

**PERCEIVED PARENTING STYLE AND YOUTH SUICIDALITY
IN MALAYSIA**

By

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ABSTRACT

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Suicide has become an acute worldwide problem. Among many risk factors, parenting styles had found to be significantly associated with youth suicidality. Therefore, an exploratory study was emerged to examine the possible partial correlation between perceived parenting style (authoritative, authoritarian and permissive) and youth suicidality (negative life ideation, and suicidal behaviour). In addition, parental effects on youth perception towards positive ideation towards life were also investigated to identify the protective factor to suicidality. There were 255 participants recruited via nonprobability purposive sampling across various university campuses and secondary schools from different regions. Two suicidal assessments named SBQ – R (Osman et al., 2001) and PANSI (Osman et al., 2003) and one parenting style assessment named PSI – II (Darling & Tokoyawa, 1997) were used to identify the previous suicidal attempt, current suicide ideation, positive ideation and the perceived parenting style. Additionally, two open-ended questions on parenting influence were applied to deepen the understanding of the cultural meaning on parenting attributes. Females outnumbered males twice in suicide ideation and attempts. *Pearson (Bivariate)* partial correlation showed that authoritative parenting style was positively partial correlated with positive ideation in general and for males only, while permissive parenting style was negatively partial correlated with negative suicide ideation in

general, and for males and females. *Multiple Regression* revealed that negative suicide ideation was the main predictor to suicidal behaviour, regardless of parenting style and positive ideation. The open-ended data illustrated that youths perceive their parent as positive or negative mainly via the role model displayed. Authoritative theme was the major positive influence viewed by young people whereas authoritarian theme and permissive theme are classified as major negative influence. Replication of the study in longitudinal design may be employed to enhance the predictability and develop optimal intervention strategies.

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GOH LEE YING

APPROVAL SHEET

This thesis entitled “**PERCEIVED PARENTING STYLE AND YOUTH SUICIDALITY IN MALAYSIA**” was prepared by GOH LEE YING and submitted as partial fulfilment of the requirement for the degree of Master of Philosophy (Social Science) at Universiti Tunku Abdul Rahman.

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Yours truly,

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DECLARATION

I, Goh Lee Ying, hereby declare that the thesis is based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UTAR or other institutions.

(GOH LEE YING)

Date: 28 JUNE 2013

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LIST OF ABBREVIATIONS

BDI – II	Beck Depression Inventory – II
BHS	Beck Hopeless Scale
CDC	Centre of Disease Control
EPRD	Education Planning and Research Development
JTC	Joint Technical Committee
MoE	Ministry of Education
MoH	Ministry of Health
NSRM	National Suicide Registry Malaysia
PANAS – PA	Positive and Negative Affect Scale – Positive Affect
PANSI	Positive and Negative Suicide Ideation
PANSI – NSI	Positive and Negative Suicide Ideation – Negative Ideation
PANSI – PI	Positive and Negative Suicide Ideation – Positive Ideation
PSI – II	Parenting Style Inventory – II
RFL – A	Reason for Living – Adolescents
SBQ	Suicidal Behaviors Questionnaire
SBQ – R	Suicidal Behaviors Questionnaire - Revised
SWLS	Satisfaction with Life Scale
UTAR	University of Tunku Abdul Rahman

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Suicide is an acute global health problem, especially in Asia where high suicide rates in several countries that consist of larger populations, such as China and India, have accounted for a greater part of the world's suicides (Hendin, 2008). In the United States, suicide was the third main cause of death among youths and young adults aged 10 to 24, with approximately 4559 cases in year 2004 (Lubell, Kegler, Crosby & Karch, 2007).

In Malaysia, our (ex-)Health Minister, Datuk Dr Chua Soi Lek inferred that suicide would become the country's second leading cause of death after cardiovascular diseases in next 5 to 10 years' time (Chiam, 2005). According to the National Suicide Registry Malaysia (NSRM) 2007 report (2008), suicide has become a core triggering factor of youths' and young adults' death after years of Dr Chua's foresight. It was classified as the top three causes of death in the population between age from 15 to 34 years, and mostly occurred in the urbanized cities (NSRM, 2008).

In Chen and his colleagues' cross-sectional survey on adolescent suicidal behaviour (2005), 352 out of 4454 of their studied adolescents had seriously thought of attempting suicide and approximately 200 of them had attempted it at

least once in the 12 months prior to the survey. Almost 7% of the adolescents in the study group experienced suicidal feelings and thoughts; more than half of them turned the ideations into completed action.

NSRM (Average of 60 suicides, 2011) concluded, from the web-based registration system, that there were approximately 425 completed suicide cases between January and August in year 2010. It seems to be an alarming increasing figure from year 2005, to an average of 60 cases per month and 2 cases each day now (Suicide figures may, 2011). The ratio of suicides from 2007 to 2010 was recorded as 1.3 per 100000 people (Sipalan, 2012), which shows a significant increase from the quoted figures by The National Statistics Department at 1 per 100,000 suicides per year in the year 2003 (NSRM, 2007).

Dr Maniam, the Universiti Kebangsaan Malaysia Medical Center Professor of Psychiatry, disclosed that the real figure may actually be higher as some deaths have been misclassified as undetermined death or undetermined violence (Morris & Maniam, 2001; NSRM, 2009; Suicide figures may, 2011). Hendin (2008) revealed that although Malaysia does not have up to date national figures on suicidality after 2000, the age group for whom suicide was rated highest is young adults from 20 to 30 years old. It is substantiated by the recent news from our Health Ministry that youths in the age range from 16 to 25 are at the highest risk of suicidality among the population (Average of 60 suicides, 2011).

Most of the suicide-related studies, however, have been conducted with western populations rather than eastern ones (Stewart et al., 2006) and has received less attention in Asia (Hendin, 2008). Findings referring to socio-cognitive contexts and their associations with suicidal thoughts and attempts in Chinese and Asian culture are still scant (Stewart et al., 2006). Moreover, the National Suicide Registry Malaysia preliminary report July to December 2007 (NSRM, 2008) indicated that Malaysia does not have an official suicide rate due to the difficulties of identifying a death as suicide, lack of structured data in describing the “manner of death”, and inconsistencies in data collection methodology. This has been further mentioned in Hendin (2008) “Suicide and Suicide Prevention in Asia” that lack of resources and competing priorities in many Asian countries have contributed to suicidality under-emphasis. On the other hand, the Psychiatric and Forensic Medicine Programs of the Ministry of Health (MoH) has set up the Joint Technical Committee (JTC) with assistance provided by the Violence and Injury Prevention Unit from the Non Communicable Disease Department of MoH to develop a nationwide suicide registry in late 2005 (NSRM, 2008). The establishment of JTC is to increase the visibility of suicidal cases that happen in our country.

Despite the lack of the latest accurate statistical information on the suicide rate and little relevant research from the web-based registration system conducted in Malaysia, the worries of current Health Minister, Datuk Seri Liang Tiong Lai (Suicide figures may, 2011), the foresight by Dr Chua Soi Lek (Chiam, 2005) and

recent The Star article on “Suicide rate on the rise in Malaysia” by Sipalan (2012) has disclosed that the number of youth suicide ideations and attempts in our country is rising critically from years ago, and requires our immediate attention.

1.2 Problem Statement

Our existing Health Minister Datuk Seri Liow Tiong Lai vindicated that the young today are less capable of coping in the competitive world, and some become suicidal (Suicide figures may, 2011). This perhaps contributes to the terrifying numbers in due course.

This coincided with recent cases of suicide that have been reported in the news, revealing the inability of the young to handle or cope with stress, and/or relationship problems. Youths often face several life stressors including academic demands, peer pressure, family issues, relationship problems and drug and alcohol use (Waldvogel, Rueter, & Oberg, 2008). Due to the heavier emphasis on academic performance, however, Malaysian youths are facing tremendous pressure in their schools and from their parents (Befriender offers to, 2011).

Suicidologist Dr Adnan Omar believes that adolescents who are at an age of instability, are beleaguered by pressures to settle down in relationships, work and family issues (Taking own lives, 2011). National Council of Befrienders Malaysia President, Mr Gangadara Vadivel also added that the young nowadays are lacking in life coping strategies which often make them feel helpless and

hopeless when they encounter problems and eventually suicide ideation arises (Befriender offers to, 2011). As soon as this new feeling develops, many of them are unable to cope with it as they are not taught how to do so (Befriender offers to, 2011). Moreover, they need to be reassured that their experiences and feelings are normal and manageable, and that they have something to live for (Waldvogel et al., 2008).

1.2.1 Family and parenting style. What is actually happening to the society nowadays that the youngsters rather choose to give in or give up too easily when facing setbacks in life? And what is actually happening to the family, that no longer serves as a shelter for the needed child?

Adnan postulated the situation as the effect of social changes that had caused many anomic suicides to happen around the country (Taking own lives, 2011). Anomic suicide normally occurs when a crisis ruins a person's life and disturbs the equilibrium between the man and his external environment (Durkheim, 1851), that little social regulation is appeared when it is in need. As a result, the traditional protective factors like family and religion were losing their significance and importance as society changes too fast (Taking own lives, 2011), in which family, the microsystem, is supposed to be having immediate relationship in children and youth growth (Bronfenbrenner, 1994). The Microsystem is the smallest or most immediate context in which the individual is embedded. It consists of the environment in which a person lives and moves

around (Bronfenbrenner, 1994). Parents and family are assumed to be the closest context for the young. However, most of the parents of the victims claimed that their children looked normal and behaved as usual, which revealed no motive for their subsequent suicides. They were unaware of their children's emotional issues and events in their children's lives which triggered their deaths. Only one father indicated that family and parents should bear the major part of the responsibility. Parenting becomes a biological ritual, where they engage their love and care to maids, money, and the Internet, by Adnan (Suicide teens and youth, 2011).

Supportive family functioning and warm parenting such as the authoritative parenting style has often been associated with lower suicidality prospectively, concurrently and retrospectively (Rueter & Connor, 2006; Lai & McBride-Change, 2001). They suggested that a positive family climate may act as a buffer to enhance the protective factor against developing suicide ideation in adolescents (Rueter & Connor, 2006; Lai & McBride-Change, 2001).

Patterson, DeBaryshe and Ramsey (1990) indicated that the role of family relations, particularly parent-child interaction, is one of the main determining factors in the development of conduct disorders, where suicide ideation and attempts were often associated with co-occurring conduct disorder in early adolescents (Stoep et al., 2011). An investigation by Connor and Rueter (2006) showed that parent-child relationships that exhibited low warmth or non-supportive communication, was linked with higher levels of adolescent suicidal

behaviour. In Lai and McBride-Chang (2001) findings also illustrated that suicidal thoughts was found to be significantly related with perceived authoritarian parenting, low maternal warmth, high maternal over-control, negative child-rearing practices and negative family climate.

Therefore, the purpose of the current study is to examine the relationship between perceived parenting style and youth suicidality in Malaysia. Apart from the hypothesis that a negative parenting style is positively correlated with negative suicide ideation, the present study aims to identify the positive parenting style that can serve as a protective factor against youth suicidality.

1.2.2 Gender and suicide are related. Many local researchers studied the difference between male and female suicidality (Bhupinder, Kumara, & Syed, 2010; Teo, Teh, & Lim, 2008; Chen et al., 2005). Female adolescents (5.3%) were at a higher risk of turning their suicidal thoughts into action than male adolescents (3.7%; Chen et al., 2005). Whereas Teo et al.'s (2008) study at Hospital Sungai Bakap (2001-2005) showed similar results to many Western studies, that males were more successful in suicide completion than females (81% vs. 19%). Likewise, research findings in the District of Timur Laut, Penang Island (2007-2009) by Bhupinder et al. (2010) indicated that the majority of suicide cases were male.

On the other hand, they rarely showed interest in investigating the issue of suicidality and parenting style across gender, instead, they focused on the larger scope of identifying various factors relating to adolescent suicidal behaviour (Chen et al., 2005). Also, most researchers would rather concentrate on issues such as academic performance, self-esteem, eating behaviour, externalizing problems and internalizing problems than on parenting style.

Further, males and females were found to respond differently to each parenting style. For females, little or no parental monitoring was preferred, but they wanted parents to trust them to resist several externalizing problems like sexual activity, tobacco, and marijuana use (Borawski, Ievers-Landis, Lovegreen, & Trapl, 2003). In addition, findings from Ritchie and Buchanan (2010) showed that girls' negative psychological functioning was significantly associated with more negative parenting. Male adolescents were the opposite, in that those with high parental monitoring were linked with reduced externalizing problems like less alcohol use and consistent condom use (Borawski et al., 2003).

For the ambiguous effect of the parenting style on males and females from literatures, this research would like to fill in the little gap that has been neglected for long, specifically, how youths perceive their parents' parenting style, together with the effect of the parenting style on suicidality, across gender.

1.2.3 Culture. Various parenting styles showed distinct effects across sex, age and different social classes. Steinberg, Lamborn, Dornbusch, and Darling (1992) contended that parenting style should not cut across culture because they may incur significant impacts on different cultures. Given that Malaysia is a collectivist rather than individualistic culture, (Somayeh Kesharavz & Rozumah Baharudin, 2009) it is essential to understand how Malaysian youths perceived their parents' parenting style rather than blindly follow what has been suggested by studies in other cultures.

For western populations, findings showed that children raised within an authoritative parenting style were more positive than those of authoritarian or permissive parents in several areas such as active problem coping (Wolfradt, Hempel, & Miles, 2003), social behaviour (Roopnarine, Krishnakumar, Metindogan, & Evans, 2006), self-concept (Mcclun & Merrell, 1998) and etc. Nonetheless, in most Asian or Asian American studies, children from authoritarian families showed more positive results, especially in academic performance, than those from other parenting style backgrounds (Ang & Goh, 2006; Chao & Tseng, 2002; Chao 1994; Kelley & Tseng, 1992).

In a study conducted by Greening, Stoppelbein, and Sternberg (2010) on the moderating effect of different parenting styles on African American and Caucasian children's suicidal behaviours also indicated that authoritarian parenting can be viewed in a different way by African American and Caucasian

children or may as minimum yield different effects on their children's adjustment. Greenings et al. (2010) therefore suggested future research to observe if the practice and boundaries expressed through authoritarian parenting will eventually lead to a lower risk of young people engaging in suicidal behaviours. This is obviously a clear direction that can be looked into in current research that is implemented in Malaysia, of its multi-ethnicity and multi-cultural characteristics.

1.3 Operational Definitions

Suicidality, refers to the totality of suicide-related ideations, attempts and behaviours (Rudd, 2006), that inclusive of (1) suicidal behaviour that will be measured by Suicidal Behavior Questionnaire – Revised, and (2) suicide ideation that will be measured by Positive and Negative Suicide Ideation – Negative Suicide Ideation. The detailed definition of suicidal behaviour and suicide ideation is furthered explained in Chapter 2.

Positive ideation, refers to the opposite illustration of a person's thoughts to suicidality, that reflects brighter ideas towards the future and the positive view to a person's life, which will be measured by Positive and Negative Suicide Ideation – Positive Ideation.

Parenting style, refers to the child rearing patterns that a parent adopt in affecting the child's development of the character and competence (Baumrind, 2008). Different parenting style would be the balance of the two dimensions of

parental practice, namely demandingness and responsiveness. More elaborations on the four different parenting styles are provided in Chapter 2.

1.4 Significance of the Study

In fact, suicide has become a leading world problem that requires our critical attention. Chen et al. (2005) stated that the rate of suicide among adolescents is increasing far more than in any other age groups. Therefore the current study focuses on youths aged from 15 to 24 as they are part of the major group from previously reported suicide cases. Hypothetically, this group of people is at a higher risk. Therefore secondary school students, college student and university students from diverse cultural backgrounds have been chosen for this research, and hopefully a better understanding has been gained from this high risk groups

Furthermore, there are other aspects to explore about the factors associated with suicidality in youth. Many suicide-related studies have emerged from time ago, and until now, to investigate the reason of making our young become less able to cope with the life hurdles, resulting the increase of suicidal feeling and tendency. Few of them were making relations to the impact of family, or to be exact, the parenting style, where parent plays a significant role in everyone of our lives, especially the young.

A preliminary study is needed to delve into relationships between parenting style and youth suicidality in the Malaysian setting. This line of investigation is consistent with available literatures on parenting style and suicide (Lai & McBride-Change, 2001), health risk problems and behavioural problems

(Darling & Toyokawa, 1997), substance use (Borawski et al., 2003; Darling & Toyokawa, 1997), externalizing behaviour like aggression (Verhoeven, Junger, Aken, Dekovic & Aken, 2010) and others. In this study, an intensive focus on the perceived parenting style will be examined in order to investigate the correlations between perceived parenting style (authoritarian, permissive and authoritative) and the risk of, and protective factors against, suicidality.

Also, there will be open-ended questions in understanding how youths perceive the influence of their parents' parenting style. A parallel mixed-model is used in current research to supplement and complement the quantitative findings with the explanation of the qualitative meaning revealed by the youth in the local context. The triangulation use of the mixed method, is meant to explain the cultural differences in the perception to parenting style in a collectivist context, and yet a fast-changing society in this new era.

However, it should be noted at the onset that, this study could not distinguish the causal relations between parenting style and suicidality. Instead, it serves to provide insight into and comprehension of the relationship between the two variables.

1.5 Research Questions

In light of the current literature on youth suicidality and parenting styles, the present study intends to explore the following concerns: -

Research question 1: Is there any correlation between perceived parenting style (Authoritative, Authoritarian, Permissive) and suicidality (PANSI, SBQ – R)?

Research question 2: Is there any correlation between perceived parenting style (Authoritative, Authoritarian, Permissive) and suicidality (PANSI, SBQ – R) for male and female?

Research question 3: How does cultural difference make meaning to the perception of parenting styles in Malaysian setting, from the perspective of youth?

CHAPTER 2

LITERATURE REVIEW

Many people defined suicide in different ways according to the area of study. And thus, a coherent understanding shall be established beforehand in order to comprehend suicidality in a similar direction. Few elucidations were obtained from various literature supports, and eventually, the nomenclature of suicide by O'Carroll et al. (1996) and Silverman et al. (2007a; 2007b) were employed as the operational definition of current research. Apart from that, theoretical concept on suicidality and parenting were illustrated via Durkheim's sociological view and Bronfenbrenner's ecological view as to understand the two variables as a whole. Parenting, which accounted for greater potential of risk or protecting factors, was explained through Baumrind's typology. In addition to that, some Asian and local findings were also included for getting a clearer picture under the cultural variations.

2.1 Suicidality

Recently, levels of suicidal behaviour among the young have alerted us to look very seriously into this critical matter. The span of life, (unless an early illness or accident intervenes), from birth, childhood, adolescence, maturity, to old age and death is a natural process that everyone will complete, regardless of cultural background (Santrock, 2008). Accidents can happen at anytime, anywhere, and illness can strike without warning. Unfortunately, this is

unpredictable and beyond our control. But apart from the accidents and illness which prevent some of us reaching a ripe old age, some people choose to die. They choose to end their life journey at their own time, by their own means. They decide what they want, and proceed with the way they opt for, to put a “full stop” to their days. As expressed in one of the articles in the Befrienders’ website (Suicide myths, n.d.) on suicidality,

We are born with the ability to take our own lives. Each year a million people make that choice. Even in societies where suicide is illegal or taboo, people still kill themselves. For many people who feel suicidal, there seems to be no other way out. Death describes their world at that moment and the strength of their suicidal feelings should not be under-estimated – they are real and powerful and immediate. There are no magic cures.

Suicide is from Latin word, *sui caedere* (to kill oneself), is the act of wilfully ending one's own life (Suicide, n.d.). Paterson (2008) suggested suicide to be “an action (or omission) informed by the intended objective, whether as an end in itself or as a means to some further end, that one’s bodily life be terminated” (p.9). In spite of the proposed definition, it should refer not only to a single action but more broadly to various types of behaviours, such as one can speak of suicidal thoughts, intentions, ideations, gestures, attempts, completion as well as suicide-prone behaviours (Silverman, Berman, Sanddal, O’Carroll, & Joiner, 2007a; Chen et al., 2005).

In this research, the nomenclature of suicide by O'Carroll et al. (1996) and Silverman et al. (2007a; 2007b) is advocated, and it is strongly believed that suicide is a behaviour but not a disorder or diagnosis, where all behaviours are multi-determined and multi-dimensional. As such, the term 'suicidality' would be utilized to portray the totality of suicide-related ideations, attempts and behaviours (Rudd, 2006), and thus far, no other single term, definition, or taxonomy has managed sufficiently to represent the complicated set of suicidal behaviours (Silverman et al, 2007a).

2.1.1 Suicide behaviours. According to O'Carroll et al. (1996), suicide-related thoughts and behaviours are categorized into two, suicide ideation and suicide-related behaviours. Suicide-related behaviours consists of (1) Instrumental suicide-related behaviour, in which the individual may involve himself in potentially self injurious behaviour for which there is either explicit or implicit evidence that the person may have zero intent to die and may want use the appearance of the intending to kill himself or herself to achieve another end such as to seek help, to punish another, or to receive attention; and (2) Suicidal act, in which the individual engages in potentially self injurious behaviours that are either explicit or implicit evidence that the particular individual is intending to kill himself or herself at certain level (nonzero), which may or may not result in death and injuries (O'Carroll et al., 1996).

The main difference between instrumental suicide-related behaviours and suicidal acts is the level of intent to die. The former may exhibit stronger signs of suicide threat, which means any verbal or nonverbal action that would be interpreted as a suicidal act might happen in the near future (O'Carroll et al., 1996) while the latter displays greater intensity of employing the lethal action.

2.1.2 Suicide ideation. Despite the level of intent to die, suicide ideation can be any self-reported thoughts of engaging in suicide-related behaviours such as those mentioned as above (O'Carroll et al., 1996). It was further revealed in their later studies that suicide-related ideation acts as a weighing option according to the person's suicidal intent level (with no suicidal intent, with undetermined degree of suicidal intent, and with some suicidal intent; Silverman et al, 2007b).

Therefore, acute suicide ideations are often regarded to be a medical emergency where people who are seriously considering suicide are usually recommended to seek help right away (Durand & Barlow, 2003); as suicide-ideators are likely to be defined as someone seriously thinking about ending their life without having fully employed a suicide plan or carried out any potentially fatal act (Lai & McBride-Change, 2001).

2.1.3 Prevalence of suicidality. Studies on suicidal ideation in Asian countries are focused on adolescent groups (Huong, 2006). The rate of suicide

ideation among adolescent is higher than other age groups, and among Chinese people in Hong Kong it is 6.7% (Chan et al., 2006) and among Malaysian students aged 12 to 19 years is 7% (Chen et al., 2005). Besides this, there was a significant increase of parasuicide from 26.5 per 100,000 persons in 2001 to 32.1 per 100,000 persons in a Penang study in year 2005, the majority of them (72.5%) being aged from 14 to 30 years (Teo, et al., 2008).

A three-year retrospective study by Nadesan (1999) in University Hospital, Kuala Lumpur revealed that the percentage of ethnic groups involved in suicide cases did not equate proportionally to their normal distribution in the population, Indians (48.8%) accounted for the greater part of them, 38.1% were Chinese and only 3.6% were Malay. Nonetheless, Teo et al. (2008) more recent results illustrated that even though the order of the ethnic groups remain unchanged, the proportion of Indians constituted 64% of the cases, which was still the major contributing ethnic group, then followed by the Chinese (19%), Malays (13%) and foreigners (4%); Teo et al., 2008).

The prevalence of lifetime attempted suicide for women is twice more than men (Zhang, McKeown, Hussey, Thompson, & Woods, 2005). Findings from Langhinrichsen-Rohling, Friend, and Powell (2009) also illustrated that females are more likely to become involved in suicide ideation and attempts across all culture groups reviewed if compared with males. It is notable that more Hong Kong females (35.3%) than males (20.2%) reported a suicidal thought

sometime in their life (Chan et al., 2009) and Taiwan's rate of suicide ideation among females (7.1/100) is two times higher than among males (3.3/100; Huong, 2006). A similar result has been obtained in our neighbouring country; Singaporean females were considerably more emotionally distressed than males and thus involved in higher rates of suicidal ideation (Wong, Ang, & Huan, 2007).

In contrast, in an American study (Langhinrichsen-Rohling et al., 2009) of suicides committed, across all cultural groups, male adolescents were found to have completed suicide at higher rates than female adolescents from the same cultural group among African Americans, Native Americans, Asian Americans, Latino Americans and Caucasian Americans (Langhinrichsen-Rohling et al., 2009). Similar results have been obtained from gender studies in suicide rates among youths aged 15 to 24 in 15 European countries (Värnik et al. 2009), where the suicide rates were found to be 3.7 times higher for males compared to females.

Two conflicting results have emerged from local studies on gender differences in suicidality. Bhupinder et al. (2010) and Nadesan (1999) both found that male completed suicide cases were reported to be higher than female, as in Western population, and that the males outnumbered females in a 3 : 1 ratio, yet, Teo et al. (2008) indicated divergent results, recording that 72% of the cases were female. In view of this, a significant issue to be re-examined is the degree to

which the gender difference in rates of suicidality holds in other cultural subgroup has yet been systematically compared (Langhinrichsen-Rohling et al., 2009).

Many explanations have been offered for the gender paradox, and the common one is that girls and boys choose different methods to attempt suicide (Langhinrichsen-Rohling et al., 2009; Bhupinder et al., 2010). Males used more lethal means such as jumping from heights (Bhupinder et al., 2010), poisoning (Nadesan, 1999), firearms (Värnik et al., 2009) and hanging (Värnik et al., 2009; Kumar, 2007). In contrast, there may be also gender differences in their strength of suicidal intentions, more women, who are better socialized, tend to use suicide as “cry for help” than do men (Langhinrichsen-Rohling et al., 2009). Women also exhibit more emotional vulnerability when feeling upset. Male youths, traditionally conscious of their self-image, however, would be inclined to suicide ideation as their self-image became more negative (Wong et al., 2007). Hence, perceptible emotional distress would be more unacceptable and shameful to male adolescents than to female adolescents, possibly giving rise to more thoughts about suicide among males.

Each of these possible explanations requires additional research and can be considered within a cultural framework (Langhinrichsen-Rohling et al., 2009). Zhang and his colleagues (2009) urged extra attention on gender differences when conducting etiological studies of suicidal behaviour.

2.1.4 Importance of early identification. Dr Sally Spencer-Thomas indicated that “... some suicides, especially among youth, are done in the heat of the moment. If we can get the means of suicide away from a despondent person during those white hot suicidal times, we can save lives” (Lim, 2010). Xing et al. (2010) suggested that early identification of, and intervention in suicide attempts, is of great significance in preventing youth suicide. Studies related to the characteristics of adolescents and youths who self-harm, or have suicidal ideas had been carried out to help in early identification, and to inform the prevention and intervention strategies (Evans, Hawton, & Rodham, 2004). Additionally, Chan et al. (2009) indicated that adolescent suicidal ideation has been found to predict suicidal behaviours in adulthood. Therefore, before the young adult has completed the suicide attempt, the idea of suicidality will flash over, once or repeatedly, unless the risk is identified and resolved. The aim of the current study is to examine suicide ideations and previous suicide attempts, and thus to enhance the level of suicidality identification in young adults.

2.1.5 Assessments of suicidality. Two suicidal assessments named Suicidal Behaviors Questionnaire – Revised (SBQ – R; Osman et al., 2001) and Positive and Negative Suicide Ideation (PANSI; Osman et al., 2003) were used to identify the previous suicidal attempt, current suicide ideation, positive ideation. Both of the assessments meet the operational definition of suicidality that adopted in current study.

The revised version of the SBQ is the shortened version of the suicidal assessment to identify the previous and future suicidal attempt. However, it should be mentioned that most existing ‘self report’ suicide assessment are inadequate as they do not concurrently detect both risk and resilience factors in suicide ideations, such as the SBQ – R which places emphasis on suicidal behaviour. The suicidologist, Dr Adnan suggested that, “basically, when people are considering suicide, they always have a wish to die and a wish to live. We just need to tip the balance in favour of life.” (Lim, 2010). Park, Schepp, Jang, and Koo (2006) also indicated that assessment that consists of risk and resilience factors may enhance the recognition of suicidality as well as the means to prevention in a supportive setting.

As such, a brief fourteen self-report assessment that was developed by Osman et al. (2003) will be utilized as an alternate measurement for detecting both the risk and protective factors for suicidal ideation, namely Positive and Negative Suicide Ideation (PANSI). In order to identify the current and past suicide ideation, including the potential risks. The detail information of the two assessments used will be further discussed in Chapter 3, Materials and Method.

2.2 Suicidality and Parenting in Sociological/Ecological Context

2.2.1 Durkheim’s sociological perspective. In order to deepen insight on adolescence suicide, it is imperative to understand the possible

etiologies from a sociological perspective, as each individual resides within a society. Durkheim's core concern is whether or not a society might be the cause of personal afflictions such as suicidality (Durkheim, 1851). Thus, four different types of suicide were proposed by this French sociologist, Emile Durkheim, which is known as altruistic suicide, anomic suicide, egoistic suicide and fatalistic suicide. His theory of suicide focuses on the importance of social integration and social regulation (Thorlindsson & Bjarnason, 1998).

According to Thorlindsson and Bjarnason (1998), Durkheim's early concept presumes a U-shaped relationship in which "Too little integration leads to a state of loneliness and egoistic suicide; Too much integration leads to altruistic suicide when the perceived interest of the social group is set above personal interests; Under regulation causes anomic suicides of individuals lost in a chaotic universe; Over regulation results in fatalistic suicides." (pp. 95-96). Therefore, greater social integration can cultivate stronger social bonds and mutual social values. However, the degree of the social regulation experienced by each individual will then determine his or her sense of the meaning of life.

As suggested by Graeff and Mehlkop (2007), a country's specific suicide rates may possibly be accounted for certain living circumstances that cannot be considered as part of the social trend. On the contrary, variations of suicide levels accumulated over a period of time are determined by social conditions referring to anomie (Graeff & Mehlkop, 2007). Adnan (Taking Own Lives, 2010), a

Malaysian professional in social science, referred to most of the suicide cases from Malaysia as anomic suicides. Anomy, according to Durkheim (1851), is signified as “whether progressive or regressive, by allowing requirements to exceed appropriate limits, throws open the door to disillusionment and consequently to disappointment” (p.248). Consequently, too little regulation – lack of family and religious control as suggested by Adnan (Taking Own Lives, 2010) – in a fast changing society (the chaotic universe), may then lead to disenchantment among youth, and give rise to suicidal feelings, or actions.

Thus, family in a society is supposed to develop in a more focused and personalized way (Durkheim, 1978). As and when the family continues to regulate, the family members will also continue to build up their entire personality, as a result of the progressive disappearance of matrimonial communism (Durkheim, 1978). A study by Maimon, Browning, and Brooks-Gun (2010) lends support to Durkheim’s theoretical context that family attachment decreases the likelihood of attempted suicide among the young. Nevertheless, there were also findings that illustrated different results indicating that only youth in a family integration of warmth and caring, and personal advice are less likely to yield to anomie and suicidality, but not parental regulation (Thorlindsson and Bjarnason, 1998). Regardless of that, both the family integration and parental regulation bring similar impact on youth’s suicidal suggestion (Thorlindsson & Bjarnason, 1998).

In addition, many parents of youth suicide cases in Malaysia indicated that little family control had been imposed on their children. Because of the effect of current socioeconomic forces, not only fathers, but Malaysian mothers have been pressurized into going to work so to gain higher household income for a better living (Talib, 2009; Chiam, 2008). Thus, there is much less regulation of children than was usual years ago because both parents are working (Talib, 2009). These parents perceived their children as being well behaved when they stayed at home and sat in front of the desktop, rather than roaming around with friends till late at night, until the terrible event occurred (Taking own lives, 2011). Hence, this research would like to investigate youth's perceptions of current parental regulation in Malaysia, the developing country, in relation to the suggested "anomic suicide".

2.2.2 Bronfenbrenner's ecological system. Graeff and Mehlkop (2007) suggested that if critical conditions such as the urbanization, on the macro-level, of a society occur, the probability of violence and suicide, will increase accordingly on the micro-level (the individual and family) and thus result in increased or decreased suicide rates. Apart from the Durkheimian concept (macro-level), figuring out how the immediate surroundings may affect each individual in terms of suicidality would be equally essential. Bronfenbrenner's ecological model suggested ideas for understanding how the people, society and environment work in an ever-changing situation (macro-level).

Bronfenbrenner (1986) pointed out that each of the processes operates in different settings or layers, such as the microsystem, mesosystem, exosystem, macrosystem and chronosystem, and are not independent of each other. The microsystem is the smallest and immediate environment in which children are embedded. It can consist of any people like the immediate family members, caregivers, teachers, and peers, or any institutions like home, school and religious group, that the child or youth interacts with closely (Bronfenbrenner, 1994). The mesosystem, however, is a broader context whereby people within the microsystem interact with each other, and eventually affects the child's or youth's developmental process (Bronfenbrenner, 1994; 1986). For example, the parent and teacher's communication; it does not directly involve the child or youth, but the interaction may result in a certain impact on the child or youth.

As the layer extends further, the exosystem is where people relate to the wider community such as the media, community health systems, social welfare services and etc that influence his or her socialization and development (Bronfenbrenner, 1994; 1986). The outer layer after that, macrosystem, consists of moral values, laws, attitudes, philosophies and cultural rituals or practices (Bronfenbrenner, 1994; 1986). Lastly there is the chronosystem, a final system that extend the whole ecological system to a third dimension, that is, a frame of reference for studying a person's psychological development as he or she grows older (Bronfenbrenner, 1994; 1986). Therefore, the youth is the socialization product of the ecological context.

According to Ayyash-Abdo's (2002) qualitative study, and Lee, Hong, and Espelage's (2010) Korean finding, the ecological approach allows a better exploration of adolescence suicidality from different layers such as the youth's ontogenic development (for example depression), the microsystem (for example family and schools), the exosystems (for example media), and the larger culture or macrosystem (for example the cultural differences in attitudes about suicide). Ayyash-Abdo further recommended that more interactive study across the ecological system, or removing isolation studies on the factors, is crucial in comprehending the complexity of youth suicidality as a whole.

However, a notable finding from Shagle and Barber (1995) on the socio-ecological analysis of adolescence suicide showed that family variables were found to be more significant predictors than nonfamily variables on suicide ideation. Additionally, the most common reason cited by Malaysians as to why they seek death as a solution, was encountering relationship problems (57.2%) mainly with spouses, family members or boy/girlfriends (Teo et al., 2008). Thus, relationship with immediate kin in micro-level plays a predominant role as factor to suicidality.

2.3 Family, Parenting and Suicidality

Undeniably, to examine suicidality from the thorough systems would offer better insight as there are several risk factors that may lead to suicidality from the different socio-ecological contexts. A stressful lifestyle, mixing of western and

eastern cultures and values (Stewart et al., 2006), job burnout, family relationships (Langhinrichsen-Rohling et al., 2009), peer affiliations and school success (Wilcox & Anthony, 2004), negative childhood experience such as physical and/or sexual abuse, neglect and separation (Shiner, Scourfield, Fincham, & Langer, 2009; Wilcox & Anthony, 2004), substance use such as drugs and alcohol (Wilcox & Anthony, 2004), economic issues and socioeconomic status (Langhinrichsen-Rohling et al., 2009) contributed to the increasing number of suicide cases. All these aspects of life would affect the emotion, increase withdrawn behavior and create more social problems (Langhinrichsen-Rohling et al., 2009). According to Langhinrichsen-Rohling et al. (2009), if such problems are left unrecognized and untreated, they may become associated with suicidal behaviours.

Nevertheless, among many factors that involved in suicidality, to be exact, the affiliation between suicide and parent-child relationship are mostly obvious (Allison, Pearce, Martin, Miller, & Long, 1995), in which the quality of the parenting is significantly relevant to adolescent suicidality (Allison et al., 1995; Connor & Rueter, 2006; Kwok & Shek, 2010; Lai & McBride-Chang, 2001; Xing et al, 2010). Furthermore, the family dysfunction and hostile or negative parenting led to high level of emotional distress (Yoder & Hoyt, 2005) and indicated more adolescent suicidal attempts (Kim & Kim, 2008). Similarly, adolescent suicide is associated with a particular sense of crises and damaged family attachment

(Shiner et al., 2009). Hence, gauging the level of the relationship between parent and child may lead to better understanding on youth suicidality.

Across different ethnicity backgrounds, parent-child relationships brought significant impact on suicidality in several findings. African American female adolescents perceived their connection with peers and family, particularly the mother, to be a salient aspect to their suicidal behaviour and family relationships appeared to play a major role in predicting suicidal behaviour within Asian Americans (Langhinrichsen-Rohling et al., 2009). Family discord was found to be a key reason for attempted suicide across three different ethnic groups in Malaysia, too (Morris & Maniam, 2001).

On the other hand, Chan et al.'s (2009) recent finding showed that perceived family factors were the only protective factor against suicidal ideation. According to Belsky et al. (2007), parenting styles and qualities served to be a consistent and persistent predictor of tested achievement and teacher-reported social functioning than child-care experience. The parenting results of their child care study drew attention to the potential for interventions like generating better developmental benefits for children through enhancing parenting quality (Belsky et al., 2007). Hence, parent's rearing styles play a vital part in the child's and adolescent's growth, particularly in the domains of social and individual competence, psychosocial development and problem behaviour (Baumrind, 1966, 1968; Darling, 1999; Steinberg, 2001; Steinberg et al., 1992).

2.4 Baumrind's Parenting Typology

Most researchers who make an endeavour in describing the parental milieu depend on Diana Baumrind's concept of parenting style (Darling, 1999). Her early research emphasized the influence of normal variation in the patterning of parental attempts to control and socialize their children (Darling & Steinberg, 1993). Along these lines, there are two important issues being accentuated, firstly, parenting style means the illustration of normal variations in parenting, which does not include deviant parenting, for instance, that might be observed in an abusive and neglectful home (Darling, 1999). Secondly, normal parenting style revolves around issues of control; the manner of control and socialization may be different in style and extent, however, it is safe to assume that parents' primary concern is to influence, teach, and control their children (Darling, 1999).

Baumrind (1966) classified three prototypes of parental control, namely permissive, authoritative and authoritarian. Maccoby and Martin (1983, as cited in Darling & Steinberg, 1993) advanced the typology by capturing two important dimensions of parenting, which they labelled parental demandingness as "...the claims parent make on children to become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts and willingness to confront children who disobey" (p.61) and parental responsiveness as "...the extent to which parents intentionally foster individuality, self-regulation, and self-assertion by being attuned, supportive and acquiescent to children's special needs and demands" (pp.61-62). Therefore, a typology of four parenting styles has

emerged according to the parental demandingness (high vs. low) and parental responsiveness (high vs. low). There are known as authoritarian, authoritative, permissive, and uninvolved parenting style (Maccoby & Martin, 1983, as cited in Darling and Steinberg, 1993).

2.4.1 Authoritarian parenting style. Authoritarian parenting style is clustered in highly restrictive and highly demanding behaviours (Darling, 1999; Grigorenko & Sternberg, 2000; McClun & Merrell, 1998) with low acceptance and psychological autonomy (Ritchie & Buchanan, 2010). The authoritarian parent endeavours to shape, control and evaluate the child's behaviour and attitude according to an absolute standard of conduct, which is theologically motivated and formulated by a higher authority (Baumrind, 1966, 1968). They require obedience and conformity of children (Lai & McBride-Chang, 2001), but are not responsive (Darling, 1999), thus we can assume that less communication will occur in this type of parent-child relationship.

Children from authoritarian families perform moderately well on academic matters but have poorer social skills, lower self-esteem and higher levels of depression (Darling, 1999). Suicide ideators from authoritarian mother and authoritarian father were found to be significantly higher than those non-suicide ideators (Lai & McBride-Change, 2001). Evans et al (2004) indicated that having unsupportive parent was directly associated with suicidal phenomena. Too little or too much parental supervision was associated with increased prevalence.

Similarly in a study from China, it was found that adolescents who exhibited suicidal behaviour perceived their parent as more likely to use a control based, rather than care based rearing pattern (Xing et al, 2010).

2.4.2 Authoritative parenting style. In contrast, the authoritative parenting style is characterised by demanding high levels of maturity but using democratic communication with their children (Lai & McBride-Chang, 2001). Parents who practise authoritative parenting style try to direct the child's activities in a rational and issue-oriented way, at the same time recognizing the child's individual interest and sharing the reasoning behind the policy (Baumrind, 1966, 1968). These parents are assertive but not intrusive nor restrictive. They are both highly demanding as well as responsive (Darling, 1999). Authoritative parents attempt to communicate more with their children as compared with authoritarian parents; they may share the same but high standard of rules for behaviour, but authoritative parents encourage warmth and open communication.

Studies showed that children from authoritative families are rated by unprejudiced measures as more socially competent (Connor & Rueter, 2006). For example, in Borawski et al. (2003), high and appropriate parental monitoring behaviour was associated with reduced health risk behaviours in male adolescents, and perceived parental trust has been used as a protective factor against several health risk problems. Furthermore, increased warm communication between parent and adolescent was negatively correlated with

suicide ideation (Kwok & Shek, 2010), and so appears to serve as buffer against suicidal behaviours.

Similarly, research has also indicated that the paternal authoritative style was positively correlated to children's social behaviours (Roopnarine et al., 2006) because when parents tend to use more democratic strategies in parenting, they provide appropriate models for children to emulate. (Roopnarine et al, 2006).

2.4.3 Permissive parenting style. The permissive parenting style is characterized by low demandingness but high responsiveness to their children (Darling, 1999; Desjardins, Zelenski, & Coplan, 2008; Pellerin, 2005). According to Darling (1999), permissive parents are non-traditional and lenient, often being non-directive in the family relationship. They behave in a non-punitive, accepting and affirmative manner towards the child's desires and actions (Baumrind, 1966, 1968). Thus, they normally allow the child to be self-regulated and free from constraints (McClun & Merrell, 1998). A permissive parent is more likely to present himself to the child as a resource for him to use as he wishes, but not as an ideal for him to emulate or as an active agent for shaping his ongoing or future behaviour (Baumrind, 1966, 1968).

Children and adolescents who experience a permissive parenting style are more likely to involve themselves in problem behaviours and perform less well in school (Darling, 1999). Furthermore, the children of parents who practice

permissive and authoritarian styles of child rearing were seen as more likely to be associated with negative socio-emotional development (McClun & Merrell, 1998), as well as were more prone to abuse drugs during adolescence (Baumrind, 2008). Borawski et al. (2003) suggested that negotiating unsupervised time and monitoring should be done in a responsible way, because for both males and females, increased unsupervised time was strongly associated with increased risk behaviour such as sexual activity, alcohol and marijuana use.

Nevertheless, for children who were raised permissively, have better social skills and lower levels of depression (Darling, 1999). Research by Connor and Rueter (2006) showed that maternal warmth and parental closeness is protective against emotional distress, while suicidality occurs in the absence of the maternal warmth. As such, the responsiveness attribute displayed by permissive parents shall be a great counterpart to the parental monitoring in the demandingness attribute.

2.4.4 Uninvolved parenting style. Despite their differences, authoritarian, authoritative and permissive parents make considerable effort to raise their children (Pellerin, 2005). Conversely, uninvolved or neglectful parents provide minimal effort and keep their children at a distance (Tiller, Garrison, Block, Cramer, & Tiller, 2003). They discourage dependency and do not want to be hampered with child rearing responsibility (Baumrind, 2008). Uninvolved parents might not be consistent in their affection or might be unaware of their

children's developmental needs and neglect the use of disciplinary practices (Maccoby & Martin, 1983, as cited in Pellerin, 2005).

Children from uninvolved families perform most poorly in all domains and have the worst outcome in terms of social or cognitive competence, psychological well-being, coping behaviour and problem behaviour (Darling, 1999; Kremers, Brug, Vries, & Engels, 2003; Simons & Robertson, 1989; Wolfradt et al., 2003). Uninvolved parents do not fit into the category of normal parenting typology as they are unresponsive or undemanding. Furthermore, these types of parent do not volunteer to control and socialize with their children. In favour of Darling's (1999) clarification of Baumrind's normal parenting style, Steinberg's (2001) study showed that adolescents from home in which the parent are uninvolved or indifferent, regress to their authoritatively reared counterparts. Hence, only three parenting styles, the authoritarian, authoritative and permissive, will be examined in the present study, based on the initial construct of Baumrind's parenting typology. Assessment of Parenting Style Inventory – II developed by Darling and Toyokawa (1997) will be then utilized to identify different types of the parenting style in young adult (which will be discussed later in Chapter 3, Materials and Methods).

2.5 Cultural Concerns

The effects of different child rearing styles are vividly seen, nevertheless, the above findings may apply across sex, age and social class, but not across

ethnicity (Steinberg et al., 1992), as contextual variability is one of the most significant concerns in this era. Darling & Steinberg (1993) raised a query about the impacts of parenting style being varied across cultural contexts. It is rather important as current research is implemented in Malaysia, a multiethnic country that contains a larger proportionate population of Malays (59%), followed by Chinese (26%) and Indians (8%), as well as some minority group and foreign immigrants from Indonesian, Bangladesh, Vietnam and others (Kumar, 2007).

Somayeh Kesharaz and Rozumah Baharudin (2009), and Chao and Tseng (2002) referred to Malaysian cultural orientation as collectivist rather than individualist because of its strong emphasis on traditional values and group cohesion, where higher levels of authoritarianism often characterized parents from collectivist cultural groups (Chao, 1994). Most authoritarian parenting studies show a significant association with negative child outcomes. However, findings from Rudy and Grusec (2001) illustrated that higher levels of parental authoritarianism in non-Anglo cultural groups may not necessarily be accompanied by more negative ways of thinking and feeling about their children. Greenings et al. (2010) also suggested that, though responsiveness and communication have always been regarded as an effective element in the authoritative parenting style, strict and clear communication with children, as is usually practiced by African American parents, who are normally known as authoritarian parents, may be perceived and valued as guidance and concern.

Chao (1994) proposed that the concepts of authoritarian and authoritative are ethnocentric and do not capture the important features of Asian parenting styles such as the Chinese rearing style based on the concept of “Quan” (to govern, love and care for) and “Chiao Shun” (to educate in an appropriate manner such as training). Chinese mothers who emphasize traditional parenting practices, are typically recognised as authoritarian parents and are likely to exercise more physical control, but less nurturance, responsiveness, and consistency with their children (Kelley & Tseng, 1992). However, they further reported that even though Chinese mothers yelled at their children, the behaviour of yelling is not seen as hostile or harshly scolding in Chinese culture but an action of “Chiao Shun” (Kelley & Tseng, 1992).

Corresponding to Chao (1994), in Ang & Goh (2006) in their study from Singapore, emphasized that authoritarian parenting could possibly have a different cultural meaning in Asian societies; hence it is not associated solely with negative outcomes for adolescents; although their results indicated that the impact of authoritarian rearing on adolescents’ school-related adjustment was substantial and significant. In Malaysia, Somayeh Kesharaz and Rozumah Baharudin (2009) perceived that authoritarian parenting might be more appropriate in our cultural setting, but practical research done by Azizi Yahya and Nordin (2006) contradicted with their hypothesized statement, and portrayed that, at least half of the adolescent were from authoritative family, and most of them demonstrated higher levels of motivation in academic performance. The result goes along with

Steinberg (2001) that, authoritative parenting, play their role by guiding the young people along a path that eventually leads toward increasing competence and psychological well being over adolescent time.

I agreed with Steinberg (2001) that the disadvantages of non-authoritative parenting accumulate over time. Therefore in this research, though assessing the possibility of a negative parenting style to negative suicide ideation is critical, it is equally or more important to identify the positive parenting style that may be able to increase the protective factors against suicidality. Also, as Malaysia is a multicultural and multiracial country, even though the comparison across ethnicity is not the focal point in this exploratory study, it is essential to include the diverse samples in understanding the Malaysia cultural meaning of parenting style.

CHAPTER 3

MATERIALS AND METHODS

Current research employed a parallel or simultaneous mixed method design. Both quantitative and qualitative data were gathered at the same time and were analyzed in a complementary manner. Samples of respondent were recruited by purposive sampling for several technical reasons. Furthermore, three validated measures as mentioned in previous chapter were used to identify youth's perceived parenting style of their parents, youth current suicide ideation, and youth suicidal behaviours. An extended question on youth perceptions on parenting influences was included to have better understanding in different cultural background. Youth were to illustrate the positive or negative influence on their perceived parenting practices. Subsequently, the collected data was analyzed accordingly to measure significant result. Lastly, thorough steps in data collections were put in plain words for simple comprehension.

3.1 Participants

Two hundred and seventy participants were recruited across urbanized regions (Northern, Central and Southern in Peninsular Malaysia) by purposive sampling. Participants were required to fulfil two basic criteria: (1) Age – from 15 to 24, as clustered in high risk group; and (2) Region – Penang, Kuala Lumpur, Selangor, and Johor Bahru, as most suicide cases reported were from urbanized regions.

The data collection was approved by the Education Planning and Research Development (EPRD) of the Ministry of Education (MoE) Malaysia. Secondary schools and tertiary academic institutions from the regions were contacted for permission prior to data collection; only those available on the data collection schedule (01-24 October 2010) and out of the examination season were then selected to participate in this research. Out of 270 participants, only 255 participants (males 122 vs. females 133) met both the age (below 15 years old = 1, and missing value = 1; $M = 17.07$) and region (Northern = 112, Central 65, Southern = 78, other region = 9, and missing value = 5) requirements, and could therefore be included for this data analysis (refer to Appendix).

3.2 Measures

3.2.1 Suicide Behaviors Questionnaire – Revised (SBQ – R). In order to examine youths' previous history and future likelihood of suicide attempts, the Suicide Behaviors Questionnaire – Revised (SBQ – R) developed by Osman et al. (2001) was utilized. SBQ – R is a self-reported measure of suicidal thoughts and behaviours. This shortened version of the SBQ consists of four questions and uses a Likert scale to measure the frequency of suicide ideation, the communication of suicidal thoughts to others, and the attitudes to, and expectations of, actually attempting suicide.

The revised version of the suicidal assessment corresponded with the operational definition of suicidality as stated by O'Carroll et al. (1996) and Silverman et al. (2007a; 2007b) in Chapter 2, that is to identify the suicidal behaviours and suicide ideation respectively. It consists of only 4 items, each of which taps into different dimensions of suicidality. Item 1 is designed to identify the lifetime suicide ideation and/or suicide attempts, item 2 to assess the frequency of suicidal ideation over the past twelve months, item 3 to assess the threat of suicide attempt, and item 4 is to evaluate self reported likelihood of suicidal behaviour in the future.

Specific items include: "Have you ever thought about or attempted to kill yourself?" (rated 1-4); "How often have you thought about killing yourself in the past year?" (rated 1-5); "Have you ever told someone that you were going to commit suicide, or that you might do it?" (rated 1-3); and "How likely is it that you will attempt suicide someday?" (rated 0-6). Total scores range from 3 to 18. The higher the scoring, indicates the greater the chance that the respondent is at risk of committing suicide.

This abbreviated version of the SBQ has been administered to both psychiatric outpatients and college students (Cotton, Peters, & Range, 1995). The SBQ has adequate internal consistency in clinical (Cronbach alpha = .75) and nonclinical samples (Cronbach alpha = .80) and high test-retest reliability ($r = .95$) over a two-week period. The SBQ was significantly correlated with the Scale

for Suicide Ideation in a college student sample ($r = .69$; Cotton et al., 1995). The SBQ was negatively correlated with the Linehan Reasons for Living Inventory in female psychiatric outpatients ($r = -.34$; Cotton et al., 1995).

3.2.2 Positive and Negative Suicide Ideation (PANSI). As the current study aimed to identify the possible parenting style that may be the risk and protective factor to suicidality, the assessment of Positive and Negative Suicide Ideation (PANSI) is therefore opted for use. PANSI is especially designed for examining not only the negative suicide ideation but also the positive view towards life that may occur in youths.

PANSI has altogether 14 items, in which positive ideation (the protective factor) includes items 2, 6, 8, 12, 13 and 14, and negative ideation (the risk factor) includes items 1, 3, 4, 5, 7, 9, 10 and 11. This scale consists of six Positive Ideation (PANSI – PI) items and eight Negative Ideation (PANSI – NSI) items, in which items are rated in the five point Likert scale, ranging through 1 “none of the time”, 2 “very rarely”, 3 “some of the time”, 4 “a good part of the time” and 5 “most of the time. A total of each of the risk and protective factors will be obtained and mean scores will be produced for analysis.

PANSI has a highly reliable item value in both of the positive and negative ideation items, in which the PANSI-NSI, $\alpha = .94$ and PANSI-PI, $\alpha = .81$ (Osman et al., 2003). The result of the regression analyses provides further

support to the evidence of the criterion validity, as the results showed that the PANSI-NSI score (used as a dependent variable) was related to the Beck Depression Inventory-II (BDI – II; standardized $\beta = .49$, $t = 5.89$, $p < .001$) and to the Beck Hopelessness Scale (BHS; standardized $\beta = .16$, $t = 2.10$, $p < .04$), in which the BDI-II score (depression severity) had the significantly strongest relationship to the PANSI-NSI (negative suicide ideation) score in this non-clinical sample (Osman et al., 2003).

Whereas Osman et al. (2003) showed in the analysis that included the PANSI-PI score as the dependent variable and the three protective measures (Reason For Living-Adolescents [RFL – A], Satisfaction With Life Scale [SWLS], and Positive And Negative Affect Scale –Positive Affect [PANAS – PA]) as independent, all three scale scores were associated strongly with the PANSI-PI scale score: RFL-A (standardized $\beta = .22$, $t = 3.86$, $p < .001$), SWLS (standardized $\beta = .24$, $t = 4.24$, $p < .001$), and PANAS-PA (standardized $\beta = .37$, $t = 6.02$, $p < .001$).

The Cronbach Alpha inter item reliability result from the pilot study showed more or less similar outcomes for both PANSI –PI and PANSI – NSI (refer to Appendix A). For the positive ideations, reliability results for the current study was $\alpha = .87$ where the previous one was $\alpha = .81$. While the reliability result for negative ideations were the same at $\alpha = .94$ for both the current and previous studies. Furthermore, the Pearson (bivariate) correlation result (refer to Appendix

B) showed that there was a significant negative correlation $r(60) = -.701, p < 0.01$ between PANSI –PI ($M = 3.40, SD = .94$) and PANSI – NSI ($M = 1.91, SD = .95$).

In addition, PANSI is designed to use with adolescent and adults, which is aged 14 and above hence it also meets the suitability in the current study. In addition, PANSI's brevity in self reporting, and its simplicity of administration and scoring, appear to be an advantage for this research setting. However, Osman et al. (2003) found that PANSI has no gender differences on the negative scale, therefore more exploratory researches are needed on that aspect.

3.2.3 Parenting Style Inventory – II. As Darling (1999) discussed the different typologies of parents' rearing behaviours, an instrument relevant to the parenting style has been selected for the present study. Parenting Style Inventory – II (PSI – II) that focuses on the three dimensions of parenting styles that corresponded to Baumrind's recommended typologies: Authoritarian, Authoritative and Permissive, has been adopted in the current research (Darling & Toyokawa, 1997).

PSI –II consists of 5 items under each subscale, in which “authoritarian” includes items 1, 7, 8, 12 and 14, “permissive” includes items 3, 4, 6, 9 and 10, and lastly “authoritative” includes items 2, 5, 11, 13 and 15. The questions related to how strongly the participants agreed or disagreed with each statement, and

required them to write down the appropriate response option. There were 5 response options expressed in the Likert scale as 1 “strongly disagree”, 2 “disagree”, 3 “I’m in between”, 4 “agree” and 5 “strongly agree”. There were two negative items under each subscale. Each subscale was then calculated accordingly and the mean score was obtained for later analysis.

Results from pilot studies showed that (refer to Appendix C) the *Cronbach* alpha inter-item reliability result was at acceptable levels for PSI – II as well. PSI – II reliability result are authoritarian, $\alpha = .72$, authoritative, $\alpha = .74$, and permissive, $\alpha = .75$ (Darling & Toyokawa, 1997) in comparison with the pilot study results of, authoritarian, $\alpha = .70$, authoritative, $\alpha = .84$ and permissive, $\alpha = .57$.

Darling & Toyokawa (1997) reported that the PSI – II showed an adequate predictive validity especially between positive parenting style and adolescent outcomes; parenting practices, and perceived legitimacy of authority were in the expected magnitude and direction. However, problem behaviour and substance use show the reverse, because those are negatively correlated with the parenting style (Darling & Toyokawa, 1997). Therefore, this could be of use in this research as an exploratory finding of the relationship of the parenting style and negative or health risk problems (such as suicidal ideation). Furthermore, unlike the PANSI, which is specially design for adolescents and adults, PSI – II could be extended to

the study of young adult rather than 8th graders and below. Darling (1999) suggested extending the usage of PSI-II to those 14 years old and above.

3.2.4 Youth perception on parenting style. There are two additional open-ended questions related to the participants' perception of the positive and negative influences of their perceived parenting style. The questions are "How do you think your parent's parenting style positively influence you?" and "How do you think your parent's parenting style negatively influence you?" Respondents are then required to write their responses in the space provided.

The purpose of the qualitative data in this research is to inform the differences of perceived parenting style and support findings about Malaysian culture. Grounded theory serves as the best approach here in obtaining the different cultural meanings of the parenting style by systematically gathering and analyzing the collected data (Strauss & Corbin, 1998). It will then offer better insight into, and deepen the cultural understanding of differences on parenting styles in Western and Malaysian populations.

3.3 Procedures

3.3.1 Permission from authorities. Some of the questionnaires used in this project required consent from the original authors. Therefore, permission to use the assessments of parenting style analyses (refer to Appendix

D) and the suicidality analyses (refer to Appendix E) was obtained from their respective authors by electronic mail.

For data collection in academic institutions in Malaysia, an official letter was then submitted to EPRD of MoE. Once the authorization was granted from EPRD, secondary schools across regions were then contacted for appointments to visit, when the institution met the data collection schedule of 01-24 October 2010 and were out of the examination season. For tertiary institutions, only those permitted by their respective lecturers were allowed to enter their classes for data collection. The research took place from the central region (Klang Valley area), northern region (Penang Island and Province of Wesley area) and southern region (Johor Bahru area).

3.3.2 Method of administration. The method of administration in this research was in written response, which divided into two types, group administration and individual face to face administration. Secondary schools students were administered in group that all the respondents were gathered in a classroom by school gatekeepers. On the other hand, both the group and individual face to face administrations were then used with students in tertiary academic settings. Group administration was used to recruit participants that were available in each of the tutorial classroom after permission has obtained from the respective tutors, while individual face to face administration was used to recruit

respondents from the open areas such as cafeteria, concourse, assembly hall, and rest area.

3.3.3 Medium of communication. The primary language of communicating was English language, for both verbal and paper communication. The researcher conversed in simple English sentence structures especially for participants aged 15 to 17. The questionnaires were also constructed in plain English and sentences were in short length (less than 20 words). The feasibility of the data collection in English language can be achieved as the current batches of secondary students were learning their Mathematics and Sciences in English language. Fewer than 10 percent of the respondents required oral explanations in other language such as Chinese and Malay during data collection.

3.3.4 Data collection. Upon authorization given from the contacted academic institutions, participants were grouped by school principals, school counsellors, or lecturers before the researcher entered the classroom. Two sets of documents – a letter of informed consent (refer to Appendix F) and the completed set of questionnaires (refer to Appendix G) – were distributed to participants. The questionnaire included 4 sections: Section A: Demographic data, Section B: PSI – II, Section C: SBQ – R, and Section D: PANSI. The participants were firstly briefed thoroughly on their rights to participate or not in the survey, and be assured that confidentiality of the information would be kept, only group data being released for publication or conference purposes. The participants were then

required to complete the full set of questionnaires if they agreed to participate. No adverse action would be taken if they were not willing to participate.

Tokens of appreciation were distributed only to those participants who fully completed all parts of the questionnaires. A small note recorded details of suicide centres in Malaysia and their respective helplines was included in the token, which served for two purposes, (1) preventative, for those who had never thought about suicide, by providing an appropriate channel to receive advice, and (2) support for those who have had considered or attempted suicide, to enable them to seek proper assistance from the helpline or care centre apart from family and friends. The whole process took approximately 30 to 40 minutes to complete.

3.4 Data Analysis

3.4.1 Quantitative analysis. Statistical Package for the Social Sciences (SPSS) version 16.0 was utilized for the input of data and to produce the output table for data analysis. For research question 1 and 2, *Pearson partial correlation* was used to examine the positive and negative correlation between the perceived parenting style and suicidality. Furthermore, *multiple regressions* were to explore the possible model that inclusive of variables that most predicting suicidal behaviour.

3.4.2 Qualitative analysis. For research question 3, frequency count and percentages of the thematic analysis (result of open coding) were utilized to present the open-ended data.

3.4.2.1 Before data analysis - coding process. Open coding is important as it converts the free-flowing data into a set of nominal themes (Miles & Huberman, 1994). Thus, analysis of the content was executed from collected pilot study data and followed by utilizing thematic analysis so that the overall topical themes could be derived for each of the positive and negative influence.

The researcher reviewed each response, determining the actual wording used along with how each word was elaborated. Categories were developed using content analysis, where all similar chunks of text were placed accordingly. Each category derived from the data had shown the major commonalities in the provided response, and therefore the category was positioned so that the following response after response of the similar cue could be identified and placed correctly. Twelve categories were emerged from the response data, namely, *Obedience*, *Strict Supervision*, *Disciplinary Efforts*, *Hostile Behaviours*, *Fostering Individuality*, *Supportive*, *Guidance*, *Role Model Lenient*, *Self-Regulation*, *Fully Acceptance*, and *Rarely Care*.

Through constant comparison, above categories were observed to provide meaningful similarity and the overall topical theme were emerged to cluster the

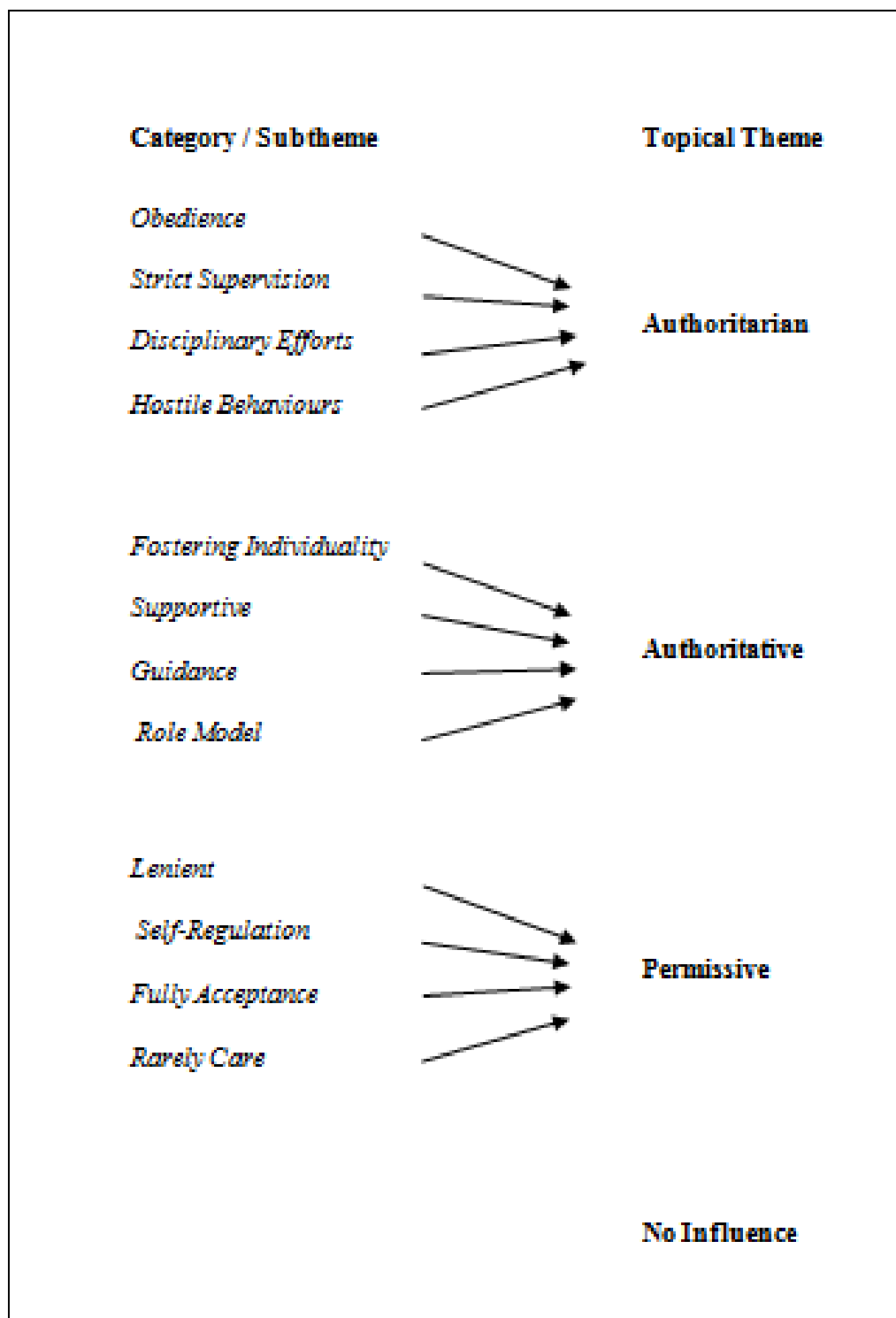


Figure 3.1: The emerging categories and theme from the open-ended response (data from pilot study)

categories into themes (refer to Figure 3.1, p.31). Themes were created from either explicit wording or similarities in the interpretation or meaning implied from the wording. The researcher noted that (1) *Obedience, Strict Supervision, Disciplinary Efforts*, and *Hostile Behaviours*, display the attributes of high demandingness but low responsiveness and themed them under the category of “Authoritarian”, (2) *Fostering Individuality, Supportive, Guidance*, and *Role Model*, characterized parents that encourage high demandingness and high responsiveness, and themed them under the category of “Authoritative”, (3) *Lenient, Self-Regulation, Fully Acceptance*, and *Rarely Care*, illustrated parents practice of low demandingness and low responsiveness, and themed them under the category of “Permissive. Another theme emerged but not from the above category was “No Influence” when response was not provided in the survey sheet. To avoid confusion, above categories were re-identified as sub-themes.

3.4.2.2 During data analysis – inter-coder analysis. The gathered data was placed accordingly into the sub-themes based on the initial template created after the pilot test. Each of the participant’s response can be simultaneously included in more than one sub-theme across the main themes. Total number of counts will be added up for analysis purpose; as the scores go higher, indicate more influences on the selective parenting attribute.

In order to enhance the inter-coder reliability and to avoid coder bias, three external coders (one a social worker, one a postgraduate student of

community psychology and another undergraduate student of social sciences) from different fields within the social sciences were recruited for the coding process. Furthermore, by agreement between the researcher and each of the coders, each coder was blind to the sex, age, background and ethnicity of the respondents. A set of coding instructions and two separate spreadsheets were sent via electronic mail to all coders. One of the data sent was participants' responses in positive and negative influences on their parents' parenting style, with anonymous data revealed. Another file sent through was a spreadsheet with all the subthemes being reshuffled, thus, coders were required to categorize the subthemes into the 4 emerged themes by themselves, after coding each of the response into the template given.

Apart from the above mentioned patterns of parental rearing style to be identified, the researcher left room for other possible themes and parenting characteristics that might arise in relation to the Malaysian cultural setting. The researcher took note of the themes emerging from the pilot study, and kept watch for any relevant category that good to be included.

CHAPTER 4

RESULTS

Some descriptive statistics for perceived parenting styles and suicidality have been revealed to provide a basis for further work. *Pearson (Bivariate)* partial correlations results were generated to identify the relationship between perceived parenting styles and suicidality. Several significant partial correlations (positive and negative) were found between perceived parenting styles (Authoritative, Authoritarian and Permissive) and suicidality (SBQ – R, PANSI). Multiple linear regressions were then obtained to enhance the understanding of the potential predicting path for perceived parenting styles and suicide ideation or suicidal behaviour. Gender differences on the relationship between PSI – II and PANSI were also examined via partial correlation. Lastly, young people's perceptions were included, corresponding with the research questions, to provide better insights into the positive and negative influences of perceived parenting practices. After constant comparison, several categories and subcategories were observed in the subtheme and further demonstrated in figure in following text.

4.1 Descriptive Statistic

4.1.1 General. Table 4.1 (p.55) illustrates the descriptive information of variables according to their total participants (n), mean (M), standard deviation (SD), and the potential and actual range. Of 255 participants,

there were three items of data missing from SBQ – R as three male participants did not complete that section. The rest of the sections were well completed by all of the participants. For PSI – II, three of the subscales were just slightly above the middle scoring, Authoritarian parenting style was 3.26, Authoritative parenting style was 3.47 and Permissive parenting style was 3.50, the actual range of the scoring for the three subscale were all from 1 to 5.

Table 4.1: Descriptive statistics of PANSI and PSI – II

	<i>n</i>	<i>M</i>	<i>SD</i>	Range	
				Potential	Actual
SBQ – R	252 ¹	5.29	2.87	3 – 18	3 – 16
PANSI – NSI	255	1.59	0.70	1 – 5	1 – 4
PANSI – PI	255	3.31	0.78	1 – 5	1 – 5
Authoritarian	255	3.26	0.55	1 – 5	1 – 5
Authoritative	255	3.47	0.74	1 – 5	1 – 5
Permissive	255	3.50	0.69	1 – 5	1 – 5

Note.

¹ Three missing data

PANSI – PI was at the average scoring of 3.31, showing neutral response to little agreement towards positive ideation, and participants’ actual scores were ranged from 1 to 5. On the suicidality scale, respondents’ PANSI – NSI mean score was 1.59 indicating that youths were generally within the range of disagreement on negative suicide ideation. The actual score ranged from 1 to 4, in which no participant opted for the ‘strongly agree’ on any negative suicide ideation items. The mean of SBQ – R was capped at 5.29 (SD = 2.87). The actual scoring of the overall studied population was in the range of 3 to 16.

4.1.2 Suicidal behaviour. In order to understand more about their current suicide ideation, SBQ – R was utilized to investigate subjects' previous history and future likelihood of suicide attempts in Table 4.2 (p.57). From the tabulation, more than 50% of the youths had never thought about or attempted to kill themselves in their life time ($M = 1.64$, $SD = .83$). However, approximately 45% of them had considered suicide, including those who briefly thought about suicide ($n = 68$, 27%), those who had planned to commit suicide at least once ($n = 36$, 14.3%) and those who had been involved in suicide attempts ($n = 7$, 2.8%).

As shown above, sixty two percent of the youths had never had any suicidal thoughts in the past twelve months. Approximately 30 percent had rarely thought about committing suicide (which means a maximum of twice). Youths who had frequently thought about suicide, or more than twice over the past twelve months, accounted for 6% of the studied population. Lifetime suicide ideation or attempts were almost evenly distributed over past year suicide ideation, so that these results were quite similar. Those who had planned to commit suicide at least once may have thought about suicide 2 to 4 times in the last 12 months and those who had attempted suicide might subsequently indicate a stronger tendency to suicide ideation of 5 or more times in a 12 month period.

Furthermore, fifty-eight of the youths had disclosed their suicidal ideations or thoughts to others, roughly 78% of them only shared once, but almost 22% of those who were overwhelmed by suicidality revealed their intense feelings or

Table 4.2: Descriptive statistics of SBQ – R

	<i>n</i>	<i>%</i>
<i>Have you ever thought about or attempted to kill yourself</i> (<i>M</i> = 1.64, <i>SD</i> = .828)		
Never	141	56.00%
It was just a brief passing thought	68	27.00%
I have had a plan at least once to kill myself	36	14.30%
I have attempted to kill myself	7	2.80%
<i>How often have you thought about killing yourself in the past year</i> (<i>M</i> = 1.64, <i>SD</i> = .998)		
Never	157	62.30%
Rarely (1 Time)	50	19.80%
Sometimes (2 Times)	30	11.90%
Often (3-4 Times)	8	3.20%
Very Often (5 or More Times)	7	2.80%
<i>Have you ever told someone that you were going to commit suicide</i> (<i>M</i> = 1.28, <i>SD</i> = .554)		
No	194	77.00%
Yes, at one time	45	17.90%
Yes, more than once	13	5.20%
<i>How likely is it that you will attempt suicide some day</i> (<i>M</i> = .73, <i>SD</i> = 1.214)		
Never	159	63.10%
No Chance at All	44	17.50%
Rather Unlikely	27	10.70%
Unlikely	8	3.20%
Likely	9	3.60%
Rather Likely	4	1.60%
Very Likely	1	0.40%

thoughts to people around them more than once. The number of youths who had attempted suicide more than once ($n = 13, 5.2\%$) was more or less equivalent to those who were quite likely to end their life in someday ($n = 14, 5.6\%$). Thus, the greater the number of people to whom a young person revealed their suicidality

may indicate a higher intent level and a greater possibility of them committing suicide in the future.

4.1.3 Gender differences. As described in previous overseas and local studies, there were gender differences in suicidality, both in suicide ideation and suicidal behaviour.

Table 4.3: Fisher’s exact test for gender differences in SBQ – R scoring

Range of score ¹	Male ²		Female	
	<i>n</i>	%	<i>n</i>	%
< 7 (lower or no risk group)	91	76.5%	94	70.7%
≥ 7 (at risk group)	28	23.5%	39	29.3%

Note.

¹Total SBQ - R cutoff score of ≥ 7

Validation reference: College undergraduate (Source: Osman, et al., 1998)

² Three missing data

Table 4.3 illustrates the *Fisher's exact test* result for gender differences in total suicidal behaviour scoring according to the normal population cut off score of ≥ 7. Youths who scored lower than 7 were in the classification of “lower or no risk group”, while those who scored more than 7 were clustered as an “at risk group”. *Fisher's exact test* but not *Chi-square* was used to observe the association between the gender and risk group as the expected frequency in several cells did not exceed five counts. From the result shown, approximately 70 to 77 percent of the studied population fell into the “lower or no risk group”. As compared across gender, suicidal tendency in female youths (29.3%) was higher than male youths

(23.5%), which coincided with the findings of previous studies. However, when applying *Fisher's exact test*, there was no significant association were observed between gender (Male vs. Female) and range of the score (Less than 7 vs. Equal to or more than 7), $p = .32$.

In order to ascertain a future likelihood of suicidality, SBQ – R item 4 was recoded into two groups, (1) Never to Unlikely and (2) Likely. Table 4.4 was a *Fisher's exact test* for gender differences in future likelihood of suicidality. The result of *Fisher's exact test* did not reveal any significant association between gender (Male vs. Female) and future likelihood to suicidality (Never to unlikely vs. Likely), $p = .177$. However, it can still be observed that both males and females were at the range from Never to Unlikely in ending their lives in future. Their mean score was at the range of 1.00 to 1.10, which considered at response of “No chance at all” to future likelihood of suicidality. Nevertheless, around 5.6% of them (4 males and 10 females) were rather likely to make suicide attempt in near future. Consistent with most previous studies, females (7.5%) were at least twice as likely as males to attempt suicide (3.4%) some day.

Table 4.4: *Fisher's exact test* for gender differences in future likelihood of suicidality (SBQ – R, Q4)

How likely is it that you will attempt suicide some day	Male ¹		Female	
	<i>n</i>	%	<i>n</i>	%
Never & Unlikely	115	96.60%	123	92.50%
Likely	4	3.40%	10	7.50%

Note.

¹ Three missing data

4.2 Relationship between perceived parenting styles and youth suicidality

Table 4.5: *Pearson (Bivariate)* partial correlation between suicidality (SBQ – R and PANSI) and PSI –II

Scale	1	2	3	4	5	6
1. SBQ – R	–	0.61***	-0.09	-0.05	-0.15*	-0.05
2. PANSI – NSI		–	-0.04	-0.02	-0.11	-0.21***
3. PANSI – PI			–	0.08	0.18**	0.09
4. Authoritarian						
5. Authoritative						
6. Permissive						

* $p < 0.05$ level (2-tailed); ** $p < 0.01$ level (2-tailed); *** $p < .001$ level (2-tailed).

4.2.1 Partial correlations. For the parenting styles assessment, participants were required to fill in a set of questionnaires (PSI – II) that comprised three parenting styles as its subscale. Scores in different subscales implied youths’ agreement with their parents’ parenting practices (ranges from 1 to 5, indicated strongly disagree to strongly agree). Participants who placed high scores in authoritative subscales may as well demonstrated moderate to high scores in authoritarian subscales, in which both of the subscales shared similar characteristic in “demandingness”. As such, the scores may indicate an overlapping of the three subscales. Therefore, rather than the normal *Pearson (Bivariate)* correlation, *Pearson (Bivariate)* partial correlation was opted for in the analysis of the relationship between perceived parenting styles and youth suicidality. The studied parenting style is selected in the variable column together

with the suicidality scales (PANSI and SBQ – R), while the other two subscales of the parenting styles are controlled to eliminate their effects on the studied variable, and vice versa, until results for each of the parenting style is obtained in SPSS Correlate (Partial) analysis.

Table 4.5 (p.60, refer to Appendix H, I, J) illustrates *Pearson (Bivariate)* partial correlation results between perceived parenting styles (PSI – II) and youth suicidality (SBQ– R and PANSI). On the suicidality scale, negative suicide ideation had significant positive correlation with suicidal behaviour, $r (250) = .61$, $p = .000$. It showed that, the more frequently a subject was immersed in suicidal thoughts, the higher the likelihood that their ideation would be transformed into action. In contrast, there was no significant correlation between positive ideation and youth suicidal behaviour, $r (250) = -.09$, $p = .137$.

For the actual suicidal behaviour, only the Authoritative parenting style was found to be negatively correlated with the SBQ – R, $r (253) = -0.15$, $p = .022$. It showed that when perceived parenting practices were highly authoritative in approach, the tendency of suicidal behaviour in the young decreased. Apart from that, no other significant relationships were revealed for Authoritarian parenting style, $r (253) = -.05$, $p = .434$, and Permissive parenting style, $r (253) = -.05$, $p = .467$, on suicidal behaviour.

Furthermore, there were significant positive correlations between Permissive parenting style and PANSI – NSI, $r(253) = -.21, p = .001$. It showed that the more permissive young people perceived their parents' parenting style to be, the lower the incidence of negative suicide ideation. No significant correlations were observed for Authoritative parenting style, $r(253) = -.02, p = .711$, and Authoritarian parenting style, $r(253) = -.11, p = .096$.

Conversely, the *Pearson (Bivariate)* partial correlation showed that there was a significant positive correlation between Authoritative parenting style and PANSI – PI, $r(253) = .18, p = .004$. This indicated that the more the youths perceived their parents' parenting style to be authoritative, the higher were their positive ideations towards life. The other two parenting style (Authoritarian, $r(253) = .08, p = .212$; Permissive, $r(253) = .09, p = .175$) did not illustrate significant relationship with positive ideation.

As a whole, the Authoritative parenting style was negatively correlated with suicidal behaviour, and positively correlated with positive ideation. Furthermore, the Permissive parenting style was negatively correlated with negative suicide ideation.

With *Pearson (Bivariate)* partial correlation, there is little scope for identifying the possibility of the simultaneous effect when all variables are included in determining the tendency towards suicidal acts. The researcher would

like to further investigate the relationship between perceived parenting style and suicidality, separately on suicidal behaviour and suicide ideation.

Table 4.6: Testing for SBQ – R with perceived parenting styles (model 1), and perceived parenting styles, positive and negative life ideation (model 2) using multiple regression

	Model 1 ¹			Model 2 ²		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Authoritarian	-0.29	0.37	-0.06	-0.18	0.04	-0.04
Authoritative	-0.67	0.29	-0.17*	-0.33	0.09	-0.09
Permissive	-0.23	0.32	-0.06	0.42	0.10	0.10
PANSI – NSI				2.50	0.62	0.62***
PANSI – PI				-0.20	0.05	-0.05
<i>R</i> ²	0.05			0.39		
Adjusted <i>R</i> ²	0.04			0.38		
<i>R</i>	0.22			0.62		

Note.

¹ Predictors: (Constant), Authoritarian, Authoritative, Permissive
Dependent Variable: SBQR

² Predictors: (Constant), Authoritarian, Authoritative, Permissive, PANSI – NSI, PANSI – PI
Dependent Variable: SBQR

* $p < 0.05$; *** $p < .001$ level.

4.2.2 Multiple regressions. Two standard multiple regressions were performed between SBQ – R as dependent variables and perceived parenting styles as an independent variable (model 1), and between SBQ – R as dependent variables, and perceived parenting style (PSI – II) and suicide ideation (PANSI) as independent variables (model 2). Both of the models would like to evaluate in terms of what it adds to the prediction of youth suicidal behaviour that was

different from the predictability afforded by all other independent variables such as model 1 with perceived parenting styles, and model 2 with perceived parenting styles and suicide ideation. Analysis was performed using SPSS Regression.

Table 4.7: Analysis of variance results for the multiple regression on model 1, SBQ – R with perceived parenting styles and model 2, SBQ – R with perceived parenting styles, positive and negative life ideation

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Model 1 ¹	3	96.19	32.06	4.05	<.01
Error 1	248	1964.08	7.92		
Model 2 ²	5	797.81	159.56	31.09	<.001
Error 2	246	1262.46	5.13		

Note.

¹ Predictors: (Constant), Authoritarian, Authoritative, Permissive
 Dependent Variable: SBQR

² Predictors: (Constant), Authoritarian, Authoritative, Permissive, PANSI – NSI, PANSI – PI
 Dependent Variable: SBQR

Table 4.6 (p.63, refer to Appendix K, L) displayed the unstandardized regression coefficients (*B*) and standard error (SE), and intercept, the standardized regression coefficients (β), R^2 , adjusted R^2 and *R*. For model 1, SBQ – R was regressed on the perceived parenting styles (Authoritarian, Authoritative, Permissive). These three predictors accounted for 4.7% of the total variance, which was significant, $F(3, 248) = 4.41, p = .008$ (refer to Table 4.7). Only Authoritative parenting style demonstrated significant effects on the suicidal

behaviour ($\beta = -.173$, $p = .022$), neither Authoritarian parenting style ($\beta = -.056$, $p = .434$) nor Permissive parenting style ($\beta = -.057$, $p = .467$) showed any significant effect.

For model 2, SBQ – R was regressed on the PSI – II (Authoritarian, Authoritative, Permissive) and PANSI (negative suicide ideation, positive ideation). R for regression was significantly different from zero, $F(5, 246) = 31.09$, $p = .000$, with R^2 at .387. The adjusted R^2 value at .375 indicated that more than a third of the variability in youths suicidal behaviours (SBQ – R) was predicted by perceived parenting style (PSI – II) and suicide ideation (PANSI). However, none of the perceived parenting styles (Authoritarian, $\beta = -.035$, $p = .539$; Authoritative, $\beta = -.085$, $p = .169$; Permissive, $\beta = .103$, $p = .111$) and positive ideation ($\beta = -.053$, $p = .308$) demonstrated significant effects on SBQ – R, but negative suicide ideation ($\beta = .616$, $p = .000$) was the only one to predict suicidal behaviour.

Model 1 showed similar result as in *Pearson (Bivariate)* partial correlation, that is, only Authoritative parenting style was a significant predictor to youth suicidal behaviour. Nonetheless, when parenting style and suicide ideation were all included in further analysis as in model 2, the effect of perceived parenting styles ceased, and negative suicide ideation appeared to be the only significant predictor of youth suicidal behaviour. Therefore, there was no

simultaneous effect between the Authoritative parenting style, and positive ideation and suicidal behaviour.

4.3 Gender Differences

Table 4.8: Pearson (Bivariate) partial correlation between suicidality (SBQ – R and PANSI) and PSI –II across gender

Scale	1	2	3	4	5	6
Male						
1. SBQ – R	–	0.50***	-0.13	0.01	-0.16	-0.06
2. PANSI – NSI		–	-0.03	0.07	-0.09	-0.22*
3. PANSI – PI			–	0.08	0.31***	0.11
4. Authoritarian						
5. Authoritative						
6. Permissive						
<i>n</i>	119	122	122	122	122	122
<i>M</i>	5.03	1.58	3.26	3.23	3.40	3.52
<i>SD</i>	2.74	0.69	0.80	0.56	0.74	0.66
Female						
1. SBQ – R	–	0.69***	-0.08	-0.11	-0.16	-0.03
2. PANSI – NSI		–	-0.06	-0.11	-0.14	-0.20*
3. PANSI – PI			–	0.05	0.06	0.08
4. Authoritarian						
5. Authoritative						
6. Permissive						
<i>n</i>	133	133	133	133	133	133
<i>M</i>	5.53	1.60	3.36	3.30	3.54	3.50
<i>SD</i>	2.96	0.73	0.77	0.55	0.74	0.74

* $p < 0.05$ level (2-tailed); *** $p < .001$ level (2-tailed).

As shown in Table 4.8 (p.66, refer to Appendix M, N, O), *Pearson (Bivariate)* partial correlation results were obtained in order to identify any significant positive and/or negative correlation between perceived parenting style and youth suicidality. There were only a few significant results shown from the *Pearson (Bivariate)* correlation result. On suicidality scales, both genders illustrated great significance in the relationship between negative suicide ideation and suicidal behaviour. However, females' results, $r(131) = .69, p = .000$, showed a stronger positive relationship than did the males', $r(120) = .50, p = .000$. Therefore, negative suicide ideations were more positively partially correlated with suicidal behaviour in female youths.

There were no significant correlations observed between perceived parenting style and suicidal behaviour for males and females. In males, the correlation result between Authoritarian parenting style and SBQ – R was, $r(120) = .01, p = .894$; between Authoritative parenting style and SBQ – R was, $r(120) = -.16, p = .080$; between Permissive parenting style and SBQ – R was, $r(120) = -.06, p = .536$; none of them significant. Whereas for females, the correlation result between Authoritarian parenting style and SBQ – R was, $r(131) = -.11, p = .234$; between Authoritative parenting style and SBQ – R was, $r(131) = -.16, p = .063$; between Permissive parenting style and SBQ – R was, $r(131) = -.03, p = .717$; illustrating no significant result.

Nevertheless, there were a few significant partial correlations revealed between perceived parenting style and positive and/or negative ideation for both genders. For negative suicide ideation in males, there was only significant negative partial correlation between PANSI – NSI and Permissive parenting style, $r(120) = -.22, p = .018$; but not in Authoritarian parenting style, $r(120) = .07, p = .432$, and in Authoritative parenting style, $r(120) = -.09, p = .332$.

For females, there was also a significant negative partial correlation found in the relationship between Permissive parenting style and PANSI – NSI, $r(131) = -.20, p = .022$. There were no significant correlation shown between Authoritarian parenting style and PANSI – NSI, $r(131) = -.11, p = .199$, or between Authoritative parenting style and PANSI – NSI, $r(131) = -.14, p = .107$.

Both males and females showed that the greater the perceived Permissive parenting style displayed by their parents, the lower their negative suicide ideation in lives. Only minor differences were observed in that males youths' perceived Permissive parenting style ($M = 3.52$) were greater than female youths' perceived Permissive parenting style ($M = 3.50$) in counteracting negative suicide ideation.

For positive life ideation, there was only a significant positive partial correlation between Authoritative parenting style and PANSI – PI, $r(120) = .31, p = .000$, in males. Nonetheless, it did not show similar significant correlation for

females between Authoritative parenting style and PANSI – PI, $r(120) = .06, p = .522$. Therefore, if males perceived their parents' parenting style to be highly authoritative in approach, the more likely they will develop an enhanced positive ideation about their lives.

No other significant partial correlation for Authoritarian parenting or Permissive parenting styles were demonstrated in positive ideation for either gender. In males, the partial correlation result between Authoritarian parenting style and PANSI – PI was, $r(120) = .08, p = .411$; between Permissive parenting style and PANSI – PI was, $r(120) = .11, p = .214$. In females, the partial correlation result between Authoritarian parenting style and PANSI – PI was, $r(131) = .05, p = .566$; between Permissive parenting style and PANSI – PI was, $r(131) = .08, p = .356$.

4.4 Youth's Perceptions on Parents' Parenting Style

Table 4.9 (p.72) and Table 4.10 (p.79) reflects the frequency counts for respondents' perceptions of positive and negative influences of their parents' parenting style. The full results were extracted from the open data (refer to Appendix P, Q) of the two open-ended questions and further analysis by 3 external coders. There was a slight difference in the coders' and researcher's pilot study's coding outcome, where the coders recommended a few changes to the subtheme naming.

According to the coders' feedback, role model was re-categorized into two. One was *Good Role Model* that clustered in "Authoritative" themes as referring to positive and healthy behaviours shown by parents, while the other one was *Bad Role Model* in "Permissive" themes that referred to the negative and unhealthy behaviours exhibited by parents. Otherwise, all of the subthemes grouped by the three coders were similar to the researcher's initial classification (refer to Chapter 3, 3.4.2.1 Before data analysis – coding process), with subthemes of *Obedience*, *Strict Supervision*, *Disciplinary Efforts*, and *Hostile Behaviours* included in the "Authoritarian" theme; while subthemes *Fostering Individuality*, *Supportive*, *Guidance*, and *Good Role Model* were within the "Authoritative" theme; and subthemes of *Bad Role Model*, *Lenient*, *Self-Regulation*, *Fully Acceptance*, and *Rarely Care* were under "Permissive".

Furthermore, as suggested by one of the coders, themes for the blank or empty responses by youth should be named "No Comment" rather than "No Influence", to aid better comprehension. It was furthered seconded by the rest of the coders. For them, "No Influence" indicated no relevant effects were observed on their parents' rearing behaviours. However, "No Comment" was immediately understood to mean that there was nothing the youth would like to share about the parenting's influence. The recommendation was accepted and themes were changed correspondingly upon all coders' agreement.

The summation of number occurring in each of the subthemes would then be obtained to identify which of their parents' parenting practices had the greater influence on youths. Nonetheless, some respondents did not fill in any answer on the positive and negative parenting impact which, grouped under "No Comment", were excluded in later analysis. Of those who did not leave any comment, males outnumbered females in both positive and negative influences. However, youths can be expected to prefer to leave more positive feedback than negative, resulting in 22 vs. 89 empty responses. As a whole, approximately 35% of the 255 youths did not fill in the negative parenting impact. Still, this is a good yield of data.

4.4.1 Positive influence. From Table 4.9 (p.72), positive perceptions on parents' practices and/or subthemes were identified. The highest positive influence for youth was from the "Authoritative" theme ($n = 270$, 73.57%) that generally accounted for almost two third of the total positive responses. In spite of gender differences, *Good Role Model* produced the greatest count ($n = 87$, 23.71%), followed by *Guidance* ($n = 80$, 21.80%), and *Supportive* ($n = 73$, 19.89%). Whereas *Fostering Individuality* ($n = 30$), characterized as freedom with guidance that enabled the young to develop their identity accounted for only 8.17%.

4.4.1.1 Authoritative theme. The table above shows the Authoritative theme of respondents' perceptions of positive influence of their parents' parenting style with its category and subcategory. Youths perceived parents' positive

Table 4.9: Gender differences in frequency counts for respondents’ perceptions of positive influence of their parents’ parenting style

	Male		Female		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Authoritarian Theme						
Obedience	7	3.76%	4	2.21%	11	3.00%
Strict Supervision	13	6.99%	15	8.29%	28	7.63%
Disciplinary Efforts	8	4.30%	6	3.31%	14	3.81%
Hostile Behaviour	0	0.00%	0	0.00%	0	0.00%
Total	28	15.05%	25	13.81%	53	14.44%
Authoritative Theme						
Fostering Individuality	14	7.53%	16	8.84%	30	8.17%
Supportive	34	18.28%	39	21.55%	73	19.89%
Guidance	43	23.12%	37	20.44%	80	21.80%
Good Role Model	37	19.89%	50	27.62%	87	23.71%
Total	128	68.82%	142	78.45%	270	73.57%
Permissive Theme						
Bad Role Model	0	0.00%	0	0.00%	0	0.00%
Lenient	2	1.08%	2	1.10%	4	1.09%
Self-Regulation	7	3.76%	6	3.31%	13	3.54%
Fully Acceptance	8	4.30%	2	1.10%	10	2.72%
Rarely Care	13	6.99%	4	2.21%	17	4.63%
Total	30	16.13%	14	7.73%	44	11.99%
<i>No Comment*</i>	<i>16</i>	<i>13.11%</i>	<i>6</i>	<i>4.51%</i>	<i>22</i>	<i>8.63%</i>

* Number of participant that did not put up any comment (Percentage calculation: Male, over 122 respondents; Female, over 133 respondents; Total, over 255 respondents)

influence, characterized by **Good Role Model**, normally as showing behaviour patterns like having *Good Moral/Values*, *Being Strict but Approachable*, exhibiting *Good Lifestyles and Behaviours*, being able to *Influence/Inspire Youth in Life-Coping Strategies*, and *Showing Respect to Others*. More females (27.62%) than males (19.89%) showed preferences for this parenting practice.

Examples of ***Good Role Model*** on (a) *Good Moral/Values* included acts of responsibility and altruism were as follows:-

“... parent would show the good value among children...” (R204)

“... helping others” (R129)

“... helping everyone round us like neighbours” (R76)

“they [Parents being] responsible on their duty...” (R244)

“they [parents] instill positive value...” (R147)

(b) *Good Lifestyles and Behaviours*, such as

“their [parents] living style and habits” (R214)

“they [parents] didn’t smoke...” (R50)

“... from their [parents’] success” (R28)

“...reading spiritual books and watch only educational programmes”
(R214)

Among *Good Lifestyles and Behaviours*, a few of them distinctly named the hardworking characteristic as a positive parental influence on them.

(c) parents who was [are] *Being Strict but Approachable*, such as

“they act as a good role model... let me know what is right and wrong”
(R161),

(d) parents practices that *Influence/Inspire Youth in Life-Coping Strategies* also clustered under ***Good Role Model***, such as

“by showing me good examples and solve problems”(R227)

“... influence me to smile and face everything with calm mind”(R130)

Parents who *Showing Respect to Others* were also classified within the subtheme of *Good Role Model* to youth, but, when parents showed respect to their children, those children felt being supported, and ‘respect’ by their parents, and it was therefore clustered in *Supportive*. Female respondents were slightly more appreciative than male respondents of parent’s *Supportive* behaviour. Instead of being respectful to their children, the positive influences in *Supportive* were observed when parents attempted to (a) *Be Encouraging* such as

“they give me encouragement”(R177)

“encourage me and help me in my future development”(R116)

“... encourage me to try on new things...”(R33)

(b) *Show Trust* to their children, such as

“...she believes in my decision...”(R143)

“they trust me, trust my option”(R150)

“... their trust made me more independent”(R250)

(c) *Show Love and Patience*, such as

“they always love me”(R234)

“my parent[s are] patient”(R74)

(d) *Give Sympathetic and Empathetic Advice* to their children and be with them when they encountered any life hurdles, such as

“accompany me to go through difficulties”(R167)

“they most of the time put me into their shoes...”(R257)

Another preferable parent’ attribute that received high standing among youths was **Guidance**. Most of all *Advice* such as

“...give me good advice...”(R156)

“... face problems or upset, they will encourage and advise me”(R184)

Advice was categorized under **Guidance** which includes parents’ behaviours of *Teach/Educate* (R101; R151; R209; R230; R243) and *Influence/Inspire* (R21; R38; R59; R102; R269). Furthermore, **Guidance** consists of youth who loved *Being Together* with their parents such as

“make the family bonding more effectively and strong”(R23)

“make me feel grounded all of the time”(R24).

As such, parents might not necessary engage in any verbal coaching for **Guidance**, though, quality time spent together allowed them to learn how a cohesive family worked by tightening the family relationships through nonverbal expression.

Fostering Individuality was the least option in the Authoritative theme, but it was still the fourth major positive influence amongst the rest of the subthemes. Examples of *Fostering Individuality* were (a) Advice that contains the importance of *Cultivating Autonomy* such as

“... do not force me to make choices based on their perspectives, and give me freedom to choose myself”(R26)

“... democratic, let us to do what we want but still monitoring us”(R39)

“... share with me what might happen in future, and mentally prepare me to those”(R192)

(b) and parents' who *Encourage Independency* such as

“... encourage me to try new things, be independent...”(R33)

“... their trust made me more independent”(R250)

Females ($n = 50$) mentioned that leading by example as a positive parenting influence more often than males did ($n = 37$). Conversely, males ($n = 43$) showed greater preference to parents who were able to show clear life direction or *Guidance* than did females ($n = 37$). Thus, males and females showed different preferences in positive parenting practices, in which males preferred verbal illustration like teaching, and advising in *Guidance* but females favoured parents' overt characteristics as in their altruism, responsible personality, showing respect to others, as well as good morals or values and good behaviours exhibited in *Good Role Model*.

4.4.1.2 Authoritarian theme. “Authoritarian” and “Permissive” themes were, however, not favoured among positive responses. Each of them was recorded in only around one third of responses as being desirable among positive perceptions of parental quality. However, **Strict Supervision** (n = 28, 7.63%), the highest subtheme, was the only aspect categorized as having a positive impact.

Several responses on positive parenting practices illustrated the importance of parental control such as “... Very strict when it comes to our academic issue... I think it is good when they’re strict because I think I’ll success [succeed] in my academic performance”(R20), and “they are quite strict to me so whenever I do I will think of the consequence first”(R36).

And most likely, parents with **Strict Supervision** assisted their children in solving their problems (R157; R158; R170). This was contradictory to the normal Authoritarian parenting style categorized by high parental demands but low parental responsiveness.

Bad Role Model and **Hostile Behaviour** were rated as zero frequency counts for positive influences in parenting style. None of the youth’s perception of positive parenting influences consists of the content as above subtheme.

4.4.1.3 Permissive theme. In the cluster under “Permissive”, there were two obvious findings across gender. Several males did not view **Rarely Care**

(6.99% vs. 2.21%) as an unhealthy parental attribute, but instead as allowing them more room to grow. In correspondence with that, few males ($n = 8$, 4.30%) perceived unconditional positive regard, the *Full Acceptance*, as a positive aspect of their parents' rearing style, far more than females ($n = 2$, 1.10%).

No major differences on other subthemes were observed, but surprisingly, even though some of the males preferred minimal parental control and viewed that to be a positive influence, there were also numbers of them who favoured *Obedience* and *Disciplinary Efforts* as having a good impact on their progress. Sensible parental authority was, therefore, crucial in classifying parenting as good or bad.

4.4.2 Negative influence. Both “Authoritarian” ($n = 114$, 52.05%) and “Permissive” ($n = 100$, 45.66%) themes got higher counts as negative impacts as compared to “Authoritative” ($n = 5$, 2.28%). For each of the subtheme comparisons, *Bad Role Model* ($n = 61$) was ranked at the top of negative influences observed and accounted for 27.85%, followed by *Strict Supervision* ($n = 50$, 22.83%) and *Hostile Behaviour* ($n = 43$, 19.63%). Another obvious negative influence was *Rarely Care* ($n = 29$), which accounted for 13.24%. *Supportive*, *Good Role Model* and *Lenient* were zero rated in negative effects on parents' parenting practices.

Table 4.10: Gender differences in frequency counts for respondents' perceptions of negative influence of their parents' parenting style

	Male		Female		Total	
	n	%	n	%	n	%
Authoritarian Theme						
Obedience	9	9.00%	4	3.36%	13	5.94%
Strict Supervision	20	20.00%	30	25.21%	50	22.83%
Disciplinary Efforts	6	6.00%	2	1.68%	8	3.65%
Hostile Behaviour	14	14.00%	29	24.37%	43	19.63%
Total	49	49.00%	65	54.62%	114	52.05%
Authoritative Theme						
Fostering Individuality	1	1.00%	1	0.84%	2	0.91%
Supportive	0	0.00%	0	0.00%	0	0.00%
Guidance	1	1.00%	2	1.68%	3	1.37%
Good Role Model	0	0.00%	0	0.00%	0	0.00%
Total	2	2.00%	3	2.52%	5	2.28%
Permissive Theme						
Bad Role Model	33	33.00%	28	23.53%	61	27.85%
Lenient	0	0.00%	0	0.00%	0	0.00%
Self-Regulation	3	3.00%	7	5.88%	10	4.57%
Fully Acceptance	0	0.00%	0	0.00%	0	0.00%
Rarely Care	13	13.00%	16	13.45%	29	13.24%
Total	49	49.00%	51	42.86%	100	45.66%
<i>No Comment*</i>	<i>42</i>	<i>34.43%</i>	<i>37</i>	<i>27.82%</i>	<i>81</i>	<i>31.76%</i>

* Number of participant that did not put up any comment (Percentage calculation:

Male, over 122 respondents; Female, over 133 respondents; Total, over 255 respondents)

4.4.2.1 Permissive theme. Males (33%) were typically more than females (23.53%) in having an aversion to parents' unfavourable behaviour, as subthemed **Bad Role Model**. **Bad Role Model** was inclusive of parent's *Arguing and/or Scolding Behaviour*, showing *Bad Temper*, showing *Negative Behaviours*

and *Inconsistency in Teaching and Exemplifying*. Examples of ***Bad Role Model*** in parents' behaviours were (a) *Arguing and/or Scolding Behaviour*, such as

“... the way they scolded me without reason...”(R35)

“always quarrel”(R58; R60; R61; R63; R64; R71)

“quarrelling in front of me...”(R194)

(b) parents that showed *Bad Temper*, such as

“when they got mad, sometimes I got beaten up...”(R43)

“they talk harshly when they get angry to me at anywhere”(R201)

(c) parents also showed *Negative Behaviours*, such as

smoking (R72; R73; R74; R76; R186; R189; R205; R206)

drinking (R186; R205; R206)

gambling (R195; R226)

Few parents exhibited more than 2 negative behaviours. Youths also perceived their parents' conflicting behaviours as negative practices when their parents' behaviour is different from what they have taught to their children (R39; R207). Such inconsistencies were viewed as ***Bad Role Model*** demonstrated by parents, under *Inconsistency in Teaching and Exemplifying*.

4.4.2.2 Authoritarian theme. More females than males perceived that both parental psychological and behavioural control such as ***Strict Supervision*** (25.21% vs. 20%) and ***Hostile Behaviour*** (24.37% vs. 14%) were related to

negative or weak parenting practices. *Strict Supervision* consists of parental practices like (a) *Nagging* (R6; R9; R11), and (b) *Overprotective*, such as

“do not have freedom, not believing in me...”(R98)

“I don’t have much the chance to choose the things I [am] actually interest[ed]”(R121)

Over control may eventually lead the young to feel that parents do not believed in their abilities and thus imposed extra pressure on them (R115; R117; R140 etc), causing limited privacy for their personal growth (R81; R167 etc).

For *Hostile Behaviour*, males ($n = 14$) were less likely to view parents’ scolding or punishments as poor parental characteristics than females ($n = 29$). *Hostile Behaviour* occurred when the young felt (a) *Lack of Emotional Support*, such as

“my parents do not give sufficient emotional support for me to be able to tell them problems and obstacles that I face”(R26)

“I have phobia or fear on many things” (R257)

(b) facing parents’ *Disapproving Behaviours*, such as

“... Never ever agree with my idea and always said that they are always right”(R134)

“they get angry during different opinion”(R185)

and (c) parents' *Aggressive Behaviours*, such as

“... they show they're angry on other matter to me...”(R201)

“they often scold me”(R234)

Nevertheless, more males than females disliked their parents to insist on their *Obedience* to family rules (n = 9) and used *Disciplinary Efforts* as a teaching method (n = 6). *Obedience* mostly meant forcing the young to follow family or cultural norms (R15; R30) and coercing them into following parents' orders (R207).

4.4.2.3 Authoritative theme. Even though the fewest participants viewed their parents' parenting style as negatively influence to them in *Guidance* (1.37%), and *Fostering Individuality* (0.91%), it may be interesting to further scrutinize this category, which is normally considered as an optimal parenting characteristic. Parent's scolding and/or punishments were viewed as a way of teaching, and thus a negative influence in *Guidance*. Two out of the studied population perceived parental control which allowed only a little freedom as a negative aspect in *Fostering Individuality*.

In summary, the quantitative findings suggested that Authoritative parenting style was positively partial correlated with positive ideation while permissive parenting style was negatively partial correlated with negative suicide ideation. *Multiple Regression* revealed that negative suicide ideation was the main

predictor to suicidal behaviour, regardless of parenting style and positive ideation. Females outnumbered males twice in suicide ideation and attempts. Both sexes showed that the greater the perceived Permissive parenting style displayed by their parents, the lower with their negative suicide ideation. However, only males perceived if their parents' parenting style was greater in authoritative approach, the more likely they will enhance the positive ideation.

For qualitative result, males and females classified parenting influences slightly differently. For example, more males than females rated the parenting quality as poor if their parents exemplified *Bad Role Models*. However, more females than males viewed their parents *Good Role Model* as a positive parenting practice. Furthermore, females favoured parental responsiveness and demandingness (*Good Role Model, Supportive, Guidance, Lenient* and *Fostering Individuality*) and perceived those subthemes as positive parenting influence, whereas males would rate lower parental control (*Bad Role Model*) as negative parenting influence. Regardless of this, youths basically rated their parents based on their actions and conduct.

CHAPTER 5

DISCUSSION

This study drew on a sample of urbanized youths to examine the relationship between perceived parenting styles and youth suicidality. The findings have contributed to the understanding of certain parenting styles that are partially correlated with suicidal behaviour and suicide ideation, extended existing literature by testing the possible predictor path to suicidality via parenting style and life ideations, and increased the knowledge of local youths' perception of parenting practices.

The overall results indicated that approximately 6% of youths are likely to attempt suicide in the near future, which is in line with a local study by Chen et al. (2005) on Malaysian adolescents, which reported a figure of around 7%. The result revealed that 2.8% of young people have attempted suicide at some time, which was much lower than 4.6% in Chen and his colleagues (2005) research. The decreased figure does not comply with current NSRM's estimation (Suicide figures may, 2011). This study employed only a limited number of respondents for an exploratory study specifically to explore the link between parenting and suicidality that is less representative.

In many countries, females were found to have higher rates of suicide ideation and more frequent suicide attempts than males (Chan et al., 2009;

Langhinrichsen-Rohling et al., 2009; Wong, et al., 2007). Similar findings were observed in this study, where suicidal tendency in female youths (29.32%) was higher than male youths (23.53%). Furthermore, females were at least twice as likely as males to have attempted suicide at some time. The current finding is comparable to the results obtained by Zhang et al. (2005) and Huong (2006).

Apart from the prevalence, the results also indicated that youths who have planned at least once to end their life might have thought about suicide for 2 to 4 times in the past twelve months. As for those who have tried to kill themselves, a higher tendency of suicide ideation of 5 times or more is likely to occur. In addition, half of the youths will disclose their suicidal tendency at least once to other person when they have the suicidal feeling or thoughts. An increase in the numbers of those conveying dying messages is corresponded to an increase in intention of suicide and this is consistent with the literature. Therefore, this can be an important suicide warning sign, requiring immediate attention and action.

Furthermore, the quantitative results of *Pearson* partial correlation indicated several significant relationships between perceived parenting style (Authoritative, Authoritarian, and Permissive) and suicidality (PANSI, SBQ – R), in which the qualitative results on open-ended data are used to enhance in-depth understanding on parenting in the local context.

5.1 Perceived Parenting Styles and Youth Suicidality

Research question 1: Is there any correlation between perceived parenting style (Authoritative, Authoritarian, Permissive) and suicidality (PANSI, SBQ – R)?

5.1.1 Authoritarian parenting style. The findings from Authoritarian parenting do not indicate any predictable life outcome; they neither indicated a risk nor suggested a protective role against suicidality. Authoritarian parenting style has been viewed as a negative parenting style. It was perceived as low care and highly controlled and was an important basis for predicting how stress influences an individual which may lead to poor coping strategies during depression (Uehara, Sakado, Sato, & Someya, 1999). Furthermore, findings from Lai & McBride-Change (2001) also illustrated that suicide ideators from both an authoritarian mother and father were found to be significantly higher than those non-suicide ideators. However, this study reveals no significant partial correlation results between Authoritarian parenting style and youth suicidality, in either suicidal behaviour and life ideations.

5.1.2 Authoritative parenting style. Past studies showed that children from authoritative families are rated by unprejudiced measures as more socially competent (Connor & Rueter, 2006). In this study, the authoritative parenting style was found to be positively partial correlated with positive ideation in the lives of the young. This findings lend an additional support to Baumrind's conceptualization of parenting styles, that authoritative parenting style is

associated with better social and emotional development characteristics in young adults (Kremers, Brug, Vries & Engels, 2003; McClun & Merrell, 1998; Roopnarine et al., 2006).

Apart from that, authoritative parenting style has partial negative correlation with suicidal behaviour. It showed that youths who were brought up in high responsiveness and negotiable demandingness environments are less likely to involve themselves in suicide related behaviours. Kwok and Shek (2010) also conveyed that increase warmth of communication between parent and adolescent was negatively correlated with suicide ideation, hence it appeared to serve as buffer against suicidal behaviours.

5.1.3 Permissive parenting style. The permissive parenting style was often characterized as having low demandingness but high responsiveness (Darling, 1999; Desjardins et al., 2008; Pellerin, 2005). Research showed that children of parents who practice permissive parenting styles were likely to be associated with negative socio-emotional development (McClun & Merrell, 1998). This contradicted with the current findings in which permissive parenting style appeared to be significantly negative partial correlated with negative suicide ideation. The youths, seem to give preference to their parents who raised them up permissively. Furthermore, Darling (1999) pointed out that children and adolescents who experienced a permissive parenting style were more likely to have better social skills and have lower levels of depression (Darling, 1999). This

affirmed the current finding and suggested that the more parents exhibit permissive parenting styles, the less likely their children to possess negative suicide ideation.

From the findings of the partial correlations, it can be concluded that only part of the research question was answered. Higher perception of authoritative parenting style works well for increasing youth positive ideation while greater permissive parenting style acts to reduce negative suicide ideation. There is no significant correlation for authoritarian parenting style. In short, each parenting style produces different effects on suicidal behaviour, negative suicide ideation, and positive ideation.

The result of this study illustrated that when parenting practices are perceived as authoritative, local youth positive ideations towards life are greater. Therefore, parents who practise authoritative parental characteristics such as assertive but not intrusive or restrictive, are encouraged to continue practising it and influence other parents to do so. This positive climate of the family functioning should be shared in any relevant suicide prevention programmes or seminars to act as a buffer to suicidality by increasing youth positive thinking in their lives.

On the contrary, parenting practices that consist of permissive attributes are more likely to reduce negative suicide ideation. At-risk youths prefer their

parents to listen to them and to reassure their suicidal feelings are normal and manageable, and that they have something to live for, as recommended by Waldvogel et al. (2008). As such, permissive parental attributes such as leniency and affirmative are essential to be adopted by parents in local context when their children engage in negative suicide ideation. Those parental characteristics could also be integrated in family-suicide intervention strategies to reduce the negative or hopeless thoughts that youths possess towards future lives.

5.1.4 Parenting styles and life ideations as predictor. Perceived

parenting styles were used to assess their relationship with youth suicidality as illustrated above. A few significant partial correlations had also been identified. Some output indicated positive correlation while several illustrated the opposite. However, according to the Centre of Disease Control (Hendin, 2008), as prevention schemes designed for those at risk of suicidal behaviour can preclude suicide, they were less likely to hinder others from becoming a suicide risk. Thus, in order to reduce the population-level risk of suicidal behaviour, an enhanced conception of the developmental frameworks that lead to suicidal behaviour and, among those at high risk, the factors that protect against suicidal behaviour should be identified.

Two regression models were then produced to evaluate in terms of what it added to the prediction of youth suicidal behaviour that was different from the predictability afforded by all other independent variables such as model 1 with

perceived parenting styles, and model 2 with perceived parenting styles and suicide ideation. Both of the regression models worked differently in intervening suicidal issues.

From the model 1 of the multiple regression, it is clearly shown that, Authoritative parenting style is the only one that significantly predicts suicidal behaviour, as shown in the result which was paralleled with the partial correlations. The result indicated that authoritative parenting styles plays an important role in the child's and adolescent's growth, particularly in the domains of social and individual competence, psychosocial development and problem behaviour (Baumrind, 1966, 1968; Darling, 1999; Steinberg, 2001; Steinberg et al., 1992). Greater levels of authoritative parenting style can be a protective factor against youth suicidal behaviour by instilling the hopeful and positive thoughts in their minds.

Furthermore, knowing the severity of the suicidal problem, various researchers have attempted to identify which youths are more susceptible to suicidal ideation or to suicidal behaviours and which factors are acting upon them to do so (Beck, Brown, Steer, Dahlsgaard, & Grisham, 1999; Miller & Taylor, 2005). Some argued that suicidal behaviour should be conceptualized as a continuum from thoughts to completion because thoughts of suicide are seen as an antecedent of completed suicide (Paykel, Prusoff, & Klerman 1971). As suicide ideation is seen as major factor of suicidal completion, the second model of the

multiple regression is performed by including perceived parenting style and life ideation (both positive ideation and negative suicide ideation).

The results supported the past literature where only negative suicide ideation acts as significant major contributing factor to suicidal behaviour. In model 1, parenting style only contributed 4.7% of the total variance. However in model 2, after adding the life ideation variables, the total variance increased to 38.7%; and the negative suicide ideation itself accounted for 34.7%. It suggested that parents or the nearest kin should give extra attention to their children's tendency to suicidal completion. If parents, siblings, friends, or any members of the society are aware of the youth suicide ideation, the suicidal thought can be reduced or handled at the white hot suicidal moments, hence a life could be saved.

From model 1, the authoritative parenting style serves as a predictive factor to suicidal behaviour. Nevertheless, no matter what it takes, negative suicide ideation is the main cause of suicidal behaviour after adding all the parenting and ideation variables from model 2. The result coincided with previous and current literature that, it is the negative suicide ideation (Paykel et al., 1971; Beck et al., 1999; Miller & Taylor, 2005) not the parenting styles that contribute to suicidal behaviour. As there were only a few relevant research found in this new area, it has limited the understanding of current findings, in the collectivist culture. The apparent effect of parenting style can, therefore, be caused by other variables, or may be a chance error. According to CDC (Hendin, 2008), these risk

and protective factors can arise in one person, in that person's peers, family members, community, and society. The role that the inter-connectedness plays in socio-ecological systems and the alleviation of risk for suicidal behaviour is an interesting factor. Bronfenbrenner (1986) suggested that, even though family is the primary milieu in which human development takes place, it is one of the numerous contexts in which developmental processes can and do occur.

As such, other important factors such as religion, peers or school, and sibling's relationship in the microsystem shall be recommended for future exploration in relation to suicidality. Apart from parenting styles, understanding the interplay between the complex ecological model and the impact of biological and psychosocial development has the possibility to reveal new primary prevention schemes and more effectual means for selective and indicated prevention strategies to youth suicidality (Bronfenbrenner, 1994; Lee et al., 2010).

Another possible illumination is the diverse conception on the parenting style from the western and the local context. From the beginning of the study, the cultural differences were noted, and suggested to be one of the significant forces to the understanding of the parenting attributes. Youth may perceive their parents were practising authoritatively but the parents were in reality exhibiting authoritarian characteristics viewed by western settings, in line with the yelling behaviours mentioned by Kelley & Tseng (1992). Different comprehension may

lead to obfuscation of the result as in whether the authoritarian is really meant for it, or it has been perplexed by authoritative or other practice, in local context.

5.2 Gender differences

Research question 2: Is there any correlation between perceived parenting style (Authoritative, Authoritarian, Permissive) and suicidality (PANSI, SBQ – R) for male and female?

Many studies have focused on the gender paradox in assessing the possible risk of suicidal behaviour (Bhupinder et al., 2010; Teo et al., 2008; Chen et al., 2005). This study portrayed a similar proportion of the male and female population who exhibited suicide ideation and the likelihood of attempting suicide which is comparable with previous findings (Zhang et al., 2005; Huong, 2006). Research question 2 was partially fulfilled, (1) perceived parenting styles are found not to be partial correlated with suicidal behaviour for male and female, (2) if males perceive their parents' parenting style to be more authoritative, the greater the tendency to have positive life ideations, but no significant result is shown on females, and (3) only permissive parenting style can be significantly negatively partial correlated with negative suicide ideation, for both genders.

Youths who were in a crucial period of development, were constantly changing mentally, physically, and psychologically (Santrock, 2007). They were learning on the subject of the 'real world' and attempting to strive for both

independence from parents and inclusion in social groups, regardless of their gender disparity (Santrock & Yussen, 1984). Young males and females wanted to be perceived as adults with the capability in making decision; nevertheless, they also wanted to remain themselves as members of a large peer group (Cripps & Zyromski, 2009). Youth at this age of instability, regardless of sex differences, may therefore prefer permissive parenting that is non-traditional and lenient, often being non-directive in the family relationship (Darling, 1999), as permissive parents often behave in a non-punitive, accepting and affirmative manner towards the child's desires and actions (Baumrind, 1966, 1968). Thus they normally allowed the child to be self-regulated and free from constraints (McClun & Merrell, 1998).

The results showed that youths in local context yearn for parental support rather than strict supervision when dealing with life events. Both male and female youths agreed that higher perceived Permissive parenting style resulted in less negative suicide ideation in their lives. Therefore, parents' affirmative action to their suicidal feeling or negative thoughts towards live, such as listening to them, being responsive to their thinking, and showing care and concern to their feelings are more likely to decrease the suicidal tendency.

On the other hand, as many studies suggested, children from an authoritative parenting background are rated as more socially competent (Connor & Rueter, 2006). Both males and females perceived parental trust has been used

as a protective factor against several health risk problems (Borawski et al., 2003). However, the current study revealed that the more likely males perceive their parents' parenting style as greatly authoritative, they are more likely to enhance their positive ideation towards life but not for females. It showed that males prefer to have high care and responsive parenting in regulating their behaviours.

Similar findings can be seen in Borawski et al. (2003) who advocated that high parental monitoring was associated with less externalizing problems like alcohol use and consistent condom use in males, but no effect was found on female behaviour. It appears that parental supervision and warmth responses as characterized in authoritative parenting style, are seen as protective buffer to suicidality for the male youths and thus increase their positive ideation towards their future.

5.3 Youths' Perceptions on Parents' Parenting Style

Research question 3: How does the cultural difference make meaning to the perception of parenting styles in Malaysian setting, from the perspective of youth?

5.3.1 Positive influence. The highest positive influence for youth was from the "Authoritative" theme that generally accounted for almost two third of the total positive responses. *Good Role Model* produced the highest count, followed by *Guidance*, and *Supportive*. However, *Fostering Individuality* was characterized as freedom with guidance that enabled the development of a sense

of identity and accounted for 8.17%. The results served as evidence of youths' yearning for support from their parents. Although they may display an uninterested demeanour and confront the supportive methods of their parents, nonetheless, the home environment is still the first social context in which young people have stayed more consistently under the impact and supervision of their parents (Cripps & Zyromski, 2009).

The authoritative theme portrayed by the young shared similar characteristics as the authoritative parenting style but it was differentiated by demanding high levels of maturity and using democratic communication with children (Lai & McBride-Chang, 2001). Parents cannot preach the words of good behaviour, the young prefer them to be good role models, and tend to be influenced by that more than any other subtheme. As such, these parents should be assertive but not intrusive nor restrictive. They may be both highly demanding as well as responsive (Darling, 1999). It is similar with *Fostering Individuality* characteristic in a person by allowing the person to think and reflect on their own responsibility, rather than simply freeing them of any responsibility. Authoritative parents usually encourage warmth and open communication. Thus, youths perceive parental guidance and support as major contributors to positive parenting practices, as shown in the results.

Supportive family functioning and warm parenting such as the authoritative parenting style were often been associated with lower suicidality

prospectively, concurrently and retrospectively (Rueter & Connor, 2006; Lai & McBride-Change, 2001). Hence, parents might not necessarily have any verbal coaching through *Guidance*, though, quality time spent together which allow them to learn how a cohesive family works in fostering the family relationship through nonverbal expression.

Unlike studies in some Asian countries, this study depicted a change in traditional parenting as suggested by Somayeh Kesharaz and Rozumah Baharudin (2009), and Chao and Tseng (2002) that higher levels of authoritarianism often characterized parents from collectivist cultural groups. In view of the positive influence demonstrated by those parents, youths now prefer authoritative parenting attributes. However, a significant area for future study is to examine cultural orientation, whether has it slowly been affected by western individualistic culture, or it remains as a collectivist group, thus relating it to the influence of parenting attributes.

5.3.2 Negative Influence. *Bad Role Model* was ranked at the top negative influence observed and accounted for 27.85%, followed by *Strict Supervision* and *Hostile Behaviour*. Another obvious negative influence was *Rarely Care* ($n = 29$), which has accounted for 13.24%. *Bad Role Model* was a subtheme under “Permissive” theme. As characterized by Baumrind (1966; 1968), a permissive parent is more likely to present himself to the child as a resource for him to use as he wishes, but neither as ideal for him to emulate nor as an active

agent to shape his ongoing or future behaviour. In this study, youths reflect that parents are exhibiting negative behaviour in front of them, and seldom care whether or not the particular conduct will bring unpleasant consequences to their children.

In addition, another major contributing theme to the negative parenting influence is the authoritarian theme. The authoritarian parent endeavours to shape, control and evaluate a child's behaviour and attitude according to an absolute standard of conduct, which is theologically motivated and formulated by a higher authority (Baumrind, 1966, 1968). They require obedience and conformity from children (Lai & McBride-Chang, 2001), but were not responsive (Darling, 1999). Strict supervision and hostile behaviour such as scolding are therefore viewed by respondents of this study as negative parenting influences.

Findings from Rudy and Grusec (2001) illustrated that higher level of parental authoritarianism in non-Anglo cultural groups may not necessarily be accompanied by more negative ways of thinking and feeling about their children. Nevertheless, levels of confidence in relationships and levels of security among the young are greatly affected by any instability present in parent-child relationships. This insecurity can be due to the parent's emotional unavailability or other behaviours expressed through parenting styles (Cripps & Zyromski, 2009). Thus, parents are encouraged to reduce the *Bad Role Model* element in front of their children.

Research question 3 was considered achieved as the aspects that both gender emphasized in classifying the positive and negative parenting influence were slightly different. For example, more males than females strongly disagreed on the parenting quality if their parents exemplified *Bad Role Model*. Nevertheless, more females than males viewed their parents *Good Role Model* as positive parenting practice. Furthermore, females placed stronger emphasis on higher parental responsiveness (*Good Role Model*, *Supportive* and *Fostering Individuality*) as perceived positive parenting influences, whereas males accentuated lower parental control (*Bad Role Model*) to perceived negative parenting influence. Despite the differences, the youths were basically rating their parents based on their actions and conduct, which can be another milestone for parent to be aware of.

Greenings et al. (2010) also suggested that although responsiveness and communication have always been regarded as an effective element in the authoritative parenting style. Strict and clear communication with children are usually practised by African American parents who are normally known as authoritarian parents may be perceived and valued as guidance and concern. Despite the fact that some of the males preferred minimal parental control and viewed that to be a positive influence, a few still favoured *Obedience* and *Disciplinary Efforts* as having a good impact on their progress, especially in their academic performance.

This is consistent with Chao (1994), as cited in Ang & Goh (2006) study from Singapore, which emphasized that authoritarian parenting could possibly have a different cultural meaning in Asian societies. Their results particularly indicated that the impact of authoritarian rearing on adolescents' school-related adjustment was substantial and significant. Hence, authoritarianism does not necessarily equate negative psychosocial development, especially in the modern mixed value society. This could also explain the weak relationship between parenting style and suicide ideation.

CHAPTER 6

CONCLUSIONS

The current study produced satisfactory outcomes on perceived parenting style and the correlation with negative suicide ideation and positive ideation. Authoritative parenting is positively partial correlated with positive ideation while permissive parenting style is negatively partial correlated with negative suicide ideation. However, causality should not be inferred from the present correlational study. Prospective and longitudinal studies are needed to establish causality.

6.1 Implications of Study

The current research findings also implied the predictability of the parenting style and ideation to suicidal behaviour. Negative suicide ideation is the main contributing factor, despite controlling parenting styles and positive ideation in lives and in predicting suicidal behaviour.

Generally, females outnumber males in suicide ideation and suicide attempts. This study also illustrated different results for the two genders in view of the relationship between perceived parenting style and suicide ideation. Both of them displayed lower negative suicide ideation if the perceived permissive parenting style is higher. It shows that youngsters prefer to have more responsive parenting attributes as compared to demanding ones or parental control in reducing their negative suicide ideation. In males, specifically, the positive

ideations about their lives are stronger if a perceived authoritative parenting style is practiced by their parents. Therefore, to increase positive ideation, simple responsiveness itself may not be enough, the integration of acceptable or reasonable parental monitoring plays a crucial role.

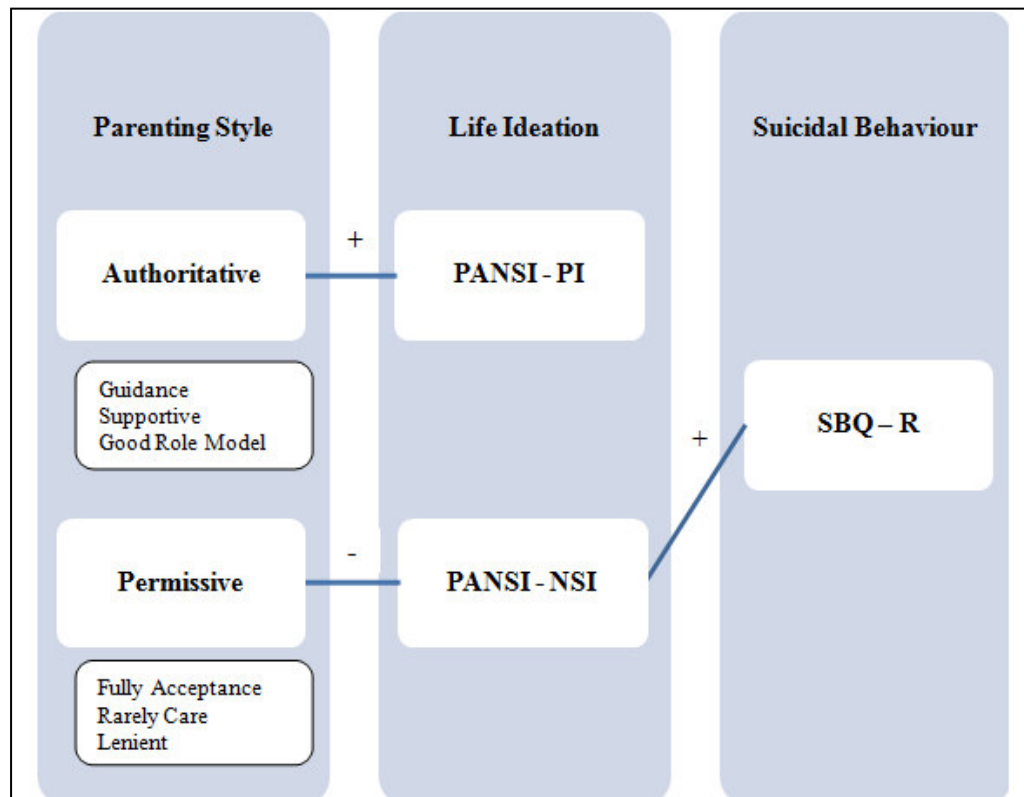


Figure 6.1: The theoretical framework on perceived parenting style (qualitative and quantitative result), life ideations and suicidal behaviour

Youths look forward to Authoritative (Guidance, Supportive, and Good Role Model) and Permissive (Fully Acceptance, Lenient, and Rarely Care) parenting style on its responsiveness characteristic for highly regarded parents,

however, they seem to be uncertain on the level parental demandingness as illustrated in Figure 6.1 (p.102). It may be due to the transitional changes in society, especially the influence of western individualistic values to the collectivist culture (Somayeh Kesharaz and Rozumah Baharudin, 2009). Therefore, for Malaysian youths who are supposed to be born with stronger inheritance of authoritarianism, the main collectivist characteristics, may be facing difficulties in untangling the intensity of parental control that is, from “Authoritarian” and “Authoritative”, and into the warmth and responsive parental practices of “Authoritative” and “Permissive”.

For parents, they are being viewed as less regulative towards their children than previous years, especially the pressure of being the dual-earner family. Parenting has become a biological ritual where they contract their love and care to maids, money, and the Internet, as claimed by Adnan (The Star, 2011). The *bad role model* and being *lenient* clustered in the permissive parental attribute would raise an alarming concern in the society, that is, of youths are not being taken good care of. Parents whose lives are being occupied with work seldom spend time in supervising their children’s behaviour. Many life stressors such as relationship issue and academic pressure, and the suitable ways to handle them appropriately are not discussed with the youths. Children could only source the means to cope with life hurdles from maids, money, or the Internet, but not their parents. Suicidal feeling and tendency may then emerge when the youths have found no other way out. However, the youths may not be assured and comforted

as both parents are being occupied with their working lives which could lead to suicidal case.

Furthermore, the open-ended data also illustrated that youths are much influenced by their parents' behaviour. "Authoritative" theme is in the lead in positive influence as viewed by the young people whereas "Authoritarian" theme and "Permissive" theme are classified as major negative influences. Even though the results correspond with most western studies, the one and only important criterion found in this study which is youth judge their parent as positive or negative mainly via the role model displayed. Youth emphasize on how a parent models themselves in good manner to learn the behaviour, rather than to follow what the parents request for.

In general, parents are encouraged to practise Authoritative parenting style (*Guidance, Supportive, and Good Role Model*) as the optimum parenting style in present day to enhance the positive views in children. Parents can spend time in providing guidance, supporting them, and becoming a role model when handling life issues. Nevertheless, when suicidal thoughts arise, the practice of the Permissive parenting attributes (*Fully Acceptance, Lenient, and Rarely Care*) is crucial as it allows children to express freely, to make them feel accepted and to have their personal and private moments in order to reduce the suicidal ideation.

6.2 Limitations and Future Recommendations

Several design and methodology issues of the current study warrant comment and the findings and discussion shall be interpreted in light of these limitations. First, the use of a cross sectional design in the current study implies the significant predictors obtained can only explain the variance in youth suicidality in a concurrent time frame. The study may be replicated by using a longitudinal design to assist in exploring the predictability of the same predictors in a later period. Furthermore, results obtained from the use of nonprobability sampling in this study may over or under represent the behaviour of the study population. A switch from nonprobability sampling method to probability sampling is strongly encouraged to grant greater generalizability on the result obtained in the research area.

Second, the correlations between the suicide ideation and parenting style were done only through one way perception, which was only from the young adult's perspective. However, it could be dictated by their own emotion and they might have the tendency to rate their parents more positively or negatively (Lai & McBride-Chang, 2001). Therefore, a bidirectional study of parenting style from the points of view of both the young adult and parents may be obtained in future research when examining suicide ideation.

Third, suicidal ideation can be transitional. The youngs who are at the instability stage may constantly change their minds as they are facing different

kinds of life styles and stresses. As such, independent successive study design of current study may not be able to capture a full picture to the critical ongoing issue.

Forth, the present study only involved three parenting styles, namely the authoritarian, authoritative and permissive, to understand its relation to suicidality, based on the initial construct of Baumrind's parenting typology. However, future researcher may replicate the study in another setting or population which include neglectful parenting style. For example, sample from psychiatric inpatient, orphanage home and reported neglectful social cases can be used for further comparison and understanding.

Lastly, future research may investigate how suicidal behaviours and ideations arise, how specific risk factors can enhance the tendency of that persons or groups to show signs of suicidal behaviour, and how resilience factors such as social connections serve as the protective buffer against suicidality. This understanding is significant for recognizing developmentally optimal intervention approaches and contexts to youths.

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Appendix A

Differences between Cronbach's Alpha Inter-Item Reliability of the PANSI – PI and PANSI – NSI for Pilot Study and Validation Report by Osman et al. (2003)

	Pilot study	Validation report by Osman et al. (2003)
PANSI – PI	$\alpha = .87$	$\alpha = .81$
PANSI – NSI	$\alpha = .94$	$\alpha = .94$

Appendix B

SPSS Output on Correlations for PSI – II (Authoritarian, Authoritative and Permissive Parenting Style) and PANSI (PANSI – PI And PANSI –NSI) among Young Adult in UTAR – Pilot Study

		Positive_Ide ation	Negative_Id eation	Author- Itarian	Author- Itative	Permiss- Ive
Positive_Ide ation	Pearson Correlation	1	-.701(**)	-.398(**)	.479(**)	.396(**)
	Sig. (2- Tailed)	.	.000	.001	.000	.001
	N	62	62	62	62	62
Negative_Id eation	Pearson Correlation	-.701(**)	1	.489(**)	-.564(**)	-.450(**)
	Sig. (2- Tailed)	.000	.	.000	.000	.000
	N	62	62	62	62	62
Authoritaria n	Pearson Correlation	-.398(**)	.489(**)	1	-.566(**)	-.550(**)
	Sig. (2- Tailed)	.001	.000	.	.000	.000
	N	62	62	62	62	62
Authoritativ e	Pearson Correlation	.479(**)	-.564(**)	-.566(**)	1	.655(**)
	Sig. (2- Tailed)	.000	.000	.000	.	.000
	N	62	62	62	62	62
Permissive	Pearson Correlation	.396(**)	-.450(**)	-.550(**)	.655(**)	1
	Sig. (2- Tailed)	.001	.000	.000	.000	.
	N	62	62	62	62	62

*** Correlation is significant at the 0.01 level (2-tailed).*

Appendix C

Differences between Cronbach's Alpha Inter-Item Reliability of the PSI – II Before and After Adjusting the Negative Items in Each Subscale – Pilot Study

	Before adjusting negative items	After adjusting negative items
Authoritarian	$\alpha = -.38$	$\alpha = .70$
Authoritative	$\alpha = -.21$	$\alpha = .84$
Permissive	$\alpha = .52$	$\alpha = .57$

Appendix D

Electronic Mail on Obtaining Permission to Utilize PANSI Inventory from Dr Osman

From: Augustine Osman <augustine.osman@utsa.edu>
To: angeline goh <angeline_2905@yahoo.com>
Sent: Thu, March 4, 2010 12:55:20 AM
Subject: RE: Positive and Negative Suicide Ideation (PANSI) Inventory

Hi—please let me know when you plan to use the PANSI; I will send you the related information—instrument, scoring etc.

=====
Augustine Osman, Ph.D.
Professor, Associate Dean for Research
and Graduate Studies-- COLFA
The University of Texas at San Antonio
One UTSA Circle HSS 4.01.23
San Antonio, TX 78249-0641
Ph: (210) 458-6854
Fax:(210) 458-4347
Web: <http://www.utsa.edu/psychlabs/osman/>
"Only a life lived for others is a life worthwhile"
---Einstein

From: angeline goh [mailto:angeline_2905@yahoo.com]
Sent: Wednesday, March 03, 2010 9:56 AM
To: Augustine Osman
Subject: REF: Positive and Negative Suicide Ideation (PANSI) Inventory


Dr Augustine

My name is Angeline, Lee Ying Goh, a postgraduate student on Master of Philosophy (Social Science) from University Tunku Abdul Rahman, Malaysia.

I have come across the above mentioned inventory, and found it suitable for my dissertation topic on Parenting Style and Suicide Ideation/Depression in Young Adolescent in Malaysia setting. Hence, I am writing in to obtain permission for utilizing the **Positive and Negative Suicide Ideation (PANSI) Inventory** in my thesis writing. If your good self grant my use of this inventory, would you be able to send me a complete copy of the assessment, as the one I saw in the internet with only 14 items.

Furthermore, may I request more about the validity and reliability of the above test?
If you would like to inquire more on my dissertation, please do not hesitate to contact me.

Appreciate your kindness.
Thanks.

Cheers,
Angeline Goh 

Appendix E

Electronic Mail on Obtaining Permission to Utilize PSI – II from Professor Nancy

From: Nancy Darling <nancy.darling@oberlin.edu>
To: angeline goh <angeline_2905@yahoo.com>
Sent: Tue, March 2, 2010 3:46:12 AM
Subject: Re: Fw: REF: Construction and Validation of the Parenting Style Inventory II (PSI-II)

You are very welcome to use it. We haven't used it in Malaysia, and I don't know that much about it's properties there. In other nearby countries, where parenting is relatively stricter than in the US or Chile, we had some problems with the internal reliability of the demandingness subscale. I would recommend testing it in your population first. We have also combined all dimensions and always gotten good predictive power with it.

Good luck with your work -

Nancy

angeline goh wrote:

> Hi Nancy,
>
> As below mail, I hope your good self are able to assist me in the research thesis. As of any further queries, kindly contact me.
>
> Thanks.
> */Cheers,/*
> */Angeline Goh /*
> *To Smile is One's Privilege,*
> *To Love is My Life Profession.*
> */"Beloved, let us love one another; for love is of God"/*
> */1John 4:7/*
>
>
> ----- Forwarded Message -----
> *From:* Donna Rose Bitner <drb7@psu.edu>
> *To:* angeline goh <angeline_2905@yahoo.com>
> *Sent:* Mon, March 1, 2010 9:01:09 PM
> *Subject:* RE: REF: Construction and Validation of the Parenting Style Inventory II (PSI-II)
>
> Nancy Darling is no longer at PSU. I found her email:
>
>
> nancy.darling@oberlin.edu
>
> */Donna Rose Bitner/*
>
> /Administrative Support Coordinator/
>
> /Human Development & Family Studies/
>

> /The Pennsylvania State University/
>
> /211G Henderson Building South/
>
> /University Park, PA 16802/
>
> /814-865-2643/
>
>
> *From:* angeline goh [mailto:angeline_2905@yahoo.com]
> *Sent:* Monday, March 01, 2010 3:10 AM
> *To:* drb7@psu.edu
> *Subject:* Re: REF: Construction and Validation of the Parenting Style Inventory II (PSI-II)
>
>
> Kindly refer below request! Thanks!
>
> /*Cheers,*/
>
> /*Angeline Goh */
> *To Smile is One's Privilege;*> *To Love is My Life Profession.*
> /*"Beloved, let us love one another; for love is of God"*/
> *1John 4:7*/
> -----
>
> *From:* angeline goh <angeline_2905@yahoo.com>
> *To:* nxd10@psu.edu
> *Sent:* Mon, March 1, 2010 4:01:21 PM
> *Subject:* REF: Construction and Validation of the Parenting Style Inventory II (PSI-II)
>
> To whom it may concern,
>
>
> My name is Angeline, Lee Ying Goh, a postgraduate student on Master of Philosophy (Social Science) from University Tunku Abdul Rahman, Malaysia.
>
>
> I have came across the above mentioned inventory, and found it suitable for my dissertation topicon Parenting Style and Suicide Ideation in Young Adolescent in Malaysia setting. Hence, I am writing in to obtain permission for utilize the PSI II in my thesis writing.
>
>
> If you would like to inquire more on my dissertation, please do not hesitate to contact me.
> Appreciate your kindness.
>
>
> Thanks.
>
> /*Cheers,*/
> /*Angeline Goh *//*Image removed by sender./*
> *To Smile is One's Privilege;*> *To Love is My Life Profession.*
> /*"Beloved, let us love one another; for love is of God/*1John 4:7*/

Appendix F

Letter to Participants

Perceived Parenting Style and Youth Suicidality in Malaysia

I want to thank you for taking part in this research project. The purpose of this study is to identify the Perceived Parenting Style among youth in Malaysia, as well as its relationship with Suicidality. Your participation in this project is very significant.

If you choose to participate, you will be required to complete five sections of the questionnaire honestly. It will take approximately 30 to 35 minutes.

Section A: Demographic Information & Generalized Self Efficacy

Section B: Suicide Behaviors Questionnaire – Revised (SBQ-R)

Section C: Positive and Negative Suicide Ideation (PANSI)

Section D: Parental Style Inventory II (PSI – II)

You may choose not to participate or terminate participation if you experience discomfort while completing the research. No adverse action will be taken against you for opting out. I, however, do not anticipate any physical risks will result from participating in this project other than minimal fatigue.

I would be with you throughout the whole assessment and would be the only researcher handling your scripts. The information of this questionnaire will be used for study purposes and your response will be kept strictly **confidential**. Only group data will be released for publication or conference presentation of the research project.

Thank you.

Prepared by,

Agreed by,

Goh Lee Ying, Angeline
University Tunku Abdul Rahman
FAS Postgraduate Student (M. Phil)

Name : _____
Date :

Appendix G

Complete set of Questionnaires

Section A

Demographic Information, Perception on Parenting Style and Death

Code

1. Age: _____

2. Gender: Male Female

3. Religion: Islam Buddhism Hinduism Christian Other

4. Ethnicity: Malay Chinese Indian Other: _____

5. Region: Northern Central Southern Other: _____

6. Family Type:

Blended Family : Includes parent, children, grandparent, and relatives

Nuclear Family : Includes parent and children

Single Parent Family : Includes either father or mother and children

Other : _____

7. How is your relationship with your parent? ____ (Rated 1 to 10, 1 is poor and 10 is excellent)

8. How do you think your parent's parenting style positively influence you?

9. How do you think your parent's parenting style negatively influence you?

Section B
Suicide Behaviors Questionnaire – Revised (SBQ-R)

Please circle the number beside the statement or phrase that best applies to you.

1. Have you ever thought about or attempted to kill yourself?

1 = Never

2 = It was just a brief passing thought

3a = I have had a plan at least once to kill myself but did not try to do it

3b = I have had a plan at least once to kill myself and really wanted to die

4a = I have attempted to kill myself, but did not want to die

4b = I have attempted to kill myself, and really hoped to die

2. How often have you thought about killing yourself in the past year?

1 = Never

2 = Rarely (1 time)

3 = Sometimes (2 times)

4 = Often (3-4 times)

5 = Very Often (5 or more times)

3. Have you ever told someone that you were going to commit suicide, or that you might do it?

1 = No

2a = Yes, at one time, but did not really want to die

2b = Yes, at one time, and really wanted to do it

3a = Yes, more than once, but did not want to do it

3b = Yes, more than once, and really wanted to do it

4. How likely is it that you will attempt suicide someday?

0 = Never

1 = No chance at all

2 = Rather Unlikely

3 = Unlikely

4 = Likely

5 = Rather Likely

6 = Very Likely

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Section C

Positive and Negative Suicide Ideation (PANSI)

Below is a list of statements that may or may not apply to you. Please read each statement carefully and **write** the appropriate number in the space to the left of each statement.

Response options:

1 = None of the time

2 = Very rarely

3 = Some of the time

4 = A good part of the time

5 = Most of the time

- ___ 1. Seriously considered killing yourself because you could not live up to the expectations of other people?
- ___ 2. Felt that you were in control of most situations in your life?
- ___ 3. Felt hopeless about the future and you wondered if you should kill yourself?
- ___ 4. Felt so unhappy about your relationship with someone you wished you were dead?
- ___ 5. Thought about killing yourself because you could not accomplish something important in your life?
- ___ 6. Felt hopeful about the future because things were working out well for you?
- ___ 7. Thought about killing yourself because you could not find a solution to a personal problem?
- ___ 8. Felt excited because you were doing well at school or at work?
- ___ 9. Thought about killing yourself because you felt like a failure in life?
- ___ 10. Thought that your problems were so overwhelming that suicide was seen as the only option for you?
- ___ 11. Felt so lonely or sad you wanted to kill yourself so that you could end your pain?
- ___ 12. Felt confident about your ability to cope with most of the problems in your life?
- ___ 13. Felt that life was worth living?
- ___ 14. Felt confident about your plans for the future?

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Section D

Parental Style Inventory-II (PSI-II)

How much do you agree or disagree with this sentence? Please read each statement carefully and **write** the appropriate number in the space to the left of each statement.

Response options:

1 = Strongly disagree **2 = Disagree** **3 = I'm in between**
4 = Agree **5 = Strongly agree**

- ___ 1. My parent really expects me to follow family rules.
- ___ 2. My parent doesn't really like me to tell her my troubles.
- ___ 3. My parent tells me that her ideas are correct and that I shouldn't question them.
- ___ 4. My parent respects my privacy.
- ___ 5. My parent hardly ever praises me for doing well.
- ___ 6. My parent gives me a lot of freedom.
- ___ 7. My parent really lets me get away with things.
- ___ 8. If I don't behave myself, my parent will punish me.
- ___ 9. My parent makes most of the decisions about what I can do.
- ___ 10. My parent believes I have a right to my own point of view.
- ___ 11. I can count on my parent to help me out if I have a problem.
- ___ 12. My parent points out ways I could do better.
- ___ 13. My parent spends time just talking to me.
- ___ 14. When I do something wrong, my parent does not punish me.
- ___ 15. My parent and I do things that are fun together.

© Nancy (1997)

Appendix H

SPSS Output for Pearson (Bivariate) Partial Correlation between PSI – II and SBQ – R

Descriptive Statistics

	Mean	Std. Deviation	N
SBQR_Total	5.2937	2.86500	252
Authoritarian	3.2679	.55620	252
Authoritative	3.4754	.74520	252
Permissive	3.5111	.70221	252

Correlations

Control Variables			SBQR_Total	Authoritari an
Authoritative & Permissive	SBQR_Total	Correlation	1.000	-.050
		Significanc e (2-tailed)	.	.434
		df	0	248
Authoritarian	Authoritative	Correlation	-.050	1.000
		Significanc e (2-tailed)	.434	.
		df	248	0

Correlations

Control Variables			SBQR_Total	Authoritati ve
Permissive & Authoritarian	SBQR_Total	Correlation	1.000	-.145
		Significanc e (2-tailed)	.	.022
		df	0	248
Authoritative	Permissive & Authoritarian	Correlation	-.145	1.000
		Significanc e (2-tailed)	.022	.
		df	248	0

Correlations

Control Variables			SBQR_Total	Permissive
Authoritarian & Authoritative	SBQR_Total	Correlation	1.000	-.046
		Significance (2-tailed)	.	.467
		df	0	248
	Permissive	Correlation	-.046	1.000
		Significance (2-tailed)	.467	.
		df	248	0

Appendix I

SPSS Output for Pearson (Bivariate) Partial Correlation between PSI – II and PANSI

Descriptive Statistics

	Mean	Std. Deviation	N
Authoritarian	3.2671	.55324	255
Positive Ideation	3.3120	.78055	255
Negative Suicide Ideation	1.5919	.70855	255
Permissive	3.5067	.69932	255
Authoritative	3.4729	.74375	255

Correlations

Control Variables			Authoritarian	Positive Ideation	Negative Suicide Ideation
Permissive & Authoritative	Authoritarian	Correlation	1.000	.079	-.023
		Significance (2-tailed)	.	.212	.711
		df	0	251	251
	Positive Ideation	Correlation	.079	1.000	.036
		Significance (2-tailed)	.212	.	.569
		df	251	0	251
	Negative Suicide Ideation	Correlation	-.023	.036	1.000
		Significance (2-tailed)	.711	.569	.
		df	251	251	0

Correlations

Control Variables			Positive Ideation	Negative Suicide Ideation	Authoritative
Permissive & Authoritarian	Positive Ideation	Correlation	1.000	.018	.180
		Significance (2-tailed)	.	.772	.004
		df	0	251	251
	Negative Suicide Ideation	Correlation	.018	1.000	-.105
		Significance (2-tailed)	.772	.	.096
		df	251	0	251
	Authoritative	Correlation	.180	-.105	1.000
		Significance (2-tailed)	.004	.096	.
		df	251	251	0

Correlations

Control Variables			Positive Ideation	Negative Suicide Ideation	Permissive
Authoritarian & Authoritative	Positive Ideation	Correlation	1.000	.019	.085
		Significance (2-tailed)	.	.759	.175
		df	0	251	251
	Negative Suicide Ideation	Correlation	.019	1.000	-.206
		Significance (2-tailed)	.759	.	.001
		df	251	0	251
	Permissive	Correlation	.085	-.206	1.000
		Significance (2-tailed)	.175	.001	.
		df	251	251	0

Appendix J

SPSS Output for Pearson (Bivariate) Partial Correlation between SBQ – R and PANSI

Descriptive Statistics

	Mean	Std. Deviation	N
SBQR_ Total	5.2937	2.86500	252
Negative Suicide Ideation	1.5919	.70855	255
Positive Ideation	3.3120	.78055	255

Correlations

		SBQR_ Total	Negative Suicide Ideation	Positive Ideation
SBQR_ Total	Pearson Correlation	1	.607	-.094
	Sig. (2-tailed)		.000	.137
	N	252	252	252
Negative Suicide Ideation	Pearson Correlation	.607	1	-.044
	Sig. (2-tailed)	.000		.487
	N	252	255	255
Positive Ideation	Pearson Correlation	-.094	-.044	1
	Sig. (2-tailed)	.137	.487	
	N	252	255	255

Appendix K

SPSS Output for Multiple Regression – Testing for SBQ – R with Perceived Parenting Styles (Model 1)

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Permissive, Authoritarian, Authoritative ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: SBQR_Total

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.216 ^a	.047	.035	2.81419

a. Predictors: (Constant), Permissive, Authoritarian, Authoritative

b. Dependent Variable: SBQR_Total

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	96.190	3	32.063	4.049	.008 ^a
	Residual	1964.080	248	7.920		
	Total	2060.270	251			

a. Predictors: (Constant), Permissive, Authoritarian, Authoritative

b. Dependent Variable: SBQR_Total

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.360	1.671		5.601	.000
	Authoritarian	-.286	.365	-.056	-.783	.434
	Authoritative	-.667	.289	-.173	-2.312	.022
	Permissive	-.232	.318	-.057	-.729	.467

a. Dependent Variable: SBQR_Total

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.8072	7.4336	5.2937	.61905	252
Residual	-4.43361	10.72528	.00000	2.79732	252
Std. Predicted Value	-2.401	3.457	.000	1.000	252
Std. Residual	-1.575	3.811	.000	.994	252

a. Dependent Variable: SBQR_Total

Appendix L

SPSS Output for Multiple Regression – Testing for SBQ – R with Perceived Parenting Styles and Life Ideations (Model 2)

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
2	Positive Ideation, Negative Suicide Ideation, Authoritarian, Authoritative, Permissive ^a	.	Enter

a. All requested variables entered.

b. Dependent Variable: SBQR_Total

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
2	.622 ^a	.387	.375	2.26538

a. Predictors: (Constant), Positive Ideation, Negative Suicide Ideation, Authoritarian, Authoritative, Permissive

b. Dependent Variable: SBQR_Total

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
2	Regression	797.809	5	159.562	31.092	.000 ^a
	Residual	1262.461	246	5.132		
	Total	2060.270	251			

a. Predictors: (Constant), Positive Ideation, Negative Suicide Ideation, Authoritarian, Authoritative, Permissive

b. Dependent Variable: SBQR_Total

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
2	(Constant)	2.241	1.527		1.468	.143
	Authoritarian	-.182	.295	-.035	-.615	.539
	Authoritative	-.328	.237	-.085	-1.381	.169
	Permissive	.419	.263	.103	1.597	.111
	Negative Suicide Ideation	2.498	.214	.616	11.671	.000
	Positive Ideation	-.197	.193	-.053	-1.021	.308

a. Dependent Variable: SBQR_Total

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.6324	11.1383	5.2937	1.78284	252
Residual	-8.10627	9.75910	.00000	2.24271	252
Std. Predicted Value	-1.493	3.278	.000	1.000	252
Std. Residual	-3.578	4.308	.000	.990	252

a. Dependent Variable: SBQR_Total

Appendix M

SPSS Output for Pearson (Bivariate) Partial Correlation between PSI – II and SBQ – R, between Gender

Descriptive Statistics

Gender		Mean	Std. Deviation	N
Male	SBQR_Total	5.0336	2.74304	119
	Permissive	3.5210	.65831	119
	Authoritarian	3.2319	.55965	119
	Authoritative	3.4008	.74430	119
Female	SBQR_Total	5.5263	2.96080	133
	Permissive	3.5023	.74167	133
	Authoritarian	3.3000	.55323	133
	Authoritative	3.5421	.74246	133

Correlations

Gender	Control Variables		SBQR_Total	Permissive	
Male	Authoritarian & Authoritative	SBQR_Total	Correlation	1.000	-.058
			Significance (2-tailed)	.	.536
		df	0	115	
	Permissive	Correlation	-.058	1.000	
	Significance (2-tailed)	.536	.		
	df	115	0		
Female	Authoritarian & Authoritative	SBQR_Total	Correlation	1.000	-.032
			Significance (2-tailed)	.	.717
		df	0	129	
	Permissive	Correlation	-.032	1.000	
	Significance (2-tailed)	.717	.		
	df	129	0		

Correlations

Gender	Control Variables		SBQR_Total	Authoritative	
Male	Authoritarian & Permissive	SBQR_Total	Correlation	1.000	-.162
			Significance (2-tailed)	.	.080
		df	0	115	
	Authoritative	Correlation	-.162	1.000	
		Significance (2-tailed)	.080	.	
		df	115	0	
Female	Authoritarian & Permissive	SBQR_Total	Correlation	1.000	-.163
			Significance (2-tailed)	.	.063
		df	0	129	
	Authoritative	Correlation	-.163	1.000	
		Significance (2-tailed)	.063	.	
		df	129	0	

Correlations

Gender	Control Variables		SBQR_Total	Authoritarian	
Male	Permissive & Authoritative	SBQR_Total	Correlation	1.000	.012
			Significance (2-tailed)	.	.894
		df	0	115	
	Authoritarian	Correlation	.012	1.000	
		Significance (2-tailed)	.894	.	
		df	115	0	
Female	Permissive & Authoritative	SBQR_Total	Correlation	1.000	-.105
			Significance (2-tailed)	.	.234
		df	0	129	
	Authoritarian	Correlation	-.105	1.000	
		Significance (2-tailed)	.234	.	
		df	129	0	

Appendix N

SPSS Output for Pearson (Bivariate) Partial Correlation between PSI – II and PANSI, between Gender

Descriptive Statistics

Gender		Mean	Std. Deviation	N
Male	Authoritarian	3.2311	.55329	122
	Negative Suicide Ideation	1.5823	.68582	122
	Positive Ideation	3.2596	.79543	122
	Permissive	3.5115	.65305	122
	Authoritative	3.3975	.74084	122
	Female	Authoritarian	3.3000	.55323
Negative Suicide Ideation		1.6008	.73125	133
Positive Ideation		3.3602	.76647	133
Permissive		3.5023	.74167	133
Authoritative		3.5421	.74246	133

Correlations

Gender	Control Variables			Authorita rian	Negative Suicide Ideation	Positive Ideation
Male	Permissive & Authoritative	Authoritari an	Correlation	1.000	.072	.076
			Significance (2-tailed)	.	.432	.411
			df	0	118	118
	Negative Suicide Ideation	Correlation	.072	1.000	.072	
		Significance (2-tailed)	.432	.	.435	
		df	118	0	118	
Positive Ideation	Correlation	.076	.072	1.000		
	Significance (2-tailed)	.411	.435	.		
	df	118	118	0		

Female	Permissive & Authoritative	Authoritarian	Correlation	1.000	-.113	.051
			Significance (2-tailed)	.	.199	.566
			df	0	129	129
		Negative Suicide Ideation	Correlation	-.113	1.000	-.010
			Significance (2-tailed)	.199	.	.913
			df	129	0	129
		Positive Ideation	Correlation	.051	-.010	1.000
			Significance (2-tailed)	.566	.913	.
			df	129	129	0

Correlations

Gender	Control Variables			Negative Suicide Ideation	Positive Ideation	Authoritative
Male	Permissive & Authoritarian	Negative Suicide Ideation	Correlation	1.000	.036	-.089
			Significance (2-tailed)	.	.696	.332
			df	0	118	118
		Positive Ideation	Correlation	.036	1.000	.306
			Significance (2-tailed)	.696	.	.001
			df	118	0	118
		Authoritative	Correlation	-.089	.306	1.000
			Significance (2-tailed)	.332	.001	.
			df	118	118	0
Female	Permissive & Authoritarian	Negative Suicide Ideation	Correlation	1.000	-.012	-.142
			Significance (2-tailed)	.	.893	.107
			df	0	129	129
		Positive Ideation	Correlation	-.012	1.000	.056
			Significance (2-tailed)	.893	.	.522
			df	129	0	129
		Authoritative	Correlation	-.142	.056	1.000
			Significance (2-tailed)	.107	.522	.
			df	129	129	0

Correlations

Gender	Control Variables			Negative Suicide Ideation	Positive Ideation	Permissive
Male	Authoritarian & Authoritative	Negative Suicide Ideation	Correlation	1.000	.040	-.216
			Significance (2-tailed)	.	.663	.018
			df	0	118	118
	Positive Ideation	Correlation	.040	1.000	.114	
		Significance (2-tailed)	.663	.	.214	
		df	118	0	118	
Permissive	Correlation	-.216	.114	1.000		
	Significance (2-tailed)	.018	.214	.		
	df	118	118	0		
Female	Authoritarian & Authoritative	Negative Suicide Ideation	Correlation	1.000	-.020	-.200
			Significance (2-tailed)	.	.820	.022
			df	0	129	129
	Positive Ideation	Correlation	-.020	1.000	.081	
		Significance (2-tailed)	.820	.	.356	
		df	129	0	129	
Permissive	Correlation	-.200	.081	1.000		
	Significance (2-tailed)	.022	.356	.		
	df	129	129	0		

Appendix O

SPSS Output for Pearson (Bivariate) Partial Correlation between SBQ – R and PANSI, between Gender

Descriptive Statistics

Gender		Mean	Std. Deviation	N
Male	SBQR_Total	5.0336	2.74304	119
	Negative Suicide Ideation	1.5823	.68582	122
	Positive Ideation	3.2596	.79543	122
Female	SBQR_Total	5.5263	2.96080	133
	Negative Suicide Ideation	1.6008	.73125	133
	Positive Ideation	3.3602	.76647	133

Correlations

Gender			SBQR_Total	Negative Suicide Ideation	Positive Ideation
Male	SBQR_Total	Pearson Correlation	1	.499	-.125
		Sig. (2-tailed)		.000	.177
		N	119	119	119
	Negative Suicide Ideation	Pearson Correlation	.499	1	-.031
		Sig. (2-tailed)	.000		.738
		N	119	122	122
	Positive Ideation	Pearson Correlation	-.125	-.031	1
		Sig. (2-tailed)	.177	.738	
		N	119	122	122

Female	SBQR_Total	Pearson Correlation	1	.692	-.078
		Sig. (2-tailed)		.000	.373
		N	133	133	133
	Negative Suicide Ideation	Pearson Correlation	.692	1	-.057
		Sig. (2-tailed)	.000		.511
		N	133	133	133
	Positive Ideation	Pearson Correlation	-.078	-.057	1
		Sig. (2-tailed)	.373	.511	
		N	133	133	133

Appendix P

Perceived Positive Parenting Influence by Youth

Respondent / Subtheme	
R1	no
R2	no
R3	no
R4	no always talking negative stories about health problems
R5	seldom, no feeling. Mostly friends.
R6	no
R7	very good
R8	take well care of me
R9	take care of me
R10	be happy, share with them
R11	take care of me
R12	ever would take cover
R13	take very good care of me
R14	yes, make me more independent
R15	parenting style of being authoritative influenced me to obey rules and gave me an opportunity to speak my mind
R16	sometimes
R17	I become more independent, able to handle things on my own
R18	they allow me to explore my interest although they don't agree
R19	leadership approach
R20	my parent were very strict when I was young. Very strict when it comes to our academic issue. But now they're approachable and we can share problems & jokes. I think it is good when they're very strict because I think I'll success in my academic performance
R21	it influence me a lot. They guide me to do the right things and our life full of happiness
R22	they're open-minded in considering my opinion
R23	make the family bonding move effectively and strong
R24	make me feel grounded all the time
R25	it makes me independent (strict parenting style)
R26	my parent do not force me to make choices based on their perspectives, and give me freedom to choose myself
R27	they instill positive values in me, ensuring a healthy environment for our growth
R28	I think from their success and some from their daily life
R29	we can be like friends but still have limit of it
R30	sufficient love and discipline
R31	significantly influence in positive way - moral values
R32	my parent's parenting style has greatly influence me in so many ways
R33	my parents encourage me to try on new things, be independent, but they will always be with me when I need them
R34	is independent when studying, living outside the home
R35	I think they provide positive reinforcement such as verbal praise, which make me feel much more confident when I am down/sad

R36	they are quite strict to me so whenever I do I will think of the consequence first
R37	provides lots of guidance on the various issues eg academically, financially etc
R38	I think my parent's parenting style positively influence me by giving me independent lifestyle and positive and motivated thought
R39	they are democratic, let us to do what we want but still monitoring us
R40	parents will reflect the children and vice versa. I will prone to follow my parent's footsteps
R41	they teach me how to speak well. And never skip prayers. So it gives me some guidelines to live my life
R42	my parent thought me well
R43	they trust me so well. They let me decide any decision
R44	they give me more advise
R45	the concern that they show, the advise and positive characters that they show
R46	give advise
R47	they are really take care of me and sometimes we shared problems together so that there is no gap or communication happened between us
R48	they push me to excel and achieve in life. Be tolerant and be a patient person
R49	yes, I picked up my mother's characteristics such as more organized, structured in doing things
R50	they didn't smoke and give me freedom
R51	
R52	
R53	
R54	they always give me advice and take a good care of me although I'm getting matured
R55	
R56	they provide support and opinions when I am facing problems
R57	their encouragement motivates me
R58	my hardworking mother
R59	influence me in the ways of life
R60	my hardworking mother
R61	my hardworking parents
R62	my parent brings me and my siblings to a restaurant once in a month to know whats going on in each of us thinking or doing
R63	my hardworking father
R64	my hardworking mother
R65	take care about me
R66	sometimes ask for my problems
R67	I think, my parent's parenting style has positively influenced me in many aspects like reading spiritual books and watch only educational programmes
R68	I like to spend money
R69	good
R70	take care of me everything and give a very good attention to me
R71	my hardworking mother
R72	they talk with me and cooperate with me. If I in pain, they try to comfort me
R73	my patient father
R74	my parent patient
R75	for my parent, I think yes
R76	take care of each other, helping everyone around us like neighbours
R77	give me a good attitude so I am respect people
R78	give me a good attitude so I can respect people
R79	yes

R80	always take care about their children and help us if we got problems
R81	they always teach us to become a person that kind and friendly
R82	always take care for the children and lovely
R83	always take care about their children and help us if we got problems
R84	
R85	yes
R86	my parent are always talking to me when I'm in trouble and kindly
R87	yes
R88	no
R89	the way they advise and discuss a problem
R90	their result and the way they do
R91	take care of me with full of love
R92	yes
R93	my parent tells me what is right and wrong
R94	hardworking
R95	family day
R96	they are taking non-intervention/indulgent strategy
R97	yes, my father influence me to not talking drug and always think positive when I was solving my problem
R98	kindness, give me advice, take good care of me, make me learn to be discipline
R99	yes my father always encourage me in study
R100	yes they teaching me hpw to behave myself
R101	they will tell me about the life and teach me
R102	my parent influence me that how to life with a good relationship with other people
R103	teaches me calm when facing the problems with a comfortable status although it serious or not
R104	they let me has confidence in my life
R105	make me more hardworking and find the way of life
R106	boleh berdikari, kasih sayang
R107	when facing difficulty, overcome it but not ignore it
R108	smile
R109	when I did something wrong, my parent will teach and guide me
R110	I have been more optimistic and self determined
R111	yes, they give me a lot of encouragement in my study, when I do something wrong they will talk to me, good communicate with me
R112	my parent always take care of me a lot but will not paksa me to do something that I really dislike and unable to do
R113	my parent will educate me
R114	my parent influence to do well in everything and smile everyday
R115	can encourage me
R116	encourage me and help me in my future development
R117	make me got a pressure to study
R118	encourage me, support me, let me having my life goal
R119	let me felt hopeful about the future, have a better relationship with parents, let me do well in everything
R120	my parents respect my privacy, my parent believes I have a right to my own point of view
R121	make me doing better in my exam results as they very concern in it, they also tell me to be hardworking to have a better future
R122	taught me the ways of living, advise me to study hardworking so I can have

	better future, when I am wrong they will advise me
R123	taught me the ways of living, let me understand the importance of study, advise me to study hard in order not to have bad life
R124	
R125	no comment
R126	give me privacy and the way to stay along unlike parent and child but like buddy
R127	
R128	their style not so encouraging, but sometimes they give us the confidence to do something or attending the exam
R129	working hard, helping others
R130	they influence me to smile and face everything with calm mind
R131	taught me ways of living, when I did wrong they will advise me so not to repeat the mistake, advise me to study hard, when I face any problem, my parent will think the solutions together with me
R132	they give me support and help me solving all the question, they also spend time working for my study even work at night
R133	make me more independently
R134	make me more independent
R135	responsible to something
R136	behaviour & what they teach
R137	of course, I will have success future in their opinion
R138	they will give me support and encouragement
R139	parents let me do whatever I'm like and interesting
R140	they always give me advise
R141	they gave freedom
R142	go out with whole family
R143	she takes me to the right way in the future, she believe my decision, she work very hard
R144	they teach me to become more responsible
R145	they let me understand what is happiness
R146	work hard to earn money
R147	right concept
R148	parent always encourage me
R149	take care of myself
R150	they trust me, trust my option
R151	educate me to become someone with discipline
R152	they are very caring and concern about my health, study, problem and life
R153	will accompany me to face problem
R154	mereka memberi nasihat apabila saya dalam kesusahan
R155	they are very love me such if I have some problem, they always help me right away. They are very take care about me
R156	they always give me good advise and cares for my well being
R157	help me solve my problem
R158	help me solve my problem
R159	dinner time's sharing, communicate with each other, sharing opinion
R160	every time accompany me solving problem, every time when I am upset my mother will console and encourage me
R161	they act as a good role model since I was young, let me know what is right and wrong
R162	travelling together, they are very hardworking
R163	study together with me

R164	face my difficulties or problem together with me
R165	when I am down they console me, be my good role model, not giving me much pressure during exam
R166	encourage me, bring me out for fun, teach me ways of living
R167	accompany me to go through difficulties
R168	no
R169	they teach me how to work harder
R170	help me to solve problem
R171	always concern when I sick
R172	they teach me to cherish the things I have
R173	makes me a better person
R174	my parent always hardworking to do work
R175	I think that my parents influence me with the honestly
R176	I think that my parent's parenting style positively influence me by giving me a lot of pocket money
R177	they give me encouragement
R178	they provide me good suggestion or opinion
R179	they provide me a good education
R180	they very respect our opinion
R181	they very respect our opinion
R182	they very respect our opinion
R183	influence me to be more independent
R184	when I face problems or upset, they will encourage and advise me
R185	my parents always advices me make the right decision before making decision
R186	care about me
R187	be in good manner, have to treat other good, don't interfere other's matter/say bad thing behind someone
R188	by allowing me lots of freedom and sharing my problems with me, they have taught me a lot and allow me to experience a lot
R189	responsibility
R190	they always reminds me to get the good result in spm and they teach me some knowledge
R191	I always chat with my mom or tell her my troubles, she will help me in solving the problems
R192	they always share with me what might happen in future, and mentally prepare me to those
R193	I always share my happiness with parent, and they help me solve my difficulties
R194	having good relationship with me, teach me in order to make myself a good person
R195	parent is very hardworking, very determined in raising up children. very determined
R196	respect my decision
R197	learned from mistake, emphasize on children
R198	they become a very good role model to their children, they keep on supporting their children, they always there if I need them
R199	their behavior and attitude
R200	they work very hard to make their children live comfortable
R201	the way they share their opinion with me. They always give a chance to me to take my own decision, they spend their time for me to think about my needs, they support my decision and tried to go on with it
R202	brave to having challenges and be open minded
R203	during shopping, my parent will calculate the price before buy things, they

	have a little open minded
R204	a good relationship between both parent would show the good value among children. thus, we can accept the positively influence from them, this show that our parent is a role model in family
R205	they are very nice and respect us
R206	become more discipline, have good values and have aim of life
R207	they teach me good values, their patience to handle my attitudes
R208	they would give me enough freedom and they respect my privacy
R209	they treat me well, they teach me to become a better person and not to rely so much on other people
R210	my dad is very hardworking on working. I should make myself to be more hardworking
R211	open minded
R212	they will encourage me whenever I fail to do something I could not, they always advise me
R213	have good examples
R214	their living style and habits
R215	I don't know
R216	nothing
R217	discipline
R218	discipline
R219	attitude
R220	
R221	they very love me and sometimes will accept my decision
R222	moral yang baik
R223	memahami situasi
R224	they had taught me and show me many moral values
R225	good discipline
R226	Monday to Friday cannot watch tv and play computer, so to concentrate on study; cannot waste food, have to be cautious on eating behaviour and habit in house and going outside; encourage me studying so to obtain good result
R227	by showing me good examples and solve problems
R228	good attitude
R229	akhlak yang baik
R230	have teach me do study
R231	
R232	they take good care of us with care and warmth
R233	good attitude
R234	they always love me
R235	dote me, love me
R236	kasih sayang
R237	moral yang baik
R238	good attitude
R239	give me freedom
R240	support everything they can if they can afford it
R241	mother love and care for me
R242	mereka selalu mendidik dan menasihati saya
R243	teach me ways of living
R244	they responsible to their duty in our life. They give me freedom
R245	when I am wrong will say me wrong, when I am right will say me right, won't indulge me
R246	nothing

R247	berdikari
R248	teach me positive moral value
R249	their parenting style brought me up well in my opinion (discipline and well mannered), caring environment
R250	their thinking is very positive and optimistic which made me become an outgoing and happy girl. Their trust made me more independent
R251	they taught me that family ties are very important and life is not always on pleasing people, avoid getting annoyed by others misdemeanour instead faced it positively and also live a quality life
R252	more concentrate in academic
R253	doesn't have to worry about my life
R254	give me freedom, and learn from mistake, learn from many experiences
R255	I can share or tell them anything anytime, this let our relationship become very strong, this avoid me from doing stupid thing
R256	my dad was very strict when we were young therefore causing me to be obedient according to rules
R257	they most of the time put me into their shoes, that is how I learned many things in life, difficulties and adaptation
R258	I learned the importance of respecting people especially to elder people and to voice out any of my concern, openly to them
R259	have faith in God and respect elder
R260	respect each other and see things positively
R261	they do not control me like a small kid, provide me sufficient room to do what I like, but guide me through at appropriate times
R262	hearing points of view from different child, not showing bias to any child
R263	their ways make me into a better person and think positively like them
R264	very authoritarian type, I become serious and calm person
R265	they give me freedom and respect me whatever what choices I chose
R266	makes me become more independent
R267	they are strict especially in my studies makes me feel the need to study more, they love me a lot and very protective over me
R268	they teach us manner
R269	they influence me on financial management
R270	religion my mother registered me to Buddhism society when I was 10, morally I am independent

Appendix Q

Perceived Negative Parenting Influence by Youth

Respondent / Negative Response	
R1	yes
R2	yes
R3	no
R4	
R5	seldom, no feeling. Mostly friends.
R6	yes, nagging
R7	no, everyday work no give me times
R8	no
R9	very nagging
R10	act nothing
R11	very nagging
R12	no comment
R13	always arguing
R14	no
R15	made me a little too organized. And must follow rules
R16	also sometimes
R17	become protective of myself
R18	they nag a lots when they disagree with things
R19	individualistic
R20	I think when they're very strict especially about the academic performance, it was stressful and sometimes I want to give up on what I'm doing now
R21	it may influence me because family play very important role in my life
R22	
R23	they do not have parenting style negative
R24	sometimes, felt like being control
R25	sometimes I am afraid to voice out my own opinion
R26	my parents do not give sufficient emotional support for me to be able to tell them problems and obstacles that I face
R27	
R28	I think from their problem that disturb all the family
R29	we can get spoiled and become independent person in future
R30	there are certain topics which are considered as 'taboo' in our culture and hence, are not discussed openly among family members
R31	in terms of thinking - sometimes is too traditional
R32	no
R33	they always keep things in the mind. For some topics, they do not discuss with us
R34	having socializing problems because parenting style doesn't encourage open communication
R35	I think the way they scolded me without reason when they were stressed out which made me sometimes will scold other unreasonably
R36	sometimes, parent might ignore me duw to their busy work so sometimes may feel lack of love from the parent
R37	can't think of any
R38	I think my parent's parenting style negatively influence me by enforcing some

	rules to obey and some restrictions
R39	sometimes they did not apply what they have been advising us
R40	if I am too spoiled by them
R41	when my father got angry, he will say something unpleasant
R42	I didn't see any negative influence from my parent
R43	when they got mad, sometimes I got beaten up. But when I'm in high school, they treat me like adult and I got independence. I hate got beaten up. I become angry in person
R44	no
R45	certain things and problems that they cannot understand and too control what we want to do
R46	no any negatively influence
R47	nothing negative style influenced me
R48	they make me a more critical person and sometimes I insist on doing things my way
R49	I learned to keep things to myself, tend to be a blamer when things gone wrong
R50	
R51	
R52	
R53	
R54	
R55	
R56	sometimes they are stressing me
R57	will make feel hopeless with life
R58	always quarrel
R59	my parent doesn't have any negative parenting style that influence me
R60	always quarrel
R61	always quarrel
R62	my parent always get angry easily when they come back home after work
R63	always quarrel
R64	always quarrel
R65	
R66	easily get mad
R67	I think, my parent's parenting style has not negatively influenced my in any way
R68	read is good but read the novel does not good for me
R69	never happened
R70	do not give any attention and always mad me
R71	always quarrel
R72	my father smoke infront of me. My father ignore me if I tak with him (sometimes)
R73	my smoking father
R74	my father smoking
R75	well I don't think so, no
R76	I smoking with my father
R77	no
R78	have a bad behaviour at home even outside
R79	no
R80	no
R81	they don't respect our privacy and always think that I couldn't solve problem myself
R82	no
R83	no

R84	
R85	no
R86	my parent sometimes will scold me
R87	no
R88	no
R89	a few of their attitude
R90	some of their attitude
R91	sometimes not agree with my decision
R92	no
R93	my parent not allow me to go out with friends. I have too many tuition class to go
R94	they don't know how to express their concern on children, and so do I
R95	parent quarrel
R96	seldom in touch with them, I do not feel anything. I just do not want to become like them
R97	yes, my mother character and personality
R98	do not have freedom, not believing me, guide me strictly until go out with relatives also can't, control my privacy, let me unavailable to independence
R99	yes my mother influenced me in her temper
R100	yes sometimes they will neglect some family member feeling
R101	they always do their things themselves
R102	
R103	punish me
R104	I feel hopeless in my life and don't like them
R105	too much of work and pressure depend on my life
R106	kurang memahami saya
R107	when angry easily lose sight in judging
R108	angry
R109	no
R110	their temper and behavior had influence me to have a thought of being neglect
R111	temper no good
R112	I think no
R113	using scold and punishment as teaching method
R114	no
R115	give me a lot of pressure
R116	a little bit of school work pressure
R117	make me too much pressure to study
R118	few pressure and little freedom
R119	no
R120	my parent hardly ever praise me for doing well, when I do something wrong, my parent does not punish me
R121	I don't have much the chance to choose the things I actually interest
R122	teach me by scold and punishment
R123	always scold me as ways of teaching me
R124	
R125	no comment
R126	no (until now)
R127	
R128	no comment
R129	biased!!! Unfair, there is something right still want to say there is wrong, indiscriminate
R130	they also influence me with their hot temper that nearly destroy my whole life

R131	parent uses scold and punishment to teach me
R132	my parent sometimes quarrel with each other and scold us for no reason
R133	nothing
R134	no good, always go out. Never know what I want or my hobby. Never ever agree with my idea and always said that they are always like
R135	my mother always makes something worse
R136	behaviour & what they teach
R137	yes, my parent always compared my exam results with my sister. And of course, I always bad than my sister
R138	they seldom care for me, so I have freedom, and want to go out late also can, as long as I don't learn bad thing
R139	do not know what I'm thinking
R140	they put a lot of hope on me
R141	they sometimes over concern about me
R142	control too much over my life
R143	she makes me confused, she didn't give me some free space all the time, always scold me
R144	they teach me to become more aggressive
R145	give me pressure on study
R146	give me pressure
R147	control my freedom
R148	seldom allow me going out with friends
R149	nothing
R150	my parent not allow me going out with friends
R151	cannot go out with friend in evening until late night
R152	nothing, although they are not perfect but they are best for me
R153	
R154	nothing
R155	they are just very angry about me if I make something they would not like
R156	nothing
R157	nothing
R158	nothing
R159	think too much
R160	my parent not allow me go with my friend
R161	my parent and I seldom communicate
R162	my parent is strict and seldom let me go out with friend
R163	let me watch television programme too long
R164	not let me go out with friend
R165	over spoilt me, so I am not independent
R166	did not spend for me in doing homework, have to reach the exam grade
R167	not allow me to learn anything if that will spend money, no freedom, cannot share personal matter honestly, did not care about my feeling
R168	no
R169	they give me a lot of pressure
R170	less freedom
R171	doesn't allow me go out with my friend or travel with friend
R172	none
R173	doesn't let me play with the computer too long
R174	my parents don't allow me to talk with my friend when at outside
R175	no
R176	yes, no freedom
R177	seldom go out with friend

R178	quite strict to me
R179	seldom go out with friend
R180	
R181	they do not support to have love affair during study
R182	
R183	happened of civil war
R184	very suspicious
R185	they get angry during different of opinion
R186	drink alcohol, smoking
R187	sometimes temper no good, scold people
R188	I've become stubborn and will oppose them strongly if they deny me from certain things
R189	sometimes smoking, bad-mouthed
R190	no
R191	sometimes neglect me
R192	sometimes bias, let me felt being ignore
R193	sometimes neglect me
R194	quarrelling in front of me, make me disappointed in certain situation
R195	parent always buy lottery, gamble, do unrealistic things
R196	none
R197	divorced, bad tempered, stubborn, have extramarital affair, spend all time on work, only talk through phone, seldom see each other
R198	rarely they were busy with their work
R199	their lifestyle
R200	smoking
R201	they way they treat me if I did any mistakes, they show their angry on other matter to me, they talk harshly when they get angry to me at anywhere
R202	always hide sadness in heart and not spoken out with anybody
R203	my always fight with me to play computer
R204	busy with their career will give the negative impact among the children. they do not have a time to sit and spend the time with their children. will caused them to look for meaningful life out there
R205	father always smoking and drinking, bad temper
R206	some negative behavior sometimes make me disappointed
R207	they teach me to do good values but sometimes their attitude are different from what they taught to me, they always think negatively about my friends and my privacy. They did not appreciate what I achieved is the best. They force me to follow their wants
R208	they would say their view points are correct and mine is incorrect. This creates misunderstand between us
R209	sometimes they can be so protective slightly bias, they do not listen to my opinions and they think they are right in whatever they are doing
R210	my dad is smoking and drinking beer heavily
R211	dirty
R212	no there is no negative influence from my parent
R213	bad temper sometimes
R214	working overtime everyday without spending time with their children
R215	no
R216	I think is nothing
R217	most relax
R218	no
R219	

R220	
R221	sometimes they always think that they is always right
R222	suka marah
R223	membebel (rambling)
R224	
R225	no
R226	sometimes unreasonable; do not check on what is really happening but scold me first; drinking and gambling
R227	it has a bit racism
R228	nothing
R229	suka marah
R230	
R231	he always showing me his temper whenever he is not doing well outside
R232	
R233	nothing
R234	they often scold me
R235	whenever chatting, they always think that whatever they said are right
R236	membebel (rambling)
R237	suka membebel (likes rambling)
R238	membebel (rambling)
R239	give me freedom
R240	
R241	no
R242	mereka kadang kala bersikap tidak adil
R243	blame me, quarrel
R244	I don't know
R245	seems to be no
R246	bising
R247	no
R248	
R249	don't think there is a negative influence
R250	their bad temper will influence their decision making sometimes, which me become hesitation in making decision
R251	they did not accentuate on teaching me certain valuable and useful value
R252	need more freedom
R253	can't be alone
R254	erm.. No?
R255	
R256	at times, he was too strict that there are no chances to negotiate or truly express my feelings and perception
R257	I have phobia or fear on many things
R258	probably due to the protective style of my father, I was much more of a reserved person rather than friendly one
R259	their anger at times may be over the limit
R260	can be easily get angry most of the time
R261	
R262	
R263	
R264	very authoritarian type, no feel comfortable to speak out something which actually troubling me
R265	they will too worry about me sometimes, they want me to discuss all my problems whenever I made any decision

R266	might a bit introvert
R267	my mom is too protective over me, I feel really tight up by mom
R268	their bad temper
R269	become a conservation thinker
R270	