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EFFECTS OF COGNITIVE BEHAVIOURAL THERAPY ON SUICIDE TENDENCY AMONG SECONDARY SCHOOL STUDENTS IN AWKA NORTH LOCAL GOVERNMENT AREA

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ABSTRACT

In a bid to cushion the occurrence of suicide death among students, the study examined the effect of cognitive behavioural therapy on suicide tendency among secondary school students in Awka North Local Government Area of Anambra State. The study was guided by two research questions with two null hypotheses. The study adopted quasi-experimental research design. The population of the study comprised of 1074 Junior Secondary School Students (JSS) II and 412 Senior Secondary School (SSS) students II in the eight public secondary schools in Awka North Local Government Area of Anambra State. The sample for the study was 88 junior and senior secondary school students which were selected using purposive random sampling technique. A self-developed suicide tendency questionnaire containing 22 items which was validated by three experts and yielded an overall reliability co-efficient of 0.90 was used for data collection. The cognitive behavioural therapy was the experimental group while the conventional counselling training was treated as the control group. The behaviour modification training programme on cognitive behavioural therapy was administered to the students as pretest and post-test for collection of data. The treatment session lasted for six weeks. The data collected from the pretest and post-test were collated and analyzed. Mean scores were used to answer the research questions. Analysis of covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of confidence. The study revealed among others that cognitive behavioural therapy is effective in reducing suicide tendency among secondary school students than conventional counselling and the effect is significant. The study concluded that cognitive behavioural therapy is effective conventional counselling on the treatment of suicide tendency among junior and senior secondary school students in Awka North Local Government Area of Anambra State. It was recommended among others that school guidance counsellors are expected to apply cognitive behavioural therapy as a first line of treatment for students with mild or severe suicidal tendency in secondary schools. This will go a long way in eradicating cases of suicide among adolescents that are living with mental health illness in the society.

Keywords*:* Effect, Cognitive Behavioural therapy, Suicide tendency.

Introduction

There are numerous reports of celebrities committing suicide on the pages of social media and news channels of television stations in recent times. The quest for validation from strangers and undue societal pressures are responsible for the increasing rate of suicide occurrences among youths in today's society. Collaborating to these observations, the World Health Organization (WHO, 2016) submitted that in the United States, suicide rates had risen to 30 percent between 2000 and 2016 where at least 100,000 youths commit suicide each year. Corresponding, Segal, De Biasi, Muller, May and Warrant (2018) professed that if this current trend in suicide rates continues, an estimated 54,000 individuals per year would die by suicide in the United States by 2025. In developed nations like France, Austria, Finland and Denmark, suicide is the second leading cause of death among people aged 15-34 years immediately after transportation accidents (O'Connor & Nock, 2014). In recent time, Azuonwu, Nwafor and Nwafor (2022) reported that Nigeria was ranked 72nd in the world as at 2019 in global suicide deaths documentation with 18,608 suicide deaths recorded per year.

Suicide is not a random or accidental act. It is a premeditated action performed by troubled, hopeless or depressed persons as the best way of escaping life challenges or problems beyond their control. The issue of suicide across the globe has become a social problem (Okafor, 2020) demanding scholarly efforts from different disciplinary quarters in finding ways of reducing cases of suicide tendency among adolescents and youths in the society. Oladeji (2022) described suicidal tendency as the thought or planning of suicide. Tadele, Solomon, Kelemua and Tebikew (2018) observed that suicidal tendency is a self-reported thought about wanting to be dead; or active thoughts about killing oneself not accompanied by preparatory behaviour. People at risk for suicide tendency include those who have attempted suicide in the past, those who are suffering from mental health issues, those who are addicted to drugs, those with strained relationships, suffer from trauma or abuse, violence, and those with chronic illness (WHO, 2014). In addition, Chu, Buchman-Schmitt and Moberg (2016) averred that suicidal tendency is often triggered as a product of loneliness, death of loved ones, unemployment, emotional trauma, serious physical illness, financial problems, and drug dependence.

There have also been reported cases in the newspapers in Nigeria on the daily increase in suicidal attempts by young adolescents. For instance, a 500-level undergraduate student of Ladoke Akintola University of Technology (LAUTECH), Ogbomosho was said to have hung himself inside his hostel room. Also, an undergraduate adolescent, aged 19 years of a private university in Nigeria was also reported to have committed suicide in his parents' home in Oshodi, Lagos State (Punch Newspaper, 2017). The above suicidal cases are few in the public purview as there are still

many cases of suicidal attempt in Nigeria that were not revealed by the affected families for fear of stigmatization. Information on suicidal tendency is under reported in Nigeria due to some cultural or traditional beliefs. Randall, Doku, Wilson and Peltzer (2014) mentioned that certain rituals are performed before the individual who commits suicide can be buried. Religiously, Nigerians believed that once a person commits suicide, such individual will go to hell (Ugwuoke, 2016). Also, Africans have the belief that individuals who commit suicide are under a spell. Due to these beliefs, information regarding suicides, suicide plans and attempts is often not available in Nigeria (Oladele and Oladele, 2016).

Suicide is a worldwide phenomenon that claims more than 800,000 lives annually, averaging one death every 40 seconds (Center for Disease Control and Prevention, 2019). Of particular note within this statistic is the rise of suicides among adolescents. Adolescents are teenagers between the age of 10 –19 years that are experiencing physical, cognitive, social and emotional development. The age brackets of secondary school students are usually teenagers who exhibit the features of adolescence. At this stage of life, secondary school students are in turbulent times because they are at the verge of approaching sexual maturation (puberty) and adulthood. Given the fact that junior and senior secondary studentsgo through different stages of sexual and mental development during adolescence, if they are not properly guided, they are bound to face psychological problems that might trigger suicide tendency. According to Chikezie and Ebuenyi (2014), today's adolescents are prone to suicide tendency because they are full of expectations and are more likely to take drastic actions when things are not going the way they would have expected. No wonder, Omigbodun, Dogra, Esan, and Adedokun (2016) submitted that adolescents in Nigeria are among the set of people who have the highest suicidal tendency.

Literally, Lawrence (2022) stated that the term**,** suicidal tendency share the same interpretation with suicide thoughts. In their views, Alabi, Alabi, Ayinde and Abdulmalik (2015) averred that suicide tendency or thoughts are intents or cognitions to kill one-self. Suicidal tendency has become a global which is detrimental to man's peaceful existence due to increased daily occurrences both in developed and underdeveloped nations of the world.

The menace of suicidal tendency cuts across age, race and religion as well as the adolescents. It is sad to note that adolescents who are in secondary schools are also been ravaged by suicide. In Nigeria, mental problems experienced by adolescent students in secondary schools are unrecognized and often go untreated. It is not gainsaying admitting that adolescent students who are victims of emotional bullying, physical bullying and cyber bullying in Nigerian public and private secondary schools. Similarly, there are cases of adolescent secondary school students with unhealthy lifestyles; engaging in smoking Indian hemp and excessive alcohol intake under the guise

of being high. Also, there are the unfortunate adolescent students without family support systems to help them navigate through the tough life. These situational circumstances may trigger suicidal tendency among adolescent students in secondary schools.

Numerous studies have previously examined diverse preventive and intervention strategies for suicide among 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 and offering programs focusing on strengthening life skills. Among the treatment options available for suicidal, psychotherapy is one of the most effective (Meerwijk, Parekh, Oquendo, Allen, Franck and Lee, 2016). Evidence abound in literature about the role and efficacy of cognitive behavioural therapy on mental problems especially those concerning students. Studies by Morley, Sitharthan, Haber, Tucker and Sitharthan (2014), Mewton and Andrews (2015) and Mewton and Andrews (2016) among several others have revealed several roles and efficacies of cognitive behavioural therapy in the treatment of mental disorders.

Cognitive behavioural therapy is a structured, goal-oriented type of talk therapy. According to Beck (2017), cognitive behavioural therapy is an evidence-based treatment that's grounded in theory and skill-based dialogue (conversations). Cognitive behavioural therapy is a form of psychotherapy that focuses on how thoughts, beliefs, and attitudes affect feelings and behaviours because this therapy rests on the assumption that the way people think and interpret life's events affects how they behave and feel (Rudd, 2012). It provides a supportive, non-judgmental and safe environment that allows clients or patients to talk openly with a mental health professional. Menon, Subramanian, Selvakumar and Kattimani (2018), quipped that cognitive behavioural therapy is a valuable tool for treating and managing a wide range of mental health conditions, emotional challenges and non-psychological health conditions such as bipolar disorder depression, anxiety, grief, stress, insomnia and chronic pain for people of all ages including adolescent students. During cognitive behavioural therapy sessions, the mental health professional or school counsellor will helps adolescent secondary school students take a close look at their suicidal tendency, unlearn all forms of suicidal thoughts and behaviours and learn to adopt healthier thinking patterns and habits.

Cognitive behavioural therapy can be used alone. Alavi, Sharifi, Ghanizadeh and Dehbozorgi (2013) evaluated the effectiveness of Cognitive-Behavioral Therapy (CBT) for suicide prevention in decreasing suicidal ideation and hopelessness in a sample of depressed 12 to 18 year-old adolescents who had at least one previous suicidal attempt. Three research questions were raised and three null hypotheses were tested for the study. The study utilized a descriptive survey research design. 30 depressed adolescents who attempted suicide

and were admitted in the recent 3 months in Namazi, Shooshtari, and Hafez Hospitals, Shiraz, Iran were selected using simple sampling method and divided randomly into intervention and wait-list control groups. Both groups received psychiatric interventions as routine. The intervention group received a 12 session (once a week) of CBT program including psycho-educational interventions and individual and family skills training modules. Scale for Suicidal Ideation, Beck's hopelessness Inventory and Beck's Depression Inventory with a Cronbach's alpha of 0.89, 0.93 and 0.77 respectively were used for data collection. The obtained data were analysed by t-test and chi square test, Findings of the study showed that there were significant differences between the two groups regarding the scores of the above-mentioned scales after 12 weeks. Fifty-four to 77 percent decreases in the mean scores of the used scales were observed in the invention group. There were no significant changes in the scores of the control wait-list group. The differences between pre-and post-intervention scores in the intervention group were significant. The study concluded that CBT is an effective method in reducing suicidal ideation and hopelessness in the depressed adolescents with previous suicidal attempts. It was recommended that counsellors are expected to show serious concerns in the application of Cognitive-Behavioral Therapy (CBT) for preventing suicidal ideation and hopelessness from the adolescents. The study of Alavi, Sharifi, Ghanizadeh and Dehbozorgi (2013) is related to the present research in the sense they both analyse the effectiveness of Cognitive-Behavioral Therapy (CBT) for suicide prevention among adolescents. Statistically, both studies adopted statistical tools for data analysis. Also, both studies were carried out with different research designs and locations.

Nwankwo, Anyamene and Idigun (2016) investigated the effects of cognitive behavioural therapy on students with low self-esteem in Ethiope-East Local Government Area, Delta State. The study was reviewed because low self-esteemcan trigger suicidal tendency. Two research questions and two null hypotheses guided the study. The study adopted quazi experimental design. The population of students with low self-esteem is 1286. A sample of 100 students with very low self-esteem was selected for the study, and purposive sampling technique was used in choosing two schools in the area of the study. Hare's self–esteem Instrument was used for data collection. Hare self–esteem has both validity and reliability of 0.82. The study involves two groups; the experimental group and the control group. The experimental group was given cognitive behavioural therapy treatment for a period of eighth weeks and the control group was given conventional counselling for the same period of eighth weeks. Pre-test and post-test were administered to both groups. Mean scores were used in answering the three research questions and ANCOVA were used in testing the three null hypotheses at 0.05 level of significance. The finding of the study showed that cognitive behavioural therapy was effective in enhancing the students' self – esteem. Also, there was significant difference

in the effectiveness of cognitive behavioural therapy in enhancing secondary school students' low self-esteem when compared with those in the control group. Among others, it was recommended that the school management should organize a workshop seminar by inviting all members of the Parents Teachers Association (P.T.A) in order to sensitizethem on how to enhance the self–esteem of their wards using cognitive behavioural therapy. This study is related to the present study because it investigated the effectiveness of cognitive behavioural therapy. The method of data analysis used in the study was maintained in the present study. It is different from the present study because it examined the effect of CBT on self-esteem while the present study is investigating on the effect of CBT on suicide tendency.

Odina, Maritim, Sindabi and Disiye (2017) carried out a research on the effect of cognitive behavioural therapy on depressive symptoms among HIV-infected Outpatients in Western Kenya. The study was reviewed because depressive symptoms can trigger suicidal tendency. Four research questions guided the study. The intact population consisting of 53 male and female participants of which 26 were randomly assigned to CBT and 27 to control arms of the study. The study was an experimental study which adopted pre-test, post-test control group design. Data were collected using Patient Health Questionnaire (PHQ-9). Depression symptom was diagnosed for a score of >5 and reported functional impairment in the past 2 weeks. To achieve the primary aim of the study, categorical variables were summarized as frequencies and the corresponding percentages. Continuous variables were assessed for normality using Shapiro-Wilk test. Comparison between the treatment arms on independent categorical variables was done using Pearson r and Mann-Whitney U test was used to determine the treatment effect size at 95% confidence interval. The results show that CBT was more effective in reducing depression than control group. It was recommended among others that a larger randomized controlled trial to evaluate the effectiveness of CBT for a long term treatment gains in similar settings. This study is related to the present study because it investigated the effectiveness of cognitive behavioural therapy. It differs based on the geographical location used for the study.

Ezenwadiugwu (2018) investigated the effects of cognitive-behavioural and contingency management therapies on drug addictive behaviour of in-mates in rehabilitation centers in Niger State, Nigeria. The study was reviewed because drug addiction can lead to suicidal tendency. Seven research questions were answered and seven null hypotheses tested at $p<0.05$, guided the study. The quasi-experimental design was used for the study. The population of the study was 110 drug addicts in all the government owned rehabilitation centres in Minna, that were undergoing pharmacotherapy at the period of this study. The entire population of 110 inmates formed the sample of the study. Drug Addiction Rehabilitation Manifestation (DARM) Questionnaire and Five- Panel Dip Kit were used for data collection. The reliability of

DARM was determined, using Cronbach alpha technique with overall reliability coefficient of 0.85. ANCOVA and percentages were used to analyse the generated data. The findings of the study revealed that there is a significant effect in the mean response of the drug addicts when exposed to cognitive-behavioural and contingency management therapies on the consequences of drug addiction. Conclusions were drawn and implications were discussed, based on the finding. Among the recommendations made are that combination of pharmacotherapy and counselling interventions should be upheld in the rehabilitation process since this study has revealed that counselling interventions yielded excellent results. This study is related to the present study because the design of the study was quasi-experimental which was used in the present study. The method of data analysis used in the study was also be maintained in the present study. However, the study differs from the current study in terms of geographical location.

It is important to note that cognitive behavioural therapy is modern psychotherapy but this is not conventional counselling technique. According to Pal (2011), conventional counselling is a traditional form counselling that come in form of advice-giving, sharing of experiences through wise saying, story-telling, proverbs and folklore among others. In addition, Brener and Demissie (2018) opined thatconventional counselling takes a moral ceiling that is anchored on the standard rightnessand wrongness of actions. This form of counselling allows the counsellor tell the clients what is wrong with them and also tells them what they should do to fix their problems. Genesis (2020) professed that conventional counselling is a talk therapy which involves two persons; where one talk while the other listens and vice versa. In here, the clientele expresses and discusses his/her problems and mental health symptoms to the counsellor. After hearing the clientele's difficulty, the counsellor would facilitate to help the client. During conventional counselling session, mental health professional or school counsellor analyse the thoughts of the patient, delving into his or her past to find the source of what is now causing suicidal ideation.

Consequently, most African nations such as Nigeria are still battlingwith unclassified reports on suicide phenomenon making it necessary for the use of psychotherapies in the screening of suicide tendencies among adolescent students. School counsellors need to develop school-based initiatives for preventing as well as managing suicide among adolescent students by identifying students who are at risk and vulnerable, to understand the circumstances that influence their suicidal tendency and to effectively structure interventions to prevent suicide death in secondary schools. It is against this background that this study is aimed to determine the effect of cognitive therapy on suicide tendency among secondary school students in Awka North Local Government Area of Anambra State.

Suicide is an epidemic in today's world. This could be as a result of people not finding satisfaction in themselves and the environment generally thereby resulting into high level of unhappiness in the society and unfavourable attitude towards their own lives. To assist adolescent students whose distressing symptoms do not require the use of drugs, the application of empirical proven psychotherapeutic interventions are needed in saving the lives of adolescents prone to suicide. Some psychotherapeutic interventions available include dialectical behaviour therapy, cognitive behaviour therapy, interpersonal therapy for adolescents, problem solving therapy and conventional counselling technique among others.

In Awka North Local Government Area of Anambra State, adolescent students are not insulated from the challenges of life as they are faced with the inability to cope with pressures or demands of life, disappointment, sexual abuse, bullying, peer pressure, inability to meet up with parental expectations, being jilted by a lover, financial difficulty, academic failure, health challenges, maltreatment by guardian, death of a loved one, peer rejection and social isolation. These may result in feelings of low self-worth causing them to feel hopeless and think of committing or attempting suicide if they act impulsively. The first thing to consider in managing adolescent students prone to suicide ideation is the decision on appropriate treatment to deal with suicide. From research gathered, there is no research works on the effect of cognitive therapy on suicide tendency among secondary school students in Awka North Local Government Area of Anambra State. In a bid to proffer a scaffolding mechanism for adolescent students to overcome suicidal thoughts, the researchers were motivated to determine the effect of cognitive behavioural therapy on suicide tendency among secondary school students in Awka North Local Government Area of Anambra State.

Research Questions

The study was guided by the following research questions:

1. What is the effect of cognitive behavioural therapy on suicide tendency of secondary school students when compared with those treated with conventional counselling using their pre-test and post-test scores?
2. What are the differences in the effectiveness of cognitive behavioural therapy on the junior and senior secondary school students' suicide tendency using their pretest and posttest scores?

Hypotheses

The following null hypotheses were tested at 0.05 level of significant.

1. There is no significant effect of cognitive behavioural therapy on suicide tendency among secondary school students when compared with those treated with conventional

counselling based on their pre-test and post-test scores.

2. There is no significant difference in the effectiveness of cognitive therapy technique in reducing secondary school students' suicide tendency of junior and senior students using their pretest and posttest scores

Research Method

The design of the study was quasi-experimental design. Gravetter and Forzano (2018) described quasi-experimental study as a type of experimental study that determines the effect of a treatment paradigm in a non-randomized sample. Many quasi-experimental methods are available but the one that was employed in this study is the non-randomized pre-test–post-test group design. Here, two groups of students were involved in two groups, namely cognitive behavioural therapy (CBT) and conventional counselling. The study was conducted in Awka North Local Government Area, Anambra State. The people of Awka North Local Government area are known for their agricultural potentials, no wonder the area is renowned as the food basket of the Anamabra state. The decision to use Awka North Local Government area of Anambra State for the study was informed by the fact that, there appears to be paucity of research work on the effect of transactional analysis technique on suicide tendency among secondary school students in the study area. Also, in recent times, the issue of suicide across the globe has become really a social problem demanding scholarly efforts from different disciplinary quarters in order to combat suicide as a social menace. The population of the study comprised of all the 1486 junior secondary school II (JSS II) and senior secondary school II (SSS II) students in Awka North L.G.A of Anambra state. The SSS I students were excluded because at the time of this study, they were still awaiting their admission status from JSS III examination, while SSS III were excluded on account of their engagement in preparation for external examination at the time of the study. Also the choice of JSS II was made on the account of the fact that they were considered to be more stable, conversant and in the mid class of the junior secondary school. The JSS I students were not considered because at the time of this study, they were still awaiting their admission status from primary six examination, while JSS III were not considered on the account of their engagement in preparation for junior school certificate examination (JSCE) at the time of this study. The sample size employed for this study is 88 junior and senior secondary school students. Purposive sampling technique was utilized for secondary school students that meet the research diagnostic criteria with positive response on suicide tendency by scoring 50 from two selected public secondary schools from the pool of eight secondary schools in Awka North Local Government Area. The two schools with the highest number of students with positive response to suicide tendency serve as the experimental group I and control group II respectively. Experimental group I were 51 students comprising of 23 JSS II and 28 SSS II, and group II 37 students comprising 17

JSS II and 20 SSS II with high positive response on suicide tendency, based on the outcome of Suicidal tendency questionnaire (STQ). A benchmark score of 50 was used to determine one with or without suicide tendency. The instrument that was used for measurement of the suicidal tendency questionnaire (STQ) was developed by the researchers. The instrument has two parts; I and II. Part I contained two items on the demographic data and respondents while Part II contained twenty-two (22) items on a seven point rating scale of : I have this thought almost every day (6), I have this thought couples of times a week (5), I have this thought once a week (4), I have this thought couples of times a month (3), I have this thought about once a month (2), I rarely have this thought (1), I never had this thought (0). The instrument has the norm of 40 which guides the decision of the researcher. To ascertain the content validity of the instrument, copies of the topic, questionnaire, purpose of the study, research questions and hypotheses were given to experts and they were requested to objectively and constructively examine the appropriateness, wording, suitability and item construct of the instrument. Two experts in the Department of Guidance and Counselling and one expert in Measurement and Evaluation, Faculty of Education, Nnamdi Azikiwe University, Awka were consulted for the validation exercise. Based on their comments and suggestions, few items were modified to fit the research purpose, some items were deleted and the research question and null hypotheses format of the study were slightly adjusted. The reliability of the instrument was established by administering the draft of the questionnaire to 80 JSS II and SSS II students in Awka South Local Government Area of Anambra State who were not part of the research population. Data collected were analysed using Cronbach Alpha to measure the internal consistency and reliability co-efficient value of 0.90 was obtained for the instrument.

Control of Extraneous Variables

The researchers are very much aware of the possible effects of extraneous variables such as (gender, participant mood, location, discrimination, method and time of the day) which if not well controlled could have contaminated the study and possibly distort the findings. The researchers adopt some measures to minimize and possibly control the distorting effects of such variable some measures to control the extraneous variable includes:

1. The application of treatment to experimental group and control group were separated at different school in order to guide against subject interaction contamination.

2. The application of analysis of co-variance (ANCOVA) because some extraneous variables may still remain uncontrolled among others.

Experimental Procedures

The experimental procedure took place at the school premises (counselling centres) on treatment days, the participants were made to stay in a conducive counselling clinic within the school. The treatment programme was

held for six weeks. The senior secondary school (SSS II) and junior secondary school (JSS II) who participate in the study formed the groups in their respective suicide tendency constitutes the groups. The experimental group was exposed to Cognitive behavioural therapies treatment. The students participate in eighty (80) minutes sessions which were held twice a week, for six consecutive weeks. After six weeks treatment and conventional counselling interaction, the Suicide Tendency Questionnaire (STQ) was administered on all the participants in both the experimental group and control group which was regarded as post-test. Both the experimental and control group participate were tested in the same testing condition, except that the contents of the treatment packages were different as regard experimental group I and control group.

Method of Data Collection

Suicide tendency questionnaire (STQ) was administered to the students in the two secondary schools for the study by the researchers with the help of two well briefed research assistants who went round the secondary school to distribute copies of the questionnaire.

Method of Data Analysis

The completed instruments were scored following the scoring instruction provided in the suicide tendency questionnaire (STQ) instrument. The data relating to the research questions were analysed using the mean. The data relating to the null hypotheses were analysed using analysis of co-variance (ANCOVA). For the research questions, a mean score was calculated for the pre-test and post-test, for the experimental and control groups. When the post-test means score of any of the groups is lower than the norm, the therapy is said to be effective. But if it is higher than the norm, it is considered to be non-effective. For the hypotheses, F-Cal. p-value also was employed to determine whether or not a statistically significant difference exist between the means scores of experimental and control groups.

Results and Discussion

Research Question 1: What is the effect of cognitive behavioural therapy on suicide tendency of secondary school students when compared with those treated with conventional counselling using their pre-test and post-test scores?

Table 1: Pretest and Posttest suicide tendency mean scores of secondary students treated with cognitive behavioural therapy and those treated with conventional counselling (Norm = 40.00)

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Cognitive Behav. Therapy	51	65.31	38.98	26.33	Effective
Conventional Couns. Tech.	37	62.03	54.11	7.92	

In table 1, it was observed that the secondary students treated with cognitive behavioural therapy had pretest mean score of 65.31 and posttest mean score of 38.98 with lost mean 26.33 in their suicide tendency, while those in the control group who received conventional counselling had pretest mean score of 62.03 and posttest mean score of 54.11 with lost mean 7.92. With posttest mean scores of 38.98 which is below the norm of 40.00 cognitive behavioural therapy is effective in reducing suicide tendency among secondary school studentsthan conventional counselling technique

Null hypothesis 1: There is no significant effect of cognitive behavioural therapy on suicide tendency among secondary school students when compared with those treated with conventional counselling based on their pre-test and post-test scores.

Table 2: ANCOVA on the effect of cognitive behavioural therapy on suicide tendency of students when compared with those who received conventional counselling

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	5005.661	2	2502.830			
Intercept	1392.655	1	1392.655			
Pretest	98.436	1	98.436			
Treatment Model	4965.629	1	4965.629	130.026	0.000	
S Error	246.112	85	38.190			
Total	189162.000	88				
Corrected Total	8251.773	87				

Table 2 indicates that at 0.05 level of significance, 1df numerator and 87df denominator, the calculated F is 130.03 with pvalue of 0.000 which is less than 0.05. Therefore, the first null hypothesis is not accepted. So, the effect of cognitive behavioural therapy and conventional counselling technique on the suicide tendency of secondary school students is significant.

Research Question 2: What are the differences in the effectiveness of cognitive behavioural therapy on the junior and senior secondary school students' suicide tendency using their pretest and posttest scores?

Table 3: Pretest and Posttest suicide tendency mean scores of junior and senior secondary school students treated with cognitive behavioural therapy

Source of Variation	N	Pretest Mean	Posttest Mean	Lost Mean	Remark
Junior	23	62.26	38.22	24.04	
Senior	28	67.82	39.61	28.21	More Effective

Table 3 indicates that the junior secondary school students treated with cognitive behavioural therapy had pretest mean score of 62.26 and posttest mean score of 38.22 with lost mean 24.04 in their suicide tendency, while the senior secondary school students treated with cognitive behavioural therapy had pretest mean score of 67.82 and posttest mean score of 39.61 with lost mean 28.21. With lost mean score of 28.21 for senior students which is greater than the lost mean score of 24.04 for junior students, cognitive behavioural therapy is more effective in reducing senior secondary school students' suicide tendency than junior secondary school students.

Null hypothesis 2: There is no significant difference in the effectiveness of cognitive therapy technique in reducing secondary school students' suicide tendency of junior and senior students using their pretest and posttest scores

Table 4: ANCOVA on the effectiveness of cognitive behavioural therapy on the suicide tendency of junior and senior students

Source of variation	SS	df	MS	Cal. F	Pvalue	P ≤ 0.05
Corrected Model	44.525	2	22.262			
Intercept	648.117	1	648.117			
Pretest	20.136	1	20.136			
Class Level	8.738	1	8.738	0.268	0.607	
NS Error	1562.456	48	32.551			
Total	79100.000	51				
Corrected Total	1606.980	50				

Table 4 reveals that at 0.05 level of significance, 1df numerator and 50df denominator, the calculated F is 0.268 with Pvalue of 0.607 which is greater than 0.05. Therefore, the second null hypothesis is accepted. So, the effectiveness of cognitive behavioural therapy on the suicide tendency of junior and senior secondary school students do not differ significantly.

Discussion of the Findings

The outcome of the study disclosed that cognitive behavioural therapy is effective in reducing suicide tendency than conventional counselling technique among secondary school students. The

findings of this study agreed with that of Ogbu (2015) which discovered that cognitive behavioural technique (CBT) was effective in reducing depression symptoms such as suicide tendency among learners. The effectiveness of cognitive behavioural therapy over conventional counselling technique in reducing suicide tendency among students could be attributed to the fact that cognitive behavioural therapy is more practical therapy for treating suicide tendency it focuses on particular problems associated with suicide and how to overcome them. Cognitive behavioural therapy is effective in reducing suicide tendency than conventional counselling technique because it consists of a number of activities, including: coping skills, assessments, relaxation, challenging certain thoughts, thought stopping, homework projects, and training in communication (Spirito, Esposito-Smythers and Wolff, 2011). It is believed that these activities are useful in the prevention of suicidal cognitions and suicidal behaviours. This supports, Nwankwo, Anyamene and Idigun (2016) which reported that cognitive behavioural therapy increases students' self-esteem that prevents them from suffering depressive thoughts that might lead to suicide.

In addition, finding of the study discovered that the effect of cognitive behavioural therapy on suicide tendency of secondary school students was significant when compared with those treated with conventional counselling. This means that cognitive behavioural therapy has a superior intervention in the treatment of suicide tendency among students than the conventional counselling technique. This finding tally with the study of Odina, Maritim, Sindabi and Disiye (2017) which reported that cognitive behavioural therapy significantly reduces suicide tendency among students compared to the students in the control group at post-test. The researcher is of the opinion that since cognitive behavioural therapy focuses on the overwhelming problems associated with suicide and breaks them into smaller parts make it easier for students in the therapy session to deal with suicide tendency with their counsellor or therapist. The finding that cognitive behavioural therapy has a significant effect on reduction of suicide tendency among secondary school students when compared with those treated with conventional counselling is in tandem with the study of Vázquez, Torres, Blanco, Díaz, Otero and Hermida (2012) which reported that cognitive behavioural therapy strongly alleviate depression among students with severe depressive and suicidal symptoms.

Conclusion

Based on the findings of the study, it was concluded that cognitive behavioural therapy is effective in the treatment of suicide tendency among junior and senior secondary school students in Awka North Local Government Area of Anambra State.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. School guidance counsellors are expected to apply cognitive behavioural therapy as a first line of treatment for students with mild or severe suicidal tendency in secondary schools. This will go a long way in eradicating cases of suicide among adolescents that are living with mental health illness in the society.
2. School counsellors and educational psychologists and other helping professionals should endeavour to attend conferences and workshops centred on mental health problems and get acquainted with current psychological therapies for identifying and reducing

suicidal tendency among adolescents in secondary schools.

3. The Anambra State government should encourage counselling services by employing more school guidance and counsellors in all her educational
4. to handle mental health issues within and outside the school environment.

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