THE EFFECTS OF PSYCHOSOCIAL FACTORS ON THE RISK OF SUICIDE IN HIGH SCHOOL STUDENTS

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ABSTRACT
The purpose of this study was to examine the effects of Crisis youth evaluation, social support, and parent-child communication on suicide risk. To do this, 210 high school students were surveyed and 196 people were analyzed using SPSS ver. 23.0. The results of the study are as follows. Suicide risk was positively correlated with sub factors of psychosocial factors such as Crisis youth evaluation, and there was negative correlation with sub factors of parent-child communication and social support. The factors influencing the suicide risk of high school students were mental health, negative parenting attitude, functional communication, and teacher support. The total explanatory power (R^2) on the suicide risk was as high as 30.1%. The variables with high explanatory power were the mental health, functional communication, teacher support, and negative parenting attitude. Based on these results, we sought to reduce the risk of suicide in high school students and suggested the necessity of follow-up study.

INTRODUCTION
The study of factors influencing youth suicide is divided into risk factors and protective factors in the individual, family, school, and socio-cultural areas. The most significant personal risk factors affecting suicide among adolescents are depression [1],[2],[3],[4], mental disorder[5] and low self-esteem [6]. Among the risks associated with families are the increased possibility of abusive experiences [7], family structure [8], dysfunctional communication between parents and children [9], low parent support [10]. Among the risks

associated with school are relationships with teachers [11], relationships with friends [12], academic stress [13], and school violence [7]. Among the risks associated with social culture are reports of celebrity suicides by mass media [14],[15], and experience of visiting suicide sites via the Internet, etc[16].

As a protective factor influencing youth suicide, Individual variables include self-esteem [13] and ego-resilience [10]. Family factors include family support[17],[18],parent-child relationship communication[19]and positive parenting attitudes[20].As for school factors, good fellowship[10] and positive relationship with teachers[10]are affecting suicide reduction. Social factors such as a well-connected society [21] and suicide prevention education [22] have positive effects.

Lee etal.(2017) analyzed the reported suicide attempt for 17 months from 2016 to May 2017, reporting 51.2 percent of high school attempts to commit suicide. The results can be seen as evidence that high school students account for a higher percentage of suicides in teenagers. A study that analyzed the suicidal thoughts of young people by age showed that groups ranging from 15 to 19 years old are affected by depression, health care, stress and obesity [1]. In particular, the highest rate of suicide among adolescents should be noted that adolescents who enter puberty are vulnerable to assisted pursuit when problems arise due to rejection of conversations with adults or disconnection. Therefore, a comprehensive search for suicide risk related to suicidal thoughts and attempts of middle and high school students is necessary. However, as in Lee etal.(2017), the suicide risk of middle and high school students is different, so there is a need to study them separately. In particular, it is urgent to study the risk of suicide for high school students.

In summary, the existing previous research related to youth suicide, suicidal ideation, suicide attempts, etc. Are mainly focused on fragmented variables, and the necessity of comprehensive analysis is suggested. In other words, analyzing the psychological and social characteristics of adolescents and family and school variables in an integrated manner, analyzing which factors influence suicide risk will help to prevent suicide.

RESEARCH METHOD

Subject

The purpose of this study was to investigate the effects of psychosocial factors (crisis youth evaluation, parent-child communication, and social support) on suicide risk for high school students. A questionnaire survey was conducted on 210 high school students in Gyeonggi province, and 196 respondents were analyzed. According to the gender of the respondents, 104 (53.1%) were boys and 92 (46.9%) were girls.

Measurement scale

Crisis you the valuation scale was composed of 12 factors (mental health, drinking / smoking, runaway, internet game addiction, impulsiveness, disruption, negative parenting attitude, low academic achievement, low socioeconomic status, conflict with the teacher, and bullying). The Likert type scale consists of 48 items, 'Not at all' and 'Very agree'. The questionnaire was composed of the order of the items. In the study of Kwon (2010), the reliability test

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coefficient (Cronbach's α) between the items of the sub-factors of the crisis evaluation scale is .71 ~ .85.In this study, Internal consistency reliability was .961.

In order to measure the communication method between parents and children, we used Barnes and Olson (1982) 's Parent - Child Communication Measurement Tool (PACI) for the Adolescents Adopted by Min (1990). This scale consists of 20 items, functional communication scale and dysfunctional communication scale. Functional communication measures the positive aspects of expressing self-expression in free emotions, without feeling repressed by communication between parents and children. Dysfunctional communication measures negative aspects in which interaction between parents and children is negative and communication is not smooth. Each item is a 5 - point Likert scale. The higher the score for functional communication, the lower the score for dysfunctional communication, the more functional communication is with parents. The range of scores for each individual is from 20 to 100, and in the study of Park (2004), the reliability test coefficient (Cronbach's α) between the items of parent-child communication was .910. In this study, Internal consistency reliability (Cronbach's α) was .915.

In order to measure social support, Malecki and Eliot (1999) verified the validity of the Student Social Support Scale (SSSS) developed by Nolten (1994) for middle school students. We used the scale of Cho (2010). Social support scale consisted of 5 items of parent support, 5 items of teacher support, 5 items of peer support, total 15 items. The strength of the individual's perceived social support is interpreted as a 4-point Likert scale (1: almost not, 4: very agree), and the higher the total score, the more perceived social support. In this study, the total score of each sub-factor will be used for the analysis. The overall Cronbach's α reported by Choi (2014) was .90, with parent support of .88, teacher support of .87, and friend support of .87. In this study, internal consistency reliability was .939.

In order to measure suicide risk, Suicide Probability Scale, developed by Cull & Gill (1988) and adapted by Goo et al. (2000), was used in this study. The scale consisted of 31 items, four negative factors (10 items), hostility (5 items), hopelessness (11 items), and suicide ideation (5 items). The higher the score, the higher the risk of suicide. The total reliability of the study by Goo et al. (2000) was .702. In this study, internal consistency reliability was .848.

Analysis of materials

In this study, In order to investigate the correlation between high school students' psychosocial characteristics and suicide risk, the crisis youth evaluation scale, parent-child communication and social support were correlated with sub-factors of suicide risk (Negative self-evaluation, hostility, hopelessness, suicidal thoughts). In order to investigate the effect of psychosocial characteristics of high school students on suicide risk, suicide risk was used as a dependent variable and high school students' psychosocial factors (17 Variables) as a predictor. The statistical program used was SPSS Ver. 23.0.

RESULT OF RESEARCH

Technical statistics and correlation of research variables

The correlation between sub-factors of suicide risk scale and psychosocial factors of the high school students was examined.Negative self-evaluation, which is a sub-factor of suicide risk, showed negatively correlated with sub-factors of crisis youth evaluation scale, and there was a positive correlation with sub-factors of parent-child communication and social support.

Hostility was positively correlated with the sub-factors of the crisisyouth evaluation scale, and negatively correlated with the sub-factors of parent-child communication and social support.

Desperation was positively correlated with the sub-factors of the crisis youthevaluation scale, and negatively correlated with sub-factors of parent-child communication and social support. Suicidal ideation showed a statistically significant correlation with the sub-factors of the crisis youthevaluation scale, and negatively correlated with sub-factors of parent-child communication and social support.

Multiple regression analysis of psychosocial factors affecting the risk of suicide in high school students

Among the 17 variables affecting the suicide risk of high school students, mental health and negative parenting attitudes were found to have a significant effect on the crisis evaluation scale. Among the parent-child communication, functional communication had a significant effect Respectively. Teacher support has a significant effect on the social support scale. The total explanatory power (R^2) on the suicide risk was as high as 30.1%.

The variables with high explanatory power were the mental health, functional communication, teacher support, and negative parenting attitude. The Durbin-Watson score of 1.803, which is close to 2, is not independent of autocorrelation. In sum, to lower the risk of suicide in high school students, mental health, functional communication, and negative parenting attitudes should be lowered and teacher support increased. The impact of high school students' suicide risk should be less on mental health, ie, depression and anxiety, and no negative parenting attitudes.In addition, emotional encouragement, such as support from the teacher to the student in the relationship with the teacher, may play a role in lowering the risk of suicide in high school students.

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DISCUSSION
The results of this study suggest that to lower the risk of suicide among high school students, mental health (depression, anxiety), functional communication, and negative parenting attitude should be lowered and teacher support should be increased.

Compared with the previous studies, it can be concluded that depression [1],[2],[3],[4] and mental disorders[5]are the personal factors of suicide.In addition, the results of functional communication between parents and children of the family affected the suicide risk, which is contrary to the previous study [9]. Research on communication between parents and children is needed. The results of the study showed that the negative parenting attitude of the caregiver increases the risk of suicide [10].

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