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## THE TIES BETWEEN PARENTING PATTERN AND SUICIDAL IDEAS AMONG UNDERGRADUATE STUDENTS IN DELTA STATE UNIVERSITY, ABRAKA.

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### Abstract

*The study explored the linkage between parenting pattern and suicidal ideas among undergraduate students at Delta State University, Abraka. The research was guided by four research questions and four hypotheses. It utilized a correlational research design and included a population of 40,534 students at Delta State University. The sample size of 385 students was obtained through a simple random sampling technique using balloting. Data was collected using a questionnaire called the Parenting Pattern and Suicidal Ideas Rating Scale (PSSTRS), which encompassed the four parenting pattern and suicidal ideas. The instrument's internal consistency was assessed using Cronbach Alpha, resulting in reliability indices of 0.75 for Dictatorial Parenting Pattern, 0.79 for Stern Parenting Pattern, 0.68 for Tolerant Parenting Pattern, 0.77 for Uninvolved Parenting Pattern, and 0.88 for Suicidal Ideas. To address the research questions, Pearson Moment Correlation Coefficient was employed, and the hypotheses were tested using Simple Regression analysis. The study's findings led to the following conclusions: Dictatorial Parenting Pattern demonstrated a weak linkage with suicidal ideas among undergraduate students at Delta State University, Abraka. Stern Parenting Pattern showed no association with suicidal ideas in this context. Both Tolerant and Uninvolved Parenting pattern exhibited very weak ties with suicidal ideas among undergraduate students at Delta State University, Abraka. Based on these findings and conclusions, the study offers several recommendations: Parents should invest more time in understanding their children and fulfilling their fundamental needs. Parents should also remain attentive to their children's academic, emotional, moral, and social requirements. Additionally, the university's Office of Student Affairs should be receptive to and address students' concerns.*

**Keywords:** Parenting pattern, Stern, Dictatorial, Tolerant, Uninvolved, Suicidal Ideas

## Introduction

Death is an inevitable part of life, and youngsters, may experience significant consequences as their suicide disproportionately affects the mental welfare of their loved ones and society as a whole. This tragic occurrence has far-reaching implications, impacting families, communities, and even entire nations. Mortier and Kiekens (2014) along with Mortier et al. (2017) have noted that suicidal actions are more prevalent among youngsters. Annually, nearly one million individuals succumb to suicide, and it is imperative to recognize that college and university students with suicidal ideas are at a substantially higher menace of committing suicide (Li ZZ et al., 2014). Pursuant to Zhai et al. (2015), suicides attributes to 19% of all fatalities among students attending colleges and universities, making it the most mutual root of death in this cluster.

The concept of "suicidal ideas" (ST), also known as "suicidal ideas" or "suicidal thoughts," serves as an overarching term encompassing various desires, preoccupations, and impulses related to death and suicide (Harmer et al., 2023). Suicidal ideas, sometimes denoted to as suicidal ideas (WHO, 2020), represent a symptom rather than a detection of specific psychological conditions (Barry, Lisa 2019) and can arise in retort to challenging life situations. Suicidal ideas span a spectrum on suicide menace scales, ranging from passing ideas to detailed planning. As highlighted by Falcone (2018) and Kumar Updesh (2017), contemplating death or envisioning it constitutes passive suicidal ideas, while actively planning to commit suicide signifies active suicidal ideas.

Suicidal ideas are a notorious menace feature for suicide, and it is becoming increasingly prevalent among students (Bilsen, 2018). Research into suicidal ideas is crucial for uncovering the underlying factors that elevate the propensity for suicide try. It is vital to recognize that no suicide try or completed suicide occurs without prior contemplation, planning, and sometimes the expression of suicidal intent. Various mutual life events among undergraduates, such as high parental expectations, academic pressures, adapting to new environments, influences from the school and college environment, peer pressure, and the emotional aftermath of romantic breakups, can spark severe consequences and foster suicidal ideas (Shaheen & Jahan, 2014; Seligman & Csikszentmihalyi, 2000). In Nigeria, a study reported a prevalence rate of 20% for suicidal ideas and 12% for self-harm among young people (Omigbodun et al., 2008). Engaging in dicey actions like suicidal ideas and self-harm heightens students' vulnerability to adverse physical and mental outcomes (World Health Organization, 2014; Glozah & Pevalin, 2017). Miller et al. (2013) also reported that suicidal actions are habitually allied with other health menace actions, such as tobacco use, aggressive actions, illicit drug use, alcohol consumption, sexual activity, feelings of anger, shock, and depression (Miller et al., 2013).

There appears to be a connection between parenting pattern and suicidal ideas. Parenting significantly influences a child's life and development, with youngsters suicidal behavior and self-disclosure being associated to parenting practices. Given the diverse parenting philosophies adopted by mothers/fathers, most families combine multiple parenting pattern. It is well recognized that a child's healthy development is intricately associated to both their maturation and their ties with their parents. Parents play a central role in a child's world, influencing their growth from the moment of birth through their actions, words, and the environment they provide. The parenting pattern is a mutual framework in which families operate and children are raised

(Chiew, 2011). In this study, parenting pattern is distinct as the manner in which individuals intermingle with their children or wards, encompassing various methods employed to raise them. Regardless of the approach deployed, all parents have a fundamental responsibility to guide, educate, and shape their children. It has been observed that when the ideal parenting approach is implemented at home, children are well-behaved; conversely, when it is not, the opposite can occur. Parenting patterns encompass a set of actions, attitudes, and strategies parents employ in raising their children, typically classified into four types: Dictatorial, stern, indulgent/tolerant, and neglectful (Laff& Ruiz, 2019).

Dictatorial parenting fosters positive attitudes and self-enhancing attributes in children (Meteyer& Jenkins, 2009). This approach is often considered the "optimal" parenting pattern as it tends to produce youngsters with high levels of autonomy, confidence, social responsibility, self-sufficiency, and goal-orientation. Dictatorial parents pay attention to their children's behavior, provide discipline through logical reasoning, and grant them the freedom to make choices and learn from their mistakes. They demonstrate kindness, respect, affection, and a caring attitude, nurturing emotional bonds (Journal of Positive Psychology 140). Dictatorial parents strike an equilibrium between flexibility and expectations, establish rules, create a supportive atmosphere, and require adherence to those rules while allowing for modifications (Berg, 2011). This framework offers structure and guidance, which can help students cultivate a sense of purpose and direction in their lives—a known protective factor against suicidal ideas. Furthermore, Dictatorial parenting promotes effective problem-solving and communication skills, encouraging open dialogue and respecting their children's opinions and emotions, fostering emotional intelligence and coping strategies necessary for stress management and dealing with challenging emotions, thereby reducing the menace of suicidal ideas.

Stern parenting, conversely, is a stern and corrective parenting approach that places a heavy emphasis on children obeying parental authority without question, using verbal or physical punishment to enforce desired behaviour (Areepattamannil, 2010). The deployment of verbal and physical punishments can play a part in lowering self-esteem and feelings of worthlessness in children, potentially increasing the menace of suicidal ideas. This parenting pattern's stern and controlling nature can create an emotionally distant and unsupportive environment, where students may feel unable to express their emotions or seek help during difficult times, leading to feelings of isolation and distress that can play a part in suicidal ideas. Additionally, the high strains and pressure imposed on children by stern parenting can result in elevated stress levels, with students feeling overwhelmed by the constant need to meet rigid expectations and potentially lacking healthy coping mechanisms to manage stress effectively. This chronic stress may, in turn, increase the menace of suicidal ideas.

Tolerant parents are characterized by providing their children with a high degree of warmth and freedom (Kang & Moore, 2011). They are inclined to have lower expectations for their children and exhibit a more receptive and tolerant approach. These parents are known for their lack of stern rules and typically maintain an informal and relaxed attitude in their intermingling with their children (Verenikina, Vialle, & Lysaght, 2011). They engage in open and candid dialogues, fostering friendly and affectionate ties. Tolerant parents are abundant in their display of warmth and affection, even in situations where the child's welfare may be at menace. However, they often establish minimal or no correlation

Children raised by tolerant parents may encounter challenges in regulating their impulses, displaying immaturity, and taking on responsibilities. This tolerant parenting pattern is associated with a higher menace of suicidal ideas among students. One possible explanation for this elevated menace is the absence of structure and guidance in the lives of children raised in such an environment. The lack of clear restorations and expectations may hinder the development of self-discipline and a sense of responsibility, making it challenging for students to cope with difficulties and setbacks. This, in turn, increases their vulnerability to suicidal ideas.

Furthermore, tolerant parenting may not adequately equip children with healthy coping mechanisms or problem-solving skills. The absence of discipline and restorations can hinder the development of effective strategies for managing stress and handling complex emotions. This limited skill set plays a part to feelings of helplessness and hopelessness, further elevating the menace of suicidal ideas.

Uninvolved parents, conversely, exhibit a lack of concern and emotional engagement in their child's developmental needs. Their expressions of emotion, compassion, and discipline are inconsistent, ranging from complete indifference to extreme exaggeration (Pellerin, 2005). Uninvolved parents maintain a distant and emotionally detached involvement with their children, which can spark poor levels of functioning in the latter. Such children often struggle academically, are more prone to engage in delinquent actions, and may experience feelings of sadness as they enter high school (Aastha Aghi & Harpreet Bhatia, 2021).

It is commonly known that parenting methods have a big impact on kids' attitudes and suicidal tendencies. According to studies, the risk of suicide is reduced when children believe their parents are giving them the required love and care. Contrarily, the risk of suicide rises dramatically when parents are perceived as being domineering or strict (Lai, et al., 2000; Gau et al., 2008; Donath et al., 2014).

In a research published in 2020, Choi et al. investigated the relationships between parenting style and children's attitudes toward suicide as well as the mediating function of attitudes toward suicide in the relationship between parenting style and suicidal thoughts. In their study of 1,071 children, they discovered that pupils with strict parents had a more accepting attitude about suicide than students with democratic or liberal parents. These students thought that the decision to commit suicide was a matter of personal freedom and that there were some situations in which it would be appropriate. They also admitted that they felt uncomfortable talking about or stopping suicide in others.

According to several research (Ferguson, et al., 2000; Gau, et al., 2008), stern parenting is frequently characterized by unpleasant or confrontational parenting, which is connected with children's suicidal behavior. Suicidal conduct in teenage and later in life has been linked to stern parenting styles (Arafat et al., 2022).

Studies by Lai, McBride-Chang, and others have revealed that stern parenting, marked by low parental warmth and high maternal control, is associated to a heightened menace of suicidal ideas among teenagers (Lai, et al., 2001). Another Australian study found that youngsters with overly controlling and emotionally distant parents (typical of stern parenting) have double the menace of developing suicidal ideas and triple the menace of engaging in intentional self-harm (Martin, Waite, as cited in Donath et al., 2014). Research by Baier and Rehbein (2013) examined

the influence of parenting practices on deviant behavior and revealed that hostile parental behavior is associated with suicidal actions, particularly among males, where instances of parental violence predict suicide tries.

Numerous other studies have explored the ties between parenting pattern and suicidal ideas. For instance, Nyang, Adibo, and Moindi (2021) reported that stern and neglectful parenting pattern exhibited a weak positive correlation with suicidal ideas, while Dictatorial and tolerant pattern had moderate negative correlations with these ideas. Ihemedu (2018) study involving youngsters from Saint Lucia found that stern parenting pattern was negatively and significantly correlated with suicidal behavior. Similarly, Singh and Kumar's 2021 study suggested that youngsters with tolerant parenting pattern had poorer mental health compared to those raised in Dictatorial and stern parenting environments.

Nunes and Mota's (2017) study delved into the role of parenting pattern in the development of suicidal ideas in youngsters and investigated the mediating role of attachment to parents in this association. They found that tolerant parenting pattern from both parents were associated to suicidal ideas, regardless of youngsters' social skills. Additionally, a study by Agbaria, , et al.,(2021) explored the contribution of attachment and parenting to emotion regulation among preschool children in Palestine. They discovered that tolerant parenting, especially from fathers, negatively influenced the quality of attachment and emotional bonding with parents, potentially contributing to the development of suicidal ideas among children.

In a different study conducted by Kim in 2019, the ties between parental overprotection and youth suicide intent and planning was investigated. The findings revealed a curvilinear (U-shaped) association between parental monitoring and suicidal ideas. Parental overprotection reduced suicidal ideas up to a certain limit, but excessive parental oversight had detrimental consequences on suicidal behavior. It was noted that overprotective parenting can diminish personal autonomy, reduce self-efficacy, and undermine subjective welfare (Zniva, et al., 2017).

The media has reported numerous instances of young people trying or committing suicide, underscoring the urgency of addressing this issue. These incidents highlight the importance of understanding how parenting pattern affect suicidal ideas among Nigerian students in tertiary schools. Therefore, the primary research question of this study is: "What is the tie between parenting pattern and suicidal ideas among undergraduate students at Delta State University Abraka?"

The objective of this study is to investigate the correlation between parenting pattern and suicidal ideas among undergraduate students at Delta State University, Abraka. The research is structured around four research questions and four corresponding hypotheses.

- What is the association between a dictatorial parenting pattern and suicidal ideas?
- What is the link between a stern parenting pattern and suicidal ideas?
- Is there a connection between a tolerant parenting pattern and suicidal ideas?
- Does an uninvolved parenting pattern have any bearing on suicidal ideas?
- No significant ties exist between a dictatorial parenting pattern and suicidal ideas.

- No significant ties are present between a stern parenting pattern and suicidal ideas.
- No significant connection is found between a tolerant parenting pattern and suicidal ideas.
- No significant association is identified between an uninvolved parenting pattern and suicidal ideas.

## Method

The study employed a correlational research design, utilizing a sample from a population of 40,534 students at Delta State University. A sample size of 385 students was obtained through a simple random sampling technique involving balloting. Data were collected using a questionnaire named the Parenting Pattern and Suicidal Ideas Rating Scale (PSSIRS), which encompasses the four parenting pattern and suicidal ideas.

To assess the internal consistency of the instruments, Cronbach Alpha was employed. The obtained reliability indices were 0.75 for Dictatorial Parenting Pattern, 0.79 for Stern Parenting Pattern, 0.68 for Tolerant Parenting Pattern, 0.77 for Uninvolved Parenting Pattern, and 0.88 for Suicidal Ideas.

The research questions were addressed using the Pearson Moment Correlation Coefficient, while the hypotheses were tested using Simple Regression analysis.

## Result

**Table 1:** Pearson Product Moment Correlation and Coefficient of Determination of Dictatorial Parenting Pattern and Suicidal Ideas

Variable	N	R	r <sup>2</sup>	r <sup>2</sup> %	Decision
Dictatorial parenting pattern	384	.229	.05	5	very weak Ties
Suicidal ideas					

In Table 1, it is evident that the r-value is 0.229, indicating the degree of association between Dictatorial Parenting Pattern and Suicidal Ideas. The coefficient of determination (r<sup>2</sup>) is 0.05, signifying that Dictatorial Parenting Pattern play a parts 5% to Suicidal Ideas. The findings reveal a very weak positive correlation between Dictatorial Parenting Pattern and Suicidal Ideas.

**Table 2:** Pearson Product Moment Correlation and Coefficient of Determination of stern Parenting Pattern and Suicidal Ideas

Variable	N	R	r <sup>2</sup>	r <sup>2</sup> %	Decision
stern parenting pattern	384	-.081	.007	.7	no Ties
Suicidal ideas					

In Table 2, the r-value is -0.081, representing the level of association between stern Parenting Pattern and Suicidal Ideas. The coefficient of determination ( $r^2$ ) is 0.007, indicating that stern Parenting Pattern play a parts 0.7% to Suicidal Ideas. The fallouts indicate no significant ties between stern Parenting Pattern and Suicidal Ideas.

**Table 3:** Pearson Product Moment Correlation and Coefficient of Determination of tolerant Parenting Pattern and Suicidal Ideas

Variable	N	R	$r^2$	$r^2$ %	Decision
stern parenting pattern	384	.305	.09	9	very weak ties
Suicidal ideas					

In Table 3, the r-value is 0.305, representing the degree of association between tolerant Parenting Pattern and Suicidal Ideas. The coefficient of determination ( $r^2$ ) is 0.09, signifying that tolerant Parenting Pattern play a part 9% to Suicidal Ideas. The findings reveal a very weak positive correlation between Tolerant Parenting Pattern and Suicidal Ideas.

**Table 4:** Pearson Product Moment Correlation and Coefficient of Determination of uninvolved Parenting Pattern and Suicidal Ideas

Variable	N	R	$r^2$	$r^2$ %	Decision
uninvolved parenting pattern	384	.162	.026	3	very weak ties
Suicidal ideas					

In Table 4, the r-value is 0.162, indicating the level of association between uninvolved Parenting Pattern and Suicidal Ideas. The coefficient of determination ( $r^2$ ) is 0.026, signifying that uninvolved Parenting Pattern play a parts 3% to Suicidal Ideas. The fallouts suggest a very weak positive correlation between uninvolved Parenting Pattern and Suicidal Ideas.

### Hypotheses

**Table 5:** linear regression analysis of Dictatorial parenting pattern and suicidal ideas

#### Model Summary<sup>b</sup>

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.229 <sup>a</sup>	.052	.050	3.54208

#### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	264.298	1	264.298	21.066	.000 <sup>b</sup>
	Residual	4792.691	382	12.546		
	Total	5056.990	383			

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.188	.902		23.482	.000
	Dictatorial	.258	.056	.229	4.590	.000

0.05

Table 5 presents the linear regression output for the association between Dictatorial parenting and suicidal ideas. The calculated F-value is 21.07, with a corresponding p-value of 0.00. When testing the null hypothesis at an alpha level of 0.05, the obtained p-value of 0.00 is less than the alpha level of 0.05. Consequently, the null hypothesis is rejected. This indicates a significant tie between Dictatorial parenting pattern and suicidal ideas. The R-square ( $r^2$ ) value of 0.052 signifies that Dictatorial parenting pattern attributes to 5% of the variance in suicidal ideas.

**Table 6:** linear regression analysis of Dictatorial parenting pattern and suicidal ideas

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.081 <sup>a</sup>	.006	-.005	3.38455

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	6.444	1	6.444	.563	.455 <sup>b</sup>
	Residual	985.147	86	11.455		
	Total	991.591	87			

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	25.696	1.547		16.612	.000
	Stern	-.093	.124	-.081	-.750	.455

0.05

Table 6 provides the linear regression fallouts concerning the connection between stern parenting pattern and suicidal ideas. The calculated F-value is 0.56, with a corresponding p-value of 0.46. When testing the null hypothesis at an alpha level of 0.05, the obtained p-value of 0.46 is greater than the alpha level of 0.05. Consequently, the null hypothesis is supported. This suggests that there is no significant tie between stern parenting pattern and suicidal ideas. The R-square ( $r^2$ ) value of 0.006 indicates that stern parenting pattern attributes to only 0.7% of the variance in suicidal ideas.



**Table 7:** linear regression analysis of tolerant parenting pattern and suicidal ideas  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.305 <sup>a</sup>	.093	.091	3.46525

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	469.962	1	469.962	39.138	.000 <sup>b</sup>
	Residual	4587.028	382	12.008		
	Total	5056.990	383			

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	20.382	.797		25.570	.000
	Tolerant	.375	.060	.305	6.256	.000

Table 7 displays the linear regression findings regarding the ties between tolerant parenting pattern and suicidal ideas. The computed F-value is 39.14, with a corresponding p-value of 0.00. When testing the null hypothesis at an alpha level of 0.05, the obtained p-value of 0.00 is less than the alpha level of 0.05. Consequently, the null hypothesis is rejected. This indicates a significant tie between tolerant parenting pattern and suicidal ideas. The R-square ( $r^2$ ) value of 0.31 indicates that tolerant parenting pattern attributes to 9% of the variance in suicidal ideas.

**Table 8:** linear regression analysis of uninvolved parenting pattern and suicidal ideas  
**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.162 <sup>a</sup>	.026	.024	3.59013

**ANOVA<sup>a</sup>**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	133.380	1	133.380	10.348	.001 <sup>b</sup>
	Residual	4923.609	382	12.889		
	Total	5056.990	383			

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	T	
1	(Constant)	22.140	.982		22.537	.000
0.05	Uninvolved	.198	.062	.162	3.217	.001

Table 8 presents the linear regression output regarding the Ties between uninvolved parenting pattern and suicidal ideas. The calculated F-value is 10.35, with a corresponding p-value of 0.001. When testing the null hypothesis at an alpha level of 0.05, the obtained p-value of 0.001 is less than the alpha level of 0.05. Consequently, the null hypothesis is rejected. This indicates a significant tie between uninvolved parenting pattern and suicidal ideas. The R-square ( $r^2$ ) value of 0.16 indicates that uninvolved parenting pattern attributes to 3% of the variance in suicidal ideas.

**Discussion of findings**

The initial finding indicates a tie between Dictatorial Parenting Pattern and Suicidal Ideas among undergraduate students at Delta State University, Abraka. This finding suggests that Dictatorial Parenting pattern may be a predictor of suicidal ideas among undergraduate students. It highlights that traits of Dictatorial parents such as warmth, responsiveness, nurturing support, and secure attachment do not appear to account for suicidal ideas in students. Other factors, such as peer influence and academic stress, may also play a part to suicidal ideas among students. This finding contrasts with the work of Ihemedu (2018), who reported a negative and significant correlation between Dictatorial parenting pattern and suicidal behavior. Additionally, the work of Nyang, Adibo, Moindi (2021) contradicts the present study as they found that Dictatorial parenting pattern had moderate negative correlations with suicidal ideas.

The second finding reveals no significant ties between stern parenting pattern and suicidal ideas among undergraduate students at Delta State University, Abraka. This suggests that Stern Parenting pattern is not associated to suicidal ideas among undergraduate students. It implies that stern parenting pattern, regardless of parental harshness, demandingness and sternness do not seem to account for suicidal ideas among students. One plausible reason for this may be the impact of other factors, such as a student's resilience and social support, on their menace for

suicidal ideas. This finding contradicts the work of Kim (2019), which stated that parental overprotection has a curvilinear tie with suicidal ideas. It is essential to note that hostile behavior of parents is related to suicidal actions, especially in the case of boys, where it has been observed that incidents of parental violence predict suicide tries (Baier D, Rehbein F, 2013), which differs from the findings of this study.

The third finding of this study reveals a significant tie between tolerant parenting pattern and suicidal ideas. This implies that the use of tolerant parenting pattern can spark suicidal ideas among undergraduate students at Delta State University, Abraka. This study aligns with Filipa et al., (2023), who asserted that the tolerant pattern of both parents was associated to suicidal ideas, regardless of the social skills of youngsters. In the same vein, Agbaria, et al., (2021) suggested that Tolerant parenting, particularly paternal, may negatively influence the quality of attachment and emotional bonding with parents, contributing to the development of suicidal ideas among children.

The fourth finding reveals a significant tie between uninvolved parenting pattern and suicidal ideas. This means that the use of uninvolved parenting pattern can spark suicidal ideas among undergraduate students in Delta State University, Abraka. The work of Nyang, Adibo, Moindi (2021) supports this present study as they asserted that Neglectful/uninvolved parenting pattern exhibited a weak positive correlation with suicidal ideas. However, Vijeta Singh and Dr. Rakesh Kumar Behmani (2018) in their study posited that uninvolved parenting was associated with negative suicidal ideas, which aligns with this study.

## **Conclusion**

Drawing conclusions from the study's findings, it can be established that: Dictatorial Parenting Pattern exhibits a weak tie with suicidal ideas among undergraduate students at Delta State University, Abraka; stern Parenting Pattern does not demonstrate any ties with suicidal ideas among undergraduate students at Delta State University, Abraka; both Tolerant and Uninvolved Parenting Pattern display very weak tie with suicidal ideas among undergraduate students at Delta State University, Abraka.

## **Recommendations**

Based on the study's findings and conclusions, the following recommendations are proposed:

1. Parents should allocate more time to understanding their children and fulfilling their fundamental needs.
2. Parents should remain attentive and responsive to their children's academic, emotional, moral, and social requirements.
3. The university, particularly through the Students' Affairs unit, should address and accommodate the concerns and complaints of students.
4. Educational psychologists can utilize Cognitive Behavioral Therapy (CBT) and Dialectical Behavior Therapy (DBT) to assist individuals in acquiring new strategies for managing stressful experiences and recognizing when their feelings or actions are disruptive or unhealthy. These

therapeutic approaches can equip individuals with skills to cope more effectively with distressing situations.

5. Orientation programs can be organized for parents to educate them about various parenting pattern and their potential consequences.

6. By establishing realistic expectations, providing a structured environment, and fostering open communication, parents can create a supportive and nurturing atmosphere that may reduce the menace of suicidal ideas among their children.

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