

**FACTORS, PREVENTIVE MEASURES AND AVAILABILITY OF GUIDANCE AND
COUNSELLING IN OBVIATING SUICIDAL BEHAVIOR AMONG UNDERGRADUATE
STUDENTS OF FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA NIGER STATE**

BY

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Abstract

This research investigated the Factors, Preventive Measures and Availability of Guidance and Counselling in Obviating Suicidal Behavior among Undergraduate Students of Federal University of Technology, Minna Niger State. The researcher set three objectives to be achieved and three research questions were formulated to achieve the set objectives. Previous literatures that are related to this study were reviewed in order to establish link and focus for the study. The study adopted descriptive survey method with targeted population of 129 undergraduate students of Biology education from the overall population of 473 undergraduate Science education students. The research instrument was self-designed questionnaire with reliability co-efficient of 0.83. The study adopted mean and standard deviation using SPSS (statistical package of Social Science) to analyzed data based on the research objectives. From the findings of the study, it was concluded that the perceived factors responsible for suicidal behaviour among undergraduate students include: negative self-esteem and depression, peer pressure and betrayal, self-administration of a psychoactive substance e.g alcohol and drug, trauma such as physical and sexual abuse while schools based preventive strategies of suicide among undergraduate students are that distribution of pamphlets containing pictures and messages regarding effects of suicide, setting up clubs where students can gain developmental knowledge, training students to be effective and skillful through entrepreneurship training and enforcement of rules and regulation to guide students' behavior within the campus and counselling strategies for handling suicide among undergraduate students involved: promoting and supporting research on suicide prevention, reducing access to convenient means of suicide e.g toxic substances, engagement of students in extra-curricular activities, ensure a comprehensive campus mental health services and setting up of anti-drugs and anti-cultism clubs within the campus. From the findings, the research therefore recommended that there should be the teaching of suicide education and prevention in tertiary institutions and government should provide suicide counselling personnel who will always be available to offer assistance to those in need.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

An organized guidance and counseling programme is essential in assisting students to cope with the stresses they face while in and out of school. The guidance and counseling offers expert direction which promotes the student self-growth and wise decision making. This could be achieved through teaching, advising, instructing, explaining, and opinion giving that enables learners develop self-esteem (Nguyia, 2010). Effective counseling programs are important to the University climate and a crucial element in improving student achievement and moral upbringing. University counselors, like all educational professionals are increasingly being required to demonstrate evidence of effective practice. Guidance and Counseling is a professional field which has a broad range of activities and services aimed at assisting individuals to understand themselves, others, school environment and attain abilities to adjust accordingly. Ideally, students should be made to study under a conducive learning environment without undue stress. Conducive environment constitutes a condition devoid of economic, financial, social, and psychological stress. This, however appears not to be so with students in Nigerian tertiary institutions. The need for guidance and counseling services in all tertiary institutions cannot be overstated due to increasingly complexities of modern life that have placed heavy demands and responsibilities on tertiary institution students.

Suicide is a serious social and psychological problem that has significantly increased leading to death among Nigerian undergraduates students. The increase in suicide cases in Nigeria currently creates a lot of psychological and health concerns to people of

diverse backgrounds around the globe. Suicide among the youth has led to research on the factors that cause it. Crossman (2017) refers to a study by Emile Durkheim, in which he concludes that the behavior is a result of both psychological and social factors. Suicide cases in Nigeria, as well as being devastating for friends and family, may also have profound influences on the wider community of students and staff. These students in tertiary institutions are confronted with numerous personal, academic, social and emotional needs and problems when unattended to that could lead to host of undesirable behaviours. School guidance and counseling programmes have therefore been introduced to assist students to overcome and adjust to social and emotional challenges they experience at home and at school.

Counselors within university provide counseling programmes in three critical areas: academic, personal/social, and career. Their services and programs help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective guidance and counseling programs are important to the University climate and a crucial element in regulating students' activities within the university. University counselors, like all educational professionals, are increasingly being required to demonstrate evidence of effective practice. Guidance and counseling services are essential elements in discipline management of people in all societies. Even the most primitive societies grew out of the necessity of guiding individual behavior patterns in the interest of the group. Society itself could not function without the exercise of discipline. Using guidance and counseling to promote discipline must continually be practiced if people are to work harmoniously for the achievement of the common purpose.

In recent years, Nigeria has recorded more suicide deaths, making this call for counselling intervention more important. World Health organization (WHO, 2014) defines suicide as the act of killing oneself deliberately initiated and performed by the person concerned in the full knowledge or expectation of its fatal outcome. Worldwide, suicide is the fifteenth leading cause of death, accounting for 1.4% of all deaths. More than 800,000 people die by suicide each year. The annual global age-standardized death rate for 2012 is estimated to be 11.4 per 100,000, and the World Health Organization (WHO) projects this rate to remain steady through 2030 (WHO 2013 & 2014). Several factors have been identified to be responsible for suicidal incident, these include; depression, frustration, alcoholism, hopelessness, substance abuse, possession of lethal weapons, terminal illness, loss of loved ones, Pre-existing family psychiatric conditions, low school achievement, betrayal, guilt, crashing of a business, among others (Becky, 2015). The incidence of attempted suicide is 20 times as common as completed suicide and it has been predicted that by 2020, 153 million people will die of suicide, representing one in every 20 deaths (Uchendu, Ijomone & Nwachokor, 2019). Since suicide is a leading cause of student death, the assistance of guidance counsellors in the prevention of suicide on a world-wide scale is critical and obviously needed especially in Nigeria tertiary institutions.

1.2 Statement of the Research Problem

The rate of suicide tendency among undergraduate student is a serious social and psychological problem that has significantly increased, leading to death among the university undergraduates. The existence of suicide cases in the society is a major issue that needs to be looked into and creating effective counselling strategies for its

prevention. Several suicide cases have been recorded in Nigeria in 2019 more than the previous years, for instance, according to the suicide reports by Obinna and Olawale (2019) on 19th April, 2019, a 100-level student of Kogi state University, died by suicide after she was reported jilted by her boyfriend. In the same month, another 100-level student of Chemical Engineering at University of Port-Harcourt ended his life after drinking poisonous substance. On the 13th May, 2019, a student of University of Nigeria, Nsukka also attempted suicide. While on the 16th May, 2019, a third year Physics and Astronomy undergraduate of University of Nigeria was found dead in an uncompleted building in the University. The lifeless body was found dangling on a rope suspended from a height. In the same vein, recently on the 5th May, 2019, a student of Obafemi Awolowo University, Ile-Ife allegedly committed suicide due to poor academic performance (Bamigbola, 2019). Apr 14, 2018, a final year Pharmacy student of the Delta State University committed suicide due to poor academic performance. It was alleged to have ingested two containers of insecticide, when he discovered that he would be spending another session in the school (Onojeghen, 2018). The rate of suicidal tendencies among youth in tertiary institutions presents a major challenge to the authorities of such institutions and the government in general. To deal with the suicidal problems among our youths, there is need for culturally-appropriate and locally-tailored preventive measures. It is against the background that the current study sought to investigate into the factors, preventive measures and availability of Guidance and Counselling in obviating suicidal behavior among undergraduate students of Federal University of Technology, Minna Niger State.

1.3 Purpose of the Study

The purpose of the study investigated into factors, preventive measures and availability of Guidance and Counselling in obviating suicidal behavior among undergraduate students of Federal University of Technology, Minna Niger State. Specifically, the study seeks to achieve the following objectives by determining the:

- i. To find out factors responsible for suicidal behaviour among undergraduate students.
- ii. To find out schools based preventive strategies of suicidal behaviour among undergraduate students.
- iii. To find out availability of counselling strategies for handling suicide among undergraduate students.

1.4 Research Questions

The following research questions were posed to guide the study.

- i. What are the factors responsible for suicidal behaviour among undergraduate students at Federal University of Technology, Minna?
- ii. What are the schools based preventive strategies of suicide among undergraduate students?
- iii. What are the available counselling strategies for handling suicide among undergraduate students?

1.5 Null Hypotheses

H_{0i}: There is no significance factor responsible for suicidal behaviour among undergraduate students of Federal University of Technology, Minna.

H_{0ii}: There is no significance schools based preventive strategies of suicide among undergraduate students of Federal University of Technology, Minna.

H_{0iii}: There is no significance counselling strategies for handling suicide among undergraduate students of Federal University of Technology, Minna.

1.6 Significance of the Study

Nigeria has witnessed an unusual phenomenon among youth especially young people in the tertiary institutions. This study is quite significant as it exposes in factual terms the causes of suicide among youth. The study will also assist guidance and counseling department in understanding what needs to be tackled as it provides insight for the need to obviate suicide. The study also brings to bare the role of guidance and counseling in obviating suicide, which implies that guidance and counseling can be relied upon to provide assistance to suicidal issues.

Similarly, the findings would shed light to educational stakeholders about the significance of guidance and counselling in upholding discipline among tertiary institution students. Some school administrators and teachers in general would appreciate the importance of guidance and counselling in promoting discipline among students and be encouraged to go for Professional training in the discipline to be able to perform it professionally. The students would also benefit from the guidance and counselling services to have a focus in life and be responsible citizens with the skills in time management as well as upholding good morals. On a final note, the finding will be a reference material for other researchers that may have interest in similar study.

1.7 Scope and Delimitation of the Study

The content scope of the study was delimited to the factors, preventive measures and availability of Guidance and Counselling in obviating suicidal behavior among undergraduate students of Federal University of Technology, Minna Niger State. The geographical scope of the study is restricted to Federal University of Technology, Minna located in Bosso Local Government Area of Niger State. The study involved the undergraduate students and counsellors in the university. The study lasted for four weeks and the instrument for the study is researcher's designed questionnaire.

1.8 Operational Definition of the Study

Counselling:- refers to helping process that uses the safety of a special relationship between the counsellor and the counselee-who together explore the thoughts, feelings and counsellor attitudes of the counselee with the objective of tapping the resources within the counselee to effect healing and change.

Counsellor:- refers to a Professional with skills of helping people deal with challenges in their lives by creating a relationship with them.

Guidance:- refers to all the activities rendered by educational institutions, which are primarily concerned with assisting individual students understand themselves, thus their needs, interests abilities and potentials. Guidance also refers to advise given to the students to show them the right direction to take in their academic and social life.

Students:- refer to a group of people in the learning process in a school.

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

This chapter focuses on the reviewed of related literature on previous similar researches that has been conducted by other researchers in this regards. The chapter is sub-divided into the following sub-headings: Conceptual framework, theoretical Framework, and review of previous empirical studies.

2.1 Conceptual Framework

2.1.1 Concept of Guidance and Counseling

According to Egbo, (2013) counselling is a learning process in which a counsellor helps an individual or individuals learn, understand themselves and their environment and be in a position to choose the right type of behaviours that will help them develop, grow, progress, ascend, mature and step up, educationally, vocationally and socio personally. In other words, counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the school. In the view of Akinade (2012), guidance and counselling is a process of helping an individual become fully aware of him and the ways in which he is responding to the influences of his environment. It further assists him to establish some personal meaning for this behaviour and to develop and classify a set of goals and values for future behaviour.

Guidance and Counseling is a professional body that has a wide range of activities and services aimed at helping individuals to understand themselves, others, school environment and attain abilities to adapt and improve accordingly. The essence of guidance and counseling services in all Universities cannot be overemphasized due to increasingly adjustment to modern life that have placed heavy demands and

responsibilities on University students. University students mostly faced with numerous personal, academic, social and emotional needs and when unattended could lead to patterns of undesirable behaviours. In the opinion of Tambuwal (2010), guidance means to direct, pilot, manage, steer, aid, assist, lead and interact; while counselling can be seen as the process by which a person with problems is helped by a professional counsellor to voluntarily change his behaviour, clarify his attitude, ideas and goals so that his problems may be solved.

Guidance and counselling is a helping career that entails moulding, rebuilding and rehabilitating process. It focuses on individual and its highly required in the schools, colleges, higher education institutions, hospitals, in courts, in the industries and companies (Nyamwange, Nyakan & Ondima, 2012). According to Akinade (2012), guidance and counselling as a process of helping an individual become fully aware of himself or herself and the ways in which he/she is responding to the influences of the environment.

2.1.2 Characteristics of an Effective Counsellor

Kabugube (2013) identified ten qualities of an effective counsellor. They are:

Patience

Counsellor need to have patience with the clients during the process of discussion. It may take them time to accept certain things and to move towards positive changes. Sometimes they need to discuss some issue many times before they agreed to make a move in any particular direction. Also, one may not see large changes in an individual client;

therefore, as a counsellor, one must be okay with incremental progress in their lives and rejoice over small victories (Kabugube, 2013).

Good Listener

Counsellor spends ample time listening to the clients. Counsellor need to be ready to give the client time to express his or her story and their feelings. Counsellor need to be intuitive in discerning what the client is really saying and “read between the lines” (Kabugube, 2013).

Compassionate

It is very important that the clients feel your compassion for their problems and that they sense you truly care about them. As a counsellor, you may not be able to relate to every issue that is shared with you, but you need to be able to have compassion for how it feels to be in their shoes. Genuine concern yields positive results (Kabugube, 2013).

Non-judgmental

As a counsellor you need to hear all kinds of private information and encounter all types of people. You may hear dark secrets from someone’s past involving such things as sexual or criminal behavior. As a counsellor, you must do your best to refrain from judgment and instead communicate positive regard. There are times when it may be necessary to judge a particular behavior, but the client must not feel that you are judging them. Likewise, as a counsellor, you may encounter clients of different races and/or cultures. You must not push your cultural or religious views upon them. Multicultural

competency is a necessary skill. The counseling environment needs to be a safe place for a client to share their most intimate concerns (Kabugube, 2013).

Research-Oriented

Being a counselor involves a significant amount of time spent researching. You will need to stay current on the research in order to help your clients. This involves reading books and journal articles on a regular basis. You do not learn everything you need to know while in college. Much of your knowledge will come from personal research after you have begun to see clients (Kabugube, 2013).

Empathetic

Empathy is the ability to understand and share the feelings of others. You need to be able to put yourself in the shoes of your client and understand the situation from their point of view. Even if you don't agree with their perspective, you still need the ability to understand how it feels to them in order to address their issue effectively. However, it's important that you are not too empathetic. Some people struggle as counselors because they are unable to maintain objectivity and therefore carry home the emotional stress of the job. The level of empathy necessary can be a fine line between helpful to client and harmful to counselor (Kabugube, 2013).

Discrete

Confidentiality is of utmost importance when you are a counselor. As a counsellor, you must be able to maintain confidentiality so the client can trust you with their most intimate concerns (Kabugube, 2013).

Encouraging

The ability to encourage is important for a counselor. Many clients are struggling to find hope in their situation. One of the primary jobs of a counselor often involves instilling hope in a hopeless individual (Kabugube, 2013).

Self-Aware

A counselor who is aware of their own fears, insecurities, and weaknesses will be effective in the therapeutic relationship. It is important that you do not react defensively to what a client shares. You must be able to keep your own feelings out of the session. You will be better able to do this if you are self-aware. In addition, self-aware individuals are more intuitive with regards to solving their own problems and can use that knowledge to help clients through similar situations (Kabugube, 2013).

Authenticity

Authenticity is vital when working with clients. Clients will know if you are being fake or not showing genuine concern. They will not open up to you or trust your advice unless they feel you are genuine. This is even more critically important when working with teens (Kabugube, 2013).

2.1.3 Concept of Suicide

Schneidman (2005) view suicide is an intentional or self-inflicted death whereby one makes conscious and intentional effort to end his or her life. Suicide is the deliberate act of taking one's own life. Suicide is a major cause of adolescent death and the involvement of Guidance and counseling psychologist in the prevention of suicide is

critical and obviously needed. The incidence of attempted suicide is 20 times as common as completed suicide (WHO, 2001).

According to Uchendu, Ijomone and Nwachokor (2019), it has been predicted that by 2020, 153 million people will die of suicide, representing one in every 20 deaths. Several suicide cases have been recorded in Nigeria in 2019 more than the previous years, for instance, according to the suicide reports by Obinna and Olawale (2019) on suicide, on 19th April, 2019, a 100-level students of Kogi state University, died by suicide after she was reported jilted by her boyfriend. Similarly, another 100-level student of Chemical Engineering at University of Port-Harcourt ended his life after drinking poisonous substance. In May 13th, 2019, a student of University of Nigeria, Nsukka also attempted suicide. 16th May, 2019, a third year Physics and Astronomy undergraduate of University of Nigeria was found dead in an uncompleted building in the University. The lifeless body was found dangling on a rope suspended from a height. Likewise on 5th May, 2019, a student of Obafemi Awolowo University, Ile-Ife allegedly committed suicide due to poor academic performance (Bamigbola, 2019). Apr 14, 2018, a final year, Pharmacy student of the Delta State University committed suicide due to poor academic performance. It was alleged to have ingested two containers of insecticide, when he discovered that he would be spending another session in the school (Onojeghen, 2018).

2.1.4 Suicidal Behaviour

Suicidal behaviour refers to a deliberate act intended to end one's life in order to escape unbearable suffering or to help change adverse conditions of living (Kerkhof, 2004). It is

the intentional act of taking one's own life or the destruction of one's own interest or prospects (George, 2007). Maris (2002) described suicidal behaviour as problem-solving behaviour. Udoh (2000) saw suicidal behaviour as any willful act which is designed to end one's own life. Suicidal behaviour could also be defined as intent to commit suicide or as having ever attempted suicide in lifetime. It is a conglomeration of some seemingly insurmountable personal problems of individuals which make them think that the only solution is to die. Suicidal behaviour is sometimes associated with the mental health status of individuals who cannot cope with their lives. Suicidal behaviour demonstrates that something is fundamentally wrong, either with an individual or with the situation in which the individual exists, or with both the individual and the situation. It does not show up without any reason. It involves not only pain, but the individual's unwillingness to tolerate that pain, the decision not to endure it, and the active will to stop it (WHO, 2008).

Various factors have been given to be associated with suicide or self-destructive behavior. These factors include depression, frustration, alcoholism, hopelessness, substance abuse, possession of lethal weapons, terminal illness, loss of loved ones, Pre-existing family psychiatric conditions, low school achievement, betrayal, guilt, crashing of a business, among others. Suicidal and self-destructive behaviours represent distinct, although somewhat overlapping phenomena. Suicidal behaviour thus refers to the ideas, intentions, plans and attempts to end ones life immediately, while self-destructive behaviours refer to indirect, slowly killing behaviour that has no immediate end of life. Suicidal behaviour has also been attributed to many psychological states, including hostility, shame, guilt, anxiety, inferiority complex, dependency and disorganization.

Shneidman (1999) outlined four categories of suicidal behaviour: surcease, psychotic, cultural and referred. Surcease suicidal behaviour is attempted with the desire to be released from pain, emotional or physical. For example, a person with a painful terminal illness who wished to escape further suffering may perceive suicide as a way to do so. This type of suicidal behaviour is sometimes referred to as “auto-euthanasia”, self-administered mercy killing.

Psychotic suicidal behaviour results from the impaired logic of the delusional or hallucinatory state of mind associated with clinically diagnosed schizophrenia or manic–depressive psychosis. The victim may try to eradicate the psychic malignancy or punish himself or herself by self-destruction, even though there is no conscious intention to die. Cultural suicidal behaviour results from the interactions between self-concept and cultural beliefs about death.

Referral suicidal behaviour results from destructive logic, such that the victim “confuses the self as experienced by the self with the self as experienced by others”. In other words, the victim’s self-concept is confused with imaginings of what others think about him. The victims of referred suicidal behavior tend to feel lonely, helpless, and fearful. They typically experience difficulties in establishing and maintaining meaningful personal relationships. These problems with self-identity coupled with an inability to feel comfortable, relating to others, often involved the victim’s self-perception as a failure.

2.1.5 Factors associated with suicidal behaviours

Some factors are responsible for suicide and suicidal behaviours. Some of these factors include: bad economic times, family disruption, and bereavement, pressure of work, poor relationship and personal factors.

a. Bad economic times

Bad economic times resulted in unavailability of jobs, loss of jobs and different forms of financial reverses. When people were worn down by tribulations and hardships they asserted, the people might long for a 'rest in peace' or a 'better refuge.' This motivation may lead to suicides and suicidal behaviours (Owusu, 2017).

b. Family disruption

Several family disruptions such as separation, divorce, death, parental psychopathology, and family violence are responsible for suicidal attitude among students. When a parent, for instance, is violent, the child may wish to escape from the intolerable interactions of his or her parents. It was also observed that children seem to imitate their parents' aggressive behaviour as well as to identify with the parents' hostility and criticism of him or her. As a result, the student regards him or herself as bad, hostile, destructive, and worthless. Suicidal behaviour may, therefore, be one drastic mechanism available to the student for unburdening his or her intolerable feelings (Owusu, 2017).

c. Bereavement

Losses of significant others are difficult for people of any age, and especially so with tenuously adjusted youths. The loss of a loved one can be experienced as so unbearable

that the survivor is tempted to join the deceased. Loss of a parent at a young age for instance may result in feelings of undeserved guilt, unbearable grief, or fear of mental illness. These unbearable grief and undeserved guilt may lead to suicide and suicidal behaviours among students (Owusu, 2017).

d. Financial Hardship

Costs of living in universities have been identified by many undergraduate students as expensive. Consequently, they are forced to find means to sustain themselves. Financial hardships can also contribute to a stressful life among university students as they keep seeking alternative ways to sustain themselves. University students are expected to sustain themselves by establishing a less expensive budget. Realistically, the budget should be based on what the student has. But, it has been noted that most students tend to have bigger costs than what they can afford due to the need to fit in with their peers, therefore resulting to hardship. Hardships as a result of financial obligations on students are poverty related (Wanyoike 2014).

e. Poor relationship

When there is repeatedly unfairly treated, achievements not recognized no matter how hard one tried, love or appreciation withheld are sometime of the predisposing factors responsible for suicide and suicidal behaviours. When student/youth is denied attention or lacks effective relationships with peers may do something wrong to have the required attention. He or she may also decide to punish others by punishing him or herself. In later life, social isolation is among the factors that increase the likelihood of suicide (Owusu, 2017).

f. Personal factors

At the personal level, self – directed aggression which seems to encompass Freud’s view of lurking death wish and also extends to ‘partial’ suicides, such as accident proneness, drug addiction, and excessive risk taking is identified as a main cause of suicide. A desire for rebirth and restitution in which children and suicidal schizophrenics, for instance, often speak of loss of doing away with ‘bad me.’ Finally, despair, loss of self - esteem and poor self–image are also predisposing factors for suicide and suicidal behaviours (Owusu, 2017).

g. Academic Pressure

When trying to understand the students as a group that is at a higher risk of suicide, one should note that they are attending university to attain a diploma or degree or any other form of certifications. There are several factors that contribute to qualification but it is quite important that students must perform so as to achieve the qualification. As a social burden on them, the pressure to perform has been recognized as one of the main stressors experienced by university students. Whenever student performance is not adhered to students tend to find different means to overcome the academic burden placed on them. Among the many ways through which students in universities deal with academic pressure is to engage in suicidal tendencies (Owusu, 2017).

h. Alcohol and substance abuse

Alcohol and substance abuse is amongst the greatest vices that university students engage in. The manner in which the undergraduate students consume alcohol is worrisome, bearing in mind that it is not illegal (Muoti, 2014). Drug abuse on the other hand, is the

use of substances that alter the mood, emotion, or state of consciousness of an individual. While drugs are illegal, the youth usage of alcohol and drugs is considered as a major cause of suicidal behavior. Undergraduate students use alcohol and abuse drugs to deal with the social burdens they are facing. Alcohol and drug abuse is not only a cause of suicide but has been identified as a symptom of suicidal behavior.

2.1.7 Roles of Guidance Counsellor in Preventing Suicidal Behaviour

- i. Create an institutional framework for the prevention and control of suicide and suicidal tendencies. The law ensures that all practicing counsellors are trained counsellors and adhere to the ethics of the counselling.
- ii. Provision of knowledge within educational institutions and religious institutions, because major causes of suicidal behavior are socially instigated and therefore can be solved in the immediate society.
- iii. Practitioners can help the individuals realize the seriousness of suicide issues.
- iv. Counselors should be sensitive and skillful in deterring the intermediate steps to be used in the procedure. Shaping as technique for modifying undesirable behaviour and teaching the student new behaviour that was not in their behaviour repertoire before and also save the child from future problem.

Since suicide is a leading cause of student death, the assistance of counsellors in the prevention of suicide on a world-wide scale is critical and obviously needed. Numerous studies have previously examined diverse preventive and intervention strategies for suicide among undergraduate students. For instance, Peterson (2018) describes several

prevention efforts which include, creating a mental health task force, raising awareness in the college community about symptoms of mental illness, teaching about risk factors for suicide, restricting access to lethal means, offering programs focusing on strengthening life skills, and matching the mental health resources on campus to the demand for services. Corroborating with this efforts, Keyes (2012) suggested community education, screening and interacting with students, web-based resources, saturating the community with messages and resources, and establishing referral processes as the preventive measures in Universities. WHO (2016) identified important steps in suicide prevention which include, identifying the people who are at risk and vulnerable, to understand the circumstances that influence their self-destructive behavior and to effectively structure interventions. Consequently, counsellors and by extension social workers need to develop school based initiatives for preventing as well as managing suicide among undergraduate students.

2.2 Theoretical Framework

Durkheim's theory of social integration and social regulation

The philosophical foundation upon which factors responsible for suicidal behaviour among undergraduate students is built is the sociological and psychological theory of social integration and social regulation enunciated by Durkheim (1897; 1991 & 1993). The theory states that there is an inverse relationship between suicidal behaviour and the degree of integration an individual has with his or her social group. He proposed that suicide results, in part, from failure of social integration. The theory posits that an individual will not die by suicide unless he/she has both the desire to die by suicide and

the ability to do so. He referred to social integration as the degree to which individuals in the society were bound by social ties and relationship, while social regulation referred to the degrees to which individuals have their desires and emotions controlled by the social values of the society.

Durkheim held the view that suicidal behaviour would be more likely if social integration was too strong (leading to egoistic suicidal behaviour), if social regulation was too weak (leading to anomic suicidal behaviour), or if these two social forces were too strong (leading to altruistic and fatalistic suicidal behaviours respectively). This theory was re-emphasized in 1997 by Simpson; Durkheim; and Emile. One of the clearest findings in the literature on suicide is that individuals who die by suicide often experience social isolation and social withdrawal before their death (Waern, Rubernowitz, & Wilhelmson, 2003).

Emile Durkheim's work on 'suicide' represents its third major work. The work is of a great importance because it is the first serious effort to establish empiricism in sociology, as it provides explanation for a phenomenon traditionally regarded as exclusively psychological and individualistic in orientation. Durkheim defines suicide "as a case applied to all cases of death resulting directly or indirectly from a positive or negative act of the victim himself, which he knows will produce this result". Durkheim used this definition to separate true suicides from accidental deaths. He then collected several European nations' suicide rate statistics, which proved to be relatively constant among those nations and among smaller demographics within those nations.

Durkheim (1966) explores the differing suicide rates among Protestants and Catholics, explaining that stronger social control among Catholics results in lower suicide rates. Durkheim also maintaining equal importance to his methodology drew conclusions on the social causes of suicide. He proposed four types of suicide, based on the degrees of imbalance of two social forces as they revolve around social integration and moral regulation.

These suicides are as follows:

- Egoistic Suicide
- Altruistic Suicide
- Anomic suicide
- Fatalistic Suicide

Egoistic suicide: this type of suicide occurs as a result of a little social integration to social group. Those individuals who were not sufficiently bound to social groups (and therefore well-defined values, traditions, norms, and goals) were left with little social support or guidance, and therefore tended to commit suicide on an increased basis. A good example is someone that is lonely as a result of weak integration.

Altruistic Suicide: This type of suicide according to Durkheim is as a result of too much integration to social group. It occurred at the opposite end of the integration scale as egoistic suicide. Self-sacrifice was the defining trait, where individuals were so integrated into social groups that they lost sight of their individuality, and became willing to sacrifice themselves to the group's interests even if the sacrifice was their own life. The

apt scenario of this case with regards to altruistic suicide occurs among soldiers going for a war knowing that they might lose their lives during the war.

Anomic suicide: Durkheim defines Anomie suicide as a break in rules and regulations of social norms or laws, which makes life's to be nasty, wicked, brutish, solitary, and short.

Durkheim was particularly divided this type of suicide into two (2) pair dichotomy as it relates to the followings:

- Acute and chronic economic anomie, and
- Acute and chronic domestic anomie.

Fatalistic Suicide: This according to Durkheim is the final type of suicide, maintaining that it occurs as a result of high extreme case of excessive creation and regulations norms and value (over regulation) describing it as a rare phenomenon in the real world. This further includes, unrewarding lives such as slaves, childless married women and a prisoner serving life sentence for stealing mere pen committed suicide in the facility. Durkheim never specifies why this type of suicide is been generally unimportant in his study of suicide.

Johnson's theory of social integration and social regulation

Johnson (1995) modified Durkheim's theory predicting that suicidal behaviour would be more common if social integration and social regulation were weak. He maintained that the weakly integrated person in a solid social structure or the person caught up in a disorganized culture finds himself or herself in difficulty because there is not sufficient group control. The society with lessened or weak control increases the possibility of suicide. If the group control, on the contrary, is too much, suicide may also result. In fact,

the potential for suicidal behaviour he maintained increases when once there is some imbalance or upset with respect to the relationship between the individual and the society. This aspect of Johnson's theory suggests that those forces which bind the group together may turn negative and lead to what Kastenbaum (1991) called "sociocide."

Social Learning Theory

Social learning theory as proposed by Albert Bandura in 1986 stress that behavior is not solely determine by inner drives or the environment, but is a result of an interactive association between inner processes and environmental variables. The inner processes are covert events based on earlier experiences and are controlled by external environment al influence to bring about overt responses observed by Feltham and Horton (2006). Bandura view verbal representation and imaginable representation of the environmental guide a person's behavior. Thus; one can use both insight and foresight to solve his or her problems. Learning also occurs through observational learning in a process known modeling. Therefore student can acquire competencies such as academic, social and personal through modeling. The counselor needs to act as a role model to the student in each of the environment. Bandura also developed the concept of efficacy expectation, which he conceived as conviction of an individual that certain behavior will produce certain outcome stated by Mangal (2007).

2.3 Review of Related Empirical Studies

Reynolds and Mazza (2010) assessed suicidal behaviour in a sample of 2412 junior and senior high schools students in eight states of USA. The highest rate of history of suicidal attempts was found for Native American adolescents (25.5 %), and the lowest rate was

among African- American youths. Hispanic youths also reported a high rate (16.3 %) of lifetime suicidal attempts.

Walter et al. (2005) investigated the rate of ethnic suicidal behaviours in 4 middle schools in New York City. They revealed that 14 per cent of Latinos reported suicidal behaviours compared to 12.8 per cent of African–Americans and 12 per cent for ‘other’ ethnicities in a survey (n=3738) of four middle schools in New York City. They also reported that female students were more likely to attempt suicides than the males but the males were more likely to complete suicide than the females because the males use more lethal weapons such as firearms.

Wanyoike (2015) conducted a study on suicide among university students in Kenya in which the causes, implications and interventions are specifically addressed. The study noted that among the concerns that universities had to deal with was suicidal behavior among the students. Conclusively, the study established that there had been an increase in suicide cases in Kenya especially in universities. The causes identified included social pressure, conflict, depression, hopelessness and loneliness. It recommended that an authority be developed to handle suicide and mental health related issues. Further, this authority should be seriously funded and should be able to establish adequate policy for the involvement of the society.

2.4 Summary of the Literature Reviewed

The reviewed of literatures was extensively carried on issues related role of guidance and counseling in obviating suicidal behavior among undergraduate students of Federal University of Technology, Minna. The reviewed was done based on the following sub-

headings; concept of guidance and counseling, characteristics of an effective counselor, concept of suicide, suicidal behavior, factors associated with suicidal behavior, roles of guidance counselor in preventing suicidal behavior, as well as theories like Durkheim's theory of social integration and social regulation, social learning theory and Johnson's theory of social integration and social regulation and previous empirical studies that are in line with the current study were reviewed.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter describes the methodology adopted in executing the research work. The chapter discusses the following sub-headings; research design, population of the study, sample and sampling techniques, research instrument, validity of the research instrument, reliability of the instrument, method of data collection and method of data analysis.

3.1 Research Design

In the process of assessing role of guidance and counselling in obviating suicidal behavior among undergraduate students of Federal University of Technology, Minna Niger State, a descriptive survey research method was adopted. A descriptive survey design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. The implication of this is that no variables were manipulated. This method is therefore appropriate for this study.

3.3 Population of the Study

The study population comprised total population of 473 undergraduate Science Education students of Federal University of Technology, Minna Niger State (According to HOD). The study was limited to population of Biology students in 200 level, 300 level and 500 level of Federal University of Technology, Minna.

3.4 Sample and Sampling Technique

Simple random sampling was employed to pick respondents from each stratum. The sample was stratified to reflect the distribution of undergraduate students by the year of study. The list of various categories of undergraduate students that formed sampling frame in each category, that is 2nd years, 3rd years, and 5th years. Krejcie and Morgan Formular was adopted to determine the sample size of ninety seven (97) students from the target population of 129 Biology students.

3.5 Research Instrument

The instrument for collecting data in this study is a researcher's designed questionnaire. The questionnaire is in two sections. The first section dealt with demographic data of the respondents while the second part elicited information on factors, preventive measures and availability of Guidance and Counselling to obviate suicidal behavior among undergraduate student of Federal University of Technology, Minna Niger State. Likert scale was used because it offers an interesting possibility for the students' to give their opinion as the research demanded. This will be based on a four (4) Likert scale of SA (Strongly Agree) = 4, A (Agreed) = 3, D (Disagree) = 2 and SD (Strongly Disagree) = 1 with decision mean of 2.5.

3.6 Validity of the Instrument

To ensure content validity of the instrument, the researcher used face and content validity approach. To ensure content validity of the instrument, it was subjected to reviewed by three experts in the field of Biology Education in the Department of Science Education,

Federal University of Technology Minna. The observations, corrections and suggestion of the experts were used to produce the final copy of this instrument.

3.7 Reliability of the Instrument

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. To ensure the reliability of the instrument, a pilot test involving 20 undergraduate biology 100 level students was conducted. Cronbach alpha was used to determine the reliability coefficient of the instrument using Statistical Package of Social Science (SPSS). The reliability coefficient of 0.83 was obtained.

3.8 Method of Data Collection

Table 3.3: Illustration of Data Collection Procedure

S/N	WEEK	ACTIVITY
1.	Week 1	Receiving permission/introductory letter from the school authority
2.	Week 2	Visiting the levels, selecting sampled and appointing research assistants
3.	Week 3 & 4	Meeting with the sampled students, administration of questionnaire to the sampled respondents and immediate retrieval to avoid lost.

3.9 Method of Data Analysis

Mean and Standard Deviation (SD) was the statistical tool used for answering the research questions raised.

CHAPTER FOUR

4.0 RESULT AND DISCUSSION

The chapter is organized according to the following subheadings: introduction, Data Presentation and Analysis and Discussion of findings.

4.1 Presentation and Analysis

Analysis of Bio Information

Table 4.1: Age of the Respondents

Age of Respondents	Frequency	Percentage (%)
16 – 20 years	57	44.2
21 – 24 years	31	24.0
25 years and above	41	31.8
Total	129	100%

Source: Field Survey, 2021

Table 4.1 above shows the analysis of respondents' age bracket. The analysis indicated that 57(44.2%) of the respondents were within the age bracket 16 – 20 years while 31(24.0%) of them were within the age bracket of 21 – 24years and 41(31.8%) were within the age bracket of 25years and above respectively.

Table 4.2: Gender Status of the Respondents

Gender Status of Respondents	Frequency	Percentage (%)
Male	59	45.7
Female	70	54.3
Total	129	100%

Source: Field Survey, 2021

Table 4.2 above presents the result of analysis concerning the gender status of the sampled respondents. The analysis revealed that 59(45.7%) of the sampled respondents were male students while 70(54.3%) of them were female students respectively.

4.2 Analysis of Research Questions

4.2.1 Research Questions 1: What are the factors responsible for suicidal behaviour among undergraduate students at Federal University of Technology, Minna?

Table 4.3: Factors responsible for suicidal behaviour among undergraduate students

S/No	Statement	Mean	S.D	Remarks
1	Negative self-esteem and depression	3.05	.771	Agreed
2	Peer pressure and betrayal	3.04	.801	Agreed
3	Self-administration of a psychoactive substance e.g alcohol and drug	3.14	.760	Agreed
4	Low school achievement	2.27	1.057	Disagreed
5	Trauma such as physical and sexual abuse	3.09	1.000	Agreed
	Grand Mean	2.92		Agreed

Source: Field Survey, 2021

Table 4.3 presents the analysis of responses regarding the factors responsible for suicidal behaviour among undergraduate students at Federal University of Technology, Minna. The grand mean is 2.92 which is greater than the decision mean of 2.50. The analysis indicated that the respondents agreed that negative self-esteem and depression, peer pressure and betrayal, self-administration of a psychoactive substance e.g alcohol and drug, trauma such as physical and sexual abuse were the perceived factors responsible for

suicidal behaviour among undergraduate students with mean ranging between 3.04 and 3.14 respectively.

4.2.2 Research Question 2: What are the schools based preventive strategies of suicide among undergraduate students?

Table 4.4: Schools Based Preventive Strategies of Suicide among Undergraduate Students

S/No	Statement	Mean	S. D	Remark
1	Distribution of pamphlets containing pictures and messages regarding effects of suicide	2.91	.904	Agreed
2	Setting up clubs where students can gain developmental knowledge	2.84	1.097	Agreed
3	Training students to be effective and skillful through entrepreneurship training	3.00	.857	Agreed
4	Dismissing students found with dangerous weapons, selling or using hard drugs from the university	2.41	.989	Disagreed
5	Enforcement of rules and regulation to guide students behavior within the campus	2.91	.904	Agreed
	Grand Mean	2.81		Agreed

Source: Field Survey, 2021

Table 4.4 presents the result of respondents' responses concerning school based preventive strategies of suicide among undergraduate students with the grand mean of 2.81 which is greater the decision mean of 2.50. The analysis indicated that the respondents agreed that distribution of pamphlets containing pictures and messages regarding effects of suicide, setting up clubs where students can gain developmental knowledge, training students to be effective and skillful through entrepreneurship training

and enforcement of rules and regulation to guide students behavior within the campus were the schools based preventive strategies of suicide among undergraduate students with mean rating ranging between 2.84 and 3.00 respectively.

4.2.3 Research Question 3: What are the counselling strategies for handling suicide among undergraduate students?

Table 4.5: Counselling strategies for handling suicide among undergraduate students

S/No	Statement	Mean	S.D	Remark
1	Promoting and supporting research on suicide prevention	3.25	.840	Agreed
2	Reducing access to convenient means of suicide e.g toxic substances	3.45	.659	Agreed
3	Engagement of students in extra-curricular activities	3.18	.719	Agreed
4	Ensure a comprehensive campus mental health services	3.36	.713	Agreed
5	Setting up of anti-drugs and anti-cultism clubs within the campus	3.07	.955	Agreed
	Grand Mean	3.26		Agreed

Source: Field Survey, 2021

The above Table 4.5 presents the responses of analysis on the counselling strategies for handling suicide among undergraduate students. The grand mean is 3.26 which is greater than the decision mean of 2.50. The analysis revealed that promoting and supporting research on suicide prevention, reducing access to convenient means of suicide e.g toxic substances, engagement of students in extra-curricular activities, ensure a comprehensive campus mental health services and setting up of anti-drugs and anti-cultism clubs within

the campus were the counselling strategies for handling suicide among undergraduate students with mean rating ranging 3.07 and 3.45 respectively.

4.3 Major Findings of the Study

Findings for Research Question 1

Perceived factors responsible for suicidal behaviour among undergraduate students include: negative self-esteem and depression, peer pressure and betrayal, self-administration of a psychoactive substance e.g alcohol and drug, trauma such as physical and sexual abuse.

Findings for Research Question 2

Schools based preventive strategies of suicide among undergraduate students are that distribution of pamphlets containing pictures and messages regarding effects of suicide, setting up clubs where students can gain developmental knowledge, training students to be effective and skillful through entrepreneurship training and enforcement of rules and regulation to guide students' behavior within the campus.

Findings for Research Question 3

Counselling strategies for handling suicide among undergraduate students involved: promoting and supporting research on suicide prevention, reducing access to convenient means of suicide e.g toxic substances, engagement of students in extra-curricular activities, ensure a comprehensive campus mental health services and setting up of anti-drugs and anti-cultism clubs within the campus.

4.4 Discussion of Findings

The finding revealed that negative self-esteem and depression, peer pressure and betrayal, self-administration of a psychoactive substance e.g alcohol and drug, trauma such as physical and sexual abuse were the perceived factors responsible for suicidal behaviour among undergraduate students. Supporting the finding, Wanyoike, (2015) identified included social pressure, conflict, depression, hopelessness and loneliness as causes of suicide among undergraduate students.

Secondly, the findings indicated that distribution of pamphlets containing pictures and messages regarding effects of suicide, setting up clubs where students can gain developmental knowledge, training students to be effective and skillful through entrepreneurship training and enforcement of rules and regulation to guide students' behavior within the campus were the schools based preventive strategies of suicide among undergraduate students. The findings is in line with the opinion of Shea (2002); Gould (2002); and Hoas, Hendin and Mann (2003) suggested that those found with dangerous weapons, selling or using hard drugs should be dismissed from the university to serve as deterrent to others.

Finally, the findings revealed that counselling strategies for handling suicide among undergraduate students includes promoting and supporting research on suicide prevention, reducing access to convenient means of suicide e.g toxic substances, engagement of students in extra-curricular activities, ensure a comprehensive campus mental health services and setting up of anti-drugs and anti-cultism clubs within the campus were the counselling strategies for handling suicide among undergraduate

students. The outcome of the findings is in consonant with Wanjama, Njenga, and Henok, (2006) assertion that counsellors are key to influencing students' management of two fundamental emotional reactions which mostly determine the behaviour. Similarly, Collin (2007) depicts guidance and counselling as an ultimate icon that addresses students' social and emotional adjustment.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusions and recommendations. The chapter further presents the suggestions for further research as it relate to factors, preventive measures and availability of Guidance and Counselling to obviate suicidal behavior among undergraduate students of Federal University of Technology, Minna Niger State.

5.1 Conclusion

This study was conducted with a view to investigate role of guidance and counselling in obviating suicidal behavior among undergraduate students of Federal University of Technology, Minna Niger State. Specifically, the study seeks to achieve the following objectives.

- i. To find out factors responsible for suicidal behaviour among undergraduate students.
- ii. To find out schools based preventive strategies of suicidal behaviour among undergraduate students.
- iii. To find out availability of counselling strategies for handling suicide among undergraduate students.

In the literature review, conceptual framework focuses on concept of guidance and counseling, characteristics of an effective counsellor, concept of suicide, suicidal behaviour, factors associated with suicidal behaviours and roles of guidance counsellor in

preventing suicidal behaviour while theoretical framework reviewed Durkheim's theory of social integration and social regulation and Johnson's theory of social integration and social regulation while previous empirical studies were also reviewed.

In the process of assessing role of guidance and counselling in obviating suicidal behavior among undergraduate students of Federal University of Technology, Minna Niger State, a descriptive survey research method was adopted. The study population comprised total population of 473 undergraduate Science Education students of Federal University of Technology, Minna Niger State. While the target population involved only 129 students of Biology education in 200 level, 300 level and 500 level were selected for the study. The study adopted self-designed questionnaire with four (4) Likert scale of SA (Strongly Agree) = 4, A (Agreed) = 3, D (Disagree) = 2 and SD (Strongly Disagree) = 1 while decision mean was 2.5. The researcher used four weeks to conduct the research exercised. In analyzing the data collected, Mean and Standard Deviation (SD) was the statistical tool used.

Chapter four presented, analyzed the data generated from the questionnaires and discussion of findings.

- i. Perceived factors responsible for suicidal behaviour among undergraduate students include: negative self-esteem and depression, peer pressure and betrayal, self-administration of a psychoactive substance e.g alcohol and drug, trauma such as physical and sexual abuse.
- ii. Schools based preventive strategies of suicide among undergraduate students are that distribution of pamphlets containing pictures and messages regarding effects

of suicide, setting up clubs where students can gain developmental knowledge, training students to be effective and skillful through entrepreneurship training and enforcement of rules and regulation to guide students' behavior within the campus.

- iii. Counselling strategies for handling suicide among undergraduate students involved: promoting and supporting research on suicide prevention, reducing access to convenient means of suicide e.g toxic substances, engagement of students in extra-curricular activities, ensure a comprehensive campus mental health services and setting up of anti-drugs and anti-cultism clubs within the campus.

5.2 Recommendations

The following recommendations were made based on the findings and conclusion of the study;

- i. Efforts should be intensified to maintain the tempo through public information and education about the dangers of known risk factors of suicidal behaviours.
- ii. Since suicide is a social-health problem, there should be a Nigerian research on the stigma of suicide victims, and the need for effective reporting of suicidal cases.
- iii. There should be the teaching of suicide education and prevention in tertiary institutions.

- iv. Government should provide suicide counselling personnel who will always be available to offer assistance to those in need.
- v. Bulletins on suicidology should be mounted; prevention centres whose scope should not only be that of preventing suicide but also handling other psychological and emotional problems of crisis nature should be opened.
- vi. University authorities should ensure that possession of lethal weapons by students in the campuses must be drastically checked and students found with dangerous weapons rusticated or dismissed from the university to serve as deterrent to others.

5.3 Suggestions for Further Studies

The following areas were suggested for further research;

- i. study on prevalence and prevention of suicidal behaviours should be conducted
- ii. study on the development, delivery and evaluation of suicide preventive interventions in reducing suicidal behaviours among students should be carried out.

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Appendix A
QUESTIONNAIRE ON ROLE OF GUIDANCE AND COUNSELLING IN OBVIATING
SUICIDAL BEHAVIOR AMONG UNDERGRADUATE STUDENTS OF FEDERAL
UNIVERSITY OF TECHNOLOGY, MINNA NIGER STATE

Dear respondent,

I am a student in the Department of Biology Education, Federal University of Technology, Minna conducting a research on the project titled above. The success of my research work depend on the various question asked. I therefore appeal for your kind and full co-operation towards the successful completion of my research questionnaire. I promise that the information supply will be treated as confidential and utilized for the purpose of the research.

Demographic Data

Age:- 16 – 20 years [], 21 – 24 years [], 25 years and above []

Gender:- Male [], Female []

SECTION B

Instructions:- Please read the following statements & rate how much you personally agree or disagree with these statements by ticking in appropriate columns

SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Research Questions I: What are the factors responsible for suicidal behaviour among undergraduate students at Federal University of Technology, Minna?

S/No	Statement	SA	A	D	SD
1	Negative self-esteem and depression				
2	Peer pressure and betrayal				
3	Self-administration of a psychoactive substance e.g alcohol and drug				
4	Low school achievement				
5	Trauma such as physical and sexual abuse				

Research Question II: What are the schools based preventive strategies of suicide among undergraduate students?

S/No	Statement	SA	A	D	SD
1	Distribution of pamphlets containing pictures and messages regarding effects of suicide				
2	Setting up clubs where students can gain developmental knowledge				
3	Training students to be effective and skillful through entrepreneurship training				
4	Dismissing students found with dangerous weapons, selling or using hard drugs from the university				
5	Enforcement of rules and regulation to guide students behavior within the campus				

Research Question III: What are the counselling strategies for handling suicide among undergraduate students?

S/No	Statement	SA	A	D	SD
1	Promoting and supporting research on suicide prevention				
2	Reducing access to convenient means of suicide e.g toxic substances				
3	Engagement of students in extra-curricular activities				
4	Ensure a comprehensive campus mental health services				
5	Setting up of anti-drugs and anti-cultism clubs within the campus				

Appendix B

RESEARCH INSTRUMENT VALIDATION FORM

Sir/Ma,
The candidate Brande Maxwell Jordan with Admission Number 2017/1/6728586
is a student of the department. You are requested to make amends or inputs that will improve
the quality of the instrument. Your professional expertise is expected to assist the researcher
towards the award of the degree.

Thank you.



Dr. Rabiu M. Bello
HOD (Signature, Date & Official stamp)

Title of the Research Instrument: Role of guidance and Counselling in
observing suicidal behaviour among Undergraduate
Students of Federal University of Technology, Minna, Niger State.

SECTION A

1. Appropriateness of the Research Instrument title: Quite appropriate
2. Suggest amendment if not appropriate: —
3. Completeness of Bio-data Information: Completed
4. Suggest inputs if incomplete: —
5. Suitability of items generated Suitable enough
6. Structure of the questionnaire/ test items generated Well-Structured
7. Structure of the instrument in line with the objectives of the study.
Its okay.
8. Items coverage and distribution across constructs and domains measured
Extent of Coverage is Satisfactory enough
9. Appropriateness of the instrument in relation to the type of data to be collected
Appropriate enough
10. What is the general overview and outlook of the instrument?
Generally Satisfactory
11. Rate the instrument between 1-10
8

SECTION B

Name of the validator: A. Babagana, M. ✓
Designation/Rank: LI
Name of institution: F.U.T Minna
Department/ School: Science Education
Telephone No./GSM No: 08066553170
E-Mail Address: metid@gmail@futminna.edu.ng

Signature, Date and stamp (if available)

Appendix C

Reliability

Scale: The factors responsible for suicidal behaviour among undergraduate students

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.793	.812	5

Reliability

Scale: The schools based preventive strategies of suicide among undergraduate students

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.862	.869	5

Reliability

Scale: Counselling strategies for handling suicide among undergraduate students

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.880	.878	5

Reliability

Scale: ALL VARIABLES

Reliability Statistics

Cronbach's Alpha	N of Items
.831	15

The reliability coefficient of the tested items is 0.831. Since the coefficient is greater than 0.5, the instruments is said to be reliable.

What are the factors responsible for suicidal behaviour among undergraduate students at Federal University of Technology, Minna?

Item Statistics

	Mean	Std. Deviation	N
Negative self-esteem and depression	3.05	.771	129
Peer pressure and betrayal	3.04	.801	129
Self-administration of a psychoactive substance e.g. alcohol and drug	3.14	.760	129
Low school achievement	2.27	1.057	129
Trauma such as physical and sexual abuse	3.09	1.000	129

What are the schools based preventive strategies of suicide among undergraduate students?

Item Statistics

	Mean	Std. Deviation	N
Distribution of pamphlets containing pictures and messages regarding effects of suicide	2.91	.904	129
Setting up clubs where students can gain developmental knowledge	2.84	1.097	129
Training students to be effective and skillful through entrepreneurship training	3.00	.857	129
Dismissing students found with dangerous weapons, selling or using hard drugs from the university	2.41	.989	129
Enforcement of rules and regulation to guide students behaviour within the campus	2.91	.904	129

What are the counselling strategies for handling suicide among undergraduate students?

Item Statistics

	Mean	Std. Deviation	N
Promoting and supporting research on suicide prevention	3.25	.840	129
Reducing access to convenient means of suicide e.g. toxic substances	3.45	.659	129
Engagement of students in extra curricula activities	3.18	.719	129
ensure a comprehensive campus mental health services	3.36	.713	129
Setting up of anti-drugs and anti-cultism clubs within the campus	3.07	.955	129