

Effects of Parenting, Sibling Status and Pattern of Education on Suicidal Ideation in Adolescents

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ABSTRACT

Suicidal ideation is an irrational autogenic desire to die. Suicide Ideation refers to the thoughts about taking one's own life with some degree of intent (Johnson, 2006). The rationale behind suicide, which is defined as the intentional taking of one's own life, can be as simple or as complex as life itself. The first stage beyond childhood is adolescence, no longer considered just a continuation of childhood. It is a very turbulent period, which requires adjustment to change in the self, in the family, and in the peer group. The aim of the present study is to explore the association of suicidal ideation with parenting style and family environment among Adolescents. A sample of 240 Adolescents was taken from different colleges of Uttarakhand and Uttar Pradesh. The age range from 15-18 years. Analysis of variance was used to analyze the data. Results indicated that parenting influence significantly suicidal ideation in adolescents. Sibling status also influences significantly suicidal ideation in adolescence. The pattern of education influence significantly suicidal ideation in adolescence. Parenting, Sibling status and pattern of education mutually interact in determine suicidal ideation in adolescence. Suicidal ideation in adolescence is a public health issue among adolescents and demonstrates the importance of considering parenting. Understanding family-related suicidal ideation risk factors can help to predict and prevent suicides among adolescents.

Keywords: Adolescent, Parenting, Suicidal Ideation

Every year, suicide claims the lives of more than 800,000 people worldwide (Paden, McGee, & Krug, 2002) and about 32,000 people in the United States alone. There is a large difference between men and women, age group and cultural groups in rates of suicide. Suicide is the third leading cause of death among persons aged 15-24 years, the second among persons aged 25-34 years, the fourth among person aged 35-54 years, and the eighth among person 55-64 years, suicide rates for female. Approximately one million people worldwide commit suicide annually. Every 40 second a person commit suicide somewhere in the world. The suicide rate among men aged 15-34 has increased in the past few decades (G. E. Murphy & Wetzel,

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1980). Gender plays a significant role in suicide and suicidal behaviors. Suicide research consistently demonstrates that women have higher rates of suicidal behavior, i.e. ideation, planning and suicide attempts compared to men; however men are more likely to die by suicide (WHO, 2014).

According to Beck (1979) and O'Carroll (1996), "Suicidal Ideation, defined as plans and wishes to commit suicide and as self-reported thoughts of engaging in suicide-related behavior, is common in young people." Suicidal behavior- Suicidal Ideation, Suicide attempt and completed Suicide- probably represents a continuum of self-harming behaviors. "Suicide is the completed process of a continuum that begins with suicidal ideation, followed by an attempt of suicide, and finally completed suicide." (Cale, Protinsky & Cross, 1992). It can be direct suicidal ideation, a suicide attempt or completed suicide or indirect – such as risky driving, high-risk hobbies, drug misuse. Acute suicidal ideation or behavior can be an escape from an unbearable situation or state of mind, while chronic suicidal behavior can be seen as a part of person's life story, emerging as a possible solution in times of crises. "Suicidal ideation can be of a habitual or chronic as well as of an acute nature" (Goldney, 1989; Diekstra & Garnefski, 1995). The many factors involved in suicide behavior and ideation in adolescents include depression, poor self- esteem, hopelessness, suicide of family members or peers, poor school performance, and family problems (T. Beck, Resnik, & Lettieri, 1974; Fong, 1993; Hawton, 1942; Patros, 1989; Wilde, 1963). Among these factors, family problems are consistently reported as characteristic of youth suicide in the West (Hendin, 1987). Because suicide ideation precedes suicide behavior (Wetzel, 1975), these factors also correspond to suicide ideation. Suicide is the purposeful taking of one's own life.

Suicidal behaviors are common among adolescents, with rates that approach those of adults. The vast majority of youth with suicidal behaviors have pre-existing mental disorders. The disorders most powerfully predicting ideation, though, are different from those most powerfully predicting conditional transitions from ideation to plans and attempts. These differences suggest that distinct prediction and prevention strategies are needed for ideation, plans among ideates, planned attempts, and unplanned attempts.

A number of studies have shown that parenting significantly affects suicidal behavior among students. The family is a social-life community of relatives established by marital, blood, and adoptive relationships; it is the most intimate group and has a profound effect on its members. Family characteristics vary across cultures and nations. India has a unique marriage system, employment structure and parenting style, and these specific characteristics may affect family members.

When studying family risk factors for suicidal ideation among students in China, parental structure and relationships may be important predictors. Traditional Chinese values reject divorce and view it as a shameful event. Therefore, parents prefer to try to live together with difficulty rather than to divorce. This preference can give rise to poor parental relationships. Over the last three decades, China has experienced steadily increasing divorce rates, from 0.4 per 1,000 persons in 1985 to 1.85 per 1000 in 2009. Poorer parental relationships and higher divorce rates cause misfortune and psychological distress for students, which may cause students to experience suicidal ideation. Parents play an important role in molding a child's character, personality, career and advancement in education. Highly involved parents provide guidance, healthy environment and encouragement to children (Ahuja and Goyal, 2006). Children coming from homes that have moral environment were better adjusted and

satisfactorily related to others (Shilpy, 2011).



Deterioration of traditional values in the nuclear family due to the gradual withdrawal of the joint family system from Indian society affects the value pattern of adolescents. Aditya and Jain (2009) also stated that in a nuclear family, most parents want to bring up their children with their own set of values and principles, without any interference, wherein the child has to follow only one set of rules. Mukherjee (2007) exhorted that family is base of the socialization process and parents are the first teachers from whom the values are transferred through verbal and non-verbal means. Parenting style is strongly associated with students' suicidal ideation. In Indian families, there is a more rigid hierarchical structure than in families in other countries. University students are more apt to obey their parents due to the elders' parental. Parents force students to follow their demands, and they do not respect students' thoughts and desires. In parents' minds, the only parenting behavior that is good for students is to satisfy their need for clothing, food, housing, and transportation. If students act against their parents' will, they are punished or even scolded and beaten. Indian parents often have highly ambitious goals for their children, which are often manifested in the parental discipline of their children's studying. Parents burden their students with the pressure to learn. Studies in other countries have shown that suicidal ideation is associated with parenting methods. It may be that improper parenting increases the risk of suicidal ideation in children. Parents' child-rearing styles play an important role in the growth, personality development, and behavior of children (Jessor & Jessor, 1974; Maccoby & Martin, 1983; Niemi, 1988). Two well-known parenting typologies identities by Baumrind are authoritarianism and authoritativeness. Authoritarian parents emphasize control, maturity, obedience, and conformity in their children, but they are characterized as low in nurturance and having little democratic communication with their children relative to authoritative parents. Authoritative parents tend to behave with high nurturance, have high maturity demands, and have more democratic communication with their children. They also emphasize the autonomy and self-direction of their children in responding to their individual needs. Although some have argued that an authoritarian parenting style may have a more positive connotation of parental care in Chinese cultures than it does in Western cultures.

Srivastava and Sharma (2009) compared the mental health of a higher and lower group of class X students on the basis of parent-child relationship. The findings revealed that an entire socio-psychological problem among adolescents spring up as a result of faulty relationships with their parents. Healthy and good parent-child relationship in the family greatly influences the mental health of adolescents in various aspects. Family is the chief motivational factor to influence the personality of an individual. Healthy relationship in the family makes a child feels well-adjusted and accepted. A healthy family climate may be helpful in making the best use of even the limited potentialities of teenagers.

Sinha and Mishra (2007) conducted a study on “Parenting behavior patterns contribute to the parent-child relationship”. The research examined the relationship between parenting behavior patterns and parent-child relationship during the early and late adolescence. The study was carried out in Varanasi with adolescents aged 14-19 years, divided into early and late adolescent groups. Paternal acceptance, control, rejection, parent-child intimacy, conflict, and admiration were assessed. Findings revealed that as compared to boys, girls reported receiving greater acceptance, admiration and lesser rejection from their fathers. It has been pointed out that children who readily comply with parental commands and quickly internalize parental values were generally more accepted by the parents than those who did not. Parental hostility is linked to declining school performance and a higher risk of delinquency.

Objective

- To find out the effect of parenting, sibling status and pattern of education of adolescents on Suicidal Ideation.

Hypotheses

The following hypotheses are evolved for verification in the ex-post facto setting:

1. Suicidal ideation will differ on parenting in adolescents
2. Suicidal ideation will differ on sibling status in adolescents
3. Suicidal ideation will differ on the pattern of education in adolescents.
4. Mutual interaction of parenting, sibling status and pattern of education will influence suicidal ideation in adolescents.

METHODOLOGY

Sample:

A total sample of 240 adolescence within the age range is 15-18 years, studying in 11th and 12th class during the midsession from co-education and non-coeducation schools of private and government sector has been selected randomly from the various districts of Uttarakhand and Uttar Pradesh as per the need of the research paradigm.

Design:

The present investigation is an Ex post facto study designed in 2×2×2 factorial settings. The dependent variable is suicidal ideation. The three independent variables are parenting, sibling status and pattern of education. The span of Participant age varies between 15-18 years. The obtained data is analyzed by using ANOVA.

Tools:

- Suicidal ideation scale by Aron T. Beck (1987). The scale of suicidal ideation (SSI), consists of 19 items and this clinical research instrument designed to quantify and access suicidal ideation intention.

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- Children Perception of parenting scale (CPPS) of Dr. Anand Pyari, Dr. Raj Kumari Karla and Poonam Bhasin (1988).

Procedure

Participants were contacted personally and requested to respond on the above mentioned measures. They were asked to read carefully the instructions given in the questionnaire. Participants were allowed to take their own time to complete the questionnaire. Above mentioned psychometric device was administered to the selected participants.

RESULTS

Table 1: Research Paradigm on Suicidal ideation:

TYPES OF SCHOOLS						
		Co-Education		Non-Co Education		Σ
		Single child	Multiple children	Single child	Multiple children	
PARENTING	Normal	ΣX-331	ΣX-222	ΣX-541	ΣX-445	1539
		M-11.03	M-7.4	M-18.03	M-14.83	
		N- 30	N- 30	N- 30	N- 30	
	Deviant	ΣX-417	ΣX-424	ΣX-575	ΣX-510	1926
		M-13.9	M-14.13	M-19.16	M-17	
		N- 30	N- 30	N- 30	N- 30	
		Σ	748	646	1116	

Table 2: ANOVA Summary Of Results On Suicidal Ideation

Source of variance	SS	Df	MS	F	P
Parenting	624.04	1	624.04	122.12**	<0.01
Sibling status	288.20	1	288.20	56.39**	<0.01
Pattern of education	1909.70	1	1909.70	373.71* *	<0.01
parenting×sibling status	90.03	1	90.03	17.61**	<0.01
parenting×pattern of education	148.83	1	148.83	29.12*	<0.01
Sibling status×pattern of education	14.50	1	14.50	2.83	
parenting× sibling status× pattern of education	30.12	1	30.12	5.89	<0.05
Error	1187.65	232	5.11		
Total	4293.07	239			

**p < .01, * p<.05

F.05 (1,239) =3.89;F.01 (1,239) =6.76

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Table-2 indicate that 'F' value for 'Parenting' is (1, 239) = 122.12, $p < .01$ is significant. The computed 'F' value for 'Sibling status' is (1, 239) = 56.39, $p < .01$ is significant. The 'F' value for 'Pattern of education' (1, 239) = 373.71, $p < .01$ is also significant. The 'F' value for bivariate interaction of 'parenting × sibling status' (1, 239) = 17.61, $p < .01$ is also significant. The interaction effects of 'parenting × pattern of education' (1, 239) = 29.12, $p < .01$ is significant. The interaction effects of 'Sibling status × pattern of education' (1, 239) = 2.83, is not significant. The 'F' value for trivariate (2 × 2 × 2) interaction of 'parenting × sibling status × pattern of education' is (1, 239) = 5.89, $p < .05$ is significant.

Table 3: In the context of Trivariate (2 × 2 × 2) interaction of 'parenting × sibling status × pattern of education' in adolescents have an impact on suicidal ideation. The breakup of the results are as given under:

S.N.	Source of variance	SS	Df	MS	F	P
1.	Normal parenting: sibling status × pattern of education	0.70	1	0.70	0.13	
	Deviant parenting: sibling status × pattern of education	21.60	1	21.60	4.22*	< .05
2.	Single child: parenting × pattern of education	11.26	1	11.26	2.20	
	Multiple child: parenting × pattern of education	78.20	1	78.20	15.30**	< .01
3.	Co-ed: sibling status × parenting	56.06	1	56.06	10.97**	< .01
	Non-Co-ed: sibling status × parenting	4.00	1	4.00	0.78	
4.	Error	1187.65	232	5.11		

** $p < .01$, * $p < .05$

F.05 (1, 239) = 3.89; F.01 (1, 239) = 6.76

Table 3 indicate that 'F' value of interaction effects of 'Sibling status × pattern of education' in the context of Deviant parenting is (1, 239) = 4.22, $p < .05$ is significant. 'F' value of interaction effects of 'parenting × pattern of education' in the context of Multiple child is (1, 239) = 15.30, $p < .01$ is significant. 'F' value of interaction effects of 'sibling status × parenting' in the context of Co-education is (1, 239) = 10.97, $p < .01$ is significant. All other interaction effects are not significant.

DISCUSSION AND INTERPRETATION

The results show that those adolescents whose upbringing is through deviant parenting feel higher suicidal ideation in comparison to normal parenting. A study by Deb and Chatterjee (2008) on "Styles of parenting adolescents: The Indian scenario" exhibited that when the parents become friendly to their adolescents and create a comfortable atmosphere for them in the home to express their feelings frankly to them, then the adolescents feel a lot secured and turn less towards the peer group for acceptance and acknowledgment. Not only good parent-child relationship but also the cordial relationship between the parents is a vital indicator of the happiness and level of adjustment of the adolescent.

Adolescents, who are a single child in their family have higher feelings of suicidal ideation in comparison to multiple children. Singh (2007), Dhall (2008) and Kapani (2008) mentioned that values are significant in one's personality development. Values developed by direct learning through parents at home and the teachers at school and later on, the person acquires the values of his society through the different media of communication. In the context of the pattern of education, adolescents who are studying in Non-co-education schools have higher suicidal ideation in comparison to co-education schools. Adolescence is a period when relationship with non- parental adults and peers take an increased meaning because adolescents are seeking support from adults outside the home. School can provide this support through a good quality relationship with teachers and also peer- teacher social support has been positively associated with fewer disruptive behaviors (Ryan and Patrick, 2001).

Adolescents who have experienced deviant parenting and studying in non-co-education schools have higher feelings of suicidal ideation. Co-education and non-co-education, plays a significant role, as teachers will often respond differently to different students. Teachers often also act in ways that sustain the gender roles taught at home. Boys are often praised for their knowledge for example, and girls for their obedience. Karthigeyan, K. & Nirmala, K. (2012) analyzed and assessed the gender differences in the academic achievement of 10th class students in English in Salem and Sankari educational districts of Tamil Nadu. In both districts, girls showed higher academic performance in language than boys. More of the teacher's time in the classroom is also spent interacting with boys than girls, with teachers likely to interrupt girls more than boys during conversations (Berk, 2006).

According to the results, deviant parenting, single child and non-co-education pattern mutually interact in determining suicidal ideation in adolescence. Researchers have examined the effects of parent negative affectivity especially depression and hostility, as variations in the relationship between parents and children. Depressed and hostile parents have been found to be less involved with and affectionate toward their children, feel more guilt and resentment and exhibit poor communication skills with their children (Barnard & McKeganey, 2004). Higher levels of parent negative affectivity were also found to be related to higher levels of negativity in adolescent children for example, substance abuse such as marijuana (Riggs et al., 2009), depressive symptoms (Boutelle et al., 2009; Difilippo & Overholser, 2002), Suicidal thoughts or attempts (Laird et al., 2003). Furthermore, some researchers have also shown links between parent-child relationships and psychological outcomes in children, such as to conduct problems (Schmeck & Poustka, 2001), anxiety and antisocial personality disorder in adulthood.

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Conflict of Interest

The authors carefully declare this paper to bear not a conflict of interests

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