Influence of Parenting Style on Emotional Stability and Suicide Ideation

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Abstract
The alarming rate of secondary school students in Nigeria are showing signs of emotional disturbances and committing suicide poses a huge source of concern to stakeholders in education and the general public. The study investigated the influence of parenting styles on suicide ideation and emotional stability of secondary school students. Four research questions and four null hypotheses guided the study. Ex-post-facto research design was adopted to carry out the study in South Eastern Nigeria. 300 secondary school students participated in the study. The Emotional Stability Questionnaire (ESQ), Columbia Suicide Severity Risk Scale (C-SSRS) and Parenting Style Questionnaire (PSQ) were adapted by the researcher and used for data collection in the study. The instruments trial tested on (40) forty students. The reliability coefficient(s) of 0.93, 0.91 and 0.89 respectively were obtained for C-SSRS, ESQ and PSQ respectively using Cronbach's Alpha. The data collected for the study with the instruments were organized in tables and analyzed using Mean, Standard Deviation and Analysis of Variance (ANOVA). The findings of the study revealed that parenting styles have no significant influence on students' emotional stability. It also, depicted that parenting style has a critical but significant influence on students' suicide ideation. Gender has a significant influence on students' emotional swims and stability. Similarly, it showed that gender has a significant influence on students' suicide ideation.
Key Words: Emotional Stability; Parenting Styles; Suicide; Suicidal Ideation; Students.
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Introduction
Emotion can run from anger, joy, love, happiness, fear, depression, anxiety, anger, hatred and tension. An individual can do a lot or little to control these feelings. In the youthful period, the students are controlled by the force of sentiments, shakiness, tension, state of mind swings, change of inclination. A stable emotion is paramount for effective learning to take place thus, there is need to maintain a positive emotion. Emotion is the outward expression of inner feelings as a result of the behaviour of oneself, others and the environment (Ngwoke & Eze, 2010). Emotion is a complex state of feeling that results in physical and psychological changes which influences thought and behaviour (Pankaj & Joshi, 2016). According to Krishanu (2017) emotion is a specific sensation or feelings in the mind that provides directional drive to the other faculties of the mind. Operationally, emotion is the complex, physical and psychological feelings that bring about changes in one's behaviour. Emotion influences cognition and adaptive functioning, physical, mental health, social life, character, learning process and area of adjustment. Students tend to learn effectively and do better, when they have emotional stability.

Emotional stability is an indispensable trait for effective teaching and learning in the classroom. Judge and Bono (2001) argued that emotional stability reflects the tendency to be confident, secure and steady. Johnson (2008) opined that emotional stability is the ability to handle difficulties in life and to understand and have empathy for others. It is the ability to adapt to diverse and stressful situations (Nadkarni & Herrmann, 2010). Emotional stability is also considered as the degree to which a person is well adjusted, calm and secure. It is a measure of

anxiety versus wellbeing and as such, serves as effective determinant of the personality patterns and helps in controlling of emotional development (Nuzhath, 2015). It is a personality dimension which determines a person's capacity to stay calm or capsize, when exposed to pressure or stress (Vidya, Nordin & Mainul, 2015). Emotional stability is a state of equilibrium in which forces within an individual's wishes, ambitions and needs are in harmony, both with the person and the stress of the environment (Patel & Shaikh, 2016). Emotional stability is a mental state of calmness and composure (Pandey, Dave & Chandra, 2017). It is a state of being able to have the appropriate feelings about the common experiences and act in a rational manner (Wani, Sanker & Anicham, 2017).

Emotional stability is one of the personality traits that accounts and contributes greatly to students learning. An emotionally stable student has the capacity to make effective adjustments with members of the family, peers in the school, society and culture. Students that are emotionally stable can adjust themselves to society and have balance in plans without fluctuations (Saba & Shumaila, 2018). Students who lack emotional stability, experience emotional instability evident in delinquent and anti- social behaviours. Delinquent behaviours such as rape, cultism, bullying, robbery, stealing, pick – pocketing, pilfering, prostitution, lesbianism, abortion, vandalization of school properties, drug addiction, rioting, murder and suicide. Also, anti- social behaviours which includes depression, aggressiveness, anger, hatred, anxiety and curiosity. According to Okorodudu and Omoni (2005) students exhibit suicidal tendencies, cultism, stealing, vandalism, maiming and murder of parents. Blair (2002) as well as Pekrun, Elliot and Maier (2009), posit that most students exhibit anger which reduces achievement because, it affects higher order cognitive processes (such as problem solving, memory and strategic thinking) and focus attention on a narrow set of behavioural options (Fredrickson, 2001). Similarly, students who exhibit anger, encounter challenges in developing and maintaining relationships in the classroom (Dougherty, 2006; Pianta, Cox & Snow, 2007; Rothbart & Bates, 2006). Also, students tend to be anxious and are likely to have difficulty in relating with peers, feel rejected and exhibits aggressiveness (Bruch, 2001). Lack of Emotionally stability can lead to depression and suicide.

Suicide is an individual's intention of action to take his or her own life. The World Health Organization (WHO, 2020) opined that suicide is the act of consciously ending one's life. Suicide is one of the main public health problems and causes of untimely death. It is estimated that globally, about 800,000 people die by suicide yearly (WHO, 2013). Suicide has been blamed on social and environmental problems. Some researchers are of the view that women attempt suicide more but men complete, gender and race (Bille-Brahe & Wang,1985).

 Suicide has been usually studied, particularly social isolation but less studies have been conducted on the influence of parenting style on suicide ideation. Suicide ideation has to do with thinking about taking one's own life, whether it is executed or not. Suicide can be prevented by encouraging people who are traumatized to talk to people or open on their worries. Nugent, Ballard and Park (2019) postulate that suicide does not result from economic distress or hardship alone. Thinking of one's parental irresponsibility can cause depression. Lack of warmth and parental care may make a child feel rejected and dejected. Showing love and compassion have proved to be effective in dissuading people from committing suicide.

The possible causal relationship among and suicide and emotional swing is parenting style. Poor parentage can cause a lot of quire behaviors. This paper examines how the parenting style adopted by s couple can trigger suicide and emotional swings. A review of literature was done to determine how parenting style influences students' suicidal ideation and emotional stability.

Parenting is a complex, dynamic process that affects both parent and child. Parenting has to do with parents groom their children. Okpoko (2004; Utti 2006) defined parenting as the act of parenthood and child upbringing. Parenting is a process of promoting and supporting the child's comprehensive development including physical, emotional, intellectual and social from infancy to adulthood. Parenting is the process by which parents assume the duties and responsibilities involve in parenthood and child's upbringing. Parents adopt different way in child's upbringing and these give rise to parenting styles. Obasi, Obih and Ndukwu (2017) posited that parenting is the method parents adopt in raising up their children. It is a psychological structure that represents standards and strategies, parents use in child's upbringing and it include parental attitude and behaviour (Kordi & Baharudin, 2010). Parenting styles can be defined as a set or a system of behaviours that describe the parent and the child's interaction, over a wide range of situations and create an effective interactive atmosphere. Parenting styles is a factor that plays an important role in child's psychopathology and growth (Zahed, Rezaee, Yazdani, Bagheri, & Nabeiei, 2016).

There are four major types of parenting styles, namely; Authoritative, Authoritarian, Permissive and Neglectful parenting styles (Daniel, 2013). Sequel to the above classification of parenting styles into four (4) types, the first parenting style adopted by parents in child's upbringing is the authoritative parenting style.

Authoritative parenting style is a child-centered pattern characterized by clear setting of rules and expectations and the use of reasons and discussions to achieve adherence to rules. Authoritative parents are warm, nurturing and sensitive to the child's needs and consistently consider the child's age and maturity, when

forming behavioural expectations (Rothrauff, Cooney & An, 2009). Authoritative type of parenting style is much more democratic and parents are more responsive to the children and willing to listen to questions. Authoritative parents understand the children's feelings, teach them how to regulate themselves and guide them to learn from mistakes (Marsiglia, Walczyk, Buboltz & Griffith-Ross, 2007).

Authoritative parenting style seems effective and highly recommended parenting style as parents handle their children in a warm and caring way. According to Greenspan (2006), Baumrind combined the best elements of permissive parenting style (high warmth) with the best elements of authoritarian parenting style (high control) to create the authoritative parenting style. Jackson and Schemes (2005) opined that authoritative parenting style contribute to less depression among children.

 Authoritarian parenting style reflects high control with low level of warmth. Authoritarian parents control the actions and decisions of the children and are less emotionally attached to the children. Parents are demanding and unresponsive to the emotional needs of the children (Farah& Anis-ul-Haque, 2013). It is characterized by harsh, punitive control and low affection (Zarra, Aunola, Kiuru, Mullola & Ali, 2015). Authoritarian parents provide an orderly environment, monitor the children's activities very carefully and discourage open communication. They establish strict rules and show little trust in their children (Alicia, 2018).

Authoritarian parents do not explain the reasons behind; they believe that their children must do whatever they say. Authoritarian parents are strict disciplinarians who cause anxiety, fear and frustration in students (children).

Permissive parenting style is also known as indulgent parenting style. It is characterized by high affection and low behavioural control (Zarra, Aunola, Kiuru, Mullola & Ali, 2015). Permissive parents exhibit high level of warmth and low level of control (Farah& Anis-ul-Haque, 2013). Permissive parents are considered to be intensely nurturing and accepting of their children, but not demanding (Olowodunoye & Titus, 2011). Parents make the children the center of their lives, doing everything for them to the extent that the children never learn how to care for themselves independently (Williams, 2013). Punishment is very rarely used in permissive homes and children are commonly given greater opportunity to make their own decisions in life (Kang & Moore, 2011). Permissive parents grant excess freedom without monitoring and setting limits (Marsiglia, Walczyk, Buboltz & Griffith-Ross, 2007). Several researchers found that permissive parenting style may cause anti-social behaviours such as rebellion and disruption among children (Grogan-Kaylor, 2005; Schaffer, Clark & Jeglic, 2009). Students from permissive parents tend to be immature, lack impulse control and self-reliance, exhibit lack of social responsibility and independence (Atanda, 2013). The last type of parenting styles, parents adopt is called the neglectful parenting style.

Neglectful parenting style is characterized by few demands, low responsiveness and little

communication. Hoeve, Dubas, Eichelsheim, Laan, Smeenk and Gerris (2009) described neglectful parenting style as parents, showing low support and low control of the children. Neglectful parents show low control, warmth and low responsiveness to the children (Suldo & Huebner, 2004). While these parents fulfill the child's basic needs, parents are generally detached from the child's life. According to Lee, Daniels and Kissinger (2006) parents with neglectful parenting style show detached behavior toward the children. In extreme cases, parents may even reject or neglect the needs of the children (Baumrind, 2009). Parents who adopt neglectful parenting style do not pay attention to children's emotions and opinions. Neglectful parenting style may lead to dissatisfaction, depression and sadness or even suicide (Spinrad, Eisenberg, Harris, Hanish, Fabes, Kupanoff, Ringwald & Holmes, 2004). Students from neglectful homes are very bitter in life; feel unloved and as a result, find it difficult to love others, usually hostile towards others; easily angered and irritated, less compassionate and affectionate towards others (Mensah & Gyimah, 2018). Female depressed students who come from homes of neglectful parents have a higher chance of attempting suicide at least once during their lifetime (Ehnvall, Parker, Pavlovic & Malhi, 2007). Parenting styles adopted by parents tend to influence suicide ideation and emotional stability of students. Some parents adopt different parenting styles on their male and female children and such may lead to difference in their emotional stability. Consequently, emotional stability may be influenced by students' gender.

Gender involves the characteristics of male and female. Gender is a specially constructed phenomenon that is brought in the society, as different roles, duties, behaviours and mannerisms are ascribed to the two sexes (Mangvwat, 2006). Gender relates to cultural attributes of both males and females (Akpochafo, 2009). Lahey (2003) argued that gender is a psychological experience of being a male or female. It has to do with personality and central components of self-concept. Unlike sex, which is concerned with only the distinction between male and female based on biological characteristics, gender encompasses other personality attributes such as roles, orientation and identity based on individual's conceptualization of self.

Yaug (2010) said that gender is a social attribute and the opportunities associated with being a male or female. Eze (2013) argued that gender is the subjective feelings of maleness and femaleness irrespective of one's sex. Amadi (2015) opined that gender is a set of qualities and behaviours expected from a female or a male by the society.

Most researchers believed that gender determines the type of parenting style parents adopt for the children and also account for the students' emotional stability In an attempt to further explain gender differences. In most cultures, females are considered to be submissive and less emotionally stable, whereas males are regarded as assertive, argumentative and more emotionally stable. Gender is the significant predictor of emotional stability (Tarannum & Khatoon, 2009). Therefore, one can reasonably ascertain the moderating influence of gender among parenting styles, suicide ideation and emotional stability thus, gender serves as a moderating variable in determining students' emotional stability and suicidal ideation.

Despite the great relevance of the parental effort of parents through parenting styles in child's upbringing, the emotional instability and suicide rate continue to increase. Poor parenting styles adopted by some parents tend to create room for emotional instability and suicidal ideation among secondary school students. Students indulge in delinquent behaviours such as rape, cultism, bullying, robbery, stealing, pick-pocketing, pilfering, prostitution, lesbianism, abortion, vandalization of school properties, drug addiction, rioting, among others. Also, students exhibit anti-social behaviours such as depression, aggressiveness, anger, hatred, rebellion, aggressive protest against fellow peers and the teachers, low self-esteem, less social competent and lack of self-confidence. There is high rate of suicide mission among secondary school students which has been a great menace in the society as a result of the poor parenting styles adopted by parents. This study is apt to unravel the main cause of emotional instability and suicidal ideation among secondary school students and address it.

Research Question

The following research questions guided the study;
1.   What is the influence of parenting style on students' emotional stability?
2.   What is the influence of parenting styles on students' suicidal ideation?
3.   What is the influence of gender on students' emotional stability?
4.   What is the influence of gender on students' suicidal ideation?

Hypotheses

Four (4) null hypotheses were formulated to guide the study and were tested at 0.05 level of significance.

$H_{o1:}$ Parenting style has no significant influence on students' emotional stability.

$H_{o2:}$ Parenting style has no significant influence on students' suicidal ideation.

$H_{o3:}$ Gender has no significant influence on students' emotional stability.

$H_{o4:}$ Gender has no significant influence on students' suicidal ideation.

Methods

Participants: 300 secondary school students participated in the study, (n = 145 males and n= 155 females). The study adopted ex-post-facto research design to determine the influence of parenting styles on suicide ideation emotional and stability of secondary school students in South Eastern Nigeria. Ex-post-facto is the type of research design in which none of the variables is manipulated. An objective description of the phenomenon is done and as such, the researcher has no control over the variables of interest but can only attempt to link some existing effect or observation to some variables as causative agents hence, it seeks cause-effect relationship (Nworgu, 2015). This type of research design is appropriate for this study because the researcher usually has no control over the variables of interest and therefore, cannot manipulate them. The researcher only deals with non-manipulable independent variables. A sample of 300 SS 2 (II) students in the 10 (ten) public secondary schools in Aba South Eastern Nigeria were used for the study.

Three research instruments were used for data collection. They are: The Columbia Suicide Severity Risk Scale (C-SSRS), Emotional Stability Questionnaire (ESQ) and Parenting Style Questionnaire (PSQ) were adapted by the researcher and used for data collection in the study. C-SSRS assess the full spectrum of thoughts and behavior and identify individuals at risk of ending their lives. C-SSRS covers suicide ideation, suicide identification and suicide behavior. C-SSRS not only assesses suicide but helps prevent discourage it.

Emotional stability questionnaire by Farren (2013) was used to assess students' emotional stability in the academic activities. The emotional stability questionnaire consisted of 20 items that elicited information on students' emotional swings and stability while the parenting style questionnaire contained 20 items that focused on different types of parenting and their influences on suicidal ideation and emotional stability.

Parenting style questionnaire developed by Ashley (2009) was adapted to decipher the kind of parenting style adopted by the parents of the participants. The items in the insruments were generated from the literature reviewed on the variables in the topic. It is a four-point rating scale with response options ranging from Strongly Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1).

The instruments; C-SSRS, ESQ and PSQ were administered to the students by the researcher with the help of ten research assistants (teachers) selected in each of the schools to facilitate the study. The researcher briefed the

research assistants and instructs them to collect the instruments back from the respondents the same day, when they must have filled in their opinion in the questionnaire to avoid losses.

Method of Data Analyses
The data collected by administering the various research instruments were organized in tables and analyzed using mean and standard deviation in answering the four research questions and testing the four (4) null hypotheses at 0.05 level of significance using Analysis of Variance (ANOVA).

Results
This chapter presents the analysis and results of the study. The results were presented in line with the research questions and hypotheses that guided the study.
Research Question 1: What is the influence of parenting style on students' emotional stability?
Table 1: Mean and standard deviation scores of parenting styles on emotional stability

Parenting Styles	N	Mean	Std. Deviation
Authoritarian	76	59.42	4.67
Permissive	84	60.37	4.84
Neglectful	67	59.85	5.25
Authoritative	73	60.85	5.38
TOTAL	300		

Note: *A table showing mean and standard deviation scores of parenting style on students' emotional stability.*

Data in Table 1 reveals the mean emotional stability scores of students in authoritarian, permissive, neglectful and authoritative parenting styles with their standard deviations. Authoritarian parenting styles had mean emotional stability score of 59.42 with standard deviation of 4.67. Permissive parenting styles had mean emotional stability score of 60.37 and standard deviation of 4.84; Neglectful parenting style had mean emotional stability of 59.85 with standard deviation of 5.25 while Authoritative parenting styles had mean emotional stability score of 60.85 with standard deviation of 5.38. The standard deviations of authoritarian and permissive parenting styles students were lower than the standard deviation of neglectful and authoritative parenting styles of students. This shows that the authoritarian and permissive parenting styles scores were closer together around the mean compare to neglectful and authoritative parenting styles. That is, there is slightly variability in the standard deviation of authoritarian and permissive parenting styles were higher than neglectful parenting styles.
Ho_1: Parenting style has no significant influence on students' emotional stability.

Table 2: ANOVA of the difference in the mean emotional stability score of authoritarian, permissive, neglectful and authoritative parenting styles.

	Sum of Squares	d/f	Mean Square	F	Sig.
Between Groups	55.907	2	27.953	1.104	.333
Within Groups	7493.264	296	25.315		
Total	7549.171	298			

Note: *An ANOVA Table showing emotional stability mean differences based on parenting styles.*

Table 2 shows the probability associated with the calculated value of F (1.104) with associate probability of .333 for the difference in the mean scores of authoritarian, permissive, neglectful and authoritative on emotional stability. Since the probability value of 0.333 is greater than the 0.05 level of significance, the null hypothesis which stated that parenting styles have no significant influence on students' emotional stability, was not accepted. Thus, parenting style has a significant influence on students' emotional stability

Research Question 2: What is the influence of parenting style on students' suicidal ideation?

Table 3: Mean and Standard Deviation Scores of parenting styles on students' Suicidal Ideation.

Variable	Parenting styles	N	Mean	Std. Deviation
Suicidal Ideation	Authoritarian	76	69.17	18.23
	Permissive	84	63.00	14.58
	Neglectful	67	58.64	13.41
	Authoritative	73	63.69	16.89
	Total	300	63.76	16.25

Note: *A Table showing Mean and Standard Deviation Scores of Parenting Styles on students' Suicidal Ideation.*

Table 3 reveals the suicidal ideation mean scores of 63.76. authoritarian, permissive, and neglectful and authoritative parenting styles. Authoritarian had mean achievement score of 69.17 with standard deviation of 18.23, permissive parenting style had mean suicidal ideation score of 63.00 with standard deviation of 14.58. Neglectful parenting style had mean suicidal ideation score of 58.64 and standard deviation of 13.41, while authoritative parenting style had mean suicidal ideation score of 63.69 and standard deviation of 16.68.

Ho_2: Parenting style has no significant influence on suicidal ideation of secondary school students.

Table 4: ANOVA of the difference in the achievement mean scores of authoritarians, permissive, and neglectful parenting styles

Variable		Sum of Squares	d/f	Mean Square	F	Sig.
Suicidal Ideation	Between Groups	7470.134	2	3735.067	35.514	.000
	Within Groups	31130.441	296	105.170		
	Total	38600.575	298			

Note: *An ANOVA table showing the suicidal ideation mean difference scores based on Parenting Styles.*

Table 4 shows the probability associated with the calculated value of F (35.514) for the difference in the mean scores of suicidal ideation with associated probability values of 0.000. Since the probability value of 0.000 is less than the 0.05 level of significance, the null hypothesis was not accepted. Thus, parenting style has a significant influence on students' suicidal ideation.

Research Question 3: What is the influence of gender on students' emotional stability?

Table 5: Mean and standard deviation scores of male and female student's emotional stability

Gender	N	Mean	Std. Deviation
Male	145	60.20	4.89
Female	155	60.06	5.17

Note: *A Table showing mean and standard deviation emotional stability scores based on gender.*

Table 5 shows the mean scores of both male and female emotional stability scores. male had mean emotional stability score of 60.20 with standard deviation of 4.89 while female had mean emotional stability score of 60.06 and standard deviation of 5.17. The standard deviation of male students was lower than the standard deviation of female students. This shows that the male scores were closer together around the mean compare to female scores. That is, there is slightly variability among male scores than female student emotional stability score.

Ho_3: Gender has no significant influence on the emotional stability of secondary school students.

Table 6: ANOVA of the difference in the mean emotional stability score of male and female

	Sum of Squares	D/f	Mean Square	F	Sig.
Between Groups	1.533	1	1.533	.060	.806
Within Groups	7547.637	297	25.413		

Total	7549.171	298		

Table 6 shows the probability associated with the calculated value of F (0.060) for the difference in the mean ratings of male and female. Since the probability value of 0.806 is greater than the 0.05 level of significance, the null hypothesis was not rejected. That means that gender has no significant influence on students' emotional stability.

Research Question 4: What is the influence of gender on students' suicidal ideation?

Table 7: Mean and standard deviation scores of male and female suicidal ideation

Variable	Gender	N	Mean	Std. Deviation
Suicidal Ideation	Male	145	52.37	5.096
	Female	155	54.06	4.733
	Total	300	53.24	4.976

Note: *A Table showing mean and standard deviation scores of male and female suicidal ideation.*

Table 7 reveals that the gender mean score of suicidal ideation. Males had a mean suicidal ideation score of 52.37 with standard deviation of 5.09 while female had mean suicidal ideation score of 54.06 and standard deviation of 4.733. The result of standard deviation shows that the suicidal ideation scores of males and females were closely related. The standard deviation of male students was greater than the standard deviation of female students. This shows that the males' scores were closer together around the mean compare to females' scores. That is there is slightly variability among females' scores than males in suicidal ideation.

Ho4: Gender has no significant influence on suicidal ideation of students.

Table 8: ANOVA of the difference in the mean suicidal ideation score of male and female.

Variable		Sum of Squares	Df	Mean Square	F	Sig.
Suicidal Ideation	Between Groups	669.694	1	669.694	5.244	.023
	Within Groups	37930.881	297	127.713		
	Total	38600.575	298			

Table 8 shows the probability associated of F (3.860, 5.244, 8.839) for the difference in the mean score of male and female student in suicidal ideation. Since the probability value of 0.023 is less than the 0.05 level of significance, the null hypothesis was rejected. That is to say gender has a significant influence students' suicidal ideation.

Discussion

The findings of the study showed that parenting style have a significant influence on students' emotional stability. This finding is in accordance with Adekeye, Alao, Adeusi,Odukoya and Chinaemenma (2015) who revealed that father's authoritative parenting style and mother's authoritative parenting style contributed to the prediction of emotional intelligence. Ashok (2015) found that there is no significant difference between high and low scores of dimensions of home environment on emotional stability. Samira, Nahid and Asma (2015) revealed that there was a positive association between all parenting styles with emotional intelligence. Samira, Nahid and Asma added that the authoritarian parenting style has more positive relations with emotional intelligence on girls than boys. Naveed, Deli, Waleed and Javeed (2020) in their own study, found that there was a moderate and positive effect of parenting styles on emotional intelligence of the secondary school students. Also, authoritative and permissive parenting styles have strong positive effect on emotional intelligence than authoritarian parenting style

Parenting style has a significant influence on suicidal ideation. This result is in line with findings of Knutson, DeGarmo, Koeppl and Reid (2005) who found that neglectful parenting style contributes to students' aggression and anti-social behavior. Hoeve, Blokland, Dubas, Loeber, Gerris & Laan (2007) averred that authoritarian parenting style is linked to delinquency such as murder, rape, robbery and selling of hard drugs. Students raised

in permissive parenting style households have a tendency to face difficulty in various areas of emotional development.

Nugent, Ballard, and Park (2019) said that a number of empirical studies, suggest a basic relationship between suicide and social isolation and portray variations within this relationship related to age, gender. Nugent et al (2019) added that empirical evidence supports the notion that research including individuals with suicidal ideation can be conducted safely and its problem solved. Feskanich, Hastrup, Marshall, Colditz, Stampfer, Willett, Kawachi (2016) averred that the relation between self reported stress and suicide seems to be U shaped among adult women. The excess risk for those reporting minimal stress may reflect denial or undiagnosed depression. The denial or undiagnosed depression Feskanich, et al (2016) mentioned may be family or parenting style related. Bilsen 2018) upheld that youth suicide constitutes a major public mental health problem. Young people and especially adolescents are by nature a vulnerable group for mental health problems. Gunnell, and Lewis (2018) posited that Genetic and environmental factors acting at different stages of the life course are associated with the risk of suicide. Risk is influenced not only by psychiatric illness and impulsive behaviour but also by factors such as family and cultural acceptability can cause suicide ideation.

The findings of the study showed the influence of gender on students' emotional stability. This finding is in accordance with Summiya, Hayat and Sheraz (2009) revealed that male students are emotionally intelligent than female students. Irum, Tahira and Mamonah (2016) found that female secondary school teachers are more emotionally intelligent and professionally developed than male secondary school teachers. Fida, Ghaffar, Zaman and Satti (2018) revealed that female students were ahead of male students on emotional intelligence. Saba and Shumaila (2018) found that there is a significant difference between the emotional stability of male and female students, as females are emotionally less stable compared to males.

Conclusions

1.   Parenting style has no significant influence on emotional stability of students.
2.   Parenting style significant influence on suicidal ideation.
3.   Gender has no significant influence on students' emotional stability.
4.   Gender has a significant influence on suicidal ideation.

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