ACADEMIC STRESS AND PERSONALITY TRAITS AS CORRELATES OF SUICIDAL IDEATION AMONG UNDERGRADUATES IN THE UNIVERSITY OF BENIN

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A RESEARCH WRITTEN IN THE DEPARTMENT OF EDUCATIONAL EVALUATION AND COUNSELLING PSYCHOLOGY, FACULTY OF EDUCATION AND SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS IN COUNSELLING PSYCHOLOGY

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CERTIFICATION

We, the undersigned, certify that this Research was written by Amarachi Vivian OKOYE in the Department of Educational Evaluation and Counseling Psychology, University of Benin, Benin City, Edo State, Nigeria.

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DEDICATION

This project is dedicated to God Almighty.

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ABSTRACT

The aim of this study is to empirically examine the relationship between academic stress, personality traits and suicidal ideation among undergraduates in the University of Benin. It focused on ascertaining the relationship between academic stress, personality traits and suicidal ideation by sex and age. Eight research questions were raised and seven were hypothesized.

The population of this study consisted of 4180 undergraduate students from two Faculties of the University of Benin, from which 209 students were randomly selected as sample for the study. correlational research design was adopted; Data were collected from three questionnaires titled 'Academic stress scale (ASS)', 'Personality Traits Questionnaire (PTQ)' and 'Suicidal Ideation Questionnaire (SIQ)'. The questionnaire was validated by three experts in Measurement and Evaluation and subjected to Cronbach alpha statistics. The reliability coefficient of .789 was obtained for academic stress, 772 for personality traits and .859 for suicidal ideation. Data were analyzed using mean and standard deviation for research question one, Hypotheses one and two were tested using Pearson Product Moment Correlation Statistics(PPMC), Hypotheses three, four, five and six were tested using Fishers Z, while hypothesis seven was tested using ANOVA Statistics. All hypotheses were tested at 0.05 level of significant.

The findings of the study showed that the Prevalence of Suicidal Ideation among undergraduate students in University of Benin is low. Finding showed that there is a positive relationship between Academic Stress and Suicidal Ideation. Also finding revealed no relationship between personality traits and suicidal ideation. Furthermore, finding showed no difference in relationship between academic stress and suicidal ideation based on sex. Again the finding shows no difference in relationship between academic stress and suicidal ideation based on age. The finding revealed that there is no difference in the relationship between personality traits and suicidal ideation based on sex. The finding revealed that there is no difference in the relationship between personality traits and suicidal ideation based on age. Finally, the finding also revealed a significant difference in suicidal ideation among undergraduate students in the various levels in University of Benin. The study recommends that undergraduate students should be exposed to counselling services and programs to enable them cope with academic demands and likely challenges of life. The study will ensure that students are exposed to adequate counselling to enable them adjust and cope with demands of life.

CHAPTER ONE

INTRODUCTION

Background to the Study

One of the goals of the 2012 National Strategy for Suicide Prevention is to develop, implement and monitor effective programmes that promote wellness and prevent suicide as well as other related behaviours. However, these has not really been achieved as the rate of suicide can be seen as gradually increasing among individuals especially with youths having the great risk with an estimate of about one-third of the population in both developed and developing countries. (World Health Organisation, 2016). Over the years, suicide has been seen as a serious health and social problem with incidences of occurrence varying among age groups, sex, class and race which have created a lot of concern for government, educators, counsellors, parents and every other important stake holders in our society today. Suicide is one of the leading causes of death among youths and adolescents with the rate of suicidal ideation arousing a particular concern as a result of the increase in the number of death caused by suicide throughout the life span (WHO, 2017).

Suicidal ideation however, is a global health concern prompting suicide attempts and actualization. Suicidal ideation is the process of thinking about, considering or planning suicide either as a way out of a predicament, a form of relief or even solution. According to Shittu et al (2014), suicidal ideation is an unusual preoccupation with suicide. This thought of suicide seems to vary and touch on every part of human life which includes academics, socio-economic status, personality, interpersonal and the likes. The demands from academics which may pose likely stress and as well, one's personality traits could be viewed to have a link to suicidal ideation particularly among students. Even though, Suicide attempts and its thoughts

are considered as taboo in some parts of the country, there have been many reported cases of attempted suicide found in dailies, mass and social media even till date among students especially the undergraduates. Popescu (2014) posited that this alarming rate has been associated with high level of academic stress within the university setting.

Stress is simply a fact of nature forces affecting an individual. Stress is no longer new to people as it is seen to be normal and undergraduates are not devoid of challenges and stressful circumstances in the course of their academic programme. Student's academic life matters at all levels, most importantly, the tertiary education level which is considered as the crux for every student as a result of its demands. The academic setting creates a competitive environment among these students, the desire to excel, the academic workload that may seem excessive, unharmonious relationships with lecturers and course mates can generate some form of tension on the student which can trigger some psychological breakdown. Academic stress can be referred to as a student's psychological state resulting from continuous social and self- imposed pressure in a school environment that deplete the student's psychological reserves (Zhang et al, 2012). The consequence increases when the student is not able to cope which may affect their academic performance, studies as well as the overall programme and nursing negative view about him or herself. Academic stress can also be seen as an overwhelming pressure arising from both internal and external factors which students experience during the course of their academic programme and it has become a topic of interest in many European, North American and African countries. Misra & McKean (2000) argue that undergraduate students experience higher stress at predictable times each semester because of the academic commitments, financial pressures, and lack of time management skills and when this stress becomes excessive

or it is negatively viewed, it can affect the student's mental health, emotional state and academic growth.

Stress although, can either be positive or negative. In fact, Ye et al (2019) asserts that a suitable or moderate stress is required at some stages in life for self-growth, as it motivates people to dynamically progress. While Shawl et al (2017) opines that stress is an essential part of being a university student. However, university environment has the potential to provide both experiences; positive stress (eustress) and negative stress (distress). This is because stress does not only affect individuals' interactive models but also the perspective and frame of mind. However, over stress can have serious effects on people by causing difficulties and distress. These academic stress can be identified in a student in form of academic frustration, academic conflicts, academic anxieties and academic pressures with circumstances ranging from adapting to a new academic environment, coping with academic workloads ,academic performance, attending to lectures, overcrowded classroom, lack of conducive learning environment, having future employment thoughts or even social or financial stresses whether short or long term, institution and parental pressure, peer influence can have significant impact on the undergraduate. In Contribution, Brand et al (2009) opines that among undergraduates, academic stress may arise from academic and non- academic sources including socio- cultural, environmental and psychological.

Personality could be seen as one of the risk factors of suicidal ideation and suicide. No two individuals are the same, hence, their unique traits which are inherent in them. Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life including major traits, Interests, drives, values, self-concept, abilities and emotional patterns. Human personality is the combination

of a number of traits. Therefore, the basic component of personality is referred to as the personality traits. Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviours that entail consistency and stability. Traits are often developed throughout life and may remain consistent across many situations and circumstances. They are necessary because they imply stable and consistent patterns of behaviour of an individual and thus, make him or her unique. Importantly, these stable pattern of behaviour can have broad-ranging consequences for many areas of a person's life (Roberts et al, 2007). Personality traits determines an individual's behavior and how they see themselves in different phase of their lives. i.e., how they react to situations. Personality traits explains that individuals differ based on the five (5) dimensions of traits and could be seen to be associated with suicidal behavior because of its contributory tendency arising from both internal and external events. Internal characteristics constitute vulnerability that can together with a precipitating external event; create an opportunity for the emergence of pathological behavior. Personality traits thus, reflect a propensity or disposition toward those cognitions, emotions, and behaviors which are consistent with the trait. The most commonly known dimensions of traits are the Five-Factor Model theory also known as the Big Five Personality theory. These includes, five (5) broad traits dimensions often described with the acronym OCEAN; Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism. Each of these traits can be divided into facets to provide a detailed analysis of someone's personality as well as the dimensions each individual falls on be it low or high.

Openness refers to the number of interests to which one is attracted and the extent to which those interests are pursued. Students who show openness are receptive. i.e, appreciate new arts, ideas, values, feelings and behaviours.

Conscientiousness is the tendency towards persevering and showing responsibility, the ability to plan, organize and carry out cognitive tasks, self-orientation and competence, purposeful, strong-willed, motivated, well organized, and determined. Extraversion refers to the type of relationships with which one is comfortable. Someone with a high degree on a specific trait like extraversion is expected to be sociable in different situations and over time. Agreeableness refers to one's general interpersonal orientation. Students with agreeable trait display, cooperative attitudes which shows trust, kind, considerate and more likely to meet deadlines in academic work. Neuroticism refers to one's proneness to negative emotions and anxiety. Individuals in this category frequently experience negative emotions such as anger, worry, sadness and being interpersonally sensitive.

Age could be a contributing factor towards suicidal ideation among students in tertiary education institutions. Suicide occurs all over the world and can take place at almost any age. Tobin and Oge (2021) found that age of respondents was significant with the students' suicidal intention. Most of these undergraduate students who are victims of suicide fall between the ages of 15-30years in the various universities including University of Benin although its prevalence varies between male and female in different country. For instance, this implies that there are inconsistent results of the findings from different researchers as to the fact that age could lead to suicidal ideation among tertiary students.

Sex of individuals may be considered as a factor in suicidal ideation. Sex can be defined as the biological distinction between male and female. There seems to be inconsistency in the findings as to sex differences in death by suicide. WHO (2017) reports that suicidal thoughts are more common among adolescent females while males are the ones who usually carry out suicides. Therefore, understanding of sex

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differences in suicidal ideation and suicide behaviours is an important area of research.

Challenges of life exist among students in tertiary institutions. and the inability to cope may trigger suicidal thought. The reaction to academic tasks among students may differ based on their personality traits as well as their general opinion. In line with this, Alfred et al (2013) in their studies observed that suicide have been linked to stress together with personality traits. This study therefore, intends to investigate academic stress and personality traits as correlate of suicidal ideation among undergraduates in the University of Benin.

Statement of the Problem

Suicidal behaviors can be seen as gradually becoming common among young individuals in Nigeria today. It is quite alarming, and as well calls for immediate attention. It is worrisome that ideation or suicidal thought which precede suicide is sometimes excused probably as a way out of one's predicament, relief or solution thereby prompting certain suicidal death. Despite the efforts by government and non-government organization in trying to create awareness to the public on the consequences of suicide, it is still a common phenomenon among these young ones in tertiary institutions as there have been several reported cases of attempted suicide even till date especially among undergraduates. Ohai (2018) reported that a 30year old Nigeria Abuja Law school student committed suicide in Taraba due to inability to graduate from Law school. In 2019, a final year student of the department of Religion and Culture, University of Nigeria Nsukka (UNN) attempted suicide by consuming sniper due to his inability to graduate. Michael (2019) reported that a final year student of the department of Actuarial Science in the University of Benin attempted suicide by falling down from the faculty building after battling with academic issues.

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In March 11, 2018, A final year computer engineering student of University of Benin committed suicide by hanging in his hostel at Ekosodin community as a result of bipolar disorder.

A prevalent feature of the reported suicide cases in recent times is that, a large number of these students were facing difficulties in their academics and personal lives. It seems therefore, that many of these students were facing stress and problems which may be overwhelming and quite unable to cope.

There is a dearth of research investigating likely causal factors of suicidal ideation with a concrete focus on academic stress and personality traits. However, could suicidal ideation among undergraduates be as a result of students' inability to cope with stress or their view about themselves?

Research Questions

The following research questions were raised to guide the study;

1. What is the prevalence of suicidal ideation among undergraduate students of the University of Benin?

2. What is the relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin?

3. What is the relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin?

4. What is the difference in relationship between Academic Stress and Suicidal Ideation among undergraduate students of the University of Benin based on sex?

5. What is the difference in relationship between Academic Stress and Suicidal Ideation among undergraduate students of the University of Benin based on age?

6. What is the difference in relationship between Personality traits and Suicidal Ideation among undergraduate students of the University of Benin based on sex?

7. What is the difference in relationship between Personality traits and Suicidal Ideation among undergraduate students of the University of Benin based on age?

8. What is the difference in suicidal ideation among students in the various levels in University of Benin?

Hypotheses

The following null hypotheses were formulated and will be tested at 0.05 levels, of significance.

1. There is no significant relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin

2. There is no significant relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin.

3. There is no significant difference in the relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin based on sex.

4. There is no significant difference in the relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin based on age.

5. There is no significant difference in the relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin based on sex.

6. There is no significant difference in the relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin based on age.

7. There is no significant difference in suicidal ideation among students in the various levels in University of Benin.

Purpose of the Study

The purpose of this study is to investigate Academic stress and Personality traits and their relationship with Suicidal Ideation among undergraduate students in the University of Benin with a view to develop counselling intended strategy. The study intends to find out if;

- Academic stress correlates with suicidal ideation among undergraduate students of the University of Benin.

- Personality traits correlate with suicidal ideation among undergraduate students of the University of Benin.

- Academic stress correlates with suicidal ideation among undergraduate students of the University of Benin based on sex.

- Academic stress correlates with suicidal ideation among undergraduate students of the University of Benin based on age.

- Personality traits correlate with suicidal ideation among undergraduate students of the University of Benin based on sex.

- Personality traits correlate with suicidal ideation among undergraduate students of the University of Benin based on age.

- The prevalence of suicidal ideation among undergraduate students in the University of Benin.

Significance of the Study

The findings from this study will be of immense benefit to students, parents, school counsellors, educators, government and policy makers, researchers. The study will be beneficial to students so as to be able to adjust and cope with stress in academics and in the assessment of the personality traits or factors to help reduce or prevent the thoughts of suicide. It will also help parents in monitoring the academic activities and showing concern for their wards' welfare and interest through which they may be able to know when things go wrong.

Findings would also assist school counselors since the study is interested in factors like academic stress, personality traits and the relationship to suicidal ideation to enlighten them more on these variables, thereby providing better insights in handling likely victims and clients.

The research findings will assist educators as well as the ministry of education in evaluating the curriculum content and course unit taught in the universities. In this way, this study will help enhance students' personality and regulate the entire academic program/activities to avoid unnecessary academic stress. It will also assist the government and policy makers in regards to the enactment of laws concerning suicidal ideation and suicide. Furthermore, to future researchers who may use this study as a guide to their own research as it may serve as an important reference material and a source of empirical research information.

Scope and Delimitation of the study

The scope of this study is focused on academic stress (academic workloads, personal stressors, social stressors and environmental stressors) and personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) and their relationship with suicidal ideation among undergraduate students. This research study will be delimited to two faculties in the University of Benin.

Definition of Terms

The following terms are operationally defined as used in the study;

Academic Stress: Refers to an overwhelming pressure both external and internal which a university student experiences daily during the period of academic programme.

Personality Traits: Personality refers to the sum total of enduring behavioral characteristics that is distinctive of an individual that uniquely influences his cognitions, thoughts and behavior.

Suicidal ideation: The process of thinking about, considering or planning suicide as an escape or solution to an issue.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, related literature relevant to the study is reviewed under the following sub-headings:

- Theoretical Framework

- Conceptual Framework

- Concept of Suicidal Ideation

- Concept of Academic Stress

- Concept of Personality Traits

- Academic Stress and Suicidal Ideation of Undergraduates

- Personality Traits and Suicidal Ideation of Undergraduates

- Sex and Suicidal Ideation of Undergraduates

- Age and Suicidal Ideation of Undergraduates

- Summary of Reviewed Literature

Theoretical Framework

This study is hinged on the Strain theory and the five factor model of personality (FFM) theory. The study is hinged on two (2) theories based on the fact that the strain theory lays emphasis on the coping ability of students which is used to explain academic stress. The five factor model (FFM) theory on the other hand, emphasizes on the dimensions of traits which explains the personality traits in respect to students' behavior.

Strain Theory

The strain theory (ST) was propounded by Robert Merton (1938). The theory explains that the society puts pressure on individuals to achieve socially accepted goals even though they lack the means to do so. The study therefore, is based on the

premise that suicidal thoughts can be triggered by life events or certain strains/stressors in a person's life which may create conflicts, psychological frustration or pain, hopelessness or even desperation and can become so unbearable that the individual sees suicide as a way to reduce or defeat the frustration. Zhang et al (2019) opines that suicide is usually occasioned by some underlying sociological and psychological strains. The less experienced, one is in coping, the stronger the strain when a crisis takes place (Zhang et al, 2012).

The strain theory of Robert Merton explains that undergraduate students may experience different kinds of strains. When a student shows psychological strains and he or she is unable to solve them, the individual may appear psychologically tortured and angered. While the outward release of the anger may be violence against others, the inward release of the pressure may result in depression, anxiety or thought of suicide. Hence, this theory is used to clarify suicidal ideation which is predicted by the inability to cope with strains or stressors and can occur in form of academic pressure, parental and institutional expectation, fear of failure, inability to manage study time, low motivation to study and the likes among these students. Academic stress can be defined as the body's response to academic-related demands that exceed adaptive capabilities of students. When students are unable to cope with the various strains or stress, which may seem overwhelming, then, they can be described as passing through academic stress and this may trigger suicidal thought as a means of escape and relief.

The strain theory is relevant to the topic as it explains the different kinds of strains experienced by students which can be overwhelming and their inability to cope may trigger suicidal thought. It discloses that frustrations and pressures from internal

and external stimuli can make undergraduates feel too burdened and trigger suicidal thought, perhaps lead to suicide actualization if not checked.

Five Factor Model of Personality (FFM)

The study is hinged on the Five Factor Personality traits of McCrae and Coasta (1992). The theory also known as the 'Big Five' personality theory as used by Lewis Goldberg (1992) in developing the International Personality Item Pool (IPIP) is based on the fact that no two individuals have the same personality makeup and within this premise, established five major individual patterns of psychosocial behaviors within their environments. The five factor theory is taxonomy for personality traits. It gives an overview that individuals differ based on the interaction of five universal dimensional factors.

The five factor personality traits as established by McCrae and Coasta (1992) are enduring characteristics that dominate human existence of which each individual displays a characteristic trait that prevails throughout. Traits, simply refers to enduring dimensions of personality characteristics which differentiates individuals from one another (Colman, 2003). Traits are therefore the sum total of stable characteristics in a person across different times and situations, which make him or her unique and distinct from others. McCrae (2001) defines personality traits as endogenous (internal) basic tendencies within a culture. The acronym OCEAN is sometimes used to describe these personality traits. These traits which are; Openness to experience (adventurous, creative); Conscientiousness (efficiency, organization, reliability, responsibility, thoroughness, self-discipline and dutifulness), Neuroticism (self-pity, tense, touchy, unstable and worrying) extraversion (social, active, assertive, energetic and talkative); Agreeableness (appreciative, generous, kind, sympathetic, forgiving and trusting); openness to experience (adventurous, creative).

It is important to note that each of these five primary personality traits is a representation of the range between two extremes. For example, extraversion represents a continuum between extreme extraversion and extreme introversion as individuals are in the real sense, most likely to fall in between. The five factor personality traits theory also explains that one's personality trait will determine his or her level of stress hence, arousing suicidal thought. Personality traits refer to the combination of characteristics or qualities that form an individual's distinctive character. These traits often vary from one person to another depending on that person's personality. According to Connor-Smith and Flachsbart (2007), personality traits refer to stable patterns of thoughts, feelings and behaviors over time and across situation. Personality traits or factors provide a dispositional description of a person's characteristics, language, frameworks and gives individuality and a sense of identity to him/her. Personality is an enduring characteristics and behavior that defines a person's unique adjustment to life, including major traits, interests, drives, values, self concept, abilities and emotional patterns. The study of personality focuses on both the differences that exist in individuals and the organizational make up of the individual. Although, a number of popular models of personality traits continue to influence contemporary research, the five factor personality model of McCrae and Coasta (1992) remains the most widely used and prominent models in the field of psychology to describe the important personality attributes or features.

The 'Big Five' personality theory is relevant to the topic as it points out the relationship between these personality traits in developing suicidal thoughts and the actualization of suicide in situations that may seem overwhelming to the student. This indicates that an individual with personality disorder can easily nurture suicide intention or thought.

Conceptual Framework

Conceptual framework is a hypothesized illustration used to categorize the conceptions of variables under study as well shows their interactions. This study aims to assist the reader to understand easily the relationship concerning academic stress, personality traits as correlates to suicidal ideation. The conceptual framework for this study was done by conceptualizing the two independent variables and the dependent variable.

Figure 1: Explains the relative association between the variables (dependent and independent). In this study, Academic Stress, Personality traits and Suicidal ideation are the major variables. Academic stress and Personality traits constitute the major independent variables; Suicidal ideation is the dependent variable. Academic stress includes academic workloads, personal, social, environmental stressors and Personality traits include openness, consciousness, extraversion, agreeableness and neuroticism.
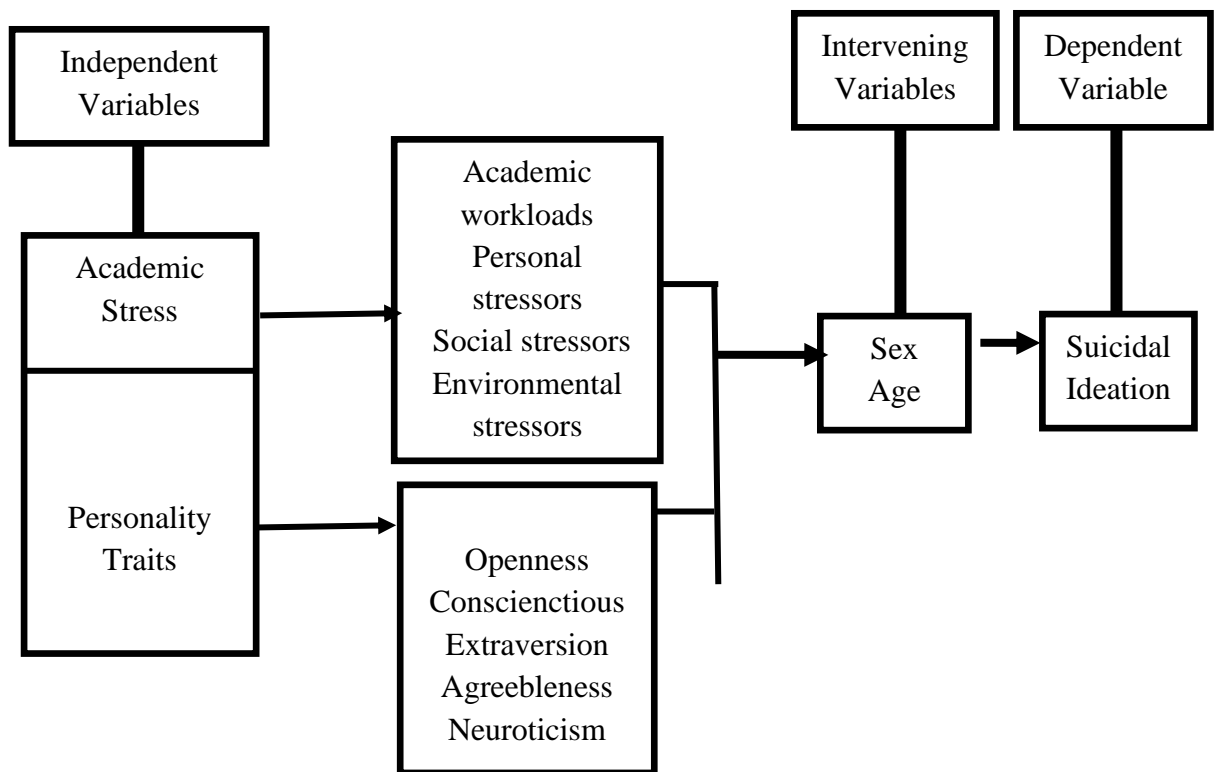
Figure 1: Conceptual Framework of the Study

Concept of Academic Stress

The concept of academic stress is a topic that has been defined and explained by various scholars. The term Academics refers to the activities relating to work done in schools, colleges, universities especially work which involves studying and reasoning rather than practical or technical skill. The Merriam Webster dictionary defines the term as relating to or associated with an academy or school particularly of higher learning. Academics play a very important role in a student's life and of all levels, the tertiary level of education is considered as the life changer for every student. Stress is an instinctive fence against assault or alarming situation. Stress is necessary for everyday living and there are many stressors in the daily lives of everyone, including students and staff (Nandamuri and Gowthami, 2011). According to Phillips (2013), stress is the feelings and thoughts that one perceives about the level of stress they are currently experiencing or over a period of time. Stress is a feeling of emotional or physical tension that can come from any event or thought that makes one feel frustrated, angry or nervous. Students pass through both negative and positive situations in their academic life experience, as a result of the sudden transition from their secondary education. Hence, due to the internal and external expectations placed upon the shoulders of these students, they go through stressful situation as part of their academic life which they may not be able to cope with.

Academic stress is a concept that has attracted various definitions by different scholars. Academic stress as defined by Zhang et al (2012) is a student's psychological state resulting from continuous social and self- imposed pressure in a school environment that depletes the student's psychological reserves. Academic stress is a pressure situation confronted by someone in which, there are academic demands characterized by various reactions which includes physical, emotional,

cognitive and behavioral reactions (Goliszek, 2005). Academic stress is a form of stress resulting from education, assignments, presentations, projects, papers, and all the things related to scholastic achievements (Mannan, 2017). Oji (2022) in his definition views academic stress as an experience in which a university student feels overburdened by the demands of time and energy to achieve a specific academic goal. Similarly, Saqib and Rehman (2018) define academic stress as the fundamental problem of the academic journey as it impacts learning institutions. Bakhsh and Sayed (2015) believed it to be an "emotional imbalance" with many causes such as low academic performance. In their definition, Kiani et al (2017) see academic stress as stress which happens, as a result, of academic work overload of an individual beyond personal capacity. It can also be referred to as the body's response to academic-related demands that exceed adaptive capabilities of students. Academic stress is however, a common psychological state of student. From reviewed literature, it shows that students experience academic stress throughout their secondary, high school and university education. Education however, is a very important part in an individual's life as well as a turning point in their academic life. At this stage, the academic performance of a student appears relevant in deciding the next stage of their education which in turn shapes their career. Excess of academic stress during this stage can result in adverse effects. Academic stress affects the life of students and tends to impact adversely on their mental and physical health since the academic journey involves individual mental, emotional, social, psychological, financial, personal commitments, determination and the likes. The academic environment is filled with courses and syllabuses whose contents must be covered in a short period (Oduwaiye et al., 2017). Hence, students are expected to perform very well and deliver desired results.

Stress and tension can sometimes be beneficial if mild. For instance, feeling less stress when carrying out a research project or assignment often compels one to do a good job, focus better and work energetically. However, it is only when stress is overwhelming or poorly managed that its negative effects appear. It can therefore be said that, no matter how students tends to fight against stress, it cannot be totally eliminated but instead it can be managed. Hence, the complexity of the academic environment triggers stress. Kadapatti and Vijayalaxmi (2012) opines that academic Stress occur when a student cannot manage the different demands of teaching and learning as well as other extracurricular activities in the university environment. Kaur (2013) explained that academic stress is a bitter reality of the day that stems from the undue pressure and worries of getting high grades, need of perfection, pressure from the parents, burden of class work, and competition etc. it results in panic attacks, nervous breakdowns, and depression among many students. For some students, the effects of stress can be overwhelming to the point that it could lead to use of substance and suicidal attempts in an extreme case (Yzer and Gilasevitch, 2018). Gnavali (2017) in his contribution sees academic stress as a tortuous condition of a student due to tension for high grades, parental pressure for high achievement and rivalry etc. It is concerned with mental distress regarding anticipated academic challenges or even the fear of the possibility of academic failure.

In our society today, often characterized by competition, students face various academic problems including exam stress, lack interest in attending lectures and the inability to understand a subject or course. Academic stress refers to all kinds of overwhelming situation that may trigger tension, otherwise known as stressors. It can be interpersonal, intrapersonal, social, health-related, environmentally related that impede academic growth in educational institutions. Adolescents or young ones

particularly, of which most undergraduate students fall under this category, are often vulnerable to the problems associated with academic stress as transitions occur at an individual and social level. Stress is gradually becoming a lifestyle crisis which affects any individual regardless of their developmental stage (Masih and Gulrez, 2006). Stress therefore, occurs when an individual is confronted by a situation that they perceive as overwhelming and cannot cope up with. Hence, overwhelming academic stress could be said to arouse the thought of suicide and death among students. No wonder, many scholars in the field of behavioural science have carried out extensive research on stress and its outcomes with a conclusion that the topic needs more attention (Ongori and Agolla, 2008). Feeling overwhelming school-related stress actually reduces one's motivation impedes his/her overall academic achievement as well increases the desire of dropping out. Although, it is important to note that low stress does not necessarily ascertain better performance of students rather, under these circumstances, they would perceive the task as unchallenging and may also get easily bothered (Uchil, 2017).

Students especially undergraduates, have a unique cluster of stressful experiences or stressors (Garret, 2001). It can be said that, students experience academic related stress that affects their academic performance, psychological adjustment along with their overall emotional and physical well being which leaves him or her, with the option of seeking for a means to escape from the frustration. According to Kadapatti and Vijayalaxmi (2012), stress has become a grave reality that is termed as a 'career stopper'.

The cause of stress is regarded as a stressor. Bernstein et al (2008) define the sources of stress as every circumstance or event that threatens to disrupt people's daily functioning and causes them to make adjustments. These sources of stress are

called "Stressors". Stressors are demands made by the internal or external environment that upset balance, thus affecting physical and psychological well-being and requiring action to restore balance. However, they differ from the degree of severity and duration of stress; what is stressful for an individual may not be a stressor for another. From reviewed literature, academic stressors can be categorized as internal stressors and external stressors. The internal cause of stress may arise from fear, low esteem or lack of confidence in oneself, over ambitiousness and the likes while the external causes of stress may arise from school, family, government and even friends.

Academic stressors in other words, show themselves in many aspects in the students' environment be it school, home, in their peer relations. University students particularly undergraduates pass through different kinds of academic stress during their education experiences and can be in form of;

Academic work overloads

Most students tends to pass through stress as a result of the academic workload or pressure, limited social and personal time to the normal stress of life which begins to have a negative effect on the individual. The pressure to perform academically can be one of the causes of stress among youths, particularly for undergraduate students. Students who want to do their best or are planning to apply for admission to graduate school can be under a great deal of pressure as they struggle to excel in school. Coursework can be very demanding, tests, grades, assignments and achievement expectations or even the competition for earning top marks. Likewise, for those seeking scholarship funding or who must keep their grades up in order to keep existing scholarship awards. The most causes of stress are lack of balancing social and academic life activities (Prabu, 2015). Studies shows that students have

issues related to school like heavy academic workloads and pressure for success as one of the major sources of pressure (Feld, 2011).

Similarly, Bakhsh and Sayed, (2015) asserts that students were academically stressed because of curriculum overload, increased assessments to do within a short period of time, preparing for exams, competition with peers, low grades, no adequate leisure time with friends, disappointment, and language barriers. And then, the undergraduate students experience highest stress levels due to the increased daily workload accompanied with pressure, having many hours of studies, financial difficulties etc (Yumba,2008). Fairbrother and Warn (2003) asserts that some of the common stressors reported in an academic setting include excessive assignments, poor time management and social skills, peer competition among others. Saqib and Rehman (2018), opines that academic stress includes educational anxiety, pressure, and stress that is associated with preparing for assessments like exams, tests, quizzes, homework, reading and academic work overload. Radcliff and Lesters (2003) in their study on the perceived stress among final year medical undergraduate students revealed that the most stressful situations for students were the excessive class workload, the socialization pressure, the lack of guidance. Gulzhaina et al (2018) reported that students explain that academic activities and demands were regarded as their main stressor. In addition to taking several classes at one time, students may also be juggling jobs, extracurricular activities, volunteer work, family responsibilities, and more. While trying to handle lots of responsibilities can be a commendable practice for adulthood, however, doing so is certainly a cause of stress for many students. Therefore, it can be said that excessive levels of academic stress can result in an increased prevalence of psychological and physical problems like depression,

anxiety, nervousness, stress related disorders and thought about suicide when the student is unable to cope.

Social Stressors

Aside from stress from studying, other form of stressors can be linked to relationship with others. Academic stressors can be attributed to the high amount of assessments, lack of resources, competition among students and staff alike, poor association and collaboration among students and between lecturers (Bakhsh and Sayed, 2015), adjustments by students to academic demands, university environment and culture, living independently, social life demands, economic challenge (Mason, 2017), time management and balancing academic and social life activities (Nandamuri and Gowthami, 2011).

Social stress however, comes from an individual's poor relationship with others and the social environment generally. It mainly includes conflicts with parents, siblings and peer pressure, interpersonal conflicts, not being able to keep up with friends, social media contacts and the likes which can lead to emotional and behavioral issues as some students may find it difficult to make friends with people from different background, cultures and social life and so, may prefer to isolate themselves for fear of being rejected and this may trigger stress and their general notion about life. According to Ross et al (2000), there are several explanations for increased stress levels in college students. Firstly, students have to make significant adjustments to college life. Secondly, because of the pressure of studies, there is strain placed on interpersonal relationships and lastly, housing arrangements and changes in lifestyle contribute to stress experienced by college students. In their contribution, Babatunde et al (2020) asserts that within the context of university, students challenges also, often manifest in the forms of conflicts with girlfriend/boyfriends

relationship, peer acceptance, bullying and victimization, disappointment with school results and failure in studies, high demands at school during examination periods, among others which pose much stress to students to the extent that the thought of suicide is often considered.

Lack of parental support especially in terms of finance can also be a form of stress. For instance, many undergraduate students experience financial stress. In fact, study found that students perceive financial stress as having the power to impact their academic success and social lives. Financial stress might involve the struggle to find sufficient money to pay for tuition, as well as securing the funds needed to cover the costs of living while attending school. Even those students who are able to qualify for sufficient financial aid to cover immediate tertiary training costs have to cope with the financial stress of knowing that they will have to face paying back a large sum of money following graduation. The debt associated with student loans can be a source of stress, even long before rounding off with their education and entering the labour market. In their contribution, Eneh and Owo (2009) opines that many Nigerian university students face some excruciating economic difficulties such as inability to pay their school fees, purchase essential textbooks for their courses, feed and clothe themselves or cope with academic work and obtain good medical care while on campus.

It is hence, difficult to study in tertiary institutions without adequate financial support. Dimitrov (2017) added that family, financial, learning, school and environmental stages, socio-cultural, psychological issues can cause academic stress for students and the inability to cope may lead to having suicidal thought and actual suicide.

Environmental Stressors

Environmental stressors are those that are found in a student's immediate environment. This includes loud noises, disturbances, climate or temperature that can act as a factor for creating distress in students. Other environmental related stresses include inadequate instructional methods, lecturer or teacher/student relationships, heavy academic workload, poor physical classroom environments or lecture halls, inadequate physical facilities such as library, laboratory equipments, resource centre etc, inability to balance one's leisure time with school, and disorganization surrounding academic assignments and schedules. Environmental stress can be external factors causing emotional or mental strain in the lives of students. This can lead to increased levels of discomfort, anxiety and aggression. Awino and Agolla (2008) opines that, the educational system also plays an enabling role subsequently leading to increased stress levels experienced by students with sources as overcrowded lecture halls, semester grading system, inadequate resources and facilities, vastness of syllabus, long hours and expectations of rote learning.

Personal Stressors

Most students want to fulfill the wishes of their parents because they want to be positively accepted by them. People have different aptitudes and personalities and so is the case with the students. While trying to comply with the dreams of the parents, most students work too hard and take extra burden. Sometimes, this burden seems to be unbearable upon these students and due to this stress, parental pressure, and fear of rejection, the student(s) may indulge in different harmful activities like drug addiction and maybe, suicidal thought. Ang and Huan (2006) reported increased expectations as one of the factors responsible for increased stress levels. Also, Hill et al (2018) opines that medical students have a high rate of stress due to the fear of poor

performance and dropping out, weak or wanting to achieve high academic performance can cause stress among students, subsequent depression, and suicidal act. In line, Adesokan and Olawole (2020) found out that poor academic performance and study pressure are some key factors causing suicide among students. When the student is joining the college for first time then he/she might have to leave his family and friends, face a new and challenging environment which is not easy for him or her. In this new environment, there are many significant development issues which may arise. As compared to secondary school, the tertiary institution experience comes with more social and academic pressure. Omeje et al (2022) in their studies found that students attempt suicide due to poor academic performance, stress and frustration from lecturers. Hence, students who are found to perform poorly in their academic activities as a result of their inability to cope are likely to opt for suicide as an alternative having had the thought. In other words, students who have been performing very highly become distressed by the change in performance and often end up overworking themselves and with the emphasis placed on his or her academic performance' the student may not be able to handle the pressure of failing.

Parents and institutions can often times, instill the fear of failure which affects their self-esteem and confidence. For instance, Influence of parents on their children's affairs, making career choice for their children for which some of them may not be able to cope with, peer influence, social influence and even sex preference attached to certain career or choice of course. It can be said that students have a lot to cover which sometimes makes them unable to concentrate on their studies, to manage the time properly, place adequate focus on their health, and to bring a balance between their academic and social life. The inability to cope by these students may lead to suicidal attempt. While some students have a clear vision of the lives they want to

enjoy as adults, many feel overwhelmed by the idea of trying to figure out what they want to do with their lives. Students in tertiary institution can feel certain pressure when making educational and career decisions that can impact the rest of their lives.

Notably, the consequence of stress can be both positive and negative (Oduwaiye et al., 2017). However, positive stress does not last long, though it improves an individual's attitude, behaviour and performance, creates excitement and motivates. Negative stress, on the other hand, causes anxiety, lasts long, creates fear, panic, disturbance, reduce one's morale and productivity and many more (Gulzhaina et al., 2018). Stress affects the mental and physical well-being of individuals. Stress, in general, can affect the social, emotional, financial and physical behaviour of an individual (Saqib and Rehman, 2018). Stress has a serious negative effect on the academic journey (Lin and Huang, 2014). Stress can cause serious harm to an individual if handled well. The effect of stress and academic stress is a serious problem which can cause poor performance and attainment for staff and academic problems for a student, contribute to depression, illness, high level of suicidal intention, exhaustion, anxiety, and other physical mental illnesses (Gulzhaina et al., 2018). WHO (2000) maintains that any sudden or dramatic change affecting adolescent's performance or behavior should be taken seriously. Such changes could include, lack of interest in usual activities, an overall decline in grades, and decrease in effort maybe, misconduct in the classroom and unexplained or repeated absence or truancy.

Nwachukwu (2018) reported that Nigeria lost about eighty (80) persons mostly undergraduates to suicide in a year. The cases are alarming and worrisome. The increasing rate continues to trigger socio-psychological problems to the Nigerian

government as well as the international organizations. There have been several reports of attempted cases of suicide among students till date;

- A 300-level student of Medicine and Surgery at the Niger Delta University (NDU), Bayelsa State, dived into the Amassoma river after failing his examination and drowned in the process (Agbedo,2019).

- A 21-year-old female nursing student of Delta State University, DELSU, committed suicide after dropping out of the department of Nursing.

- An extra year Computer Science student of Obafemi Awolowo University, Ile Ife lost the life after consuming a poisonous substance, having failed some courses.

- In Kwara State, a National Diploma 1 student of the Civil Engineering Department, Federal Polytechnic consumed liquid insecticide and died due to an embarrassment by a lecturer.

- A 100level student at the University of Port Harcourt, Rivers State, committed suicide by consuming about two bottles of insecticide known as Sniper over failed courses.

- In April 14, 2018, a final year pharmacy student of the Delta State University, Abraka committed suicide due to poor academic performance.

- A 30year old Nigeria Abuja Law school student committed suicide in Taraba due to inability to graduate from Law school. (Ohai, 2018).

- In 2019, a final year student of the department of Religion and Culture, University of Nigeria Nsukka (UNN) attempted suicide by consuming sniper due to his inability to graduate

- In July 15, 2019, a final year student of the department of Actuarial Science in the University of Benin attempted suicide by falling down from the faculty building after battling with academic issues (Michael,2019)

- In March 11, 2018, another University of Benin final year computer engineering student also committed suicide by hanging in his hostel at Ekosodin community as a result of bipolar disorder.

- On July 26, 2015, A Medical Student of the Benue State University, Makurdi, attempted suicide in controversial circumstances after receiving the news of his withdrawal after spending ten years in medical school, (Fidelis et al,2019).

- In November 25, 2017, a 300-level student of the Abubakar Tafawa Balewa University, Bauchi, reportedly hanged himself over failed courses.

- In Benin City, a 300 level Medical Laboratory student of the University of Benin was discovered dead in her hostel after taking some deadly substance known as sniper to end her life.

- In January, 2023, a 300 level student of the department of industrial design at the Federal University of Technology, Akure (FUTA) was reported to have committed suicide as a result of complicated issue.

- Recently, a 100 level female student of the Nasarawa State University, keffi attempted suicide by consuming a poisonous substsance as a result of depression and deep emotions.

Concept of Personality Traits

The term personality dates back to the time of the Greek physician Hippocrates (460-377BC) and it is derived from the latin word 'Persona' which is used to refer to the mask won by actors in classical drama as well as the character they portray. Various theories explain the structure and development of personality in different ways, but all agree that personality helps determine behavior. Personality refers to the enduring characteristics and behavior that comprise a person's unique adjustment to life, including major traits, interests, drives, values, self-concept,

abilities, and emotional patterns. The field of personality psychology studies the nature and definition of personality as well as its development, structure and trait constructs, dynamic processes, variations with emphasis on enduring and stable individual differences, and maladaptive forms (APA Dictionary of Psychology).

Allport (1937) in Gregory et al (2021) defines personality as a dynamic organization within the individual of those psycho-physical systems that determine his or her unique adjustments to the environment. i.e., the person's characteristic patterns of behavior, thoughts and feelings that determine the person's adjustment to the environment. Personality is also referred to as the enduring characteristics and behavior that comprise a person's unique adjustment to life including major traits, Interests, drives, values, self-concept, abilities and emotional patterns. There is emphasis on the distinctiveness of the individual. According to Feldman (1994) in Daminabo (2008), Personality is the sum total of the characteristics that differentiates people, or the stability of a person's behavior across different situations. Personality is therefore, a stable set of characteristics and tendencies that determine those similarities and differences in the psychological behavior (i.e, thoughts, feelings and action) of people across time and may or may not be easily understood in terms of the social and biological pressures of the immediate situation alone. Personality determines a set of important characteristics and how people interact with others. Human personality is therefore, the combination of a number of traits. Hence, the basic component of personality is referred to as personality traits.

Traits can be defined as either an internal attribute that influence a person's behaviours, leading him or her to do things in line with the trait. Traits, simply refers to enduring dimensions of personality characteristics which differentiates individuals from one another (Colman, 2003). Traits are therefore the sum total of stable

characteristics in a person across different times and situations, which make him or her unique or distinct from others Mischel (1981) as cited in Agbakwuru, (2000), refer to personality traits as consistent differences between the behaviors characteristic of two or more people. Guliford (1959) as cited in Agbakwuru (2000) also defined it as any distinguishable, relatively enduring way in which one individual varies from another. Of particular interest is the role that these traits play in the entire wellbeing of students. The interest between the relationship of personality traits and suicidal ideation has been increasing for the past few years. (Brezo et al, 2006)

Personality traits are defined as the combination of characteristics or qualities that form an individual's distinctive character. These traits often vary from one person to another depending on that person's personality. Connor-Smith and Flachsbart (2007) refers to personality traits as stable patterns of thoughts, feelings and behaviors over time and across situation. According to Larsen and Buss (2005), personality traits represents behavioral traits and mechanisms within individuals that are organized and relatively enduring which influence their interaction with others and adaptations to the environment including the inter-psychic, physical and social environment. The above view was also supported by Robin (2003), who defines personality traits as the combination of different psychological traits of an individual. These traits known as the 'Big Five' is often described with the acronym OCEAN which includes; extraversion, agreeableness, conscientiousness, neuroticism and openness. These personality traits affect academic performance and general feelings in students, either positively or negatively. Personality traits reflect basic dimensions on which people differ (Matthew et al, 2003) and each individual falls on each dimension, meaning that they could be low or high on any specific trait. For instance, someone who scores high on a specific trait like Extraversion is expected to be

sociable in different situations and over time. Thus, trait psychology rests on the idea that people differ from one another in terms of where they stand on a set of basic trait dimensions that persist over time and across situations.

Each of these major traits from the big five dimension can be divided into facets to give a more detailed analysis of someone's personality. Although, some trait theorists argue that there are other traits that cannot be completely captured by the Five-Factor Model or Big Five. I.e, people do not act consistently from one situation to the next and that people are influenced by situational forces. Thus, one major debate in the field concerns the relative power of people's traits and the situations in which they find themselves as predictors of their behaviour. In other words, personality traits relates to inherent behavioural qualities which are unique in every individual. Personality traits therefore, is said to be derived from the attributes or words that people use to classify themselves or others, describe the dimensional characteristics or disposition of an individual (Howland and Thase,2005). In their contribution, Afolabi et al (2020) in their study found that some personality traits predict suicide ideation.

Big Five Personality Traits

The Big five personality traits are five (5) parameters which describe an individual's personality. The Big Five is a theory of personality that identifies five distinct factors as central to personality. The Five Factor Model proposed by McCrae and Coasta in 1987 often describes the relationship between an individual's personality and various behaviours. In their contribution, Larsen and Buss (2005), opined that the domain of personality can be characterized by these five factors or global domains. They are often described with the acronym OCEAN; Openness,

Conscientiousness, Extraversion, Agreeableness and Neuroticism. (John and Srivastava, 1999).

Openness: refers to the number of interests to which one is attracted and the depth to which those interests are pursue, having creative ideas and thoughts. Individuals with this personality traits, tends to be curious about their inner experiences and external world as a consequence of their behavior. They also tend to consider unconventional thoughts and thinking as unprincipled, as they apply their evolving value systems conscientiously, have a rich and complex emotional life. Larsen and Buss (2005) asserts that individuals with low openness tend to prefer familiarity, they are conventional in behavior, conservative in their outlook, as well experience emotions less intensely. In other words, a student who is high in openness shows more interests and consequently, relatively less depth within each interest and vice versa.

Conscientiousness: refers to goal-directed behavior. Conscientiousness is the tendency towards persevering and responsibility, the ability to plan, organize and carry out cognitive tasks, capability, self-orientation, purposeful, strong-willed, motivated, and well organized, show competence and determination. Whereas, students with low disposition on conscientiousness are careless, lazy, goal driven, experience difficulty in planning, organizing and carrying out tasks, and are more hedonistic and lack trust. On the other hand, a low conscientiousness student is one who is disorganized and distracted.

Extraversion: refers to the number of relationships with which one is comfortable. Extraversion emphasizes sociability, talkativeness, assertiveness, activeness, concern for others, and tends to create positive emotions, such as happiness, interest, enthusiasm, love, and optimism. The opposite of extroversion is introversion i.e., they are reserved, tend to be quiet, and are preferably comfortable with being alone, shy,

unhappy or pessimistic (Larsen and Buss, 2005). Student who show Increase extraversion is always able to keep relationships as well, have good rapport with others and vice versa.

Agreeableness: refers to one's general interpersonal orientation. Agreeableness is an inclination towards sympathy, trust, cooperation and altruism, cooperative, and willingness to help others and accommodating. Hence, a student with agreeable trait often show warmth and try to avoid conflict with others. While students, with low agreeable trait tends not to agree with others.

Neuroticism: refers to one's proneness to negative emotions and anxiety. Larsen and Buss (2005) describe neuroticism as susceptibility to psychological distress, depression, emotional stability/psychological adjustment, unhappiness, fear of aggression, guilt, embarrassment and disgust, anxiety disorders and often hostile. A student with high emotional stability is less prone to experiencing negative reactions and vice versa.

Trait	Facets of Trait
Openness	• Fantasy prone • Open to feelings • Open to diverse behaviors • Open to new and different ideas • Open to various values and beliefs
Conscientiousness	• Competent • Orderly • Dutiful • Achievement oriented • Self-disciplined • Deliberate
Extraversion	• Gregarious (sociable) • Warm • Assertive • Active • Excitement-seeking • Positive emotionality
Agreeableness	• Trusting • Straightforward • Altruistic • Compliant • Modest • Tender-minded
Neuroticism	• Anxious • Angry • Depressed • Self-consciousness • Impulsive • Vulnerable

Figure 2: Facets of Trait

Concept of Suicidal Ideation

Suicidal ideation cannot be described without first of all describing the nature of suicide behavior. Suicide first begins with suicidal thoughts or ideation which consists of morbid ideation i.e, thoughts of death, wishes that one was never born or better not to be alive. He or she sees life as not worth living, show realization of one's worth if dead, suicide as punishment of others, means of achieving such. Suicidal ideation is usually followed with suicidal intent which consists of writing notes and/or will, maybe giving away possessions, subtle or overt threats, and minor self-destructive acts. Alabi et al (2014) opined that suicide occurs in three stages; suicidal ideation, suicidal plan and suicidal attempt with suicidal ideation referring to thoughts of engaging in behavior aimed at ending one's life, suicidal plan as the formulation of a specific method and preparations towards ending someone's life and suicidal attempt as the engagement in potentially self-injurious behavior with some degree of expressed intent to die. Similarly, Cole et al (2005) defined suicide as the complete process of a continuum that began with suicide ideation followed by an attempt at suicide and finally, completed suicide. Suicide whether completed or attempted, may not just be sudden as the victim may have contemplated on it before taking action. When one thinks or has ideas about suicide, it is called suicidal ideation. Suicide behavior therefore, includes suicide attempts, overt threats, suicidal ideation and actual suicide. Suicidal ideation therefore, means the thought of an individual wanting to take his or her life as a means of escape from hurtful or painful experience.

Suicidal ideation is defined as having thoughts of suicide or taking action to end one's life (National Centre for Health Statistics,2007) The centre asserts that suicidal ideation includes all thoughts of suicide, including plan and time. Suicidal ideation is a common medical term for the mere thoughts about and plans of

committing suicide, not actually following through itself (Wikipedia). Singh and Pathak (2017) asserts that suicidal ideation is gradually becoming a relatively common phenomenon among youngsters and other age groups with suicide being a major cause of death and loss of precious human resources. WHO (2000), maintained that having suicidal thoughts now and then is not abnormal and further stated that suicide thoughts are part of the normal development process in childhood and adolescence as they are working on existential problems trying to understand life, death, and the meaning of life. Suicidal thoughts become abnormal in children and adolescents or young person's when the realization of those thoughts seems to be the only way out of their difficulties. There is then a serious risk of attempted suicide or suicide. Pereira and Cardoso (2015) reported that suicidal ideation is an important factor in a process called suicidal behavior which can later result into suicide attempt and committing suicide. Suicidal ideation that appears frequent, serious and chronic is often associated with suicidal attempt (Wolff et al, 2017)

Suicidal ideation can also be defined as an intrusive thought and a preoccupation with death and dying. Suicidal ideation often called suicidal thoughts or ideas is a broad term used to describe a range of thoughtful wishes and preoccupations with death. According to Pienaar et al (2007), suicidal ideation constitutes one aspect of suicidal behavior and refers to the human thought that life is meaningless of living as well as current plans and thereby engages in thoughts to commit suicide. Robert (2008) defines suicidal ideation as a concept that includes all overt suicidal behaviors and communication such as suicide threats and expression of wish to die. Suicidal ideation is when one thinks about killing him or herself. The thoughts might either include a plan to die by suicide or not. In other words, people demonstrating suicidal ideation may already have a plan for how they intend to kill

themselves, may have already made an attempt at self-harm or might just be seriously considering it. This call for concern as suicide ideation is more or less, the first warning sign of the eventual engagement in more serious suicidal behavior such as attempted and complete suicide (American Psychological Association, 2004).

Read and Purse (2006) views suicidal ideation as wanting to take one's life or thinking about suicide without actually making plans to commit suicide. Correspondingly, Johnston (2009) referred to suicidal ideation as thoughts about taking one's life with some degree of intent. He further explained that suicidal ideation with some intent does not necessarily mean that a person is in imminent risk to self-destruction, further assessment is needed. Suicidal ideation or suicidal thoughts however, can be defined as the thought about the possibility of ending one's own life. It is not a diagnosis but can be seen as a symptom of some mental disorders and can also occur in response to adverse events without the presence of a mental disorder. Suicidal ideation can be seen as a major psychological killer of humans. Hence, suicidal ideation typically ranges from relatively passive ideation (wanting to be dead) to active ideation (wanting to kill oneself or thinking of a specific method on how to do it). Suicidal ideation is referred to as thoughts of harming or killing oneself (Institute of Medicine, 2002). National Alliance on Mental illness in 2012, recorded that about 20 percent of high school students report serious thoughts of suicide and 9 percent have made an attempt to take their lives.

Suicidal ideation is described as resulting from the experiences of emotional pain overweighing the individual's coping strategies and resources for dealing with pain (Columbia University Press, 2003). Suicidal ideation or suicidal thoughts however, is the thought process of having ideas, or thoughts about the possibility of ending one's own life. It is not a diagnosis but can be seen as a symptom of some

mental disorders and can also occur in response to adverse events without the presence of a mental disorder. In other words, suicide ideation is not only associated with persons with mental problem but any normal human being depending on the cause. Purse (2019) defined that suicidal ideation is a phenomenon when a person wants to end his life. Sometimes, it is passive i.e. a person only has a wish to die but doesn't make any plans to terminate his/her life. Sometimes, it is very active and a person seriously plans to terminate his/her life. Simon (2014) described two types of suicidal ideation as active and passive. Passive suicide ideation refers to having very fragile thoughts or beliefs to end the life. It can be a wish to develop a fatal disease or to die while sleeping. Suicidal ideation, whether active or passive, has the same goal i.e. to cease the life. Passive ideation is also very dangerous because it can turn to active attempts of suicide any time.

According to WHO (2018), suicide has a stigma that makes it difficult for an individual who has active suicidal ideation to seek help especially in Africa. For instance, it is termed as an abominable act in the Igbo culture of the eastern part of Nigeria (Obinna,2019) and a crime according to section 327 of the country's criminal code. Planas et al (2001) noted that suicidal ideation increases among undergraduates and young adults and more recently, suicide ideation appears to be one of the most regular incidents of death among people under age of thirty years (Fanous et al,2004). In the United States, suicide death remains a significant problem among young adults of 15-29 years of age. Based on national survey, about 11.4 percent of university students develop suicidal ideation and of these numbers, 7.9 percent wanted to commit suicide and 1.7 percent of students did not (Barrios et al, 2002).

Nigeria is no exception when it comes to issue of suicidal ideation and suicide occurrences especially among youths like in other countries. Omigbodun et al (2008)

in their studies found out that, Nigerian students have one of the highest rates of suicidal ideation and attempts with rates and attempts comparable to those of other developing countries but higher than developed countries. Scholars have tried to identify the prevailing factors that are associated with suicidal ideation. Aruya (2017) reported in their studies that cases of suicidal ideation and suicide attempts exist in both private and public universities as it appears to be a common occurrence despite the lofty dreams of these young ones about life as well as great expectations about the future. Suicidal ideation can be seen as a severe mental disorder affecting university students to a great extent. In Brazil, students had a high prevalence of suicidal ideation of 18.8 per cent, ranging from 3.9 per cent to 49.1 percent. (De Paula et al., 2020). In 2012, the prevalence of active suicide ideation among the undergraduates for past twelve years in the United States was about 6.6 percent to 7.5 percent, for both the undergraduates and graduates was about 7.1 percent to 7.7 percent, while 9.0 per cent for those not enrolled in high institution fully but were within the age range of 18 – 22 (Suicide Prevention Resource Centre, 2014). Also, In India, Suicidal ideation was found to be more severe among undergraduate students with 5.73 percent than in post-graduate students and research scholars with 1.07 per cent. Moreover, the prevalence is higher in females at 5.32 per cent than in males with 1.48 per cent of students (Chaudhury, 2018).

Similarly, Zhang et al (2012) observed that among 671 Chinese medical students, almost 20 percent were having suicidal ideation. Ghanzafar et al (2015) conducted an extensive study on medical students and found a high suicidal ideation because of stress, fatigue, depression, headache, and burden of Malaysian students and found a higher suicidal ideation among male students than female students. In Kenya, Jennifer et al. (2015) in their study on the prevalence of suicide ideation found

out that about 7.9 percent reported suicidal thoughts and 1.9 percent had made actual suicide attempts at some point in their lives out of the 24.1 Percent sampled.

Yan Huang et al (2018) on the prevalence of suicidal ideation carried out a study on association between personality traits and risk of suicidal ideation in Chinese university students. A sample size of 69,790 students was obtained from 13 colleges in Chongqing. A total of 13.03 percent of the college students reported the presence of suicidal ideation with females (13.56%) having a greater rate than the males (12.13%). Findings also show that four personality traits; impulsivity, aggression, psychoticism and neuroticism are positively correlated to suicidal ideation and a negative correlation between extroversion. Suicide and suicide behavior is therefore, a distressing issue globally. It does not only affect the immediate family but has a severe impact on the future generation, friends and community at large.

Academic Stress and Suicidal Ideation of Undergraduate Students

Stress in academic institutions if not well managed, can have both positive and negative consequences. Though, it is important to the society that students should learn and obtain the essential knowledge and skills in order to make them contribute positively to the development of the nation from different aspects. The vulnerability of university students to academic stress has also been associated with significant emotional and psychological issues resulting to suicide. For some students, the search for identity which is naturally, a stressful demand on young people, maybe frightening and predispose them to suicidal thought. Okechukwu et al (2022) in their study show that academic stress is found to be positively associated with suicidal ideation. In line with this, Sheetav and Srivastava (2020) in their studies reveal that there is a significant relationship between academic stress and suicide ideation among students. Akhtar and Alam (2015) examined stress and suicidal ideation among school students.

It was found that stress and suicidal ideation were significantly and positively related to each other. In their contribution, Deb et al (2014) studied the prevalence of academic stress and exam anxiety among private secondary school students in India and found out that about 35 to 37 percent reported high level of academic stress and exam anxiety whereas, those who had lower grades reported higher levels of stress than with higher grades. Arun and Chavan (2014) examined stress, psychological health, and presence of suicidal ideas among school students to find out any correlation between these variables which show a significant correlation between student's perception of life as burden and class they were studying. Students with academic problems and unsupportive environment at home perceived life as a burden and had higher rates of suicidal ideations. Some of the previous studies to support this research study include;

Okechukwu et al (2022) examined academic stress and suicidal ideation with a focus on the moderating roles of coping style and resilience in three southern Nigerian universities. A self-report questionnaire containing the Lakaev Academic Stress Response Scale (LASRS), Scale for Suicidal Ideation (SSI), Brief COPE and Resilience Scale was used for data collection and the hierarchical regression analysis to test the hypotheses of the study. Academic stress (r=0.17; p.001) was found to be positively associated with suicide ideation, whereas resilience (r=.22; p.001) was found to be negatively associated with suicidal ideation. Suicidal ideation had no significant correlation with adaptive coping style, but it did have a significant correlation with maladaptive coping (r=15; p.001). The regression-based PROCESS macro showed that academic stress was a significant predictor of coping [$\Delta R2$=.03, F (1,502) =16.18, p=.01]. Academic stress was positively associated with suicidal ideation at low or moderate levels of adaptive coping styles. At high levels of

adaptive coping styles, the association between academic stress and suicidal ideation was not significant. However, resilience negatively predicted suicidal ideation [R=.29, (R2=08), F(1,499)=19.94, p=.00] with academic stress showing a positive association with suicidal ideation at low and moderate levels of resilience, but for those with high resilience, academic stress was not associated with suicidal ideation. Some suicidal ideation is heightened by increased academic stress, with greater resilience ameliorating the tendency of academic stress resulting in suicidal ideation. Also, adopting maladaptive ways of coping promotes suicidal ideation among students, with resilience and adaptive coping strategies moderating the relationship between academic stress and suicidal ideation.

Babatunde et al (2020) examined personality traits and academic stress as predictors of suicidal ideation among undergraduates in Nnamdi Azikiwe University, Awka. A sample of 203 participants was selected using the multi-stage sampling technique. The ages of the participants ranged from 18years to 29years, with a mean age of 22.53 and standard deviation of 2.33. Three instruments namely the Big-Five Personality Inventory by John, Donalue and Kentle (1991), student Academic Stress Scale by Busari (2011) and Suicidal Ideation Attributes Scale by Spikker, Batterham, Calear, Farrer, Christensen, Reynolds and Kerkhof, (2011) were employed for data collection. The multiple regressions was employed to test the predictive effect of personality on suicidal ideation, while a simple Linear Regression was used to test the predictive effect of academic stress on suicidal ideation at 0.05 level of significance. The findings of the study indicated that personality traits did not have any statistically significant predictive effect on suicidal ideation. Also, academic stress was found to have no statistically significant predictive strength on suicidal ideation and so, the

hypothesis, which stated that academic stress, could predict Suicidal ideation was rejected.

Brown (2011) conducted a study on Predictors of Suicide Ideation and Suicide Attitudes as a Moderator in Toledo, United States, examined four variables as predictors of suicide ideation in a college sample. The variables are perceived stress, depression, hopelessness and religiosity. Students' suicide attitudes were also investigated to determine how they moderate the relationships between perceived stress and suicide ideation. This study includes 565 university students (386 women and 179 men) enrolled in undergraduate psychology courses. Perceived Stress Scale (PSS) was used which a 14-item global measure of perceived stress is designed to assess the degree to which situations in one's life are viewed as being stressful. The Internal consistency of this tool was estimated to range from .78 to .87 while the alpha coefficient was .78, suggesting a high level of internal consistency. Adult Suicide Ideation Questionnaire (ASIQ) with a 25-item self-report measure of suicide ideation and behavior in adults was used to rate the Participants' frequency of suicidal thoughts or behavior during the past month. The ASIQ has high internal consistency reliabilities for the adult community sample, college student sample, and psychiatric sample with Cronbach's alpha coefficients of .96, .96, and .97, respectively. The alpha coefficient obtained for the ASIQ in this study is .99, suggesting a high level of internal consistency. Correlation analyses and stepwise, hierarchical multiple regressions revealed that perceived stress significantly predicts suicide ideation. However, the relationship between perceived stress and suicide ideation was moderated by suicide attitudes as students may perceive academic work as stressful and so start contemplating suicide as an option.

Uyanne (2021) conducted a study to investigate the relationship between academic stress and suicidal ideation among undergraduates in Kwara State. Descriptive survey design of a correlation type was adopted for the study. The population of the study comprised of 200 randomly selected undergraduate students in Kwara State. The finding reveal that the causes of academic stress among university undergraduates in Ilorin are, academic workloads, difficulty of time between study and social activity, dealing with difficult course, submission deadlines of assignments/projects, feeling threatened by grade point average, lack of relevant course materials, having difficulty covering the course outline among others.

Oginyi et al (2018) examined personality factors, academic stress and socioeconomic status as factors of suicidal ideation with a focus on how these factors can buffer the negative impacts of suicidal ideation among undergraduates of Ebonyi State University. The population of study consists of 2500 undergraduate students randomly selected from different faculties in the University. A cross sectional survey was used for the design of this study and hierarchical multiple regressions was adopted for data analysis. Results show that personality factors, academic stress and socioeconomic status jointly and separately predicted suicidal ideation.

Sheetal and Srivastava (2020) examined academic stress as correlation of suicidal ideation among students. The sample of this study includes 200 students from Allen Institute of Kota (Rajasthan) studying in Kota for at least two years, including those living inside and outside the school hostel. These students are aspirants of both IIT and NEET. 100 were IIT aspirant students and 100 were NEET aspirant students. The purposive sampling technique was used for this study. The academic stress scale developed by Rao and the suicidal ideation scale developed by Sisodia and Bhatnagar was adopted for academic stress and suicidal ideation respectively. The result of this

study shows no significant difference in academic stress among IIT and NEET aspirant students while a significant difference was found in suicidal ideation among IIT and NEET aspirant students.

Oji (2022) examined self-Esteem, academic Stress, social Anxiety as predictors of suicidal ideation among university students in Nairobi County. A multi-stage sampling procedure was used to select a sample size of 398 respondents from a population of 128,984 students from five universities both public and private using Yamane's formula. A quantitative research method was adopted using a correlational research design. The study was guided by two theories; The Interpersonal Theory of Suicide Behaviour and Integrated motivational-volitional model of suicidal behavior (IMV). Pearson's product moment correlation was used to establish the relationships between these predictors and suicidal ideation among university students in Nairobi County. The findings was that there is a moderate negative correlation between self-esteem and suicidal ideation, a moderate positive correlation between academic stress and suicidal ideation and a weak but almost moderate positive correlation between social anxiety and suicidal ideation. Hence, there is a relationship between these predictors and suicidal ideation. Also, findings in the case of differences in suicide ideation with reference to age of the participants, indicates that students above 28 years of age scores the highest in suicide ideation with a mean of 11.52; followed by those between the age of 25 to 28 years with a mean of 11.21, then, those aged 21 to 24 years with mean of 10.91 while the least were those aged between 17 and 20 years who scored a mean of 10.44. The difference in mean between the lowest and the highest was 1.08. This difference seemed to be minimal. However, on conducting the ANOVA, the results were; Df (3), F (5.106) and significant level of 0.002 were

established. Being that 0.002 < 0.05, the analysis of variance indicates that there is a significant difference between age and suicide ideation.

Nwonyi et al (2018) examined academic stress and self-esteem as predictive factors of suicidal ideation among undergraduate Students in Ebonyi State University. The population consists of 482 undergraduate students with age range of 18- 47 = (M = 23.93, SD = 350). The Suicidal Ideation Scale, Academic Stress Scale, and Index of Self-esteem were employed for the study. Findings using hierarchical multiple regression analysis show that test stress (β = .12, t = 2.40, p< .05) and study stress (β = 12, t = 2.4, p<.05) significantly predicted suicidal ideation among undergraduates while teacher stress (β=.09, t = 1.74), results stress (β=.05, t = .87), peer stress (β=.07, t = 1.44), time management stress (β = .08, t = 1.51), and self inflicted stress (β = .03, t = 1.55) did not significantly predict suicidal ideation. Finding also revealed that self-esteem (β = .06, t = 1.27) did not significantly predict suicidal ideation among undergraduates. These implied that academic related stressors have a role to play in suicidal ideation engagements.

Saroj Kumar Das (2021) examined academic stress among visually impaired secondary school students with a focus on academic stress and resilience among visually impaired secondary school students and to study the difference in academic stress and resilience between male and female visually impaired secondary school students. A total of 120 secondary school students from Union territory Chandigarh, Panipat District of Haryana and Dehradun of Uttarakhand were selected randomly. A Scale of Academic Stress (SAS) originally developed by Kim (1970) and adapted to Indian conditions by Rajendran & Kaliappan (1990) and Rao (2012) and Resilience Assessment Scale (RAS) developed and standardized by Kukreja (2014) was adopted for the study. Data were analyzed using descriptive (Mean, Frequency and

Percentage) and parametric (Product moment coefficient of correlation 'r' and t-test) statistics. It was found that 70.00% and 15.83% of students were having an average and high level of academic stress respectively and 72.50% and 11.67% students were having an average and high level of resilience respectively. Findings indicated that a negative and significant relationship was found between academic stress and resilience among visually impaired students. Further findings revealed that a significant difference was found in academic stress between male and female visually impaired students and no significant difference was found in resilience between male and female visually impaired students. The findings also reveal the presence of academic stress among students irrespective of age, class and health factor.

Ang and Huan (2006) examined Academic Stress and Suicidal Ideation among secondary school students in Singapore. The focus was on depression as a Mediator. A convenience sample was used to select the 1,108 adolescents. Academic Expectations Stress Inventory (AESI), Children's Depression Inventory—Short Form (CDI-Short) and Suicidal Ideation Questionnaire—Junior High School Version (SIQ-JR) were adopted. Findings reveal that adolescents' self-report of academic stress was significantly correlated with both adolescent depression and suicidal ideation in the expected direction. However, academic stress was positively correlated with both adolescent depression ($r = 0.25$, $P < 0.01$, Cohen's $d = 0.52$), and suicidal ideation ($r = 0.22$, $P < 0.01$, Cohen's $d = 0.45$). Academic stress was significantly associated with suicidal ideation ($B = 0.44$, $b = 0.22$, $P < 0.001$). Hence, academic stress could predict suicidal ideation.

Bibi Sadiqa (2020) examined academic stress and suicidal ideation among medical and non-medical students of different colleges of Abbottabad city. It was hypothesized that medical students will have high level of academic stress and

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suicidal ideation as compare to non-medical students. It was further hypothesized that female medical students as compare to male medical students and female non-medical students as compare to male non-medical students will have high level of academic stress and suicidal ideation. A sample of 160 students, 80 medical (40 male medical students and 40 female medical students) and 80 non-medical (40 male non-medical students and 40 female non-medical students) students was selected using convenience sampling technique. Academic Stress Scale and Beck Scale for Suicidal Ideation were adopted for the study. findings however, reveal that academic stress and suicide ideation exist among medical and non-medical students.

Personality Traits and Suicidal Ideation of Undergraduate Students

Personality traits can be seen to be associated with suicidal behavior because traits contribute to a diathesis (tendency) for suicide behavior. In the diathesis model, pathological behavior is seen as the product of internal characteristics and external events. Kerby (2003) found low conscientiousness, low extraversion and high neuroticism among participants and predicted suicide ideation in both sex. Similarly, Daniel et al (2012) in their study found that personality domain had opposite association with suicidal ideation. Also, Brezo et al (2006) in their study revealed that neuroticism and extraversion were statistically significant related to suicidal ideation among undergraduates. Some of the previous researches include;

Afolabi et al (2020) examined personality types, academic performance as correlate of suicidal ideation among undergraduates in University of Lagos with focus on age and gender. The population consists of 307 undergraduates (151 females and 156 males) from different faculties in the University. A cross-sectional survey design and convenience sampling technique was employed for the study. Three research instruments namely; Big five scale, Suicide Ideation Scale, and CGPA were adopted

Data were analyzed using T-test, regression and correlation to test the hypotheses. Findings show that personality predicted suicidal ideation ($R2=0.171$, $F(5,302)= 12.394$, $p<.01$) and that certain personality traits show significant relationship with suicidal ideation. Such as neuroticism was positively correlated with suicidal ideation ($r =.349$; $p<.01$), Agreeableness ($r= -.222$; $p<.01$), conscientiousness ($r= -.346$; $p<.01$), and openness ($r= -.177$; $p<.01$) show negative significant correlations with suicidal ideation. Both academic performance and personality traits jointly predicted suicidal ideation ($R2= .200$; $F(6,300) = 12.490$; $p<.01$). Academic performance was negatively correlated with suicidal ideation ($r= -.252$; $p<.01$) and also accounted for just 6.3% significant variance in the population of suicidal ideation, personality was a stronger predictor accounting for 17.1% of the significant variance in the population of suicide. No gender and age difference was reported.

Aomo et al (2019) examined extraversion personality sub type as correlate of suicidal behavior among secondary school students in Kenya. The population consists of 6,284 secondary school students within Kitutu Central Sub-County, Kisii County, Kenya. The Correlation survey design was adopted for the study. Two research instruments were employed for the study; Aaron Beck suicidal inventory and Big Five Factor for Personality questionnaires. Data collected was analyzed using regression analysis and ANOVA. Findings reveal that extraversion was significant ($p<0.05$). The model summary gave $R2=0.244$, which means that extraversion predicts 24.4% of the variation in suicidal behavior. The ANOVA table $F (1.68)=0.605$ with $p<0.05$ indicates that regression is a good fit for analysis of the data. The coefficients table shows that the coefficient of the constant term and the coefficient of extraversion are statistically significant ($p<0.05$).The negative coefficient shows that there is a

negative relationship between extraversion personality and suicidal behaviour, (R=0.494;P<0.05).

Pawar and Palve (2021) examined the effects of big five factors of personality on suicidal ideation. The population sample consists of 80 adolescents enrolled from various colleges of Nashik with age range of 14 to 18. The instrument, NEO-PI-R (McCrea & Costa, 1992) was employed to assess their personality in terms of extraversion, neuroticism, agreeableness, open to experience and conscientiousness with a reliability coefficient of 0.89 to 0.93. The Adult Suicidal Ideation Questionnaire (ASIQ) by William M. Reynolds, Internal consistency reliability as well as test-retest reliability of ASIQ was investigated using coefficient alpha, and index. Findings reveal that personality factors such as Openness, Conscientiousness, Extraversion and Agreeableness correlates negatively with Suicidal Ideation whereas Neuroticism correlates positively with Suicidal Ideation. The proposed hypotheses were approved.

Ojo and Sekoni (2022) in their study examined personality trait and depressive symptoms as predictors of suicide ideation among undergraduate students in Lagos State University. The population consists of a randomly selected four hundred and twenty undergraduate (420) students of the university. A cross sectional research design was adopted using survey method to collect data from the respondents. The Big Five Inventory (BFI-10), Beck's depression and positive and suicide ideation inventory was used for data collection. Three hypotheses were formulated and tested using multiple regressions and one-way ANOVA. Findings reveal that personality traits and depressive symptoms jointly predicted suicidal ideation among undergraduate students; depressive symptoms had significant independent influence on suicide ideation and sex had no significant influence on suicidal ideation.

Sneha and Megha (2022) examined positive body image, big five personality factors-(extraversion, openness, agreeableness, conscientiousness, neuroticism), and self-esteem. The population consists of 100 students with age range 18-22 from different colleges of Jaipur using purposive sampling. Data were collected using three research instrument; the Body image scale by Jain and Tiwari, NEO-5 factor inventory by McCrae and Costa, and self-esteem scale by Rosenberg. Findings show the influence of body image, personality factors on suicidal ideation, if negatively high.

Sex and Suicidal Ideation of Undergraduates

Sex (noun) is derived from the latin word 'sexus', meaning either of two divisions of organic nature distinguished as male or female respectively (Torgrimson,2019). Sex has to do with the difference based on biological characteristics. In other words. Olayinka (2015), in his contribution, is of the view that sex is natural and biological. It is the biological characteristic which defines humans as males and females depending on the nature and type of physical attributes possessed by the person or people in question. In the most basic sense, sex is biologically determined.

Sex presents an established paradox in which adolescent girls are more likely to have experienced suicidal ideation and suicide attempt than boys, but adolescent boys are more likely to die by suicide (Kokkevi et al., 2012). In the contrary, Nock et al (2012) opines that there is no pronounced sex difference in prevalence or severity until approximately 11 years of age. Recent findings suggest slight differences in ages of onset (e.g. earlier age of onset for suicidal ideation among females, earlier age of onset for suicide attempt among males), though these patterns may vary across different levels of clinical severity (Glenn et al., 2017). There are mixed findings

pertaining to the transition from adolescence into young adulthood, with some studies reporting more tempered sex differences (Lewinsohn et al., 2001). The sex difference in suicide death rates among youth tend to equate those found among adults, such that boys and young men die by suicide at a rate of more than two times and sometimes more than three times that of girls and young women.

Youssef, et al (2014) opined that there is a profound increase of suicidal ideation in females than their male counterpart. This assertion has global implications, in that region where suicidal ideation rate is prevalent, it is common to find more women than men who have been known to have engaged in suicidal ideation and even attempted suicide (Institute of Public Health, 2011). Oji (2022) revealed that male students are more suicidal than female students. Similarly, Taylor (2018) found a high risk of severe suicide ideation among male students compared to female students. There is an increase in the prevalence of suicidal ideation in male students when compared with female medical students (Sun et al, 2017). Jena and Sidhartha (2004) in their study found that suicidal ideation rate was 21.7 percent which was reported to be common among male adolescent students than female. A divergent view, Cheung and Dewa (2006) revealed that female students have suicidal ideation than their male students. Similarly, Waslick et al (2002) reported that adolescent female students develop suicidal ideation than male adolescent. Mustafa et al (2014) in their study found a higher suicidal ideation among male students then female students. Studies show that females are more at risk of having the thought of dying and suicidal plans than their male counterparts especially those from broken families (Ajibola and Agunbiade, 2017). Some of the previous study to support this research study includes;

Park et al (2006) examined gender as predictor of suicidal ideation among high school students with a focus on gender difference in suicidal ideation among

adolescents. A cross-sectional survey design was adopted for the study. Data were collected using self-report questionnaires. The study examined the main effect of risk factors from 5 domains and protective factors from 1 domain in relation to suicidal ideation for males (N=654) and females (N=658).Findings reveal that the most important predictors of suicidal ideation for males as a result of multivariate analysis were history of suicidal attempt, depression, hostility, smoking, parental factor, alcohol abuse, communication with friends, self-esteem while the most important predictors of suicide ideation for females as a result of multivariate analysis were depression, hostility, sexual orientation and self-esteem. Hence, findings show the proneness of both male and female towards suicidal ideation.

Okoro (2019) carried out a study on gender and psychological factors associated with suicidal ideation among university students in Enugu Metropolis. The focus was on gender and psychosocial factors associated with suicidal ideation among undergraduate students in Enugu metropolis. The population consists of 666 participants (419 males and 247 females) who were sampled using purposive sampling technique, from universities within Enugu Metropolis. A Cross–sectional survey design was adopted. Beck Scale for Suicidal Ideation (BSSI); was used for data collection. The descriptive and multiple regression analysis were employed as statistics. The results revealed that there are differences between males and females in the manifestation of suicidal ideation with females (M= 47.53) and males (M=31.53). In addition, sex correlated significantly with suicidal ideation among undergraduates $(r = .35, p = .02)$.

Age and Suicidal Ideation of Undergraduates

Age refers to the length of time during which a being or thing exist, length of life or existence to the time spoken of or referred to in lives of human of things. Age

in research describes how old a person is at a particular point in time. It entails the measure of the time elapsed from date of live birth to a specific point in time, usually the date of collection of the data. In other words, age is a period of human life measured by years from birth, usually marked by a certain stage or degree of mental or physical development and involving legal responsibility and capacity. Suicidal thoughts can affect anyone. Age could be a contributing factor towards suicidal ideation among students in tertiary education institutions. Suicide is seen to occur all over the world at almost any age; however, suicide ideation is most common in adolescents. Suicide appears to be the fourth leading cause of death mostly among individuals within 15-29years. On the occasion of the 2022 World Suicide Prevention Day (WSPD), the World Health Organization (WHO) reports that an estimated 703,000 people commit suicide yearly with reports in advanced countries as the number two causes of death among individuals between the ages of 18-35(Nock,2008) of which most undergraduate falls under this category. The National Crime Bureau reported that majority of suicide attempt in India are by those below the age of 30years and more severe in undergraduate students than in post- graduate students and research scholars. Anderson and Smith (2015) reported that suicide is the third leading cause of death among 15-24years. Evidence shows that Suicide account for about 1.5 percent of the cause of death and the onset of suicide ideation increases during the period of adolescence in almost every country (Nock et al, 2008). In Brazil, students had a high prevalence of suicidal ideation at 18.8 percent, ranging from 3.9 per cent to 49.1 per cent. Suicidal ideation was evaluated from thirty-one prevalence rates obtained in nineteen studies ranging from 3.9 per cent to 49.1 per cent. The 29,526 university students assessed in the studies had a prevalence of suicidal ideation of 18.8 percent (Waleria De Paula et al.., 2020). In their contribution, Chung and

Joung (2012) in their study reported that age significantly predicts suicidal ideation among countries of American and Korean youths. In a report given by WHO(2016), it was estimated that 804,000 people committed suicide in the world including young people of aged 15 - 29 years, which was calculated to be 8.5 percent of deaths in this age group worldwide.

In Nigeria recently, it has been observed that suicide is the leading cause of death for youth ages 10-24 (Berthane et al,2020). The percentage rate of suicide attempt among adolescents worldwide is being put at 12% in Nigeria, the Suicide Research and Preventive Initiative (SURPIN) has found that about one-fifth of suicide cases seen at its affiliated institution are those aged 13-19 years and that over 50% of the crisis calls received through its hotline are from those aged 13-29 years and about 27.8% were students. Previous studies seen in line with this study includes;

Adekola (2021) examined age and gender influence on suicidal ideation among undergraduates in Ilorin Metropolis. The population sample consists of 250 randomly selected undergraduates from five faculties of Al-Hikmah University, Ilorin. The descriptive research design was used for this study. The Suicidal Ideation Scale by Roberts and Chen (1995) was adopted for data collection. Two null hypotheses were tested at 0.05 critical regions. Findings reveal significant gender and age difference in the suicidal ideation of undergraduates in Ilorin Metropolis.

Summary of Reviewed Literature

This chapter examined literature related to the study. Three basic concepts were discussed which includes, academic stress, personality traits and suicidal ideation. The study is hinged on both the strain theory of suicide by Robert Merton (1938) and personality traits theory of McCrae and Coasta (1992). Academic Stress refers to an overwhelming pressure, both external and internal which a university

student experiences in the course of his or her academic programme. Personality traits were described as the sum total of enduring behavioural characteristics that is distinctive of an individual and which influences his or cognitions, thoughts and behavior.

The concepts of academic stress, personality traits and suicidal ideation were studied in different geographical locations, culture and levels of education. From the reviewed literature, it has been found that several studies have been done on suicidal ideation using academic stress and personality traits either independently or jointly with other variables as predictors of suicidal ideation. However, from studies within the reach of the researcher, not much has been done combining academic stress and personality traits as correlate to suicidal ideation among undergraduates in the University of Benin. This is the gap in literature, the study intends to fill.

CHAPTER THREE

METHODOLOGY

In this chapter, the procedures that will be followed in the conduct of this study will be discussed below in the following sub-headings;

- Design of the Study

- Population of the Study

- Sample and Sampling Techniques

- Research Instrument

- Validity of the Instrument

- Reliability of the Instrument

- Method of Data Collection

- Method of Data Analysis

Design of the Study

The Correlational survery design will be adopted for this study. The choice of research design is to enable the researcher know if a relationship exists between the variables.

Population of the Study

The population of the study is four thousand, one hundred and eighty (4180) undergraduate students of the faculty of Education and School of Basic Medical Sciences, University of Benin, Benin city. The population of this study will constitute of (2515) students of Faculty of Education and (1665) students of School of Basic Medical Sciences in the area of study.

Sample and Sampling Techniques

A total of two hundred and nine students (209) students will constitute the sample size for the study representing the entire population using multi stage

procedure. A simple random technique will be used to select four (4) departments each using balloting by replacement to ensure that each department has an equal chance of being selected. This will be done by writing the names of the departments in the Faculty of Education and School of Basic Medical Sciences on a piece of paper, with the papers being folded and put into a blind bag from which the researcher will pick. A proportionate sampling of 5% each of the eight departments will be selected to represent the population.

Table 1: Population and Sample distribution of Undergraduates by departments

Departments	Population	Percentage population	Sample Size
ADT	619	5	31
CIT	1032	5	52
EECP	516	5	26
HKS	348	5	17
ANT	435	5	22
NSC	512	5	26
MLS	509	5	25
RAY	209	5	10
			209

Source: Faculties of Education and School of Basic Medical Sciences.

Research Instruments

The researcher will use three instruments to collect data for this study. The first instrument titled Academic stress scale (ASS) adapted from Rajendran and Kaliappan (1990) which was originally developed by Kim academic scale (1970). The scale originally comprises of 40 items as the researcher collected the information deemed to be relevant to the current study. The scale consists of 20 items on a four

point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD).

The second instrument titled Personality Traits Questionnaire (PTQ) is a 20 items questionnaire adapted from John and Srivastava (1999) big five trait taxonomy of personality. The inventory originally contains 44 items on the personality facets is an abridged version of 20 items that are directly related to students and suicide ideation will be selected by the researcher to measure the five (5) personality traits. This is because not all the original items are relevant to suicide ideation. Items 1-4 will measure Extraversion, items 5-8 will measure Agreeableness, items 9-12 will measure Conscientiousness, items 13-16 will measure Neuroticism and 17-20 will measure Openness. It is a self-report measure of personality traits structured on a four point Likert response scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SA).

The third instrument titled Suicidal Ideation Questionnaire (SIQ) is adapted from Beck and Robert scale for suicidal ideation (1991). The scale originally comprises of 21 items as the researcher collected the information deemed to be relevant to the current study. It is a self-report measure of suicidal ideation structured on a four point Likert response scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SA).

The research instrument will be divided into two sections (section A and B). Section A contains information on the demographic data of the respondents such as sex, age and level while section B is designed to obtain data about the variables of interest. The instruments is on a four points Likert scale which is Strongly Agree (SA) =4, Agree (A) =3, Disagree (D) =2, Strongly Disagree (SD) =1 for all the positive worded items and reverse for all negative worded items. The items were arranged

according to each academic stressors and personality traits respectively for easy scoring and computation. The respondents will be assured utmost confidentiality and there will be no right or wrong answers to the items, so as to enable them express their genuine and independent opinion while responding to the items.

Validity of the Instrument

The validity of the instrument was established by the researcher's supervisor and two other test experts in the department of Educational Evaluation and Counselling Psychology, Faculty of Education, University of Benin. The expert's observations, suggestions and corrections will be used in developing the final copy of the instrument after which it can be certified as adequate for the study.

Reliability of the Instrument

The researcher by pilot testing administered twenty (20) copies of the instruments to twenty (20) students who are outside the sample but within the population of the study. The reliability coefficient value of .789 was obtained for academic stress, .772 was obtained for personality traits while .859 was obtained for suicidal ideation using Cronbach Alpha Statistics and the instrument was considered reliable for the study.

Method of Data Collection

The researcher will administer the questionnaire personally to the selected students. The researcher will first explain to the respondents in each faculty and departments respectively the purpose of the study and how to respond to the items on the questionnaire. This will be administered and collected on the spot by the researcher so as to ensure the return of the entire questionnaire, as well avoid attrition or losses.

Method of Data Analysis

Mean and standard deviation will be used to answer research question 1. Hypotheses 1 and 2 will be tested using Pearson Product Moment Correlation (PPMC), Hypotheses 3,4,5, and 6 will be tested using Fishers Z while hypothesis 7 will be tested using one way ANOVA. All hypotheses will be tested at 0.05 alpha level of significance.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results from data collected from the field and discussions of findings are presented.

Presentation of Results

Research Question 1: What is the prevalence of suicidal ideation among undergraduate students from 100level to 500level students of the University of Benin?

Table 1: Descriptive Statistics of Prevalence of Suicidal Ideation

	N	Mean	Standard Deviation
Suicidal Ideation	209	38.45	12.71

Table 1 shows a calculated mean value of 38.45 and a standard deviation of 12.71. Since, the calculated mean is less than the normative mean of 50.00. It implies that suicidal ideation prevalence is low among undergraduate students in the University of Benin.

Hypotheses Testing

1: There is no significant relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin.

Table 2:   **Pearson Product Moment Correlation of Academic Stress And Suicidal Ideation**

	N	'r'	Sig(2-tailed)
Academic Stress			
	209	1.00	.000
Suicidal ideation			

Table 2 shows an 'r' value of 1.00 and a p-value of .000, testing at an alpha level of .05, Since the P-value is less than the alpha level, the null hypotheses which states that there is no significant relationship between academic stress and suicidal ideation

among undergraduate students is rejected. Consequently, there is significant relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin. The r-value of 1.00 also shows a positive relationship between academic stress and suicidal ideation among undergraduate students.

2. There is no significant relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin.

Table 3:   **Pearson Product Moment Correlation of Academic Stress And Suicidal Ideation**

	N	'r'	Sig(2-tailed)
Academic Stress			
	209	-.019	.788
Suicidal ideation			

Table 3 shows an r-value of -.019 and a p-value of .788, testing at an alpha level of .05. Since the p-value is higher than the alpha level, the null hypothesis which states that there is no significant relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin is retained. Consequently, there is no significant relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin. The r-value of -.019 also show a negative relationship between personality traits and suicidal ideation.

3. There is no significant difference in the relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin based on sex.

Table 4: **Fisher's Z of the Difference in the Relationship Between Academic Stress and Suicidal Ideation Among Undergraduate Students of the University of Benin Based on Sex.**

Sex	N	Pearson r	Z_r	Z	$Z_{Critical}$	Remark
Male	91	0.551	0.620	1.250	±1.96	Not significant
Female	118	0.416	0.443			

Table 4 shows a Z value of 1.250 and a Z critical of +_ 1.96 (two tailed). The Z value is less than the Z critical value, therefore, the null hypothesis which states that there is no significant difference in the relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin based on sex is retained. This implies that academic stress affect suicidal ideation of both male and female undergraduate students of the University of Benin in about the same way.

4. There is no significant difference in the relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin based on age.

Table 5: **Fisher's Z of the Difference in the Relationship Between Academic Stress and Suicidal Ideation Among undergraduate students of the University of Benin Based on Age**

Sex	N	Pearson r	Z_r	Z	$Z_{Critical}$	Remark
Above	46	0.207	0.210	0.588	±1.96	Not significant
Below	163	0.109	0.109			

Table 5, show a Z value of 0.588 and a Z critical value of +_ 1.96 (two tailed). The Z value is less than the Z critical value, therefore the null hypothesis which states that there is no significant difference in the relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin based on age is retained. This implies that academic stress affects suicidal ideation of

undergraduate students of the University of Benin who are' above' and' below' in about the same way.

5. There is no significant difference in the relationship between Personality Traits and Suicidal Ideation among undergraduate students in the University of Benin based on Sex.

Table 6: **Fisher's Z of the Difference in the relationship Between Personality Traits and Suicidal Ideation among Undergraduate Students of the University of Benin Based on Sex**

Sex	N	Pearson r	Z_r	Z	$Z_{Critical}$	Remark
Male	91	0.207	0.210	1.151	±1.96	Not significant
Female	118	0.047	0.047			

Table 6 shows a Z value of 1.250 and a Z critical value of +_1.96 (two tailed). The Z value is less than the Z critical value, therefore, the null hypothesis which states that there is no significant difference in the relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin based on sex is retained. This implies that personality traits affect the suicidal ideation of both male and female undergraduate students of the University of Benin in about the same way.

6. There is no significant difference in the relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin based on age.

Table 7: **Fisher's Z of the difference in the relationship between Personality Traits and Suicidal Ideation among Undergraduate Students of the University of Benin based on Age.**

Sex	N	Pearson r	Z_r	Z	$Z_{Critical}$	Remark
Above	46	0.207	0.210	0.588	±1.96	Not significant
Below	163	0.109	0.109			

Table seven shows a Z value of 0.588 and a Z critical value of ±1.96 (two tailed). The Z value is less than the Z critical value, therefore the null hypothesis

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which states that there is no significant difference in the relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin based on age is retained. This implies that personality traits affect the suicidal ideation of undergraduate students of the University of Benin who are 'above 20 years' and 'below 19 years' in about the same way.

7. There is no significant difference in suicidal ideation among undergraduate students in the various levels in the University of Benin.

Table 8: **ANOVA of Suicidal Ideation and various Levels of Undergraduate Students**

	Sum of squares	Df	Mean square	F.	Sig.
Between Group	2959.167	3	986.389		
				6.596	.000
Within Group	30654.651	205	149.536		
Total	33613.818	208			

Table 8 shows an F-value of 6.596 and a P-value of .000, testing at an alpha level of 0.5, since the P-value is less than the alpha value, the null hypothesis which states that there is no significant difference in suicidal ideation among undergraduate students in the various levels in University of Benin is rejected. Consequently, there is a significant difference in suicidal ideation and the various levels of undergraduate students of the University of Benin.

Table 9: Post Hoc of Difference in Suicidal Ideation and Students' Level

(i) Level	(j) Level	Mean Difference (i-j)	Sig.
100L	200L	6.78496	.044
100L	300L	.45258	.896
100L	400L	2.11908	.516
200L	300L	7.23754	.002
200L	400L	8.90404	.000
300L	400L	1.66650	.451

Table 9 shows a significant difference of suicidal ideation in 100L and 200L, 200L and 300L, 200L and 400L with P-values of .044,.002 and .000 respectively. It

also shows no significant difference in 100L and 300L, 100L and 400L and 300L and 400L with P-values of .896,.516 and .451 respectively.

Discussion of Findings

The result obtained in this study are discussed based on the research questions and tested hypotheses. The result from research question one showed that only a small proportion of Undergraduate students in University of Benin reported engaging in suicidal ideation. This finding is in stark contrast to previous studies that reported high prevalence of suicidal ideation among students in Nigeria and other parts of the world. For instance, Omigbodun et al (2008) in their studies found out that, Nigerian students have one of the highest rates of suicidal ideation and attempts with rates and attempts comparable to those of other developing countries but higher than developed countries. However, Zhang et al (2012), Ghanzafar et al (2015) conducted an extensive study on medical students and found a high suicidal ideation because of stress, fatigue, depression, and headache.

The low prevalence of suicidal ideation found in the present study may be attributed to several factors. Firstly, it is possible that the sample size and selection process in this study may have influenced the results. The present study focused basically on undergraduate students in University of Benin which is just one tertiary institution and relatively small compared to studies done in more than one tertiary institution or regions. Consequently, the smaller size and localized nature of the study may have led to a different representation of the prevalence of suicidal ideation compared to broader studies.

Secondly, cultural and social factors specifically among undergraduate students in University of Benin may have contributed to the low prevalence of suicidal ideation. Notably, the issue and rate of suicidal ideation can vary significantly

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across different institutions and location as well influenced by factors such as cultural norms, institution code of conduct, history of depression. However, the specific aims and objectives of University of Benin, such as provision of adequate counselling and counselling centres, implementation of effective suicide and suicide behavior programmes, promoting suicide awareness programmes may have contributed to the low prevalence observed in the study.

Furthermore, it is possible that there are underreporting biases in the self-report data collected in this study. Suicide and suicide behavior is seen as a "taboo" or "abominable act" in some parts of the country and also a crime according to section 327 of the country's criminal codeand so, students may not readily disclose their involvement in suicidal thought and behaviour due to fear of repercussions or social judgment. This could have led to an underestimation of the prevalence of suicidal ideation among students.

Notwithstanding, the low prevalence of suicidal ideation found in this study, it is crucial to be cautious and continue implementing preventive measures. The findings suggest that efforts to prevent suicidal ideation in University of Benin may have been effective but continuous monitoring and intervention programs are necessary to promote these positive outcomes. It is recommended that future research explores the specific factors and strategies that have contributed to the low prevalence of suicidal ideation in the institution in order to inform and guide prevention efforts and process in other areas.

The first hypothesis which states that there is no significant relationship between academic stress and suicidal ideation among undergraduate students in University of Benin was rejected. Consequently, there is a significant relationship between academic stress and suicidal behaviour. The finding indicates that suicidal

ideation may be more common among the students as a result of problems such as academic difficulties, examination anxiety, feeling overwhelmed with stress, interpersonal problems, poor social support, academic demands from parents, inability to cope with course of study.

However, it is important to note that the findings of this study correspond with previous research carried out by Okechukwu et al (2022), Sheetal and Srisvastava (2020), Brown (2011), Oginyi et al (2018), Uyanne (2021), Oji (2022), Nwonyi et al (2018) and Bibi Sadiqa (2020), which consistently demonstrated a positive effect of stress either low, moderate or significantly among undergraduate students. Similarly, the case of suicide in which a final year student attempted suicide by falling down from the faculty building after battling with academic issues (Michael, 2019). This further supports this study that academic stress correlates with suicidal ideation.

The findings in hypothesis two did not find a significant relationship between personality traits and suicidal ideation among undergraduate students in University of Benin. It is important to note that, this study however, contradicts previous research such as; Afolabi et al (2020), Ojo and Sekoni (2022), which demonstrated a positive relationship of all or certain personality traits (openness, conscientiousness, extraversion, agreeableness, neuroticism) on suicidal ideation among undergraduate students of the University of Benin. The difference in findings may be due to the methodology adopted and location of study.

The finding in hypothesis three shows that there is no difference in the relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin by sex. It is important to note that, this study contradicts previous research carried out such as; Oji (2022) which stated that male students are more suicidal than female students. Okoro (2019) carried out a study on

gender and psychological factors associated with suicidal ideation among university students; they found significant sex differences between males and females in the manifestation of suicidal ideation. However, Kokkevi et al (2012) opined that sex presents an established paradox in which adolescent girls are more likely to have experienced suicidal ideation and suicide attempt than boys, but adolescent boys are more likely to die by suicide.

The finding in hypothesis four shows that there is no difference in the relationship between academic stress and suicidal ideation among undergraduate students of the University of Benin based on age. This study contradicts previous research by Adekola (2021) examined age and gender influence on suicidal ideation among undergraduates, findings show age difference among undergraduate with regards to suicidal ideation. However, Chung and Joung (2012) in their study reveal that age significantly predicts suicidal ideation among countries of American and Korean youths.

The finding in hypothesis five shows that there is no difference in the relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin based on sex. However, it is important to note that, this study supports previous research carried out by Afolabi et al (2020), Ojo and Sekoni (2022) which found no sex difference between personality traits and suicidal ideation.

The finding in hypothesis six did shows that there is no difference in the relationship between personality traits and suicidal ideation among undergraduate students of the University of Benin based on age. However, it is important to note that, this study supports previous research carried out. Such as, Afolabi et al (2020) carried out a study on personality types, academic performance as correlate of suicidal

ideation among undergraduates with a focus on age and gender, it was found that age and gender does not predict suicidal ideation.

The finding in hypothesis seven which state that there is no significant difference in suicidal ideation among undergraduate students in the various levels in University of Benin was rejected. Consequently, there is a significant difference between suicidal ideation or thought and students' academic level. The finding corresponds with that of Oji (2022) in their studies, which found out that there is a mean difference in suicide ideation concerning the year of study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the summary, conclusion, recommendations, contribution knowledge and suggestion for further studies are presented:

Summary

The study assessed Academic Stress and Personality Traits as Correlate of Suicidal Ideation among Undergraduates in the University of Benin. The purpose of this study was to investigate Academic Stress and Personality Traits as Correlate of Suicidal Ideation among Undergraduates in the University of Benin with a view to develop counselling intended strategy. Eight research questions were raised to carry out the study and seven were hypothesized. The population of this study consists of four thousand, one hundred and eighty (4180) undergraduate students of the Faculty of Education and School of Basic Medical Sciences, University of Benin. The multistage sampling procedure was adopted for this study.

A sample size of two hundred and nine (209) was selected using simple random sampling technique. Eight departments (four each) from the two faculties were selected using simple random sampling technique through balloting without replacement. The simple random technique was further employed to select 5% from each of the selected departments constituting the sample size. The study is hinged on two theories; the Strain Theory and Five Factor model theory (FFM). Related literature were reviewed under some headings such as, Theoretical Framework of the Study, Conceptual Framework, the concepts of Suicidal Ideation, Academic Stress, Personality Traits, Academic Stress and Suicidal Ideation, Personality Traits and Suicidal Ideation, Sex and Suicidal Ideation, Age and Suicidal Ideation.

A descriptive Survey research design was used for the study. Three research instruments were used to collect data for this study; The first instrument titled Academic stress scale (ASS) adapted from Rajendran and Kaliappan (1990), The second instrument titled Personality Traits Questionnaire (PTQ) adapted from John and Srivastava (1999) big five trait taxonomy of personality, The third instrument titled Suicidal Ideation Questionnaire (SIQ) dapted from Beck and Robert scale for suicidal ideation (1991). The questionnaire was validated by three experts in measurement and evaluation and subjected to Cronbach alpha statistics and a reliability coefficient of .789 was obtained for academic stress, .772 for personality traits and .859 for suicidal ideation. Data were analysed in chapter four using the descriptive statistics of mean and standard deviation for research question 1. Hypotheses 1 and 2 were tested using Pearson Product Moment Correlation Statistics(PPMC), Hypotheses 3,4,5 and 6 were tested using Fishers Z, while hypothesis 7 was tested using ANOVA Statistics. All hypotheses were tested at .05 level of significant.

The findings of the study revealed that:

- The Prevalence of suicidal ideation among undergraduate students of the University of Benin is low.

- There is significant relationship significant between Academic Stress and Suicidal Ideation among undergraduate students of the University of Benin.

- There is no significant relationship between Personality Traits and Suicidal Ideation among undergraduate students of the University of Benin.

- There is no significant difference between Academic Stress and Suicidal Ideation among undergraduate students of the University of Benin based on sex.

- There is no significant difference between Academic Stress and Suicidal Ideation among undergraduate students of the University of Benin based on age.

- There is no significant difference between Personality Traits and Suicidal Ideation among undergraduate students of the University of Benin based on sex.

- There is no significant difference between Personality Traits and Suicidal Ideation among undergraduate students of the University of Benin based on age.

- There is significant difference between Suicidal Ideation and Students academic level.

Conclusion

Based on the findings of this study, the following conclusions were reached;

The findings suggest that while academic stress could predict suicidal ideation, personality trait is not a major contributing factor predicting suicidal ideation among undergraduate students in University of Benin. It is pertinent to note that efforts made by various stakeholders, including educators, government and policymakers, counsellors, parents and the students as well have been effective in maintaining low levels of suicidal ideation and behaviour among students. This finding however, reflects positively on the overall well-being and coping of the students.

However, it is essential to continue efforts in addressing any potential risk factors associated with suicidal behaviour among students. It is quite apparent that there is need to create and promote counselling services and centers with professionally trained counselors in all the faculties in Nigeria Universities. Awareness campaigns, workable Prevention and corrective programs should be

sustained to maintain the current low level of suicidal ideation and suicide. Moreover, it is crucial for educators, counsellors and parents to remain vigilant and provide ongoing support to students so as to be able to properly adjust and cope with the learning environment as well develop positive personality.

Recommendations

The findings of this study confirmed the fact that there is positive relationship between academic stress and suicidal ideation. Based on these findings, the following recommendations have been suggested;

1. Promote counselling services and programmes: It is important that all faculties in the various tertiary institutions in Nigeria should have an adequate counselling centres and trained counselors who will be able to handle likely challenges faced by students.

2. Regular seminars, workshops and campaigns should be organized for students in tertiary institutions so as to create awareness on the stigma caused by suicide, both in the family and society at large as well as educate them that nothing is worth committing suicide for.

3. Improve Learning Environment and Resources: Enhancing the learning environment and providing adequate resources will help reduce academic stress. Schools should prioritize the provision of basic facilities, such as well-equipped libraries, laboratories, and classrooms, proper curriculum planning, promoting cordial lecturer-student relationship to create a conducive learning environment.

4. Students should be encouraged to identify and help to notify or report to the appropriate authorities about any form of suicidal behaviours amongst their peers or course mates.

5. Parents should help in monitoring the academic activities of their wards as well show concern in their welfare and interest from which they may be able to tell when things go wrong.

6. Promoting Psycho education: It will be helpful to expand the orientation process in the universities to include topics that will be useful for students coping with university life. These include; study methods, coping with academic stress, and handling social anxiety and self-esteem issues.

Suggestions for Further Research

The researcher suggest that further studies could be carried out in the following areas:

1. Self-esteem and suicidal ideation among secondary school students.

2. Academic Stress and Parental Factor as Correlate of Suicidal ideation among undergraduates.

3. Depression and Suicidal ideation among undergraduates.

4. Social Determinants of Suicidal Ideation among Adolescents.

5. A study of this nature can also be carried out in other Nigerian universities from other states of the federation.

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APPENDIX A

DEPARTMENT OF EDUCATIONAL EVALUATION
AND COUNSELLING PSYCHOLOGY (EECP)
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY.

QUESTIONNAIRE ON ACADEMIC STRESS AND PERSONALITY TRAITS
AND SUICIDAL IDEATION.

Dear Respondent,

I am a Post Graduate student undergoing a Master Degree in the above named institution. I am carrying out a research on Academic Stress and Personality Traits as Correlate to Suicidal Ideation among undergraduates in University of Benin. Kindly, complete the following questions as may be required in each of the section. All information provided by you will be treated with utmost confidentiality.

Thanks for your cooperation.

SECTION A: Demographic Information

1.   SEX: MALE ( ) FEMALE ( )
2.   AGE: 19 years and below( ) 20 years and above ( )
3.   LEVEL: 100( )200( )300( )400( )500( )

SECTION B: ACADEMIC STRESS SCALE

This scale consists of 20 items describing the stress in your institution/ college life from the various sources. The level of stress you feel for each item can be indicated by a mark in the bracket given against each statement.

The key to the following sections is as followed;

SA – Strongly Agree

A – Agree

D - Disagree

SD – Strongly Disagree

S/N	ITEMS	SA	A	D	SD
1.	I often experience feelings of hopelessness related to my academic responsibilities				
2.	I do not know how to prepare for examinations				
3.	I often feel overwhelmed with stress				
4.	I find myself getting angry most of the time				
5.	I sometimes get frustrated with the academic workloads				
6.	I lack self confidence in my academic work				
7.	Low motivation in class makes me feel discouraged				
8.	I have low interest in my current course of study				
9.	I feel anxious during continuous assessment tests				
10.	I am afraid of meeting up with high expectations set by my parents				
11.	The lecture halls are always overcrowded				

12.	The learning resources are always inadequate e.g. computers				
13.	Some lecturers make too many extra demands on students				
14.	I feel stressed due to long hours of lectures				
15.	I find it difficult to cope with attending lectures				
16.	I find it difficult to relate with my course mates				
17.	I always have feeling of inferiority				
18.	Some lecturers makes me feel frustrated				
19.	I find it difficult to discuss my academic failures with my parents				
20.	I don't have enough social support				

SECTION C: PERSONALITY TRAITS

Please, rate the following statements based on how well they describe your personality using the scale below:

S/N	ITEMS	SA	A	D	SD
1.	I show a lot of enthusiasm in my activities				
2.	I have an assertive personality				
3.	I relate well with others				
4.	I like interacting with people				
5.	I am generally trusting				
6.	I am reserved				
7.	1 like to cooperate with others				
8.	I don't get upset easily				
9.	I see myself as someone who is easily disorganized				
10.	I can be somewhat careless				
11.	I am a resilient person, able to bounce back from setbacks.				
12.	I am relaxed and can handle stress very well				
13.	I can be calm in tensed situations				
14.	I get nervous easily				
15.	I tend to worry a lot				
16.	I can be easily depressed				
17.	I see myself as someone who is curious about many different things				
18.	I have an active imagination				
19.	1 like to reflect and play with ideas				
20.	I can make plans and follows through with them				

SECTION D: SUICIDAL IDEATION

Please, rate the following statements based on how you feel using the scale below:

S/NO	ITEMS	SA	A	D	SD
1.	I sometimes see the thought of suicide as a way out of my predicament				
2.	I would contemplate the possibility of taking my life if I were to pass through any difficult situation				
3.	I often feel depressed				
4.	I sometimes develop feeling of hopelessness				

5.	I feel frustrated due to poor social support				
6.	I sometimes wish to take my life due to my inability to cope with life situation				
7.	I sometimes have feelings of isolation from others				
8.	I sometimes feel no reason to live				
9.	I once contemplated suicide due to frustration				
10.	I once contemplated taking my life due to poor performance				
11.	I thought that taking my life would solve my problem				
12.	I get easily bored with life				
13.	I find it difficult to trust others				
14.	I feel out of place in the midst of my mates				
15.	I often have difficulty controlling angry thoughts and emotion				
16.	I sometimes lose interest in activities of life				
17.	I often feel shy				
18.	I sometimes think about writing a suicide note				
19.	I sometimes wish that I have never been born				
20.	I sometimes feel that no one cares if I live				

Reliability Statistics

Cronbach's Alpha	N of Items
.789	20

Reliability Statistics

Cronbach's Alpha	N of Items
.772	20

Reliability Statistics

Cronbach's Alpha	N of Items
.859	20