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Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

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Since Baumrind’s (1966, 1967) initial theory on parenting styles, numerous studies have investigated the relationship between parenting styles and adolescent development. Despite this work on parenting style and adolescent behavior, there is still limited research on parenting styles, adolescent suicidal behavior, and self-disclosure. This study investigated whether, or not there is an association between parenting styles, adolescent suicidal behavior, and self-disclosure among adolescents of Saint Lucia and determined whether these relations were moderated by gender and family structure. The sample included 597 adolescents, 200 boys, 383 girls, 14 who identified as other, between the ages of 14 and 17 from six high schools in the island of Saint Lucia. Adolescents were administered the demographic questionnaire, along with Parental Authority Questionnaire, Suicidal Behavior Questionnaire Revised and Emotional Self-Disclosure Scale. Pearson correlation and multiple regression analyses revealed a negative and significant association between authoritative parenting style and adolescent suicidal behavior, a positive and significant correlation between authoritative parenting style and self-disclosure. The results also showed that suicidal behavior correlated negatively and significantly with self-disclosure, and evidence of gender moderation of the relationship between authoritarian parenting style and self-disclosure. None of the family structure moderator models proved to be significant.
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

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B.A., Mount Saint Mary’s University, 2001
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A Dissertation
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Requirements for the Degree of
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at the
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2018
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APPROVAL PAGE

Doctor of Philosophy Dissertation

Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

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Chapter 1
Introduction

Since Baumrind’s (1966, 1967) initial theory on parenting styles a plethora of studies have examined the relationship between parenting styles and adolescent behavioral outcomes. For example, parenting style has been associated with adolescent prosocial behavior, antisocial behavior, risky behaviors, and disclosure (Carlo, Mestre, Samper, Tur, Armenta, 2010; Carlo, McGinley, Hayes, Batenhorst, Wilkinson, 2007; Knafo, 2003; Steinberg, Blatt-Eisengart, Cauffman, 2006; Vachon, Vitaro, Wanner, Tremblay, 2004; Soenens, Vansteenkiste, Luyckx, Goossens, 2006; Vieno, Nation, Pastore, Santinello, 2009).

Despite these studies on parenting style and adolescent behavior, limited research has assessed the relationship between parenting style, adolescent suicidal behavior, and adolescent disclosure. The few studies on parenting style, adolescent suicidal behavior and adolescent self-disclosure have focused mainly on white European American children (Soenens, et al., 2006; Vieno, et al., 2009). There have not been any studies with youth of West Indian descent.

The purpose of this study is to address this gap in the literature by examining whether or not there is an association between parenting styles, adolescent suicidal behavior, and self-disclosure among Saint Lucian adolescents. This study also identifies some of the factors or variables that influence parenting styles, adolescent suicidal behavior, and self-disclosure such as gender, social economic status, family structure, and level of education.
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Statement of the Problem

The period of adolescence is a very challenging one and is filled with many possibilities but also, a time of great anxiety and confusion due to incessant physical, social, personal and emotional changes. Adolescents are constantly faced with the pressure to fit in socially or to excel academically. As adolescents struggle and wrestle with self-discovery, many find themselves in a constant battle to win independence from the rules or expectations of their parents or some other authority figure. The frustrations and pressures associated with their developmental stage can make them feel hopeless and despondent. Academic expectations, peer pressure, questions about sexual orientation, identity confusion, and dating problems can cause youth a great amount of pain. When these feelings are not expressed or shared with others, but instead stifled or bottled up, teenagers may become withdrawn, internalize their problems, and consequently feel there is no way out but suicide.

Adolescents lack of disclosure has been a source of heartache and disaster for so many families. Teenagers who internalize frustration and have negative emotions are vulnerable to suicide. Studies have shown a link between lack of sharing inner feelings and adolescent suicide. Horesh and Apter (2006) examined the relationship between self-disclosure, depression, anxiety and suicidal behavior among adolescent psychiatric inpatients and found a significant correlation between suicidality and low levels of self-disclosure. The result of the study suggests that adolescents who scored lower on sharing of feelings, have a higher chance of committing suicide.

An example of this serious problem is Josh, a teenager of West Indian descent who committed suicide a few years ago. Josh’s parents attended Saint Justin and Saint Michael parishes, two multicultural churches in the North End of Hartford. He was the pride of his
Parents. He was every parent’s dream for a son. Josh was always smiling, yet no one knew that behind those smiles, was a troubled young man who wore the mask so well. His parents did not know his deepest worries and struggles. On that fateful day, Josh left his house and checked himself into a hotel where he took his own life by suffocation. On a suicide note he left, Josh wrote that his parents were the best parents anyone could have. Josh did not tell his parents the demons he was fighting inside that made him opt for suicide; instead he left them wondering what could have gone wrong; what did they do wrong; why he did not disclose to them his inner worries and struggles. Josh’s story is one of the many stories of West Indian teenagers who choose suicide over sharing feelings.

This study is crucial for various reasons. For example, not knowing whether adolescent suicidal behavior and self-disclosure are a function of parenting style can hinder effective intervention and risk prevention. If Josh had told someone of his inner struggles, perhaps his suicide could have been averted. Secondly, self-disclosure can positively enhance the quality of parent-adolescent relationship and make parental support accessible to children who need it the most. Thirdly, hiding things from parents has been found to have negative physical and psychological implications and leads to loneliness (Finkenauer, Engels, & Meeus, 2002). The lack of self-disclosure has also been linked to low self-esteem, stress, internalizing and externalizing problems as well as depression among adolescents (Frijns, Finkenauer, Vermulst, Engels, 2005; Frijns, Keijsers, Branje, & Meeus, 2010). Understanding the extent parenting styles correlate with adolescent suicidal behavior and self-disclosure is crucial for a comprehensive strategy for prevention and intervention.
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**Theoretical Framework**

A theoretical framework that conceptualizes the proposed research is needed for this study. How parents raise their children is of significant importance. This is because studies have shown that family patterns play a role in shaping adolescent development and behavior (Baumrind, 1966, 1967). Demandingness and responsiveness are the two variables that characterize parenting and influence outcomes for adolescents (Baumrind, 1991). Demandingness refers to the authority parents have over their children to help them “become integrated into the family whole, by their maturity demands, supervision, disciplinary efforts, and willingness to confront the child who disobeys” (Baumrind, 1991, p. 61-62). Responsiveness has to do with the warmth and support parents give to the children to help them become their own persons. It is 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” (Baumrind, 1991, p. 62). From these two dimensions of parenting, Baumrind derived the 4 prototypes of parenting styles including: Authoritative, Authoritarian, Permissive and Neglecting. These prototypes characterize how different approaches to parenting balance the need for both nurturing and controlling the child’s behavior.

This study uses the theoretical framework of Baumrind’s parenting styles because it is the dominant model in the study of parent-child relationship in the theoretical literature. Numerous researchers have expanded on the theory (Maccoby & Martin, 1983; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994), thereby increasing our understanding of parenting and its impact on developmental outcomes. Figure 1 shows the relationship between the two dimensions (Demandingness & Responsiveness) and the four parenting styles:
This figure shows the two dimensions that Baumrind claims are the focus of parenting namely demandingness and responsiveness. The horizontal line is the responsive axis. The vertical line is the demandingness axis. Authoritative parenting style is on the top left corner because parents who practice authoritative parenting style score high on both demandingness and responsiveness. On the top right corner is the authoritarian parenting style. Parents who ascribe to this style of parenting score high on demandingness and low on responsiveness. On the bottom left corner is the permissive parenting style. Parents who use this approach tend to score high on responsiveness and low on demandingness. The neglectful parenting style is placed on the
bottom right corner and with this style parents score low on both demandingness and responsiveness.

**Definition of Terms:**

Besides the theoretical framework, it is important to define some of the key terms and parenting style concepts used in this study.

*Parenting style* is defined “……as a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviors are expressed. These behaviors include both the specific, goal-directed behaviors through which parents perform their parental duties (to be referred to as parenting practices) and non-goal-directed parental behaviors, such as gestures, changes in tone of voice, or the spontaneous expression of emotion” (Darling & Steinberg, 1993).

*Authoritarian parenting style* refers to those parents who score high on demandingness (they demand maturity from their children) and score low in responsiveness (they are not responsive to the needs and desires of their children). It is “their way or the highway”. Authoritarian parents hand down the rules and expect robotic conformity from children. Children are not allowed to challenge the parental rules; they are not allowed to make demands nor express their needs. They only speak when permitted and any breach of loyalty or obedience is met with severe punishment (Maccoby & Martin, 1983).

*Authoritative parenting style* refers to those parents whose approach to parenting tend to balance the need for demandingness and responsiveness. This kind of parenting holds children accountable, demands maturity from them and in return allows children to make reasonable demands from their parents. Such parents tend to explain the rules and conduct expectation and are open to entertaining objections from their children without losing their authority as parents.
When children get out of line, the corrective measure is supportive and not punitive. Authoritative parents honor their own rights as well as the rights of their children. They encourage freedom of expression and have a very high expectation of their children (Maccoby & Martin, 1983).

Permissive parenting style refers to those parents who tend to be high in responsiveness in their parenting approach (they are responsive to the needs and desires of their children) and low when it comes to demandingness (they make little or no demands of maturity from their children). Permissive parents allow their children the freedom to self-regulate and self-supervise. They do not have high behavioral expectations of their children (Maccoby & Martin, 1983).

Neglectful parenting style refers to those parents who neither demand maturity nor responsive from their children in their parenting approach. In other words, they score low on both demandingness and responsiveness. They do not care about rules nor do they care about any behavioral expectations. Childrearing responsibility is not a priority (Maccoby & Martin, 1983). In this study, neglectful parenting style will not be included because the Parental Authority Questionnaire is not normed on West Indian parents and children.

Maccoby & Martin (1983), reviewed Baumrind’s parenting styles and concluded that warmth and demandingness, when examined together produce four types of families not three as Baumrind’s model and other research studies have hypothesized. Maccoby & Martin (1983) noted that while some of the empirical studies point out the difference between authoritative (high level of warmth) and authoritarian (low level of warmth) families, other scholars do not emphasize the different levels of warmth in those families where the level of control is low. Instead, they group these families together and call them “permissive.” Such groupings fail to recognize the varying reasons many families may choose to embrace low level of control.
Disclosure: is defined in this study as the process of sharing one’s inner being, thoughts, feelings and emotions to another person.

Suicidal Behavior: refers to any action that could cause a person to die by their own choice.

In summary, there is limited research examining the relationship between parenting styles, adolescent suicidal behavior, and self-disclosure. The few studies on the foregoing topic focused primarily on White European American children. This study on the other hand incorporates children of West Indian descent and has the potential of providing a framework for a comprehensive strategy for teen suicide intervention and prevention. Chapter II of this study explores what researchers have found as it relates to how parenting styles and behaviors shape development and personalities of their children.
Chapter II
Literature Review

This chapter examines different ways parenting styles and behaviors shape developmental outcomes. This section covers various studies that have associated adolescent behavioral outcomes as a function of parenting behavior. Topics such as parental behavioral control as a protective factor, parenting style as a predictor of prosocial and antisocial behaviors, parenting style and adolescent disclosure are examined in this section.

Parental Behavioral Control as a Protective Factor.

Behavioral Control refers to every tool that parents employ to control teen behavior and activities in order to teach them right conduct and acceptable social behaviors (Baumrind, 1996). An example of parental behavioral control includes monitoring and discipline. Through behavioral control, parents can save their teens from risky behaviors and dangers. For example, studies have found that young adult males whose parents highly supervised their behavior and activities have less drinking problems (Roche, Ensminger, & Cherlin, 2007). Baumrind, (1991) investigated adolescent competence and substance abuse as a function of family patterns and found that parents who are both demanding and responsive are more likely to protect their adolescents from drug abuse and increase their competence.

Parenting Style and Prosocial Behavior

Studies have examined the relationship between parenting styles and promoting prosocial adolescent behavior (Carlo, Mestre, Samper, Tur, Armenta 2010). The results of the findings suggest that parental warmth, sympathy, and prosocial moral reasoning seems to influence adolescents’ prosocial behaviors. For example, parenting style has been associated with
adolescent prosocial behavior (Carlo, Mestre, Samper, Tur, Armenta 2010). In another study, Carlo, McGinley, Hayes, Batenhorst, Wilkinson, (2007) assessed how parenting styles, parental practices, and sympathy influence prosocial behaviors in adolescents. The results showed a significant relationship between parenting practices and adolescents’ prosocial behaviors. For example, adolescents whose parents practiced frequent conversation, discursive communication, experiential learning, and social rewards were more likely to engage in prosocial behaviors.

In another study of 1,355 juvenile offenders, from communities of ethnic minority and low social economic status, Steinberg et al. (2006) found academic competence, psychosocial maturity, emotional maturity, and diminished behavioral problems as variables associated with adolescent offenders of authoritative parents whereas adolescent offenders whose parents are neglectful tend to be less mature, less competent and more troubled.

Furthermore, Lamborn, Mounts, Steinberg & Dornbush (1991) examined patterns of competence and adjustment among adolescents from the four typologies of parenting to test Macoby and Martin’s revision of Baumrind’s parenting styles. The result of the study showed that adolescents whose parents are authoritative tend to be more socially competent and have lower risk of behavioral problems compared to their peers of neglectful parents. The study also found that children raised in authoritarian homes tend to be more obedient and conform to rules, but they lack a sense of self more than their peers. While children of indulgent (i.e., permissive) parents have higher sense of self, the study also found that they equally have higher risk of substance abuse, school misconduct, and were less attentive in school.
Parenting Style & Antisocial Behavior

Parenting style has also been associated with antisocial behavior. For example, a study done by Knafo (2003) found that adolescent children of authoritarian parents tend to have the highest degrees of bullying. Knafo found that adolescents of authoritarian parents tend to value power more and value universalism less than their peers of non-authoritarian parents. They have also been found to associate more with bullying friends.

Another study found that family risk factors can predict adolescent gambling. Vachon et al (2004) sampled 918 adolescents (496 females and 422 males) and their parents. The adolescents completed the South Oaks Gambling Screen Revised (SOGS-R) for adolescents and rated their parents’ practices. Both parents also completed the SOGS-R. The findings showed a relationship between adolescents’ gambling frequency and both parents’ gambling frequency and problems. Further analysis suggested that the problem of gambling in adolescence is a function of the severity of the father’s gambling problem only. Lack of parental supervision and discipline are some of the variables associated with gambling and related problems in youth.

Parenting Style & Adolescent Self-Disclosure

What parents do can hinder or foster adolescent disclosure in parent-adolescent relationships. Parenting style has been linked with adolescent disclosure. Soenens, Vansteenkiste, Luyckx, and Goossens, (2006), examined the relationship between parenting dimensions and self-disclosure by comparing 3 models that describe the dynamics of parenting including: self-disclosure, perceived parental knowledge, and problem behavior. The study found that high responsiveness and high behavioral control and low psychological control can predict adolescent self-disclosure. For instance, according to Soenens et al. (2006), when parents
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build a relationship of trust with their adolescents, by creating a safe environment that is warm and supportive, it can make adolescents more eager to share inner-feelings with parents and others. In another study, Vieno, Nation, Pastore, Santinello, (2009) examined the relationship between parenting, adolescent self-disclosure, and antisocial behavior. The results indicated that parenting practices and styles correlated with parental knowledge of adolescents’ whereabouts and activities, antisocial behavior, and adolescent disclosure. However, further analyses showed a significant relationship between mothers’ controlling and antisocial behavior in teenage boys.

**Adolescent Disclosure in a Parent-Adolescent Relationship & Danger of Secrecy**

This section examines some of the findings on adolescent disclosure in a parent-adolescent relationship and the dangers of keeping secrets from parents.

Many parents believe they have the obligation to know everything that is happening in the lives of their children (Smetana, J. G., Metzger, A., Gettman, D. C., & Campione-Barr, N. (2006), in order to fulfill their parental role of providing guidance and support. Unfortunately, parental knowledge is predicated upon children’s willingness to volunteer the information. Studies have established that child disclosure is a strong predictor of parental knowledge (Kerr & Stattin 2000). If children do not share their inner-feelings, troubled emotions, interpersonal problems at school or with peers, parents may not have ways of knowing what is happening with their sons and daughters. Parental knowledge becomes all the more challenging during the adolescence phase which is characterized by the perceived need to distance oneself from parents and family. Adolescents tend to view their parents’ questions about their whereabouts and the company they keep to be intrusive. Adolescence distance from parents has a potential to stifle communication, make it hard for parents to monitor their activities and create room for secrecy. Adolescents...
usually can decide what they feel parents are entitled or not entitled to know (Smetana et al. 2006).

There are many reasons adolescents may choose to disclose or keep things from their parents. Studies have shown that adolescents are consistent in their rejection of parental authority to regulate personal issues which consists of having control over their body, privacy as well as making choices about what to wear, choice of hairstyle and recreational activities (Fuligni, 1998; Smetana, 1998a, 2000; Smetana & Asquith, 1994). From the adolescents’ perspective, personal issues do not have any negative effects on others and therefore, they are outside the scope of legitimate moral and conventional concern. Adolescents also choose to hide what they are doing in order to protect their privacy (Buhrmester & Prager, 1995). The need to assert power or manipulate parents has also been mentioned in the literatures as possible variables guiding adolescents’ decision to disclose or conceal information from parents (Stattin, Kerr, & Ferrer-Wreder, 2000). Furthermore, secrecy may be adolescents’ way of not wanting parents or adults to worry; and so they choose to fight their emotional battle alone. Adolescents may favor secrecy over disclosure simply because they do not want anyone meddling in their personal life (Engles, Finkenauer & Van Kooten, 2006). The fear of getting into trouble thereby attracting parenting disapproval may have a contributory effect in choosing to hide inner feelings for adolescents (Marshall, Tilton-Weaver, & Bosdet, 2005). Research has also found a significant relationship between what parents do and adolescents’ choice to disclose or hide something. In a study aimed at finding out why adolescents choose to disclose or keep secrets from their parents, Tilton-Weaver (2014) found that parents’ actions can help or hinder adolescents’ willingness to disclose. According to the findings, teenagers who perceive their parents as supportive tend to disclose more and keep fewer secrets.
Despite adolescents’ reasons for choosing to disclose or conceal information from parents, studies have showed that nondisclosure impacts parent-adolescent relationships negatively. Keijsers, Branje, Frijns, Finkenauer, & Meeus (2010), in a longitudinal study of adolescents that measured gender differences in developmental changes and how that relates to adolescents keeping secrets from their parents, reported a significant correlation between keeping secrets from parents and negative parent-child relationship among girls (the correlation is much less for boys).

Smetana, Villalobos, Rogge, & Tasopoulos-Chan (2010) investigated how urban adolescents from lower socio economic status and diverse ethnic backgrounds differ in keeping secrets from their parents and found that adolescents who kept secrets from their mothers increased their likelihood of getting involved in problem behaviors. The study also suggests that the more secrets kept, the more negatively it impacts the quality of parent-child relationships. Researchers have found that keeping secrets from parents can have negative psychological and physical implications. Keeping secrets have negative implications both physically and psychologically. Finkenauer, C., Engels, R. E., & Meeus, W. (2002), studied the connection between secrecy and psychosocial well-being and emotional autonomy and found that keeping secret from parents is a predictor of physical and psychological disadvantages in adolescents. Similarly, Frijns, T., Finkenauer, C., Vermulst, A. A., & Engels, R. E. (2005), examined how secrecy from parents can impact psychosocial and behavioral problems among adolescents and found that teenagers who keep secrets from their parents have a higher risk of substantial psychosocial and behavioral disadvantages and they tend to have negative feelings of self-control. This is because it is not easy to keep a secret. The secret bearer is faced with challenging efforts not to reveal the secret. It requires constant monitoring of one’s behavior, feelings and
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thoughts to ensure that one does not give away anything. Such psychological work can take a negative toll on the physical and mental health. Research show that keeping secrets is significantly correlated with low self-esteem, stress, internalizing and externalizing problems as well as depression among adolescents (Frijns et al. 2005; Frijns, et al., 2010).

Furthermore, the theoretical literature indicates that keeping secrets can impact one’s social life negatively. The underlying theory is that secrecy can put a wall between the secret bearer and those he/she does not want to know about the secret, and that can lead to loneliness (Finkenauer et al. 2002). Parental support may not be accessible if adolescents do not let parents into what is troubling their hearts. Without the social support of parents, it may trigger in adolescents, negative emotional feelings. There is also an indication in the theoretical literature that keeping secrets from parents can exacerbate already complicated emotions and thereby lead to depression.

Some studies have found a significant relationship between secrecy and conduct problems such as aggression and delinquent behavior (Tilton-Weaver, 2014; Frijns et al., 2005; Frijns et al., 2010). Children who keep secrets from their parents are more likely to engage in antisocial behaviors. Hiding something from parents has been associated with poorer relationships with parents (Finkenauer et al. 2002), whereas the more children are able to disclose, the more positive the outcome (Kerr & Stattin 2000).

Some findings concerning self-disclosure and secrecy are mixed. Finkenauer et al., (2002) reported that self-disclosure was linked negatively with emotional autonomy as noted previously, while secrecy was positively correlated with emotional autonomy. The basic idea is that keeping secrets can help adolescents become their own person; it enhances emotional autonomy as children enter the second phase of individuation which happens during adolescence.
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents (Blos, 1967, 1979). Adolescents, in this period push to become their own persons by leaving behind parental dependency and protection while embracing adulthood and its challenges (Finkenauer, et al., 2002). These findings seem to be at odds with other studies available that suggest a link between adolescent disclosure and better adjustment (Kerr & Stattin, 2000; Stattin & Kerr, 2000). There is need for future research to explore more in depth the relationship between disclosure and secrecy.

**Parenting Style and Cultural Variations**

Parenting style is not a one size fits all. It varies from culture to culture and often it is influenced by cultural values, norms, appropriate social behaviors that parents desire for their children. For instance, the goal of parenting for someone who comes from a collectivistic culture may vary from the one who hails from an individualistic ethnic background. The reason is that within the collectivistic culture, the emphasis is on interdependence, obedience and the unity of the group. People see themselves as part of the whole and they believe that the survival and success of the group ensures the wellbeing of the individual. The self is discovered in the family, and culture. The concept of “ubuntu” which means “you are therefore I am” captures the true meaning of collectivistic culture. Examples of collectivistic cultures can be found within African countries, Asia, South and Central America (Bucher, 2008; Rudy, & Grusec, 2006; Sorkhabi, 2012).

Unlike the collectivistic culture, in an individualistic culture, the emphasis is on the uniqueness of the individual. The focus is on those things that would enable one to look after and take care of oneself. The personal traits and characteristics that makes one stand out from the whole is treasured. The values of freedom, independence and self-reliance cannot be
compromised. Parents within this culture are more likely to put some money away in preparation for retirement than their counterparts from the collectivistic culture who are more likely to depend on their children for subsistence when they retire. Examples of individualistic cultures include the United States, Australia, Netherlands (Bucher, 2008; Rudy, & Grusec, 2006; Sorkhabi, 2012).

These two varying cultural perspectives can provide an insight into how parents from these two different cultures might approach parenting and the desired outcome for their children. For example, parents from individualistic culture whose goal for their children is to be self-sufficient, independent and self-reliant and be able to look after and take care of themselves are more likely to adopt authoritative parenting style since it has been found to be a predictor of autonomy in children which matches the desired behavioral outcome of western parents (Keller & Otto, 2009).

In contrast, parents from collectivistic culture where the emphasis is on interdependence, harmony, are more likely to subscribe to authoritarian parenting style which has the potential of bringing about these value sets. Chao (2000), studied the relationship between parenting styles, socialization goals, and parental practices among immigrant Chinese and European American mothers and discovered that Chinese mothers are more likely to adopt authoritarian parenting style, the values of obedience and parental practices that are structured and regulated more than their European American counterparts. Another study by Leung, K., Lau, S., & Lam, W. (1998), significantly correlated authoritarian parenting style to academic achievement among Chinese students. This finding deviates from what studies have found among children of individualistic groups. Furthermore, authoritarian parenting has been found to predict positive behavioral outcome among children of collectivistic cultural background. Rudy and Grusec (2006), studied
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authoritarian parenting among children of individualistic and collectivistic groups. The result showed that when it comes to maternal emotion, cognition and children’s self-esteem, children from Egyptian, Iranian, Indian and Pakistani backgrounds (collectivist group) whose parents favor authoritarian parenting style scored higher in self-esteem.

In Nigeria for instance, a collectivistic culture, studies have found that parents use authoritative, and authoritarian parenting approach as well as the hybrid of the two styles. In a study of differences in parenting style among Nigerian and Cameroonian families, Akinsola (2013) reported that while Nigerian parents significantly employ authoritative and the hybrid authoritative/authoritarian approaches, whereas, Cameroonian parenting is dominated by permissive and hybrid permissive/authoritarian parenting styles. Some of the fundamental values that influence parenting in Nigeria and in many other African countries include obedience, respect for parents and elders (Akinsola, 2011). People within African culture do not speak of the self apart from their social network and see themselves in the context of their family relationships. Their identity as individuals is integrally bound to their social network, meeting the expectations of parents, family and community. For many Nigerian parents, their children are their investment and as such an extension of their generation. Often they would give up their lives in order to ensure that their children become what they want them to become. By so doing, children become the measure of their achievement. They brag about it among their peers as their accomplishment, and often career decisions are made not based on personal interest, but on family values (Denga, 1988).

There is also the value of honor and family reputation in collectivistic cultures. As in patriarchal societies, the man is regarded as the head of the family upon whom is reserved the honor of making unchallengeable decisions for the family. As an extension of the family,
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Children are not to do anything that would tarnish or bring shame to the family. Children are taught to think about the family, and the effect of one’s action on the family before one acts. In making career choices, children are expected to follow the path designed by their parents, and family. Selecting a career that is at odds with parents’ interest might be viewed as being selfish, disrespectful, and can lead to alienation from one’s family.

In the studies cited above, Akinsola (2013 & 2011) found a mixture of authoritative and authoritarian parenting style as operative in Nigeria. Mobility, migration, and western influence with technology may be responsible for the mixed results. Although there is no data to make the case, many Nigerians of the older generation believe that their parents used authoritarian approaches with stricter behavioral control such as physical punishment and restraint to raise them. And most children raised in this population do not see their parents’ approach as cruel but normative. They tend to see it as a concrete sign of their parents’ love. For them the seeming act of unkindness is motivated by goodwill. They tend to believe that their parents love them and want the best for them. Among the older generation of this population who were raised under such strict parental discipline, there an attitude of praise of how good their parents fulfilled their parental responsibilities. They tend to attribute their successful outcome to their parents who did not compromise on their role as parents. All through my adolescent period, I never heard my father utter the expression “I love you” to me nor to my siblings. To give a personal example, I have never heard him all through my life tell my mother he loved her. It is uncharacteristic of the people of his generation. Love for their family is not measured by words but by deeds and action. These actions/deeds that symbolize family love includes sacrifices that parents make for their children as well as the measures they take to discipline them in order for them to have a successful future.
Steinberg (2001) argued that no other parenting style has a better chance of predicting adolescent wellbeing than authoritative parenting. This may be true for European Americans since most of what is reported about parenting and research on parenting styles are heavily normed to European American understanding of family and parenting. Even the samples used for most of the studies in parenting style are quite dominated by this population (Van Campen & Russell, 2010). Parenting style that is good for European Americans may not necessarily be good for every nation and cultures in the world. Such generalization does not take into consideration the differences in cultural values and beliefs that are unique to people and upon which socialization goals and parenting styles are rooted.

From the studies cited above, it is evident that parenting defies a universal one-way approach of raising children. It is different for every culture, and influenced by numerous variables such as values, beliefs, religion, environment etc. A parenting orientation that significantly favors a particular group may not have the same positive effect on another group. For example, authoritarian parenting has been associated with higher academic performance among Chinese youth (Leung et al. 1998; Van Campen & Russell, 2010); in contrast, among European American families, authoritarian parenting has been correlated with negative behavioral outcomes. Authoritative parenting on the other hand has been found to predict among Caucasian adolescents psychological wellbeing, social competence, positive academic performance, less behavioral problems and better management of emotions (Baumrind, 1991a; Steinberg, 2001).

The influence that the environment exerts on parents in choosing parental practice cannot be underestimated. Parents often adopt a particular parenting approach that they consider adequate to meet the challenges of their environment (Murry, 2001). For instance, in a high-risk
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environment where supportive positive adaptation is missing – presence of behavioral and or emotional problems and lack of social competence - minority parents especially African Americans, are more likely to use stricter behavioral control to regulate and protect their children from behavioral problems and from danger (Mason, C. A., & Cauce, A. M. 1996). Adolescents from this population who are raised under such stricter parenting discipline are less likely to see their parents’ parenting approach from the lens of wickedness or lack of responsiveness and lack of parental love. Instead studies have shown that for many of them the parental discipline represents parental love and care as opposed to being controlled and manipulated (Mason et al. 2004). Within the African American population, such parenting which is highly restrictive, strewn by restraint and physical punishment as well as high levels of emotional support is called “no nonsense” parenting (Brody et al. 1998). Based on such findings, it is not surprising for researchers to infer that the impact of authoritarian parenting style on children of ethnic minority who live in a high-risk environment may not be as deleterious as it would be for their counterparts who are being raised in a friendlier and supportive environment (Mason et al. 2004; Steinberg, L., Blatt-Eisengart, I., & Cauffman, E. (2006).

The foregoing variability on the effects of different parenting styles on adolescent wellbeing by no means implies that one style is better than the other. Rather it highlights how cultural context can shape parenting. These studies and the variations they identify make the case that depending on the context, different parenting style can be beneficial for a different cultural group of people and that values that shape socialization goals and parenting are not the same for all. The aforementioned findings on cultural variations of parenting also indicate that love, warmth and support can mean different things depending on the cultural lens one is using (Van Campen & Russell, 2010). When parents discipline their children with high behavioral control, it
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does not mean that they have no love and support for their children. For example, in some
cultures, children and parents may see parental support from the lens of their parents providing
for their needs and using disciplinary practices to make sure that they do not get into trouble.

**Parenting Style and West Indian Culture**

In West Indian countries for instance, a collectivistic culture, existing of scanty studies on
parenting styles found that parents use an authoritarian parenting approach with strict emphasis
on obedience, compliance and respect in raising their children (Wilson, Wilson, & Berkely Caines, 2003). Parents from this population are described as favoring corporal punishment as a
way to discipline their children (Arnold, 1982; Payne & Furmham, 1992; Anderson & Payne,
1994). For them, obedience is normative and they consider bad behavior or disobedience as a
failure in parental responsibility (Arnold, 1982). According to Brown and Johnson (2008),
Jamaican parenting is dominated more by high levels of harsh discipline than affection and
approval as well as low levels of the child’s participation. Smith and Mosby (2003) also found
parenting among this population to be characterized as repressive, severe with lack of positive
verbal interaction as well as lack of warmth and gentle guidance and direction. The assumption is
that “children should be seen and not to be heard.”

Of all the studies reviewed, this researcher could not find a single study that investigated
West Indian of parenting styles with children’s outcomes especially as it relates to suicidality and
self-disclosure. Since studies have shown that what parents do correlates positively or negatively
with children’s developmental outcomes, an in depth study of how parenting styles are correlated
with suicide, adolescent self-disclosure among the Saint Lucian population is warranted.
Arguments Against Adolescents Behavior as a Function of Parenting Style

This section will review some of the findings that attribute adolescents’ behavior to biology and some of the flaws in this argument.

While the foregoing studies have found a relationship between parenting style and adolescent behavioral outcomes, some researchers do not see the link between the two. Instead they claim that genetics play a role in determining behavior and not parenting style (Harris, 1995, 1998; Rowe, 1994). The proponents of this view also argue that if there is any social environment influence at all on children’s behavioral outcome, the credit goes to the peers and not the parents (Harris, 1995, 1998, & Rowe 1994). From the moment of birth, parents tend to have socialization goals and the values they would like to instill in their children. Often these goals and values are rooted in what parents believe are appropriate social behaviors, right conducts and the dreams they have for their children. It would seem odd that peers who interact with adolescents would have more influence on the developmental outcome than their parents who from the moment of birth have been trying to socialize them into some specific trajectory (Steinberg, 2001).

Some of the research on behavioral genetics is not without limitations. Responding to the critics of parenting styles as a predictor of behavior, Collins et al. (2000) pointed out that some of the studies used as the basis for discrediting parental influence did not examine the interaction between genes and environment. Many of the studies omitted the inconsistencies found in the data regarding the role that environment and heredity play in parenting. No consideration was given to the scientific studies of humans and primates that support claims that change in
Parenting can predict behavioral change in children (Collins, Maccoby, Steinberg, Hetherington, & Bornstein, 2000).

Some other studies have found no relationship between parenting style and psychopathology. Havill (1996) and Olafsson (2001) found no relationship between parenting style and psychopathology. In Olafsson’s (2001) study, the result suggests that there is no relationship between parenting style and degree of violence. In contrast, Chhangur et al. (2015) found genes and parental support contributed to the development of delinquency in adolescents. Specifically, they found that adolescents who have both DRD2 A2A2 Genotype and low parental support have a higher risk of developing delinquent behavioral problems across early and mid-adolescence.

**Adolescents’ View of Parenting Style and Sex Differences**

The way parents and children view parenting can be different. For instance, Smetana (1995) found that while Caucasian middle-class children perceived their parents’ parenting style to be more authoritarian and permissive than their parents perceived themselves to be. In other words, saw their parenting style to be more authoritative than did their children. This may indicate that children and parents can view parenting styles from different lenses. Furthermore, another variable that serves as a moderator of parenting is sex differences. Data suggests that parenting styles differ across gender lines. Lytton & Romney (1991) found that among western cultures, parents tend to use authoritarian styles for boys and authoritative style for girls. Limited research has been done to replicate this finding among adolescents of non-European American backgrounds. My research addresses this gap.
Socioeconomic Status

Another variable that studies have found as a moderator of parenting is social economic status. Economic hardship can exact negative impact on parents and consequently influence their parenting practices which in turn could produce negative emotional and psychological outcomes for adolescents (Conger, R. D., Wallace, L. E., Sun, Y., Simons, R. L., McLoyd, V. C., & Brody, G. H. (2002). There is also evidence that social economic status can influence the type of parenting style parents adopt. For example, the findings suggest a partial link between economic hardship and poor parenting. The study also found a relationship between adolescent externalizing behavior and poor parenting (Conger, et al. 2002). This does not in any way mean that parenting practices among parents from higher social economic backgrounds automatically predict positive adolescent behavioral outcome. Evidence from research has shown that parents from higher SES tend to overindulge their children with material things at their own detriment (Bredehoft, Mennicke, Potter, & Clarke, 1998). No studies were found that examined the influence of family SES on adolescent disclosure with a West Indian population. The present study addresses this gap by measuring self-disclosure outcomes for adolescents raised in various socioeconomic status homes.

Family Structure

Studies also have identified family structure as a variable that often mediates parenting. McLanahan and Sandefur (1994) found that children who are raised by their biological parents living together in the same home, fare better than their counterparts that come from less cohesive families. They are less likely to dropout from school or engage in risky behaviors, and they tend to fare better as adults. Other studies found that children raised by their biological parents are
less likely to have socio-emotional and health problems (Brown, 2004; Carlson & Corcoran, 2001), whereas a home where either of the parents is missing can be a risk factor for children. When either of the parents is missing, it can present economic challenges, making it difficult for the single parent to meet his/her parental obligations. Adolescents of divorced parents have been found to be significantly more likely to manifest behavioral problems (Simons, Simons, & Wallace, 2004). In contrast, children who are raised with their biological parents living in the same home are more likely to have economic advantages, quality time with both parents, and social support (Amato, & Sobolewski, 2004). Although, the research suggests that children are better off when they are raised in the same home with their two biological parents (Booth, Scott, & King, 2010), limited studies have examined adolescent self-disclosure and suicidality as a function of parenting style and family structure as a moderator of the impact of parenting style. The current research helps with closing this gap.

**Parenting Styles and Suicidality**

In 2014, The American Association of Suicidology reported that suicide is the 10th ranking cause of death in the U.S with 13.4 suicide deaths per 100,000 individuals and the 2nd leading cause of death for young people between the ages of 15 and 24 years with 11.6 suicide deaths per 100,000 people (Drapeau & McIntosh, 2015). In the Caribbean countries, although the data are not readily available, suicide rate seems to be on the steady increase. Between 1978 and 1992, male suicide rate increased by 319% in Trinidad and Tobago. The rates ranged from 4.96 to 20.76 per 100,000 people (Hutchinson and Simeon, 1997). In Saint Lucia, the World Health Organization reported that between 1980 and 2002, suicide rate grew from 1.7 to 10.4 per 100,000 people. The number is pervasive among young people, for example, of those aged 15-24
the rate was 13.0 per 100,000 people; and aged 25-34, the rate was 16.9 per 100,000 people (WHO, 2002). Although current data are not readily available for Saint Lucia, the surrounding nations have a record of high rate of suicide. For instance, WHO (2012) reported that Guyana has the highest rate of suicide (34.0 per 100,000 population), followed by Suriname which has 28.3 suicides per 100,000 people. With the frequent report of suicide cases among young people in Saint Lucia in the past few years, one can assume that that number has equally doubled.

Previous studies have associated suicidality and parenting styles elsewhere. In Hong Kong for example, Lai & McBride-Chang, (2001) found a link between parent-child relationships characterized by low parental warmth, high maternal over control, negative childrearing practices, negative family climate and suicidal ideation. Likewise, in a study of 44,610 9th graders from different schools in Germany, Donath et al. (2014) reported that suicidal attempts in adolescents is associated with parenting styles. The study also identified rejecting-neglecting parenting as significant predictors for suicidal attempts. Also, less warm and overprotective parenting styles have been linked to increases in suicidal behavior (Goschin et al. 2013). In another study that assessed the relationship between parenting style, suicidal thoughts, acts and depression, Martin & Waite (1994) found that children who perceived their parents to be “affectionless” reported higher risk for suicidal thoughts, self-injurious behavior and depression. Parental hostility has also been linked to suicidality (Fergusson et al. 2000; Gau, S., Chen, Y., Tsai, F., Lee, M., Chiu, Y., Soong, W., et al. (2008); Baier & Rehbein, 2013). The above data indicate that what parents do as it relates to childrearing is related to adolescent suicidal behavior and self-disclosure.
Summary

Adolescent behavioral outcomes have been an age-long concern for developmental psychology and therefore many studies on parenting and its influence on children have been completed. The findings cited in this review indicate what parents do can make or break a child. The reviewed literature linked parenting style to prosocial behavior, academic achievement, antisocial behavior, adolescent self-disclosure, and adolescent suicidal behavior. However, no studies have been done to associate parenting style with adolescent suicidal behavior and self-disclosure among the youth of Saint Lucia. Saint Lucian neighboring countries (Guyana and Suriname) have the highest suicide rates in the world making suicide the 2nd leading cause of death among young people. The frequent report of suicide cases in Saint Lucia among young people suggest that the number has equally surged. This is all the more reason the proposed study is needed.

Besides the known risk factors associated with suicide such as age, sex, poor health status, substance abuse, physical/sexual abuse, family history of suicide, and self-disclosure (Blum et al. 2003; Horesh, et al. 2006), the studies reviewed indicate that social economic status and family structures are variables that can moderate parenting. How much money parents make can influence their parenting approach, and no study has investigated the impact of family social economic status on adolescent self-disclosure among the Saint Lucian population. This proposed study will bridge this gap in literature as it measures self-disclosure outcomes for children who are raised in different socioeconomic statuses.

Furthermore, the studies reviewed found that family structure can influence adolescent outcomes. Children fare better when they are raised with both parents in the same home (Booth, Scott, & King 2010). Other studies found that when fathers are involved, the adolescents tend not
to engage in antisocial behavior (Flouri, & Buchanan, 2002). Most of the studies focus on the structure when the biological fathers and mothers live in the same home and how the fathers’ involvement influences adolescent behavior. However, not many studies have investigated how other family structures might influence adolescent outcomes when the father has several children from different women; where the father does not live in the same home with his children, and the children are raised either by their mother, aunt, or any other family member. No study has investigated how such family structures can moderate the relationships among parenting style, adolescent suicidal behavior, and suicidality within the West Indian population. This study helps to close this gap with this important topic.

The gaps in the literature verify the importance of the current study. Given the high rate of adolescent and adult suicide in the West Indian countries, especially in Saint Lucia, and the lack of readily available data, a deeper investigation into the extent various factors such as parenting styles, self-disclosure, social economic status and family structure increase the risk of suicide among this population is warranted. Such knowledge holds a potential for positive implications for the health of the individual as well as for the wellbeing of the society at large. Research that supports comprehensive parental strategies for prevention and intervention are needed.

The purpose of this study is to investigate whether or not there is an association between parenting styles, adolescent suicidal behavior, and self-disclosure in a sample of Saint Lucian youth. The reviewed literature on parenting style, adolescent suicidal behavior and self-disclosure suggests that this research is needed. In the next chapter, this methodology of the study is presented.
Chapter III
Methods

Participants

The sample consisted of 597 adolescents between the ages of 14 and 17 from six high schools in the Island of Saint Lucia namely, Soufriere Comprehensive Secondary School (West), Micoud Secondary School (South East), Castries Comprehensive Secondary School (City), Babonneau Secondary School (North West), Saint Joseph Convent Secondary School and Vieux Fort La Resource (South). Two hundred of the participants identified as male, 383 identified as female and 14 identified as other. Of the 597 participants, 50 came from Soufriere Comprehensive (24 males, 24 females, and 2 others); 74 came from Micoud Secondary School (42 males, 31 females, and 1 other); 118 came from Castries Comprehensive Secondary School (28 males, 87 females and 3 others); 224 came from Babonneau Secondary School (98 males, 120 females, and 6 others); 81 came from Saint Joseph Convent Secondary School (all females); and 50 came from Vieux Fort Comprehensive Secondary School (8 males, 41 females and 1 other). The participants had a mean age of 15.02 years (SD = .986) and they were recruited without regard to race, gender, or social economic status. The demographic characteristics are presented in Table 1.

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</tr>
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Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

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**Categorical Measure of Socio-economic Status**

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**Father's Highest Level of Education**

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**Mother's Highest Level of Education**

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**Family Structure**

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<tr>
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<td>16.8</td>
</tr>
</tbody>
</table>
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

<table>
<thead>
<tr>
<th>School</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soufriere Comprehensive</td>
<td>50</td>
<td>8.4</td>
</tr>
<tr>
<td>Micoud Secondary School</td>
<td>74</td>
<td>12.4</td>
</tr>
<tr>
<td>Castries Comprehensive Sec School</td>
<td>118</td>
<td>19.8</td>
</tr>
<tr>
<td>Babonneau Secondary School</td>
<td>224</td>
<td>37.5</td>
</tr>
<tr>
<td>St. Joseph Convent Sec School</td>
<td>81</td>
<td>13.6</td>
</tr>
<tr>
<td>Vieux Fort Comprehensive Sec School</td>
<td>50</td>
<td>8.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>597</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Data Collection Procedure**

Permission was obtained from the Saint Lucian Ministry of Education as well as from the principals of the respective schools selected in order to implement the study (See Appendix A). A letter was sent to the parents informing them of the proposed study and asking permission for their children to be part of the study (See Appendix B). Parent/Guardian permission and assent was obtained from the parents and the participants respectively (See Appendix C). Students were sent home with a copy of the approved, validated and stamped parental/Guardian permission and consent form (with the IRB’s stamp) for their parents. Participants were given one week to return the signed parental/guardian permission forms to their teachers. Once the parental/guardian permission forms were obtained, the researcher visited each of the schools and explained to students the research process and obtained their consent (See Appendix D). Only students with parental permission and consent forms were allowed to participate in the study. In each school, the participating students were called out of their respective classrooms to take part in a thirty-minute administration of the four measures. They were given the demographic questionnaire (See Appendix E), parenting style survey (See Appendix F), the suicide behavior survey (See Appendix G), and the self-disclosure survey (See Appendix H), in the assembly hall or
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

classroom. They were given an envelope to enclose their completed questionnaires before returning them to the researcher.

The researcher was present to supervise. The home school teacher was present solely to help explain concepts in local vernacular if the need arose. The study hall was arranged to follow the examination format to ensure confidentiality. The data collection was done anonymously. No personally identifiable information (e.g. name, home address, etc.) was collected through the use of questionnaire. Any question that inadvertently included names or identifying information was destroyed immediately. The measures did not bear any identifiable information. The measures and data were coded with letters and numbers to allow the researcher match the demographic questionnaire with the surveys only. The students who were not participating in the study remained in their classrooms and continued with regular school schedule. The researcher explained to the participants that completing the suicidal measure may have the negative effect of triggering suicidal ideation and therefore provided them with information on safety measures to minimize risks and local referrals (see Appendix I & J). The researcher followed each school policy and procedure for suicide risk management. Every high school selected for this study had trained Guidance Counselors, who also referred cases that could not be handled within to the Human Services unit of the Ministry of Health.

Measures

Parental Authority Questionnaire (PAQ). Parenting Style was measured with PAQ developed by Buri (1991) [See Appendix E]. This scale consists of 30 items that measure the degrees to which parents use authoritarian, authoritative, and permissive parenting styles to raise children. PAQ comes in two forms that measure mother’s and father’s authority styles respectively.
Participants measured their parents’ authority style by rating their agreement with each of 30 statements on a 5 point Likert scale of 1-5 (1=strongly disagree, 5= strongly agree). An example of the authoritarian style is: “Even if their children didn’t agree with them, my parents felt that it was for our own good if we were forced to conform to what they thought was right.”

Documented evidence indicates that PAQ is a highly respectable tool to measure Baumrind’s parental authority prototypes. For test-retest reliability of this measurement tool, Buri’s (1991) study yielded the following reliabilities: $r = .81$ for mother’s permissiveness, $r = .86$ for mother’s authoritarianism, $r = .78$ for mother’s authoritativeness, $r = .77$ for father’s permissiveness, $r = .85$ for father’s authoritarianism, and $r = .92$ for father’s authoritativeness. Buri considers these reliability coefficients to be highly respectable. For Cronbach Coefficient Alpha values of PAQ, Buri (1991) reported the following: .75 for mother’s permissiveness, .85 for mother’s authoritarianism, .82 for mother’s authoritativeness, .74 for father’s permissiveness, .87 for father’s authoritarianism, .85 for father’s authoritativeness. Results from numerous studies suggest that PAQ is a valid and reliable instrument to measure the correlates of parental permissiveness, authoritarianism and authoritativeness (Buri, 1991). Neglectful parenting style was not included since PAQ is not normed for that kind of parenting. PAQ has been normed on adolescents.

Despite the above evidence of good overall reliability, there are questions about the reliability of PAQ when used with certain population. PAQ has been found to lack internal consistency in cross-cultural studies of parenting styles (Chao, 2000). Reitman et al. (2002), found similar reliability problems when the authoritative subscale of PAQR was used with people of lower SES particularly African Americans. Whether or not consistency problems similar to those suggested by Reitman et al (2002) and Chao (2000) operated with a sample of
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

Saint Lucian adolescents is one of the unanswered questions in this study. Statistical tests will be run to check the reliability of the PAQ.

**Suicidal Behaviors Questionnaire-Revised (SBQ-R).** This scale was used to measure adolescent suicidal behavior (See Appendix F). This brief self-report instrument was developed by Osman et al. (2001) to measure past suicidal behavior. The Osman et al. (2001) paper also investigates the reliability and validity of this instrument. Osman, A., Bagge, C., Gutierrez, P., Konick, L., Kopper, B., & Barrios, F. (2001), recruited psychiatric inpatient adolescents, high school students, psychiatric inpatient adults and undergraduates for this study. The questionnaire has 4 items that assesses different aspects of suicidality. Item 1 of SBQ-R examines whether one has had suicidal ideation and made a suicide attempt in their lifetime. Item 2 assesses how often one has experienced suicidal ideation in the past year. Item 3 assesses the threat of suicidal behavior, and Item 4 evaluates an individual’s likelihood of engaging in suicidal behavior. Item 1 scores range from 1 to 4. When “1” is selected as a response option, the individual is assigned to a Non-Risk or Non-suicidal subgroup. When “2” is selected the person is assigned to a Suicide-Risk Ideation subgroup. When “3a or 3b” is selected the person is assigned to a Suicide Plan subgroup. When “4a or 4b” is selected, the respondent is assigned to the Suicide Attempt subgroup. Item 2 range for ratings is 1 to 5 (to assess the frequency of suicide ideation). Item 3 range for ratings is 1 to 3 (to assess the threat of suicide attempt (disclosure)). Item 4 range for ratings is 0 to 6 (to assess self-reported likelihood of suicidal behavior in the future). All the scores by the respondent from item 1 to 4 are summed to get the SBQ-R total score which should range from 3 to 18. This is how suicidal behavior shall be calculated in hypotheses 1a and 1b.
Psychometrically, several studies indicate that SBQ-R is a sound and valid instrument to investigate suicidal behavior (Osman et al., 2001). For intercorrelational and internal consistency reliability estimates among the SBQ-R items, Osman, A., Bagge, C., Gutierrez, P., Konick, L., Kopper, B., & Barrios, F. (2001), reported reliability that ranged from .62 (likelihood vs. threat) to .70 (past attempts vs. frequency) and a coefficient alpha estimate of .88 for a psychiatric adolescent inpatient group. When it comes to the items in the high school sample, the results showed a reliability that ranged from .48 (likelihood vs. threat) to .82 (past attempts vs. frequency) and a coefficient alpha as high as .87. Osman et al. (2001) found with an adult impatient group intercorrelational reliability ranged from .62 (likelihood vs. threat) to .75 (past attempts vs. frequency) and a coefficient alpha of .87. The undergraduate sample showed a reliability range from .22 (threats vs. likelihood) to .58 (past attempts vs. frequency) and a coefficient alpha estimate of .76. This measure has been normed on adolescents.

**Emotional Self-Disclosure Scale (ESDS).** The slightly modified ESDS developed by Snell et al., (1988) was used to measure the extent adolescents will be willing to talk about their emotions with their parents (See Appendix G). The ESDS scale consists of eight emotional items on depression, happiness, jealousy, anxiety, anger, calmness, apathy and fear that make up the ESDS 40 item subscale (5 item per subscale). Each adolescent indicated how disposed he/she was to share their emotions with the disclosure recipients by completing this survey on a 5-point Likert scale: (0) I am not at all willing to discuss this topic with this person, (1) slightly willing, (2) moderately willing, (3) almost totally willing, and (4) totally willing. Higher scores correspond to greater emotional disclosure for each type of emotion assessed by the eight subscales on the ESDS (Snell et al., 1988). Snell et al. (1988) conducted two types of reliability
analyses on the 8 subscales on the ESDS. The result for Cronbach’s Alpha showed internal reliability ranged from a low of .83 to a high of .95. For test-retest reliability of ESDS, the result showed a reliability ranged from a low of .35 to a high of .76. The scores were consistent and stable across a 12-week period. These psychometric results document that ESDS subscales are valid for scientific studies on emotional disclosure (Snell et al., 1988). This measure has been normed on adolescents.

Hypotheses

The purpose of this study is to determine whether or not adolescent suicidal behavior and self-disclosure are a function of parenting styles. Therefore, the hypotheses consist of the following independent variables: parenting styles (authoritarian, authoritative and permissive). The dependent variables include: adolescent suicidal behavior and self-disclosure. The demographic and moderating variables include: gender, socioeconomic status, and family structure (See Appendix I for a summary of Independent variables, Dependent variables, and Demographic/Moderating variables).

The studies reviewed indicated that parents in the West Indian countries tend to be authoritarian in their parenting, an approach that has been associated with suicidality and lack of self-disclosure. It is therefore, expected that parenting style will correlate with adolescent suicidal behavior and self-disclosure. Secondly, since the Caribbean parents tend to raise boys and girls differently, it is expected that gender will moderate the relationship between parenting behavior and adolescent suicidal behavior and self-disclosure. Thirdly, since evidence suggests that family structures in which children are raised can influence adolescent outcomes, one can logically assume that family structure will interact with the relationship between parenting style
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

and adolescent suicidal behavior and self-disclosure. These assumptions support the following hypotheses delineated below.

**Primary and Secondary Hypotheses:**

There are two sets of hypotheses for this study, labeled primary and secondary. The primary hypotheses are hypothesis 1a through 2b. The secondary hypotheses are hypothesis 3 through 9.

**Parenting Styles and Suicidal Behavior:**

*Hypothesis 1:*

There is a relationship between parenting styles (authoritative, authoritarian and permissive) and adolescent suicidal behavior. Specifically:

1a. There will be a negative correlation between authoritative parenting style and suicidal behavior.

1b. There will be a positive correlation between authoritarian parenting style and suicidal behavior. These hypotheses shall be tested using correlation coefficients

**Parenting Styles and Self-disclosure:**

*Hypothesis 2:*

There is a relationship between parenting styles and self-disclosure. Specifically:

2a. There is a positive correlation between authoritative style and self-disclosure.

2b. There is a negative correlation between authoritarian style and self-disclosure.

These hypotheses shall be tested using correlation coefficients
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

Suicidal Behavior and Self-disclosure:

*Hypothesis 3:*

There is a negative correlation between adolescent suicidal behavior and self-disclosure.

Correlation coefficients shall be computed to test this hypothesis

*Hypothesis 4:*

Adolescent females would report higher levels of disclosure than male counterparts. To test this hypothesis, comparison of the means t test will be conducted.

Family Structure: Single Parent Home, Permissive Style, Self-disclosure and Suicidal Behavior:

*Hypothesis 5:*

Children who are raised in a single parent home would report high levels of permissive parenting style, low levels of self-disclosure and high levels of suicidal behaviors.

To test hypothesis 5, we will compare proportions z test (binary outcome) for parenting style and compare the mean t test for behaviors and disclosure.

Gender as a Moderator of Parenting Style and Suicidal Behavior:

*Hypothesis 6:*

The relationship of parenting style to adolescent suicidal behavior will be moderated by gender. This hypothesis shall be tested using Multiple regression with interactions.

Gender as a Moderator of Parenting Style and Self-disclosure:

*Hypothesis 7:*

The relationship of parenting style to adolescent self-disclosure will be moderated by gender. This hypothesis shall be tested using Multiple regression with interactions.

Family Structure: Moderator of Parenting Style, Suicidal Behavior and Self-disclosure:

*Hypothesis 8:*

The relationship between parenting style and adolescent suicidal behavior will depend on if the adolescent is raised in a single parent home or in a family with two biological parents intact. This hypothesis shall be tested using Multiple regression with interactions.
Hypothesis 9: The relationship between parenting style and adolescent self-disclosure will depend on if the adolescent is raised in a single parent home or in a family with two biological parents intact. This hypothesis shall be tested using Multiple regression with interactions.
Chapter IV
Results
Data Analysis

A variety of statistical modalities were applied to analyze the data. The techniques used applied the Statistical Package for the Social Sciences (SPSS). Descriptive statistics such as percentages and means, Pearson correlations and multiple regression analysis were computed. Additionally, formal hypothesis testing was conducted using inferential statistical procedures. For example, hypotheses 1 through 3 were tested using simple Pearson correlations. To test hypotheses 4 and 5, a comparison of the means t test was conducted. Similarly, hypotheses 6, 7, 8 and 9 explored how gender, and family structures moderate relationships between parenting style and adolescent suicidal behavior and self-disclosure and were examined using multiple regression analysis.

Reliability Analysis

Before testing the research hypotheses, reliability analyses were conducted for each of the measurement scales. SBQ-R was tested for reliability and the result demonstrated good reliability with a Cronbach’s Alpha of .84. This result replicates the findings that SBQ-R is a reliable measure for scientific studies. ESDS was tested for reliability and the result showed Cronbach’s Alpha of .95. For the PAQ subscales in the present study, no reliability problems were found with the authoritative subscale of PAQ as suggested by Reitman et al (2002) with the Saint Lucian sample. The Cronbach’s Alpha for permissiveness, authoritarianism and authoritativeness were .65, .71, and .77 respectively. These numbers are consistent with the findings of existing research.
Hypothesis 1: There is a relationship between parenting styles (authoritative, authoritarian and permissive) and adolescent suicidal behavior. Specifically, we hypothesize that 1a., there would be a negative correlation between authoritative parenting style and suicidal behavior, and that 1b., there would be a positive correlation between authoritarian parenting style and suicidal behavior. The Pearson correlations were computed to determine the relationship between the variables in hypotheses 1a and 1b. The results are presented in table 2 below.

Table 2: Correlations between Parenting Styles and Suicidal Behavior:

<table>
<thead>
<tr>
<th></th>
<th>total of PAQ_permissive scale</th>
<th>total of PAQ authoritarian scale</th>
<th>total of PAQ authoritative scale</th>
<th>total of SBQR scale (3-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>total of PAQ_permissive scale Pearson Correlation</td>
<td>1</td>
<td>-.089*</td>
<td>.142**</td>
<td>-.156**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.045</td>
<td>.002</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>537</td>
<td>508</td>
<td>491</td>
<td>534</td>
</tr>
<tr>
<td>total of PAQ authoritarian scale Pearson Correlation</td>
<td>-.089*</td>
<td>1</td>
<td>.217**</td>
<td>.063</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.045</td>
<td></td>
<td>.000</td>
<td>.147</td>
</tr>
<tr>
<td>N</td>
<td>508</td>
<td>542</td>
<td>498</td>
<td>537</td>
</tr>
<tr>
<td>total of PAQ authoritative scale Pearson Correlation</td>
<td>.142**</td>
<td>.217**</td>
<td>1</td>
<td>-.118”</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.002</td>
<td>.000</td>
<td></td>
<td>.007</td>
</tr>
<tr>
<td>N</td>
<td>491</td>
<td>498</td>
<td>525</td>
<td>520</td>
</tr>
<tr>
<td>total of SBQR scale (3-18) Pearson Correlation</td>
<td>-.156**</td>
<td>.063</td>
<td>-.118**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.147</td>
<td>.007</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>534</td>
<td>537</td>
<td>520</td>
<td>591</td>
</tr>
</tbody>
</table>

*. Correlation is significant at the 0.05 level (2-tailed); (**p<0.05)
**. Correlation is significant at the 0.01 level (2-tailed); (***p<0.01)

Table 2 demonstrates the correlations between authoritative parenting style, authoritarian parenting style and suicidal behavior. Table 2 confirms hypothesis 1a. It shows a negative (-.118) and statistically significant correlation between authoritative parenting style and suicidal behavior. Authoritarian parenting style correlated positively (.063) with suicidal behavior, but not statistically significant. Out of the 597 participants, 12.8% and 10% were the missing cases.
for these two analyses respectively. The correlation table above also shows that children who perceived their parents as more authoritative were more likely to rate their parents as more permissive \((r=0.142)\) and more authoritarian \((r=0.217)\). Those who gave higher ratings for authoritarian also rated their parents as less permissive \((r=-0.089)\) and more authoritative \((r=0.217)\). Children who perceived their parents as more permissive rated them as more authoritative \((r=0.142)\) and less authoritarian \((r=-0.089)\).

### Table 3: Correlations between parenting styles and suicidal behavior by Female Gender

<table>
<thead>
<tr>
<th></th>
<th>total of SBQR scale (3-18)</th>
<th>total of PAQ permissive scale</th>
<th>total of PAQ authoritarian scale</th>
<th>total of PAQ authoritative scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>total of SBQR scale (3-18)</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>-0.123*</td>
<td>0.017</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>383</td>
<td>346</td>
<td>354</td>
</tr>
<tr>
<td>total of PAQ Permissive scale</td>
<td>Pearson Correlation</td>
<td>-0.123*</td>
<td>1</td>
<td>-0.107</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.022</td>
<td></td>
<td>0.051</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>346</td>
<td>346</td>
<td>332</td>
</tr>
<tr>
<td>total of PAQ authoritarian scale</td>
<td>Pearson Correlation</td>
<td>0.017</td>
<td>-0.107</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.747</td>
<td>0.051</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>354</td>
<td>332</td>
<td>354</td>
</tr>
<tr>
<td>total of PAQ authoritative scale</td>
<td>Pearson Correlation</td>
<td>-0.165**</td>
<td>0.128*</td>
<td>0.140*</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.002</td>
<td>0.023</td>
<td>0.011</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>341</td>
<td>319</td>
<td>327</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed); (*p<0.05)
** Correlation is significant at the 0.01 level (2-tailed); (**p<0.01)

### Table 4: Correlations between parenting styles and suicidal behavior by Male Gender

<table>
<thead>
<tr>
<th></th>
<th>Total of SBQR scale (3-18)</th>
<th>Total of PAQ permissive scale</th>
<th>Total of PAQ authoritarian scale</th>
<th>Total of PAQ authoritative scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>total of SBQR scale (3-18)</td>
<td>Pearson Correlation</td>
<td>1</td>
<td>-0.176*</td>
<td>0.082</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>196</td>
<td>177</td>
<td>174</td>
</tr>
<tr>
<td>total of PAQ permissive scale</td>
<td>Pearson Correlation</td>
<td>-0.176*</td>
<td>1</td>
<td>-0.022</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.019</td>
<td></td>
<td>0.776</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>total of PAQ authoritarian scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.082</td>
<td>-.022</td>
<td>1</td>
<td>.372**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.279</td>
<td>.776</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>174</td>
<td>167</td>
<td>178</td>
<td>161</td>
</tr>
<tr>
<td>total of PAQ authoritative scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>-.134</td>
<td>.235**</td>
<td>.372**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.085</td>
<td>.003</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>167</td>
<td>161</td>
<td>161</td>
<td>171</td>
</tr>
</tbody>
</table>

. Correlation is significant at the 0.05 level (2-tailed), (*p<0.05)
**. Correlation is significant at the 0.01 level (2-tailed), (**p<0.01)

Similar relationships of correlations were found across the gender line. For females, authoritative parenting style correlated highly negatively with suicidal behavior ($r=-.165$), and authoritarian parenting style had a positive but not statistically significant correlation ($r=.017$) . (See table 3 above). For boys, we found authoritative parenting style correlated negatively ($r=-.134$) but not statistically significant with suicidal behavior, and authoritarian parenting style correlated positively ($r=.082$) but not statistically significant with suicidal behavior. (See table 4 above).

**Hypothesis 2:** There is a relationship between parenting styles and self-disclosure. Specifically, we hypothesize that **2a.**, there would be a positive correlation between authoritative style and self-disclosure, and **2b.** that there would be a negative correlation between authoritarian style and self-disclosure. Simple Pearson correlations were computed to assess the relationship of these variables. The results are presented in table 5 below.
Table 5: Correlations between Parenting Styles and Self-disclosure:

<table>
<thead>
<tr>
<th></th>
<th>total of PAQ Permissive scale</th>
<th>total of PAQ Authoritarian scale</th>
<th>total of PAQ Authoritative scale</th>
<th>total of Self-disclosure scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>total of PAQ permissive scale</td>
<td>Pearson Correlation</td>
<td>-.089*</td>
<td>.142**</td>
<td>.081</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.045</td>
<td>.002</td>
<td>.079</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>537</td>
<td>508</td>
<td>491</td>
</tr>
<tr>
<td>total of PAQ authoritarian scale</td>
<td>Pearson Correlation</td>
<td>.089*</td>
<td>1</td>
<td>-.054</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.045</td>
<td>.000</td>
<td>.240</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>508</td>
<td>542</td>
<td>498</td>
</tr>
<tr>
<td>total of PAQ authoritative scale</td>
<td>Pearson Correlation</td>
<td>.142**</td>
<td>.217**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.002</td>
<td>.000</td>
<td>.340**</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>491</td>
<td>498</td>
<td>525</td>
</tr>
<tr>
<td>total of self-disclosure scale</td>
<td>Pearson Correlation</td>
<td>.081</td>
<td>-.054</td>
<td>.340**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.079</td>
<td>.240</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>477</td>
<td>483</td>
<td>470</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed); (*p<0.05)

** Correlation is significant at the 0.01 level (2-tailed); (***p<0.01)

Table 5 shows the hypothesis with respect to authoritative style confirmed. It indicates that there is a positive and statistically significant correlation between authoritative parenting style and self-disclosure (r=.340). However, the results with respect to authoritarian parenting style are
inconclusive. It shows a small negative \((r=-.054)\) and not statistically significant correlation between authoritarian parenting style and self-disclosure. The missing data for these two correlation analyses were 21% and 19% for authoritative and authoritarian respectively.

**Hypothesis 3:** There is a negative correlation between adolescent suicidal behavior and self-disclosure. Simple Pearson Correlation analysis was computed to test this hypothesis. The results are presented in table 6 below.

**Table 6: Correlations between Suicidal Behaviors and Self-disclosure:**

<table>
<thead>
<tr>
<th></th>
<th>total of self-disclosure scale</th>
<th>total of SBQ-R scale (3-18)</th>
</tr>
</thead>
<tbody>
<tr>
<td>total of self-disclosure scale</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>526</td>
</tr>
<tr>
<td>total of SBQ-R scale (3-18)</td>
<td>Pearson Correlation</td>
<td>-.181**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>522</td>
</tr>
</tbody>
</table>

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

Table 6 confirms hypothesis 3. It shows a high negative correlation (-.181) between adolescent suicidal behavior and self-disclosure. The missing data for this correlation analysis was 12%.

**T-Test Analyses:**

**Hypothesis 4:** Adolescent females would report higher levels of disclosure than male counterparts. To test this hypothesis, comparison of the means t test was carried out and the results are presented in 7 below.
Table 7: High level of disclosure for Adolescent females: Means & Standard Deviations for Participant’s scores on Self-disclosure by Gender:

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>175</td>
<td>47.1086</td>
<td>34.96866</td>
<td>2.64340</td>
</tr>
<tr>
<td>Female</td>
<td>339</td>
<td>49.3245</td>
<td>35.67632</td>
<td>1.93767</td>
</tr>
</tbody>
</table>

The results for hypothesis 4 are inconclusive. Of the 175 males, and 339 females, the male had a mean of 47.1086 and the female had a mean of 49.3245. The analysis in table 7 demonstrates that adolescent females do have higher level of self-disclosure than males, but the difference is small and not statistically significant (t = -.672, p = .502).

Hypothesis 5: Children who are raised in a single parent home would report high levels of permissive parenting style, low levels of self-disclosure and high levels of suicidal behaviors.

To test hypothesis 5, we compared the mean t-test for parenting style, self-disclosure and suicidal behavior and the results are presented in table 8 below.
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Table 8: Children from single parent home would report high levels of permissive parenting style, low levels of self-disclosure, and high levels of suicidal behaviors: Means & Standard Deviations for Participant’s scores on Self-disclosure, Suicidal Behavior, and Parenting Style by Family Structure.

Responses “nuclear” and “biological” are coded “0” and “single parent” is coded “1”.

<table>
<thead>
<tr>
<th></th>
<th>Group Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>both parents recoded into single category vs single others missing</td>
</tr>
<tr>
<td>total of self-disclosure scale</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>total of SBQR scale (3-18)</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>total of PAQ permissive scale</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
</tr>
</tbody>
</table>

Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>T-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>T</td>
</tr>
<tr>
<td>total of self-disclosure scale</td>
<td>Equal variances assumed</td>
<td>2.674</td>
<td>.103</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>1.535</td>
<td>340.229</td>
</tr>
<tr>
<td>total of SBQR scale (3-18)</td>
<td>Equal variances assumed</td>
<td>7.631</td>
<td>.006</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>-1.308</td>
<td>357.348</td>
</tr>
<tr>
<td>total of PAQ_permissive scale</td>
<td>Equal variances assumed</td>
<td>2.294</td>
<td>.131</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>-1.581</td>
<td>381.171</td>
</tr>
</tbody>
</table>
For self-disclosure, as Table 8 under T-Test Group Statistics shows, participants who reported they were raised by biological parents (N = 267) scored a slightly higher mean of 51.4719 (SEM = 2.062) than their peers of single parent family structure (N = 175) who scored 46.1105 (SEM = 2.820).

For suicidal behavior, children of nuclear/biological parent family structure (N = 298) had a slightly lower mean of 6.3624 (SEM = .20410), whereas the participants from single parent family structure (N = 196) had a mean of 6.8469 (SEM = .30926). For permissive parenting style, children raised by biological parents (N = 273) scored a slightly lower mean of 25.3077 (SEM = .39484) than their peers from single parent homes (N = 172) who scored 26.2733 (SEM = .46597). The foregoing data demonstrate, that children who are raised by their biological parents tend to disclose more than their peers who are raised by single parents. Also shown is that children who are raised by single parents are more likely to engage in suicidal behaviors than those raised by biological parents. The data also indicate that children of biological parents are less likely to report higher levels of permissiveness than those raised by single parents.

The foregoing results are all in the hypothesized direction. The mean differences show that children who are raised in a nuclear family structure or by their biological parents tend to be more self-disclosing, less likely to engage in suicidal behavior and less likely to report high levels of permissiveness. Table 8 reveals that hypothesis 5 is weakly confirmed. The independent sample test shows that the difference in their self-disclosure levels, suicidal behavior levels, and permissiveness levels are not statistically significant. They are all >0.05. For self-disclosure (t=1.566, p = .118); for suicidal behavior (t = -1.364, p = .173); for permissiveness, (t = -1.558, p = .120).
Multiple Regression Analysis

To test hypotheses 6, 7, 8, and 9 a multiple linear regression analysis was used to examine the extent to which gender and family structure moderated the relationships between authoritarian parenting style, adolescent self-disclosure, and adolescent suicidal behavior. To test these four hypotheses, a moderation model (Baron & Kenny, 1986) was an integral part of the regression analysis, as illustrated in Figure 1.

![Moderator model](image)

**Figure 2. Moderator model (adapted from Baron & Kenny, 1986).**

Moderation means that a third variable, termed a moderator, changes the strength and/or direction (positive or negative) of the correlation between a predictor and an outcome. The moderating effect was measured using an interaction term, computed as the product of the predictor multiplied by the moderator, as expressed by the following equation:

\[ Y = b_0 + b_1X_1 + b_1X_2 + b_3(X_1 X_2) \]

Where \( Y \) = outcome (adolescent suicidal behavior); \( X_1 \) = predictor (authoritative parenting style or adolescent self-disclosure); \( X_2 \) = moderator (gender; coded by 0 = male and 1 = female; or family structure, coded by 0 = single parent family and 1 = nuclear family with both biological parents intact); \( b_0 \) = constant; \( b_1 \) = unstandardized partial regression coefficient for \( X_1 \); \( b_2 \) = unstandardized partial regression coefficient for \( X_2 \); \( b_3 \) = unstandardized partial regression coefficient for the interaction between \( X_1 \) and \( X_2 \). It was not necessary to compute standardized
regression coefficients when conducting moderation analysis, because the p-value for $\beta_3$ is unaffected by standardization of the data (Hayes & Matthes, 2009). The significance of the moderating effect was indicated by the t-test statistic and p-value for $b_3$. The coefficients $b_0$, $b_1$, and $b_2$ were conceptually and statistically irrelevant to test the hypothesis, therefore they were not interpreted. Only the interpretation of $b_3$ was necessary to interpret the results of moderation analysis using multiple regression (Baron & Kenny, 1986).

**Hypothesis 6: The relationship of parenting style to adolescent suicidal behavior will be moderated by gender.**

The histogram in Figure 3 shows that adolescent suicidal behavior was not normally distributed, but was strongly skewed to the right, with the mode i.e., (highest frequency) at the extreme lower end of the scale, between 2.00 and 3.00. Therefore, the assumption that the dependent variable should be normally distributed was violated. The scatterplot in Figure 4 visually indicates the relationships between adolescent suicidal behavior vs. authoritarian parenting style, fitted with two linear regression lines, one for males and the other for females. The regression lines were almost horizontal, and the $R^2$ values were < .01, indicating that once we condition on gender, there is little relationship between perceived authoritarian parenting style and suicidal behavior.
Figure 3. Histogram of Adolescent Suicidal Behavior

Figure 4. Plot of adolescent suicidal behavior vs. authoritarian parenting style by gender

Table 9 presents the results of the multiple regression analysis to test Hypothesis 6.
Table 9. Multiple Regression Analysis to Test Hypothesis 6

<table>
<thead>
<tr>
<th>Variable</th>
<th>Unstandardized Coefficients</th>
<th>t-test statistic</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>3.872</td>
<td>2.878</td>
<td>.004</td>
</tr>
<tr>
<td>Gender (0 = Male, 1 = Female)</td>
<td>3.168</td>
<td>1.912</td>
<td>.056</td>
</tr>
<tr>
<td>Authoritarian Parenting Style</td>
<td>0.041</td>
<td>0.914</td>
<td>.361</td>
</tr>
<tr>
<td>Gender × Authoritarian Parenting Style</td>
<td>-0.031</td>
<td>-0.560</td>
<td>.576</td>
</tr>
</tbody>
</table>

a. Dependent Variable: total of SBQR scale (3-18)

The partial regression coefficient for the interaction between Gender × Authoritarian Parenting Style ($b_3 = -0.031$) was not significantly different from zero ($t = -0.560$, $p = .576$) and the effect size was very low (adjusted $R^2 = .079$). The unstandardized coefficient for gender ($0 = $Male, $1 = $Female) is ($b_2 = 3.168$) indicating that overall, the average score for females was 3.168 higher than males with the same score for authoritarian parenting style. The t-test statistics for gender is fairly large ($t = 1.912$) and the p-value is almost statistically significant ($p = .056$). This means that females had more suicidal behaviors, or at least, they admitted to having more suicidal behaviors (after accounting for similarity in level of authoritarian parenting).

The partial regression coefficient for authoritarian parenting is ($b_1 = .041$, $t = 0.914$, $p = .361$). That means the regression predicts, on average, two male children whose scores differ by 1 on the authoritarian parenting scale will have scores on the SBQ-R that differ by .041. This is a small difference and it is not statistically significant as indicated by the p-value ($p = .361$).

The interaction coefficient between gender and authoritarian parenting style ($b_3 = -0.031$) shows that, while for both males and females, a more authoritarian parenting style predicts more suicidal behaviors, the effects are stronger for males (because the -.031 means that this amount is subtracted from the relationship for females). However, given that the coefficient is small and
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not significantly different from zero \( (t = -0.560, p = .576) \) for both males and females, there is no evidence of moderation here. The hypothesis is not confirmed.

Insufficient statistical evidence was obtained to confirm Hypothesis 6, possibly because of restriction of range and violation of the normality assumption (Baron & Kenny, 1986; Hayes & Matthes, 2009). It was not possible using multiple regression analysis to determine if gender moderated the relationship between authoritarian parenting style and adolescent suicidal behavior.

Table 10: The relationship of Authoritative Parenting to Adolescent Suicidal Behavior

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t-test statistics</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>7.246</td>
<td>1.409</td>
<td>5.144</td>
</tr>
<tr>
<td></td>
<td>Gender (0 = Male, 1 = Female)</td>
<td>3.140</td>
<td>1.697</td>
<td>.374</td>
</tr>
<tr>
<td></td>
<td>Authoritative Parenting Style scale</td>
<td>-.064</td>
<td>.043</td>
<td>-.119</td>
</tr>
<tr>
<td></td>
<td>Gender x Authoritative parenting style</td>
<td>-.025</td>
<td>.051</td>
<td>-.107</td>
</tr>
</tbody>
</table>

a. Dependent Variable: total of SBQR scale (3-18)

Table 10 shows that the partial regression for gender \( (0 = \text{Male}, 1 = \text{Female}) \) is \( (b_2 = 3.140, t = 1.851, p = .065) \). The unstandardized coefficient for authoritative parenting style is \( (b_1 = -.064, t = -1.508, p = .132) \). The partial regression coefficient for the interaction between gender and authoritative parenting style is \( (b_3 = -.025, t = -.490, p = .624) \).
Table 10 indicates more authoritative parenting style predicts less suicidal behaviors ($b_1 = -0.064$). Unlike the authoritarian results, this relationship appears to be stronger for females (the -.025-interaction coefficient is added to the -.064, making the relationship more negative for females). However, the -.025-interaction term is small and not significantly different from zero. The t-test statistics is less than zero and the p-value is > 0.05. Therefore, we again do not find statistically significant evidence of moderation.

**Hypothesis 7:** The relationship of parenting style to adolescent self-disclosure will be moderated by gender.

Regression analysis was also used to test Hypothesis 7 using the same methods as described above for Hypothesis 6. In this analysis, gender was the hypothesized moderator, authoritarian parenting style was the predictor, and adolescent self-disclosure was the outcome.

The histogram in Figure 6 shows that adolescent self-disclosure was not normally distributed, but was skewed to the right, with the mode at the extreme lower end of the scale, between 0.00 and 1.00. Therefore, the assumption that the dependent variable should be normally distributed was violated. The scatterplot in Figure 7 visually indicates the relationships between authoritarian parenting style vs. adolescent self-disclosure, fitted with two linear regression lines, one for males and the other for females. The $R^2$ values (.005 for males and .011 for females) indicated that once we condition on gender, there is little relationship between perceived authoritarian parenting style and self-disclosure. The scatter plot in Figure 8 reflects evidence of skew; the residuals vs. the predicted values were not evenly scattered around zero, but did not violate the assumption of homoscedasticity.
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Figure 5. Histogram of Adolescent Self-disclosure

Figure 6. Plot of adolescent self-disclosure vs. authoritarian parenting style vs. by gender
Figure 7. Residuals vs. predicted values to test Hypothesis 7

Table 11 presents the results of the multiple regression analysis to test Hypothesis 7.

Table 11. Multiple Regression Analysis to Test Hypothesis 7

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Constant)</td>
<td>33.574</td>
<td>12.918</td>
<td>2.599</td>
<td>.010</td>
</tr>
<tr>
<td>Gender (0 = Male, 1 = Female)</td>
<td>37.003</td>
<td>15.738</td>
<td>.492</td>
<td>.019</td>
</tr>
<tr>
<td>Authoritarian Parenting Style scale</td>
<td>.479</td>
<td>.437</td>
<td>.088</td>
<td>.273</td>
</tr>
<tr>
<td>Gender x Authoritarian parenting style</td>
<td>-1.152</td>
<td>.525</td>
<td>-.496</td>
<td>.029</td>
</tr>
</tbody>
</table>

a. Dependent Variable: total of self-disclosure scale

Table 11 shows that the partial regression for gender (0 = Male, 1 = Female) is (b₂ = 37.003, t = 2.351, p = .019). The unstandardized coefficient for authoritarian parenting style is (b₁ = .479, t = 1.097, p = .273). The partial regression coefficient for the interaction between gender and
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

authoritarian parenting style is \((b_3 = -1.152, t = -2.195, p = .029)\). According to table 11, The gender coefficient is statistically significant (p-value is <.05) and the interaction is also significantly different from zero \((b_3 = -1.152)\) and p-value is <.05.

The interaction here is interesting, since the interaction coefficient is negative \((b_3 = -1.152)\) and larger than the \((b_1 = .479)\) unstandardized coefficient for males, this means that the authoritarian parenting style correlates positively with self-disclosure for males but negatively for females. The table shows the interaction term is large, and statistically significant, therefore, we conclude that there is evidence that gender moderates the relationship of parenting style and adolescent self-disclosure.

**Tables 12: Relationship of Authoritative style to Adolescent Self-disclosure moderated by Gender:**

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficientsa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unstandardized Coefficients</td>
</tr>
<tr>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>-3.452</td>
</tr>
<tr>
<td>Gender</td>
<td>-3.281</td>
</tr>
<tr>
<td>total of PAQ authoritative scale</td>
<td>1.571</td>
</tr>
<tr>
<td>interaction of gender and authoritative parenting style</td>
<td>.143</td>
</tr>
</tbody>
</table>

a. Dependent Variable: total of self-disclosure scale

For the regression using authoritative style and its interaction with gender as independent variables, we find that the unstandardized coefficient for gender is \((b_2 = -3.281, t = -.212, p = .832)\). The unstandardized coefficient for the authoritative parenting style scale is \((b_1 = 1.571, t = 4.101, p = .000)\), and the partial regression coefficient for the interaction between gender and authoritative parenting is \((b_3 = 0.143)\). While the table shows a strong relationship between
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authoritative parenting style and self-disclosure, we found no evidence of moderation by gender.
The coefficient for interaction is small and not at all close to statistically significant.

Hypothesis 8: The relationship between parenting style and adolescent suicidal behavior will depend on if the adolescent is raised in a single parent home or in a family with two biological parents intact.

Regression analysis was also used to test Hypothesis 8 using the same methods as described above for Hypothesis 6. In this analysis, family structure (coded by 1 = single parent or 0 = nuclear family with two biological parents) was the hypothesized moderator, authoritarian parenting style was the predictor, and adolescent suicidal behavior was the outcome.

The scatterplot in Figure 9 visually indicates the relationships between adolescent suicidal behavior vs. authoritarian parenting style, fitted with two linear regression lines, one for single parent and the other for nuclear family. The $R^2$ values (.016 for nuclear family and .010 for single parent) indicated that once conditioned on family structure, authoritarian parenting style had a negligible effect on suicidal behavior.
Figure 8. Plot of adolescent suicidal behavior vs. authoritative parenting style by family structure

The scatter plot in Figure 10 reflects evidence of skew; the residuals vs. the predicted values were not evenly scattered around zero but not heteroscedasticity.
Figure 9. Residuals vs. predicted values to test Hypothesis 8

Table 13 presents the results of the multiple regression analysis to test Hypothesis 8.

Table 13. Multiple Regression Analysis to Test Hypothesis 8

<table>
<thead>
<tr>
<th>Variables</th>
<th>Unstandardized Coefficients</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>4.337</td>
<td>1.127</td>
<td>3.848</td>
</tr>
<tr>
<td>Authoritarian Parenting Style</td>
<td>.070</td>
<td>.037</td>
<td>1.915</td>
</tr>
<tr>
<td>Family Structure (0 = Nuclear, 1 = Single parent)</td>
<td>.544</td>
<td>1.778</td>
<td>.306</td>
</tr>
<tr>
<td>Family Structure X Authoritarian Parenting Style</td>
<td>-.003</td>
<td>.058</td>
<td>-.048</td>
</tr>
</tbody>
</table>

Dependent Variable: total of SBQR scale (3-18)

In Table 13, we find that the unstandardized coefficient for authoritarian parenting style is ($b_1 = .70$, $t = 1.915$, $p = .056$). The unstandardized coefficient for single parent is ($b_2 = .544$, $t = .306$, $p = .760$). The interaction of family structure with authoritarian scale has a coefficient of ($b_3 = -.003$). Only the authoritarian coefficient is close to statistically significant.

Because the partial regression coefficient for the interaction between Family Structure x Authoritative Parenting Style ($b_3 = -.003$) was not significantly different from zero ($t = -.048$, $p = .962$) insufficient evidence was provided to support Hypothesis 8. It appears that family structure does not moderate the relationship between authoritarian parenting style and adolescent suicidal behavior.

Tables 14: The Relationship between Authoritative Parenting Style and Adolescent Suicidal Behavior will depend on if the adolescent is raised in a single parent home or in a family with two biological parents intact.

<table>
<thead>
<tr>
<th>Coefficientsa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Model</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Coefficient</th>
<th>Standard Error</th>
<th>t Value</th>
<th>p Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>8.683</td>
<td>1.120</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>Family Structure (0 = Nuclear, 1 = Single parent)</td>
<td>2.153</td>
<td>1.759</td>
<td>.269</td>
<td>1.224</td>
</tr>
<tr>
<td>Authoritative Parenting Style</td>
<td>-.068</td>
<td>.033</td>
<td>-.128</td>
<td>-2.099</td>
</tr>
<tr>
<td>Family Structure X Authoritative parenting style</td>
<td>-.048</td>
<td>.052</td>
<td>-.204</td>
<td>-.927</td>
</tr>
</tbody>
</table>

a. Dependent Variable: total of SBQR scale (3-18)

When tested the regression using authoritative parenting style and its interaction with family structure as independent variables, the result showed unstandardized coefficient of \( b_2 = 2.153, t = 1.224, p = .221 \) for single parent. The unstandardized coefficient for authoritative parenting style is \( b_1 = -.068, t = -2.009, p = .036 \). The partial regression coefficient for the interaction between family structure and authoritative parenting style is \( b_3 = -.048, t = -.927, p = .355 \).

This is interesting to examine especially when compared to the previous result. In this result, we see that, the impact of an authoritative parenting style is much stronger if the child is being raised by a single parent. In other words, while children being raised by a single parent are more likely to demonstrate suicidal behavior, the additional risk is much less if the single parent has an authoritative parenting style. While the moderating effect is not statistically significant \( b_3 = -.048, t = -.927, p = .355 \), the standardized beta for the interaction \( \beta = -.204 \) is almost as large (in the opposite direction) as the standardized beta for single parent \( \beta = .269 \). This means that the impact of authoritative parenting style has the potential to offset the negative effects of being raised in a single parent family.

**Hypothesis 9:** The relationship between authoritarian parenting style and adolescent self-disclosure will depend on if the adolescent is raised in a single parent home or in a family with two biological parents intact.
Regression analysis was also used to test Hypothesis 9 using the same methods as described above for Hypothesis 6. In this analysis, the family structure was the hypothesized moderator, authoritarian parenting style was the predictor and adolescent self-disclosure was the outcome.

The scatterplot in Figure 11 visually indicates the relationships between adolescent self-disclosure vs. authoritative parenting style, fitted with two linear regression lines, one for single parent and the other for two parents. The $R^2$ values (.004 for nuclear family and .001 for single parent) indicated that conditional on family structure, authoritative parenting style had a negligible effect on self-disclosure.

Figure 10. Plot of authoritarian parenting style vs. adolescent self-disclosure by parents

The scatter plot in Figure 12 reflects that the residuals vs. the predicted values were not randomly or evenly scattered around zero but not violation of heteroskedacity.
Table 15 presents the results of the multiple regression analysis to test Hypothesis 9

Table 15. Multiple Regression Analysis to Test Hypothesis 9

<table>
<thead>
<tr>
<th></th>
<th>Unstandardized Coefficients</th>
<th>T</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>SE</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>61.163</td>
<td>10.609</td>
<td>5.766</td>
</tr>
<tr>
<td>Authoritarian Parenting Style</td>
<td>-.310</td>
<td>.344</td>
<td>-.901</td>
</tr>
<tr>
<td>Family Structure (0 = Nuclear, 1 = Single parent)</td>
<td>-8.489</td>
<td>16.890</td>
<td>-.503</td>
</tr>
<tr>
<td>Family Structure X Authoritarian Parenting Style</td>
<td>.104</td>
<td>.554</td>
<td>.188</td>
</tr>
</tbody>
</table>

Dependent Variable: total of self-disclosure scale

A look at table 15 reveals that the unstandardized coefficient for authoritarian parenting style is (b₁ = -.310, t = -.901, p = .368). The unstandardized coefficient for family structure is (b₂ = -8.489, t = -.503, p = .616). The interaction of family structure and authoritarian parenting style has a coefficient of (b₃ = .104, t = .188, p = .851).
Because the partial regression coefficient for the interaction between Family Structure x Authoritarian Parenting Style (b₃ = .104) was not significantly different from zero (t = .188 p = .851) insufficient evidence was provided to support Hypothesis 9. While further research is necessary, it appears that family structure does not moderate the relationship between adolescent self-disclosure and authoritative parenting style.

Tables 16: The Relationship between Authoritative Parenting Style and Adolescent Self-disclosure will depend on if the adolescent is raised in a single parent home or in a family with two biological parents intact.

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficientsa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unstandardized Coefficients</td>
</tr>
<tr>
<td></td>
<td>B</td>
</tr>
<tr>
<td>1  (Constant)</td>
<td>9.302</td>
</tr>
<tr>
<td>Family Structure (0 = Nuclear, 1 = Single parent)</td>
<td>-23.150</td>
</tr>
<tr>
<td>Authoritative Parenting Style</td>
<td>1.272</td>
</tr>
<tr>
<td>Family structure X Authoritative parenting style</td>
<td>.647</td>
</tr>
</tbody>
</table>

a. Dependent Variable: total of self-disclosure scale

Table 16 above shows the results of the regression using authoritative parenting style and its interaction with family structure as independent variables. For single parents, the unstandardized coefficient is (b₂ = -23.150, t = -1.466, p = .144). The unstandardized coefficient for authoritative parenting style is (b₁ = 1.272, t = 4.272, p = .000). The partial regression coefficient for the interaction between family structure and authoritative parenting style is (b₃ = .647, t = 1.381, p =
The table reveals that only authoritative coefficient is statistically significant with a p-value <0.001.

Table 16 also reveals that the standardized beta coefficient for the interaction (β = .302) is similar in magnitude in the opposite direction as the standardized beta for single parent (β = -.322). What this means is that while children from single parents demonstrate much less self-disclosure, there is some evidence that this is moderated by level of authoritative parenting. In other words, having an authoritative parent leads to more self-disclosure, and this effect is stronger among children raised in a single parent household.

Only one of the moderator models proved to be significant. This may be partially due to the need for larger sample sizes when testing moderating effects using multiple regression. A modern alternative method, such as structural equation modelling with partial least squares analysis (PLS-SEM) may help overcome some of the limitations of multiple regression and could be more appropriate to test for moderating effects of gender and family structure (Wong, 2016).
This study examined the association between parenting styles, adolescent suicidal behavior, and self-disclosure among Saint Lucian adolescents and how the variables of gender and family structure moderate these relationships. The first hypothesis stated that there is a relationship between parenting styles and adolescent suicidal behavior. The result of the Pearson correlation gives us evidence of a significant relationship between these variables. As expected, the result of hypothesis 1a showed that St. Lucian adolescents who perceived their parents as both demanding and responsive (authoritative) were less likely to report more suicidal behavior than their peers of other parenting styles. In other words, if your parents subscribe to authoritative parenting, you are less likely to engage in suicidal behavior. This result is consistent with other studies that have found authoritative parenting style as a predictor of positive developmental outcome (Carlo, Mestre, Samper, Tur, Armenta, 2010; Carlo, McGinley, Hayes, Batenhorst, Wilkinson, 2007; Baumrind, 1991; Lamborn, Mounts, Steinberg, Dornbusch, 1991).

However, hypothesis 1b showed the relationship between authoritarian parenting style and suicidal behavior were non-significant. Although the result was in the hypothesized direction as has been found in previous studies (Lai, McBride-Chang, 2001; Donath, Graessel, Baier, Bleich, Hillemacher, 2014; Goschin, Briggs, Blanco-Lutzen, Cohen, Galynker, 2013; Martin, Waite 1994), the non-significant findings were unexpected. Unique cultural values and beliefs about socialization and parenting might be responsible for the non-significant association. How children see a specific parenting approach, can determine the effect it has on them (Deater-Deckard & Dodge, 1997). It is possible that children raised in Saint Lucia, like in many other collectivistic cultures, see authoritarian parenting style as normative compared to their peers of
individualistic cultures such as Europe and America. Therefore, they do not associate their parents’ use of authoritarian style with cruelty and abuse.

The conclusion to be drawn from hypothesis 1a result is that what parents do can exacerbate or mitigate suicidal behavior in their children. If parents practice authoritative parenting rather than being hostile and considerably insensitive, they can lower the risk of suicidal and self-destructive behavior in their children.

The second hypothesis stated there is a relationship between parenting styles and self-disclosure. Again, as expected, the result of Pearson correlation revealed evidence of a significant positive correlation between authoritative parenting style and self-disclosure. Hypothesis 2a showed that adolescents who rated their parents as authoritative in their parenting style were more likely to self-disclose than their peers of other parenting approaches. Similar relationships have been found between authoritative parenting style and self-disclosure in previous research (Soenens, Vansteenkiste, Luyckx, Goossens, 2006; Vieno, Nation, Pastore, Santinello, 2009). However, the result for hypothesis 2b - self-disclosure and those children who rated their parents as authoritarian in their parenting style - was inconclusive. A small negative relationship between authoritarian style and self-disclosure was found but it was not statistically significant.

The conclusion to be drawn from hypothesis 2a is that if parents employ authoritative parenting style, their children are more likely to externalize negative emotional-feelings, which make them less vulnerable to suicidal behaviors. The finding for hypothesis 2b may be specific to the Saint Lucian cultural context as it deviates from the existing literature.

The third hypothesis stated there would be a significant negative correlation between adolescent suicidal behavior and self-disclosure. The results confirmed a significant relationship
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

between these variables. As hypothesized, we found that children who scored higher in sharing inner-feelings, had a lower chance of engaging in suicidal behavior. This finding supports past research that found similar results (Apter, Horesh, Gothelf, Graffi, & Lepkifker, 2001; Horesh and Apter, 2006) and suggests that stifling negative emotions can be dangerous and can end in suicide. Sharing feelings and frustrations can help minimize and prevent the risk of suicidal behavior in children and help parents strategize and provide emotional support to those children who need it the most.

The fourth hypothesis assessed whether females disclose more than their male counterparts. The result of this analysis was surprising since a significant difference in disclosure was expected across the gender lines. Girls reported sharing more feelings than boys but, the mean differences were not significant. Contrary to the generally held belief (that girls share more emotions than boys), with this sample boys and girls showed no differences when it relates to sharing feelings and emotions. Possible explanation for the generally held belief that boys appear to be less forthcoming with disclosure may relate to societal pressure that encourages emotional suppression for men by associating public sharing of feelings with weakness. How boys and girls express feelings can be determined by their developmental stage. For example, at a stage when girls are showing more positive emotions and internalizing emotions than boys, boys on the other hand can be showing more externalizing emotions than girls (Chaplin & Aldao, 2013).

The fifth hypothesis stated that children raised in a single parent homes will report higher levels of permissive parenting styles, low levels of self-disclosure, and high levels of suicidal behaviors. For this sample, the mean differences for children raised by single parents and those raised by both biological parents were non-significant for disclosure, for suicidal behavior, and for permissiveness.
Although the result of this analysis is not significant, its trend pointed in the direction of previous studies in the western world that found single parenting as a risk factor for children, and suggested that children of divorced parents tend to have more behavioral problems than their counterparts whose parents are living together (Simons, Simons, & Wallace, 2004; Booth, Scott, & King, 2010). Deliberate self-harm correlated significantly with single mother upbringing and family discord (Bifulco, Schimmenti, Moran, Jacobs, Bunn, & Rusu, 2014).

Speculating on this result, it is possible that children of single parents are more at risk for suicidal behavior even though the finding itself is not significant. Since authoritative parenting style highly correlates negatively with suicidal behavior from previous analyses, perhaps these single parents are making that risk lower by using authoritative parenting style to raise their children.

The Role of Gender

For hypothesis six, how students’ gender moderates the relationship of parenting style to suicidal behavior was investigated. The research question was: is there a significant difference between parenting styles and suicidal behavior for females compared to males? The result of multiple regression analysis revealed no significant differences in authoritarian parenting style predicting suicidal behavior for males than it does for females. Since the coefficient was small and not significantly different from zero for both males and females, the main conclusion is that there is no evidence of gender moderation. When the analysis was conducted with authoritative parenting style, we found not much evidence of moderating effects by gender because of the small interaction term for both male and female. However, the trend of the result revealed that unlike the authoritarian style, more authoritative parenting style predicts less suicidal behavior in
females more than it does in males. Possible interpretation of this result is that children of authoritarian parents can be more at risk for suicidal behavior than their peers whose parents practice authoritative parenting style.

For hypothesis seven, whether gender moderates the relationship of parenting style to adolescent self-disclosure was assessed. The research question assessed whether there is a different relationship between parenting style and adolescent self-disclosure for females compared to males. The result showed a significant gender moderation of the relationship between authoritarian parenting style and self-disclosure. The results are quite interesting, since we found that boys of authoritarian parents are more likely to demonstrate self-disclosure than girls of authoritarian parents. In other words, if you are a boy and you have parents who practice authoritarian parenting, you are more likely to share inner-feelings than if you are a girl, with the same authoritarian parents. This result is somewhat incongruous with previous findings that have associated authoritarian parenting style with behavioral issues more so for boys than girls (Smith & Moore, 2013). The premise was that authoritarian parenting would have the same adverse effect on both boys and girls. Instead, it was found that for females, if you are too mean, they will not tell you anything. This result is surprising and not as expected. It might reflect the increasing independence of women in modern society, post-advent of various “strong women” or “women’s rights” movements. It might be a clear rudimentary evolutionary signal that our world today is not where it stood in terms of the relative male-female strengths of will or internal strengths and gender behavior, say, one-half century ago. Whether, or not any of these suggestions is so, is definitely a question that invites future research.

Speculating on another possible explanation why boys from authoritarian parenting homes are more likely to disclose than girls from authoritarian parenting homes, the data shows
that boys are more likely to have permissive parents. And if parents are permissive, it is logical to assume that they are not paying much attention to the children. It is possible that the boys do not disclose because the permissive parents are not around that much for conversation. In other words, the boys can say that they do not disclose much to their parents because they never see them. In contrast, boys from authoritarian parents might say, they may be strict, but they are here; they are not absentee parents.

Even if it is indeed the case that boys from Saint Lucia whose parents are authoritarian disclose more than girls of the same parents, the fundamental question is: what is making them open-up more? Could it be that authoritarian parenting style is what is making them talk more or is it possible that they are talking because non-disclosure is met with severe punishment? The extent to which males’ disclosure is elicited by authoritarian parenting style or the result of fear of punishment for nondisclosure is another set of things that future research should investigate.

The analysis with authoritative parenting style yielded a more expected result than the previous analysis with authoritarian style. Although no significant evidence of moderation by gender was found, the trend of result showed that the more authoritative parents are, the more children are likely to self-disclose. One big noticeable difference between this result and the previous one is that the coefficient size for authoritative parenting style is three times bigger than that of authoritarian parenting style. One possible implication is that both boys and girls report more self-disclosure when they are raised with authoritative parenting style. This result can be interpreted to mean that authoritative style works better for boys and girls as it relates to sharing negative emotions and frustrations with parents.


The Role of Family Structure

For hypothesis eight, how family structure moderates the relationship of parenting style to suicidal behavior was investigated. The research question was: is there a significant relationship between parenting style and suicidal behavior for children raised in a single parent home compared to those raised with two biological parents intact? When we computed, the regression using authoritarian parenting style and its interaction with family structure as independent variables, no evidence of moderation was found. The coefficient was small and the p-value was high.

The analysis with authoritative style revealed no significant evidence of moderating effect. However, the trend of the result suggests that the more single parents use authoritative style to raise their children, the less likely they are to engage in suicidal behaviors. In other words, if you are a single parent, and you want to prevent your child from having suicidal behavior, suicidal thoughts, it is important to be authoritative. According to analysis in a previous section of this study, children raised by single parents are more at risk as it relates to suicidal behavior. This risk can be minimized using authoritative parenting style. And if you are not a single parent, there is a negative correlation between authoritative parenting style and suicidal behavior, but the association is not as strong.

For hypothesis nine, how family structure moderates the relationship of parenting style to adolescent self-disclosure was investigated. The research question was: is there a significant relationship between parenting style and adolescent self-disclosure for children raised in a single parent home compared to those raised with two biological parents intact? Children of authoritarian single parents demonstrate more self-disclosure than those raised by both parents, but no evidence of moderation by family structure was found since the interaction of family
structure and authoritarian parenting style has a small partial regression coefficient and the theoretical assumptions were strongly violated. This result shows that whether you are raised in a single parent home or in a home with both biological parents intact, it does not influence the relationship between authoritarian parenting and self-disclosure.

When we computed the regression analysis with authoritative parenting style, no evidence that family structure moderates the relationship between self-disclosure and authoritative parenting style. However, we found that the standardized beta for coefficients for single parent family and family structure interaction with authoritative parenting style are similar in magnitude respectively. This means that the more authoritative a parent is, the more self-disclosing the children are, but the effect is even stronger if you are a single parent.

The last two hypotheses 8 and 9, suggest that authoritative parenting is more important for single parents. Children of single parents are not only more at risk than their counterparts who are being raised by their two biological parents intact, they are found to demonstrate higher levels of nondisclosure which has been associated with suicidal behavior. Adopting authoritative parenting style can help lower the aforementioned risks because it makes the children less likely to engage in suicidal behaviors and more likely to share negative emotions.

**Summary of Major Significant Findings**

In summary, the major significant findings of this study are:

1. Authoritative parenting style correlated negatively and significantly with suicidal behavior.
2. Authoritative parenting style correlated positively and significantly with adolescent self-disclosure.
3. Suicidal behavior correlated negatively and significantly with self-disclosure.
4. Males of authoritarian parents are more likely to demonstrate self-disclosure than females of authoritarian parents. The interaction coefficient is large and significant. There is evidence that gender moderates the relationship of parenting style and adolescent self-disclosure.

Limitations of Study and Future Research

This study, with its focus on parenting style, adolescents’ suicidal behavior and lack of self-disclosure among Saint Lucian youth has some limitations. First, the parenting survey was given only to the children. By not including the parents in the study, the self-report might be potentially biased. Future research should include parents in the survey since parents’ perception of their parenting style might differ from their children’s perception. Secondly, it was found in the current study that authoritarian parenting style predicted self-disclosure for boys and nondisclosure for girls. Further research should explore this association more by interviewing the boys to determine if the authoritarian style that was making them disclose or whether it was the punishment for not sharing. Thirdly, we recruited only children from six high schools in Saint Lucia as opposed to all the countries of the Caribbean Island. Future research should consider expanding the pool to other countries in the West Indies especially in those with high levels of suicide. Fourthly, it is worth mentioning that, the adolescents completed a self-report survey on suicidal behavior, and all measures are self-report measures and therefore were limited by possible social desirability of the respondents.

Finally, because the data violated the assumptions of OLS regression analysis, the results are compromised. Therefore, the outcome of the moderation analysis is inconclusive. Furthermore, the old-fashioned Baron & Kenny (1986) method that was used to
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

conduct the moderation analysis is considered by many modern statisticians to be obsolete (Hayes, 2013).

An alternative modern non-parametric method of analysis (not available in SPSS) such as partial least squares structural equation modeling (PLS-SEM) is recommended in order to provide uncompromised results using a categorical moderator and a dependent variable that deviates strongly from normality (Wong, 2016). This method is recommended because it is not compromised by violations of the assumptions of OLS regression.

**Implications for intervention**

Consistent with previous studies, this research adds to existing literature as it investigated the relationship between parenting styles, adolescent suicidal behavior and self-disclosure. This study helps to increase our knowledge of what parenting style works and what does not work as it relates to raising children. Knowing those parenting styles that predict positive developmental outcomes for children can be beneficial to parents. For example, the present study found that authoritative parenting style predicts less suicidal behavior and more self-disclosure among children of Saint Lucia across gender line and family structure. It also revealed that these associations are much stronger with single parents. Saint Lucian parents can adopt and promote authoritative parenting style knowing that it has the potential of encouraging their children to share feelings when they are going through trials, and so minimize/and or prevent the risks of suicidal behaviors.

Awareness of the influence of parenting on children can be a big asset for those in the helping professions especially counselors and psychologists. Such knowledge can give birth to strategic planning for suicide prevention and intervention programs as well as to help strengthen
family relationships. With such programs, parents and children can be exposed to different parenting styles and their possible effects on development and behavioral outcome.

Psychoeducational programs could help parents of Saint Lucia learn parenting techniques that would enhance trust and encourage authenticity and disclosure. Also, professionals can design programs that take into consideration cultural variability in parenting as well as other variables and therefore tailor programs or interventions accordingly. These findings can help professionals understand that warmth and responsiveness can mean different things to different cultural groups of people. Such information can be beneficial for counselors as they explore treatment plans for their clients.

Conclusion

This study examined whether adolescent suicidal behavior and self-disclosure is a function of parenting style among adolescents of Saint Lucia. The findings in this study indicate that what parents do can make or break a child. The results revealed that more authoritative parenting style means better developmental outcome for children of Saint Lucia. Children who rated their parents as authoritative were less likely to engage in suicidal behavior and more likely to share negative emotions. The implication is that by adopting authoritative parenting style, Saint Lucian parents can increase self-disclosure among their children, thereby making their children less vulnerable to loneliness and isolationism that often lead to hopelessness and suicidality. Single parent households are often stigmatized as dysfunctional families. Children from such households are often more at risk for suicidal behavior. Saint Lucian single parents can lower the risk and/or prevent their children from committing suicide through parenting training aimed at developing and/or strengthening authoritative style. Finally, the finding that gender moderates the relationship between parenting and self-disclosure can help professionals and parents in Saint
Lucia design programs and interventions that will take into considerations the unique ways boys and girls respond to parenting and self-disclosure.
References


Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents


Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents


doi:10.1080/09669760801892110


doi:10.1177/0165025410375921


Chaplin, T. M., & Aldao, A. (2013). Gender Differences in Emotion Expression in Children:
Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents


[http://doi.org/10.1037/a0030737](http://doi.org/10.1037/a0030737)


Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

*Developmental Psychology, 34*(4), 782-792. doi:10.1037/0012-1649.34.4.782


Hutchinson, G. A., Simeon, D. T. (1997) Suicide in Trinidad and Tobago: associations with


Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents


Parenting Style, Adolescent Suicidal Behavior and Self-disclosure in a Sample of Saint Lucian Adolescents

doi:10.2466/10.02.17.21.PR0.110.3.854-878


MINISTRY OF EDUCATION

RESEARCH IN EDUCATION
Application For Permission

Corporate Planning Unit
10/1/2009

Persons seeking assistance from the Ministry of Education in the conduct of their research are kindly required to complete the attached form and return to the Research Officer in the Corporate Planning Unit.
RESEARCH IN EDUCATION

The Ministry of Education through the Research Officer provides support to students/persons conducting research in education. This support involves access to available relevant documentation/literature, consultation on the research process and topics outlined in the Ministry’s Research Agenda.

Persons conducting research in the field of education and Culture are continually encouraged to share the findings and recommendations emanating from their work. This will allow the Ministry of Education to gain access to empirical data that can inform the various initiatives aimed at improving the entire education system. Further, knowledge of the work done by researchers in the field of education will assist in the revision of the Ministry’s Research Agenda and greatly reduce duplication of research in similar areas.

Persons seeking assistance from the Ministry of Education in the conduct of their research are kindly required to complete the attached form and return to the Research Officer in the Corporate Planning Unit.

Please be informed that the information presented will assist the Ministry of Education in updating its database of research providers and work done to date in the area of Education.
SAINT LUCIA
MINISTRY OF EDUCATION

Application for Permission to Undertake Research in Public Schools

A. (Please write legibly)

RESEARCHER:
Surname: THEMEDU .................. First Name: EMMANUEL
Address: 230 Blue Hills Avenue, Hartford, Ct 06112, USA
Email Address: Emmanuel.Temedu@uconn.edu
Telephone Number(s): 860-246-6897 .... Mobile: 860-778-6695
School/Institution: University of Connecticut (UCONN)
Department/Faculty: Educational Psychology
Programme of Study: Counseling Psychology \[counseling\] Year: 2016/2017 School Year
Level: Undergraduate \[\] Graduate \[\xmark\] Post Graduate \[\]
Completion date of Programme of study: May 2017

Objective(s) of Research: The purpose of this research is to examine whether or not there is a relationship between parenting styles, adolescent suicidal behavior and self-disclosure among Saint Lucian youth.

Data Required for: Long essay \[\] Dissertation/Thesis \[\xmark\] Publication \[\]
School(s) where research is to be carried out: (Please List)
0 Castries Comprehensive Secondary School
0 Vieux Fort La Resource
0 Balgooneau Secondary
0 George Charles Secondary

Proposed Sample

Estimated duration of research in school(s): From: To:

Documents/Materials obtained from the Ministry of Education: (Please List if applicable)

Signature of Applicant: Date: 08/29/16

B. Tutor’s Approval (where applicable)

The above mentioned research work is being carried out under my supervision.

Tutor’s Name: Dr. James O’Neil Signature: James M. O’Neil, Ph.D.

C. Ministry of Education – Official Approval

The above request for permission to carry out research in Public Schools is hereby approved according to the conditions overleaf.

Signature of Authorizing Officer: [Signature] Date: 27/10/16

* Researchers are advised to restrict the sample size to a minimum of teachers/students to minimize disruption to schools.
Conditions for the approval of a request to undertake research in Public Schools

Research work is permitted to be carried out in Public Schools only if the following conditions are accepted and satisfied:

1. Requests for permission to carry out research work in Public Schools must be written on the prescribed form obtainable from the Corporate Planning Unit of the Ministry of Education & Culture.

2. The completed application form must be submitted for approval to the Research Officer, Ministry of Education & Culture at least two (2) weeks prior to the commencement of the research.

3. The approved request form showing a signed approval must be presented to the Principal or designated representative where the research work is to be carried out.

4. All research work is to be carried out at the discretion of the Principal.

5. The Ministry of Education & Culture reserves the right to be provided a full copy of the study.

6. A copy of the abstract must be submitted to the Research Officer, Ministry of Education & Culture within two (2) months of the completion of the research.

7. The researcher is to observe strict confidentiality during his/her work in schools. All management of data must be in accordance with the Statistics Act of 1973.

8. A permission to carry out research work in Public Schools may be withdrawn.

9. Parental consent must be obtained for all research which includes respondents who are students under the age of 16.
Appendix A-2

SCHOOL PERMISSION TO CONDUCT RESEARCH

February 27, 2017

Dear Institutional Review Board:

The purpose of this letter is to inform you that I give Rev. Emmanuel Ihemedu permission to conduct the research titled "Parenting style, Adolescent suicidal behavior and self-disclosure in a sample of Saint Lucian adolescents" at Soufriere Comprehensive Secondary School. This also serves as assurance that this school complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) (see back for specific requirements) and will ensure that these requirements are followed in the conduct of this research.

Sincerely,

Mrs. Joel Charles-Charlemagne
Principal
Appendix A-3

MICOUĐ SECONDARY SCHOOL
Micoûd Pocket Office
St. Lucia, W.I.
Telephone/Fax: (758) 454-4214

SCHOOL PERMISSION TO CONDUCT RESEARCH

March 1st, 2017

Dear Institutional Review Board:

The purpose of this letter is to inform you that I give Rev. Emmanuel Ihemedu permission to conduct the research titled Parenting style, adolescent suicidal behavior and self-disclosure in a sample of Saint Lucian adolescents at Micoud Secondary School. This also serves as assurance that this school complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) (see back for specific requirements) and will ensure that these requirements are followed in the conduct of this research.

Sincerely,

[Signature]
Flora Emmanuel-Joseph (Mrs.)
Principal

MINISTRY OF EDUCATION AND CULTURE
SCHOOL PERMISSION TO CONDUCT RESEARCH

2nd November, 2016

Dear Institutional Review Board:

The purpose of this letter is to inform you that I give Rev. Emmanuel Ihemedu permission to conduct the research titled Parenting style, adolescent suicidal behavior and self-disclosure in a sample of Saint Lucian adolescents at Castries Comprehensive Secondary School. This also serves as assurance that this school complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) (see back for specific requirements) and will ensure that these requirements are followed in the conduct of this research.

Sincerely

Ms Marva Daniel

School principal
Appendix A-5

22nd November, 2016

Dear Institutional Review Board,

The purpose of this letter is to inform you that I give Rev. Emmanuel Ihemedu permission to conduct the research titled \textit{Parenting style, adolescent suicidal behavior and self-disclosure in a sample of Saint Lucian adolescents} at Babonneau Secondary School. This also serves as assurance that this school complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) (see back for specific requirements) and will ensure that these requirements are followed in the conduct of this research.

Sincerely,

Terrence Fernelon (Mr.)

\textit{PRINCIPAL}
February 28, 2017

SCHOOL PERMISSION TO CONDUCT RESEARCH

Dear Institutional Review Board:

The purpose of this letter is to inform you that I give Rev. Emmanuel Iluemelu permission to conduct the research titled Parenting style, adolescent suicidal behavior and self-disclosure in a sample of Saint Lucian adolescents at Saint Joseph’s Convent Secondary School. This also serves as assurance that this school complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) (see back for specific requirements) and will ensure that these requirements are followed in the conduct of this research.

Sincerely,

[Signature]

Sister Rufina Donat
Principal

Honour is the Reward of Virtue
Appendix A-7

Vieux Fort Comprehensive Secondary School

Vieux Fort St. Lucia West Indies
Telephone: (758)454-6350/454-3310 Fax: (758)454-3739
EMAIL: campus2010@hotmail.com

December 15, 2016

RE: SCHOOL PERMISSION TO CONDUCT RESEARCH

Dear Institutional Review Board:

The purpose of this letter is to inform you that I gave Rev. Emmanuel Ihemedu permission to conduct the research titled *Parenting style, adolescent suicidal behavior and self-disclosure in a sample of Saint Lucian adolescents at Vieux Fort Comprehensive Secondary School*. This also serves as assurance that this school complies with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) and will ensure that these requirements are followed in the conduct of this research.

Sincerely,

Elicious Cyril (Mr.)
Principal
Appendix B

Principle Investigator: James O'Neil, PhD
Doctoral Student: Emmanuel Ihemedu, M.S., NCC

Study Title: Parenting style, adolescent suicidal behavior and self-disclosure in a sample of Saint Lucian adolescents

Dear Parent:

I need your help in conducting a study of the effects of parenting styles on adolescent suicidal behavior and self-disclosure. The results of this study should increase our understanding of the relationships if any between parenting styles and adolescent suicidal behavior and self-disclosure.

You should understand that your permission to allow your child to participate in this study is voluntary and that choosing not to allow your child to participate in this study, or in any part of this study, will not affect your child’s relations with his/her school. Your child will not be penalized if you do not want your child to be part of this study. Your child has the right to not answer questions he/she does not wish to answer.

This study has a potential for psychological risks. Completing the suicidal questionnaire may lead to undesired changes in cognitive processes and emotions. It may trigger suicidal ideation, episodes of depression and feelings of guilt. These risks will be minimized to the extent possible. This study is anonymous. It does not provide me with personal identifiable information (e.g. name, home address etc.) of individual participants. However, during the research, if we learn your child is having thoughts about suicide or hurting himself/herself or others, we will follow the school policy and procedure for managing suicide risk. We will refer your child to the school counselor who will conduct a risk assessment for your child immediately and also gather additional information to evaluate the level of imminent danger present. They will ask your child more questions about the thoughts. Based on your child’s response, they will provide him/her with help to get treatment. This may include exploring what resources are available, e.g. parents, family support and friends; setting up a suicide contract; providing your child with lists of mental health resources, emergency/crisis numbers; increase frequency of checking-ins by the school guidance counselor; setting up a plan to deal with potential weapons, medications, drugs etc. and getting your child hospitalized if necessary.

Your child may not directly benefit from this research; however, we hope that your child’s participation in the study may benefit other people now or in the future. This study will not only add knowledge to the field of psychology and counseling, but also help answer some of the
Appendix C

Parental Permission Form for Participation in a Research Study

Principle Investigator: James O'Neil, PhD
Doctoral Student: Emmanuel Themedu, M.S, NCC
Study Title: Parenting style, adolescent suicidal behavior and self-disclosure in a sample of Saint Lucian adolescents

Introduction

Your child is invited to participate in a research study to examine the relationship between parenting style, adolescent suicidal behavior and self-disclosure. Your son/daughter is being asked to participate because he/she is a teenager and is between the ages of 14 and 17.

Why is this study being done?

The purpose of this study is to see the extent adolescent suicidal behavior and self-disclosure are linked to parenting style.

What are the study procedures? What will my child be asked to do?

If you give permission for your child to take part in this study, he/she will be asked to:
Complete a survey on parenting styles, suicidal behavior and self-disclosure with their parents.
Your child will also complete a questionnaire that asks them to rate their parents parenting styles by rating their agreement with each 30 statements on a 5 point Likert scale of 1-5 (1=strongly disagree, 5= strongly agree). An example of the authoritarian style is: “Even if their children didn’t agree with them, my parents felt that it was for our own good if we were forced to conform to what they thought was right.” Your child will answer the questions based on their own perception of their parents parenting.
Your child will also complete a suicidal behavior questionnaire that asks them to rate any suicide related thoughts and behaviors. This questionnaire has four statements and each assesses a different risk factor for suicide. An example of such statement is: Have you ever thought about or attempted to kill yourself? Your child will be asked to check the number beside the statement or phrase that best applies to him/her.
On a scale of 1 to 5 (1 meaning never, 5 meaning always) your child will be asked to rate how likely he/she will be open to sharing personal struggles and challenges with their parents. For example: would you tell your parents if you were bullied in school or pregnant?
Your child has the option of not answering any of the questions that he/she finds uncomfortable.
Your child will complete this questionnaire during class period under the supervision of the researcher and the copies of the materials are with the home teacher and researcher for you to review. The teacher shall have no official role in the study and shall not be storing research material except to help explain concepts in local dialects if the need arises.

UCONN IRB
Approval No. 12/30/14
Approved Until 12/31/17
Approved By: M. Karr
Parental Permission Form for Participation in a Research Study

Return Slip

Principal Investigator: James O'Neil, PhD
Student Researcher: Emmanuel Ihemuedu, M.S, NCC
Study Title: Parenting style, adolescent suicidal behavior and self-disclosure in a sample of Saint Lucian adolescents

Documentation of Permission:

I have read this form and decided that I will give permission for my child to participate in the study described above. Its general purposes, the particulars of my child’s involvement and possible risks and inconveniences have been explained to my satisfaction. I understand that I can withdraw my child at any time. My signature also indicates that I have received a copy of this parental permission form. Please return this form to your child’s teacher by ____________________________

Child Signature: ____________________________ Print Name: ____________________________ Date: ____________________________

Parent/Guardian Signature: ____________________________ Print Name: ____________________________ Date: ____________________________

Relationship to Child (e.g. mother, father, guardian): ____________________________

Signature of Person Obtaining Consent ____________________________ Print Name: ____________________________ Date: ____________________________
Child’s Assent Form

Principal Investigator: James O’Neil, PhD
Student Researcher: Emmanuel Ihemdu, M.S, NCC
Study Title: Parenting style, adolescent suicidal behavior and self-disclosure in a sample of Saint Lucian adolescents

Your parents have talked to you about being in a research study. I want to learn more about a condition called suicide that affects some children your age. You can ask as many questions as you like about the study and I will explain it to you in a way that you can understand.

You will fill out some surveys that ask you questions about yourself, the way your parents are raising you, and how comfortable you are sharing your inner feelings and thoughts with your parents. You will also answer some questions about whether you are doing something that could cause serious harm to yourself or someone else even if you do not intend to harm yourself or someone else. Your teacher is here in case you have questions about some words on the survey so he/she can explain them in your local dialect. No information about you will be shared with anyone who is not working on this study.

Everything you tell us is confidential except if you tell us that you are a danger to yourself or to someone else. In that case, we will follow the school policy and procedure to provide you support. We will refer you to the school counselor who will conduct a risk assessment on you immediately and also gather additional information to evaluate the level of imminent danger present. They will ask you more questions about your thoughts. Based on your response, they will provide you with help to get treatment. This may include exploring what resources are available, e.g. parents, family support and friends; setting up a suicide contract; providing you with lists of mental health resources, emergency/crisis numbers; increase frequency of check-ins by the school guidance counselor; setting up a plan to deal with potential weapons, medications, drugs etc. and getting you hospitalized if necessary.

It will take you about thirty minutes to complete these questionnaires, and you will miss 30 minutes of class. If you decide to be in the study, you may be helping us understand better why many young people are not sharing their inner feelings and problems with their parents and why many are choosing to end their lives as a solution to their problems.

You should know that your teacher and classmates won’t know what you have said. Your parents will not have access to your responses to the survey. Also, because the responses will be collected anonymously, it will not be possible for the researcher to know individual responses.
Appendix E
Demographic Data Questionnaire

1. Age:

2. What is your Gender:
   - Male
   - Female
   - Other

3. In terms of income, would you say your parents are:
   - Upper class
   - Upper-middleclass
   - Middleclass
   - Lower-middleclass
   - Working class
   - Decline to answer

4. What is the highest form of education your father completed?
   - No education
   - Primary school
   - Secondary school
   - University

5. What is the highest form of education your mother completed?
   - No education
   - Primary school
   - Secondary school
   - University

6. Which kind of family structure were you raised in?
   - Nuclear (both biological parents and one or more siblings)
   - Both biological parents
   - Single-parent
   - Grand-parent
   - Same-sex parents
   - Blended (step-parents or divorced parents)
   - Foster care
   - Adoptive parents
   - Other

7. If you chose single-parent, were you raised with your mother or father?
   - Mother
   - Father

8. Were you raised by your biological parents in the same home?
   - Yes
   - No

Please when you finish, review your answers to make sure you did not leave any answers blank
Appendix F

Parental Authority Questionnaire
Instructions: For each of the following statements, circle the number of the 5-point scale (1 = strongly disagree, 5 = strongly agree) that best describes how that statement applies to you and your parents. Try to read and think about each statement as it applies to you and your parents during your years of growing up at home. There are no right or wrong answers, so don’t spend a lot of time on any one item. We are looking for your overall impression regarding each statement. Be sure not to omit any items.

1 = Strongly disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly Agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>1 2 3 4 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. While I was growing up my parents felt that in a well-run home the children should have their way in the family as often as the parents do.</td>
<td></td>
</tr>
<tr>
<td>2. Even if their children didn’t agree with them, my parents felt that it was for our own good if we were forced to conform to what they thought was right.</td>
<td></td>
</tr>
<tr>
<td>3. Whenever my parents told me to do something as I was growing up, they expected me to do it immediately without asking any questions.</td>
<td></td>
</tr>
<tr>
<td>4. As I was growing up, once family policy had been established, my parents discussed the reasoning behind the policy with the children in the family.</td>
<td></td>
</tr>
<tr>
<td>5. My parents have always encouraged verbal give-and-take whenever I have felt that family rules and restrictions were unreasonable.</td>
<td></td>
</tr>
<tr>
<td>6. My parents have always felt that what their children need is to be free to make up their own minds and to do what they want to do, even if this does not agree with what their parents might want.</td>
<td></td>
</tr>
<tr>
<td>7. As I was growing up my parents did not allow me to question any decision they had made.</td>
<td></td>
</tr>
<tr>
<td>8. As I was growing up my parents directed the activities and decisions of the children in the family through reasoning and discipline.</td>
<td></td>
</tr>
<tr>
<td>9. My parents have always felt that more force should be used by parents in order to get their children to behave the way they are supposed to.</td>
<td></td>
</tr>
<tr>
<td>10. As I was growing up my parents did not feel that I needed to obey rules and regulations of behavior simply because someone in authority had established</td>
<td></td>
</tr>
</tbody>
</table>
As I was growing up I knew what my parents expected of me in my family, but I also felt free to discuss those expectations with my parents when I felt that they were unreasonable.

My parents felt that wise parents should teach their children early just who is boss in the family.

As I was growing up, my parents seldom gave me expectations and guidelines for my behavior.

Most of the time as I was growing up my parents did what the children in the family wanted when making family decisions.

As the children in my family were growing up, my parents consistently gave us direction and guidance in rational and objective ways.

As I was growing up my parents would get very upset if I tried to disagree with them.

My parents feel that most problems in society would be solved if parents would not restrict their children’s activities, decisions, and desires as they are growing up.

As I was growing up my parents let me know what behavior they expected of me, and if I didn’t meet those expectations, they punished me.

As I was growing up my parents allowed me to decide most things for myself without a lot of direction from them.

As I was growing up my parents took the children’s opinions into consideration when making family decisions, but they would not decide for something simply because the children wanted it.

My parents did not view themselves as responsible for directing and guiding my behavior as I was growing up.

My parents had clear standards of behavior for the children in our home as I was growing up, but they were willing to adjust those standards to the needs of each of the individual children in the family.

My parents gave me direction for my behavior and activities as I was growing up and they expected me to follow their direction, but they were always willing to listen to my concerns and to discuss that direction with me.

As I was growing up my parents allowed me to form my own point of view on family matters and they generally allowed me to decide for myself what I was going to do.

My parents have always felt that most problems in society would be solved
if we could get parents to strictly and forcibly deal with their children when
they don’t do what they are supposed to as they are growing up.

| 1 | 2 | 3 | 4 | 5 |

26. As I was growing up my parents often told me exactly what they wanted
me to do and how they expected me to do it.

| 1 | 2 | 3 | 4 | 5 |

27. As I was growing up my parents gave me clear direction for my behaviors
and activities, but they were also understanding when I disagreed with them.

| 1 | 2 | 3 | 4 | 5 |

28. As I was growing up my parents did not direct the behaviors, activities, and
desires of the children in the family.

| 1 | 2 | 3 | 4 | 5 |

29. As I was growing up I knew what my parents expected of me in the family
and they insisted that I conform to those expectations simply out of respect for
their authority.

| 1 | 2 | 3 | 4 | 5 |

30. As I was growing up, if my parents made a decision in the family that hurt
me, they were willing to discuss that decision with me and to admit it if they
had made a mistake.

| 1 | 2 | 3 | 4 | 5 |

Please when you finish, review your answers to make sure you did
not leave any answers blank

---

University of Connecticut Mail - Re: Seeking Permission to use Parental Authority Questionnaire instrument for my dissertation
8/6/16, 10:07 AM

Emmanuel Ihemedu <emmanuel.ihemedu@uconn.edu>

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Re: Seeking Permission to use Parental Authority Questionnaire instrument for my dissertation

Buri, John R. <JRBURI@stthomas.edu> Tue, Jul 26, 2016 at 2:49 PM To:
Emmanuel Ihemedu <emmanuel.ihemedu@uconn.edu>

Thank you for your interest in the Parental Authority Questionnaire (PAQ). Please feel free to use the PAQ for any not-for-profit purposes. For further information about the PAQ (for example, scoring details, norms, reliability
measures, validity), please see the following journal articles:


I wish you the best with your research project.

John R. Buri, Ph.D.  Professor – Department of Psychology University of St. Thomas
Re: Seeking Permission for the use of The Suicidal Behaviors Questionnaire-Revised (SBQ-R) for my Phd Dissertation

Augustine Osman <augustine.osman@utsa.edu>
To: Emmanuel Ihemedu <emmanuel.ihemedu@uconn.edu>

Mon, Sep 19, 2016 at 12:14 PM

Greetings—permission for use of the SBQ-R is limited to your specific request. Please do not pass the SBQ-R along to anyone without my written permission. Although copies could be made for collecting data for your doctoral dissertation, the SBQ-R should not be included in the text as an Appendix etc… I will add your name to our database, as a user of the SBQ-R.

Good luck with your project,
---Augustine

Augustine Osman, Ph.D., ABAP
Diplomate & Fellow
Clinical Professor of Psychology
& Associate Dean--- COLFA MH 4.01.52
The University of Texas at San Antonio
San Antonio, TX 78249-0641
Ph:   (210) 458-6854
Fax:  (210) 458-4347

"Our greatest strength lies in our number of citations, publications and patents"…. President Romo, 2015.

From: Emmanuel Ihemedu [mailto:emmanuel.ihemedu@uconn.edu]
Sent: Monday, September 19, 2016 10:33 AM
To: Augustine Osman <augustine.osman@utsa.edu>
Subject: Fwd: Seeking Permission for the use of The Suicidal Behaviors Questionnaire-Revised (SBQ-R) for my Phd Dissertation
Appendix H

EMOTIONAL SELF-DISCLOSURE SCALE (ESDS)

INSTRUCTIONS: Listed below are 40 topics concerned with the types of feelings and emotions that people experience at one time or another in their life. This survey is concerned with the extent to which you have discussed these feelings and emotions with your parents. Before each item you will notice a single column. For this column you are to indicate how often you have discussed each specific topic with your parents. To respond, use the following scale to indicate which letter (A, B, C, D, OR E) corresponds to your response:

A = I HAVE NOT DISCUSSED THIS TOPIC WITH MY PARENTS:
B = I HAVE SLIGHTLY DISCUSSED THIS TOPIC WITH MY PARENTS:
C = I HAVE MODERATELY DISCUSSED THIS TOPIC WITH MY PARENTS:
D = I HAVE ALMOST FULLY DISCUSSED THIS TOPIC WITH MY PARENTS:
E = I HAVE FULLY DISCUSSED THIS TOPIC WITH MY PARENTS

NOTE:
The letter that best describes your reaction to each statement is the one which you will darken for that item on the computer scoreable answer sheet.
Now, go ahead and respond to the statements, using the answer sheet and a #2 pencil. Be sure to answer every question, even if you are not sure. Also, please be honest in your responses.

1.____ (#1). Times when you felt depressed.
2.____ (#2). Times when you felt happy.
3.____ (#3). Times when you felt jealous.
4.____ (#4). Times when you felt anxious.
5.____ (#5). Times when you felt angry.
6.____ (#6). Times when you felt calm.
7.____ (#7). Times when you felt apathetic.
8.____ (#8). Times when you felt afraid.
9.____ (#9). Times when you felt discouraged.
10.____ (#10). Times when you felt cheerful.
11.____ (#11). Times when you felt possessive.
12.____ (#12). Times when you felt troubled.
13.____ (#13). Times when you felt infuriated.
14.____ (#14). Times when you felt quiet.
15.____ (#15). Times when you felt indifferent.
16.____ (#16). Times when you felt fearful.
17.____ (#17). Times when you felt pessimistic.
18. ___ (#18). Times when you felt joyous.
19. ___ (#19). Times when you felt envious.
20. ___ (#20). Times when you felt worried.
22. ___ (#22). Times when you felt serene.
23. ___ (#23). Times when you felt numb.
24. ___ (#24). Times when you felt frightened.
25. ___ (#25). Times when you felt sad.
26. ___ (#26). Times when you felt delighted.
27. ___ (#27). Times when you felt suspicious.
28. ___ (#28). Times when you felt uneasy.
29. ___ (#29). Times when you felt hostile.
30. ___ (#30). Times when you felt tranquil.
31. ___ (#31). Times when you felt unfeeling.
32. ___ (#32). Times when you felt scared.
33. ___ (#33). Times when you felt unhappy.
34. ___ (#34). Times when you felt pleased.
35. ___ (#35). Times when you felt resentful.
36. ___ (#36). Times when you felt flustered.
37. ___ (#37). Times when you felt enraged.
38. ___ (#38). Times when you felt relaxed.
40. ___ (#40). Times when you felt alarmed.

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Please when you finish, review your answers to make sure you did not leave any answers blank
Permission to use ESDS

Emmanuel Ihemedu <emmanuel.ihemedu@uconn.edu>

Emotional Self-disclosure scale - mmanuel Ihemedu
<emmanuel.ihemedu@uconn.edu>

1 message

William E. Snell, Jr., Ph.D. <wesnell@semo.edu> Fri, Jul 22, 2016 at 2:55 PM
To: Emmanuel Ihemedu <emmanuel.ihemedu@uconn.edu>

Dear Emmanuel,

You have my permission to use the ESDS in your work. You can find all of the psychometric information that you need at the following websites (see below), where I have summarized that information in an "electronic book" (the first website below) and where copies of my psychological instruments can be found (the second website below).

If I can be of any future assistance, please do not hesitate to contact me. Good luck with your project.

http://csti-cla.semo.edu/snell/books/

http://www4.semo.edu/snell/TESTING.HTM

Take care,
Bill Snell

Dr. William (Bill) E. Snell, Jr., PhD
Department of Psychology
SouthEast Missouri State University
Cape Girardeau, MO 63701
wesnell@semo.edu
(573) 651-2447

Sent from my iPad
William (Bill) E. Snell, Jr., PhD
wesnell@semo.edu

On Jul 22, 2016, at 1:23 PM, Emmanuel Ihemedu <emmanuel.ihemedu@uconn.edu> wrote:

Dear Dr. Snell,

I write from the Counseling Psychology Program in the Neag School of Education at the University of Connecticut, Storrs, where I am currently working on my dissertation proposal. My topic is: "Parenting styles and adolescent suicidal behavior and self-disclosure in a sample of adolescents of West Indian descent."

While I was searching for an instrument to measure adolescent self-disclosure came across your work: "The Emotional Self-disclosure Scale." In the hope that I might be able to engage you on what is at least on this end, I am writing to ask you if you have used this scale with adolescents before? If not, do you think it can be modified so as to use it for adolescents population? How can I get more information about the instrument's reliability and validity? Your guidance and help will not be forgotten in a hurry.

Thank you greatly!
Appendix I

Suicide Safety Plan:
Prior to data gathering, I will set up a suicide control made up of the trained counselors in suicide risk management of the selected schools and provide them with emergency referrals and suicide safety plan below. If someone appears to be at risk, they will do the following kind of inquiry:

- Are you thinking of harming yourself (having suicidal thoughts)?
- nature of thoughts (I would like to be dead, I want to die, I want all this to stop, I should kill myself)
- When did it start?
- How often do you have these thoughts?
- How intense are these thoughts?
- How long do these thoughts last?
- Are these thoughts in response to something in particular?
- Do you have any suicidal plan?
- Do you have any means to carry out the plan?
- When was the last suicidal thought?
- Have you had any past ideation, plans, gestures, attempts?
- What’s the nature of past attempt(s) (what type of pills, how many pills, cut wrists, etc.)
- Has someone in your family committed suicide?

Depending on the responses, they will do the following:
- Follow the school policy and procedure for suicide risk management
- They will explore what resources are available, e.g. school guidance counselor, parents, family support and friends
- They will set up a suicide contract
- They will provide the subject with the following lists of mental health resources, emergency/crisis numbers in Saint Lucia:
  - Saint Lucia Crisis Centre: (758)453-1521
  - Suicide St. Lucia Hotline: 452-5433/458-2433
  - The National Helpline: 203 is Toll-free 24 hour service
  - The Saint Lucia Wellness Centre; (758)452-7393
  - The Victoria Hospital
  - The Gros Islet Polyclinic Centre
- They will also explore frequency of checking-ins by the school guidance counselor
- They will also set up a plan to deal with potential weapons, medications, drugs etc.
- They will get the subject hospitalized if necessary.
- Besides the anonymity of the questionnaires, it is possible that I will not view the responses for several days or weeks after surveys have been completed. In that case I will tell the participants to seek immediate assistance if they are experiencing distress by contacting the school guidance counselor, or any of the emergency/crisis numbers provided above.
Appendix J

List of Local Referrals/mental health resources, emergency/crisis numbers in Saint Lucia

- Saint Lucia Crisis Centre: (758)453-1521
- Suicide St. Lucia Hotline: 452-5433/458-2433
- The National Helpline: 203 is Toll-free 24-hour service
- The Saint Lucia Wellness Centre: (758)452-7393
- The Victoria Hospital
- The Gros Islet Polyclinic Centre
## Appendix K

### Summary of Demographic and Moderating Variables

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<th>Variable</th>
<th>Measure</th>
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<td>Age</td>
<td>Demographic Questionnaire</td>
<td>Ratio</td>
</tr>
<tr>
<td>Gender</td>
<td>Demographic Questionnaire</td>
<td>Nominal</td>
</tr>
<tr>
<td>Parental Education</td>
<td>Demographic Questionnaire</td>
<td>Ordinal</td>
</tr>
<tr>
<td>Social Economic Status</td>
<td>Demographic Questionnaire</td>
<td>Ordinal</td>
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<td>Family Structure</td>
<td>Demographic Questionnaire</td>
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### Summary of Independent Variables

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<td>Authoritative</td>
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<tr>
<td>Permissive</td>
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### Summary of Dependent Variables

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<td>The Suicidal Behaviors Questionnaire-Revised (SBQ-R)</td>
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</tr>
<tr>
<td>Adolescent Self-disclosure</td>
<td>Emotional Self-Disclosure Scale (ESDS)</td>
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