A Study on Intervention of College Students’ Suicidal Tendency from the Perspective of Ideological and Political Education

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Abstract. The contemporary college students are growing in the special period of economic transition and social transformation and the increase in social transition factors has brought many new challenges to the work of ideological and political education. With the aggravation of social competition level and mingling of various pressures to college students, their suicidal tendency has become increasingly apparent and thus we should adhere to the people-oriented principle and reinforce the ideological and political education of college students constantly to develop it into an efficient carrier for restraining college students’ suicidal behaviors.

Introduction

Suicide is a very complex psychosocial phenomenon and suicidal tendency is an important part of suicide process. The suicidal behaviors occurred in university campuses in recent years have extruded the significance and urgency for enhancing college students’ ideological and political education. Hence, the great subject of “who to cultivate” and “how to cultivate” should be placed before the staff of ideological and political education, which shall have a significant and far-reaching strategic significance on the inhibition of college students’ extreme behaviors like suicide.

By analyzing the influencing factors for college students’ suicidal tendency and discussing the countermeasures for solving issues concerning ideological and political education in colleges and universities, this paper can provide positive guidance for ideological and political education to help college students deal with specific problems in study and life properly and setting correct life objectives; give operable advice for frustration education of college students and prevention of college students’ suicide phenomenon; offer theoretical reference for enriching the ideas and contents of pedagogy, especially ideological and political education. Relevant factor for the generation of suicidal behavior.

Analyses on Influencing Factors of College Students’ Suicidal Behavior

Depression Level

Depressive disorder has a strong impact on suicidal behavior and 69% to 90% of all suicides have symptoms of mental illness. In America, Beck et al made a ten years’ longitudinal study to reveal the significance of “depression” as an omen for suicidal behavior. Investigation reveals that the suicidal ideation rate of college students with symptoms of depressive disorder is higher than those without depressive disorder.85% of all students with symptoms of depressive disorder and 84% of all students with suicidal ideation failed to receive psychiatric or psychological treatments and their suicidal tendency is more obviously.

Suicidal Cognition

Li Yamin, Lei Xianyang, Zhang Dan, Liu Li, Tang Siyuan (2014) discovered that personality characteristics and negative live events were key factors for the generation of suicidal ideation and suicidal cognition is a relevant factor for the generation of suicidal behavior. Jan Christopher indicated that the suicide rate of a certain group was closely related with their attitude to suicide and
suicidal cognition might promote or restrain suicidal behavior. Peltzer K et al. indicated through studies that the individual who was tolerant to and could understand suicide might have higher suicide ratio and the individual who held opposing attitude might be prevented from suicide.

**Suicidal Ideation**

Researches show that suicide is a continuous process starting with suicidal ideation that can evolve into suicide attempt and planning and ultimately result in incomplete suicide or completed suicide; the risk factors for suicidal ideation are similar to those for completed suicide. Schweitze R et al. sent the questionnaires of suicidal ideation and behavior to 1678 college students in Australia and found that 62% had had suicidal ideation and 6.6% had had suicidal tendency once or above. Van Orden KA et al. investigated the suicidal ideation of students in an American university and found that the occurrence rate of college students’ suicidal ideation was highest in summer.

**Construction of Path Analysis Model for College Students’ Suicidal Tendency**

**Assumption on Influence Path of Suicidal Tendency**

The data of this paper comes from the national sample survey organized by the research group of the national social science foundation "empirical research on the refinement and advancement of big data social governance". The questionnaire on social governance services and personal needs of big data was used in the survey.

According to the related literature analysis, it is assumed in this study that depression level may influence suicidal cognition, ideation and tendency, suicidal cognition may influence suicidal ideation and tendency and suicidal ideation may directly influence suicidal tendency, and there are 6 paths for influences of causal relationships between variables:

H1: depression level→suicidal tendency;
H2: depression level→suicidal ideation - suicidal tendency;
H3: depression level→suicidal cognition - suicidal tendency;
H4: suicidal cognition→suicidal tendency;
H5: suicidal cognition→suicidal ideation - suicidal tendency;
H6: suicidal ideation→suicidal tendency.

**Reliability and Validity Analysis**

The higher the reliability of scale is, the more stable scale is and the more greater the validity and reliability of data used for theoretical analysis is. It is stated that the coefficient of reliability α should not be lower than 0.6 and it is deemed as having higher reliability when α is higher than 0.8. As a measuring tool, the scale should not only have reliability, but also measure the attribute of things accurately and veritibly, that is to say, it must be equipped with measuring validity or accuracy.

According to the reliability and validity calculation methods and test standards, the reliability coefficient α of each item in the above scale is above 0.6, and the structure validity of each subscale is above 0.5, indicating that the data collected in this scale has high reliability and good explanatory ability and is suitable for further analysis.

**Construction and Analysis of Path Model**

Table 1. Path Coefficients and Significance Results between Variables in Path Analysis Model.

<table>
<thead>
<tr>
<th>Path</th>
<th>path coefficient</th>
<th>T</th>
<th>inspection result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depression level→suicidal tendency</td>
<td>0.752</td>
<td>6.583</td>
<td>pass</td>
</tr>
<tr>
<td>depression level→suicidal ideation</td>
<td>0.437</td>
<td>3.432</td>
<td>pass</td>
</tr>
<tr>
<td>suicidal cognition→suicidal tendency</td>
<td>0.472</td>
<td>3.863</td>
<td>pass</td>
</tr>
<tr>
<td>suicidal cognition→suicidal ideation</td>
<td>0.362</td>
<td>2.872</td>
<td>pass</td>
</tr>
<tr>
<td>suicidal ideation→suicidal tendency</td>
<td>0.502</td>
<td>4.861</td>
<td>pass</td>
</tr>
</tbody>
</table>
Here the significance of coefficients on the path will be tested with the critical value of statistical magnitude $T$ as criterion; if $|T|<1.996$ (significance level is 0.05, freedom degree is 68), it means that the two latent variables fail to pass the significance test and have no direct significance relationship; if $|T|>1.996$ (significance level is 0.05, freedom degree is 68), it means that the two latent variables pass the significance test and have direct significance relationship and coefficients on the path are significantly effective.

By virtue of the coefficients of paths in Table 1, we can draw the standard path diagram of estimated results, as shown in figure 1. Judging from the path that starts from depression level, the coefficient for path of depression level on suicide tendency (H1) is 0.752 and the values for conduction variable $T$ of path mediated by suicidal ideation (H2) are 3.432 and 4.861 respectively, all of which exceed the critical value of 1.996, that is to say, they pass the significance test. Seeing from the path that starts from suicidal cognition, the coefficient for path of suicidal cognition’s direct effect on suicidal tendency (H4) is 0.472 and the values for conduction variable $T$ of path with suicidal ideation as intermediate variable (H5) are 2.872 and 4.861 respectively, all of which exceed the critical value of 1.996, that is to say, they pass the significance test. The coefficient for the path of suicidal ideation directly influencing suicidal tendency (H6) is 0.502 and it passes the significance test; but the values for conduction variable $T$ of the path of depression level indirectly influencing suicidal tendency with suicidal cognition as mediating variable (H3) are 0.086 and 0.764 respectively and it fails to pass significance test; thus, this path is not tenable.

![Figure 1. Standard Path Diagram of Suicidal Tendency.](image)

In the study on paths of college students’ suicidal tendency, 5 significant paths are obtained: H1, H2, H4, H5, H6. Hence, suicide cognition can directly affect suicide tendency or indirectly affect suicide tendency through suicidal ideation. Suicidal ideation can directly affect suicidal tendency.

**Countermeasures and Suggestions**

**Carrying out Psychological Health Education Comprehensively, to Reduce the Depression Level of College Students**

It can be seen from the above analysis that depression level has a direct influence on suicidal tendency and the mental health status of college students may help predict the occurrence of suicidal behavior; the psychological health education is a new demand, form and means of ideological and political education under the new situation and era and thus we should greet this new product. For example, carry out life education courses, psychological health, counseling and psychotherapy courses.

**Improving Psychological Consultancy Organizations of Universities and Building Crisis Intervention Organizations, to Improve the Level of Suicidal Ideation of College Students**

It is known from the analysis that suicidal ideation directly affects college students' suicidal tendency, and psychological counselling and counselling, as a project to help college students improve their psychological problems, should be paid more attention to by the school and the society. So psychological consultancy organizations of universities must be improved, crisis
intervention organizations must be built, professional training for suicide prevention workers must be strengthened and more specialists must be appealed to pay close attention to and study the suicide problem of college students.

**Creating Vigorous and Healthy Campus Culture, to Reduce the Suicide Tendency of College Students**

Culture is the physical, interpersonal and mental environment created jointly by a group, and a good environment helps college students to develop mental health, reduce depression level, reduce suicidal ideation. The campus culture can be built through carrying out the general courses of humanistic education to help college students widen their horizon and open their eyes to the society, country and whole world. In addition, we should carry out a series of activities that are full of cultural atmosphere in our ideological education work to get more students involved so that they can acquire knowledge and integrate into the group.

**References**


