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Influence of Students' Personality and Psychosocial Well-being on Suicidal behaviour and Amygdala Hijacking: A study among students in Higher Education Institutions#

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Abstract

A period of profound change occurs during college. There is less social assistance available to students because many of them are experiencing homelessness for the first time. Several factors, including higher academic expectations, adapting to a new setting, and building a support structure, contribute to the increasing stress that students experience as they gain more freedom and independence. College also gives people a chance to try new things, including alcohol and drugs, which can amplify mental disorders and raise the risk of suicide. This research focuses on evaluating the influence of Students' Personality and Psychosocial Well-being on their Suicidal behaviour mediated by their Neuroticism levels among students in Higher Education Institutions. Around 205 students pursuing UG and PG courses across Bangalore will be surveyed using a stratified sampling method. The researchers intend to generate a conceptual model establishing a relationship between the Students' Personalities, their Psychosocial Well-being, Neuroticism and its influence on their Suicidal behaviour. Standard and reliable instruments will be used for measuring the study variables, and data collected will be analysed using SPSS software. The survey method was used for this study. The research design was descriptive. Results indicate that there is a positive correlation between neuroticism and Suicidal behaviour. There is a negative relationship between Psychosocial Well-being and Suicidal behaviour. The study also revealed a strong correlation between Neuroticism and Amygdala Hijacking. These findings indicate that individuals with high neuroticism and lower levels of Psychosocial Well-being lead to Amygdala Hijacking and, hence, are more prone to impulsive behaviour and suicidal actions.

Keywords: Mental Disorders, Neuroticism, Organizational Behaviour, Personality, Psychosocial Well-being, Suicidal Behaviour

1. Introduction

Higher education in India has undergone significant expansion and diversification, evolving to meet the needs of a rapidly changing global environment (Agarwal, 2009; Altbach, 2013). India stands second in terms of higher education networks, with a structure consisting of universities, colleges, and specialized courses that cater to a diverse student population (Zalawadia, 2019). This sector plays a crucial role in economic development by fostering knowledge creation, skill enhancement, and innovation (Jayaram, 2015).

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India's higher education system comprises both public and private universities. While public universities are funded by the central and state governments, private universities depend on financial support from various societies and organizations (Aithal & Aithal, 2019a). Despite its growth, student mental health in Indian higher education has become an increasing concern. Academic pressure, particularly in fields like engineering and medicine, contributes to significant stress and anxiety (Deb *et al.*, 2015; Aithal & Aithal, 2019b). The lack of adequate mental health infrastructure and trained professionals in universities, coupled with persistent societal stigma, prevents students from seeking necessary support (Kumar & Parthasarathy, 2019b). Socioeconomic pressures, such as financial burdens and family expectations, further exacerbate mental health challenges (Banerjee *et al.*, 2019). Cultural and social adjustments, especially for students transitioning from rural to urban educational institutions, add to their psychological distress (Basu *et al.*, 2017). The COVID-19 pandemic has intensified these issues, as isolation and uncertainty have worsened mental health conditions among students (Rajkumar, 2020). Despite the gravity of the situation, there remains limited research and policy focus on student mental health in India. Potential solutions include integrating mental health services within educational institutions, raising awareness to reduce stigma, fostering peer support networks, and training faculty members to recognize and address mental health concerns (Gupta & Sinha, 2021).

Karnataka, a southern state in India, is recognized for its rich academic heritage and high educational standards. The state hosts numerous universities, colleges, and specialized institutes offering programs in engineering, medicine, sciences, law, and social sciences (Kumar & Parthasarathy, 2019a). Bengaluru, the state's capital and a global hub of technology and innovation, has emerged as a nucleus for higher education, attracting students from across India and abroad (Mitra, 2020b). The city's academic ecosystem fosters research, innovation, and entrepreneurship, making it a preferred destination for quality education and career advancement. The disparity between government and private educational institutions remains a critical challenge in Bengaluru. While government institutions provide affordable education, private institutions are often preferred for their infrastructure and perceived quality (Nair & Gopinathan, 2021b; Mitra, 2020a). However, access to quality education remains a concern, contributing to educational inequality (Tilak, 2018). Academic pressure, socialization challenges, and the stressors of adolescence contribute to psychological distress among students, sometimes leading to Suicidal behaviour (Singh *et al.*, 2016). Mental health concerns in higher education institutions are increasingly recognized, with suicidal tendencies being influenced by psychological and social factors. Personality traits, particularly neuroticism, play a significant role in shaping emotional vulnerability, while Psychosocial Well-being affects coping mechanisms (Goyal *et al.*, 2019).

This study aims to explore the relationship between students' personality traits, Psychosocial Well-being, Amygdala Hijacking, and Suicidal behaviour. It investigates how personality and psychosocial factors contribute to emotional dysregulation and self-harming tendencies. Additionally, it examines the role of Amygdala Hijacking—a phenomenon where heightened emotional responses override rational thinking—potentially leading to impulsive decisions (LeDoux, 2015a). Furthermore, the study seeks to identify key risk factors influencing Suicidal behaviour among students, offering insights that could inform mental health interventions and support mechanisms within higher education (Lakhan *et al.*, 2021; Nair & Gopinathan, 2021a). By analyzing these relationships, this research contributes to the broader discourse on mental health in Indian higher education, underscoring the need for comprehensive policy reforms and institutional interventions.

The objective of the study is to explore the relationship between students' personality traits, Psychosocial Well-being, Amygdala Hijacking, and Suicidal behaviour. It seeks to understand how personality and psychosocial factors are associated with emotional dysregulation and self-harming tendencies. Additionally, the research examines the influence of these psychological factors on Amygdala Hijacking, a phenomenon where

heightened emotional responses override rational thinking, potentially leading to impulsive decisions. Furthermore, the study investigates how students' personality traits and Psychosocial Well-being impact Suicidal behaviour, identifying key risk factors that may contribute to such tendencies. By analysing these relationships, the research aims to provide valuable insights that can inform mental health interventions and support mechanisms for students.

2. Literature Review

2.1 Personality Traits and their Interacting Variables

Hakimi *et al.* (2011) aimed to understand the relationships between personality traits and academic achievement among students, focusing on the Big Five personality factors. The sample size consisted of 285 students (191 females and 94 males), and the research indicated that there were no significant differences in academic performance between male and female students, but there were gender-related beliefs and attitudes among students. Cultural beliefs and social norms influenced the relationship between personality traits and academic achievement.

Piepiora (2019) found that personality is shaped by external interactions and interests. A total of 60 full-time students from universities were examined, focusing on the Big Five personality traits. The study found that a student's personality is not dependent on the field of study (sports, construction, and economics). However, it presented differences in personality among students from different universities. Zalawadia (2019) investigated personality traits among higher secondary students. A total of 60 higher secondary students participated, including 30 science students and 30 commerce students, all female. The study revealed that science students exhibited higher personality traits compared to their commerce counterparts. Davidson (2003) conducted a study involving 331 students who were surveyed about their personality, leisure-time behaviour, and academic efficacy. The study examined how students' personality types influenced their choice of leisure activities as a strategy for stress reduction and how leisure behaviours affected academic performance. The findings suggested that social activities had a direct effect on academic efficacy, with some personality traits being negatively affected. For extroverted students, engaging in sports, meeting friends, and using relaxation techniques appeared to be effective in coping with stress.

Shafaat *et al.* (2023) investigated the role of personality traits in the academic performance of undergraduate students. The study included a sample of 300 students across 20 disciplines throughout the four-year undergraduate degree program at a university. The study found that high achievers exhibited high levels of conscientiousness. The academic profile of a high academic performer was characterized by a combination of different personality traits and academic motivation. Karmakar and Bose (2024) found that personality plays an important role in the learning process and the proper grooming of students. Personality encompasses an individual's habits, traits, attitudes, and ideas. The study included 706 students selected from government-aided schools in West Bengal. On average, school-going adolescents, considering both genders as a whole, exhibited high extraversion, agreeableness, conscientiousness, and openness, with low levels of neuroticism (Köslich-Strumann *et al*., 2023; Davis *et al*., 2023). The students were highly social, extroverted, adaptable, and enjoyed working together. Singh (2014) examined personality differences between high achievers and low achievers based on 16 personality factors. A sample of 200 B.A. students from different regions of Ranchi was selected for the study. High-achieving students were found to be reserved, detached, intelligent, emotionally mature, and dominant, as well as bold and possessing high self-concept. In contrast, low-achieving students exhibited sober, prudent, and doubtful personality traits.

2.2 Psychosocial Well-Being and its Interacting Variables

Morales *et al.* (2020) found that understanding the Psychosocial Well-being of undergraduate students provides valuable insights for developing intervention programs and targeted learning activities. The sample size consisted of 149 students from Spanish universities. The study focused on Psychosocial Well-being in

university students, examining their self-reported learning styles, methodologies, social skills, Emotional Intelligence (EI), anxiety, empathy, and self-concept. The findings indicated that emotional intelligence was a crucial factor that interconnected emotions with cognitive processes, while anxiety negatively impacted students. Vira and Skoog (2021) found that when students continue attending school, their Psychosocial Well-being does not worsen as it does for students experiencing school closures. The study supports the idea that children can exhibit resilience and positive adaptation during adverse situations.

Negovan (2010) stated that Psychosocial Well-being has four dimensions: subjective well-being related to daily events, subjective well-being related to faculty events, Psychosocial Well-being, and social well-being. The study found that PSWBI is a valid instrument for measuring dimensions of students' Psychosocial Well-being. The PSWBI captures both hedonic and eudaimonic aspects, indicating that these dimensions are distinct yet complementary. Franzen *et al.* (2021) examined the mental health of students in medical colleges, focusing on psychological distress. A total of 915 undergraduate students in Geneva, Switzerland, were investigated regarding their Psychosocial Well-being and distress. The study explored nursing and medical students' anxiety, depression, stress, Psychosocial Well-being, and study satisfaction. It concluded that academic satisfaction is a strong predictor of mental health outcomes, including depression, anxiety, stress, and Psychosocial Well-being.

Moghe and Mishra (2024) stated that Psychosocial Well-being is characterized by positive emotions, life satisfaction, self-esteem, and the ability to manage stress and build relationships. The study surveyed 120 university students and found that variables such as heredity, environment, life experiences, and personal decisions significantly impact an individual's well-being. Achieving and sustaining Psychosocial Well-being often requires self-awareness, personal development, and appropriate coping mechanisms to deal with stress and life challenges. Ebrahim *et al.* (2022) found that COVID-19 had a significant impact on university students' Psychosocial Well-being. A significant portion of the studies was conducted in China, reflecting the high incidence of psychological symptoms in the Chinese population during the pandemic. The study emphasized that universities should work on improving students' Psychosocial Well-being by providing counselling programs and research-based interventions.

Ebrahim *et al.* (2022) studied the transition from secondary to higher education and its impact on students' psychological development, confusion, and stress. The research found that students from rural areas, compared to their urban counterparts, faced greater financial problems, leading to increased anxiety, depression, and overall stress. Various types of stress, such as academic pressure, assignment deadlines, and participation in programs, created an imbalance between environmental demands and students' capacity to cope, ultimately leading to depression. No significant differences were found between boys and girls in this regard.

2.3 Suicidal Behaviour and its Antecedents

As per the study conducted by Ede and Okeke (2023), a sample size of 100 university students was selected, and a Suicidal behaviour Questionnaire was used for data collection. As a result, they found that suicidal thoughts among these students were rare. Also, they found no significant differences in responses based on gender. Both male and female students had similar experiences regarding Suicidal behaviour. Researchers suggested that every educational institute should take the initiative to address mental health issues among students to reduce suicides. Chan (2022) analysed risk factors affecting suicidal ideation. According to the World Health Organisation, over 70,000 people die because of suicide every year, particularly university students. The objective of their study was to identify the risk factors associated with suicidal thoughts of university students, early identification and implementation of appropriate intervention. They found 18 risk factors in their study. The researchers ranked the factors using the Analytic Hierarchy Process (AHP) method. The results indicated that the most significant risk factors for suicidal ideation

included prior suicide attempts, mental disorders, and negative life events. Conversely, factors such as gender and residential area were found to be less important in contributing to suicidal ideation.

In another study by Alabi (2022), it was found that suicide is the leading cause of death among young people globally (age group 15-29), particularly among higher education students. A total of 826 samples were included: 527 women (61.6 per cent) and 317 men (38.4 per cent). The study aims to assess the lifetime prevalence of suicide attempts and the factors associated with them among students in Nelson Mandela Municipality. Participants were selected using stratified random sampling, and data was collected through standardized self-administered questionnaires. The study found that 16 per cent of participants attempted suicide at some point in their lives. They got to know that bullying, medical conditions, and sexual abuse are the main factors for suicidal thoughts. The study emphasizes the importance of recognizing the high prevalence of suicide attempts among students and the associated factors that contribute to this issue.

In the study conducted by Silva and Marcolan (2024), it was found that the presence of Suicidal behaviour among university students was more in cases of health issues among students. Participants are aged between 18 and 24 years, involving 415 participants from nine different health courses. The study states that 27.9 per cent of participants reported Suicidal behaviour. The risk factors associated with this were Family, emotional, and social problems, depression, and the university environment, characterized by competitiveness, stress, and pressure. The researchers found that support from psychological and pedagogical services, positive social, familial, and academic relationships, and good interactions with faculty and staff may reduce inclination toward Suicidal behaviour. Educational institutes need to give awareness and support for mental health among healthcare students.

As per the study conducted by Sivertsen and Hysing (2019) on a sample of students aged 18-35 years, with a majority being women to estimate the prevalence and trends of suicidal thoughts and behaviours, along with NSSH thoughts and behaviours, specifically among university students, it was found that higher rates of suicidal thoughts and NSSH were observed among students who were single, living alone, had low annual incomes, and among immigrants. The study concludes that the high and increasing prevalence of suicidal thoughts and NSSH among university students is concerning. The study conducted by Franzen *et al.* (2021) found that pressure was a main factor for suicidal ideation among students. The objective of the paper was to analyse and estimate the risk of suicide within the academic population. They surveyed 101 participants aged 18-29. The paper suggests that addressing the issue of suicide among students is a collective responsibility. Parents, government bodies, media, educators, and Non-Governmental Organizations (ONGs) all play a role in creating strategies to prevent and reduce suicide rates. The paper talks about how to tackle the problem of suicide in students and the need for a supportive environment where students feel encouraged to seek help.

The study conducted by Gonçalves and Sequeira (2014) found that Suicidal ideation is higher in students who were far from home and living alone, and students with weak social networks. From this, researchers concluded that social support networks are positively associated with ideation and suicidal risk. Researchers took a sample of 1074 students aged 18 – 49 from higher education institutions in Portugal.

2.4 Neuroticism and Suicidal Behaviour

Arenasa and Bravob (2022) found that low neuroticism acts as an antecedent and moderates' rumination and depressed mood in predicting suicidal ideation. There were 3482 participants aged 15-29 from 4 countries. Path analysis and multi-group analysis were conducted. Researchers found that emotional stability was indirectly linked to suicidal ideation via rumination and depressed mood. People with low emotional stability reported higher levels of rumination and depressed mood, and these were associated with higher rates of suicidal thoughts.

There was another study conducted by Khosravi and Kasaeiyan (2020) wherein the sample size was 376 (188

males and 188 females) medical students between the age group of 18-24 years. The objective of the paper was to find the relationship between neuroticism, suicidal thoughts and other psychological variables such as attachment styles. Researchers used questionnaires, the Beck Scale for Suicidal Ideation (BSSI), the Revised NEO Personality Inventory (NEOFFI), and the Adult Attachment Questionnaire (AAQ) to get the responses and results. The researchers found that 17 per cent of students reported having suicidal thoughts. And suicidal thoughts are more common among female, widowed, separated, and divorced students was higher than others. The researchers concluded that, despite the presence of neuroticism in medical students, attachment styles can reduce the risk of suicide as moderating variables.

Yusoff *et al.* (2021) explored the interrelations of psychological distress, emotional intelligence, personality traits, academic stress, and burnout among medical students. The study was conducted with 241 medical students in Malaysia. Researchers used questionnaires to measure burnout, psychological distress, emotional intelligence, personality traits, and academic stress among medical students. The results suggested that psychological distress and academic stress have direct and indirect effects on burnout. Also, they found out that burnout increases when neuroticism level increases. Emotional intelligence had a significant direct effect on reducing burnout, but this effect was diminished by distress and neuroticism.

As per the study conducted by Lewis and Cardwell (2020), the big five personality traits affect the mental health of students, and due to this, the suicide rate also increases. The objective of the paper was to find the relationship between the big five personality traits, perfectionism and mental health in UK students. A total of 1744 students of medical and Law College students aged around 22 participated in the survey. Certain questions were asked on the big five personality traits and the data. Compared to medical and dental students, veterinary students showed low perfectionism. The reason for the mental illness among the students is high levels of neuroticism and low conscientiousness. According to Turecki and Brent (2016), the role of resilience and self-efficacy and the moderating role of gender in the association between neuroticism and psychological distress in Chinese freshman nursing students. A total of 1220 students participated. From the study, researchers found that self-efficacy and resilience significantly mediate the relationship between neuroticism and psychological distress.

According to Yang *et al.* (2022), social support significantly moderated the association between neuroticism and depression. The main reason for depression was the impact of family relationships. Students with strong family support experienced lower levels of depression. The study was conducted on Neuroticism and Depression among First-Year College Students to analyze the negative impacts on the academic year. Among 568 participants, 74.6 per cent are females. The average mean value of the students was 18 years. Researchers collected and analyzed the data on depression, perceived stress, neuroticism, and perceived social support. According to Banerjee and Chatterjee (2016), students face more stress related to examinations, studies, teachers or parental pressure. The objective of the study was to explore whether the first-semester and final-semester students have the same or different academic stress, suicidal ideation, and mental well-being. The sample size was 444 students. Tools used included the Adult Suicidal Inventory, Mental Well-being Scale and Student Life Stress Inventory. Researchers found that the final-semester students were more stressed and had suicidal ideation as compared to the first-semester students. As per the study conducted by Yeh and Chiao (2013), there was an influence of parents' child-rearing attitudes, personalities and coping strategies on students' Psychosocial Well-being and suicidal ideation. The nursing students were asked questions on Psychosocial Well-being, Suicidal Ideation, Parental Child-Rearing Attitudes, and Personality. The study found that the students who have lower Psychosocial Well-being and higher suicidal ideation are those who get harsh punishment and erratic discipline from their parents. Conversely, children with better Psychosocial Well-being exhibit positive parenting behaviour.

3. Theory

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

3.1 Mindfulness and Meditation

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

3.2 Cognitive-Behavioural Therapy (CBT)

CBT is a therapeutic approach that focuses on identifying and changing negative thought patterns and behaviours. By challenging irrational thoughts and developing healthier coping strategies, individuals can gain better control over their emotions and reduce the frequency and intensity of amygdala hijacks (Segal *et al.*, 2002).

3.3 Emotional Regulation Techniques

Learning specific techniques to regulate emotions can help prevent and manage amygdala hijacks. These techniques may include deep breathing exercises, visualization, progressive muscle relaxation, and journaling (Gross, 2002).

3.4 Stress Management

Chronic stress can contribute to amygdala hijacks. Implementing stress management techniques, such as regular exercise, adequate sleep, and engaging in relaxing activities, can help reduce overall stress levels and prevent hijacks (Sapolsky, 2004; Salmon, 2001).

3.5 Social Support

Having a strong support network can provide emotional validation and assistance in managing Amygdala Hijacks. Trusted friends, family members, or support groups can offer understanding, guidance, and a safe space to express emotions.

It is important to note that the most effective approach may vary from person to person. A combination of these strategies, tailored to individual needs, may provide the best results. Seeking professional help from a therapist

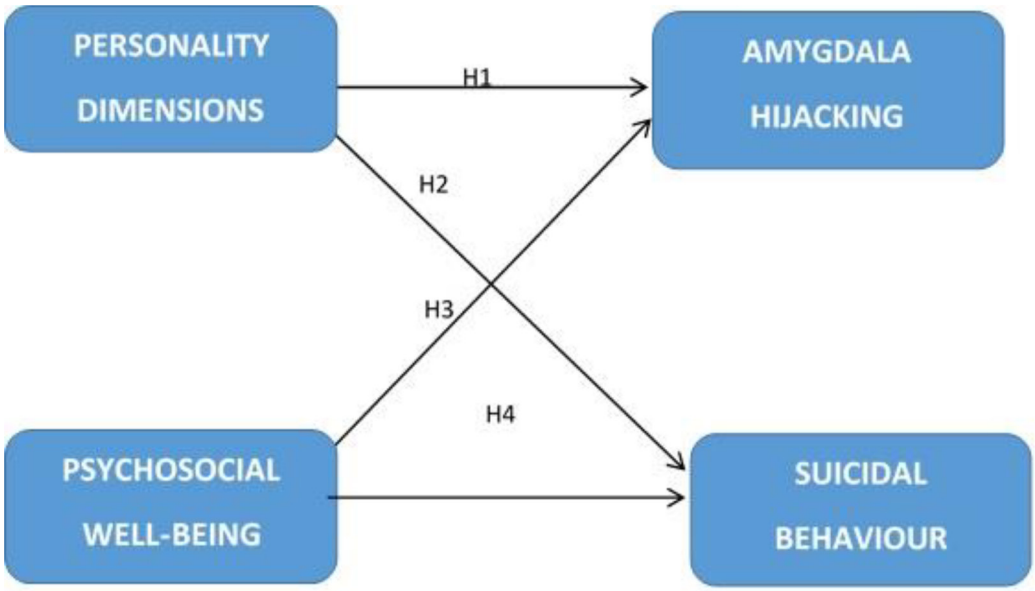


Figure 1. Conceptual framework.

or psychologist can provide personalized guidance and support in implementing these strategies.

4. Conceptual Framework

This illustrates the conceptual framework of the study, depicting the relationships among students' personality dimensions, Psychosocial Well-being, and Amygdala Hijacking and Suicidal behaviour. This theoretical foundation serves as the basis for examining the hypothesized relationships in the students' context. Figure 1 represents the conceptual framework work, which has been derived based on the literature and research gap.

5. Research Gap

5.1 Influence of Student Personality

Piepiora (2019) investigated how personality traits influence university students' performance. Key points include tracking students over time, developing programs to enhance positive traits, and studying the impact of external factors like family background and peer influence. Akpur (2023) explored the relationship between personality traits and learning responsibility and suggested investigating how personality dimensions interact with learning environments, tracking their evolution, and exploring pedagogical methods to improve learning responsibility. McGilton *et al.* (2020) focused on the influence of personality traits on academic performance among Italian freshmen and recommended longitudinal studies, expanding research to diverse populations and examining other personality traits and external factors like socioeconomic status. Asbari *et al.* (2021) examined the combined effects of genetic personality and parenting styles on student character development and suggested tracking long-term effects, developing interventions for parenting, and incorporating technology to assess genetic traits.

Based on the aforementioned arguments, it is hypothesized that:

H1: There is a significant association between Personality dimension and Amygdala Hijacking.

H2: There is a significant association between Personality dimension and Suicidal behaviour.

5.2 Psychosocial Well-Being

Franzen *et al.* (2021) explored mental well-being in higher education, focusing on the impact of the pandemic, nutrition, and emerging issues like stress and depression and suggested that similar research may be carried out in low-income countries, thereby identifying strategies to promote student mental health. Chaudhry *et al.* (2024) investigated the role of support systems (institutional, family, peers) and academic engagement in student well-being and suggested expanding research to diverse populations and tracking the long-term effects of support. Vira and Skoog (2021) focused on Positive Psychology Interventions (PPIs) to enhance student well-being and academic performance and recommended tracking the long-term effects of PPIs and integrating them into curricula. Akpur (2023) explored broader aspects of student well-being, including personal growth and resilience and suggested creating supportive environments and developing clear metrics for well-being. Akpur (2023) developed a scale to assess student well-being and explore its cultural and educational implications. The authors emphasized tracking well-being over time and embedding well-being principles in education.

5.3 Suicidal Behaviour Mediated by Neuroticism Levels among Students

Dodge *et al.* (2012) investigated how neuroticism influences non-suicidal self-injury among college students, with a focus on emotion regulation and depression and indicated that future research should track changes over time and explore gender differences and the link to suicidal thoughts. Sivertsen *et al.* (2022) examined an android-based suicide prevention program in higher education and suggested including training Gatekeepers, tracking changes in their effectiveness, and expanding research to diverse populations. Gonçalves and Sequeira (2014) studied the various psychosocial factors (self-concept, stress, social support) influencing suicidal ideation and suggested that future studies should track suicidal thoughts over time, target vulnerable groups, and improve collaboration between institutions and health professionals and focused on student suicides in India,

emphasizing the exam-centric system and advised that future research should explore risk factors, track students over time, and evaluate mental health interventions and awareness campaigns. Yeh and Chiao (2013) carried out a twelve-nation study on Suicidal behaviour and psychological distress and recommended that future studies should compare findings across cultures, examine economic impacts on mental health, and design tailored mental health strategies. Dodge *et al.* (2012) focused on distress and suicidality in higher education and advised that research should explore effective population-based interventions, address academic and social stressors, and integrate clinical services with prevention efforts. Arenas and Bravo (2022) carried out a study on neuroticism, rumination, depression, and suicidal ideation across four countries and specified that future research should track the long-term impact of these factors, consider cultural differences, and investigate gender-specific pathways. Khosravi and Kasaeiyan (2020) explored the relationship between neuroticism, suicidal thoughts, and attachment styles among medical students and mentioned that future studies should focus on insecure attachment styles, especially in Asian contexts, and use diverse methods to deepen understanding.

Based on the aforementioned arguments, it is hypothesized that:

H3: There is a significant association between Psychosocial well–being, Amygdala Hijacking and Suicidal behaviour.

H4: There is a significant influence of Psychosocial Well-being and Personality dimension on Amygdala Hijacking.

H5: There is a significant influence of Psychosocial Well-being and Personality dimension on Suicidal behaviour.

6. Methodology

6.1 Research Design

This study adopts a descriptive and quantitative research design to investigate the influence of Students' Personalities and Psychosocial Well-being on Suicidal behaviour and Amygdala Hijacking among students in Higher Education Institutions in Bengaluru. The data for this study was collected from a limited number of colleges in Bengaluru, where there is a history of students committing suicide. Hence, the population for these institutions was treated as finite (less than 1 lakh). Therefore, using Cochran's formula for sample size determination for a finite population with a population percentage of 15%, the calculated sample size was 193. Therefore, the sample size for this study was restricted to 205 respondents from selected higher education institutions.

The sampling technique that was adopted for this study was purposive sampling for selecting the higher education institutions, and a convenient sampling technique was used for choosing respondents in these select institutions.

6.2 Data Collection Instruments

Personality Dimension

The study used Gosling *et al.*'s (2003) 10-item scale to measure Personality Dimensions.

Psychosocial Well-being

The study used Dupuy's (1984) 22-item scale to measure Psychosocial Well-being.

Suicidal behaviour

Suicidal behaviour was measured using 2 scales,

The study used Osman *et al.'s* (2001) 4-item scale to measure Suicidal behaviour.

Table 1. Correlation between personality dimension and Amygdala Hijacking

Amygdala hijacking			
	Pearson Correlation	Sig. (2-tailed)	N
Extraversion	0.093	0.184	205
Agreeableness	0.216**	0.002	205
Conscientiousness	0.119	0.089	205
Emotional stability	0.125	0.074	205
Openness	0.183**	0.009	205
Neuroticism	0.419**	0.000	205
Amygdala hijacking	1		205
** Correlation is significant at the 0.01 level (2-tailed)			

The study used Díez-Gómez *et al.* (2020) 16-item scale to measure Suicidal behaviour among adolescents.

Amygdala Hijacking

The study used the Lieberman *et al.* (2007) 10-item scale to measure Amygdala Hijacking.

6.3 Data analysis

The data were analysed using SPSS software. Descriptive statistics were computed for all variables, followed by correlation analysis to examine the relationships between students' personalities, Psychosocial Well-being, Suicidal behaviour and Amygdala Hijacking. Multiple regression analysis was used to test the hypotheses regarding the influence of Psychosocial Well-being and personality dimension on Amygdala Hijacking and Suicidal behaviour.

7. Results and Discussions

Correlation between personality dimension and amygdala hijacking

From Table 1, the correlation analysis shows a low significant relationship between Agreeableness (r = 0.216), openness (r=0.183) and Amygdala Hijacking. There is a moderately high correlation between neuroticism (r= 0.419) and Amygdala Hijacking, which means that for people who score high in Neuroticism, the probability that they will experience Amygdala Hijacking is higher. This correlation is statistically significant at the 0.01 level, with a p-value of 0.000, indicating Neuroticism. The data is based on a sample size of 205, which supports the reliability of the results. In summary, people with higher Neuroticism experience Amygdala Hijacking. So, there is a significant association between personality dimension and Amygdala Hijacking. Hence, H1 is accepted.

Correlation between personality dimension and suicidal behaviour

From Table 2, the correlation analysis shows a positive relationship between Neuroticism (r = 0.243) and Suicidal behaviour, meaning that the people who score high on the Neurotic personality dimension have greater tendencies toward Suicidal behaviour. The correlation is statistically significant at the 0.01 level, with a p-value of 0.000. This analysis is based on a sample of 205 participants, providing a reliable basis for the results. In summary, a person who experiences higher neuroticism shows Suicidal behaviour. So, there is a significant association between personality dimension and Suicidal behaviour. Hence, H2 is accepted.

Correlation between psychosocial well–being, amygdala hijacking and suicidal behaviour

From Table 3, the correlation analysis shows the negative relationship between Suicidal behaviour (-0.128), Amygdala Hijacking (-0.291) and Psychosocial Well-being. That means if the Psychosocial Well-being is high, then the Suicidal behaviour and Amygdala Hijacking will be low, and vice versa. The correlation is statistically significant at the 0.01 level, with a p-value of 0.000. So, there is a significant association between Psychosocial well–being, Amygdala Hijacking and Suicidal behaviour. Hence, H3 is accepted.

Table 2. Correlation between personality dimension and Suicidal behaviour

Suicidal behaviour			
	Pearson Correlation	Sig. (2-tailed)	N
Extraversion	0.023	0.746	205
Agreeableness	0.097	0.168	205
Conscientiousness	0.067	0.343	205
Emotional stability	-0.037	0.594	205
Openness	0.120	0.086	205
Neuroticism	0.243**	0.000	205
Suicidal behaviour	1		205
** Correlation is significant at the 0.01 level (2-tailed)			

Table 3. Correlation between Psychosocial Well–Being, Amygdala Hijacking and Suicidal Behaviour

Psychosocial wellbeing			
	Pearson Correlation	Sig. (2-tailed)	N
Suicidal behaviour	-0.128	0.017	205
Psychosocial wellbeing	1		205
Amygdala hijacking	-0.291	0.018	205

Table 4. Regression Interpretation

Hypotheses Depiction	R2	F (ANOVA)	Sig.	T	Sig. (Coeff)	Hypotheses Decision
Psychosocial well-being amygdala hijacking	0.195	5.548	0.000	-1.317	0.000	Accepted
Personality dimension Amygdala hijacking	0.202	6.523	0.000	5.911	0.000	Accepted
Psychosocial well-being amygdala hijacking	0.132	3.842	0.000	-3.668	0.000	Accepted
Personality dimension amygdala hijacking	0.154	4.894	0.000	3.25405	0.000	Accepted

Influence of psychosocial well-being and personality dimension on amygdala hijacking and suicidal behaviour

From Table 4, there is a 19.5 per cent and 20.2 per cent variance in Amygdala Hijacking caused by the independent variable Psychosocial Well-being and Personality dimension respectively.

The F-values are 5.548 and 6.523, respectively, and the corresponding p-value (Sig.) is 0.000, indicating that the model is highly significant and not due to chance. There is a 13.2 per cent and 15.4 per cent variance in Suicidal behaviour caused by the independent variables that are Psychosocial Wellbeing and Personality dimension, respectively. There is a significant influence of Psychosocial Well-being and Personality dimension on Suicidal behaviour. The F-values are 3.842 and 4.894, respectively, and the corresponding p-value (Sig.) is 0.000, indicating that the model is highly significant and not due to chance. Hence, H4 and H5 are accepted.

From table 4, the R^2 values indicate that 19.5 per cent and 20.2 per cent variance in Amygdala Hijacking and 13.2 per cent and 15.4 per cent variance in Suicidal behaviour is explained by Psychosocial Well-being and Personality dimensions. R^2 value in this case is found to be low as apart from Psychosocial Well-being and Personality dimension there could be other factors that could be influence the Amygdala Hijacking and Suicidal behaviour of an individual. Some of the other factors that as per literature review that can influence Amygdala Hijacking and Suicidal behaviour are genetic factors (Hariri & Holmes, 2006; Roozendaal *et al.*, 2009), psychological factors such as chronic stress and anxiety (McEwen, 2007; Matthews, 2003; Shin, 2006), environmental and situational factors such as peer pressure, family conflicts, sleep deprivation, substance use such as alcohol and drugs (LeDoux, 2015b; Lupien, 2009; Yoo, 2007; Sinha, 2008; Ahmed *et al.*, 2014) developmental and cultural factors such as poor emotional modelling, attachment styles developed in early relationships (Gunnar & Quevedo, 2007; Matsumoto *et al.*, 2008), health and lifestyle factors can lead to Amygdala Hijacking and Suicidal behaviour tendencies.

This study examined psychosocial factors influencing Suicidal behaviour and Amygdala Hijacking among higher education students. The study found a positive association between neuroticism and Suicidal behaviour, as individuals with high neuroticism experience emotional instability and anxiety (Miller *et al.*, 2019; Beutel *et al.*, 2010). Neurotic individuals often struggle with coping and emotional dysregulation, heightening suicidal thoughts (Kotov *et al.*, 2010). Conversely, strong Psychosocial Well-being is negatively correlated with Suicidal behaviour, indicating that supportive social networks protect against suicidal ideation (Keyes, 2005; Wang *et al.*, 2019). This supports Joiner's Interpersonal-Psychological Theory of Suicide, which posits that social connectedness decreases suicide desire. A significant finding is the connection between neuroticism and Amygdala Hijacking, where strong emotions override rational thought, leading to impulsive actions (Goleman, 1995). High neuroticism is associated with emotional over-reactivity, increasing hijacking likelihood (Ormel *et al.*, 2013), contributing to self-harm. Research links neuroticism to heightened amygdala activity, intensifying emotional responses and diminishing cognitive control under stress (Schwarzer & Warner, 2013; Banerjee *et al*., 2019).

These results indicate that higher neuroticism and lower Psychosocial Well-being increase Amygdala Hijacking risks, resulting in impulsive behaviours. This aligns with the Dual-Process Theory of Emotion Regulation, highlighting how emotional stimuli can bypass rational processes in reactive individuals (Evans & Stanovich,

2013). Addressing personality traits and psychosocial factors is crucial for reducing Suicidal behaviour. Techniques like Cognitive Behavioural Therapy (CBT), mindfulness, and emotion regulation training effectively support individuals with neurotic tendencies (Aldao *et al.*, 2010). The importance of mental health programs for students with high neuroticism is also evident. Strategies promoting resilience, emotional intelligence, and social connections may reduce risks associated with neuroticism (Rutter, 2012). Evaluating personality traits and psychosocial support can help identify at-risk students for intervention. In summary, this study highlights the link between personality traits, emotional regulation, and psychosocial factors on Suicidal behaviour. Future research should focus on longitudinal studies to establish causal relationships and investigate factors like coping mechanisms, social support, and academic stress. These findings stress the need for targeted mental health strategies in educational settings to address vulnerabilities related to suicidal tendencies and Amygdala Hijacking.

8. Conclusion

The study examining the influence of students' personality traits and Psychosocial Well-being on Suicidal behaviour, mediated by neuroticism, highlights several critical findings, limitations, and future research directions. The study reveals a significant correlation between neuroticism and Suicidal behaviour, indicating that students with higher neuroticism levels are more prone to suicidal tendencies. Additionally, Psychosocial Well-being negatively correlates with both Suicidal behaviour and Amygdala Hijacking, suggesting that students with better psychosocial health experience fewer suicidal tendencies and emotional deregulation. A moderately high correlation between neuroticism and Amygdala Hijacking further highlights that students with high neuroticism are more likely to exhibit impulsive emotional responses, which may contribute to suicidal actions. Despite its contributions, the study has a few limitations. It employs a cross-sectional design, capturing data at a single point in time, which restricts causal inferences. Future research could adopt longitudinal studies to examine the evolving relationship between personality traits and Suicidal behaviour. Another limitation is the reliance on self-reported data, which is prone to biases such as social desirability and response distortion, particularly regarding sensitive topics like suicidal tendencies. Furthermore, the study focuses on students from select higher education institutions with a history of student suicides, limiting the generalizability of the findings. A more diverse sample would enhance the applicability of the results across broader student populations. To overcome these limitations, the study suggests several future research directions. Longitudinal research designs could help track the long-term impact of personality traits on mental health. Expanding the sample to include students from various backgrounds would improve the generalizability of the findings. Combining quantitative methods with qualitative insights could provide a more in-depth understanding of student experiences. Examining specific personality traits, such as neuroticism, and their interaction with external influences like family and peer support could offer a deeper understanding of risk and protective factors. Additionally, investigating the effectiveness of self-awareness programs in helping students manage their personality traits is crucial. The study also highlights the importance of ethical considerations when researching vulnerable populations. Testing intervention strategies such as psychological support programs and resilience-building initiatives could provide practical solutions to reduce Suicidal behaviour. Furthermore, integrating technology-based interventions, such as digital mental health platforms and mobile applications, could offer scalable and accessible support for at-risk students. In conclusion, the study underscores the relationship between personality traits, Psychosocial Well-being, and Suicidal behaviour among students. While it highlights the need for targeted interventions, addressing its limitations through future research will be essential in developing more effective mental health strategies.

9. References

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