

# Investigation and Research on College Students' Life Consciousness Condition

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**ABSTRACT** :In order to understand the contemporary college students' life consciousness, The questionnaire survey was used to conduct the investigation on the related problems of life consciousness among the college students in Langfang Teacher's College .It can be known from the survey that most of the college students' views on the life existence and life safety are correct, most of the students agreed that it is not desirable for the suicidal behavior, the contemporary college students' view of life value is positive on the whole. more than half of the students could actively respond to pressure, were satisfied with their lives.

**KEYWORD**: Life consciousness; The college students; The survey

Life consciousness refers to people's understanding and cognition of the existence, value and significance of life, it is the people's perception and thinking of life, including the intuitive feelings, and the rational thinking, and it is the life cognition, life emotion and the will to life people have. The college students' life consciousness is their recognition and understanding of life based on their life experiences, which directly affects the college students' attitude and behavior towards life, affects the college students' life quality and affects their self life on other people and the society. Therefore, the understanding of the contemporary college students' life consciousness and life attitude is very important to help students to form the scientific life consciousness.

## 1 RESEARCH OBJECTS AND TOOLS

### 1.1 *Research Objects*

The questionnaire survey was used to conduct the investigation on the related problems of life consciousness among the college students in Langfang Teacher's College; 160 questionnaires were issued, 144 effective questionnaires were taken back, the questionnaire recovery rate was 90%. In the survey sample, the proportion of gender is appropriate, covering the students from the freshman, sophomore, junior and senior; and the proportion of the students from the liberal arts, science and art is reasonable. Among them, 72 students are male, accounting for 50%; 72 students are female, accounting for 50%; 51students are from

liberal arts, accounting for 35.4%; 54students are from science, accounting for 37.5%, 39 students are from the art, accounting for 27.1%; 35 students are from the freshman, accounting for 24.3%; 45 students are from the sophomore, accounting for 31.3%; 32 students are from the junior, accounting for 22.2%; 32 students are from the senior, accounting for 22.2%.

### 1.2 *Research Tools*

In this paper, "Questionnaire Survey of College Students' Life Consciousness" prepared by Xu Haiyuan from Hebei University of Economics and Business is used. The questionnaire consists of 24 questions; the content includes 5 dimensions of the consciousness of life existence, cognition of suicidal behaviors, the sense of life value, self life experience, and the attitude to euthanasia. All the questions are composed of 12 forward scoring and 12 reverse scoring questions, 5 point scoring is used, 1 - 5 represents respectively "entirely agree", "do not quite agree with", "not sure", "not entirely oppose to", and "totally disagree". And the statistical software SPSS17.0 is used to make statistics and analysis of data.

## 2 RESULTS

### 2.1 *Consciousness of life existence*

The consciousness of life existence mainly reflects the individual consciousness of his / her own and others' life existence. The survey showed that about

77.08% of the students entirely agreed that it is an essential to grasp the skills to cope with the emergency, 11.81% of the students did not quite agree that; 7.64% of the students chose not be sure of that; only 3.47% of the students did not completely opposed to this view, nobody totally opposed to that; 89.58% of the students agree that life is fragile, and 6.94% of the students opposed to this view; 94.4% of the students agreed life not only belongs to their own, but also belongs to their family, friends and community; 90.28% of the students agree that life is a prerequisite for development of human history; When asked whether to understand "the ecstasy eating to experience the excitement, the behavior of high-speed road racing", 3.47% of the students entirely agree; 17.36% of the students did not completely agree; 14.58% of the students chose to be not sure; 18.75% of the students did not totally oppose; 45.83% were totally against it. It can be known from the survey that most of the college students' views on the life existence and life safety are correct; they cherish life, but the understanding a few students of life is not in place; and there is even a kind of attitude of indifference.

## 2.2 Cognition of suicidal behaviors

The content of suicidal behavior cognition involves the understanding of individual treatment of the nature of suicide behavior.

According to the survey, 77.08% of the students agree that suicide is a mockery of life dignity, 15.28% said they were not sure of that, 7.64% said they opposed; 78.47% of the students agreed that committing suicide is a betrayal of relatives, friends; 8.33% of them said they opposed; 76.39% of the students agreed that suicide is a kind of madness, 12.5% of people were not sure of that, 11.11% of people opposed to the idea; 73.61% of the students agreed that suicide is a kind of irresponsible behavior to the family and society, 18.75% of the students didn't oppose, 3.47% of the students chose to be not sure of that, 4.17% of the students were against it; About suicide whether to have the stand or fall of moral issues, 47.22% of the students think, 25.69% said not clear, 27.08% of people think not. About the question whether suicide belongs to a moral issue, 47.22% of the students think it does, 25.69% of the students were not sure of that, 27.08% of the students think it does not. In general, most of the students agreed that it is not desirable for the suicidal behavior, but there are still a small part of the college students hold a neutral attitude or approval for the suicidal behavior; it can be known that a minority of the college students lack the rational thinking on life.

## 2.3 Sense of life value

The sense of life value is the individual view and understanding of the sense of life value.

Investigation showed that 5.56% of the students agreed completely that "the more wealth one has, the higher quality of life is, the more meaningful life will be"; 47.92% of the students did not fully agree with this view; 15.97% of the students were not sure; 15.28% of the students were not completely oppose to that; and another 15.28% of the students chose to be complete against it; 2.78% of the students totally agreed that "the person who has a higher social status will have a higher life value ", 29.17% of the students did not completely agree with that; 12.5% of the students said they were not sure of that; 18.75% of the students said they were not totally against it; 36.81% of the students were completely against it; 85.42% of the students agreed that the highest realm of the life value was the unity of truth, virtue, and beauty; 4.86% were against this view; When asked whether they agreed "it is understandable to commit suicide when no joy exists in life ", 45.15% of the students said they could understand; 10.42% of the students chose to say they were not sure of that; 53.47% opposed to it. This set of data shows that, the contemporary college students' view of life value is positive on the whole, but their understanding of the value of life is not deep and thorough.

## 2.4 Self life experience

The content of the self life experience includes the individual emotion experience of their life existence and quality of life.

58.33% of the students were able to deal with the pressure in life and study very well; 4.86% said they couldn't; 73.61% of the students were satisfied with themselves; 38.19% of the students often felt worried, depressed and bored; 40.97% said they didn't; 73.61% of the students felt more relaxed in most cases with wide interest; 20.14% of them admitted that they felt bitter, dim, no completely free and empty; 72.92% of them denied having this experience; 20.83% of the students thought that few people liked themselves, they were lonely; 68.06% of them showed to be negative. Data showed more than half of the students could actively respond to pressure, were satisfied with their lives, but quite a few people were not well adapted to the present life, they need to be guided and helped by others and society.

## 2.5 Personal attitude to euthanasia

The individual's attitude towards euthanasia refers to people's basic view, position and attitude towards euthanasia, 47.92% of the college students who "totally agreed" and "basically agreed" that "if I was

mortally ill and in terrible pain, I hoped that the volunteers could help me to end my life"; 29.86% of the students "totally opposed to it" or "basically opposed to it"; 53.47% of the students "totally agreed" and "basically agreed" that "if I was mortally ill and in terrible pain, I didn't want to accept treatment to maintain life"; 23.61% of the students "totally opposed to it" or "basically opposed to it"; 59.72% of the college students "totally agreed" and "basically agreed" "that the mortally ill and extremely painful patients could be helped by medical personnel to end their life (active euthanasia) in the legal support "; 26.39% of the students "totally opposed to it" or "basically opposed to it"; 24.31% of the students "totally agreed" and "basically agreed" "that for the mortally ill and extremely painful patients, there is no need for further treatment to maintain life (passive euthanasia)"; 64.58% of the students "totally opposed to it" or "basically opposed to it". The results of the survey showed that, most of the students' attitude towards euthanasia is fuzzy, compared to the pain endured, most people were more likely to choose to give up life.

### *2.6 Impact of the differences in gender, grade, and major on the 5 dimensions of college students' life consciousness*

For the variable of the gender, there is a significant difference between boys and girls in the total score and the awareness dimension, and the girls have scores higher than boys in the life existence consciousness, there was no significant difference in other aspects. (Table is omitted)

For the variable of the grade, only the dimension of value of life showed a significant difference in different grades, it could be concluded after multiple comparison that there was a significant difference between the first grade with the fourth grade; and the score of the first-grade students significantly higher than the fourth grade students in the dimension of the sense of life value, and there were no significant differences in others. (Table is omitted)

In the variable of the major, only the individual's attitude towards euthanasia dimension showed a significant difference among different majors, it could be concluded after multiple comparison that there is a significant difference between students of liberal arts and students of science major; liberal arts students have higher scores than the science students, the differences in other aspects are not significant. (Table is omitted)

## 3 DISCUSSION

(1) Most of the students can correctly understand and experience the life existence, but few of them have a

weak life consciousness. Because of the growth of life experiences and the accumulation of knowledge, most of college-students can basically correct understand the essence of life and the life value, but the endless carnage and resurrection of the characters in films and games caused a few college students to treat life too indifferently. They show a more negative attitude to life experience and have a weak life consciousness.

(2) Few students have a deviated understanding of the value of life existence. The life and growth environment of the contemporary college students is superior; they contact a single school environment; too superior environment is set up by the family and school for them, causing there is a big difference for them to understand social and community. Therefore, there are more and more students who are not adapt to society, they doubt and are against the society, they cannot adjust the gap between themselves and the reality; they can't understand the unfair phenomenon existed in the society, leading to them to use money, social status to measure success. Combined with the fact that the present college students are mostly the only child in their family; they have outstanding personality, and insufficient communicating skills, making their emotional indifference, or they even suspect the value and meaning of life.

(3) A few people's attitude towards death is fuzzy and not correct. Death is the end of life, and life cannot be back; life is short, and it is fragile, so life is precious, and supreme, is priceless; life doesn't only just belong to the individual, it but also belongs to all the relatives and friends who care and cherish them. However, in modern society, a few students cannot correctly understand, accept and understand the phenomenon of death, they think that his death has nothing to do with others, leading to more and more students to hurt themselves and others.

## 4 CONCLUSION

Most people can basically correctly understand and experience the life existence, but a few people have a weak life consciousness.

A few people' understanding of the value of life existence is deviated.

A few people cannot correctly understand death.

## 5 SUGGESTIONS

First, set up the special curriculum of life education. School education is the main way to cultivate the students' consciousness of life. Universities and college can offer special curriculum of life education, equipped with professional teachers, arranged with certain classes, a plan, to carry out the

teaching; educate and guide college students to form the correct understanding and view of life, and carry out flexible seminars about the life activities about life education; stimulate student's life consciousness through the student's personal experience; making students feel the value of life, and cultivate students' correct outlook of life; strengthen related education of death, to enable students to understand the life is limited, death is the end of life, to guide students to understand death, accept death, conquered death, overtake death, and thus more cherish life, and realize the value and meaning of life in the process. Second, infiltrate the life consciousness education in family education.

Family education is to lay the cornerstone of a child character, and it is an indispensable link of life education. Children are the hope of the family. To love the children should let the children understand the meaning of life, help children experience the joy and suffering of life. It is the most important to cultivate children's life value when infiltrating the life consciousness education in family. To help children establish the life consciousness of supremacy life, priceless life; to teach children basic survival skills, and to guide the children to seek the life significance and the life value. Family members should strengthen communication and exchanges, so that children feel the family warmth and support, and to deal with setbacks and pressure with good psychological quality. For the life education, it is needed to inspire and guide the children to correctly understand the hardships and setbacks in life.

Third, guide to pay attention to the self life and other's life.

Tagore once said: "the purpose of education should be to convey the breath of life to people. In the college stage, the physical and mental development of students is gradually mature, their world outlook, outlook on life, values have formed and consolidated at this period, the education at this period should guide students to understand oneself, know oneself, correctly understand self value and significance of life. Meanwhile, in focusing on the their lives, we must guide the students to pay attention to, care others , cherish and respect the

lives of others , but also to cherish and respect the life of plants and animals, and to live in harmony with nature.

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