-harm are often performed by students and may be carried out several times over the course of many months, the techniques used vary greatly. Schools are one of the most important institutions that are in a position to help-self injurers (Hendrick, 2016).

6. When did you begin to experience these thoughts and feelings?

Thematic Chart F

Life occurrences

Participant	Responses	Subordinate Themes
Participant B	*Nung Grade 6 lang po,nang umalis si Mama for abroad, si Papa umalis din.*	Absence of Parents
Participant C	*Nung last year pa po, grade 6, Umalis kasi si Papa, si Mama kailangang magwork,naiwan ako lagi kina Lola kasama ang mga pinsan ko. Palagi akong pianapagalitan ni Lola kahit wala naman akong kasalanan.*	Absence of Parents and Always Scolded
Participant A	*Nung namatay po si Lola ko*	Lola's death

With the theme, **Life Occurrences,** the participants shared their when they experienced self-harming at their very young age. Participant B revealed that it was the Absence of Parents that triggered negative thoughts. Meanwhile, Participant C said that it started when she was in Grade 6 when her father left and her mother was busy working and she was left in the care of her grandparents. On the other hand, Participant A experienced it when her Lola died. Feelings of being abandoned are emotions that teens fail to understand, especially if they are not explained clearly to them. Most parents are not properly learned on the importance of discussing with their children important decisions like leaving their home either temporarily or permanently. They take for granted the ability of the children to understand decisions. It is very typical of Filipino parents because of our culture that children should just accept what their parents will tell them.

Early life experiences, such as childhood adversities or poor parenting practices, can impact on the ability to cope with stressors across the lifespan. Furthermore, poor coping skills can lead to the development of mental illnesses, self-harm, and suicidal behavior. When current stress levels were high, childhood adversities and parental over control and over indulgence were related to higher rates of mental health problems, self-harm, and

suicidal behavior. Poor coping skills were associated with negative mental health outcomes. Social support and good emotion‑regulation strategies were related to effective coping, while parental over control and overindulgence, female gender, and younger age were related to poorer coping. The study highlights the importance of developing good coping skills to deal with life stressors, thereby minimizing the risk of psychological problems and suicidal behavior. The findings provide support for initiatives to help parents improve their parenting skills and other programs to help young people cope with stress, and to develop social networks and adaptive emotion‑regulation strategies (McLafferty, 2019).

There were many beautiful and uplifting things in life, but there is also loss. Losing a loved one can trigger intense feelings of grief. For some people, this grief can lead to depression or make underlying depression worse. Grief is a normal, expected set of emotions that can occur after the loss of a loved one. However, some people experience a more significant and longer-lasting level of grief. This is known as complicated grief (Rachel Nall, 2017 on healthline.com). Counsellor Damien Mouzoun stated in The New Times, 2019, lack of parental emotion and attachment often affects children as they become defensive and baited. Their comportment as a grown up is unconsciously triggered by their emotional childhood isolation.

7. How often have you had these thoughts? Did you feel afraid?

Thematic Chart G

Frequency of self-harm thoughts and feelings associated with it

Participant	Responses	Subordinate Themes
Participant B	*Pag may problema lang po, ganon talaga, problema lang po. Pag may problema lang po , Opo, madaming beses. Opo naman po. Natatakot po ako, kasi syempre madami pong iisipin sa akin yung ibang tao.*	Occurrence of life problems; Fear
Participant C	*Maraming beses na po, pag nalulungkot po ako . Opo naman po, natatakot ako. Baka mapunta ako sa hell hahaha…*	When sadness strikes; fear
Participant A	*Isang beses lang po talaga, tapos di na po umulit. Opo. Opo.*	Once; fear

With the theme, **Frequency of Self-Harm Thoughts and Feelings Associated with It,** participant divulged how often they had the thoughts of self-harm and if they felt afraid when they did. Participant B revealed that it did when there is **Occurrence of life problems**. She admitted that she felt **Fear** because of what people may think about her. While Participant C said that **When sadness strikes**, negative thoughts pervaded. She also felt **Fear** because she was afraid that she will go to hell if she did it. Participant A said, she thought of it Once only. It never happened again. She further said that she was just afraid. Every person needs attention and affirmation that he/she is not alone. The sense of belongingness and the thought of needing someone in times of trouble and heartaches are normal for any person. Hence, when they feel that nobody is there to turn to, their first thought will be they have been abandoned. This feeling can trigger negative feeling in children which when not address at once is harmful for their emotional stability.

According to The Australian Parenting Website, updated April 2, 2019, Young people who self-harm sometimes try to hide it. They're often ashamed of their behavior and worry that people will be angry with them, reject them or not understand why they're self-harming. Posted by Jo Lockwood, 2020; Self-harm and suicide prevention in young people are global public health priorities. Suicide is among the leading causes of death in young people worldwide (WHO, 2014) and rates of self-harm and suicidal behaviors in the young are prevalent and increasing (NHS Digital, 2017). As many as a quarter of 17-year-olds were recently reported to have self-harmed in the previous year (Patalay et al., 2021). We know that self-harm in young people increases the risk for future suicide and early mortality substantially (Hawton et al., 2020). Intervention approaches that support early recognition and response to suicidal behavior and self-harm in the young are therefore vital in suicide prevention efforts.

Self-harm is when people deliberately hurt themselves as a way of coping with painful or strong emotions. It's a way of trying to get control over the feelings or relief from them. (the Australian Parenting Website, 2019). Suicide obsessions involve repetitive, unwanted thoughts of suicide that cause severe distress. In contrast to

other types of suicidal thoughts, suicide obsessions are that do not reflect a "true" intention to kill or harm oneself but rather reflect a repetitive thought loop that gets stuck. Suicide obsessions can occur spontaneously, seemingly out of nowhere, or may be triggered by unpleasant (or even pleasant!) activities. These repeated, unwanted thoughts about death, suicide, or self-harm may occur many times throughout the day.

Not all obsessions in this category involve death. Some individuals have unwanted thoughts involving self-injurious or self-mutilating behaviors, which instead might be more accurately referred to as "self-harm obsessions" rather than "suicide obsessions." These obsessions should be distinguished from "self-harm compulsions," which I discuss briefly in my post on anger and OCD. Self-harm compulsions are self-harm behaviors that are sometimes performed to alleviate guilt (e.g., if I have scrupulosity and fear that I have offended God, I may harm myself or deprive myself of something as an act of atonement) (Seay, 2012).

8. Were there people when you did this?

Thematic Chart H

With the presence of other people

Participant	Responses	Subordinate Themes
Participant A	*Si Mommy lang po talaga ang sinabihan ko nun*	Mommy
Participant B	*Meron po, meron pang iba. Minsan po mag isa ako. Pero … minsan may kasama ako*	With others/alone
Participant C	*Wala po.*	Alone

With the theme, **With the Presence of Other People,** the participants shared that there were other people when they did the self-harm. Participant A said that she told her Mom about it. While Participant B courageously answered that she did it alone and sometimes with her classmate and she named one. But Participant C said she did it alone. During the follow up interview, Participant C courageously told the researcher that she was doing the self-harm alone. It is difficult to imagine what lead a friend, family member, or young people to have the idea of suicide. While it is true that anyone can be affected by self-harm, some people are more likely to self-harm because of things that have happened in their lives - where they live, things that are happening with friends, family or at school or a combination of these. It is not always easy when dealing with the negativity, hostility, and moodiness that go hand in hand with children who have suicidal tendencies, but they have to understand that they do not necessarily mean what they are doing in their current state of mind.

Self-injury also may reflect a person's self-hatred. Some self-injurers are punishing themselves for having strong feelings that they were usually not allowed to express as children. They also may be punishing themselves for somehow being bad and undeserving. These feelings are an outgrowth of abuse and a belief that the abuse was deserved. Even though there is the possibility that a self-inflicted injury may result in life-threatening damage, self-injury is not considered to be suicidal behavior. It can be difficult to know how to talk to your friends, family or a health professional about self-harm. But many people feel more supported and less alone after talking to someone. Self-harm is usually a hidden activity which young people feel ashamed of; the last thing they want is attention. They often don't tell friends or family what's happening and are unlikely to actively seek help, because of low self-esteem and stigma.

Despite its appearance as self-destructive, direct research with young people tells us that not only are they not attempting suicide when they self-harm, they are doing it to avoid it. It's a way of keeping alive, of managing feelings – actually more a sign of hope than despair. In that way they experience it as therapeutic. A vast majority of parents and caregivers don't know about their children's suicidal thoughts or actions, a new study suggests, even as family dynamics are linked to the dangerous behaviors. Meanwhile, family conflict – involving factors such as fighting, criticism, competitiveness and anger within a family – was associated with a higher likelihood of suicide ideation and non-suicidal self-injury among children. Low parental monitoring – the extent to which children were "tracked and supervised by their parents" – was tied to suicidal ideation, suicide attempts and self-injury. (Study of Katelyn Newman, published in U.S. News Feb.2020)

It can be hard to understand why people cut themselves on purpose. Cutting is a way some people try to cope with the pain of strong emotions, intense pressure, or upsetting relationship problems. They may be dealing with feelings that seem too difficult to bear or bad situations they think can't change. Some people cut because they feel desperate for relief from bad feelings. People who cut may not know better ways to get relief from emotional pain or pressure. Some people cut to express strong feelings of rage, sorrow, rejection, desperation, longing, or emptiness (TeensHealth from Nermous, reviewed by: D'Arcy Lyness PhD., July, 2015).

Feeling lonely might cause a person to self-harm. If they are resorting to self-harm, chances they are faced with a problem or set of problems that, for whatever reason, they feel they cannot share with their friends or family -- at least, that is how you may have felt when they first turned to self-harm. Self-harm presents itself as a solution when no other solution seems to exist. Feeling alone in dealing with their problems and unable to reach out to others gives self-harm a prime window in which to take advantage of their vulnerability. In this way, self-harm is borne of feeling lonely. Self-harm makes people feel lonely because it demands that they hide an important part of themselves and of their life from others, including those who are closest to them. It wants to be kept secret. It wants to live in unseen corners, controlling them with the threat of exposure.

Being open about self-harm is hard. For one, they risk having it taken away from you by concerned outside forces. Second, there is a lot of cultural baggage attached to it that may elicit feelings of shame and embarrassment. Third, by opening yourself up to the world in this way, they run the risk of being completely misunderstood. The people whose opinion they care about the most may not understand self-harm in the way that they do and may approach it with judgment or unhelpful platitudes that miss the point entirely, and in a way that is more painful to bear than even the shame and embarrassment of social taboo ("The Stigma of Self-Injury"). Self-harm manipulates all these fears of exposure to keep them at a safe distance from everyone around them, thus ensuring that it is never found out and that their feelings of loneliness due to self-harm increase (Chang, 2018)

9. Did you tell them that you were thinking about harming yourself? Did he/she listen to you? What did he/she do after?

Thematic Chart I

Openness and ready to listen

Participant	Responses	Subordinate Themes
Participant A	*Opo, pinakinggan niya ako. I guess nag-usap po kami, nagkaintindihan po at lahat.*	communication
Participant B	*Minsan nag- oopen ako sa kanila. Wala lang po silang sinabi, ang iniisip lang po Oho, lalong lalo na po si Ate, Oho, nakikinig po siya, pinagsabihan niya lang po ako. Kasi baka, kasi sabi niya mag-open na daw po ako ganon*	communication
Participant C	*Wala po. Hindi po. Nagsosori lang ako po kay GOD para hindi ako mapunta sa hell.*	None/Saying sorry to God

With the theme, **Openness and Ready to Listen** the participants shared what they were thinking when they self-harm. There was no hesitation on Participant A when she told her Mom about harming herself. She knew that her Mommy would listen to her. Participant B stated that she told her Ate about what happened. Her Ate listened to her and advised to not do it again, and told her to always open up to her. However, Participant C didn't tell anybody about what happened but she asked forgiveness from GOD, so that she would not go to hell. Sometimes the ultimate way of a person to cope up in his/her difficult situation is talking to God. The more he/she prayed he/she felt comforted as if the more they did it, the more they became closer to God, the more they felt that GOD is near them and He will forgive them as they ask forgiveness from Him. And what a comforting experience when someone in the family lend an open ear to them.

Forgiveness is conceptualized as a motivationally and volitionally unique method of coping that does not require restitution, retribution, or reconciliation and which can be dispositional and/or situational in nature. Further, forgiveness is described as a process that is voluntary undertaken by a victim of an offense, consisting of offering, feeling or seeking a change from negative to positive cognitions, behaviors and affect towards a

transgressor, including self, others, and God (Toussaint and Webb,2005; Worthington, 1998). According to Fritz Chery, 2020, self-mutilation can happen when someone feels God has rejected them or doesn't love them, which isn't true. God loves you so much. He bought you with a high price. Jesus died to show God's awesome love for you. Stop trusting in your mind and trust in the Lord instead. We must not be unkind, but show compassion to cutters. A cutter may feel relieved after cutting, but then feels grief and more depressed later. God is the best listener and comforter. Tell Him the root of your problems. Use the Lord's strength to resist the devil. Tell the Holy Spirit, "I need your help." You must not hide this problem; you must tell someone.

It is very clear that talking about suicide does not give your child ideas about trying it or increase the risk of a suicide attempt in the future. Talking about suicide shows your child that you are concerned and want to help. As human beings, our lives are profoundly influenced by how we experience, handle, and express emotions. At some point in our lives, we all experience extreme sadness, fear, stress, joy, and love. When something good happens to us, we feel lightness and joy in our hearts. When we experience losses and defeats, we have a sinking feeling at the bottom of our stomachs (Posted by Imi Lo, 2021). Fletcher, 2021 cited this revelation of Andrelton Simmons an athlete, There's a lot of people out there that are going through stressful times," Simmons revealed. "For different types of reasons. Which brings a lot of fear or anxiety? And I know there's the fear of seeking help/assistance because of the perception of people thinking there's something wrong with you, but I think in reality there are way more people than you might think that are going through stressful stuff, which can come in different ways: fear, loss, trauma, problems with loved ones. You're not alone. You don't have to keep everything bottled up. Find someone that can help you express your emotions freely and that can assist you with it.

Indeed, surrender to God may be inversely related to stress via a paradoxical reduction of need for control. Stress can be understood as a response occurring when an individual perceives a lack of, or is unable to exercise, control over some or all aspects of a situation (Koolhaas et al., 2011). Because surrender to God inherently requires relinquishment of control, it is reasonable to posit that surrender to God may exacerbate one's experience of stress; however, it is important to note that, in the process of surrender, control is not absent but, rather, has been granted to someone else (Wong-McDonald & Gorsuch, 2000). Theorists have explored this idea, noting that "reliance on God has been used as a positive coping strategy by prophets and believers in stressful situations" (Bonab & Kooshar, 2011). Such relinquishment of control may facilitate a sense of relief if a stressor is perceived to exceed one's coping resources and if, at the same time, an individual also perceives their God or deity to have a greater ability to resolve a stressful situation than the individual themselves (Thuné-Boyle et al., 2011; Wilt et al., 2016).

There are people who undergo a tremendous amount of pain yet remain grateful and thankful to God on days they are pain-free. Talking openly with our child and express concern, support, and love. If our child does not feel comfortable talking to us, suggest that he/she talk to another trusted adult such as a family member, a pastor, minister, rabbi or priest, a coach, a school counselor, or a family doctor. (Higgins, 2016). According to Alcorn (2020), Good Comes Through Adversity. It can show me the impossibility of finding true happiness outside of God. When what I once leaned on for happiness—my health, career, wealth, or popularity—crumbles into dust, the way is cleared for me to see that God is my only solid foundation. We're right to ask God for relief. Nevertheless, every time we ask Him to remove difficulty, we may be asking Him to forgo an opportunity to declare His greatness or deepen our relationship with Him.

10. What do you think it feels to be alive?

With the theme, **Happy and Blessed to be Alive, t**he participants said that they felt happy and blessed because they were still alive and still fighting for the circumstances. To realize and to be thankful to GOD that you are alive is a blessing and consider yourself as a lucky person and what is happening to you is incomparable to the things that is happening around you and lifetime experience that no one can understand, only GOD. That's a positive realization and to feel the experience of guilt, that's a sign that you are returning to your original life, a perfect creation of GOD Almighty.

Thematic Chart J

Happy and blessed to be alive

Participant	Responses
Participant A	*Masaya po ako na maramdaman na buhay pa po ako*
Participant B	*Ano po, naisip ko maswerte po ako, kasi kung titingnan ko po yung ibang tao kasi kahit marami silang problema, ano lumalaban sila*
Participant C	*Ngayon po masaya naman po. Masaya po akong buhay ako ngayon*

In positive psychology research, gratitude is strongly and consistently associated with greater happiness. Gratitude helps people feel more positive emotions, relish good experiences, improve their health, deal with adversity, and build strong relationships. Johnson (2012), said that while it's important to have goals and strive to achieve a good life, their attainment does not determine if they live a wonderful life. When they achieve a goal, it certainly creates satisfaction, but their wonderful life usually happens in the journey towards attaining their goal. It comes from the inspiration, hope, and motivation that leads to their actions to attain a goal. But living a wonderful life can happen regardless of achieving a goal or not.

Life rarely turns out as planned or expected. Some things will be better than they could ever have dreamed and others will be more challenging than they could ever anticipate. While it's important to know where they want to go and to try to get there, it is equally important to be honorable, balanced, and helpful. The majority of them make sacrifices for the people they love from their families to their friends. While these sacrifices can deter them from pursuing a dream, they may also be the unexpected catalyst that allows them to live a wonderful life. (Johnson, 2012). Living a wonderful life is really about how they perceive the events that make up their life. They can cling to the happiness they planned to find on an untraveled road or they can embrace the happiness they actually experience on the road they travel. Happiness happens when they recognize their planned and unplanned **blessings** and can be **thankful** for them (Johnson, 2012). No one lives a made for the movies life that wraps everything up in a perfect package in mere minutes. Lives are full of the unexpected and unplanned that ranges from unwanted chaos to unexpected happiness, and they have to remember that both the chaos and happiness contribute to living our own version of *It's a Wonderful Life*. (Johnson,2012)

11. How did you feel after your attempt or thought?

Thematic Chart K

Guilty feelings

Participant	Responses
Participant A	*Medyo naguilty rin po ako.*
Participant B	*Naawa din po ako kina Mama kasi syempre po , nagsasakripisyo sila para sa akin at para sa aming magkakapatid, kaya mas pinili ko pong lumaban.*
Participant C	*Nagsisisi po ako na iniisip ko yung… yung ganon. Nagiguilty po ako.dapat po di ko yun ginagawa.*

With the theme, **Guilty Feelings** the participants shared their feelings when they attempted suicide. Participant A said that she felt guilty after the suicidal thoughts occurred. Participant B pitied her family because of the sacrifices they made, so she decided to fight. Meanwhile Participant C was regretful of such negative thoughts. She felt guilty and realized that she should have not done it. Guilt feelings may be felt by those who have suicidal thoughts after they thought of it thoroughly. They might hesitate and have second thoughts about the actions to be done in relation to suicidal ideation. The guilt involves family members, most especially their mothers who are more emotional that fathers. Although guilty feelings were somewhat negative in terms, in this situation this became positive for these children who have thoughts of harming themselves. According to an article, Good Therapy 2016; updated Nov. 11,2019, Guilt is a feeling people typically have after doing something wrong, intentionally or accidentally. A person's sense of guilt usually relates to their moral code. Guilt isn't necessarily bad. Sometimes it's even productive. Feeling bad after making a mistake can lead to change, such as an apology or a decision to make different choices in the future. A "guilty pleasure" can describe something harmless a person enjoys even if they feel they shouldn't or are embarrassed about their tastes (Good

Therapy 2016; updated Nov. 11, 2019). But guilt is sometimes unhelpful. It can cause physical symptoms, self-doubt, decreased self-esteem, and shame. It can be difficult to overcome these feelings, especially in the case of chronic guilt (Good Therapy 2016; updated Nov. 11, 2019).

12. How do you feel about your life now? Have things changed you?

Thematic Chart L

Feeling of happiness

Participant	Responses
Participant A	*Ayos na po ako ngayon hehehe*
Participant B	*Hehe Masaya na po. Parang maluwag na sa pakiramdam*
Participant C	*Okey lang po. Ummm… masaya, opo masaya na po*

With the theme, **Feeling of Happiness,** the participants revealed their feelings about their lives now. Participants A, B and C shared that they were happy now. When people are bombarded by bad-news stories, it is hard for them to not feel discouraged or even depressed. They always feel sad and frustrated. To be happy is very difficult but if they know their purpose in life and appreciate who they are, they should be. Happiness has lots of meanings. They are happy if there is safety and security in their life, and they are happy in the deepest way when they feel a sense of belonging and connection with one another, and with the beautiful world around them. They are happy if they have a sense of purpose and meaning; they are happy if they can learn to tend their own heart and mind in a way that brings inner well-being and peace and joy amidst the diversities of life. Happiness in the deepest sense is not a feeling state or a succession of pleasures, but a deep sense of well-being and an appreciation for life itself, with all of its mystery and changes.

There is inevitably suffering in every human life, and nothing insulates us from this—no amount of money, success, fame, or accomplishment. But it's possible to cultivate and develop a sense of well-being, joy, deep happiness, and worth, even amidst the difficulties of life. I've been in the poorest refugee camps and seen people move with more dignity, connection to others, and love than in circumstances of tremendous wealth and prosperity (Jill Suttie, Jan. 4, 2019). *Psychology* found that adverse experiences often promote hardiness and resilience, shaping how people handle subsequent challenges. In other words, experiencing trauma does not simply condemn them to a life of suffering and helplessness. Instead, they can pull strength, courage, and wisdom out of misfortune after having been caught in it. Now there is evidence that the benefits may run even deeper than that: A recent study suggests that experiencing adversity can not only equip us to deal with negative events but also help them appreciate the positive ones, possibly increasing our overall satisfaction with life. Graham (2015).

The Thematic Chart L displays post feelings after suffering from suicidal thoughts. The participant had mentioned moving on and feeling better now than before. An indication that there is an availability of hope after self-harm that is caused by unhealthy ideation. According to 5ense Listener Scholar (2018), "You feel better after self-harm because it has become a way of coping for you." It is a temporary release from many negative emotions which for some reason seem to help many in the short term. It turns inner pain outside therefore giving it a focus which can be seen by the eye and making it easier to deal with. Physical pain is often easier to overcome than emotional pain and for this reason self-harm suddenly becomes less of a ghastly act and becomes something a little more understandable. Many find the physical pain comforting as it is temporarily distracting from any other forms of pain while others feel no pain whatsoever when they harm themselves but feel in control of what they are doing when they cannot control the actual feelings they are experiencing.

13. Have things changed you?

With the theme, **Varied Changes**, the participants discussed the changes that they went through. Participant A, became more open to her Mom. While Participant B changed her attitude and became closer to her family unlike when she was with her lola and uncle. And Participant C said she was more focused on her studies.

Changes made the people live a happy and beautiful life again, especially when they open-up the communication line to their family and loved ones. They will know that their family is their great support network. This scenario reflected the importance of communication more specifically in the family. Openness in the family prevented the possible unwanted effects of suicidal ideation.

Thematic Chart M

Varied changes

Participant	Responses	Subordinate Themes
Participant A	*Opo. Parang may nabago sa akin magmula noon. Mas nag open ako kay Mommy*	Open line of communication
Participant B	*Opo, siguro po yung ugali ko po, kasi dati po magkahiwalay kami nila ate po. kasi dati po kasi may bahay po sila sa Halang po, kasi malayo ang loob ko sa kanila po. Ayun po yung nakita kung pagbabago sa akin. Kasama ko po dati sila Lola po, sila Tito, isa po yung nabago sa akin.*	Change in attitude
Participant C	*Opo masaya na po. Focus na lang sa aral.*	Becoming focus

Life is a series of peaks and valleys. Sometimes up, sometimes down. But it is the difficult times where people need a little more support and guidance. However, it was how they respond in their moments of defeat that can really define the type of person they are. When they can improve their ability to navigate the difficult times, they do not only live a happier life, but they can also grow as a person. (Robinson, 2021). *"Life is not the way it's supposed to be, it's the way it is. The way you cope is what makes the difference"* Satir (n.d.). When they stay positive, they are putting themselves in the best position possible to not only make it through those bad times, but become a better person in the process. They can do one of two things when life takes a turn for the worst. They can remain positive and remind themselves that there really is a light at the end of the tunnel and that they will make it through, or they can curl up in the fetal position and relegate themselves to being nothing more than a victim of circumstance (Robinson, 2021).

14. Every time you were experiencing these thoughts of harming yourself, what do you usually do to overcome it?

Thematic Chart N

Ways of overcoming self-harm

Participant	Responses	Subordinate Themes
Participant A	*May mga kasama pa po ako dito, may makakausap pa po ako tungkol dun, di ko na po talaga kailangan yun gawin.*	Talking with someone
Participant B	*Ano po naglilibang na lang po kami kung may free time, naggagala na lang po kami para malibang, syempre po kung nakulong ka lang sa bahay nakaka stress naman po yun.*	Entertaining oneself
Participant B	*Ano lang po kailangan ko lang po magdasal*	
Participant C	*Tumatawag po ako kay GOD*	Praying

With the theme, **Ways of Overcoming Self-harm** above discusses the ways of overcoming self-harm. Participant A mentioned that having peers will be helpful to avoid suicidal ideation. Participants B said that she chose to entertain herself and praying, and Participant C mentioned the importance of faith and how it can help them to become grateful and blessed to divert the mind from unhealthy thoughts. In times of early adversity, the ultimate way for children to overcome hardship is to pray and ask God for forgiveness for what he/she had done wrong. A manifestation of having people around will make them feel more at ease and safe. An alternative of controlling the focus by having something can help to entertain oneself. Ask God for guidance especially when no one is to be told about his/her problem. As the bible said, "Then they cried to the Lord in their trouble, and he delivered them from their distress. He made the storm be still, and the waves of the sea were hushed. Then they were glad that the waters were quiet, and he brought them to their desired haven" (Psalm 107:28-30). More so, the presence of their loved ones is very important. Family is the most precious and important thing. Through good and bad times, family members are there for each other, and they are supportive and full of love. They

should always find the time for their families, because the time spent with them is the time well spent. These family time quotes remind them of the importance of being with their family above all else". They all live busy, stressful lives and have endless concerns as parents, but it is clear that one of the most important things they need to do is to stop and give their kids a big loving squeeze.

Research over the past decade highlights the link between parental affection in childhood and health and happiness in the future. Science supports the idea that warmth and affection expressed by parents to their children results in life-long positive outcomes for those children, according to Child Trends, the leading nonprofit research organization in the United States focused on improving the lives and prospects of children, youth, and their families. Higher self-esteem, improved academic performance, better parent-child communication, and fewer psychological and behavior problems have been linked to this type of affection. On the other hand, children who do not have affectionate parents tend to have lower self-esteem and to feel more alienated, hostile, aggressive, and antisocial.

Difficult times are times of trials when our faith and strength has been tempted but to make the faith strong and make them stand firm in the Lord. Prayer will enable them to overcome difficult times. No matter how radiant and pleasant their life is, they will definitely still experience their trying moments, it is sacrosanct like the air three breathe like the water they drink. So when the time comes for them to experience a bit of difficulty, how they accept the temporary moment until they see their victory at the end matters. In their difficult moments, their hope and trust in God helped them conquer all. In life, difficult times will definitely come, their faith will be tested, but they should never let them define who they are, live a perfect life because the spirit of the perfect God is in them (Chinedum, 2020).

Corollary Question Number 2. Based on the findings, what possible guidance program may be formulated for students having suicidal ideation.

The following guidance program was proposed to help student with suicidal ideation.

The Proposed Guidance Program

KEY RESULT AREA	OBJECTIVES	STRATEGIES	TIME FRAME	PERSONS INVOLVED	SOURCE OF FUND	SUCCESS INDICATORS

TRAININGS	Psychological first-aid, peer counseling, and even first –aid is the essential training needed in addressing suicide and related mental-health concerns.	• Psychological First Aid Training
		• Stress Management Training
		• Handling a Suicidal Individual Seminar/Training
			Before the start of School year	• Administrators
				• Psychologists
				  • counselors
				• Guidance and Testing Center
				  • Faculty
				  • Students
					Human Resource Development Fund and Guidance and Testing Center Fee	100% of the personnel will be equipped with the basics of PFA, Stress management and other elated psychological and mental health trainings.

INTEGRATION OF SUICIDE PREVENTION IN THE CURRICULUM	Integrate lessons about suicide ideation awareness into the traditional academic curriculum to promote prevention program. Suicide prevention programs can be featured in different subjects	• Curriculum evaluation
		• Curriculum mapping
			Before the start of School year	• Administrators
				• Psychologists
				  • counselors
				• Guidance and Testing Center
				  • Faculty
					N/A	100% of the subjects offered will be integrating and will be inculcating suicide prevention and awareness.

ONLINE CONSULTATION	To address different mental health related problems being experienced by individuals with adherence to safety protocols through online platforms.	• Consultation with Psychologists/Psychiatrist/ and Counselors
		•
			All year long	• Administrators
				• Psychologists
				  • counselors
				• Guidance and Testing Center
				  • Faculty
				  • Students
				  •
					Guidance and Testing Center Fee	100% of the person's concerned will be able to receive helpful tips with the guidance of professionals in the field.

SUICIDE PREVENTION MONTH	Establish a program that is intended for suicide awareness among administrators, educators, and students.	• Webinars for students and educators
		• Consultation with the Guidance and Testing Center
		• Conference
		• Guidance Help-lines
			September	• Administrators
				• Guidance and Testing Center
				  • Faculty
				  • Students
					Guidance and Testing Center Fee	100% of the Person's involved will be oriented regarding suicide.

5. Consolidated findings, reflections, and recommendations

From the phenomenological inquiries on the responses of the participants, 14 themes emerged. These were: Moments with Family, Bonding Moments with Friends/Peers, Sad Experience with Family, misunderstanding among Friends, Curiosity Leads to Suicidal Ideation, Life Occurrences, Frequency of Self-Harm Thoughts and Feelings Associated with It, With the Presence of Other People, Openness and Ready to Listen, Happy and Blessed to be Alive, Guilty Feelings, Feeling of Happiness, Varied Changes, and Ways of Overcoming Self-harm.

For the first theme, **Moments with Family**, Participant A said that it was the moment whenever he talked with her mommy telling her what happened last year. On the other hand, Participant B said that when her mama returned home last year, because their family was complete. Parents' utmost desire is for their children to experience the good life, hence, they work hard to achieve such. However, not all children are accepting and understanding of the reason behind their parents' focus on work, especially those who are working abroad. Though the present technology can ease such concerns of most children, nothing can compare with their parents' presence. Therefore, when given the chance to be with either parents, the children make the most of what they can have.

For the second theme, **Bonding Moments with Friends/Peers**, participants have different responses and experiences with their friends. One thing that the researcher noticed during the interview was that they missed their classmates and friends and remembered the moments that they had when they were together. Participant A, enjoyed being with friends every day. Participant B remembered her most unforgettable moments with her friends when they were in grade 6, while Participant C cherished the activities and happy moment when they were together in school. Friendship is a close connection they have with their chosen family. Friends are the sisters and brothers they never had, and are by their side through life's ups and downs. They understand that a friend is someone who understands their past, believes in their future, and accepts them just the way they are. And happiness is always present if they have them, not only if there is an event to celebrate but every day.

For the third theme, **Sad Experience with Family**, the participants shared their saddest experience with their family, except for participant B who was reluctant to share her unfortunate experience with her family and just shrugged her shoulders sadly. Upon talking to these kids, Participant A said that she had no sad moment as long as she was with family, it was happiness for her. Meanwhile, Participant C was sad for not seeing her father for a long time. Moreover, she confided that even if she was the only one who did all the housework, she was still always scolded. These things make her sad. The family is the most essential component of a country. A home is that where a family lives. No matter how ideal a family in terms of their relationship, there is still hardship and misunderstanding that will come along the way. Having a healthy and happy family is everyone's dream, but many could not succeed at it, and if it happened, the most affected is the child.

On the fourth theme, **misunderstanding with Friends**, the participants shared their testimonies about the saddest experience with their friends. For Participant A, she said that she never felt unhappiness because she was happy whenever she was with friends. However, Participants B and C Experienced **Misunderstanding with Friends**. Participant B said that she experienced sadness when there was misunderstanding between them and their friends. And for them, happiness comes from their peers and if they leave, their lives will never be complete again. Likewise, Participant C felt unhappy when she quarreled with her friends. Friends are one of the sweetest people that to be taken care of. And sometimes people felt responsible for them. The worst distance between friends is misunderstanding. Sometimes the feeling of loss is apparent for best friends who cannot be lost. That is friendship, and it hurts people a lot if they could not understand each other.

On the fifth theme, **Curiosity Leads to Suicidal Ideation,** the participants shared that they knew the concept of harming themselves. Participant A said that it was out of curiosity that they didn't know why did she do it. According to participant B, their family were always busy she did not have open communication with her

family. Participant C experienced severe sadness because she had no one to share such feelings and she was always scolded. Expressing their thoughts were not just attention seeking for most of the teens, but they need help. They need someone to fix their needs. The people around them, especially their families and friends may not be aware of such needs and may have misinterpreted them as just attention seekers. Most of the time the people around them are not that sensitive these problems.

Meanwhile, the sixth theme, **Life Occurrences,** the participants shared their when they experienced self-harming at their very young age. Participant B revealed that it was the Absence of Parents that triggered negative thoughts. Meanwhile, Participant C said that it started when she was in Grade 6 when her father left and her mother was busy working and she was left in the care of her grandparents. On the other hand, Participant A experienced it when her Lola died. Feelings of being abandoned are emotions that teens fail to understand, especially if they are not explained clearly to them. Most parents are not properly learned on the importance of discussing with their children important decisions like leaving their home either temporarily or permanently. They take for granted the ability of the children to understand decisions. It is very typical of Filipino parents because of our culture that children should just accept what their parents will tell them.

For the next theme, **Frequency of Self-Harm Thoughts and Feelings Associated with It,** participant divulged how often they had the thoughts of self-harm and if they felt afraid when they did. Participant B revealed that it did when there is **Occurrence of life problems**. She admitted that she felt **Fear** because of what people may think about her. While Participant C said that **When sadness strikes**, negative thoughts pervaded. She also felt **Fear** because she was afraid that she will go to hell if she did it. Participant A said, she thought of it Once only. It never happened again. She further said that she was just afraid. Every person needs attention and affirmation that he/she is not alone. The sense of belongingness and the thought of needing someone in times of trouble and heartaches are normal for any person. Hence, when they feel that nobody is there to turn to, their first thought will be they have been abandoned. This feeling can trigger negative feeling in children which when not address at once is harmful for their emotional stability.

For the eighth theme, **With the Presence of Other People,** the participants shared that there were other people when they did the self-harm. Participant A said that she told her Mom about it. While Participant B courageously answered that she did it alone and sometimes with her classmate and she named one. But Participant C said she did it alone. During the follow up interview, Participant C courageously told the researcher that she was doing the self-harm alone. It is difficult to imagine what lead a friend, family member, or young people to have the idea of suicide. While it is true that anyone can be affected by self-harm, some people are more likely to self-harm because of things that have happened in their lives - where they live, things that are happening with friends, family or at school or a combination of these.

On the ninth theme, **Openness and Ready to Listen** the participants shared what they were thinking when they self-harm. There was no hesitation on Participant A when she told her Mom about harming herself. She knew that her Mommy would listen to her. Participant B stated that she told her Ate about what happened. Her Ate listened to her and advised to not do it again, and told her to always open up to her. However, Participant C didn't tell anybody about what happened but she asked forgiveness from GOD, so that she would not go to hell. Sometimes the ultimate way of a person to cope up in his/her difficult situation is talking to God. The more he/she prayed he/she felt comforted as if the more they did it, the more they became closer to God, the more they felt that GOD is near them and He will forgive them as they ask forgiveness from Him.

The next theme, **Happy and Blessed to be Alive, t**he participants said that they felt happy and blessed because they were still alive and still fighting for the circumstances. To realize and to be thankful to GOD that you are alive is a blessing and consider yourself as a lucky person and what is happening to you is incomparable to the things that is happening around you and lifetime experience that no one can understand, only GOD.

For the eleventh theme, **Guilty Feelings** the participants shared their feelings when they attempted suicide. Participant A said that she felt guilty after the suicidal thoughts occurred. Participant B pitied her family because

of the sacrifices they made, so she decided to fight. Meanwhile Participant C was regretful of such negative thoughts. She felt guilty and realized that she should have not done it. Guilt feelings may be felt by those who have suicidal thoughts after they thought of it thoroughly. They might hesitate and have second thoughts about the actions to be done in relation to suicidal ideation. The guilt involves family members, most especially their mothers who are more emotional that fathers.

For the twelfth theme, **Feeling of Happiness,** the participants revealed their feelings about their lives now. Participants A, B and C shared that they were happy now. When people are bombarded by bad-news stories, it is hard for them to not feel discouraged or even depressed. They always feel sad and frustrated. To be happy is very difficult but if they know their purpose in life and appreciate who they are, they should be.

On the thirteenth theme, **Varied Changes**, the participants discussed the changes that they went through. Participant A, became more open to her Mom. While Participant B changed her attitude and became closer to her family unlike when she was with her lola and uncle. And Participant C said she was more focused on her studies. Changes made the people live a happy and beautiful life again, especially when they open-up the communication line to their family and loved ones. They will know that their family is their great support network. This scenario reflected the importance of communication more specifically in the family. Openness in the family prevented the possible unwanted effects of suicidal ideation.

And for the last theme, **Ways of Overcoming Self-harm** above discusses the ways of overcoming self-harm. Participant A mentioned that having peers will be helpful to avoid suicidal ideation. Participants B said that she chose to entertain herself and praying, and Participant C mentioned the importance of faith and how it can help them to become grateful and blessed to divert the mind from unhealthy thoughts.

In times of early adversity, the ultimate way for children to overcome hardship is to pray and ask God for forgiveness for what he/she had done wrong. A manifestation of having people around will make them feel more at ease and safe. An alternative of controlling the focus by having something can help to entertain oneself.

5.1 Recommendations

Based on the findings of the study the following are recommended:

➢ An intervention in school may be discussed to the school community, specifically to the administrators who will serve as a support network not only to the ideators but to the whole institution. A series of intervention programs may be presented to the school heads as well as to the teachers with the help of the guidance staff as the first support person to their students who have suicidal behavior and convey the awareness and prevention of suicidal ideation to the whole class. An open conversation to eliminate the idea of suicide in the school ground may be held. The whole school community will have the knowledge on how to deal with the suicidal ideators and even to the students who express or manifest the signs of suicidal thoughts and behavior and create healthy environments for students and provide them with lifelong skills for successfully navigating life's challenges, including how to cope with suicidal ideation and self-harming behaviors.

➢ Crafting of Suicide Prevention Program and Strategies in school, like;

➢ **School gatekeeper training**. This type of program is designed to help school staff (e.g., teachers, counselors, and coaches) identify and refer students at risk for suicide. These programs also teach staff how to respond to suicide or other crises in the school.

➢ **General suicide education**. Students learn about suicide, its warning signs, and how to seek help for themselves or others. These programs often incorporate a variety of activities that develop self-esteem and social competency.

➢ **Peer support programs**. These programs, which can be conducted in or outside of school, are designed to foster peer relationships and competency in social skills among high-risk adolescents and young adults.

➢ **Intervention after a suicide attempt.** These programs focus on friends and relatives of persons who have suicide attempt or idea. They are partially designed to help prevent or contain suicide clusters and to help adolescents and young adults cope effectively with the feelings of loss that follow the sudden death or suicide of a peer.

➢ Future researcher may look into the same topic and may use this study as reference.

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