

Family Values Orientation and Suicidal Tendencies Among University Students in Calabar, Cross River State, Nigeria.

Augustine Nchua EDWARD¹, Akpa Christian OBASI², Affiong Sunday OKOH¹, Istifanus Hausa BUTSWAT¹, and Charles Uzoma IHEANACHO³

¹Department of Guidance and Counselling, University of Calabar, Calabar NIGERIA

²Alex Ekwueme Federal Teaching Hospital, Ebonyi State NIGERIA

³Department of Public Administration, Imo State Polytechnic, Omuma Orlu NIGERIA

Abstract

This study aimed to determine if suicidal thoughts could be predicted by family value orientation among university students in Calabar, Cross River State, Nigeria. One research question and one null hypothesis, respectively, were developed to accomplish this. A review of pertinent literature was conducted about the study's variables. For the study, an ex-post facto research design was used. 607 third-year undergraduate students (288 males and 319 females) from 18 faculties in the two public universities in Calabar were chosen using multistage selection procedures, which include cluster, simple random, purposive, and accidental sampling techniques. The instrument's dependability estimate was determined by the Cronbach Alpha estimate. The statistical method used to test the hypothesis at the .05 level of significance was simple regression analysis. The finding revealed that there is no substantial correlation between family values orientation and suicidal thoughts. It was however recommended that parents should impart family values orientation in their children from an early age. This will help them develop the virtues of peace, love, humility, empathy, diligence, and good morals by modelling these traits in them through quality time spent with them, involvement in the decision of who will look after them, and the use of the rod of discipline when necessary to prepare them for both the challenges of today and the future.

Keywords: Family, Ideation, Orientation, Suicidal, Tendency, Thought, University, and Values.

Introduction

The deliberate taking of one's own life is a matter of concern on a worldwide scale. It entails preparing to terminate one's life without considering the suffering and shame one's friends, family, and society as a whole will experience, acting in an intentional manner that causes harm to oneself, and feeling nervous, sad, or helpless. Suicidal ideation, or suicidal thoughts, is a phrase that many mental health experts prefer to suicidal inclinations. It is a sign of a mental illness, yet in certain circumstances, it could appear without a history of mental illness. Suicidal ideation, ideas, or tendencies are the result of a cumulative process that includes thinking about methods to terminate one's life to prevent suffering, feeling as though one would be better off dead than alive, and having fantasies about not wanting to live. According to Denwigwe, Eke, and Ngwu (2022), people, especially young ones tend to start acting antisocially, especially in suicidal ways, when factors that lead to a meaningful existence are absent. Individuals who have killed themselves or attempted suicide use a variety of techniques, such as obsessing over death and dying, researching various means of ending one's life or utilizing weapons, knives, hanging, poisonings,

pesticides, and other medications. A person may decide to revise their will, sell or give away their belongings, make suicide notes, say farewell to close friends and family and take additional actions.

Similarly, Alabi, Alabi, Ayinde, and Abdulmalik (2014) identified risk factors for suicide as follows: financial crises, the end of a romantic or emotional relationship, easy access to poisonous chemicals, substance abuse, mental health problems, helplessness, cases of previous suicide attempts, lack of social support, family history of suicide, mood swings, and aggressiveness, isolation, history of trauma or abuse, severe emotional distress, physical or chronic illnesses, stigmatization of health-seeking behavior, lack of access to health care services including mental health, stressful life events, watching suicidal behaviours in the media and being emotionally influenced by those who died by suicide, financial crises, a religious and cultural belief system that seems to glorify suicide as an alternative or solution to personal challenges. On the other hand, it is imperative to instill suitable family values in young people during their formative years to aid in their comprehension of the fundamental principles that are present within the family environment. Students from diverse familial origins learn and internalize stories that support their moral, emotional, spiritual, social, and personal growth. According to Denwigwe, Edward, Arop, Azubuko, and Asuquo (2022), professional counsellors must take a special approach to addressing sexual orientation-related concerns and guiding appropriate conduct.

Due to this, Hitesh (2014) said that although life is beautiful, it is not always easy and is full of problems. The solution, he said, is to develop moral principles, face life's challenges head-on, allow life's beauty to act as a comforting balm to make difficult times bearable, and never give up hope for a better future. The rising number of suicide cases and the tendency of some Nigerian students to consider suicide could lead one to believe that most young people in Nigeria are unaware that life is both beautiful and not a bed of roses. It is recommended that families begin educating their children that happiness and sorrow, failure and victory, day and night, light and darkness, good and evil, and many more concepts are all two sides of the same coin. However, life is characterized by bursts of happiness, success, ecstasy, and relief interspersed with melancholy, difficulties, setbacks, and the unexpected. It is common knowledge that no one in the world, no matter how powerful, clever, prosperous, or successful, has never faced hardships, setbacks, or disappointments. This means that parents and other caregivers need to teach their kids the importance of family values.

Campbell (2018) argues that instilling family values in children is crucial because, unlike facts or trivia, values endure the test of time and remain relevant even in the face of changing circumstances. She went on to say that for their children to think and solve problems like entrepreneurs, parents, and other adults, they must instill in them the values of perseverance, kindness, self-care, teamwork, resolve, and determination. Children who work together will be able to realize their full potential, acquire the social skills necessary for responsible adulthood, and lead happier and healthier families. Denwigwe, Duruamaku-Dim, Arop, Edward, Isogon, Basse, Amalu, and Ngwu (2023) pointed out that value orientation has a consistent guiding orientation toward an individual's morals, cognition, and behaviours.

In a similar vein, Tones (2013) saw family values as traits that are typically associated with virtue, ethics, and morality. He identified these virtues to include: fostering a sense of belonging through love and collective decision-making; encouraging honesty among members; inculcating a sense of taking responsibility for members of the family; flexibility

of members in decision-making; verbal and non-verbal communication involving pitch, fluency, eye contact, body language and ability to listen attentively; acknowledging, valuing respecting the feelings, views and significant inputs of other family members; promoting one's tradition among family members for togetherness and harmonious living. He went on to say that humility—the capacity to forgo one's comfort to make room for others—is what truly contributes to family happiness rather than wealth, virtue, intelligence, or perfection.

Guertin (2018) identified lists of family values, such as considering the consequences of one's actions before taking them; strictly adhering to one's religious faith; being morally upright in the face of conflicts between modernity and traditional values; treating others with compassion and respect in daily routines; continuing to learn from both failures and successes; conscious acting that must not be based on feelings but rather demonstrate love daily; make sure you and others are protected, pay attention when others are speaking because their perspectives matter, and be truthful.

Furthermore, Harris and Molock (2000) investigated the potential associations between African American college students enrolled in introductory psychology courses and suicidal thoughts and depression. They found no evidence of these relationships with communal living, family care, and family cohesiveness. The COFCFCDTQ (Cultural Orientation, Family Care, Family Cohesiveness, and Suicidal Thought and Depressive Tendencies Questionnaire) was completed by 188 respondents, 126 of whom were female and 61 of whom were male. The results of the linear regression analysis of the collected data showed that suicidal thoughts and depressive tendencies were inversely correlated with family cohesiveness and care and that suicidal thoughts and depressive tendencies were more prevalent in families that were cohesive and caring.

According to Ukpong (2020), parents should give their children's affective domain development enough thought. She noted that instilling values, standards, attitudes, and beliefs in children was the duty of the family, as they were their primary source of guidance. She noted that this will be feasible in light of the all-encompassing tool that transforms lives—the Bible, specifically the words of God found in Proverbs 22:6, which state, "Train-up a child in the way he should go, and when he is old, he will not depart from it." She went on to say that doing this will spare the parents from suffering at the end of their lives and help the child grow up to be well-behaved, responsible, respectful, and fearful of God. Ukpong went on to say that parents should spend quality time with their children, show them that they are interested in selecting their caregivers, and use the rod of discipline, when necessary, to model for them the virtues of peace, love, humility, empathy, diligence, and good morals. To understand their emotional problems and suicidal thoughts and to appropriately lead them, parents should spend quality time learning about their children's struggles and listening to them (Undiyaundeye, 2016).

Anjana (2018) conducted a study with 400 respondents (200 men and 200 women) on the psycho-social correlates and suicidal tendencies among undergraduate college students in Sikkim. Data was gathered from four different Sikkim government colleges, and Pearson's Product Moment Correlation was used for analysis. The findings indicated that among undergraduate college students, suicide thought was significantly and positively correlated with loneliness, depression, and psychoticism, and negatively correlated with all aspects of the home environment. According to the research on family type variables, family is another element linked to suicidal thoughts and behaviors. Suicidal ideation is highly influenced by students from joint families and orphanages, according to a high score among undergraduate college students. This could be because

parents and other caregivers did not have the chance to provide training or values orientation to orphans and members of mixed families, which could have acted as a deterrent to suicidal thoughts.

It's a common belief that children are products of their families and that altruism starts at home. Therefore, Denwigwe and Uche (2020) suggested using positive parenting to teach children self-worth and discipline. It is necessary to improve self-esteem in children because according to Denwigwe and Akpama (2013), low self-esteem may lead to delinquent individuals who may exhibit disruptive behaviours and often have poor academic performance. These eventually may lead to suicidal thoughts. Anjie, Dong, Xiaohui, & Xiu (2015) used data from six different colleges, comprising 2538 girls and 2645 males, to conduct a study on the association between suicide tendencies and home environment among Chinese university students. The Social Demographics and Suicidal Ideation Factors (SDSIF) questionnaire was used for data collection. Factor and logistic analysis were used to evaluate the data to ascertain the association between suicidal tendencies and a poor family environment. The results showed that inappropriate parenting practices, parental divorce, and bad parental relationships all raise the risk of suicidal thoughts in college students. Given that families are thought of as the primary socialization agents, people will naturally question if it is still possible for fundamental family values to be passed down from one generation to the next in the face of dysfunctional parent-child interactions, divorce, and single parenting.

An individual develops their social behavioral style through a process known as socialization. The family, the mosque, the church, the school, the media, and other social structures in society are all socialization agents. Through values orientation, the family plays a significant role in the development of its members. This could include intellectual, psychological, social, moral, physical, and instilling in the next generation the ideals that they need. In a 2017 study, Ana, Sidney, Estefan, Miriam, Jaime, and Vegemite investigated the relationship between parental socialization style and suicidal ideation in 144 students enrolled in Ignacio Carrillo Franco (ICF) preparatory school. Of these students, 45.8% (n = 66) were female and 54.2% (n = 78) were male, with ages ranging from 15 to 17. The tool was called the "Scale of Style of Parental Socialization in Adolescence (SSPSA)," and it was used to compare the suicide ideation scale scores of maternal and paternal socialization styles using one-way analysis of variance (ANOVA). The parental socialization style was found to be statistically significant [f5.718, sig 001, sig test], however it was not shown to impose a meaningful difference (f1.729, sig 0.164). As a result, compared to children with neglectful moms, students with authoritarian mothers showed higher levels of suicide ideation. It is thought that the parental socialization style with which children are raised may be a protective or risk factor for the development of problematic behaviors, including extreme cases of suicide. This indicates that the family plays a crucial role in the development of the children's mental health. Teenagers' dissatisfied home environments are linked to an increase in suicidal thoughts. Due to their bad home environment, the students are unable to develop the values that will help them resist suicidal thoughts in the future. To guarantee healthy moms and children, Akpa, Azuogu, Akpa, Umeokonkwo, Denwigwe, Azuogu, et al. (2022) recommended making intermittent preventative treatment available to adolescents to create a satisfying home environment.

A study on youth suicide behaviour and an assessment of risk variables was carried out in Edo state, Nigeria, by Eseohe and Ugo (2019). Data were gathered using a survey of 500 respondents at five higher education institutions in the state of Edo, using a descriptive methodology. The t-test, regression analysis, correlation, mean, and percentages were used

in the data analysis process. The results showed that the primary risk factors for young suicidal thoughts were substance abuse, unemployment, anxiety and stress, depression and mental illness, childhood adversity, sexual violence, poverty, and hopelessness. The study also emphasized the need for greater focus on fostering positive interpersonal interactions among young people to support tolerance and social cohesion as well as the mental health of these individuals. Additionally, locally created value-oriented suicide education programs should be created and incorporated into Nigerian tertiary educational institutions. These programs should have a curriculum that considers the local resources, youths' emotions, and other pertinent factors. Therefore, the goal of the research is to determine whether family values orientation among university students in Calabar, Cross River State, Nigeria, significantly predicts suicidal tendencies.

Statement of the problem Over time, it has been noted that suicide among Calabar, Cross River State, and university students is no longer an uncommon occurrence. It is impossible to overstate how likely it is for students to take their own lives. It appears that more university students are exhibiting suicidal thoughts and behaviours. It is not uncommon to witness or read in the media about a Nigerian student setting themselves on fire, drinking poison, jumping into a lagoon, or hanging himself with rope for whatever cause the victim may think was acceptable.

As time goes on, Nigeria is turning into a place where a growing number of things that were once regarded to be illegal occur there. These include cases of suicidal thoughts, ideas, and behaviors that can be fatal. The following suicide instances among University students in Calabar that have lately been reported highlight the seriousness of this issue: "On January 24, 2020, a recent graduate of the University of Calabar from the Department of Zoology and Environmental Biology (ZEB), Faculty of Biological Sciences, was reported to have taken an insecticide known as "sniper" to end her life. On Thursday, August 6, 2020, an 18-year-old 100-level student of the Department of History and International Studies, University of Calabar, was also reported to have committed suicide after being scammed the sum of N100,000 meant for her school fees which she could not pay before the Academic Staff Union of Universities (ASUU) strike and the outbreak of Covid-19 pandemic.

After failing the 2020 UTME, a girl named Zainab killed herself, according to Adene (2020). After leaving a suicide note for her family, the victim purchased a bottle of sniper, went to the mosque for prayers, and drank the poison. Loveth, an 18-year-old girl from Imowhe Street, received a score of 160 on her JAMB exam. Upon receiving her results, the girl broke down in tears and declared, "My father will kill me." She then proceeded to retrieve three bottles of sniper from her mother's shop, which she later consumed and passed away (Perez, 2018). The list is endless since university students in Nigeria and throughout the world continue to experience an alarming number of suicide and attempted suicides each day.

It is important to remember that any country's ability to succeed rests in part on the values that are passed down from generation to generation in addition to its per capita GDP and industrial development. It appears that socialization agents including family, school, and religious institutions have not paid enough attention to the beneficial shifts in attitudes and value systems known as social transformation. Suicide instances are among the things that African society in particular once thought to be taboo but are now slowly becoming the standard. Many parents find it challenging to spend meaningful time with their children because they are constantly preoccupied with their work; in fact, some

children only get to see their parents on the weekends. These kids moved to schools with uncultured behavior after growing up morally bankrupt.

This inadequate condition worries parents, university administrators, other education sector stakeholders, and the government. Suicide is increasingly viewed by some students as a long-term fix for their temporary issues. To stop this menace in society, the government, non-governmental organizations, the World Health Organization, higher education institutions, schools, and counselors have all stepped in. Suicidal tendencies still exist despite these attempts. The purpose of this study is to determine whether family values orientation and suicidal thoughts are associated with university students in Calabar, Cross River State. Consequently, this supports the need to conduct this research as soon as possible to prevent suicidal thoughts. This study provides a fresh perspective on the relationship between suicidal ideation and family values orientation, specifically in the context of university students in Calabar, Nigeria. Suicidal inclinations and family values orientation are unique factors that have never been investigated in this particular institutional and geographic context. Applying Durkheim's theory of suicidal conduct to the population of university students offers a fresh theoretical viewpoint. By concentrating on family values orientation as a predictor of suicidal tendencies, new empirical findings are generated.

Theoretical Framework Theory of suicidal behaviour by Emile Durkheim (1897). Emile Durkheim proposed the notion of suicidal behavior in 1897. According to Durkheim (1897), a person's propensity for suicide is influenced by their emotional attachment to many social groupings, including their family, school, church, and community. He held that those with little or no ties with others are more likely to experience suicidal thoughts and that the more integrated a person is into social groupings, the less likely they are to commit suicide. Three types of suicide were distinguished by Durkheim (1897): egoistic, altruistic, and anomic suicide. Individuals who commit anomic suicide because their families, schools, and religious institutions have failed to provide them with a clear direction in life and a supportive environment. People who are so patriotic that they would sacrifice their lives for the good of others commit altruistic suicides. To support this, Durkheim used the example of military soldiers who witness a suicide bomber rushing to stop them from joining the crowd and thereby save others. On the other hand, people who are no longer under the authority of society commit egoistic suicides. These people no longer contribute to the advancement of society or abide by the laws and norms that govern it. These individuals are nonreligious, alone, and estranged. He claimed that the propensity to commit suicide will increase as the number of such individuals in society increases. Such a society is marked by lawlessness, and members are not properly integrated into such a community. According to Durkheim, suicide rates rise in societies that experience periods of anomie.

This theory is relevant to the study because it emphasizes that the more values that kids are exposed to via social groups like family, schools, the media, and religious organizations, the less likely they are to have suicidal thoughts. If the family, schools, and religious organizations fail in their duty to provide members of the family with a sense of direction and an environment that allows them to advance in life, then the likelihood that a student will commit suicide may rise. There will be anarchy, acrimony, and anomy throughout society.

Research Question/ Hypothesis Based on the study's objectives, a single research question was posed: How much does a family values orientation influence suicidal tendencies? The study was designed with the null hypothesis that there is no significant

correlation between family values orientation and suicidal tendencies among college students.

Methodology

Ex post facto design was used for this investigation. The population of the study comprises year three undergraduate students from the two Public Owned Universities in Cross River State for the 2019/2020 academic session (7,965 students from the University of Calabar (UNICAL) and 4,155 from Cross River University of Technology (CRUTECH)) as obtained from Registrar's Office (UNICAL) and Management Information System (CRUTECH) 2019/2020 Academic Session. A multistage sampling strategy that included cluster, simple random, purposive, and accidental sampling methods was used. Cross River University of Technology was regarded as cluster 2, and the University of Calabar as cluster 1. Cluster sampling was utilized to make the process of choosing the samples easier based on faculties. A total of eighteen faculties (ten from UNICAL and eight from CRUTECH) were selected through simple random sampling from the two clusters, accounting for 80% of the faculties. Eventually a sample of 607 respondents (288 males and 319 females) was selected. The Family Values Orientation and Suicidal Tendencies Questionnaire (FVOSTQ), a research-structured questionnaire consisting of sixteen items, was used for data collection. The four-point Likert Scale was used in the development of the questionnaire. Four professionals were given the FVOSTQ to evaluate its face validity. Using the Cronbach Alpha estimate, the FVOSTQ reliability was established, and the reliability coefficient was found to range from .70 to .81. The statistical method used to test the hypothesis at the .05 level of significance was simple regression. The study's null hypothesis that family values orientation does not significantly influence suicidal tendencies in college students, was investigated.

Result

Hypothesis: Suicidal thoughts are not substantially predicted by family values orientation. Suicidal inclinations are the dependent variable in this hypothesis, and family values orientation is the independent variable. To test this hypothesis, a simple regression analysis was performed. Table 1 displays the analysis.

TABLE 1: SIMPLE REGRESSION RESULT SHOWING THE PREDICTION OF SOCIAL VALUES ORIENTATION ON SUICIDAL TENDENCIES.

Model	R	R. square	Adjusted R. Square	Std error of the estimate	
1	.161(a)	.026	.024	4.70122	
Model	Sum of square	df	Mean square	F	p-value
Regression	354.190	1	354.190	16.026	.000(a)
Residual	13371.414	605	22.102		
Total	13725.605	606			
Variables	Unstandardized regression weight B	Standardized regression weight	Beta weight	t	p-value
(Constant)	20.524	1.668		12.303	.000
Social values orientation	-.347	.087	-.161	-4.003	.000

* Significant at .05 level.

Suicidal inclinations are not strongly predicted by family values orientation, as Table 1's results demonstrate. The simple regression study evaluating the prediction of family values orientation on suicidal tendencies showed an adjusted R² of .000. This demonstrates that in the study area, family values orientation accounts for 0% of the determinant of suicidal tendencies. This result suggests that the research area has a comparatively low family values orientation. At degrees of freedom (df) 1 and 605, the regression ANOVA table yielded an F-value of F = .714 and a sig. value of .398 (or p < .05). This finding suggests that there is no substantial correlation between family values orientation and suicidal thoughts.

Discussion and Conclusion

The result of the analysis revealed that suicidal thoughts are not substantially predicted by family values orientation. The results of this study corroborated those of Harris and Molock (2000), whose research showed that suicidal thoughts and depressive tendencies were inversely correlated with family cohesiveness and care and that suicidal thoughts and depressive tendencies were more prevalent in families with lower levels of cohesiveness and care. According to Campbell (2018), family values are crucial to educating children because, unlike facts or trivia that may become outdated in adults, values endure through time regardless of external changes. She went on to say that parents and other adults who care for children need to instill in them the values of self-care, kindness, perseverance, determination, inventiveness, teamwork, motivation, acceptance

of responsibility, and time management. Children who work together will be able to realize their full potential, acquire social skills necessary for responsible adulthood, and lead happier and healthier families.

Tones (2013) saw family values as characteristics that are typically moral, ethical, and virtuous. These are desirable virtues, and those who exhibit them are commended by society. He identified these virtues to include: fostering a sense of belonging through love and collective decision-making; encouraging honesty among members; inculcating a sense of taking responsibility for members of the family; flexibility of members in decision-making; verbal and non-verbal communication involving pitch, fluency, eye contact, body language and ability to listen attentively; acknowledging, valuing respecting the feelings, views and significant inputs of other family members; promoting one's tradition among family members for the purpose of togetherness and harmonious living.

Anjana (2018) also pointed out that inappropriate parenting practices, parental divorce, and unsatisfactory parent-child connections raise the risk of suicide thoughts among college students. Given this outcome, many will immediately wonder if single parenting, broken families, and bad parent-child interactions might all affect the transmission of fundamental family values from one generation to the next. Will people from these households not emulate the actions of their parents, friends, and significant others in their immediate vicinity? An individual develops their social behavioral style through a process known as socialization. The family, school, church or mosque, the media, and other social systems in the community are examples of socialization agents. A family's influence on a member's growth is significant. This could be intellectual, psychological, social, moral, physical, and instilling in the next generation the values they need.

A child's mental development is greatly influenced by their family; the manner in which they are socialized by their parents may either shield them from developing troublesome behaviors, such as extreme suicide cases, or increase their risk. Teenagers' dissatisfied home environments are linked to an increase in suicidal thoughts. Because of their bad home environment, the students are unable to develop the values that will help them resist suicide thoughts in the future.

According to Ukpong (2020), parents should give their children's affective domain development enough thought. She noted that instilling values, standards, attitudes, and beliefs in children was the duty of the family, as they were their primary source of guidance. She argues that parents should spend quality time with their children, show them that they are concerned in selecting caregivers for them, and use the rod of punishment when necessary to model for them the virtues of peace, love, humility, empathy, diligence, and high morals.

A healthy home environment protects teenagers from having suicidal thoughts. This demonstrates the importance of creating a loving, supportive, and constructive family environment, prioritizing family time, being spiritually committed, having quick and easy ways to resolve conflicts, and having a sense of commitment to and appreciation for one another for children to pick up and retain the values of their families.

In summary, the results of this study provide important insights into how family values relate to suicide thoughts among university students. In the context of Nigeria and Africa, this provides much-needed evidence on a subject that has not received much attention. The significance of family socialization and value transmission for youth well-being and suicide prevention is emphasized in the study. Knowledge unique to Calabar's institutional and cultural environment improves contextual comprehension. It adds to the

inadequate evidence based on university students and suicide in developing nation environments. Programs for preventing suicide, counseling services, and family education activities specifically designed for this population can all benefit from the findings. It provides recommendations to help families and universities promote values that may protect against suicidal tendencies.

Finally, learning family values through imitation or watching parents and other siblings behave does not significantly predict suicidal tendencies. Family values include love, motivation, kindness, teamwork, collective decision-making, effective communication, respect, and many more. As a result, the null hypothesis stood.

Recommendations

Parents should instill in their children a sense of family values and principles from an early age. This will help them develop virtues such as peace, love, humility, empathy, diligence, and good morals. It will also involve spending quality time with them, showing an interest in selecting their caregivers, and using the rod of discipline when necessary to prepare them for both current and future challenges. (b) Every 10th of September, which marks World Suicide Prevention Day, the Counselling Association of Nigeria (CASSON), in partnership with university administration, should join forces with the UN to organize seminars and campaign programs that will instill societal values in students and discourage suicidal thoughts, ideation, or tendencies. (c) Preachers and religious leaders ought to cover themes in their sermons and classes that uphold traditional family values and deter suicidal thoughts. (d) During individual and group counselling sessions, guidance counsellors employing behaviour modification strategies should exhort students to be positive, resilient, energetic, logical, and rational, and to refrain from any behavior that fuels feelings of hopelessness, worry, or frustration. (e) Regular enlightenment programmes for students, traditional leaders, and families should be organized by school counselors and religious leaders. They should teach participants about the risks of keeping suicidal thoughts to themselves, the importance of seeking professional counseling services on time, and how to appropriately refer clients to counselors when needed. To avoid bad influence by peers, avoiding bad company should be stressed in these enlightenment programmes.

Reference

- Adene, G. (2020). Tears as student commits suicide after failing JAMB. Retrieved from <https://www.kemifilani.ng>.
- Akpa, C.O., Azuogu, B.N., Akpa, W.C., Umeokonkwo, C.D., Denwigwe, C.P., Azuogu, V.C. et al (2022). Are rural pregnant women disadvantaged in accessing intermittent preventive treatment in pregnancy in Ebonyi State, Nigeria? PLOS ONE 17(11)
- Alabi, O. O., Alabi, A. I., Ayinde, O. O. & Abdulmalik, J. O. (2014). Suicide and suicidal behavior in Nigeria: A review. *Journal of University of Ibadan Medical Students Association*, 2(1), 222 - 235.
- Anjana, p. (2018). *Psychosocial correlates of suicidal ideation among college students*. Gangtok: Sikkim University Press.
- Ana, L. J. M., Sidney, T. G., Esteban, J. M. G, Miriam, C. A., Jaime, R. G & Berenice, Z. G. M. (2017). Parental socialization style as a predictor of suicidal ideation in high school students. *International Journal for Innovation Education and Research*, 4(3), 121 - 128.
- Campbell, S. (2018). To raise exceptional children: teach them these 7 values. Retrieved from Entrepreneur media, Inc_intrepreneur.com).
- Denwigwe, C.P. & Akpama, E.G. (2013). Sex differences in academic self-esteem of secondary school students in Abuja Metropolis of Nigeria. *Journal of Education and Practice*. ISSN 2222-1735(paper) ISSN 2222-288X (Online)

- Denwigwe, C.P., Edward, A.N., Arop, L., Azubuko, A.H. & Asuquo, P.N. (2022). Physical and social self-concept and lesbianism tendencies among senior secondary school girls in Uvwie Local Government Area of Delta State, Nigeria. *International Journal of Research and Innovations in Science (IJRISS)* 6(5). ISSN2454-6186.
- Denwigwe, C.P., Duruamaku-Dim, J.U., Arop, L., Edward, A.N., Isogon, M.P., Effiong, B.O., Amalu, M.N. & Ngwu, M.E. (2023). Social values orientation and marital stability among heads of departments in higher institutions of learning in Cross River State, Nigeria. *Res Militaris*, 13(3), 1912-1924.
- Denwigwe, C.P. Eke, M.O. & Ngwu, M.E. (2022). Media reporting, public enlightenment campaigns, and suicidal tendencies among Oshodi youths, Lagos State, Nigeria: Counselling implications. *Global Journal of Educational Research*, 21, 9-16.
- Denwigwe, C.P. & Uche, R.D. (2020). Parenting styles and self-esteem of secondary school students in the Federal Capital Territory, Abuja, Nigeria. *European Journal of Social Sciences* 59(4),441-448.
- Durkheim, E. (1897). *Suicide*. New York: free press. (With republished 1951).
- Eseohe, G. O. & Ugo, C. O. (2019). Youth suicidal behaviour: An evaluation of risk factors in Edo state, Nigeria. *World Scientific News*, 1(125), 51-71.
- Guertin, A. (2018). List of family values. Retrieved from <https://familylovetoknow.com>.
- Harris, T. L. & Molock, S. D. (2000). Cultural orientation, family cohesion and family support in suicide ideation and depression among African American college students. *Suicide Life Threat Behaviour* Winter, 30(4), 341-353.
- Hitesh, C. (2014). Life is beautiful and yet life is not a bed of roses. Retrieved from <https://www.speakingtree.in>.
- Lai, K. W. & McBride-Chang, C. (2001). Suicide ideation parenting style, and family climate among Hong Kong adolescents. *International Journal of Psychology*, 36(2), 81-87.
- Perez, B. (2018). Curl commits suicide over JAMB score. Retrieved from <https://m.guardian.ng>.
- Tones, S. R. (2013). *Family values: Udupi-India*, WordPress.
- Ukpong, E. M. (2020). *Robots from our schools: A call for effective education. 91st Inaugural Lecture of the University of Calabar*: University of Calabar Press.
- Undiyaundeye, F. A. (2016). *Parenting and educating the Nigerian child for the realization of social values*. Abuja, Nigeria: Baykems digital press.
- Yanjie, Y., Lu, C., Dong, H., Lin, W., Xiaohui, Q., Zhengxue, Q. & Xiuxian, Y. (2015). Correlation between family environment and suicidal ideation in University students in China. *International Journal of Environmental Research and Public Health*, 12(1), 1412-1424.

Biographical Notes

Augustine Nchua EDWARD is a Lecturer at the Department of Guidance and Counselling, University of Calabar, Calabar NIGERIA. Email: edwardaugustine200@gmail.com

Akpa Christian OBASI is at the Department of Community Medicine, Alex Ekwueme Federal Teaching Hospital, Ebonyi State NIGERIA. Email: akpachris2013@gmail.com

Affiong Sunday OKOH is a Lecturer in the Department of Guidance and Counselling, University of Calabar, Calabar NIGERIA. Email: okohaffiong@gmail.com

Istifanus Hausa BUTSWAT is a Lecturer in the Department of Guidance and Counselling, University of Calabar, Calabar NIGERIA. Email: revbutswat@yahoo.com

Charles Uzoma IHEANACHO is a Lecturer in the Department of Public Administration, Imo State Polytechnic, Omuma, Orlu NIGERIA