



Social Sciences Spectrum

A Double-Blind, Peer-Reviewed, HEC recognized [Y-category](#) Research Journal

E-ISSN: [3006-0427](#) P-ISSN: [3006-0419](#)

Volume 05, Issue 02, 2026

Web link: <https://sss.org.pk/index.php/sss>



Family Rejection, Moral Disengagement, and Suicidal Ideation in University Students

Sana Tariq¹ Dr. Muhammad Luqman Khan² Tariq Mehmood³

Article Information [YY-MM-DD]

Received 2026-04-14 Revised 2026-05-31 Accepted 2026-06-15

Citation (APA):

Tariq, S., Khan, M, L & Mehmood, T (2026). Family rejection, moral disengagement, and suicidal ideation in university students. *Social Sciences Spectrum*, 5(2), 302-315. <https://doi.org/10.71085/sss.05.02.542>

Abstract

The students of the University have a complex demand of interpersonal, academic and psychological issues that make them more susceptible to mental health issues such as suicidal ideation. A cross sectional quantitative design was used with 150 male and 150 female university students (total 300) of public & private universities in Faisalabad, Pakistan, by convenience sampling technique. Ages of participants ranged from 18-35 years. The Adult Parental Acceptance-Rejection Questionnaire (PARQ; Rohner & Khaleque, 2005) was used to assess parental rejection, the Moral Disengagement Scale (Bandura et al., 1996) was used to assess moral disengagement, and the Adult Suicidal Ideation Questionnaire (ASIQ; Reynolds, 1988) was used to assess suicidal ideation. Results showed that parental rejection was significantly and positively related to moral disengagement ($r = .46, p < .01$) and suicidal ideation ($r = .43, p < .01$). Moral disengagement also was a significant and positive predictor of suicidal ideation ($r = .48, p < .01$).

Keywords: Parental Rejection, Moral Disengagement, Suicidal Ideation, University Students, Pakistan, Mediation.

¹ M.Phil Scholar, Department of Psychology, Riphah International University, Faisalabad Campus, Punjab, Pakistan.

² Associate Professor, Department of Psychology, Riphah International University, Faisalabad Campus, Punjab, Pakistan.

³ Lecturer, Department of Psychology, Riphah International University, Faisalabad Campus, Pakistan, Punjab, Pakistan.

Corresponding Author: Dr. Muhammad Luqman Khan, **Correspondence through:** luqman.khan0078@gmail.com



Content from this work may be used under the terms of the [Creative Commons Attribution-Share-Alike 4.0 International License](#) that allows others to share the work with an acknowledgment of the work's authorship and initial publication in this journal.

Introduction

Parents are a key factor in the psychological, emotional and social formation of people, especially during childhood and adolescence. Parents are the first sources of emotional support, care and security in the earliest stages of life. Children should feel cared for, loved, and accepted by their parents but with the addition of their adolescent and young adult life comes the added expectation of independence while still being loved and accepted. Parental rejection is the experience of lack of parental warmth, affection and support, which encompasses neglect, hostility, emotional lack or lack of involvement. Interpersonal Acceptance-Rejection Theory (IPARTheory) suggests that those who feel rejected by important others, especially parents, are at a higher risk of psychological maladjustment, such as a lack of confidence, moodiness, and poor self-image (Rohner & Britner, 2002; Rohner et al., 2005).

Moral disengagement is a cognitive mechanism in which one can rationalize or justify actions that could be viewed as breaking one's moral standards. Moral disengagement is a concept derived from Social Cognitive Theory (Bandura) in which an individual temporarily removes self-regulatory mechanisms to allow him or her to perform an action that is not morally acceptable or harmful. Bandura proposed that moral disengagement consisted of a system of cognitive processes that allow people to remove themselves from moral self-constraint. Such mechanisms work through changing the perception of actions, responsibilities and consequences.

Thoughts regarding death, contemplation, or preoccupations with passing away, from passive desires for death to active planning (Turecki et al., 2019). It is an important sign of psychological morbidity and is a good predictor of suicidal ideation (Ribeiro et al., 2017; Large et al., 2021). According to the Interpersonal Theory of Suicide, two main factors are responsible for the development of suicidal thoughts: thwarted belongingness and perceived burdensomeness, which are accompanied by hopelessness regarding these factors. The feeling of disconnection and feeling like a burden is associated with suicidal ideation (Van Orden et al., 2010).

Suicidal ideation is a significant issue in Pakistan because of the cultural taboo, mental health literacy, and the availability of mental health services. These factors may contribute to underreporting and inadequate intervention.

In general, suicidal thoughts are a multifaceted process that can be affected by emotional, cognitive and environmental factors. To understand its relation with parental rejection and moral disengagement is crucial to identify risk factors and develop effective prevention strategies.

Literature Review

Social Cognitive Theory (Bandura, 1986) is a theory that suggests that human behavior is influenced by cognitive, behavioral, and environmental factors. People mimic, model and experience behaviors, attitudes and emotions. As for this research, the family is considered as the main social context in which emotional reactions, coping mechanisms and moral values are formed. Parents' facilitative interactions foster adaptive thinking and good self-regulation. Parental rejection, on the other hand, can foster negative beliefs, emotional distress and maladaptive thought patterns that can increase psychological vulnerability (Bandura, 1986).

The Interpersonal Theory of Suicide posits that suicidal ideation can happen when a person feels burdened and has a sense of thwarted belongingness. The latter is a feeling of being a burden to others (burdensomeness) and the lack of meaningful social connections (thwarted belongingness). Parental rejection is a factor that directly affects these in this study. People who feel rejected by their parents might feel a lack of belongingness and have a belief that they are unwanted or put a

burden on their parents, which leads to an increased risk for suicidal ideation (Van Orden et al., 2010).

Parental rejection is the feeling of not being loved, accepted and supported by parents (e.g. neglect, hostility, emotional distance, and lack of engagement). Interpersonal Acceptance-Rejection Theory (IPARTheory) suggests that when a person feels rejected by others, especially parents, then their self-esteem, emotional regulation, and self-perceptions are likely to be psychologically maladjusted (Rohner & Britner, 2002; Rohner et al., 2005). Parental rejection is theorized as having four main aspects: emotional coldness, hostility and aggression, indifference and neglect, and undifferentiated rejection (Rohner, 2016).

Empirical research indicates that moral disengagement is closely associated with aggression and antisocial behavior (Bussey et al., 2015; Kowalski et al., 2014). Zhang (2021) highlighted that moral disengagement functions as a cognitive distortion that neutralizes internal moral sanctions, enabling individuals to justify harmful actions. Several studies have also identified moral disengagement as a mediating variable between negative family practices and problematic behaviors. For instance, Pelton et al. (2004), Hyde et al. (2010), and Bao et al. (2015) reported that individuals exposed to negative parenting are more likely to develop higher levels of moral disengagement, which in turn leads to behavioral problems. Conversely, supportive parenting is associated with lower levels of disengagement (Yang & Wang, 2011; Liu & Lu, 2013).

Research Hypotheses:

1. H1: Parental rejection will positively predict suicidal ideation among university students.
2. H2: Parental rejection will positively predict moral disengagement.
3. H3: Moral disengagement will positively predict suicidal ideation.
4. H4: Moral disengagement will mediate the relationship between parental rejection and suicidal ideation.
5. H5: The relationship between parental rejection and suicidal ideation will decrease when moral disengagement is controlled.

Research Methodology

Research Design

The present study employed quantitative, correlational research design using a cross-sectional survey method. This design was considered appropriate as it allows the researcher to examine the relationships among parental rejection, moral disengagement, and suicidal ideation at a single point in time. The correlational approach enables the identification of associations and predictive relationships among variables without manipulating them.

Sampling Technique

Convenience sampling, a non-probability sampling method, was used in this study. This technique was selected due to its practicality and accessibility, allowing the researcher to collect data efficiently from university students.

Participants

The sample of the present study consisted of 300 university students recruited from public and private universities in Faisalabad. A convenience sampling technique was used to select participants based on their availability and willingness to participate. The sample included 150

male and 150 female students to ensure gender representation. Participants' ages ranged from 18 to 35 years. Students from BS (Hons), MS, and MPhil programs were included in the study.

Inclusion / Exclusion Criteria

Inclusion Criteria

1. Participants were university students enrolled in BS, MS, or MPhil programs.
2. Participants' ages ranged from 18 to 35 years.
3. Students from different academic departments were included.
4. Only students studying in Pakistan were included

Exclusion Criteria

1. Individuals below 18 years and above 35 years of age were excluded.
2. Individuals who were unable to understand the questionnaire were excluded.
3. Participants who showed lack of interest or incomplete responses were excluded.
4. Individuals with severe medical or psychological conditions were excluded to avoid bias in responses.
5. Faculty members and administrative staff were not included in the study.

Research Procedure

The research topic was chosen following a comprehensive examination of the current literature. After receiving approval from the Board of Study (BOD), the necessary clearance to proceed by the Board of Advanced Study and Research (BASR). Approval was secured from the Department of Psychology, verifying that the study was done to meet the requirements for the M.Phil. in Clinical Psychology. After the research framework was established, informed consent was obtained from 300 participants selected using the previously described sampling process. A rapport-building relationship was developed with the participants to ensure their comfort and comprehension of the research aims. Informed consent forms were written and given to each participant who was informed about the rights to be involved in the research including the right to withdraw at any time. They also learned that their privacy and confidentiality will be protected in the study. The measurements were adopted in accordance with the suggested measurement scales by their authors, ensuring the consistency of the application of the measurement instruments. Before beginning, all participants were informed of the aims of the study briefly and formal consent was acquired. Where gaps were found, this data was supplemented in a short follow-up process of contact with the participants. Throughout the study, ethical considerations were strictly followed, with a special emphasis on ensuring participants' rights and well-being. After data collection, regression analysis and Pearson correlation were used to evaluate the data, supported by software SPSS v-25. This analytical technique provided a good statistical basis for examining the relationships between the variables of the study, which enhanced the validity and reliability of the results.

Statistical Analysis

IBM SPSS Statistics (Version 25) was used for data analysis, and the Hayes' PROCESS Macro (Model 4) was applied to Model 4. Demographic data was summarized with descriptive statistics. Reliability analysis was carried out to evaluate internal consistency of the scales. Pearson's correlation analysis was employed to determine relationships between variables. Independent sample t-tests were used to examine gender differences. To investigate predictive relationships a

regression analysis was undertaken. Mediation analysis (PROCESS Model 4) was used to test the mediating role of moral disengagement between parental rejection and suicidal ideation.

Results

The data collected were analysed with the aid of Statistical Package for Social Sciences (SPSS-25). Descriptive and inferential statistics techniques were used. The data were summarized using descriptive statistics and the study hypotheses were tested using inferential statistics such as correlation, regression, t-test and mediation analysis.

Table 1: *Demographic Characteristics of Research Participants (N=300)*

| Variable | Categories | N | % |
|----------------|----------------|-----|------|
| Gender | Male | 150 | 50 |
| | Female | 150 | 50 |
| Age | 17-20 | 164 | 54.7 |
| | 21-24 | 86 | 28.6 |
| | 25-29 | 50 | 16.7 |
| Qualification | BS | 204 | 68.0 |
| | MSc | 23 | 7.7 |
| | Mphil | 73 | 24.3 |
| Family System | Nuclear System | 195 | 65.0 |
| | Joint System | 105 | 35.0 |
| Marital Status | Unmarried | 300 | 100 |

The research demographics variables of the participants are shown in Table 1 (N = 300). Gender distribution of participants was balanced with 150 males (50%) and 150 females (50%) in the study. As far as the family system was concerned, the findings reveal that out of 195 participants (65%) were from nuclear families while 105 participants (35%) were from joint families. This shows that most of the respondents belong to the nuclear family. With regard to educational level, 204 (68%) of the participants reported having a Bachelor's degree (BSc), 73 (24.3%) reported to have a Master's degree (MSc) and 23 (7.7%) reported to have a MPhil. This is indicative of the fact that this sample was largely comprised of highly educated people. In addition, there were no differences in marital status among the participants (300, 100%). The age distribution of participants varied between 17-29 years, with the highest number of participants being in the 20-year age group (25.3%), followed by 19 years (22%) and 21 years (10%). This implies that most of the respondents were young adults.

Table 2: Scale's Reliability Analysis (N=300)

| Variables | Items | Cronbach's α |
|--|-------|---------------------|
| Parent Acceptance Rejection Questionnaire Father | 29 | .84 |
| Parent Acceptance Rejection Questionnaire Mother | 29 | .82 |
| Moral Disengagement Scale | 32 | .88 |
| Adult Suicidal Ideation Questionnaire | 25 | .93 |

To determine the reliability of the instruments used in this study, the reliability analysis was carried out. The Parental Acceptance-Rejection Questionnaire showed good reliability, Cronbach's alpha for the parental acceptance (father form) was .84 and for the parental rejection (mother form) .829 (as shown in Table 2). The Moral Disengagement Scale had good internal consistency ($\alpha = .88$) and the Adult Suicidal Ideation Questionnaire had excellent reliability ($\alpha = .939$). The results obtained in the study revealed that all the scales were reliable and suitable for statistical analysis. High reliability values indicate that all items of the scales measure the constructs they are designed to measure.

Table 3: Descriptive Statistics of Study Variables (N=300)

| Variables | <i>M</i> | <i>SD</i> | <i>Min</i> | <i>Max</i> |
|-----------|----------|-----------|------------|------------|
| PARQ | 161.37 | 24.00 | 115 | 222 |
| MDS | 94.65 | 19.46 | 32 | 160 |
| ASDQ | 117.11 | 35.13 | 37 | 172 |

PARQ= Parent Acceptance Rejection Questionnaire (Father&Mother), MDS= Moral Disengagement Scale, ASDQ= Adult Suicidal Ideation Questionnaire

The central tendency and distribution of the study variables were examined by computing descriptive statistics. The mean score for parental rejection was ($M = 161.37$, $SD = 24.01$); which suggests that participants experienced moderate amounts of perceived parental rejection. The mean score ($M = 94.65$, $SD = 19.46$) indicated moderate cognitive disengagement tendencies for moral disengagement. The mean score for suicidal ideations was ($M = 117.11$, $SD = 35.13$), suggesting a significant amount of suicidal thoughts in the sample. The results of skewness and kurtosis were in the acceptable range, showing normal distribution of the data for all the variables.

Table 4: Pearson Correlation among Family Rejection, Moral Disengagement and Suicidal Ideation (N=300)

| Variables | 1 | 2 | 3 |
|------------------------|-------|-------|--------|
| 1. Family Rejection | - | .46** | .43** |
| 2. Moral Disengagement | .46** | - | .488** |
| 3. Suicidal Ideation | .43** | .48** | - |

To explore the relationships between parental rejection, moral disengagement, and suicidal ideation, Pearson correlation analyses were performed. The results showed a significant positive correlation between perceived parental rejection and moral disengagement ($r = .46$, $p < .01$), suggesting that the more parents were perceived as rejecting, the higher the moral disengagement.

Likewise, there was positive correlation between parental rejection and suicidal ideation ($r = .43$, $p < .01$), meaning that one's suicidal thoughts were positively related to their perception of higher parental rejection. In addition, there was a strong positive correlation between moral disengagement and suicidal ideation ($r = .48$, $p < .01$), suggesting that the higher the moral disengagement, the higher the suicidal ideation. Overall, the results obtained generally confirm the hypothesized relationships between variables in the study.

Table 5: Simple Linear Regression Analysis correlation among Family Rejection and Suicidal Ideation

| Variables | <i>B</i> | <i>SE</i> | β | <i>t</i> | <i>p</i> |
|---------------------|----------|-----------|---------|----------|----------|
| 1. Family Rejection | .641 | .076 | .438 | 8.403 | .000 |

$R^2 = .192$

A simple linear regression analysis was used to determine if there was a relationship between parental rejection and suicidal thoughts. As shown in Table 4.5, parental rejection significantly predicted suicidal ideation ($B = .641$, $\beta = .438$, $t = 8.403$, $p < .001$). Model explained a moderate amount of variance in suicidal ideation ($R^2 = .192$). This means that parental rejection has a significant influence on an increase in suicidal ideation among university students, which is verified by these findings.

Table 6: Mean Comparison of Male and Female Participants on Study Variables

| Variable | Male | | Female | | <i>t</i> (298) | <i>p</i> |
|---------------------|----------|-----------|----------|-----------|----------------|----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | | |
| Family Rejection | 154.28 | 21.31 | 168.44 | 24.52 | -5.337 | < .001 |
| Moral Disengagement | 89.94 | 19.07 | 99.37 | 18.74 | -4.320 | < .001 |
| Suicidal Ideation | 116.72 | 34.46 | 117.49 | 35.91 | -0.189 | .851 |

Note. Male $n = 150$; Female $n = 150$. LL = Lower Limit; UL = Upper Limit of 95% Confidence Interval. Cohen's d : small = .20, medium = .50, large = .80.

An independent samples t -test was conducted to examine gender differences in family rejection, moral disengagement, and suicidal ideation. As presented in Table 4.6, female students reported significantly higher family rejection ($M = 168.44$, $SD = 24.52$) than male students ($M = 154.28$, $SD = 21.31$), $t(298) = -5.337$, $p < .001$. Similarly, females ($M = 99.37$, $SD = 18.74$) scored significantly higher on moral disengagement than males ($M = 89.94$, $SD = 19.07$), $t(298) = -4.320$, $p < .001$. No significant gender difference was observed in suicidal ideation (M females = 117.49, $SD = 35.91$; M males = 116.72, $SD = 34.46$), $t(298) = -0.189$, $p = .851$. These findings suggest that while females experience significantly higher family rejection and moral disengagement than males, suicidal ideation does not differ significantly between genders.

Table 7:
Medioator Table

Total Effect

| Variabales | <i>Effect b</i> | <i>p</i> | <i>Boot SE</i> | <i>95% Boot UL</i> | |
|--------------------------------------|-----------------|----------|----------------|--------------------|---------------|
| | | | | <i>BootLL</i> | <i>BootUL</i> |
| Family Rejection → Suicidal Ideation | .641 | < .001 | .076 | .491 | .791 |

Direct Effect

| Variables | <i>Effect b</i> | <i>P</i> | <i>BootSE</i> | <i>95%BootCI</i> | |
|---|-----------------|----------|---------------|------------------|---------------|
| | | | | <i>BootLL</i> | <i>BootUL</i> |
| Family Rejection → Moral Disengagement | .3777 | <.001 | .0416 | .295 | .460 |
| Moral Disengagement → Suicidal Ideation | .6559 | <.001 | .0994 | .460 | .851 |
| Family Rejection → Suicidal Ideation | .3929 | <.001 | .0806 | .2343 | .5515 |

Indirect effect

| Mediator | <i>Effect</i> | <i>BootSE</i> | <i>95%BootCI</i> | |
|---------------------|---------------|---------------|------------------|---------------|
| | | | <i>BootLL</i> | <i>BootUL</i> |
| Moral Disengagement | .2477 | .0519 | .1510 | .3570 |

The relationship between family rejection and suicidal ideation was partially mediated by moral disengagement. The regression coefficient between family rejection and moral disengagement was statistically significant ($b = .3777$, $p < .001$). Similarly, the regression coefficient between moral disengagement and suicidal ideation was also statistically significant ($b = .6559$, $p < .001$). These results support the mediational hypothesis. Family rejection remained a significant predictor of suicidal ideation even after controlling for moral disengagement ($b = .3929$, $p < .001$), indicating partial mediation. The indirect effect was tested using a bootstrap estimation approach with 5000 samples. The results indicated a significant indirect effect of family rejection on suicidal ideation through moral disengagement ($b = .2477$), with a 95% confidence interval [.1510, .3570], which does not include zero. We conclude that higher family rejection increases moral disengagement, which in turn increases suicidal ideation among university students.

Figure 1: Model of Family Rejection as a predictor of Suicidal Ideation

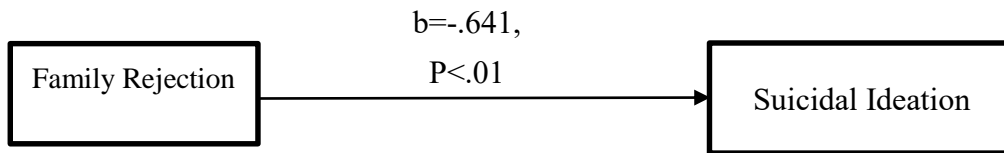
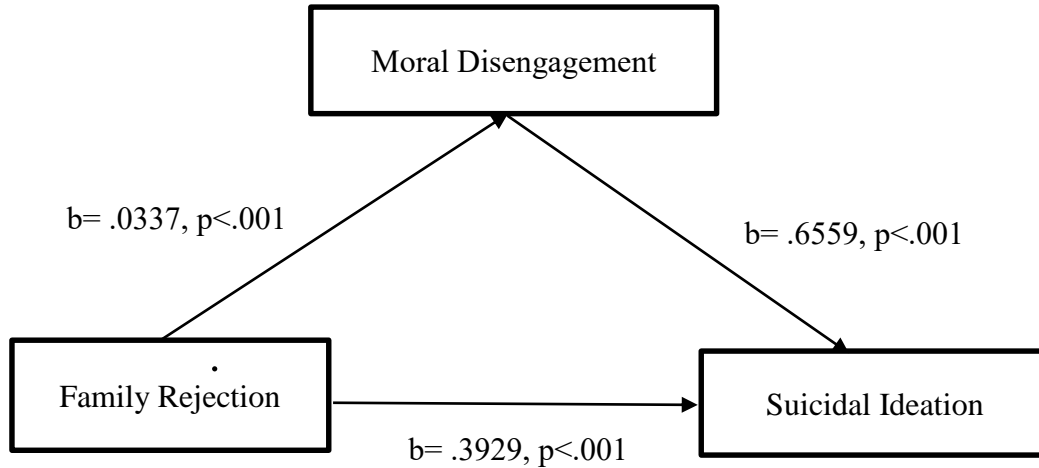


Figure 2: Model of Family Rejection as a predictor of Suicidal Ideation mediated by Moral Disengagement



Discussion

The findings of the present study revealed a significant positive relationship between parental rejection and suicidal ideation among university students. This indicates that individuals who perceive higher levels of rejection from their parents are more likely to experience suicidal thoughts. These findings are consistent with previous research, which suggests that parental rejection is a major interpersonal stressor that negatively affects psychological well-being. Joiner's Interpersonal Theory of Suicide (2005) identifies these two important factors: perceived burdensomeness and thwarted belongingness. Both these conditions are directly linked to parental rejection. People who feel a lack of emotional support, acceptance and warmth from their parents can feel unimportant, inadequate and socially isolated. This sense of not being at home or belonging undermines emotional security and emotional vulnerability. In addition, people may start to believe that they are a bother to others, further increasing thoughts of suicide. Previous studies (Nock et al., 2008) also suggest that people who feel rejected by others are likely to develop depressive symptoms and suicidal ideation. Hence, parental rejection can be regarded as a risk factor that increases suicidal ideation among university students.

This is one of the results of the present investigation that concluded that moral disengagement acts as a partial mediating factor between parental rejection and suicidal ideation. This suggests that parental rejection directly affects suicidal ideation and also indirectly affects suicidal ideation via moral disengagement. The results here indicate that people who face rejection by their parents can become caught in unhealthy thought cycles that can make them more susceptible to suicidal thoughts. Moral disengagement serves as an explanation for the psychological process by which interpersonal stressors (parental rejection) become internal stressors (suicidal ideation).

Moral disengagement can be mediated cognitively and emotionally. People who are rejected can get negative ideas about themselves as well as other people. This belief is reinforced by disengagement processes like self-blame, justification and emotional distancing. This is significant

as it illustrates that suicidal thinking can be affected not only by external factors, like parental rejection, but also by internal cognitive factors. Hence, interventions should not only work on family relationship improvement, but also on changes to maladaptive cognitive patterns.

The results obtained can be explained in terms of cognitive and interpersonal theories. Moral disengagement, in a cognitive sense, diminishes internal moral restraints and puts one at risk for self-destructive thoughts. At an interpersonal level, parental rejection adds to feelings of rejection, worthlessness, and lack of belongingness, further exacerbated by disengagement mechanisms.

Thus, the findings suggest that parental rejection has a negative effect on suicidal ideation via a moral disengagement pathway. This highlights the importance of psychological treatment for students in university that should not only focus on family problems but also include psychological intervention to reduce suicidal ideation which focuses on breaking the negative thought pattern.

Conclusion

The main aim of this study was to examine the correlation between family rejection, moral disengagement and suicidal ideation among university students. The empirical results support the model and theory.

The study found that family rejection is an important predictor of suicidal ideation, further supporting it's as a major interpersonal stressor. People who feel emotionally rejected, rejected as a person, or treated negatively by their family will be more likely to suffer from psychological distress such as hopelessness and emotional instability. The findings support the Interpersonal Theory of Suicide (Joiner, 2005) which suggests that suicidal ideation is a result of perceived burdensomeness and thwarted belongingness. Rejection by the family directly affects both of these states of mind, making people feel vulnerable to thoughts of suicide.

In addition, the study found that moral disengagement acts as a mediator between the two. People who have experienced family rejection tend to acquire cognitive distortions that include rationalizations of bad thoughts, diffuse responsibility and emotional distancing. These mechanisms undermine one's own moral inner control and can lead to thoughts of suicide or death attempts.

The results highlight the emotional, but also the cognitive and social nature of suicidal ideation and the role that both environmental (family rejection) and psychological (moral disengagement) factors play. Overall, the study highlights the importance of family environment and cognitive processes in understanding and preventing suicidal ideation among university students.

Recommendations

From the study's results, some important recommendations are made to enhance the mental health of the university students, especially after family rejection, moral disengagement, and suicidal thoughts:

Strengthening of counselling services should be pursued and this involves creation of well-equipped Student Counselling units with the presence of trained psychologists in universities. Such units are needed to offer individual therapy, crisis intervention, and periodic mental health assessments to students who are distressed because of family issues or who are thinking about suicide.

Parents should be informed about the psychological consequences of family rejection, through programs. Emotional support, acceptance, and healthy communication within families play a

crucial role in fostering students' mental well-being, which can be achieved through workshops and awareness sessions about these aspects.

Schools need to have regular mental health checks to detect at risk children at an early stage. There are some standardized screening tools that can be used to determine the degree of emotional distress, moral disengagement and suicidal ideation; thereby, timely interventions can be made. Maladaptive cognitive patterns like moral disengagement should be targeted with interventions like cognitive-behavioral therapy (CBT). These interventions can support students to become more adaptive thinkers and coping skills.

Conflict of Interest

The authors showed no conflict of interest.

Funding

The authors did not mention any funding for this research.

References

- Ahmed, S. N. (2007). Need for a paradigm shift: Teacher education at the college level.
- Ahmed, S. N. (2008). The role of governance and its influence on quality enhancing mechanism in higher education. *Business Review*, 3(1), 145-152. Retrieved from <https://doi.org/10.54784/1990-6587.1138>
- Altay, F. B., & Gure, A. (2012). Relationship among the parenting styles and the social competence and prosocial behaviors of the children who are attending to state and private preschools. *Educational Sciences: Theory and Practice*, 14(2), 2712-2718. https://www.academia.edu/2422266/Relationship_
- Alvarez-Subiela X, Castellano-Tejedor C, Villar-Cabeza F, Vila-Grifoll M, Palao-Vidal D. Family Factors Related to Suicidal Behavior in Adolescents. *International Journal of Environmental Research and Public Health*. 2022; 19(16):9892. <https://doi.org/10.3390/ijerph19169892>.
- Antonopoulou, K., Alexopoulos, D. A., & Maridaki-Kassotaki, K. (2012). Perceptions of father parenting style, empathy, and self-esteem among Greek preadolescents. *Marriage and Family Review*, 48(3), 293-309. https://www.researchgate.net/publication/254372954_Perceptions_of_Father_Parenting_Style_Empathy_and_Self-Esteem_Among_Greek_Preadolescents
- Anwar, A., Ayyubi, M. S., Riaz, F., & Shabeer, M. G. (2024). Regional disparities in food security: An empirical analysis of Pakistan's provinces and regions. *The Journal of Research Review*, 1(4), 502-511.
- Auerbach, R. P., Alonso, J., Axinn, W. G., Cuijpers, P., Ebert, D. D., Green, J. G., ... Bruffaerts, R. (2016). Mental disorders among college students in the World Health Organization World Mental Health Surveys. *Psychological Medicine*, 46(14), 2955-2970. <https://doi.org/10.1017/s0033291716001665>. <https://pmc.ncbi.nlm.nih.gov/articles/PMC6877246/#mpr1752-bib-0002>
- Aunola, K., & Nurmi, J. (2005). The role of parenting styles in children's problem behavior. *Child Development*, 76(6), 1144-1159. <https://doi.org/10.1111/j.1467-8624.2005.00840.x>
- Bandura, A. (2002). Selective Moral Disengagement in the Exercise of Moral Agency. *Journal of Moral Education*, 31(2), 101-119. https://www.researchgate.net/publication/233333337_Selective_Moral_Disengagement_in_the_Exercise_of_Moral_Agency
- Bandura, A., Barbaranelli, C., & Caprara, G. V. (1996). Mechanisms of Moral Disengagement in the Exercise of Moral Agency. *Journal of Personality and Social Psychology*, 71(2), 364-374. doi: <https://doi.org/10.1037/0022-3514.71.2.364>.
- Birmaher B, Arbelaez C, Brent D. Course and outcome of child and adolescent major depressive disorder. *Child Adolesc Psychiatr Clin N Am*. 2002; 11:619-637. doi:10.1016/S1056-4993(02)00011-1. https://www.researchgate.net/publication/11167612_Course_and_outcome_of_child_and_adolescent_major_depressive_disorder

- Castellví, P.; Miranda-Mendizábal, A.; Parés-Badell, O.; Almenara, J.; Alonso, I.; Blasco, M.J.; Cebrià, A.; Gabilondo, A.; Gili, M.; Lagares-Franco, C.; et al. Exposure to violence, a risk for suicide in youths and young adults. A meta-analysis of longitudinal studies. *Acta Psychiatr. Scand.* 2017, 135, 195–211. https://www.researchgate.net/publication/311783738_Exposure_to_violence_a_risk_for_suicide_in_youths_and_young_adults_A_meta-analysis_of_longitudinal_studies
- Cavanagh JT, Carson AJ, Sharpe M, Lawrie SM. Psychological autopsy studies of suicide: a systematic review. *Psychol Med.* 2003; 33:395–405. doi: 10.1017/S0033291702006943. https://www.researchgate.net/publication/10798556_Psychological_Autopsy_Studies_of_Suicide_A_Systematic_Review
- Chen Y, Zhu LJ, Fang ZM, Wu N, Du MX, Jiang MM, Wang J, Yao YS, Zhou CC. The Association of Suicidal Ideation with Family Characteristics and Social Support of the First Batch of Students Returning to a College During the COVID-19 Epidemic Period: A Cross Sectional Study in China. *Front Psychiatry.* 2021 Jun 28; 12:653245. doi: 10.3389/fpsy.2021.653245. PMID: 34262488; PMCID: PMC8273509. https://pmc.ncbi.nlm.nih.gov/articles/PMC8273509/?utm_source=chatgpt.com
- Chu C, Buchman-Schmitt JM, Stanley IH, Hom MA, Tucker RP, Hagan CR, Rogers ML, Podlogar MC, Chiurliza B, Ringer FB, Michaels MS, Patros CHG, Joiner TE. The interpersonal theory of suicide: A systematic review and meta-analysis of a decade of cross-national research. *Psychol Bull.* 2017 Dec;143(12):1313-1345.
- Concha-Salgado, A., Ramírez, A., Pérez, B., Pérez-Luco, R., & García-Cueto, E. (2022). Moral disengagement as a self-regulatory cognitive process of transgressions: Psychometric evidence of the Bandura scale in Chilean adolescents. *International journal of environmental research and public health*, 19(19), 12249.
- Dissociation Taylor & Francis (2015). https://www.researchgate.net/publication/273469075_Self_Injury_Suicidality_The_Impact_of_Trauma_and_Dissociation
- Dunn VJ, Abbott RA, Croudace TJ, Wilkinson P, Jones PB, Herbert J, et al. Profiles of family-focused adverse experiences through childhood and early adolescence: The ROOTS project a community investigation of adolescent mental health. *BMC Psychiatry.* 2011; 11:109. doi: 10.1186/1471-244X-11-109
- Ebrahimi, M., Kharbou, A., Ahadi, H., & Hatami, H. (2015). The comparison of emotional self-regulation of students in different parenting styles. *Indian Journal of Fundamental and Applied Life Sciences*, 5(2), 1146- 1152. <https://www.cibtech.org/sp.ed/jls/2015/02/148-JLS-S2-154-MANSOURE-COMPARISON-83.pdf>
- Eisenberg, N., Spinrad, T., & Sadovsky, A. (2006). Empathy-related responding in children. In *Handbook of moral development* (pp. 535-568). Psychology Press.
- Fatima, M., Sarmad, M., Bano, S., Shahid, M., Sajid, R., & Azhar, A. (2024). Analyzing Antecedents of Health Care Workers' Performance Through Emotional Labor and Mediating Role of Emotional Exhaustion. *Journal of Xi'an Shiyou University*, 20(2), 832-845.
- Ford, J.M. Gómez Self-injury and Suicidality: The impact of Trauma and

- Foundation for Suicide Prevention College Screening Project at Emory University. *Depression and Anxiety*, 25(6), 482–488. <https://doi.org/10.1002/da.20321>.
- Ghazanfar, H., & Ul Haq, A. (2025). Ethical and legal implications of AI in human resource management. *Journal of Social & Organizational Matters*, 4(2), 417-428.
- Hajira, B., Hamid, S., ur Rehman, N., Ahmed, S. N., & ur Rehman, S. (2025). Mobile-assisted language learning in a preparatory year English program: Enhancing motivation and receptive skills. *Journal of Political Stability Archive*, 3(3), 1147-1173. <https://doi.org/10.63468/jpsa.3.3.78>
- Imran, H., Nadeem, S., Khan, M. L., & Qureshi, U. (2025). Impact of Artificial Intelligence Personalized Learning on Student Motivation and Academic Performance. *SOCIUM Yapedumenu: Jomard Publishing*, 2(1).
- Kausar, R., Rashid, A., & Saddique, M. (2022). Covid-19 Uncertainty Impact on Exchange Rate: The Case of Pakistan. *Journal of Development and Social Sciences*, 3(4), 339-344.
- Mahmood, M., Alam, N., & Khan, M. L. (2025). Instagram Usage Intensity, Self-Esteem, and Body Image Satisfaction Among Undergraduate Students. *Journal for Current Sign*, 3(2), 500-524.
- Masih, S., Naqshbandi, M. M., Ahmed, F., Eswari Panchanathan, U., & Ng, B. K. (2026). Toxic roots, bitter fruits: how dark leadership breeds workplace incivility. *Management Decision*, 1-24.
- Saddique, R., & Haq, A. U. (2025). Assessing the impact of regulatory frameworks on corporate governance, CSR, and firm performance in Pakistan. *Dialogue Social Science Review (DSSR)*, 3(6), 524-538.
- Shabbir, T., Ali, Z., Uddin, S., Wazir, M., & Gopang, M. A. (2021). A critical study about the human rights concerns in the Kashmir valley. *South Asean Journal of social studies*, 1(1), 66-83.
- Uddin, S. S., Farooq, A., Ali, R. A., & Aurangzeb, M. (2025). The Role of Human Rights in China and USA's Foreign Policy Approaches. *Journal of Social Signs Review*, 3(2), 218-230.
- Yazidi, R. A., & Rana, A. M. (2025). Impact of procurement management practices on the project performance: perspective of project management firms. *International Journal of Procurement Management*, 23(3), 346-359.