Care-seeking of University Students with Suicidal Tendencies or Thought as Expressed by Undergraduate's Students in Ekiti State

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Abstract: *Suicide thought among undergraduate students all over the world has assumed an alarming dimension. It has become so worrisome that it has gained prominence in social discourse. The prevalence rate of suicide thought or tendencies among undergraduate students in different parts of the world gives room for concern. Despite a high prevalence of suicide thought and mental health issues amongst university undergraduate students, the stigma of help seeking remains a barrier to those who are in real need of professional support. The paper examined help-seeking behaviour intervention with suicidal thought or tendencies among undergraduate students in Ekiti. We therefore emphasized the need to evolve a safe academic environment that allows for effective school activities and a sustainable educational process. Help seeking theory states that help received from an in-group source is more welcome and less threatening to one's identity than that from a source perceived. The paper concluded by suggesting that effectiveness of help seeking intervention assists in reducing suicidal thought or tendencies among undergraduate students.*

Keywords: *Suicidal thought, Help seeking behaviour, Undergraduate students, Ekiti state, Nigeria*

INTRODUCTION

Every year, almost one million people die from suicide; a global mortality rate of 16 per 300,000, or one death every 30 seconds and as such it is a critically important public health problem (World Health Organization, 2020). Suicide has become an important public health problem and is rated the fourth leading cause of death globally among youth aged 15 to 19 years and the tenth leading cause for emerging adults 15–24 years of age (World Health Organization, 2020). However, these figures do not include suicide attempts, which are up to 20 times more frequent than completed suicide (WHO, 2019). Research on suicidal thought specifically in Africa has been scarce, in part because of other pressing health concerns, but also because of political and economic instability (Schlebusch, Burrow and Vawda, 2019).

Although, suicide tendencies and its thoughts are considered as taboo in Nigeria, there have been reported cases of suicide tendencies on the newspapers and social media. For example, a medical doctor was reported to have jumped into the Lagos mainland bridge Lagoon in March, 2017 (Muanya & Ezea, 2017) shortly after that, a 500-level Urban and Regional Planning student of Ladoke Akintola University of Technology, Ogbomosho hung himself from his ceiling fan while his roommate was out. Another student of Babcock University, Ogun State, who was just 19 years old at the time of his death, committed suicide in his parents' home at Lagos (Ezeobi, 2017). According to Vanguard Newspaper on the 6th April 2019, a lecturer at the Department of Mathematics in University of Ibadan ended his life through suicide as a result of frustration of unfulfillment Ph.D programme.

Also, there was another report of a 100-level student of Kogi State University, Ayingba who committed suicide after she was reportedly abandoned by her boyfriend. In 2019 alone, reported cases of suicide death were very rampant in national dailies and other media outfits. Ogbolu (2019) reported that suicide accounts for 1.5 percent of global deaths and that suicide ranks among the top 20 leading causes of death. He also noted that 78 percent of suicides occur in low- and middle-income countries like Nigeria. Furthermore, Purse (2019) stated that suicide is common among women, with 5.1 percent than men 3.6 percent globally. Indeed, female attempt suicide thought more than male, but male are successful about three or four times more often than female. These cases go on and on; Just in March, 2017 alone, over five different cases of either completed suicide or attempted suicide were reported in the newspapers. Indeed, different people face different academic and life challenges at different times in their lives.

While some survive from these challenges; others contemplate suicide as a way of escape. Different accounts have been given on the statistics of people that commit suicide. For instance, World Health Organization's (WHO) (2016), reported that over 800,000 people commit suicide per year in the world while World Health Organization Suicide Prevention (SUPRE) Program, gave the statistics to be around one million people annually. Nigeria news media are often awash with reported cases of suicide among Nigerian undergraduates. For example, the Punch Newspaper of July 10, 2018 reported that a 30year old Nigeria Abuja Law school student committed suicide in Taraba State (Ohai, 2018). In a similar development, 300 level physics/astronomy undergraduate of the University of Nigeria Nsukka's lifeless body was reportedly found dangling on a suspended rope from a height to confirm that he committed suicide.

In February 2018 too, an undergraduate in Abia State University was said to have committed suicide, because he failed to graduate after two academic sessions in a row. Similar cases of suicide had been reported at the University of Benin in Edo State, Niger Delta University, Wilberforce Island in Bayelsa State, Obafemi Awolowo University, Ile-Ife in Osun State; all in Nigeria and even in faraway Bristol University, United Kingdom by a Nigerian Female undergraduate (Ohai, 2018). According to The Guardian Newspaper of 12th June, 2018, Nigeria lost about 80 persons; mostly undergraduates, to suicide in a year. These cases are cause of

lamentations and worries among Nigerians. And the increasing rates of suicide cases continue to pose a big socio-psychological problem to the Nigerian government as well as the international bodies (Nwachukwu, 2018).

Cases of suicide however are not limited to the adolescent undergraduates. For example, towards the end of the year 2018, a Nigerian Disco Jockey also reportedly committed suicide owing to disappointment suffered from his woman friend. This case is aside from those of a banker and another female trader who reportedly jumped into the Lagos Lagoon from the Third Mainland Bridge at the Ebute-Metta/Oworonsoki axis in Lagos, Nigeria. These various cases suggest aggression and consequent destruction directed towards self. Suicide is a complex behavioural phenomenon that involves taking one's life by oneself. It is fundamentally a general social and public health problem worldwide (Izadinia, Amiri, Jahromi & Hamidi, 2010) and also a problem that is both very serious and preventable (Amare, Woldeyhannes, Haile, & Yebeabat, 2018).

The social, economic and psychological effects of suicide are unbearable in most societies of the world. Families, organisations and the general society are often thrown into mourning when there is an incidence of suicide. Such depressive mood often impact productivity, create fear and anxiety, reduce value for human existence and cause social unrest; among others. Suicidal tendencies or thought among students is defined as the wish, thought or desires to take one's own life violently due to a variety of internal and external causes, such as personality, undesirable emotions and school life (Vawda, 2009). Information on suicidal thought can be utilized to predict suicide and can act as a guide for suicide prevention (Rubenstein, 2009). There are many difficulties associated with the identification of individuals at risk for committing suicide, because individuals resort to suicide for so many different reasons. No matter the reason, any individual thinking about suicide is considered to be in the at risk group. Undergraduate students can be a difficult time in a person's life. There can be a lot emotional upheaval and academic stress. Undergraduate students can experience stress from family discord at home as well as having difficulties with peer relationships at school. All of these may lead a person to suicide (Rubenstein, 2009).

According to Davis (2003), there are many very different motivations for individuals to commit suicide. He asserts that in order to help a suicidal person, one must first know the underlying motivation. One reason someone may commit suicide is to escape an unbearable situation. A second is to try to manipulate or change someone else's behavior. A third is to use suicide as a vehicle to communicate to significant others just how unhappy they are and they need help. According to Davis, these people often have no intention of dying. Suicide thought or tendencies is sometimes regarded as a transitory phenomenon in youth, yet epidemiologic evidence indicates that undergraduate students suicide thought often recurs in adulthood. Counselling services in University exist primarily to facilitate the success and development of university students and this function remains important as university students face increasing pressures and difficulties that could interfere with attainment of their educational and career goals. University counseling center have observed recent increases in the number of undergraduate students exhibiting severe mental health problems, including suicidality thought.

Aqeel, Mohamed, Abdul and Roslee, (2014) also saw suicidal thought as a concept that includes all overt suicidal behaviours and communications such as suicide threats and expressions of wish to die. Furthermore, according to Shittu, Alabi, Odeigah, Musa, Sanni, Issa, Olanrenaju, Sule and Aderihigbe, (2014) suicidal tendencies is the thought about or an unusual preoccupation with suicide. A major concern among academic scholars about suicidal tendencies has been to identify the prevailing factors that are associated with suicidal thought. Thus, within the ambit of extant academic literature, reveals that certain variables such as hopelessness, academic failure, depression, poor social support system, death of a loved one, emotional trauma, serious physical illness, financial problems, guilt feeling, dependence on alcohol or other drugs are associated with suicidal thought or tendencies.

It is well understood that those express about suicide are possibly seeking for help or support (Kothari, George and Hamid, 2018). For some people experiencing anxiety, depression, and hopelessness, they may feel that suicide is the only option. Considering the presence of more challenging and more risky environments in the lives of undergraduate students, it is even more crucial to understand how such students will seek help when facing stress or feeling suicidal.

In recent years, an understanding of help-seeking behaviours for suicidal thought has received increasing attention (Mo and Mak, 2019).Help-seeking behaviours are those used in response to a problem or distressing experience when undergraduate students actively pursue assistance from various resources, such as communicating with other people or counsellor (Rickwood, Deane, Wilson & Ciarrochi, 2019). Examples of resources that are used in the treatment and management of suicide tendencies or thought include: mental health professionals (MHPs; e.g., psychologists, psychiatrists), general physicians (GPs), and informal sources (e.g. family, friends). A fourth resource, which has developed recently, is the Internet (Collins, Patel, Joestl, March, Insel, Daar; 2019; Kauer, Mangan and Sanci, 2019). This article aimed to investigate the help-seeking behaviour of university students with suicidal tendencies or thought as expressed by undergraduate's students in Ekiti state

STATEMENT OF THE PROBLEM

Suicidal behaviour is complex. It is an irrational desire to die. Suicide effects are tragic and felt long after the individual has taken his own life. A person who dies by suicide leaves behind a tangled confusion of family members and friend who try to make sense of a senseless and a purposeless act. Nigerian students have one of the highest rates of suicidal thought and attempts. These rates and attempts are comparable to those of other developing countries and higher than developed countries. (Omigbodun et al 2018). It is therefore imperative to conduct researches on suicidal behaviours and factors that may trigger them, of which

depression is one such factor. If depression and suicidal thought are not nipped in the bud in students, the rate of suicide in this population may become alarmingly high, which would be detrimental to national well-being

Suicidal thought or tendencies among undergraduate students is associated with several psychosocial indicators for well-being including: depression, loneliness, anxiety, substance use, poverty, bullying, mood disturbance, feelings of sadness, despair and discouragement, resulting from personal loss and tragedy, poor relationship quality with parents and low social support and thus when perplexed undergraduate students may see suicide as last option. Undergraduate students can experience stress from family discord at home as well as having difficulties with peer relationships at school. All of these may lead suicide thought or tendencies. WHO (2015) reported that 4,924 undergraduate students committed suicide in the age ranges of 15-24. This accounts for 22.9 suicides for every 100,000 undergraduate students in this age bracket. This rate has tripled since 2018, increasing 52.2% in a 30-year period. The suicide rate of undergraduate students now equals that of the general population. Given this gap, this study intends to investigate the help-seeking behaviour of university students with suicidal tendencies or thought as expressed by undergraduate's students in Ekiti state.

SCOPE OF THE STUDY

This study focused on investigates the help-seeking behaviour of university students with suicidal tendencies or thought as expressed by undergraduate's students in Ekiti state. The scope of this study covered bonafide undergraduate's students in Ekiti state of Nigeria.

CONCEPTUAL CLARIFICATION

SUICIDE THOUGHT OR TENDENCIES

Suicidal thought or tendencies are an important concept in clinical and social psychology. This is because studies have noted that there is high rate of suicide cases, especially in the developing world (Venumadhava & Sahay 2014). In Nigeria suicide cases have also escalated among the populace, including the student population. Popescu (2014), posited that this alarming rate has been associated with high level of academic stress within the university environment. Despite how important it is to understand and explain issues associated with suicidal thought, unfortunately, there are not much empirical studies conducted in Nigeria in this area. Thus, what informs suicidal thought among university students, especially in Nigeria remains probable.

Suicide is a self-inflicted death, where a person engages in an intentional, direct and conscious effort to end his or her life; Ademola (2016) define suicide as self-inflicted death from injury, poisoning, or suffocation, where the deceased committed the act with the intention to kill himself or herself. Suicide involves any behavior that is self-initiated and carried out with the intention or expectation to die and includes self-inflicted, active or passive acts (De Leo, Burgis, Bertolote, Kerkof, & Bille-Brahe, 2014). Suicide thought involves thoughts related to a desire, intent, and method for committing suicide. According to Arria (2019), suicide thought or tendencies refers to self-reported thoughts of carrying out suicide-related behavior. Suicide thought includes thoughts and cognitions about suicidal behaviors. Finally, a suicide attempt is a self-inflicted, self-injurious act committed with some intent to die (McClough, 2017).

It is important to note that thoughts of committing suicide are often fleeting and characteristic of times during which a person experiences distress, and with increased periods of distress, suicide thought can increase in frequency and expand to become more elaborative, including not only thoughts of wanting to die or to kill oneself but also thoughts of what it would be like to kill oneself and how one would commit suicide (Paladino & Barrio Minton, 2018). Suicide thought is a critical part of the suicide process; it precedes suicide attempts and completed suicides (Harris & Barraclough, 2017). The suicide process involves suicide thought, a suicide plan, a suicide attempt, and completed suicide (Vilhjalmsson, 2018). It is essential to identify early steps in the suicide process, such as suicide thought, because then, efforts can be made to stop the progression of the suicide process before a suicide plan or attempt is made (Arria, 2019; Harris & Barraclough, 2017).

However, the suicide process, especially suicide thought, is complex (Wu & Bond, 2016). A majority of college students who experience suicide thought do so as the result of a combination of risk factors and precipitating life events (Gould & Kramer, 2011). There are numerous risk and protective factors believed to be associated with suicide tendencies, attempts, and completion, family socioeconomic status, prior suicidal behavior, anxiety, homosexual or bisexual orientation, poor communication with family members, family discord, financial problems, personality and aggression (Dogra, 2018). According to Davis (2013), there are many very different motivations for individuals to commit suicide. He asserts that in order to help a suicidal person, one must first know the underlying motivation. One reason someone may commit suicide is to escape an unbearable situation. A second is to try to manipulate or change someone else's behavior. A third is to use suicide as a vehicle to communicate to significant others just how unhappy they are and they need help. According to Davis, these people often have no intention of dying.

HELP-SEEKING BEHAVIOUR

Around the world, undergraduate students are a time of opportunities as well as vulnerabilities to risk-associated behaviours that can have lifelong consequences for health and well-being. Numerous World Health Organization (WHO) consultations and studies have confirmed the importance of caring and meaningful relationships, as well as pro-social connections with individuals and social institutions, reducing risks and promoting healthy and developmental outcomes. Many researchers, and various WHO documents, have also called for more attention to and more research on where, why and how undergraduate students seek help (i.e. their help-seeking behaviour) and the sources of and nature of help available to them in their specific contexts (i.e. social supports).

Help seeking refers to the use of formal supports, which we define as health facilities, youth centres, formal social institutions or professional care providers, either in the public or private sector. In many cases, "help-seeking" is used interchangeably

with "health-seeking," which generally refers more narrowly to seeking services or remedies for a specific ailment or suicidal thought. In many of the documents cited in the bibliography, "help-seeking" refers to the use of health and other services in the case of severe or serious mental health issues, including substance use, depression and suicide. In only a few cases in the literature is the term "help-seeking" used in a more comprehensive way to refer to the use of both formal supports and informal supports, which we argue includes family, kinship networks, friends, traditional healers and/or religious leaders.

The concept 'help-seeking behaviour' has gained popularity in recent years as an important vehicle for exploring and understanding patient delay and prompt action across a variety of health condition. University counsellors have explored help seeking behaviour for mental health and suicidal thought. Such task is required to distinguish the concept from other related concepts and to gain a more precise assessment and understanding of help seeking, which will inform future counselling, clinical and psychologist research and practice. Help-seeking occurs in response to an observed change in health and suggests that help seeking is part of a process. Help seeking "is about communicating with other people to obtain help in terms of understanding, advice, information, treatment, and general support in response to a problem or distressing experience" (Rickwood, Deane, Wilson & Ciarrochi, 2019). Help may be requested from informal sources of support, such as family members (parents, siblings, relatives) or peers (friends, classmates). Help may also be sought from the formal help network, consisting of health professionals (physicians, psychologists and social workers) and community-based organizations.

Help seeking is a coping strategy that helps maintain the psychological health of undergraduate students experiencing difficult events, such as a romantic separation, conflicts with parents and suicidal thought (Rickwood et. al., 2019; Seiffge-Krenke, 2010). However, many studies suggest that a large percentage of undergraduate students do not seek the help they need when they experience suicidal problems (Cheung & Dewa, 2017). Approximately one third of young people with a high level of suicidal thought, depression, anxiety or psychological distress reported having consulted a health professional about their symptoms (Zachrisson, Rödje & Mykletun, 2016). Help-seeking rates are similarly high among undergraduate students with suicide thought or tendencies, with typically cited barriers including a preference to manage the problem on one's own, fears about what others might think, negative attitudes and beliefs about mental health services, and stigma.

Help-seeking behaviour has been studied generally, and we know quite a lot about which factors that is of importance for help seeking in suicidal thoughts. However, only few studies have been done concerning help seeking for anxiety disorders and depression, which have a high prevalence in the population. According to the National Co-morbidity Survey and the Norwegian psychiatric epidemiological study one-fifth of the population have a Lifetime prevalence of an affective disorder, and one-fourth of an anxiety disorder (McLeod, 2021). Help-seeking can include both formal professional treatment and informal help (e.g., friends, parents, and informational resources). Few studies have explored informal help-seeking in young adults. One implication of the present findings is that undergraduate students who have accessed care in the past might benefit from counselling services over time, to facilitate an ongoing connection to a source of help should the need arise. The finding that treatment seeking in universities was more likely if the undergraduate students had some pre- experience with treatment comports with prior research linking prior mental health care to future treatment seeking intentions. Although this might reflect differences in severity, help-seeking propensity, or other factors, it is equally plausible that early experiences with professional treatment could facilitate future help-seeking—especially if those experiences are positive.

Help seeking behaviour intervention is essential if undergraduate students are to access appropriate mental health or counselling psychologist services. While there are different sources of help, both formal and informal (Rickwood et al., 2019), there is acknowledged value in seeking formal help, in particular talking therapies and psychological services (Nice, 2014). It is therefore essential that people feel they can access them. In universities, amongst a constituency that is often perceived as having a high risk of suicide thought (Borges, 2010), these services are seen as an important arm of general pastoral care and student support (Kitzrow, 2013). Indeed provisions of services that are close, on campus are viewed as a key spend in these difficult financial times. For this reason the current study looks at help-seeking in students and how it is affected, negatively by social forces such as stigma as well as positively by a sense of belonging at university.

Help-seeking behavior is interpreted to mean actively reporting and looking for a remedy for a disease or psychological problem (Gulliver, Griffiths, & Christensen, 2010). Help-seeking is an adaptive coping process that is the attempt to obtain external assistance to deal with suicidal thought or a mental health concern". Previous research on help-seeking behaviour for mental health problems and suicidal thought in adolescents has identified several barriers for treatment contact (Gulliver, Griffiths, & Christensen, 2010). A recent systematic review including several studies on barriers and facilitators in help-seeking behaviours for common suicidal thought or mental health problems in adolescents found that the two most cited barriers were stigma and negative beliefs towards mental health services and professionals (Aguirre, Cruz, Billings, Jimenez & Rowe, 2020). Research also shows that the desire to handle problems on one's own, low perceived need for help, difficulty in identifying symptoms of mental illness, perceived fear of psychotherapy, the belief that a psychotherapist would not be able to be found and financial concerns were also barriers to seeking help in adolescents (Pepin, Segal and Coolidge, 2019).

Students are an important group for the study of help-seeking. They have high prevalence rates of suicide thought and mental health problems. For example, one web-based study of 763 students showed that around one-third were experiencing a suicidal thought or tendencises at the time of test, of which 60% were present 2-years later (Zivin, 2019). In addition, a large survey of over 26,000 students in the US showed that 18% of undergraduates had seriously considered taking their own lives (Drum, 2019).

Commentators suggest numerous reasons for this trend including the stressors and pressures of student life, and the adjustment to life away from home and family (Furr, 2011), with risk factors including financial difficulty, poverty, substance abuse, sexual victimization, and issues related to sexual identity (Eisenberg, 2017). However, many students with mental health problems, particularly suicidal thought, do not seek help from formal sources of support such as university counseling services or mental health services (Drum, 2019; Hunt and Eisenberg, 2010). This is despite the fact that these are often the most accessible forms of support for students, particularly for those living away from home. The single most commonly cited barrier to professional help- seeking is stigma (Corrigan, 2014).

Evidence to date has shown that such strategies may be successful; a suicide prevention initiative implemented within a university setting successfully reduced the stigma of suicide thought problems and reduced students' attitudes toward suicide thought problems (Pearce, 2013). Past experience with help-seeking behaviour has consistently been shown to managed or reduced suicidal thought or tendencies among college students. These may be either personal experiences (e.g., Rickwood et al., 2019), or knowing someone else that has previously engaged with mental health professionals. Research suggests that help seeking behaviour intervention plays pivotal roles on reducing suicidal thought or tendencies among students (Vogel, 2017). For example, university students who actually sought mental health services knew someone else who had sought help 92–95% of the time, and those who knew someone who had previously sought help had more positive attitudes toward mental health services (Vogel, 2017). Of course where these experiences have been negative they can have the opposite effect. A review focusing on determinants of help-seeking amongst young people experiencing issues with suicide found that when past experiences of seeking help were negative, particularly when the young person felt they were not helped or that their problems weren't taken seriously, they acted as substantial barriers to future help-seeking intentions and impacted heavily upon attitudes toward professional help (Rickwood et al., 2019).

Help-seeking attitudes may also be influenced by past exposure to suicide or experience with suicidal behaviours. Whilst some studies found no significant relationship between exposure to suicide and help-seeking attitudes or intentions (Calear, 2014), others found that exposure to suicide led to more negative attitudes toward help-seeking (Chan, 2014). Students who know someone that have accessed mental health services and that have positive expectations about how friends and family would think of them if they sought this type of service professional help are more likely to have positive attitudes to help-seeking (Gulliver, 2010).

While research into barriers to treatment for adolescents is readily available, few studies have addressed the role of facilitating factors. The little research that has been done shows that mental health literacy, positive past experiences with help-seeking, social support or encouragement from others and confidentiality and trust in the provider might facilitate help-seeking for adolescents with suicidal thought or mental health issues. However, research on facilitating factors is scarce (Aguirre, Cruz, Billings, Jimenez & Rowe, 2020). Previous research on both barriers and facilitators has focused mainly on adolescents with suicidal thought in general. Data on facilitators for help-seeking behaviour in adolescents with suicidal thought is only available specifically for boys (Lindsey, Joe & Nebbitt, 2020). The studies on facilitators that included both male and female undergraduate students with suicidal thought used focus groups or quantitative methods to gain information on the topic. A downside to these research designs might be that narrative descriptions, required to be able to fully understand the specific pathways of facilitating factors in help-seeking, might be missed. Qualitative research is specifically intended to promote the growth of understanding, rather than to collect factual knowledge and causal explanations (McLeod, 2021).

HELP-SEEKING THEORY

Several theories and models have been applied to help seeking for mental health problems but none has been widely accepted. Azjen's theory of planned behaviour is concerned with how attitudes, subjective norms, and perceived control over the behaviour interact to influence intentions, and consequently the behaviour itself (Azjen's, 1991). Recently, this theory has been used to demonstrate the mediating effect of attitudes on undergraduate student's psychological help-seeking intentions (Smith, 2018). Another approach, the health belief model, posits that the decision to perform behaviour is dependent on the individual's appraisal of the perceived threat of illness and its severity, and the perceived barriers and benefits of the behaviour itself (Rosenstock, 2016). The health belief model has previously been utilised as a framework for understanding help-seeking behaviour in the general population for mental health problems (Henshaw &Freedman-Doan, 2019). Finally, Andersen's behavioral model (Andersen and Newman, 2017) describes a 3-stage model for health services use describing the factors of predisposing characteristics such as the individual's demographic information and beliefs, enabling resources such as cost and access to care, and illness level which is interpreted as the individual's perceived and evaluated need for help. This model has been applied to treatment-seeking for suicidal thought in community-based adults (Goodwin & Andersen, 2015) and help-seeking for mental health problems in refugees (Portes Kyle and Eaton, 2019). There are also several models that were developed specifically for mental health help-seeking. The first approach conceptualising help-seeking involves a dynamic model that focuses on why young people do not seek help (Biddle, Donovan, Sharp & Gunnell, 2017). This model describes non-help-seeking in terms of a circular process, the cycle of avoidance, which is influenced by the three interacting factors including the individual's conceptualisation of mental distress, what they believe it means in society to seek help, and their own purposeful action of seeking help. The final model (Rickwood, Deane, Wilson & Ciarrochi, 2019), which is also concerned with help-seeking among undergraduate students, conceptualises seeking professional help as a multi-step process beginning with the individual's development of an awareness of the problem, followed by the expression of the problem and a need for help to others, the identification of appropriate of sources of help available for the individual to access, and finally, the willingness of the individual to actually seek out and disclose to potential sources of help.

EMPIRICAL REVIEW
HELP SEEKING BEHAVIOUR AND SUICIDAL THOUGHT

Researchers have explored the therapists' use of help seeking intervention therapists' dyadic in relation to their use of help seeking intervention with the students they had worked with (Beeton, 2016). Pitner and Bailey (2008) surveyed 50 students who attended two different help seeking intervention workshops across the United States. The workshop participants showed an decrease in their suicidal thought scores after the workshop and again at six weeks after the completion of the workshop.

Additional research exploring the effects of suicidal thought on college students after participating in a short-term intervention of help seeking intervention (Luquet and Hannah, 2006) and participation in the help seeking intervention workshop (Hogan, Hunt, Emerson, Hayes, and Ketterer, 2006) reported an improvement in management of suicidal tendencies and reduction in suicidal thought. Help seeking intervention therapy claims to provide the skills to deal with the management of suicidal thought. However, help seeking intervention offers an antidote to the negative relationship attitudes that have been found to be indicators of suicidal thought (Markman and Hahlweg, 2003).

Norenzayan (2012) reveal in his work that help seeking behaviour training from a therapist makes them to be emotionally stable and psychologically balance towards suicidal thought and it managed suicidal tendencies among students. McConnell (2016) found that help seeking behaviour making student to be high skillfully with reduction of suicidal thought acts and enhances social relationship. This good training of help seeking behaviour has some effect on the children suicidal thought. Children experience emotional unstable in help seeking behaviour training with suicidal thought. Children have feelings of increased vulnerability and stress after the participation of help seeking behaviour and it decrease suicidal thought in school and at home

Brewer, Hong, and Li (2014), have shown that help seeking behaviour managed student suicidal thought and have high self-concepts. They have high adjusting to suicidal thought and life at the later stage of their life. Fosukun (2015), found that in the help seeking behaviour therapy for instance the client live happily with their teaching and help seeking behaviour is keenly interested in decreasing suicidal thought of students. There might be a complete presence of contact between the students and the past experience. Fosukun (2014), on the outcome of the help seeking behaviour training for students series indicate that help seeking behaviour influence has a greater impacts on student suicidal thought and school behaviours, grades and self-concept.

Bergan and McConatha (2020) found that help seeking behaviour has a number of dimensions associated with people beliefs and reduce adolescent's involvement in suicidal thought. According to Cochran (2014) found that help seeking behaviour training has generally been assumed to have an effect on suicidal thought, but much of the research has failed to define variables in a theoretical context and thus much of the literature in this area was inconsistent and has merited suggestions that the relationship between help seeking behaviour training and suicidal thought acts is spurious (Cochran, 2014). Recent research found that help seeking behaviour therapy suggests that may have a more critical effect on suicidal thought and suggested that help seeking behaviour therapy influenced not only children's victimization but managed suicidal thought.

Weishaar (2015) studied the effects of help seeking behaviour therapy on students' suicidal thought. Help seeking behaviour therapy can discourage children's and adolescents' suicidal thought in many ways. Help seeking behaviour therapy assist them with their homework, and provide them with positive emotion using resources provided by adolescents tend to do less in suicidal thought than children whose their school connectedness is poor tend manage in suicidal thought (Ball and Blachman, 2015). Research shows that the level of help seeking behaviour therapy is associated with reduction of suicidal thought. Griffith (2016) investigated the effects of help seeking behaviour therapy and suicidal thought. The sample included 30 emerging adults of students and there is significant effect between help seeking behaviour therapy and managing suicidal thought. He found that help seeking behaviour therapy were significantly correlated with the low levels of suicidal thought in that school. These findings supported the assertion that help seeking behaviour therapy training is important elements in managing students' suicidal thought.

The relationship between help seeking behaviour therapy and suicidal thought also was examined by Stevenson and Baker (2017). Bodrova and Leong, (2018) found that help seeking behaviour therapy plays a role in helping students move to the next level in reducing self-defeating behaviour. Particularly, help seeking behaviour therapy leads students to realize their difficulties and what they do not know because training managing self-defeating behaviour. This means help seeking behaviour therapy training reduces suicidal thought (Xiao and Matsuda, 2018).

A study with young adolescents (age 18–21) found that help seeking behaviour therapy reduce suicidal thought with a high number of media-efficacy, but for those who had numerous friendships (Schwartz, Chang and Farver 2020). Dollete, Steese, Phillips and Matthews (2014) who found that help seeking behaviour therapy could act as a factor that could decrease suicidal thought among students. A study by Wentzel (2018) found that help seeking behaviour therapy provide motivational influence on students' suicidal thought. This study is supported by the findings by Quomma and Greenberg (2014) who found that help seeking behaviour therapy training from these sources would reduce to suicidal thought. Rawson, Bloomer and Kendall (2014) on 84 students for example, found that students with help seeking behaviour therapy training tend to have lower scores on suicidal thought. This study has found that help seeking behaviour therapy and its structures moderate the effects of suicidal thought among students. In a cross-sectional study, Rawson, Bloomer and Kendall (2014) found first-year undergraduate students undergo help seeking behaviour therapy was found in reducing perceived suicidal thought and better adjusted (i.e., positive well-being and happiness).

Teng, Li and Liu (2014) indicate the correlation between help seeking behaviour therapy and suicidal thought among students. Park (2018) found that help seeking behaviour therapy is preventive factor which can prevent suicidal thought, and Kim

(2013) reported that there is a significant effect between help seeking behaviour and suicidal thought among college students. Kim (2013) in another study on the effect of help seeking behaviour therapy on suicidal thought and achievement on students' grades in college course investigated the effect of training in help seeking behaviour therapy on suicidal thought among students. Participants were 210 students in New York High School. The help seeking behaviour therapy was the instrument used for the study. The findings of the study show that the help seeking behaviour therapy was a good predictor of the sample exercised. The suicidal thoughtof those exposed to training on help seeking behaviour therapy were reduced and managed compared to other groups in the college.

CONCLUSIONS

Students in any nation are potential nation builders. As such, they are the bedrock of the nation and their mental and physical health need to be monitored and take care of. Those who experience mental health problems and suicidal thought need swift intervention so that they do not commit suicide. A sad incident that occurred in our tertiary institutions confirms the dire need for young people's health to be monitored and looked after. Undergraduate students in our tertiary institutions manifesting financial difficulties, academic stress, learning disabilities and depression as one of the factors predisposing suicidal thought. This tragic incident underpins the importance of undertaking more studies in this area which may help to prevent such an unnecessary loss of young lives.

RECOMMENDATIONS

A multidisciplinary approach should be employed to support undergraduate students with suicidal thought. Students could also be attached to academic staff who can act as advisers on academic and personal matters. Academic workload of students in University where possible should be reduced. A cross section of these students, during personal interaction while conducting this study complained bitterly of too much workload. Students with learning disabilities should be identified and referred for comprehensive diagnostic assessment which would enable them to access academic and behavioural interventions. Parents should be good listeners and not dismiss their children's problems as unimportant or as a problem that will sort itself out with time. Mental health experts, for example, school psychologists, behaviour analysts, and professional counsellors should be available in tertiary institutions to assist students to manage or overcome distress that may interfere with their overall mental health development.

Proper monitoring and socialization of children should be given from the family. Parents must make sure some conflicting issues bothering the home should be solved earlier. Children's behaviour should be monitored right from home before they mingle with the larger society. Parents should also serve as good models, understand their child emotion and should attend promptly to the needs of their children at home and in school.

Lastly, the nature of the counselling services in Universities should be developmental, preventive, curative, remedial and therapeutic. It is worthy of note that others specific counseling techniques could be used in reducing suicidal thought and developing or instilling disciplined behaviour in our youths.

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