

From Social Psychological Perspective to the Factors Influencing Suicide Among Minors

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Abstract: Despite the growing clamour for psychosocial knowledge and the measures held by the state to protect the mental health of minors, there are still minors whose negative emotions simply cannot be attended to. In this paper, in order to understand and respond to underage suicide, it is needed to think about the three main causes that influence underage suicide rates in terms of two sociological theories: family conflict, academic pressure and teacher-student conflict. Mead's proposal that human consciousness influences human behaviour can explain the impact of family conflict, academic pressure and teacher-student conflict on underage suicide rates; underage suicide rates are socially social, cultural and historical contexts in which constructivism arose, influenced and shaped by the three main causes of underage suicide. With an understanding of the root causes of the underage suicide rate, it is possible to consider and implement unique responses to combat the rise in the underage suicide rate. The consciousness of Chinese minors is socially generated and influenced by the historical inheritance brought about by social constructivism. It is also believed that the age of 15-18 is the age when minors are desperate to study and that the pressure from studying eventually becomes. The pressure from studying eventually becomes a conflict between parents and teachers and students, and minors develop a negative psychological consciousness that is eventually acted upon.

Keywords: suicide, minors, social psychology, social constructionism

1. Introduction

Suicide among minors is prevalent around the world and currently, in China, the method used to curb the increase in suicide among minors is to establish professional psychological counselling departments in secondary schools, however it has not been fully effective in curbing suicide or suicidal tendencies among minors. The World Health Organisation published in 2016 the suicide rate for people in all age groups in all regions, in China it was 0.0 for 5-9 years old, 0.9 for 10-14 years old and 2.8 for 15-19 years old [1]. This increase draws attention to the situation of minors aged 15-19 in junior and senior high school (in China, the age of entry is limited by the month of birth and some students are a year older than their classmates). It is needed to consider the three main causes of underage suicide in terms of two sociological theories: family conflict, academic pressure and teacher-student conflict. 1) Mead's suggestion that human consciousness influences human behaviour explains the impact of family conflict, academic pressure and teacher-student conflict on underage suicide rates; 2) underage suicide rates are the social, cultural and historical context in which constructivism emerges and are influenced and shaped by the three main causes of

underage suicide. causes that influence and shape it. Understanding the root causes of underage suicide rates makes it possible to consider and implement unique responses to combat the rise in underage suicide rates. In previous research, personal, family and school factors, as well as social factors, have been identified as the main reasons for understanding underage suicide. Minors who die by suicide all suffer from at least one mental illness; families are unable to provide the financial security, physical security, psychological security and positive behavioural role models needed for the child's development; schools leave minors feeling excluded or without a sense of achievement and worth; and the psychological oppression society may bring to adolescents includes social prejudice, lack of access to social resources, and cyberbullying [2]. This research has provided an insight into the causes of suicide among minors. It has also been suggested that "excessive academic stress and the harsh natural environment make the body disorderly with a tendency to depression [3]. Other studies have analysed the number of existing studies on suicide among minors, ranking biologically relevant factors, family and social factors and self factors to find the main causes of suicide among minors [4]. In conclusion, this paper will analyse the three causes of underage suicide from a social psychological and social constructivist theoretical basis of direct concern and their interaction with socio-historical and social factors that affect minors.

2. Theoretical Foundation

2.1. Social Psychology Theory

Social psychology as the study of patterns of psychological and behavioural change in social interactions between individuals and groups, and the exploration of interpersonal relationships between individuals and groups. By focusing on phenomena in the microscopic realm, research methods tend to use a wide range of experimental methods to measure psychological phenomena and mental activities, such as human emotions and attitudes. And by using theories from social psychology, it is also possible to analyse the causes of human behaviour that occur in society. The research is based on the idea that the human mind and self emerge from society, emphasising the interaction between the organism and its environment, and between the individual and society, as proposed by George Herbert Mead in his book *Mind, Self and Society*. As a theoretical basis for the study, the factors that influence the suicide rate of minors are presented as a way of thinking. This study is based on the factors that influence the suicide rate among minors. The subjects of the study were minors between the ages of 15 and 18. In Mead's theory of social behaviour, he argues that "human behaviour should not be explained in terms of human consciousness, but in terms of human awareness" [5]. When studying suicide rates among minors, the focus is often on suicide, or negative behaviour in life, but it is the human consciousness that really influences human behaviour, so it is important to look at their emotions and whether their thoughts have become negative while they are still acting out. In Mead's argument, the mind and the self as mental or conscious activities are entirely a product of society. It is also necessary to take into account the social context, even the historical and cultural context, when analysing in depth the factors that influence the suicide rate of minors.

2.2. Social Constructivism Theory

Combined with the idea of "social psychology as history" advocated by the American psychologist Logan, it can be deduced that the factors influencing the suicide rate of minors are socially constructed [6]. Social constructivism, founded on essentialism and scientism, is historically and culturally specific in its object of study, research methods and theoretical perspectives. It is culturally specific and has different interpretations in the historical and cultural contexts of different countries. This paper, however, will focus on the factors affecting the suicide rate of minors in

China in the context of Chinese society, explore how human behaviour is influenced by consciousness, explore the relationship between minors' emotions and the social environment according to Mead's social psychology theory, introduce the factors affecting minors' suicide into the causes of minors' emotional changes, and analyse how to provide effective psychological counselling to minors to curb the growth of negative emotions and thus curb the suicidal tendencies of minors.

3. Case Study

The Study on the Current Situation of Student Suicide in the Education Blue Book: China Education Development Report (2018) concludes that family conflicts, academic pressure and teacher-student relationships are the main causes of suicide affecting minors today" (see Figure 1)). At around 18:40 on 9 May 2021, Lin Mou (a pseudonym), a 16-year-old sophomore at Chengdu's 49th Middle School, died after falling from a height from a school building [7]." The case has attracted widespread attention on the internet. It started when Lin's parents posted on social media software, questioning the school's refusal to provide information such as CCTV footage, and suspecting that the school's call to 120 was delayed, leading to ineffective resuscitation. Public opinion quickly spread and rumours spread, with people even posting anonymously that they were classmates of the deceased, claiming something else was going on and threatening students at the school not to tell the truth about the death. With the highly developed internet, people following the case began to be exposed to uncertain information, as they lacked standards of judgement and were more subjectively ruled by emotions, leading some to choose to believe the rumours and spread them [8]. Subsequently, the fall in Chengdu 49 Middle School received great attention from the local education bureau and police were sent to conduct an in-depth investigation to restore the truth of the case. on 11 May 2021, the Chengdu Chenghua District Joint Investigation Team issued a briefing on the death of the student who fell from the building in Chengdu 40 Middle School." By the public security organs on-site investigation, forensic identification, access to surveillance, comprehensive investigation, determined that: 1) the body damage consistent with high fall death; 2) according to the scene climbing traces, footprints and fingerprints to determine the high fall is a personal behavior; 3) by the investigation of no other traces of physical evidence, excluding others. In summary, a criminal case was ruled out. Joint investigation team on the day of the student's return to school and the recent situation of multiple investigations, the school was not found to exist corporal punishment, verbal abuse of students and other issues of teacher misconduct, the student was not found to have a school bullying situation. It was basically judged that the student had lightly died as a result of personal problems [9]." The content of the surveillance was also released, and although the content of the fall could not be seen in the surveillance, the trajectory of the student's behaviour prior to the fall could be seen. This included slitting her wrists several times before jumping to her death. It was only after the police notice was released that the rumours on the internet finally dissipated, yet while people, even Lin's parents, were concerned about the rumours of this case, no one really cared about the reasons for Lin's suicide. By retrieving data from the mobile phone Lin had used during his lifetime, the police found that Lin had repeatedly made self-deprecating and self-denying comments in his chats with friends, but his parents and teachers did not notice Lin's negative and negative emotions, which eventually led to such emotions festering. Family factors and academic pressure as well as teacher-student conflicts are all factors that can lead to suicide among minors, with the case of Chengdu 49 being one of the most typical examples. However, academic pressure can invisibly and slowly breed family conflict in an unnoticeable way. Chengdu 49th Middle School is a key municipal school in Chengdu and students are often overloaded with competition and academic pressure among students within the school [10]. Although Xiaolin's psychological assessment gave him a "good state of mental health", in reality,

his consciousness is forced to change under pressure [11]. Study pressure can lead to family conflicts, teacher-student conflicts and other factors that affect the psychological health of minors.

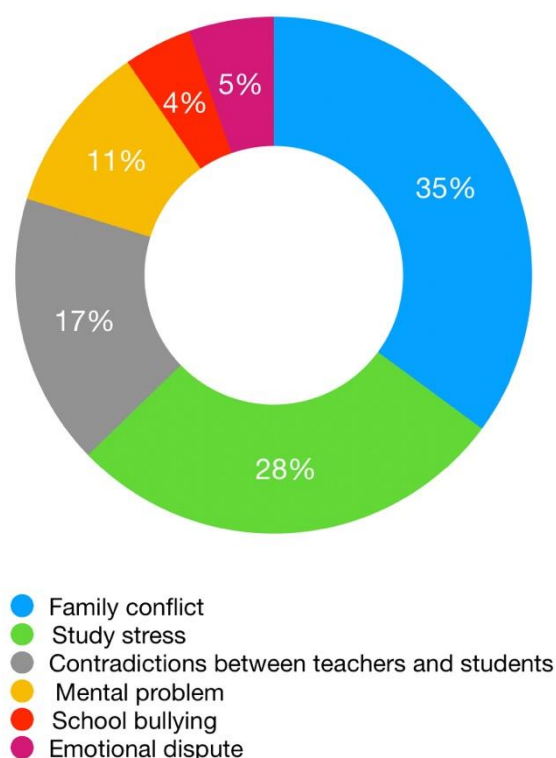


Figure 1: Current status of suicide among minors (China Education Development Report (2018))

4. Discussion

The case in point is that Lin was suffering from negative emotions due to academic pressure and eventually chose to commit suicide by jumping off a building. In social behaviour, the interaction between the individual and society is emphasised. Chinese minors communicate more with their parents, classmates and teachers, and the words of parents and teachers are the most direct way to the minors' hearts. Only human beings can move from the level of conversation to the level of linguistic symbols of ideation and thus acquire mind or consciousness [12]. In analysing the factors influencing the suicide rate among minors, by using knowledge of social psychology, it is possible to look directly in the individual's own mind for the causes that influence his or her altered consciousness. In the police report, it can be learnt that Lin was an introverted student, and parents and teachers may not have been able to get a glimpse of what was really going on inside his mind; it was only through Lin's comments in chat logs that it turned out that Lin's consciousness had already become depressed and his mind had become corrupted. Therefore, when analysing the mind of an individual, one has to consider the particular social context and historical heritage of China. In ancient China, the imperial examination system was one of the factors that could determine one's fate, and in modern times it has evolved into the college entrance examination, which has become universal. The status of the college entrance examination has never changed in the minds of Chinese people. Like the imperial examination system, the college entrance examination is also a condition for determining one's fate in life, and those who do well in the examination can enter top

universities, find good jobs and even complete a class leap. As a result, people all over the country hope that they, and their offspring, will be able to get into the best universities in the college entrance examinations, and competition is thus incredibly fierce. Even though one cannot clearly understand what Xiao Lin has been through and what emotional turmoil he has been subjected to in the provincial money express, minors growing up under the traditional Chinese family and school are often subjected to a lot of psychological damage due to the parents' desire to see their sons become dragons and the teachers' belief that only good students are good students if they study well. In other words, due to the excessive mental pressure from teachers and parents, even if it does not show on the surface, traditional ideas are formed in the subconscious of the minors and under the impact of the language environment, the minors' minds or consciousness will gradually become negative, especially between the ages of 15 and 18, the years of greatest academic pressure, which makes it easier for the minors' minds to grow into depression. The minor's mind grows into the pre-depressive form of depression. Some studies have attributed the causes of suicide among minors to purely personal factors. "Compared to other factors, mental disorders or illnesses are the most significant influencing factor in triggering suicide. Studies have found that more than 90 per cent of people who die by suicide carry at least one mental disorder or illness, with the most common mental illness being depression. People with depression have 20 times the risk of dying by suicide as those without depression, and among those who died by suicide and those who attempted suicide, more than 50% and 20% to 48% of those with depression, respectively [13]." This study concluded that, excluding congenital mental illness, personal factors that contribute to suicide in minors can be explained by family factors and social context. Family, teachers and friends are essential components in the development of minors, and when analysing the population of minors who grow up with depression and suicidal tendencies, it comes back to the essence of why minors become ill and want to commit suicide. This study, however, tends to look at the factors that influence the formation of minors' minds and what makes minors' minds develop into a negative psychology between the ages of 15 and 18, so this paper suggests that family, teacher-student conflicts and social factors are the main causes of suicide among minors.

4.1. Countermeasures and Suggestions

To curb the rise in the suicide rate of minors, psychological counselling for minors is inevitable. In China, "high school psychological counselling and counselling is counselling and counselling that takes place on campus. Psychology teachers have a national counselor license or a background in psychology and are recruited through teachers to be in charge of counseling and counselling for students in schools High school counseling and counselling is aimed at current high school students, who by default, the psychology teacher will provide some guidance and direction to change their current state [14]." However, it is also essential to educate the parents of minors as well as the teachers' code of ethics. Parents are the closest people to most minors, and if they are aware of their mood swings early on, they may be able to curb them and help them heal before they develop a negative state of mind. However, some parents in China are often negligent in caring for their children, perhaps because they are too busy with work, or because they are not educated enough to understand mental illness. Therefore, parents of minors need to be given talks on psychology, including the early signs of depression, how to protect the sensitivity of minors and how to help them through negative emotions when they arise. It is also necessary to develop a code of ethics for teachers. In China the teacher's position is important in the minds of the students and the words of the teacher can have a direct impact on a student's psyche. To some extent the teacher's criticism of the student is much more serious than that of the parents because in traditional Chinese schools when a teacher criticises a student there is no distinction between private and public, which leads to the student being criticised feeling humiliated in his or her self-esteem and therefore requires the

Education Bureau to be strict about the teacher's ethical standards of behaviour, with the benchmark of not verbally abusing and assaulting students, and to drive a positive classroom atmosphere wherever possible. This would prevent sensitive minors from spending most of their time in school in a state of anxiety. The limitation of this paper is that it does not provide a real time survey of the factors currently influencing the suicide rate of minors, who may become more psychologically sensitive in a modern society with the rapid development of the internet and exposure to more external information, and it relies on available or several years old data for its analysis.

5. Conclusion

To conclude, this paper explores and analyses three causes of suicide among minors: family factors, academic pressure and teacher-student relationships, based on Mead's theory of social psychology and social constructivism. The human mind emerges from society, human speech can influence the growth of the mind, and the causes of minor suicide in different countries are shaped by social constructivism, which must take into account the historical-cultural and social context. Therefore, the essential cause of suicide among minors is the interference of external factors in the development of the minor's psyche; family, studies and school can all be direct causes of interference, while personal factors are the result of the minor's psyche being shaped by external influences. The relationship between family, academic and school factors and suicide among minors can be understood when considering the historical background of China. In helping minors to alleviate their negative psychology in the future, there is a need to free them and their parents and teachers from stereotypical thinking, to face life's pressures scientifically and to nip suicidal tendencies in the bud as soon as they arise.

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