



Attitude Towards Suicide Prevention Methods Among Senior Secondary Schools Students In Rivers East Senatorial District Rivers State, Nigeria

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ABSTRACT

This study investigated the attitude towards suicide prevention among Senior Secondary Schools Students in Rivers-East Senatorial District of Rivers State. The descriptive research design was adopted for the study with a population which consisted of 80,310 senior Secondary Schools in Rivers-East Senatorial District. A sample size of 1,540 was selected using the multi-stage sampling procedure. Data was collected using a structured questionnaire with a reliability index of 0.78. Mean, standard deviation, z-test and ANOVA were used for the analysis. The result of the study showed that, the students had negative attitude towards the prevention of suicide (2.44 ± 1.12) although, positive attitude was found in the responsibility to prevent suicide (2.88 ± 1.06), addressing the subject of suicide in the high school classroom (2.75 ± 1.02); and the importance of suicide awareness education in the school and community (2.54 ± 1.04). Positive attitude towards suicide prevention was found among the younger students (2.60 ± 1.09) and the females (2.62 ± 1.07). The result showed that positive attitude towards suicide prevention was found among students who used different types of social media and internet, Facebook (2.67 ± 1.17), What'sapp (2.65 ± 1.15) and Instagram (2.65 ± 1.17). The result also showed positive attitude towards suicide prevention among students from intact family status (2.75 ± 1.00), single parenthood (2.54 ± 1.17) while other family status (separated, divorce, widowed) showed a negative attitude towards suicide prevention (2.31 ± 1.14). It was concluded that, Senior Secondary Schools Students in Rivers-East Senatorial District of Rivers State has negative attitude towards suicide prevention. It was recommended that, the school authority should work in conjunction with the prefects to dramatize the disadvantages of suicide during the social gathering of the students from time to time, this would help to positively influence the negative attitude found among the students.

Keywords: Attitude, Prevention, Students, Suicide

INTRODUCTION

Suicide as a fatal self-injurious act with some evidence of intent to die. Although it occurs more often in older persons than in younger people, it is still one of the leading causes of death in late childhood and adolescence worldwide (Bilsen, 2018). According to Gvion et al. (2012), a stressful life event can produce mental pain, depression and hopelessness and the pernicious combination of unbearable mental pain and inability to signal one's distress to others can lead to serious attempt to kill oneself. The World Population Review (2019) recorded that, suicide occurs throughout the world, affecting individuals of all nations, cultures, religion, genders and classes. In the United States, it was documented by Hedegaard et al. (2018) that the centers for Disease control announced in 2018 that the suicide rate in the United States (US) had risen to 30% between 2000 to 2016, thereby reaching a rate of 13.5 per 100,000. It was estimated that the 20% per year from 2006 to 2016. This increase in rates cuts across the US, irrespective of geographical location or background. According to Segal et al, (2017), if this current trend in suicide rates continues, an estimated 54,000 individuals per year would die by suicide in the US by 2025.

In Nigeria, report has shown that the country ranked 72nd in the world in 2019 with the total rate of 9.5 where male suicide rate was 9.9, female 9.2 and total of suicide per year as 18,608. It is however sad to know the ranking currently that, Nigeria is ranked as 5th in the world with the highest suicide rate of an average of six per month. Substance use has been attributed as a major factor which leads people to commit suicide. Also, it is reported that the increase in cases of sudden deaths (such as suicide) among Nigerian youths in the country is connected to opioid overdose a common drug injected by youths (World Population Review, 2019).

Attitudes that are unfavourable to suicide prevention, may even worsen the scenario if not well managed. Attitude, according to Kolyanne, (2017) is a number one factor that determines how successful we are. It is an all-encompassing term that defines one's outlook and approach to life. Attitude determines everything you say and do. The Association for Qualitative Research (2020) described an attitude as a set of beliefs or views about something and is defined in consumer's psychology as an ending inclination or tendency to respond to a brand or product in a specific way. In their own definition, SAGE (2011) stated that, attitude measures are common place in survey research conducted by political scientists, psychologist, sociologists, economics, marketing scholars, media and commercial practitioners. The inability of attitude measures in survey research is not surprising given that attitudes are often strong predictors of behaviour therefore, knowing the attitude of the adolescents as its related to this research, would enable one to anticipate whether the adolescents would practice the suicide prevention when they are enlightened or not. Thus, if there's going to be a change in the way the adolescents perceive suicide prevention then attitudinal change must come first.

According to Substance Abuse and Mental Health Services Administration (SAMHSA) (2012), attitudes that promotes thoughts of hopelessness, helplessness and being worthless are common things that are associated with suicidal ideation. Some of these symptoms are readily observed in the school setting such as inability to concentrate, to think rationally or make minor decisions, withdrawing from normal relationships or isolating oneself (Klein et al., 2013). Although, the act of suicide in Nigeria, is seen as a taboo, it is an anathema that it should not to be mentioned in the society before the advent of civilization. In fact, according to News 24.com, (2017) some persons still believe that the act of suicide is as a result of what is termed "African Remote Control", this thought is however subtly eroding the minds of people in our society as suicide is no longer forbidden but occurs almost on a daily basis and cuts across all age groups.

The menace of suicide cuts across age, race and religion so the adolescent are not left behind. The word adolescent was defined by WHO (2019) as, individuals in the 10-19 years age group. It is sad to note that this category of people who are the future of tomorrow are also been ravaged by suicide. Thus, promoting positive attitude towards suicide prevention becomes imperative, particularly in the school environment because, many of these adolescents are in the school. Suicide prevention cannot be achieved in the school environment if a positive learning/instructional climate is not provided including support from teachers

and staff (Suicide Prevention Resource Center SPRC, 2012). Suicide is becoming an epidemic and a thing of concern all over the world. This act has jeopardized the existing peace of the people. 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. It was based on this background that, the study investigated the attitude toward suicide prevention among Senior Secondary Schools Students in Rivers East Senatorial District Rivers State.

Research Questions

The study provided answers to the following research questions:

1. What is the attitude toward suicide prevention among Senior Secondary School Students in Rivers East Senatorial District Rivers State?
2. What is the attitude towards suicide prevention among Senior Secondary School Students in Rivers East Senatorial District Rivers State based on age?
3. What is the attitude towards suicide prevention among Senior Secondary School Students in Rivers East Senatorial District Rivers State based on gender?
4. What is the attitude towards suicide prevention among Senior Secondary Schools Students in Rivers East Senatorial District Rivers State based on socio media usage?
5. What is the attitude towards suicide prevention among Senior Secondary Schools Students in Rivers East Senatorial District Rivers State based on family parental marital status?

Hypotheses

The following hypotheses postulated were tested at 0.05 alpha level.

1. There is no significant difference in the attitude towards suicide prevention among Senior Secondary School Students in Rivers East Senatorial District Rivers State based on age.
2. There is no significant difference in the attitude towards suicide prevention among Senior Secondary School Students in Rivers East Senatorial District Rivers State based on gender.
3. There is no significant difference in the attitude towards suicide prevention among Senior Secondary Schools Students in Rivers East Senatorial District Rivers State based on social media usage
4. There is no significant difference in the attitude toward suicide prevention among Senior Secondary Schools Students in Rivers East Senatorial District Rivers State based on parental marital status

METHODOLOGY

The descriptive research design was adopted for this study with a study population which consisted of all the Senior Secondary School Students (SSS) (SS1-SS3) in the 107 Government Owned Public Senior Secondary Schools in Rivers East Senatorial District totaling 83,310. The data were collected from the eight L.G.A that make up the Senatorial District comprising of Emohua (9315), Etche (9674), Ikwerre (10,300), Obio-Akpor (30,756), Ogu-Bolo (786), Okrika (3850), Omuma (1917) and Port Harcourt (16,663). A sample size of 1,540 was selected for the study using the multistage sampling procedure. At the first stage, the district was clustered into 4 area based on cultural similarity as shown (Etche and Omuma), (Ikwerre and Emohua), (Obio/Akpor and Port Harcourt) and (Okrika and Ogu-Bolo). Then the simple random sampling was used to select one LGA from each clusters and also the selected school. Finally, the proportionate stratified sampling was then use to select the students from each LGAs based on the population of the students in the ratio of 18%:17%, 57% and 8% respectively to make up for the 1540.

The instrument that was used for this study is a standardized instrument titled: Questionnaire on attitude towards suicide prevention (QASP), developed by the researcher with a reliability coefficient of 0.87. The instrument consisted of two sections; section A elicited information on demographic data of the respondents while section B was focused on attitude towards Suicide Prevention. Data collected were analyzed with the aid of the IBM Statistical Product for Social Sciences (SPSS V-25) using mean, standard deviation, one-way analysis of variance (ANOVA) and z-test at 0.05 level of significance.

RESULTS

The results of the study are presented below:

Table 1: Attitude toward suicide prevention among Senior Secondary School Students

SN	Items	Mean	S.D.	Decision
1	Talking about suicide in schools would lead to increased attempts by students	2.66	1.13	Positive
2	A person has the right to kill him/herself	2.45	.97	Negative
3	Suicide can be a solution to some problems	2.80	1.19	Positive
4	The issue of suicide should be discussed among friends	2.53	1.02	Positive
5	The problem of youth suicide is very serious	2.34	1.06	Negative
6	Suicide prevention is not my responsibility	2.88	1.04	Positive
7	The subject of suicide should be addressed in the high school classroom	2.75	1.02	Positive
8	Suicide awareness education is very important in school communities	2.54	1.04	Positive
9	Every individual in a school community needs to be knowledgeable about suicide	2.53	1.23	Positive
10	All schools should have a suicide awareness program for senior high school students	2.45	1.12	Negative
11	Talking about suicide in schools would prevent some students attempting suicide	1.72	1.07	Negative
12	Almost everyone at some point thinks about suicide	2.28	1.09	Negative
13	If someone wants to commit suicide it's their business and we shouldn't interfere	2.40	1.09	Negative
14	Since unemployment and poverty are the main cause of suicide there is little an adolescent can do to prevent it.	2.51	1.18	Positive
15	It's none of my business if a friend says he/ She wants to kill themselves or attempts to	2.41	1.18	Negative
16	If a suicidal friend asked me not to tell anyone I would keep that promise	2.39	1.21	Negative
17	If someone is talking about suicide I would ignore/joke about it	2.49	1.20	Negative
18	It would be helpful to a suicidal friend if I tried to cheer him/her up	2.33	1.22	Negative
19	Adolescents have the right to take their own lives.	2.45	1.24	Negative
20	I am very confident that I would be able to help a suicidal friend	2.33	1.22	Negative
21	Talking about suicide in schools would lead to increased attempts by students	2.16	1.13	Negative
22	There may be situations where the only reasonable solution is suicide.	2.32	1.18	Negative
23	Those who complete suicide are cowards who cannot face life's challenges.	2.43	1.20	Negative
24	I would consider the possibility of taking my life if I were to suffer from a severe, incurable disease.	2.38	1.08	Negative
Grand mean		2.44	1.12	Negative

Criterion mean = 2.50

Table 1 showed the attitude toward suicide prevention among Senior Secondary School Students in Rivers East senatorial district. The result showed that the students had negative attitude towards the suicide prevention as the grand mean of 2.44 ± 1.12 was lesser than the criterion mean of 2.5. Thus, Senior Secondary School Students in Rivers East senatorial district had negative attitude towards the prevention of suicide. However, positive attitude was found in the responsibility to prevent suicide (2.88 ± 1.06), addressing the subject of suicide in the high school classroom (2.75 ± 1.02); and the importance of suicide awareness education in the school and community (2.54 ± 1.04).

Table 2: Attitude toward suicide prevention among Senior Secondary School Students in Rivers East Senatorial District based on age

Items	10-14 years (N = 432)		15-19 years (N = 1061)		20-24 years (N = 24)	
	Mean	S.D	Mean	S.D.	Mean	S.D.
Talking about suicide in schools would lead to increased attempts by students	2.66	1.14	2.67	1.13	2.54	1.10
A person has the right to kill him/herself	2.47	.99	2.45	.96	2.20	1.02
Suicide can be a solution to some problems	2.81	1.21	2.81	1.18	2.37	1.20
The issue of suicide should be discussed among friends	2.52	1.02	2.54	1.02	2.04	.95
The problem of youth suicide is very serious	2.34	1.06	2.36	1.06	1.87	.94
Suicide prevention is not my responsibility	2.84	1.05	2.90	1.04	2.79	1.21
The subject of suicide should be addressed in the high school classroom	2.74	1.02	2.76	1.01	2.20	1.17
Suicide awareness education is very important in school communities	2.57	1.05	2.55	1.03	1.83	1.12
Every individual in a school community needs to be knowledgeable about suicide	2.56	1.20	2.52	1.24	2.16	1.23
All schools should have a suicide awareness program for senior high school students	2.49	1.13	2.44	1.11	2.25	1.11
Grand mean	2.60	1.09	2.60	1.08	2.22	1.10

Criterion mean = 2.50

Table 2 showed the knowledge of suicide prevention among Senior Secondary School Students in Rivers East Senatorial District based on age. The result showed that positive attitude towards suicide prevention was found among those aged 10-14 years (2.60±1.09) and those aged 15-19 years (2.60±1.08) while those aged 20-24 years (2.22±1.10) had a negative attitude. Thus based on age, positive attitude towards suicide prevention was found more among the younger respondents.

Table 3: Attitude toward suicide prevention among Senior Secondary School Students in Rivers East Senatorial District based on gender

Items	Male (N = 721)		Female (N = 796)	
	Mean	S.D.	Mean	S.D.
Talking about suicide in schools would lead to increased attempts by students	2.61	1.15	2.71	1.12
A person has the right to kill him/herself	2.39	.98	2.50	.96
Suicide can be a solution to some problems	2.73	1.19	2.86	1.18
The issue of suicide should be discussed among friends	2.50	1.02	2.56	1.02
The problem of youth suicide is very serious	2.34	1.08	2.35	1.04
Suicide prevention is not my responsibility	2.96	1.04	2.80	1.04
The subject of suicide should be addressed in the high school classroom	2.77	1.01	2.72	1.02
Suicide awareness education is very important in school communities	2.77	1.01	2.72	1.02
Every individual in a school community needs to be knowledgeable about suicide	2.54	1.23	2.52	1.23
All schools should have a suicide awareness program for senior high school students	2.46	1.11	2.44	1.12
Grand mean	2.61	1.08	2.62	1.07

Table 3 showed the attitude toward the suicide prevention among Senior Secondary School Students in Rivers East Senatorial District based on gender. The result showed that positive attitude towards suicide prevention was found more among females (2.62±1.07) than the males (2.62±1.07). Thus based on gender, positive attitude towards suicide prevention was found more among the female secondary school students.

Table 4: Attitude toward Suicide Prevention among Senior Secondary School Students in Rivers East Senatorial District based on Social Media usage

Items	Facebook (N = 650)		What'sapp (N = 480)		Instagram (N = 387)	
	Mean	S.D	Mean	S.D.	Mean	S.D.
Talking about suicide in schools would lead to increased attempts by students	2.78	1.16	2.79	1.16	2.74	1.19
A person has the right to kill him/herself	2.37	1.19	2.35	1.21	2.35	1.19
Suicide can be a solution to some problems	2.87	1.17	2.84	1.13	2.83	1.21
The issue of suicide should be discussed among friends	2.57	1.20	2.51	1.16	2.60	1.16
The problem of youth suicide is very serious	2.30	1.18	2.31	1.18	2.35	1.20
Suicide prevention is not my responsibility	2.98	1.14	2.92	1.10	2.88	1.13
The subject of suicide should be addressed in the high school classroom	2.82	1.17	2.79	1.10	2.71	1.21
Suicide awareness education is very important in school communities	2.87	1.14	2.89	1.09	2.87	1.02
Every individual in a school community needs to be knowledgeable about suicide	2.53	1.20	2.52	1.16	2.53	1.16
All schools should have a suicide awareness program for senior high school students	2.60	1.17	2.59	1.17	2.59	1.21
Grand mean	2.67	1.17	2.65	1.15	2.65	1.17

Criterion mean = 2.50

Table 4 showed the attitude of suicide prevention among senior secondary school students in Rivers East Senatorial District. The result of the mean rating showed that a positive attitude towards suicide prevention was found among Facebook users (2.67±1.17), What'sapp users (2.65±1.15) and Instagram users (2.65±1.17). This implies that positive attitude was found among students who use different socio media platforms. Again, there was insignificant difference in their attitude towards the suicide prevention among senior secondary school students.

Table 5: Attitude toward Suicide Prevention among Senior Secondary School Students in Rivers East Senatorial District based on Student's Parental Marital Status

Items	Married (N = 617)		Single (N = 489)		Others (N = 411)	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Talking about suicide in schools would lead to increased attempts by students	2.92	0.98	2.77	1.06	2.62	1.11
A person has the right to kill him/herself	2.30	1.02	1.23	1.07	1.03	1.10
Suicide can be a solution to some problems	2.83	1.02	2.70	1.07	2.55	1.15
The issue of suicide should be discussed among friends	2.79	1.03	2.76	1.04	2.61	1.11
The problem of youth suicide is very serious	2.24	1.04	2.20	1.10	1.19	1.16
Suicide prevention is not my responsibility	2.96	0.96	2.77	1.07	2.65	1.16
The subject of suicide should be addressed in the high school classroom	2.90	0.99	2.78	1.08	2.60	1.19
Suicide awareness education is very important in school communities	2.99	0.95	2.83	1.02	2.76	1.12
Every individual in a school community needs to be knowledgeable about suicide	2.73	1.04	2.66	1.10	2.52	1.18
All schools should have a suicide awareness program for senior high school students	2.79	1.00	2.70	1.03	2.59	1.11
Grand mean	2.75	1.00	2.54	1.06	2.31	1.14

Criterion mean = 2.50

Table 5 showed the attitude of suicide prevention among senior secondary school students in Rivers East Senatorial District. The result showed mean of respondents from married (intact parenthood) as (2.75±1.00), respondents from single parenthood as (2.54±1.06), while the grand mean of respondents from other families was (2.31±1.14). Thus, there was significant difference in the attitude towards the suicide prevention among senior secondary school students, based on parental marital status.

Table 6: One-way analysis of variance showing difference in the attitude towards suicide prevention among Senior Secondary School Students based on age

Sources of variance	Sum of squares	df	Mean sum of squares	F-value	p-value	Decision
Between group	2.829	2	1.414	4.21	.01*	H ₀
Within group	508.314	1514	.336			Rejected
Total	511.143	1516				

*Significant, p<0.05

Table 6 showed the ANOVA of difference in the attitude towards suicide prevention among Senior Secondary School Students based on age. The result showed that there was a significant difference in attitude towards suicide prevention based on age [F(2, 1514) = 4.21; p<0.05]. Thus, the null hypothesis which stated that there is no significant difference in the attitude towards suicide prevention among Senior Secondary School Students in Rivers East Senatorial District Rivers State based on age was rejected.

Table 7: Z-test summary showing difference in the attitude towards suicide prevention among Senior Secondary School Students in Rivers East Senatorial District based on gender

Group	N	Mean	SD	Df	z-cal	p-value	Decision
Male	721	2.45	.58	1515	.23	0.98*	H ₀ Not rejected
Female	796	2.44	.57				

*Not Significant, p>0.05

Table 7 showed the Z-test summary of difference in the attitude towards suicide prevention among Senior Secondary School Students in Rivers East Senatorial District based on gender. The result of the study showed that there was no significant difference in attitude based on gender (z-cal = 0.23 df = 1515, p = 0.98). Thus, the null hypothesis which stated that there is no significant difference in the attitude towards suicide prevention among Senior Secondary School Students in Rivers East Senatorial District Rivers State based on gender was accepted.

Table 8: One-way analysis of variance showing difference in the attitude towards suicide prevention among Senior Secondary School Students based on social media usage

Sources of variance	Sum of squares	df	Mean sum of squares	F-value	p-value	Decision
Between group	2.917	2	1.543	5.432	.066*	H ₀
Within group	628.011	1514	.416			Not rejected
Total	630.929	1516				

*Not Significant, p>0.05

Table 8 showed the ANOVA results of difference in the attitude towards suicide prevention among Senior Secondary School Students based on social media usage. The result showed that there was no significant difference in attitude towards suicide prevention, since [F(2, 1514) = 5.432; p>0.05]. Thus, the null hypothesis which stated that there is no significant difference in the attitude towards suicide prevention among Senior Secondary School Students in Rivers East Senatorial District Rivers State based on social media usage was not rejected.

Table 9: One-way analysis of variance showing difference in the attitude towards suicide prevention among Senior Secondary School Students based on parental marital status

Sources of variance	Sum of squares	df	Mean sum of squares	F-value	p-value	Decision
Between group	2.561	2	1.248	4.271	.033*	H ₀
Within group	548.011	1514	.326			Rejected
Total	550.572	1516				

*Significant, $p < 0.05$

Table 9 showed the ANOVA results of difference in the attitude towards suicide prevention among Senior Secondary School Students based on parental marital status. The result showed that there was significant difference in attitude towards suicide prevention, since $[F(2, 1514) = 4.271; p < 0.05]$. Thus, the null hypothesis which stated that there is no significant difference in the attitude towards suicide prevention among Senior Secondary School Students in Rivers East Senatorial District Rivers State based on parental marital status was rejected.

DISCUSSION OF FINDINGS

The findings of the study were discussed below:

The result showed that positive attitude towards suicide prevention was found among those aged 10-14 years (2.60 ± 1.09) and those aged 15-19 years (2.60 ± 1.08) while those aged 20-24 years (2.22 ± 1.10) had a negative attitude. The finding of this study is in tandem with that of Nebhinani et al, (2013) whose study on nursing students' attitude towards suicide attempters in Northern India showed that, the respondents health a favourable attitude towards suicide of which the mean age of the respondents was 20 years. This similarity found between the present study and the previous one might be attributed to the similarity in the sample size as the both studies used a larger sample size. The finding of this study is in line with that of Bathersham et al, (2013) whose study found out that age was associated with the attitude towards suicide prevention. This study shared the same view with Chan et al (2014). This similarity found between the present study and the previous one might be attributed to the similarity in the sample size as the both studies used a larger sample size.

The result showed that positive attitude towards suicide prevention was found more among females (2.62 ± 1.07) than the males (2.62 ± 1.07). The finding of this study corroborates that of Arnautovska and Grad, (2010) whose study on attitudes toward suicide in the adolescent students showed expectation of girls having more permissive attitudes toward suicide than boys and that a permissive attitude was positively associated with the majority of suicide risk factors. The finding of this study is in line with that of Bathersham et al, (2013) whose study found out that gender was associated with the attitude towards suicide prevention. The finding of this study is also in keeping with that of Chen et al (2014). This similarity found between the present study and the previous one might be attributed to the similarity in the sample size as the both studies used a larger sample size.

The results showed that positive attitude towards suicide prevention was found among students who used different types of social media and internet, since Facebook users had (2.67 ± 1.17), What'sapp users had (2.65 ± 1.15) and Instagram users had (2.65 ± 1.17). This is in agreement with the studies of Robinson et al, (2014) who contributed that social media platforms enable people to access information support and counseling and to share their experiences in a flexible, timely and readily accessible format. They also allow people to create unique and positive identities in a way that they may not otherwise have been able to do. They also reported that most highly valued the ability to engage in online peer-to-peer support while others used social media as an alternative to face-to-face treatment. Elda et al, (2015) also supported the study when they reported that majority of the students, (54.7%) have conservative attitude, which is considered healthy attitude which manifested by thinking that suicide is a cowardly act to commit and should be prevented. It is a sinful act to commit suicide in India, this they assumed must have influenced the conservative attitude of the adolescents towards suicide by interaction with others through social media exposure.

Biddle et al, (2018) in an interview in UK between 2014-2016 with young people in the community and self-harm patients presenting to hospital emergency department on internet users, discovered that young people who have clear purpose shows positive attitude towards information as internet exposes students to some many thing including suicide prevention. The study is not in line with the studies of Marchant et al, (2017) who revealed relationship between social media usage, self-harm and suicidal behaviour in young people. They noted that there is significant potential for harm from online behaviour and that young people appear to be increasingly using social media to communicate distress, particularly with peers. Social media has a negative influence on social media users as young people copy such behaviours and show negative attitude towards suicide. Similarly, Dunlop et al, (2011) also collaborated that online news and social networking websites, expose young people to suicide stories that might increase suicide ideation. They added that internet; especially social networking sites are important sources of suicide stories.

The results of (2.75 ± 1.00) showed positive attitude was found among students from intact parenthood families, the single parenthood with a result of (2.54 ± 1.17) showing low positive attitude, while others (separated, divorce, widowed) family status with a result (2.31 ± 1.14) showing a negative attitude towards suicide prevention. This study is in accordance with the studies of Rufus and Bilqees (2020) who in their studied on family structure and peer group as risk factors to suicidal behaviour, found significant relationship between family status as well as peer group and youth suicidal behaviours. They concluded that family disruption and bad peer group contribute to youth suicidal behaviours. This is probably because children from single parenthood, separated or divorce family status lack parental maximum involvement and support. Family status has an influence on attitude of adolescent towards suicide prevention. Randall et al, (2014) also supported that (23.2%) had thought about suicide and (28.3%) had made a suicide attempt in the previous year especially in families of divorce or separated background. They suggested that emphasis should be placed on encouraging healthy peer relationship between students in order to prevent suicide among students. This is probably because the children of such homes may lack parental guidance, which in turn affect their way of life.

CONCLUSION

Based on the findings of the study, it was concluded that, Senior Secondary Schools Students in Rivers East Senatorial District Rivers State has positive attitude towards suicide prevention. However, positive attitude was found in the responsibility to prevent suicide, addressing the subject of suicide in the high school classroom, and the importance of suicide awareness education in the school and community.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. The school authority should work in conjunction with the prefects to dramatize the disadvantages of suicide during the social gathering of the students from time to time, this would help to positively influence the negative attitude found among the students.
2. The teachers in the secondary schools should have friendly disposition towards the students, so that they can express themselves easily rather than been depressed.
3. Parents should ensure that loving atmosphere and unity is established and sustained in the families in order to foster peace and improve the self-esteem of their children. This would prevent feeling of hopelessness in their children that could lead to depression.

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