

APPLICATION OF CONTEMPORARY COUNSELLING SERVICE FOR SUICIDE PREVENTION AMONG FEMALE UNIVERSITY STUDENTS IN RIVERS STATE

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Abstract

The study investigated counsellors' application of contemporary counselling services for suicide prevention among female university students in Rivers State. Four research questions were raised and four hypotheses tested in the study. Correlation design was used in the study. The study population comprised all Counsellors in each Department of the public and private universities in Rivers State. The convenience sampling technique was used to select 40 counsellors in Rivers State (20 from public universities and 20 from private universities). A 30-item questionnaire titled "Application of Counselling Services for Suicide Prevention Questionnaire" (ACSSPQ) was used to collect data. The instrument was face and content validated by two counsellors from the University of Port Harcourt, Department of Educational Psychology, Guidance and Counselling. Cronbach alpha was used to determine the instrument's reliability, and the average reliability index was 0.81. The researcher administered the entire instrument with the assistance of two trained research assistants. Simple regression was used to answer the research questions, while t-test associated with simple regression was used to test the hypotheses at 0.05 level of significance. The findings of the study indicated that integrative counselling had the highest effect on suicide prevention at $r = 0.585$ and this was followed by the application of Rational Emotive Behaviour Therapy at $r = 0.413$. However, it was also revealed that the different counselling services had significant relationship on the prevention of suicide among female university students. It was recommended that counsellors should practice the adoption of integrated counselling technique in the discharge of their duties in and outside the university.

Keywords: *Contemporary, Counselling Services, Suicide Prevention, Female University Students, Rivers State.*

Introduction

University education in any nation of the world is designed to build citizens that will contribute to the growth and development of the nation as individuals also pursue their personal socio-economic aspirations through the acquisition of quality education (Bello & Audu, 2020). It is this expectation that drives education seekers to pursue formal education at all cost as a means to satisfying an end. In fact, the past narrative that formal education is only essential for male students has been changed as parents and government agencies across all front are now advocating for quality education for more girls. This has recorded some levels of success as more female students are now engaged across the different levels of education including the universities.

The university is often referred to as a community of its own because it provided students the opportunity to acquire relevant skills, knowledge and attitude that is required for meaningful living. Students who attend any university system are often required to be found worthy in character and learning as this is important for interacting meaningfully with other members of the society. However, despite the lofty objectives that university education is expected to achieve, some students often misplace their priorities and this often have unexpected consequences not only on the students both the entire society as a whole.

The need for students to be counselled in the university is very great and this is premised on the fact that students make several choices as it relates to their academic, social and economic life while on campus and in some cases, some of these choices determines the future success or failure of the student. It is important to provide quality guidance to students on all issues of life within the university so that students can make reasonable choices which in turn will affect the nation. Therefore, counsellors must ensure that they interact regularly with students and this interaction has long term consequences.

The counselling of female students is important given the increasing rate of suicide and suicide attempts among students in the university (Ram *et al.*, 2018) and some of these students are female students in the early years of their academic life. Notable among this is the fact that some of these students who in addition to their academic pursuit also make social choices by engaging in a relationship with students of the opposite sex have sometimes been adversely affected when the relationship goes sour. This has led to increasing cases of students committing suicide by either taking poisonous substances such as snipper, bleach etc. The students who have been unfortunate as a result of getting pregnant in the process have either resorted to taking suicide drugs or other hard substances as a way of dealing with the heartbreak or betrayal. Several female students in both public and private universities have been

affected by this development and this has been worrisome to both government, parents and the public in general.

The naivety of some of the female students who are new in the university environment has accounted for their being victims of suicide either as a result of bad relationships or inability to cope with life in the university environment. It is therefore important for counsellors to step up the quality of counselling services provided for students especially the female ones and particular among female students who are new in the university environment and are still early in their career Hamilton and Klimes-Dougan (2015) mentioned that these female students are more likely to benefit from such counselling interventions than their male counterpart. These counsellors need to apply the skills acquired across different counselling services to assist these female students in overcoming such suicide attempts. This will not only be of benefit to the students who will be able to further their education and make a meaningful life but will also help to sustain the expected manpower in the society as well as contribute to the growth and development of the nation in the long run.

The need for counselling in any society cannot be ignored as counselling enable individuals to make reasonable choices among alternatives that will translate to peaceful coexistence and development in the long run. Everyone requires counselling irrespective of their age, gender and socio-economic status and it behooves on counsellors to ensure that they apply the basic counselling skills acquired during their professional training as this is needed for building a meaningful society.

Students in the university require proper counselling so as to make the right social, economic and academic choices while on campus. Several of these students are on campus away from the tutelage and guidance of their parents and guidance and the counsellors ought to rise to the occasion of assisting these students to make the right choices needed for a meaningful life both on and off the campus. Therefore, the several counselling techniques acquired by the counsellor must be engaged to dunc the problems faced by students on campus.

One of the problems that has been prominent among students in the university especially the female ones is the issue of suicide and suicide attempt as a result of wrong social, economic and academic choices. Suicide is the process of taking one's life as a result of frustration, lack of option, as a means of punishment among other reasons. This attempt or act of taking one's life often resort to social and economic loses for several stakeholders. Every avenue therefore needs to be explored to ensure that this abnormal situation is minimized if not totally eradicated in our university system.

There are several counselling measures that can be applied by counsellors in dealing with this social problem in our university system and this includes the application of the Rational Emotive Behaviour Therapy (REBT). Ugwu (2018:215) stated that REBT "is a philosophical form of counselling which postulates that human beings have tendency to adopt and sustain defeating beliefs and behaviours when they face challenges and these beliefs significantly reduce their chances of success". Ellis (2003) added that the REBT assumes that individuals possess innate tendencies to consciously and unconsciously construct, rigidly hold, regurgitate, and reinforce unhelpful beliefs about their negative experiences. Therefore, holding unto this belief system sometimes result to people taking unreasonable actions which can have long term consequences. The wrong belief held by people about themselves when they are passing through unpleasant situations often result to several emotional difficulties which can result to depression and wrong decision making. The counsellor must be able to rise to this occasion in order to prevent the consequences of these wrong choices.

Ellis as cited in Vaida et al., (2008:58) stated that "the basic idea of the REBT therapy is that we are the only ones responsible for the way we (decide to) feel, thus suggesting that we have, to a considerable degree, control over our thoughts". This therapy is provided to counter the negative thoughts people hold about their actions and instead replace them with the right thought so as to make the right choices. Several studies have revealed that REBT contributes in different ways to students wellbeing including academic achievement (Warren, 2010) and counsellors are encouraged to adopt and apply this service to help deal with the social, economic and academic challenges faced by university students especially the female ones.

Counsellors can also adopt and apply the Eclectic counselling technique as a way of dealing with the numerous challenges students face on and off campus. Ceccarelli, et al., (2018) mentioned that the eclectic counselling is an integrative technique where the first is directive counselling technique where the head or leader of the group directs the subordinates on how a problem can be solved and the non-directive approach where the learner or student handle their problems personally with motivation and encouragement provided by the leader. This technique allows the counsellor to either guide the counsellee or allow the counsellee to try and proffer solutions to personal problems with some level of encouragement. This strategy makes it easy for the counsellee to be able to find solution to any existing problem by any means possible.

The integrative counselling approach simply refers to the application of client specific counselling services so as to be able to resolve the peculiar counselling need

of a client. In this case, the counsellor often engages different counselling measures so as to be able to identify the one that meets the expectation of the client. In their words, Holm-Hadulla et al., (2011) stated that “the integrative model of counseling draws on five different psychotherapeutic approaches: client-centered therapy, behavior therapy, cognitive therapy, psychodynamic therapy and existential psychotherapy. It goes without saying that psychotherapeutic techniques cannot be transferred to the counseling setting without modifications”. The crux of this approach is that a combination of methods can be developed in a modified form to solve cases that are peculiar to each client. However, the counsellor must be knowledgeable in all of the different approaches so as to know when and how the different methods can be combined to achieve the required effect. Counsellors face different challenges in the course of discharging their professional duty and some of these challenges may include but are not limited to government attitude, attitude of the client, inadequate funding, inadequate facilities, inadequate training, ethical issues among others (Pereira & Rekha, 2017; Boitt, 2016). All of these challenges need to be resolved in order to enable counsellors discharge quality services not only to the university community alone but also to the society at large.

Several studies have been conducted by researchers to understudy how the counselling services provided by counsellors affect their clients in different institutions. A related study by Yahaya (2021) was carried out a study on the effectiveness of rational emotive behaviour therapy in reducing aggression among secondary school students in Katsina Zonal Directorate of Education. The study adopted quasi-experiment on the effectiveness of Rational Emotive Behavioural Therapy (REBT) in reducing aggression among Katsina Zonal Directorate of Education senior secondary school students. The pre-test post-test two-factor classification with one level of treatment was used as the research design. A total of 120 subjects were chosen at random from a population of 27,057 students from five schools in the Katsina Zonal Directorate of Education. The instrument used to collect data was the Violence Proneness Scale (VPS). The results of the paired samples t-test showed significant difference in the effect of REBT intervention on reducing aggression among all students. Among the recommendations made was that professional Counsellors, particularly those who work with secondary school students, be aware that students may be particularly vulnerable to the negative impact of aggression that stems from a variety of sources. This will help the Counsellors refine their intervention strategy, which has proven to be very effective in assisting students with potentially overwhelming behavioral requirements.

Al-Jarrah *et al.*, (2019) also examined the eclectic approach as a therapy for teaching English as a foreign language to the Arab Students. The current study employs an experimental design that includes both quantitative and qualitative data. The researcher examines the relevant literature as well as his own experience as a teacher at an international school. This study's participants are two sections of seventh graders. This sample included 61 male students enrolled for the 2015-2016 academic year. According to the findings of this study, the eclectic approach provided students with the opportunity to observe various types of teaching techniques that break monotony. Furthermore, because of the eclectic approach, work done with modern teaching aids (e.g., audio-visual aids, computers) could be an extension of the method used in class.

Kiley-Morgan *et al.*, (2021) investigated the effect of integrative counselling on psychological well-being in adult patients with cancer. A mixed-methods embedded design was used to compare psychological well-being in two groups of cancer patients; one group ($n = 15$) received 6–9 weekly, hour-long integrative counselling sessions, while the other group ($n = 16$) was on the waiting list. The Hospital Anxiety and Depression Scale and the Rosenberg Self-Esteem Scale were used to assess pre- and post-intervention anxiety, depression, and self-esteem levels. With the posttest measures, the counselling group also answered an open-ended qualitative question about the changes they experienced as a result of having received counselling. There were significant and statistically significant improvements in symptoms of anxiety, depression, and self-esteem in the counselling group. In the wait list group, no significant changes were observed. The qualitative data revealed three themes of change experienced through counselling: acceptance, self-awareness, and moving forward. Short-term integrative counselling is an effective therapeutic intervention for improving psychological well-being in adult cancer patients.

Similarly, the study by Boitt (2016) was an evaluation of the challenges in the implementation of the guidance and counselling programme in Baringo County Secondary Schools, Kenya. The study was carried out using a survey design. Population of the study consisted of 23 extra county secondary schools and 23 teacher counsellors. The sample for the study was drawn using purposive sampling technique while data for the study were collected using an open ended questionnaire. To improve validity, the instrument was piloted, and the test items were validated by experts from the Departments of Counselling, Psychology, and Educational Foundations. The Cronbach's alpha method was used to determine the TCEQ's reliability, and a reliability coefficient of 0.86 was obtained. The data was analyzed using descriptive statistics. Findings of the study showed that the challenges

confronting the implementation of the guidance and counselling program were a lack of time and funding, inadequate facilities, uncooperative clients, and a lack of qualified personnel. It was determined that there are difficulties in implementing the guidance and counselling program in secondary schools in Baringo County. It is therefore recommended that the government and school administration provide teacher counsellors with training, facilities, and funds. It also suggested that teacher counsellors be hired on a full-time basis, that time be set aside for G&C sessions, and that teacher counsellors' workload be reduced. All of these studies indicated that the contributions of effective counselling services to various stakeholders cannot be ignored.

Statement of the Problem

Despite the presence of counsellors in several universities in Nigeria, the cases of suicide and suicide attempt among students in the university system has continued to grow at a worrisome rate. This development has resulted in shortage of manpower, waste of educational resources and even increased the cases of health related challenges suffered by these students, their parents and guardians. It is therefore important to ascertain the extent to which counsellors apply relevant counselling service measures in dealing with some of these social issues among students and this will help ensure that direct and indirect investments made into the university system yield the expected return for the students, parents and the nation in general.

Objectives of the Study

The aim of the study was to determine counsellors' application of contemporary counselling services for suicide prevention among female university students in Rivers State. The objectives of the study were to:

1. ascertain the relationship between the application of Rational Emotive Behavioral Therapy (REBT) and suicide prevention among female university students in Rivers State
2. examine the relationship between the application of Eclectic Counselling and suicide prevention among female university students in Rivers State
3. determine the relationship between the application of Integrative Counselling and suicide prevention among female university students in Rivers State
4. identify the joint relationship between the application of counselling services and suicide prevention among female university students in Rivers State

Research Questions

The following research questions were raised and answered in the study:

1. What is the relationship between the application of Rational Emotive Behavioral Therapy (REBT) and suicide prevention among female university students in Rivers State?
2. What is the relationship between the application of Eclectic Counselling and suicide prevention among female university students in Rivers State?
3. What is the relationship between the application of Integrative Counselling and suicide prevention among female university students in Rivers State?
4. What is the joint relationship between the application of counselling services and suicide prevention among female university students in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. There is no significant relationship between the application of Rational Emotive Behavioral Therapy (REBT) and suicide prevention among female university students in Rivers State
2. There is no significant relationship between the application of Eclectic Counselling and suicide prevention among female university students in Rivers State
3. There is no significant relationship between the application of Integrative Counselling and suicide prevention among female university students in Rivers State
4. There is no significant joint relationship between the application of counselling services and suicide prevention among female university students in Rivers State

Methodology

The design adopted in the study was correlation design. The population of the study consisted of all the Departmental counsellors in the public and private universities in Rivers State. Convenience sampling technique was used to select 40 counsellors (20 from public universities and 20 from private universities) in Rivers State. The instrument adopted for the collection of data was a 30 items questionnaire tagged "Application of Counselling Services for Suicide Prevention Questionnaire" (ACSSPQ) which was responded to on a four point modified Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with weighted values of 4, 3, 2 and 1 respectively. The instrument was face and content validated by

two counsellors in the Department of Educational Psychology, Guidance and Counselling, University of Port Harcourt. The reliability of the instrument was determined using Cronbach alpha and the average reliability index was 0.81. The entire instrument was administered by the researcher with the assistance of two trained research assistants. To answer the research questions, simple regression was used, while the t-test associated with simple regression was used to test the hypotheses at the 0.05 level of significance.

Results and Discussion

Answer to Research Questions

Research Question One: What is the relationship between the application of Rational Emotive Behavioral Therapy (REBT) and suicide prevention among female university students in Rivers State?

Table 1: Simple regression analysis the relationship between the application of Rational Emotive Behavioral Therapy (REBT) and suicide prevention among female university students in Rivers State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.413 ^a	.171	.149	2.87074

a. Predictors: (Constant), RationalEmotiveBehaviouralTherapy

Table 1 showed that there was a relationship of $r = 0.413$ between Rational Emotive Behaviour Therapy and Prevention of Suicide among female university students in River State. This implies that there is a moderately positive and significant relationship between the dependent and independent variables. Similarly, the value of r^2 of 0.171 implies that Rational Emotive Behaviour Therapy accounted for 17.1% of suicide prevention among female university students in Rivers State.

Research Question Two: What is relationship between the application of Eclectic Counselling and suicide prevention among female university students in Rivers State?

Table 2: Simple regression analysis on the relationship between the application of Eclectic Counselling and suicide prevention among female university students in Rivers State

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.257 ^a	.066	.042	3.04628

a. Predictors: (Constant), Eclectic Counselling

Table 2 indicated that there was a relationship of $r = 0.257$ between Eclectic Counselling and Suicide Prevention among female university students in River State. This value shows that there is a low positive and significant relationship between Eclectic Counselling and Suicide Prevention. In the same manner, the value of r^2 of 0.066 meant that Eclectic Counselling accounted for 6.6% of suicide prevention among female university students in Rivers State while the remaining percentage was accounted for by other factors.

Research Question Three: What is relationship between the application of Integrative Counselling and suicide prevention among female university students in Rivers State?

Table 3: Simple regression analysis on the relationship between the application of Integrative Counselling and suicide prevention among female university students in Rivers State

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.585 ^a	.343	.325	2.55577

a. Predictors: (Constant), Integrative Counselling

Table 3 revealed that there was a relationship of $r = 0.585$ between Integrative Counselling and Prevention of Suicide among female university students in River State. This value implied that there is a moderately positive and significant relationship between Integrative Counselling and Prevention of Suicide among the female students in the university. Furthermore, the value of r^2 of 0.343 showed that Integrative Counselling was responsible for 34.3% of suicide prevention among female university students in Rivers State while the remaining value was accounted for by other external factors.

Research Question Four: What are the joint relationship between counselling services and suicide prevention among female university students in Rivers State?

Table 4: Simple regression analysis on the joint relationship between counselling services and suicide prevention among female university students in Rivers State

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 ^a	.580	.545	2.09879

a. Predictors: (Constant), Rational Emotive Behavioural Therapy, Eclectic Counselling, Integrative Counselling

Table 4 indicated that there was a joint relationship of $r = 0.762$ between Counselling Services and Prevention of Suicide among female university students in River State. This scores meant that there is a high positive and significant relationship between Counselling Services and Prevention of Suicide among the students. In like manner, the value of r^2 of 0.580 indicated that Counselling Services (Rational Emotive Behaviour Therapy, Eclectic Counselling and Integrative Counselling) accounted for 58.0% of suicide prevention among female university students in Rivers State while the remaining 42.0% was accounted for by other variables.

Test of Hypotheses

Hypothesis One: There is no significant relationship between the application Rational Emotive Behavioral Therapy (REBT) and suicide prevention among female university students in Rivers State

Table 5: Simple regression associated with t-test on the significant relationship between the application Rational Emotive Behavioral Therapy (REBT) and suicide prevention among female university students in Rivers State

Coefficients^a

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	55.834	4.399		12.693	.000
	RationalEmotiveBehaviouralTherapy	-.369	.132	-.413	-2.796	.008

a. Dependent Variable: Suicide Prevention

Table 5 revealed that the significance level of 0.000 was less than the alpha value of 0.05 and this implied that there was a significant relationship between the application of Rational Emotive Behavioral Therapy (REBT) and suicide prevention among female university students in Rivers State. This value was supported by the value of t-cal. of 12.693 which was more than the value of t-crit. of 1.96 which also supported the findings that a significant relationship existed between the application of Rational Emotive Behavioral Therapy (REBT) and suicide prevention among female university students in Rivers State.

Hypothesis Two: There is no significant relationship between the application of Eclectic Counselling and suicide prevention among female university students in Rivers State

Table 6: Simple regression associated with t-test on the significant relationship between the application of Eclectic Counselling and suicide prevention among female university students in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	31.725	7.256		4.372	.000
	EclecticCounselling	.353	.215	.257	1.640	.109

a. Dependent Variable: SuicidePrevention

Table 6 indicated that the significance level of 0.000 was less than the alpha value of 0.05 and this implied that there was a significant relationship between the application of Eclectic Counselling and suicide prevention among female university students in Rivers State. This value was supported by the value of t-cal. of 4.372 which was more than the value of t-crit. of 1.96 which also supported the findings that a significant relationship existed between the application of Eclectic Counselling and suicide prevention among female university students in Rivers State.

Hypothesis Three: There is no significant relationship between the application of Integrative Counselling and suicide prevention among female university students in Rivers State

Table 7: Simple regression associated with t-test on the significant relationship between the application of Integrative Counselling and suicide prevention among female university students in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	27.869	3.558		7.833	.000
	IntegrativeCounselling	.478	.107	.585	4.451	.000

a. Dependent Variable: SuicidePrevention

Table 7 showed that the significance level of 0.000 was less than the alpha value of 0.05 and this implied that there was a significant relationship between the application of Integrative Counselling and suicide prevention among female university students in Rivers State. This value was supported by the value of t-cal. of 7.833 which was more than the value of t-crit. of 1.96 which also supported the findings that a

significant relationship existed between the application of Integrative Counselling and suicide prevention among female university students in Rivers State.

Hypothesis Four: There is no significant joint relationship between the application of counselling services and suicide prevention among female university students in Rivers State

Table 8: Simple regression associated with t-test on the significant joint relationship between the application counselling services and suicide prevention among female university students in Rivers State

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	16.481	7.827		2.106	.042
	EclecticCounselling	.551	.153	.402	3.605	.001
	IntegrativeCounselling	.507	.093	.621	5.441	.000
	RationalEmotiveBehaviouralTherapy	-.245	.099	-.274	-2.472	.018

a. Dependent Variable: SuicidePrevention

Table 8 indicated that the significance level of 0.042 was less than the alpha value of 0.05 and this implied that there was a significant relationship between the application of Counselling Services (Rational Emotive Behavioral Therapy (REBT), Eclectic Counselling and Integrative Counselling) and suicide prevention among female university students in Rivers State. This value was supported by the value of t-cal. of 2.106 which was more than the value of t-crit. of 1.96 which also supported the findings that a significant relationship existed between the application of Counselling services and suicide prevention among female university students in Rivers State.

Discussion of Findings

The study showed that at $r = 0.413$ a moderately positive relationship existed between Rational Emotive Behaviour Therapy and Suicide Prevention among female university students in Rivers State. Similarly, the significance level of 0.000 was less than the alpha value of 0.05 and t-cal. of 12.693 which was more than the value of t-crit. of 1.96 indicated that a significant relationship existed between the application of Rational Emotive Behavioral Therapy (REBT) and suicide prevention among female university students in Rivers State. This simply implies that the contribution of Rational Emotive Behaviour Therapy on the prevention of suicide among these students was significant. The moderate relationship however suggests the need for

counsellors to improve on the application of this counselling measure in order to achieve more outcome. This finding slightly differs from the result of a similar study conducted by Yahaya (2021) on the effectiveness of rational emotive behaviour therapy in reducing aggression among secondary school students in Katsina Zonal Directorate of Education which showed that the paired samples of t-test showed significant difference in the effect of REBT intervention on reducing aggression among all students. It therefore behooves on the counsellors to device ways of ensuring that the application of this technique meets the expectation of all category of students so that the benefits of this technique can accrue to all students.

Similarly, the responses of the counsellors indicated that at $r = 0.257$, a low positive relationship existed between Eclectic Counselling and Suicide Prevention and the significance level of 0.000 which was less than the alpha value of 0.05 and t-cal. of 4.372 which was more than the value of t-crit. of 1.96 implied that a significant relationship existed between the application of Eclectic Counselling and suicide prevention among female university students in Rivers State. The low relationship between the variables simply indicated the need for counsellors to improve on this technique which appears to be less likely to be applied by the counsellor. However, this finding is not surprising as some counsellors sometimes wish to dominate the interaction with their counsellee without giving their clients the opportunity to understand the situation at hand for meaningful result. A related study carried out by Al-Jarrah *et al.*, (2019) on the eclectic approach as a therapy for teaching English as a foreign language to the Arab Students showed that the eclectic approach provided students with the opportunity to observe various types of teaching techniques that break monotony. Counsellors who wish to adopt this technique in solving problems with their clients must learn to engage the counsellees more actively so as to be able to derive the needed benefits.

The findings of the study further showed that at $r = 0.585$, a moderate and positive relationship existed between Integrative Counselling and Prevention of Suicide among the female students in the university. Similarly, the significance level of 0.000 which was less than the alpha value of 0.05 as well as the t-cal. of 7.833 which was more than the value of t-crit. of 1.96 indicated that a significant relationship existed between the application of Integrative Counselling and suicide prevention among female university students in Rivers State. This finding agrees with the study by Kiley-Morgan *et al.*, (2021) on the effect of integrative counselling on psychological well-being in adult patients with cancer which pointed out that there were significant and statistically significant improvements in symptoms of anxiety, depression, and self-esteem in the counselling group under this technique. This

implies that counsellors have a lot to benefit in the assistance of their clients in dealing with any kind of challenge if the right measures are put in place.

In a related dimension, the value of $r = 0.762$ meant that a high and positive relationship existed between Counselling Services and Prevention of Suicide among the students. Additionally, the significance level of 0.042 which was less than the alpha value of 0.05 as well as the t -cal. of 2.106 which was more than the value of t -crit. of 1.96 both indicated that a significant relationship existed between the application of Counselling services and suicide prevention among female university students in Rivers State. This simply shows the need for counsellors to practice the use of hybrid counselling services as this is guaranteed to yield positive outcome. The combination or modification of these techniques to meet clientele needs however often encounter several challenges as a result of its complexities and Boit (2016) in the study on the evaluation of the challenges in the implementation of the guidance and counselling programme in Baringo County Secondary Schools, Kenya identified that lack of time and funding, inadequate facilities, uncooperative clients, and a lack of qualified personnel were possible challenges in the adoption of these counselling services. Counsellors must therefore collaborate properly and meaningfully with other relevant stakeholders not just in the prevention of suicide but also in the application of these strategies in resolving counselling needs of clients across different walks of life and around the different structures of the society.

Conclusion

The study concludes as follows:

1. There was a significant relationship between the application of the various counselling services and the prevention of suicide among female university students in Rivers State.
2. The study showed that integrative counselling had the greatest positive effect on the prevention of suicide among the female university students in universities in Rivers State.

Recommendations

The following recommendations are made based on the findings of the study:

1. There is need for the government to engage counsellors in regular training sessions that will enable them acquire the needed skills and knowledge for the rendering of quality counselling services to relevant clients. Similarly, retraining programmes should also be organized at regular intervals as this will enable

counsellors to be able to deal with emerging counselling needs among students and other beneficiaries.

2. There is need for university administrators to regularly organize interactive sessions between counsellors and students in the university. This social gathering opportunity will provide students the privilege of understanding the services that can be acquired from the counselling units and also enable the counsellors to understand the needs of the students, so that adequate preparations can be made in dealing with these challenges.

3. Counsellors need to also learn to engage the services of other professionals such as Medical Doctors, Nurses, Sociologists among other experts who will be able to provide auxiliary service to the functions carried out by the counsellors and this will help to improve on the quality of the outcome of counselling services provided to students in these institutions.

4. The government also needs to give closer attention to the funding of the counselling unit in all universities as this is important in the procurement of essential resources that will be required by the counsellors in the discharge of their duties. Several counselling sessions and interactions are hindered or limited as a result of the lack of basic resources needed by the counsellor in the discharge of their duties and this affects the results derived.

5. There is need for counsellors to familiarize with the different counselling strategies existence within and outside their local environment. These counsellors are also encouraged to practice the application of these different counselling services in the discharge of their duties. The modification and application of different counselling services will produce more result when applied meaningfully than adopting a single and less effective counselling technique.

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