

Psychological Stress and Suicidal Tendency of College Students During the COVID-19 Epidemic

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Abstract. With the development of society and the changes of the times, college students are often faced with increasing psychological pressure from different aspects. Since the outbreak of the new crown epidemic in late 2019, the psychological pressure on college students has become more severe and more diverse. When psychological pressure reaches a certain level, it often leads to a suicidal tendency among college students. Therefore, psychological pressure is an important indicator for measuring the healthy growth of college students. In order to more accurately understand the source of psychological stress of college students and find ways to improve their tendency to use positive coping methods in the face of psychological stress, this article expounds on the potential relationship between psychological stress and the suicidal tendency of college students and studies the impact of the new crown epidemic. Under the background, the changes in the degree of psychological stress of college students provide a reference value for the development of college mental health education.

Keywords: Psychological stress; Suicidal tendency; COVID-19 epidemic; College students.

1. Introduction

1.1 Research background

1.1.1 Practical background

With the rapid development of the times and society, hopes and opportunities also follow, as well as competition and challenges. When people face competition and opportunities, psychological conflicts and pressures have become inevitable. The problem. University is an important turning point in a person's life. College students receive advanced education and innovative knowledge, have different pursuits from others, face more opportunities and difficulties, and bear the pressure that others cannot compare. During this special period of college, college students have not yet matured in their physical and mental development, lack a certain ability of self-control and regulation, and have a weak ability to resist pressure. With the change in living environment and the contact with the social environment they are gradually facing, they often bring about strong psychological conflicts, resulting in severe psychological stress. Under the influence of severe psychological pressure, negative emotions will continue to occur psychologically, physical discomfort will also be felt at the same time, and the most serious one will have excessive verbal and even behavioral reactions. According to the survey results, it can be found that the mental health of college students tends to deteriorate, and the suicidal tendency and phenomenon of college students in recent years are sufficient to illustrate this fact.

At the end of 2019, the new crown pneumonia virus suddenly came, and it spread to many countries around the world in a short period of time. The incident happened suddenly, and there were no effective drugs at first. Therefore, the epidemic was not under control, which had a certain negative impact on all aspects of our country, and the impact on the people was even greater. Immediate and far-reaching, and the mental health of college students is worse at this time. The overload of epidemic information has impacted and affected the public's psychology. In order to prevent the spread of the epidemic and the safety of teachers and students, all colleges and universities are required to postpone the opening of the school. For the special group of college students, due to the arrival of the epidemic, more factors such as the postponement of the second time and the uncertainty of the start time of the

school have affected the students in terms of psychology, life, study, and work. College students stay at home for a long time because of extended vacations, and because they need to reduce going out, they cannot participate in a series of activities. The prolonged alone time and the worry about their own studies and internships being affected make students feel anxious and depressed.

Although the current epidemic situation in my country has stabilized, the epidemic has not yet ended. At this stage, it is particularly important to understand the relationship between the degree of psychological stress and the suicidal tendency of college students, as well as the coping methods they choose when facing pressure.

1.1.2 theoretical background

Chen [1] believes that both large psychological pressure and small pressure will have a negative impact on people's health and life. Therefore, it is necessary to manage stress and try to reduce the negative effects of stress without affecting normal life and physical and mental vitality. Reducing stress can prevent and eliminate the occurrence of potential physical and mental illnesses and help promote overall physical and mental health. Di and Li [2] conducted research on psychological stress and mental health among college students in a certain place as the research objects. The study showed that the detection rate of psychological stress among college students in the place was 35.3%. Among them, freshmen who have just entered the campus and those who are about to graduate, the detection rate of psychological stress was higher among seniors and relatively lower among college students who exercised regularly. Wu [3] conducted a study on the psychological pressure and stressors of college students, and the research showed that the psychological pressure of college students in employment is generally high; the psychological pressure of college students' employment mainly comes from social, family, and personal factors.

The above studies all show that it is a common phenomenon for college students to have psychological stress, but more serious psychological stress does not bring positive incentives, but will affect the healthy life of college students, causing college students to develop suicidal tendencies and take excessive behaviors.

1.2 Research Aim and Significance

This research mainly discusses the current situation of college students' psychological stress and suicide, analyzes the main sources of college students' psychological stress, and discusses which college students tend to face when facing psychological stress. This research can not only make up for the psychological theory of psychological stress of college students but also provide empirical evidence for related research on psychological stress. It further fills the vacancy of college students' psychological stress and their coping methods, enriches and expands the research conclusions and research scope of psychological stress, and brings more theoretical support and practical basis to the study of psychological stress. Through the analysis of the current situation of college students' stress and coping methods under the new crown pneumonia epidemic, reasonable suggestions are put forward, which can further provide a reference for college students' mental health work, help college students to be more inclined to actively respond when faced with psychological pressure, and improve the effective solution of coping methods. Sex plays a positive role in the psychological pressure of college students and plays an extremely important role in the mental health education of college students.

2. Literature Review

2.1 Definition of Psychological Stress

In 1867, when Bernard (Claude Bearand) began to recognize the potential effects of stress on the organism, the word "stress" was given different definitions in different perspectives and different disciplines. With the increase of research on stress, Chinese scholars have proposed several conceptual definitions of stress. Shen and Gao [4] proposed in psychological education that

psychological stress includes tension, stress, and events that cause tension and stress response. That is, psychological stress not only includes stress itself but also includes the source of stress. At this time, it is necessary to consider not only nervousness and stress response but also what events led to the emergence of this result so that the analysis based on this is more comprehensive and sufficient, more in line with the meaning of actual research, and more valuable conclusions can be drawn. Liu [5] believes that psychological stress is the psychological state of an individual to the events encountered, and this state shows a sense of continuous tension. A stressful event is a direct or necessary condition for an individual to generate stress, and it represents a situation or event that stimulates the individual to be tense and threatened. Song and Ren [6] believed that psychological stress refers to the physiological changes and emotional fluctuations caused by the influence of external environmental factors and the internal state of the human body.

There is no unified concept for psychological stress in the academic world, but it is generally a kind of mental distress caused by an individual's subjective feeling due to some existing or imaginary events that have happened or will happen [7]. The psychological stress of college students is a kind of nervous emotion that is influenced by various stimulating factors in the environment of college students.

Stressors refer to various factors that cause individual tension and adverse reactions, that is, the source of stress, and are stimulating events that prompt individuals to produce stress. In previous studies, some researchers divide the stressors into controllable and non-controllable stressors according to the internal and external controllable dimensions; some researchers divide the stressors into the study, interpersonal, life, and personal negative events according to the life composition of college students and employees [8-10]. However, the previous research lacks the stressors from the self, such as lack of purpose in life, loss of direction and self-reflection. This article mainly focuses on the question of what content the stressors themselves contain.

2.2 Suicidal Tendency Research

Suicide is an abnormal behavior in which an individual consciously uses various means to an end his life voluntarily. The psychological process of college students' suicide can be roughly divided into four stages: the first stage is the formation of incentives. That is, students have suicidal thoughts after encountering setbacks or blows. The second stage is the period of psychological conflict. After the suicidal motive arises, the instinct for survival may make the suicidal person fall into a conflict between life and death [11]. During this period, the suicidal person expresses suicidal intent, either directly or indirectly. At this time, if the help of others can be obtained in time, the suicidal person is likely to end the suicide attempt. The third stage is the calm stage of suicide. The suicidal person appears to be freed from the distress, does not talk about or suggest suicide much, has an improved mood, and appears calm. The fourth stage is the implementation stage [12]. This is when the suicide phase is complete, and the person who commits suicide will choose a variety of ways to end his life.

The suicide rate of college students mainly has the following characteristics: (1) the suicide rate is on the rise: the suicide rate of college students in my country is about 20/per 100,000, but it has been on the rise in recent years. Some factors, such as inappropriate descriptions and exaggerations of some media and the decline of social integration during the social transition period, may induce suicidal behavior in college students, leading to an increase in the suicide rate; (2) the age of suicide is becoming increasingly polarized: according to the survey, students in freshman and graduating classes are prone to psychological problems. The life experience of the freshman is relatively simple. Once encountering setbacks, it is easy to have an inferiority complex, and leads to psychological obstacles. Students in the graduating class face various pressures, such as employment, postgraduate entrance examination, and love, and are very prone to suicidal behavior; [3] The reasons for suicide are diverse but relatively centralized: People with different personalities, ages and situations have different reasons for choosing suicide [13]. However, according to the survey, there are still some relatively concentrated reasons, such as lovelorn, academic failure, family poverty, poor interpersonal relationships, and increased employment pressure as mentioned above.

2.3 Effects of Different Stress Types on Suicide

2.3.1 The increased academic pressure and suicide risk among college students during pandemic

In the epidemic stage, the number one thing that causes psychological pressure on students is academics because academics are the job of college students, and it is also the most basic and most important thing [14]. During the epidemic, colleges and universities adopted online teaching. In the face of new teaching forms, new situations will inevitably occur in the teaching process [15]. For example, the diversification of teachers' teaching software choices leads to the freeze of students' mobile phones, the lack of teachers' means of managing students, and the monotonous interactive form. For some students with poor self-control, the home study is unsupervised and has a lot of freedom. It is also a lot of pressure to pass the exam successfully. The uncertainty of the epidemic, changes in teaching methods, and students' incompatibility can easily cause students to have negative emotions such as anxiety, impetuosity, and worry.

Affected by the epidemic, most college students will choose to return to school in the fall, and when school starts, many people have to face final exams in some subjects and some important exams. With the increase in academic pressure, it is easier for college students' negative emotions, such as anxiety, depression, and low self-esteem, to be produced, which in turn leads to suicidal tendencies.

2.3.2 The impact of the epidemic on employment pressure and suicide risk of college graduates

Since July 2020, under a series of policies and measures to coordinate the epidemic and economic and social development, the economy has begun to recover. However, some enterprises have still stopped production and production, orders have been reduced, and the demand for employment has not been strong [16]. At the same time, the impact of the epidemic has caused students to acquire the reduction of employment information channels has caused psychological panic among students, prone to psychological problems and high employment pressure, making it difficult for students to find employment. Therefore, the employment pressure of college graduates will continue to exist [17, 18]. The supply of college graduates still maintains a strong growth momentum, but the employability of college graduates may not keep up with the transformation of the economic development model and the adjustment of the industrial structure, resulting in insufficient employment. With the increase in work pressure, college students' psychological problems are also becoming more serious. From the data on the Internet, the suicide rate caused by employment pressure is much higher than other reasons.

2.3.3 The long-term negative effects of epidemic on college students' mental health

WHO estimates that after the emergence of a new coronavirus vaccine, it will be alleviated and controlled in 1-2 years, but its impact on human psychology and mental health will not disappear within a year, but will last for 10 -20 years [19]. Although there are currently no longitudinal studies on the negative impact of COVID-19 on the mental health of college students, similar results were obtained from a 2003 study of SARS survivors. Studies have shown that the proportion of anxiety and depression in SARS patients 30 months after discharge is significantly higher than that 3 months after discharge. Therefore, it can be inferred that for college students, coupled with the accumulation of psychological pressure in other aspects, if they are unfortunately infected with the new crown virus, they are very likely to have negative emotions after recovery and discharge, increasing the level of psychological pressure, and promote suicidal tendencies.

2.3.4 Interpersonal relationship

Students studying online at home for a long time make it difficult to communicate face-to-face with their classmates and friends. For enthusiastic and youthful college students, because their emotions are not expressed and often cannot be released, it will cause psychological problems.

2.4 Effect of Stress on Suicide in different student groups

2.4.1 Genders

According to previous studies, some research scholars have concluded that there are gender differences in the psychological stress of college students and the difference is significant, but some studies have concluded that there is no gender difference in the response of college students to psychological stress [20, 21]. The results of this article show that female students are higher than male students in terms of psychological stress and factors such as personal troubles, study stress and negative events, but there is little difference between the two. The coping styles adopted by male and female students are different, among which the average value of positive and negative coping styles of girls is slightly higher than that of boys, and there is a significant difference between the two. Through analysis, this article found that girls are more likely to respond to stress by "talking to others and pouring out their inner troubles", while boys are more likely to respond to stress by "trying to restrain their disappointment, remorse, sadness and anger". There are significant differences between male and female college students in terms of psychological stress status and coping styles, which may be due to differences in male and female college students' evaluation and feeling of affairs, as well as differences in cognition and liking of affairs between male and female students in life. Connected. Boys and girls have different personality traits and psychological characteristics. Boys and girls represent different roles, and most girls think about more places than boys, are more sensitive, and are more likely to fall into misunderstandings. The boy's solution is more direct, independent, and not easy to be emotional, so he is more inclined to try to restrain his negative feelings in the face of psychological pressure to deal with pressure.

2.4.2 Origins

According to the research results, it is found that the psychological pressure of college students in urban areas is more personal than that of rural students, and in the psychological pressure of learning pressure and negative event factors, the pressure of rural students is more than that of urban students [22]. There is no significant difference in the coping styles of college students between different origins, but the average value of positive and negative coping in rural students is slightly higher than that of urban students [23]. This may be because with the progress and development of society, the gap between urban and rural areas has gradually narrowed, and the rural population has begun to decrease. The living environment and education received by students in rural areas of origin also tend to be more consistent with the educational environment of students in urban areas of origin. The students developed a similar way of thinking and way of life. College students of urban origins have received more things since childhood, the family environment they live in has a greater impact, their parents are stricter, and they have the corresponding conditions to accept various aspects of training, but they lose most of their time, and there is less time to face things alone, and less time and opportunities to communicate with others. Students in rural areas are more relaxed. Parents may go out to work or work in agriculture for a long time. Therefore, for college students in rural areas, parents are disciplined. There is less time, and most families do not have the conditions to learn too many things, and the children are in charge of the family early, can contact society earlier, have to face many things alone, and also have concerns due to the influence of family factors, learning pressure. There are more troubles and trivial matters in life, so when it comes to personal troubles, there are more students in rural areas than students in rural areas, and students in rural areas are more stressed than those in urban areas in terms of learning pressure and negative events.

3. Conclusion

The overall pressure of college students is high, and a large number of college students have serious psychological pressure. The psychological pressure of college students mainly comes from personal troubles and academic pressure. There are significant differences in positive and negative coping styles among college students of different genders; there is no significant difference in positive

and negative coping styles among college students from different origins. College students' psychological pressure is negatively correlated with positive coping, and the correlation is significant. When the psychological pressure of college students is too large, it is difficult for college students to cope with psychological pressure in a positive way.

The age and time points of college students show that they are not deeply involved in the world and are immature, but they show strong plasticity. In response to the increasingly serious psychological pressure and suicidal tendencies of college students during the epidemic, colleges and universities have shouldered a heavy responsibility. First of all, the school must attach great importance to the psychological problems of students, and care for and help students from multiple perspectives and levels. Once students with psychological problems are found, they should conduct psychological counseling in a timely and targeted manner. The school's psychological counseling department should give full play to its professional advantages. Online and offline methods can be used for psychological communication in order to reduce the psychological pressure of students. Secondly, schools should strengthen the publicity and education of epidemic prevention and control knowledge, and do a good job in vaccination work, so that students can establish a scientific attitude, view the epidemic situation correctly, maintain a peaceful attitude, do a good job in personal protection, and minimize the impact of the epidemic on students' psychology. Finally, for the increasingly difficult economic situation, schools should do a good job of publicizing and interpreting employment and entrepreneurship policies so that students can enjoy national policies, constantly expand employment channels for students; use lectures to enable students to master basic job-seeking skills, and cultivate students' entrepreneurial awareness and entrepreneurial quality. Improve the success rate of employment and entrepreneurship; open up green channels, so that students from difficult families can apply for national student loans, national scholarships, work-study positions and so on, to ensure that they can successfully complete their studies.

In addition, students themselves should also establish employment awareness, take the initiative to pay attention to, actively participate in online and offline job fairs, and take the initiative to contact enterprises and institutions. If they have spare energy, they can use such as tutoring, part-time jobs, and social practice to increase their income and exercise their abilities in many aspects.

The psychological stress and coping methods of modern college students are diverse and complex. Therefore, it is necessary to provide a good environment as much as possible to exert the regulating effect of stress and coping methods on stress and mental health and cultivate the comprehensive quality of college students. Cultivate the outlook on life values and establish a positive and optimistic attitude towards life.

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