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The relationship among classroom community, attitude toward parents, anxiety disorders and depression with adolescent suicide probability

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Abstract

This study aimed to investigate the relationship between classroom community, attitude toward parents, psychological factors include anxiety disorders and depression that contribute to adolescent suicide probability. The participants were 400 high school girl students who were divided into 14_17 years age groups. A sample of adolescents completed the Suicide probability questionnaire, the screen for child anxiety related emotional disorders scale, Beck depression Inventory, class community questionnaire and attitude toward parents. By using path analysis, the results showed that classroom community, and attitude toward parents were the core predictors of psychological factors include anxiety disorders and depression, and that depression was a strong mediator of suicidal ideation. The findings are discussed in terms of their practical and theoretical significance as well as their consistency with similar research with students. The implications for future research and positive youth development programs are discussed.

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Keywords: Suicide probability; Attitude toward parents; Anxiety disorders; Depression; Classroom community;

1. Introduction

Suicide is not a rare phenomenon among people of all ages (Hardt J, Johnson JG, Courtney EA, Sareen J (2006)). It ranks as number 13 among the leading causes of death worldwide (World Health Organization (2002)). Adolescent suicide has increasingly drawn the attention of researchers, who have sought to examine the underlying phenomena so as to suggest preventive implications. Over the past 20 years, an increasing number of studies have used multivariate statistical analyses to highlight the significant psychosocial factors that contribute to suicidal ideation among adolescents (e.g. Bonner & Rich, 1987; Zhang & Jin, 1996; Alkharusi, 2010). Given the severity and alarmingly high prevalence of this problem, substantial efforts have been made to identify risk factors for adolescent suicidal ideation. Although numerous studies have identified significant individual risk factors (e.g., demographic factors: sex, age, exposure to suicide; psychosocial stressors: family conflicts, parental divorce; cognitive/behavioural factors: impulsivity, coping; psychological factors: anger, hopelessness, depression, anxiety disorders, conduct disorder, substance abuse), models that integrate several of these risk factors to predict suicidal ideation rarely have been examined empirically (for reviews, see Lewinsohn, Rohde, & Seeley, 1996; Orbach, 1997; Savi, 2010).
In studies of adolescent suicidal ideation, the influences of family and psychological variables have often been pointed out. For instance, in Simons and Murphy’s study (1985), the absence of parental support was found to be a core factor contributing to adolescents’ depression, anxiety, low self-esteem, hopelessness and subsequent suicidal ideation. Also, the absence of parental support was found to contribute to girls’ delinquent behavior and subsequent suicidal ideation, while employment problems directly contributed to boys’ suicidal ideation. Meneese et al. (1992) found that when girls experienced more family conflicts, they developed a sense of hopelessness that in turn led to depression and suicidal ideation.

In addition, one study found that academic issues, namely test anxiety, academic self-concept and perceived parental dissatisfaction with academic performance, are significant factors contributing to adolescent depression and subsequent suicidal ideation (Lee et al., 2006). Moreover, other studies have pointed out that while family, peer and psychological variables make strong predictive contributions to adolescent suicidal ideation, poor school climate and academic achievement are other contributory factors (Perkins & Hartless, 2002; Shagle & Barber, 1995).

Among studies on the association between suicidal behaviour and separation/divorce, the influence of the perceived parent–adolescent relationship was studied in only a few. In specific, a bad father–child relationship (using the Parental Bonding Instrument), has been suggested to bear a stronger association with suicide risk than family break-up (Tousignant et al., 1993), while family break-up may relate more strongly to suicidal behaviour when a positive parent–child relationship prevails (Tousignant et al., 1993). Yet another study has demonstrated that poor mother–child communication (measured by parent’s report) may be associated to suicide in both broken and intact families, while poor father–child communication has been suggested to relate to suicide risk in intact families (Gould et al., 1998). Several studies establish that suicidal thoughts and behaviours are associated with adult anxiety symptoms (Olsson et al. 2000; Weissman et al. 1989), and youth anxiety symptoms (Jackson & Nuttall 2001; Steer et al. 1993). Other research challenges the association between anxiety and suicidal (Brent et al. 1993). Finding that several anxiety syndromes do not differentiate suicidal and non-suicidal youth (Strauss et al. 2000). From a human ecological perspective (Bronfenbrenner, 1979), it is helpful to match the immediate support systems with adolescents’ unique needs in order to foster adolescent psychological health and adjustment (Apter, 1982). Following the human ecological approach, this study investigated the family, school, peer and psychological factors that contribute to adolescent suicidal ideation.

2. Method

2.1. Participants

The participants were 400 high school girl students who were divided into (14–17) years age groups. (mean =15.7 & SD=1.44 years old) selected through multiple cluster sampling among Tehran’s female high school students.

2.2. Instruments

2.2.1. Suicide probability questionnaire.

The test of a self-assessment scale is 36 items, rated on a four-point scale based on how often they feel the statement is true for them (ranging from “none or a little of the time” to “most or all of the time”). Participants consisted of 226 inpatient adolescents (80 males and 146 females) at a psychiatric hospital located in the Northeast. This tool to measure the risk of suicidal thoughts in adolescents and non-patient and patient’s overall youth population is made and four subscales of the measures, which include suicidal thoughts, hopelessness, and hostility are the self-assessment.
This test is made in 2007 by Michael Eltz, Total Scale with an alpha coefficient of 0.93 and internal consistency ranging from fair to good for the remaining scales (0.62 for Negative Self-Evaluation, 0.78 for Hostility, 0.80 for Hopelessness, and 0.89 for Suicide Ideation).

2.2.2. Screen for child anxiety related emotional disorders scale.

This Test is a kind of self reports that by Bimaher (1999) to assess symptoms of anxiety disorders, according to the criteria is for SM 4 children 8 to 17 years old and what is builded two versions of parents and children and is included an anxiety general scale and The following five general scales are (generalized anxiety, separation anxiety, school phobia and panic disorder / physical form). The original questionnaire have 38 phrases that the Bimaher and his colleagues (1999) have added three phrases under scale the social anxiety. So now the test form that more research is used with the 41 phrases that it’s relating to panic / physical shape, it’s relating to the following generalized anxiety scale to phrases 8 below the separation scale, 7 material related to social anxiety scale and the following is four sub-scale disorder, substance-related school. Note that this questionnaire based on clinical samples has been developed. The scale of children and adolescents will be asked in the Likert scale to determine the degree to which any of the symptoms how much experienced.

This Research repeatedly has shown that the scale of main and sub-scales of this questionnaire with a scale and under the scales of other instruments measuring anxiety, children such as anxiety scale Spens (48%) scale multidimensional anxiety children (81%) and Anxiety Inventory trait _ State Children (85%) have high correlation suggests that this convergence of this questionnaire is valid.

2.2.3. Beck Depression Inventory.

Beck Depression Inventory is a kind of self-evaluation tests and will complete five to ten minutes. A total of 21 phrases exam-related material are made up of various signs that the subjects should be on a four-degree scale from zero to three to respond. Beck for the first time in 1961 was developed by Beck et al. Beck and colleagues again in 1996, test-retest reliability coefficients of the test within a week 0.9 achieved.

2.2.4. Class community questionnaire.

The purpose of this questionnaire is to assess student feelings toward school and classroom environment and atmosphere in general the amount he accepted in his school and accepting school environment. The Questionnaire included the following two-scale "environmental classroom" contains 10 questions. This form includes an equal number of expressions in two dimensions and social learning in any form, The even number phrases is related to dimension social and the odd number phrases is related to dimension learning. The responses based on the Likert pattern are awarded between zero to four points. Cronbach alpha coefficients for the classroom is 0.84 in this research.

2.2.5. Attitude toward parents.

This questionnaire includes 25 phrases to measure the scope, level or severity of problems has been developed with parents and their children. This questionnaire is made by Walter W. Hudson. The two questionnaires are similar except that the words will change mother and father. It Two questionnaires are a few questionnaires that are measured relationship problems, but the children saw their child's measurements. The Scale is the Children up to 12 years. Cronbach's alpha is obtained for the child's attitude to the father 0.87 and 0.85 to the mother.

3. Results

Descriptive statistics and correlation among variables are presented in Table 1. As shown, correlation of all goal structures to suicide ideation is positive and significant. Relationships of attitude toward parents and class community with depression disorder, anxiety and suicide ideation are positive and significant. Relationships of depression and anxiety with suicide ideation are positive and significant. Path analysis technique was conducted through AMOS18 (Arbucle, 2009) for testing the fitness of the default path model. Mode fit indices (X2/df=4/80
df = 1, sig = 0.0001, CFI = 0.93, GFI = 0.92, RMSEA = 0.47) indicated that the model has a good fitness to the data. The fitted model is presented in Figure 1. Standardized direct, indirect and total effects of exogenous variables on endogenous variables are also presented in Table 2.

Table 1: Descriptive statistics and correlation among variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>M</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1- attitude toward parents</td>
<td>142.47</td>
<td>34.97</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2- class community</td>
<td>18.21</td>
<td>6.33</td>
<td>24**</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3- Anxiety disorder</td>
<td>20.08</td>
<td>10.93</td>
<td>18**</td>
<td>16**</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4- Depression</td>
<td>13.27</td>
<td>9.56</td>
<td>44**</td>
<td>25**</td>
<td>46**</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5- suicide ideation</td>
<td>38.67</td>
<td>16.83</td>
<td>56**</td>
<td>39**</td>
<td>51**</td>
<td>72**</td>
<td>-</td>
</tr>
</tbody>
</table>

*: p<0.01

**: p<0.001

As it is demonstrated, all mediators affect suicide ideation directly and positively. Attitude toward parents and anxiety have direct as well as indirect positive effect on suicide ideation. Regarding the total effects, as presented in Table 2, both attitude toward parents, class community, anxiety and depression have positive total effect on suicide ideation.

4. Discussion and conclusion

As it is demonstrated, all mediators affect suicide ideation directly and positively. Attitude toward parents and anxiety have direct as well as indirect positive effect on suicide ideation. Regarding the total effects, as presented in Table 2, both attitude toward parents, class community, anxiety and depression have positive total effect on suicide ideation.

4. Discussion and conclusion

In the present study the relative importance of the attitude toward parents and class community on adolescent suicidal ideation, as well as the mediating effect of depression and anxiety disorders on the adolescent suicidal
ideation, was examined by testing the direct effects models and the mediating model. For the anxiety disorders measures, both correlation and regression analyses showed that a high level of relation was related to a higher level of adolescent suicidal ideation. From the path analyses, depression and anxiety mediated the relationship between the attitude toward parents and depression with adolescent suicidal ideation. Hence, this study attempted to address this issue and to test the mediating strength of depression and anxiety disorder with regard to suicidal ideation.

This study comprehensively examines potential linkages between depression and suicidal ideation and highlights deficits in depression that may lead to severe psychopathology, including suicidal ideation. This approach to examining adolescents’ risk for suicide is consistent with current theoretical models of adolescent suicide as a product of severe psychopathology, and this risk model effectively accounted for a substantial proportion of variance in adolescent suicidal ideation severity. Although this model is useful, in that the vast majority of suicidal adolescents typically meet criteria for at least one psychiatric diagnosis (Lewinsohn et al., 1996), not all adolescents experiencing severe psychopathology are necessarily at risk for suicidal ideation and behavior. Indeed, to further explain adolescent suicidal, this model should be supplemented by investigations of moderators between psychopathology and suicidal ideation. This is important for further understanding variability in suicidal among symptomatic adolescents. Future work would benefit by addressing some of the limitations of this investigation. One limitation of this study was that the cross-sectional data only provided causal inferences between the social and psychological variables. It is possible for the variables to have an opposite directionality; for example, adolescents with suicidal ideation are more likely to report having low self-esteem and poor social relationships. Although this study investigated multiple psychosocial variables, the unexplained variance in the model indicated that there are other potential variables, such as peer victimization and hopelessness, which contribute to suicidal ideation. Also, the data were collected based on the self-report measures.

Reference


