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## CHARACTEROLOGICAL TRAITS OF ADOLESCENTS PRONE TO SUICIDAL BEHAVIOR

This article is dedicated to the study of certain characterological traits of adolescents prone to suicidal behavior. The issue of researching suicidal behavior is particularly significant for modern Kazakhstan, where official statistics annually show a significant upward trend in the suicide rate among adolescents.

Relying on the commonly accepted psychological profile of a suicidal individual, we classified depression, life dissatisfaction, suicidal intentions, and tendencies as the key characterological traits of adolescents prone to suicidal behavior in our study. Examining these traits provides an opportunity for a deeper analysis of this phenomenon and helps identify predictors contributing to the development of suicidal behavior.

The object of the study was adolescents aged 13 to 16. The aim of the research was to examine the characterological traits of adolescents prone to suicidal behavior.

In 2023, the study was conducted in schools in Almaty and involved students from grades 8 to 11. The methodological toolkit consisted of three techniques.

The value and significance of the study lie in its results, which identified the characterological traits of adolescents prone to suicidal behavior, ultimately contributing to the prevention of suicidal risks.

**Key words:** suicidal behavior, students, characterological traits, etc.

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## Суицидтік мінез-құлыққа бейім жасөспірімдердің сипаттамалық ерекшеліктері

Бұл мақала суицидтік мінез-құлыққа бейім жастардың кейбір мінездемелік ерекшеліктерін зерттеуге арналған. Суицидтік мінез-құлықты зерттеу мәселелері ресми статистика жыл сайын жасөспірімдер арасындағы суицид деңгейінің айтарлықтай өсу динамикасын көрсететін қазіргі Қазақстан үшін ерекше маңызға ие.

Суицидтің жалпы қабылданған психологиялық портретіне сүйене отырып, зерттеу жүргізу кезінде біз суицидтік мінез-құлыққа бейім жасөспірімдердің негізгі сипаттамалық ерекшеліктеріне депрессияны, өмірлік қанағаттанбауды, суицидтік ниеттер мен бейімділікті жатқыздық, оларды зерттеу осы құбылысты тереңірек талдауға және суицидтік мінез-құлықтың дамуына ықпал ететін болжаушыларды анықтауға мүмкіндік береді.

Зерттеу объектісі – норматиптік топтағы жасөспірімдер және 13 пен 16 жас аралығындағы тәуекел тобындағы жасөспірімдер. Зерттеудің мақсаты – суицидтік мінез-құлыққа бейім жасөспірімдердің мінездемелік ерекшеліктерін зерттеу.

Зерттеу 2023 жылы Алматы мектептерінде жүргізілді; әдістемелік құралдарға 3 әдістеме кірді.

Нәтижелер білім алушылардың негізінен суицидтік ниеттерді қалыптастырудан сақтандырылмағанын және алдын алуды тек тәуекел тобымен ғана емес, сонымен қатар нормотиптік топпен де жүргізу қажет екенін көрсетеді. Зерттеудің құндылығы мен маңыздылығы

желері бойынша суицидтік мінез-құлыққа бейім жасөспірімдердің сипаттамалық ерекшеліктері анықталды, бұл жалпы суицидтік тәуекелдердің алдын алуға ықпал етуі мүмкін.

**Түйін сөздер:** суицидтік мінез-құлық, тәуекел тобы, норматиптік топ, білім алушы жастар, мінездеме сипаттамалар және т.б.

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### **Характерологические особенности подростков, склонных к суицидальному поведению**

Данная статья посвящена изучению некоторых характерологических особенностей молодежи, склонной к суицидальному поведению. Вопросы исследования суицидального поведения имеют особую важность для современного Казахстана, где официальные статистические данные ежегодно демонстрируют значительную динамику роста показателя по суицидам у подростков.

Опираясь на общепринятый психологический портрет суицидента, при проведении исследования к основным характерологическим особенностям подростков, склонных к суицидальному поведению, мы отнесли депрессию, жизненную неудовлетворенность, суицидальные намерения и наклонности, изучение которых дает возможность глубже проанализировать данный феномен и выявить предикторы, способствующие развитию суицидального поведения.

Объект исследования – подростки нормотипичной группы и подростки, входящие в группу риска, в возрасте от 13 до 16 лет. Цель исследования – изучение характерологических особенностей подростков, склонных к суицидальному поведению.

Исследование проводилось в 2023 году в школах Алматы; методический инструментарий включал 3 методики.

Полученные результаты показали, что учащиеся в принципе не застрахованы от формирования суицидальных намерений и поэтому профилактику необходимо проводить не только с группой риска, но и с нормотипичной группой. Ценность и значимость проведенного исследования заключается в том, что по его результатам были выделены характерологические особенности подростков, склонных к суицидальному поведению, что в целом может способствовать превенции суицидальных рисков.

**Ключевые слова:** суицидальное поведение, группа риска, нормотипическая группа, учащаяся молодежь, характерологические особенности и др.

## **Introduction**

Suicide is one of the most pressing issues in modern society, raising concerns among experts from various fields worldwide. Suicide-related mortality is a critical global problem and remains a key issue on the agenda of many countries. According to the World Health Organization, more than 800,000 people die by suicide each year worldwide. It is important to highlight that suicide is the second leading cause of death among individuals aged 15 to 29 (Preventing Suicide: A Community Engagement Toolkit, 2018). Furthermore, according to WHO statistics, “suicide ranks 8th among all causes of death and 1st among causes of violent death” (Suicide in the World: Global Health Estimates, 2019).

The high mortality rates due to suicide, particularly among young people, underscore the need to

study their characterological traits as a foundation for developing effective prevention measures. In turn, comprehensive research on suicidal behavior is essential for understanding these traits and enhancing approaches to suicide prevention.

According to modern perspectives – “suicidal behavior consists of internal or external forms of mental acts driven by thoughts of ending one’s own life” (Cash, 2009: 613–619; Maughan, 2013).

The realm of suicidal behavior is highly heterogeneous (Syrovkashina, 2017: 60–75), and the assessment of suicide risk, specifically, determining which factors should be considered the most important predictors largely depends on the approach used to examine suicidal behavior. Diagnosing suicidal behavior is further complicated by the fact that many researchers now argue that standardized suicide risk scales fail to capture key aspects of sui-

cidality. This is because they are based on limited understandings of suicide causes and are primarily designed for rapid assessment.

Cases of self-destructive behavior are determined by levels of impulsivity and the severity of depressive or pathocharacterological components (Fedunina et al., 2018: 33–52). The intensity and significance of stress serve as key predictors of suicidal thoughts, while the pattern of psychological distress and risk factors for suicidality largely depends on the nature of the stressful situation experienced (Fedunina et al., 2017: 668–671). It is widely acknowledged that suicidal behavior follows a continuous developmental process encompassing four main stages: suicidal thoughts, suicidal planning, suicide attempts and completed suicide (Turecki, 2021: 515–527).

Most researchers argue that official statistics primarily document clear cases of completed suicides and are largely limited in providing insights into the personality traits of individuals prone to suicidal behavior, as well as the underlying causes leading to suicide (Lukashuk, 2015: 15–19; Lyubov, 2014: 10–19). Therefore, analyzing key factors allows us to identify the characterological traits common among adolescents at risk of suicidal behavior, gain a deeper understanding of this phenomenon, and determine the predictors that contribute to its development.

The study of youth suicidal behavior is particularly important in Kazakhstan, as official statistics show a significant upward trend in suicide rates. According to the Committee on Legal Statistics and Special Records of the General Prosecutor's Office of the Republic of Kazakhstan, 3,805 suicides were recorded in the country in 2019, reflecting a 7.4% increase from 2018. Among these cases, 180 involved minors, compared to 178 in the previous year. Additionally, 4,784 suicide attempts were registered in 2019, surpassing the 2018 figure of 4,234 cases (Committee on Legal Statistics and Special Records of the General Prosecutor's Office of the Republic of Kazakhstan, 2020).

In 2021, 147 completed suicides and 373 suicide attempts were recorded among adolescents in Kazakhstan, while in 2022, these numbers rose to 155 completed suicides and 390 attempts. These statistics highlight the widespread prevalence of suicide in Kazakhstan, with a noticeable upward trend in both completed suicides and suicide attempts among adolescents in recent years (General Prosecutor's Office of the Republic of Kazakhstan: [www.gov.kz](http://www.gov.kz)).

In 2024 alone, 453 suicides among minors were documented (Analytical Report, 2024:22). According to the General Prosecutor's Office of Kazakhstan, an analysis of youth suicidal behavior revealed that 70% of cases involved individuals who were mentally healthy, 25% were classified as having antisocial behavior, and 5% were identified as being at high risk for suicidal behavior (Committee on Legal Statistics and Special Records of the General Prosecutor's Office of the Republic of Kazakhstan, 2020).

The National Report "Youth of Kazakhstan" identifies certain typological characteristics of young people prone to suicidal behavior, in addition to analyzing statistical data and expert opinions.

The report seeks to construct a psychological and social profile of individuals at risk of suicide. It states: "Suicidal individuals come from diverse age groups, social backgrounds, and economic statuses. However, certain characteristics, along with psychological and biosocial factors, may contribute to suicide. These include anxiety, depression, financial instability, lack of housing or stable employment, psychological trauma, feelings of loneliness, and difficulties in relationships or family life" (Uderbayeva et al., 2020).

Thus, the key characterological traits associated with young individuals prone to suicidal behavior include depression, life dissatisfaction, and suicidal ideation and tendencies, some of which were the subject of our study.

*Object of the study:* Adolescents in Kazakhstan aged 13 to 16.

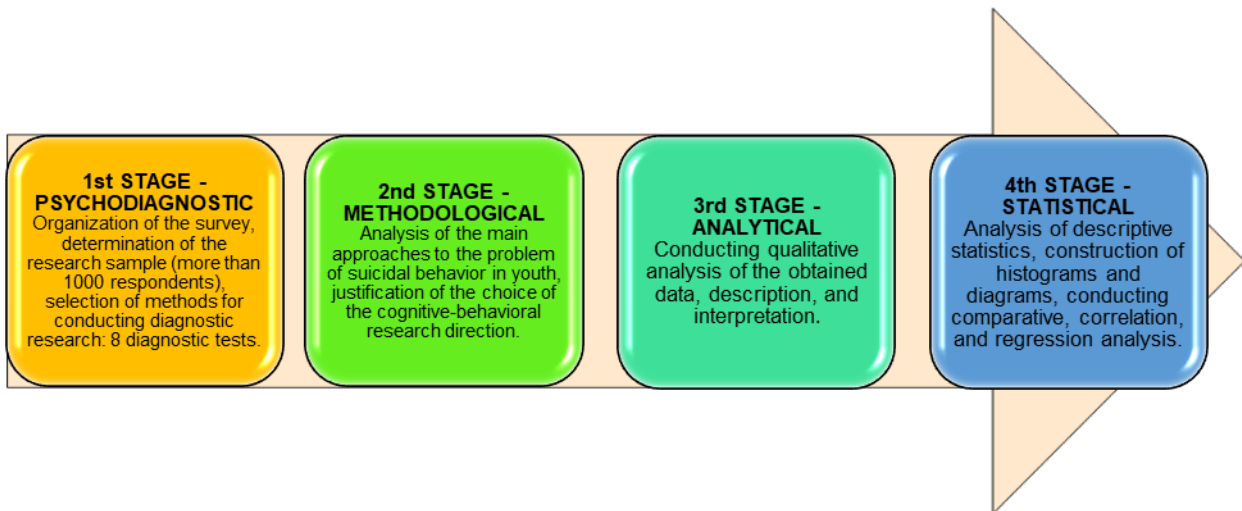
*Research objective:* To identify and analyze the characterological traits of adolescents at risk of suicidal behavior.

## Materials and Methodology

A research program comprising 4 stages was designed to investigate the characterological traits of Kazakhstani youth at risk of suicidal behavior (see Figure 1).

**The first stage** – the methodological phase, focuses on analyzing theoretical and methodological approaches to suicidal behavior.

**The second stage** – the psychodiagnostic phase, involved organizing the survey, defining the research sample, selecting methodologies for conducting the diagnostic study and developing electronic test forms.



**Figure 1** – Research Framework for Examining Suicidal Behavior in Youth

For the investigation of *suicidal behavior propensity*, three questionnaires were utilized: the Big Five Inventory (BFI), a five-factor personality assessment; B. Newgarten's Life Satisfaction Index (LSI), adapted by N.V. Panina; and a suicide risk questionnaire (modified by T.N. Razuvaeva).

Data were collected using computer technologies, with the entire battery of instruments deployed on an electronic platform. The widget code is provided below; to integrate it on any website, simply switch the text editor to HTML mode and insert the widget code (see Figure 2).

```

«<!-- Online Test Pad Test Widget (#158963)-->
<div id="otp_wgt_zvpz5ntesuoqu"></div>
<script type="text/javascript">
  var otp_wjs_dt = (new Date).getTime();
  (function (w, d, n, s, rp) {
    w[n] = w[n] || [];
    rp = {};
    w[n].push(function () {
      otp_render_widget(d.getElementById("otp_wgt_zvpz5ntesuoqu"),
        'onlinetestpad.com', 'zvpz5ntesuoqu', rp);
    });
    s = d.createElement("script");
    s.type = "text/javascript";
    s.src = "//onlinetestpad.com/js/widget.js?" + otp_wjs_dt;
    s.async = true;
    d.getElementsByTagName("head")[0].appendChild(s);
  })(this, this.document, "otp_widget_callbacks");
</script>»

```

**Figure 2** – Widget Code for Administering Tests on the Electronic Platform

In order to participate in the study, each participant needed to have followed the link: <https://onlinetestpad.com/t/metodsforadult-1828>. This link was adapted for compatibility with all devices supporting Android or iOS operating systems. Consequently, respondents could access it via desktop computers, laptops, tablets or any smartphone.

After providing their information (with the social network link being optional) and reviewing the instructions, participants were able to begin the psychodiagnostic assessments (see Figure 3).

After completing the test, the respondent could immediately view the test results along with their interpretation.

Figure 3 – Account displaying the Survey (original language preserved)

Additionally, it should be noted that for each series of tests, a dedicated account was created to host a collection of methodological instruments used in the study. The research was conducted anonymously and no personally identifying information (e.g., first and last names) was collected.

**The third stage** – technical and statistical in nature, involving the export of tables. Subsequently, all data were downloaded as a Microsoft Excel file and then adapted for use in SPSS for further analysis and statistical processing of the obtained data.

**The fourth stage** – the analytical phase, involved discussing the obtained results, comparing them with existing scientific data, findings from contemporary research and drafting final conclusions.

### Literature review

The foundation of theoretical and conceptual research on suicidal behavior was laid by the works of Z. Freud, who regarded suicide as a consequence of the breakdown of an individual's social bonds and the ensuing social alienation (Freud, 2018), and by E. Durkheim, who, in his seminal work *Suicide* and based on statistical data, posited that social factors are the primary explanation for suicide (Lewis, 2012).

Following Durkheim, T. Joiner, Van Orden, and other researchers have placed particular emphasis on the importance of social relationships. According to their theory, suicidal behavior comprises three constructs: two that define suicidal desire – namely, thwarted belongingness and perceived burdensomeness and one that focuses on the capability for suicide. The interpersonal theory of suicide posits an interrelationship among these constructs, which accounts for the progression from suicidal ideation to serious suicidal behavior (Van et al., 2010: 575–600).

K. Meninger, building on Freud's ideas, concurred that there exists a perpetual struggle within an individual between the drive for life and the drive for death. Moreover, the American psychoanalyst sought to explain suicide by attributing it to internal aggression and a desire to leave this world-factors arising from loneliness, adverse living conditions or experiences of psychological trauma (Meninger, 2000).

C.G. Jung, in contrast to Z. Freud, asserted that the unconscious is the primary cause of suicide, arguing that individuals, in doing so, seek spiritual rebirth. Meanwhile, A. Adler maintained that all people contend with their inherent limitations, and those who are unable to overcome them tend to develop aggression toward more successful individuals. Thus, those who choose to end their lives by suicide aim to evoke feelings of guilt and sympathy in others (Adler, 1995).

E. Erikson also believed that suicide is influenced more by external factors rather than instincts, as Z. Freud claimed. He argued that young people's vulnerability to stress leads to an identity crisis, which can manifest in various ways, such as difficulties in choosing a career, involvement in different groups, or substance and alcohol use. E. Fromm, on the other hand, viewed suicide as an act of protest. He saw it as an expression of defiance and a step toward freedom in the pursuit of happiness. Fromm also emphasized the deep connection between the body and the mind, stating that "a person cannot free themselves from mental suffering without freeing themselves from the body, yet the body wants to live." As a result, this creates a kind of "conflict" for the suicidal individual in carrying out their intention (Fromm, 2009).

According to K. Horney, suicide stems from inner conflict, feelings of inferiority, or an idealized self-image. It can also result from disrupted relationships, which contribute to neurotic conflict and



heighten the sense of not meeting social standards (Horney, 1997).

A. Bandura, within the social-cognitive approach, argued that people tend to punish themselves when they violate their internal moral standards. He saw the main motive for suicide as an attempt to resolve a psychologically traumatic situation through a conscious decision to end one's life. K. Rogers believed that suicide results from a loss of faith in oneself, which leads to feelings of hatred and contempt for life. In other words, it occurs when there is a disconnect between a person's self-concept and their actual experiences (Feldstein, 1999).

V. Frankl, in his works "The Suffering of Meaninglessness in Life", "Yes to Life: A Psychologist in a Concentration Camp" and "Man's Search for Meaning", emphasized that it is the sense of meaning in life that enables a person to survive under any circumstances. In other words, people who have life goals demonstrate a stronger will to live. Thus, it is the loss of meaning in life that makes a person more prone to suicide (Frankl, 2004).

The analysis of classical works by renowned psychologists suggests that no single theory has yet been developed to unify all perspectives on the nature of suicide and its characteristics. Each scholar, within the framework of their own theory, interprets suicide in their own way and identifies different factors that influence suicidal behavior.

When it comes to Kazakhstan, the issue is especially relevant, as the country ranks among the world leaders in suicide rates. This makes research in this area particularly important. Among Kazakhstani scholars, notable studies by (S. A. Altynbekov, G. A. Joldygulov, B. M. Ashirbekov and others) examine suicide as both a medical and psychological issue.

In the context of this issue, according to data from the National Center for Scientific and Technical Information (NTI) ([https://nauka.kz/page.php?page\\_id=107&lang=1](https://nauka.kz/page.php?page_id=107&lang=1)), several dissertations on suicide have been defended in Kazakhstan in recent years. These include "Suicidal Behavior in Adolescence and Early Adulthood", "Theoretical Aspects and Methodological Approaches to Preventing Suicidal Activity in Children and Adolescents", "Socio-Hygienic Aspects of Suicide in Modern Socio-Economic Conditions", and "Clinical and Psychopathological Aspects of Addictive Behavior Structure (Non-Chemical Addictions) as a Predictor of Suicide Risk", among others.

In the field of psychology, a significant study was conducted by Z. Sh. Karakulova, titled "The Study of the Relationship Between Suicidal Behavior and the Family Upbringing System." The research identified the psychological mechanisms behind suicidal behavior, examined the personality traits of individuals prone to suicide that develop in the context of distorted family upbringing, and proved the role and influence of family upbringing in the adoption of suicidal behavior.

Among the social-psychological studies on this issue, a particularly important work is the monograph "Scientific and Practical Foundations for Suicide Prevention Among Youth," written by a research team from Al-Farabi Kazakh National University. The monograph examines scientifically grounded principles for preventing youth suicide, analyzes global practices in suicide prevention and explores the implementation of anti-suicidal programs. The authors emphasize that suicide is, above all, a form of deviant and self-destructive behavior, driven by the need to escape an unfavorable life situation (Aytbayeva et al., 2014).

Another well-known work is the educational and methodological guide "Prevention of Suicidal Behavior Among Youth: Socio-Psychological Aspects" (Aimagambetova, Li, et al., 2020). This guide delves into conceptual and theoretical approaches to research methodology on suicidal behavior, examines the key determinants of this phenomenon and provides a comprehensive analysis of the factors influencing suicide risk among young people, along with detailed methods for its assessment and diagnosis.

Thus, a review of theoretical and methodological concepts, along with scientific literature, shows that suicide has been widely studied. However, despite extensive research, a unified theoretical framework in psychology has yet to be developed.

## Results and Discussion

The study was conducted in Almaty in 2023 across several schools (No. 132, 126, 117). A total of 264 students from grades 8–11 participated in the study (see Table 1). The respondents were selected based on subjective criteria—availability and typicality. A total of 42 individuals (16%) were classified as at-risk. Consequently, the study was conducted in two groups.

**Table 1** – Distribution of Students by Grade and Gender

Grade	Boys	Girls	Total
8 <sup>th</sup>	47	68	115
9 <sup>th</sup>	35	45	80
10 <sup>th</sup>	7	9	16
11 <sup>th</sup>	21	32	53
Total	110	154	264

**Research Methodologies (Table 2):**

- Big Five Inventory (BFI) Five-Factor Personality Questionnaire (Kalugin et al., 2021: 7–33);
- Life Satisfaction Index (LSI) by B. Neugarten, adapted by N.V. Panina (General Psychological State Questionnaire) (Dukhnovsky, 2016).
- Suicidal Risk Questionnaire (modified by T.N. Razuvaeva) (Shvedchikova et al., 2022).

The primary statistical results are presented in Table 2.

The mean factor score determines the quantitative expression of the main personality trait in the studied sample of high school students. The scores can be conditionally classified as high (51–75 points), medium (41–50 points), and low (15–40 points).

**Table 2** – Descriptive Statistics for the BFI Questionnaire

	Extraversion	Agreeableness	Conscientiousness	Neuroticism	Openness to Experience
Mean	51,81	53,74	54,05	49,17	57,55
Mode	51,0	58,0	57,0	49,0	60,0
Std. Deviation	8,39	10,25	9,02	11,57	7,36
Variance	70,306	105,139	81,336	133,805	54,112

The highest scores were observed for Openness to Experience and Conscientiousness, while Neuroticism scores were in the medium range. Notably, the Mode (most frequently occurring score) across three scales indicates that students in the sample tend to be sociable, agreeable, responsible, curious, and relatively emotionally stable.

For comparative analysis, 50 individuals were randomly selected from the typical group. The results are presented in Table 3. The Mann-Whitney U-test was used to compare the two groups. The results include average ranks in individual groups, the test statistic (U-value), and the probability of error

(p-value). Statements with a p-value < 0.05 are considered significant. Statements with a p-value < 0.01 are considered highly significant. Statements with a p-value < 0.001 are considered maximally significant.

The data in Table 3 indicate that no significant differences were found in personality traits between the typical group and the at-risk group. These results differ from those obtained in the first series of studies, where differences were observed in Neuroticism and Conscientiousness.

Table 4 presents the results of the initial statistics obtained from the “Life Satisfaction Index (LSI)” test by B. Neugarten, adapted by N.V. Panina.

**Table 3** – Comparative Analysis of Personality Traits in the Typical Group and At-Risk Group in Adolescence

	Group	N	Mean Rank	Mann-Whitney U	Asymp. Sig.
Extraversion	At-risk	42	115,80	3960,500	0,122
	Normotypical	50	135,66		
Agreeableness	At-risk	42	115,40	3944,000	0,113
	Normotypical	50	135,73		
Conscientiousness	At-risk	42	117,76	4043,000	0,172
	Normotypical	50	135,29		
Neuroticism	At-risk	42	147,15	4046,500	0,175
	Normotypical	50	129,73		
Openness to Experience	At-risk	42	130,86	4593,000	0,879
	Normotypical	50	132,81		

**Table 4** – Descriptive Statistics for the Life Satisfaction Index (LSI) Test

	LSI	Interest in Life	Consistency in Goal Achievement	Consistency Between Set and Achieved Goals	Positive Self-Assessment	Overall mood
Mean	26,84	5,51	5,93	5,29	4,86	5,29
Mode	29,0	6,0	6,0	6,0	6,0	5,0
Std. Deviation	6,85	1,99	1,62	1,99	1,85	1,98
Variance	46,94	3,99	2,63	3,97	3,44	3,938

The mean Life Satisfaction Index (LSI) score among adolescents was 26.84 points, corresponding to a medium level. The highest score was observed in the Consistency in Achieving Goals scale ( $M = 5.93$ ), indicating a sufficient level of determination and perseverance in goal achievement. The lowest score was on the Positive Self-Evaluation scale ( $M = 4.86$ ), suggesting an average self-esteem level.

Using the Mann-Whitney U-test, we compared the level of life satisfaction between at-risk and typical students. The results are shown in Figure 4 and Table 5. Let us recall that the calculation results of the criteria include the mean ranks within individual groups, the criterion value, and the probability of error ( $p$ ). Statements with an error probability of  $p \leq 0.05$  are considered significant, those with  $p \leq 0.01$  are highly significant, and those with  $p \leq 0.001$  are maximally significant.

The obtained data revealed significant differences in several life satisfaction scales:

- Consistency in Goal Achievement ( $p = 0.023$ ): At-risk adolescents tend to passively accept life failures

- Consistency Between Set and Achieved Goals ( $p = 0.000$ ): At-risk adolescents lack confidence in their ability to achieve meaningful goals

- Positive Self-Assessment ( $p = 0.042$ ): At-risk adolescents have lower self-esteem compared to normotypical adolescents.

- Overall Mood ( $p = 0.000$ ): At-risk adolescents tend to have a pessimistic mood.

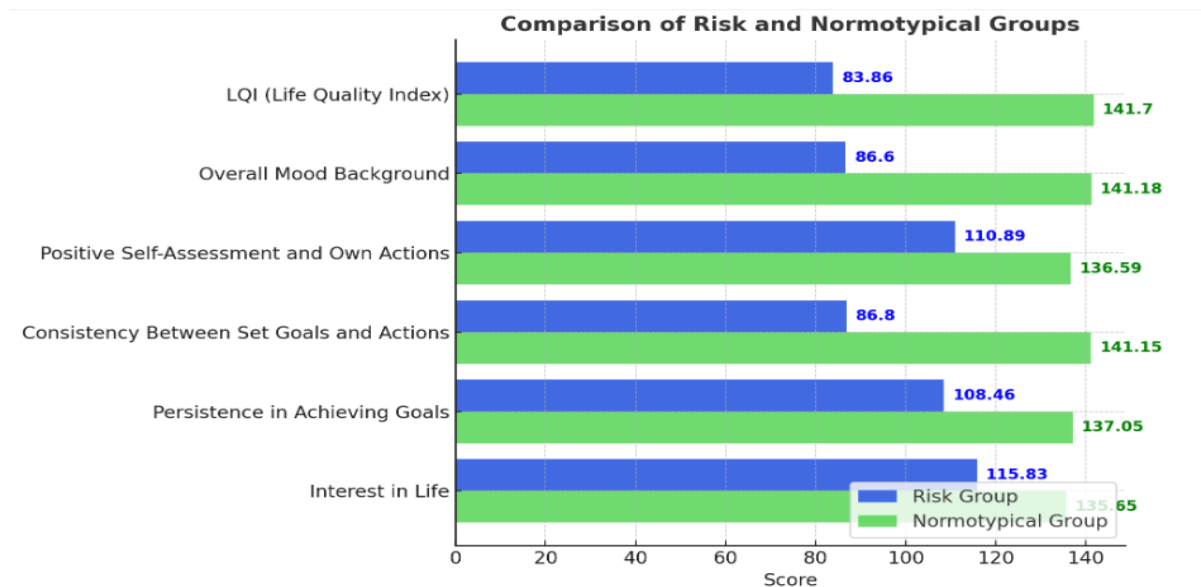
- Life Satisfaction Index ( $p = 0.000$ ): At-risk adolescents show significantly lower life satisfaction scores.

Let us now examine the characteristics of suicidal tendencies among high school students. The results of the initial statistics are presented in Table 6.



**Table 5** – Comparative Analysis of Life Satisfaction in the Typical Group and At-Risk Group

	Group	N	Mean Rank	Mann-Whitney U	Asymp. Sig.
Interest in Life	At-risk	42	115,83	3962,000	0,117
	Normotypical	50	135,65		
Consistency in Goal Achievement	At-risk	42	108,46	3652,500	0,023
	Normotypical	50	137,05		
Consistency Between Set and Achieved Goals	At-risk	42	86,80	2742,500	0,000
	Normotypical	50	141,15		
Positive Self-Assessment	At-risk	42	110,89	3754,500	0,042
	Normotypical	50	136,59		
Overall mood	At-risk	42	86,60	2734,000	0,000
	Normotypical	50	141,18		
LSI	At-risk	42	83,86	2619,000	0,000
	Normotypical	50	141,70		

**Figure 4** – Personality Traits of Adolescents in the Two Studied Groups**Table 6** – Descriptive Statistics for the Suicidal Intent Formation Questionnaire by T.N. Razuvaeva

	Demonstrativeness	Affectivity	Uniqueness	Incompetence	Social Pessimism
Mean	2,08	3,18	1,74	3,23	4,16
Mode	1,20	3,30	1,20	3,0	5,0
Std. Deviation	1,52	1,64	1,55	1,49	1,38
Variance	2,32	2,68	2,39	2,23	1,91

Continuation of the table

	Demonstrativeness	Affectivity	Uniqueness	Incompetence	Social Pessimism
	Breakdown of cultural barriers	Maximalism	Time Perspective	Anti-Suicidal Factor	Index
Mean	2,45	2,48	1,54	3,80	20,87
Mode	2,30	3,2	,00	3,2	19,00
Std. Deviation	1,27	2,10	1,56	2,09	7,84
Variance	1,61	4,43	2,45	4,38	61,47

The suicidal risk index was 20.97 points, which corresponds to a normal level; however, 42 individuals (16%) demonstrated a high level of suicidal risk. When conducting a comparative analysis between the at-risk group and the normotypical group, an artificial group equalization was applied. However, when analyzing individual indicators within each group, the entire sample was used.

Using the Mann-Whitney U test, we compared the formation of suicidal intentions in the

at-risk group and the normotypical group of high school students. The results are presented in Table 7.

Let us recall that the calculation results include mean ranks within individual groups, the criterion value, and the probability of error (p). Statements with an error probability of  $p \leq 0.05$  are considered significant, those with  $p \leq 0.01$  are highly significant, and those with  $p \leq 0.001$  are maximally significant.

**Table 7** – Comparative Analysis of Suicidal Intent Formation in the Normotypical and At-Risk Groups of High School Students

	Group	N	Mean Rank	Mann-Whitney U	Asymp. Sig.
Demonstrativeness	At-risk	42	220,62	961,000	0,000
	Normotypical	50	115,83		
Affectivity	At-risk	42	215,77	1164,500	0,000
	Normotypical	50	116,75		
Uniqueness	At-risk	42	232,00	483,000	0,000
	Normotypical	50	113,68		
Incompetence	At-risk	42	198,90	1873,000	0,000
	Normotypical	50	119,94		
Social Pessimism	At-risk	42	205,45	1598,000	0,000
	Normotypical	50	118,70		
Breakdown of cultural barriers	At-risk	42	152,48	3823,000	0,021
	Normotypical	50	128,72		
Maximalism	At-risk	42	181,51	2603,500	0,000
	Normotypical	50	123,23		
Time Perspective	At-risk	42	216,00	1155,000	0,000
	Normotypical	50	116,70		
Anti-Suicidal Factor	At-risk	42	167,48	3193,000	0,000
	Normotypical	50	125,88		

The presented data indicate that there are significant differences between the normotypical group and the at-risk group across all nine factors of suicidal tendencies:

- *Demonstrativeness* ( $p = 0.000$ ): At-risk adolescents exhibit a strong tendency to attract attention and seek sympathy from others.

- *Affectivity* ( $p = 0.000$ ): The at-risk group is characterized by emotional dominance over intellectual control in evaluating events, especially in traumatic situations, where emotional distress may overpower rational thought.

- *Uniqueness* ( $p = 0.000$ ): At-risk adolescents perceive themselves and their life circumstances as unique experiences, incomparable to others, leading to a sense of isolation and the perception that suicide is the only way out.

- *Incompetence* ( $p = 0.000$ ): At-risk adolescents display a negative self-perception, feeling worthless and unnecessary.

- *Social Pessimism* ( $p = 0.000$ ): The at-risk group holds a negative view of the world, perceiving it as hostile and misaligned with their expectations of normal or satisfactory social relationships.

- *Breakdown of Cultural Barriers* ( $p = 0.021$ ): At-risk adolescents romanticize suicide, seeking justification for it through cultural influences such as films, art, traditions, and music.

- *Maximalism* ( $p = 0.000$ ): At-risk adolescents demonstrate an infantile, black-and-white view of reality, where “everything must be as I want, or nothing at all”. This mindset leads to all-or-nothing thinking, where a local conflict extends to all areas of life without the ability to compensate through other experiences.

- *Time Perspective* ( $p = 0.000$ ): The at-risk group experiences a narrowing of time perspective, leading to a distorted sense of time, where distress feels endless, and there is no perception of future relief, hope, or new goals.

- *Anti-Suicidal Factor* ( $p = 0.000$ ): Despite the high-risk indicators, at-risk adolescents also demonstrate factors that prevent suicidal intentions, suggesting the potential effectiveness of preventive interventions.

Thus, the identified differences confirm the presence of nine significant suicidal tendency factors in the at-risk group.

## Conclusion

The results of this study indicate that at-risk adolescents are characterized by demonstrativeness, anxiety, a narrowed time perspective, and tunnel vision. As a result, problematic situations are perceived in black-and-white categories, leading to feelings of hopelessness and depression, which affect all areas of life and limit decision-making perspectives.

In the at-risk group, three personality traits are significantly correlated with depression and suicidal tendencies: Neuroticism, Conscientiousness, and Openness to Experience. Depression, Neuroticism, and Adolescence act as predictors of suicidal intentions. Conscientiousness and Openness to Experience serve as protective (anti-suicidal) factors.

Adolescents in the normotypical group exhibit a greater ability to regulate behavior and control impulses, with their actions being guided by moral principles and strong cognitive control over emotions.

In the normotypical group, four personality traits were correlated with depression and suicidal tendencies: Neuroticism, Conscientiousness, Extraversion, and Openness to Experience. Depression, Extraversion, Neuroticism, Openness to Experience, and Adolescence act as predictors of suicidal intentions.

Thus, the study of personality characteristics among adolescents prone to suicidal behavior revealed that incompetence and social pessimism in the normotypical group act as triggers for suicidal intent formation. Once suicidal tendencies develop, they are reinforced and sustained by affectivity, uniqueness, and a narrowed time perspective. It is important to note that age, neuroticism, openness to experience, and depression are risk factors in both groups. However, openness to experience functions differently in each group – in some cases, it may serve as a protective factor, while in others, it may contribute to suicidal risk. These findings highlight that all adolescents are potentially vulnerable to developing suicidal tendencies, emphasizing the need for preventive measures not only for at-risk individuals but also for the normotypical group.

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