MENTAL HEALTH AND ACHIEVEMENT MOTIVATION OF SENIOR SECONDARY SCHOOL STUDENTS IN EDO STATE, NIGERIA

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Abstract
This study evaluated the relationship between mental health and achievement motivation among Edo State secondary school students. The study tested one research question and one hypothesis. The research was conducted using a correlational research approach. All 12,803 Senior Secondary School (SSS) students at public Senior Secondary Schools in the State were included in the population. The study drew a sample of 300 individuals (100 per Senatorial District), using the purposive random sampling approach. Mental Health Scale (MHS) developed by Lukat, Margraf, Lutz, William and Becker (2016) and Academic Motivation Scale (AMS) developed by Utvaer and Haugen (2016) were used in the study. The scale had a Cronbach reliability alpha (a) of 0.78 and 0.84 for MHS and AMS respectively. The mean and standard deviation was used to analyse the research question, while the hypothesis was tested with the Pearson's product moment correlation technique. The result showed that mental health students' achievement motivation in secondary schools in Edo State was inversely and significantly correlated (r = 0.756, p < 0.05). It was, therefore, recommended that practicing counsellors, counsellors' educators, student counsellors and professional school counsellors, should make an effort at developing an intervention plan to identify students with mental health challenges and provide them with relevant Counselling Service needed to promote achievement motivation.

Keywords: Mental Health, Achievement Motivation, Students, Counselling Implications

Introduction
Nigeria's educational philosophy is centred on the development of each individual into a sound and successful citizen, as well as the provision of equal opportunity for all people of the country, both inside and outside of the official school system, at the elementary, secondary, and university levels. This shows that education at all levels (even secondary school) allows a man to acquire and unlearn specific life ethics, values, beliefs, and principles, so educating his mind, character, and personality (Federal Republic of Nigeria, 2013). This may not be possible without good mental health among

educational personnel. As a result, the importance of mental health in one's life cannot be overstated.

Mental health is a condition of well-being in which a person is aware of his or her own potential, is able to cope with everyday pressures, is able to work successfully and fruitfully, and can contribute to his or her community. Including mental health in any school organisation is important in achieving a safe school, because poor mental health does not only affect individual students and teachers; it may also reduce the overall achievement of the school organisation (Agberotimi, Akinsola, Oguntayo & Olaseni, 2020).

Within the school context, mental health can be measured along two vital components namely: academic anxiety and academic frustration. The former measures nervous, worries and apprehension as they are related to a students' academic life, while the latter - academic frustration concerns itself with the feelings of hopelessness, mood changes and near depressive tendencies, as induced by disappointment and academic stress. These two-academic anxiety and academic frustration-demonstrate that being mentally ill is a psychological state that can lead to behavioural abnormalities that interfere with daily functioning and academic life (Lukat, Margraf, Lutz, William & Becker, 2016).

Mental health, like physical health, is a concern that can impact any student, whether male or female, young or old, wealthy or impoverished. This fact establishes mental health as a complex, yet contemporary, and crucial workplace issue for human resource managers and counsellors and administrators within the school settings (Agberotimi, et al., 2020). This is because mental health may a learners' thinking, readiness to act and even their achievement motivation which is needed to engage in any productive endeavour.

Behavioural scientists have seen over time that some students have a strong drive to succeed, while others appear unconcerned with their accomplishments. This phenomenon has sparked numerous arguments and discussions. Students with a high level of accomplishment drive have distinct characteristics (Abdurrahman & Garba, 2014). 'Achievement motivation' is the term used to characterise this type of achievement-induced motivation. Achievement motivation is defined as the drive to strive for success and engage in goal-oriented success or failure activities (Utvaer & Haugen, 2016). It is a subjective and internal psychological drive that helps people to pursue employment they enjoy, while also motivating them to meet their goals. It's also a competitive attitude that involves comparing oneself to others.

The basics for a good life are formed by achievement motivation. In general, learners who are goal-oriented enjoy their lives and feel in command. They set fairly demanding but relatively doable goals to aid them in achieving their goals. They also don't set targets that are too demanding or too easy. This guarantees that they only take on projects that they can finish. Additionally, students who are driven by success prefer to concentrate on a problem rather than leave the conclusion to chance. Achievement-motivated pupils are likewise expected to be more concerned with their own personal successes than with the advantages of success.

A number of researches have looked into the link between mental health and scholastic achievement. The mental health of students in Bayelsa State's higher education institutions was investigated by Amawulu and Kurokeyi (2018). Four tertiary institutions were chosen at random from a total of six,

using a descriptive study methodology. The findings revealed that there is a link between academic anxiety and student achievement at Bayelsa State's higher institutions. Gwyne (2016) investigated the relationship between total mental health risk, general self-efficacy, and academic achievement among students. The district in which this study was conducted has one of New Jersey's lowest graduation rates (under 60%), as well as reading and math test scores in the bottom 15%. At the high school, there were 1397 students in classes 9 through 12, and 485 of them met the criteria for further study. This study discovered that perceived general self-efficacy moderates the influence of mental health risk on positive outcomes. The data revealed that children's mental health had a significant influence on their academic performance in the region. Liu (2017) investigated the relationship between academic stress, mental health, and success motivation among teenagers in Shenzhen, China; the findings revealed that mental health and students' accomplishment motivation in Shenzhen, China, had a positive significant relationship.

Sydney-Agbor, Ebeh, and Onyeanu (2018) looked at determinants of students' mental health among 348 undergraduates from three higher education institutions in Eastern Nigeria who were recruited from the Faculties of Social Sciences using random cluster selection. The participants ranged in age from 16 to 33, with a mean of 23.15 and a standard deviation of 3.46. Academic stress, substance abuse, age, and the sort of institution were all taken into account. A descriptive cross-sectional approach was employed for data collection and analysis, as well as conventional multiple regression and 2-way analysis of variance. Academic stress, drug addiction, and age all had a substantial detrimental influence on mental health, according to the study. Mental health and academic stress did not differ by gender, but they did have a significant impact on achievement ($p < .05$).

In Edo State, several studies on mental health, mental wellness, and mental health risk have been conducted. However, the researcher is unaware of any studies on the association between mental health and achievement motivation among students in secondary schools in Edo State. This is the knowledge gap that this paper has addressed.

Research Question
1. What is the relationship between students' mental health and their achievement motivation in Senior Secondary Schools (SSS) in Edo Statefi

Hypothesis
1. There is no significant relationship between mental health and achievement motivation of SSS students in Edo State.

Methods
The correlational research design was adopted in this study. The population comprised all 12,803 SSS students in the State's public secondary schools. The study used a sample of 100 people (one per Senatorial District). A sample of four target schools per Senatorial District was drawn using a simple random sampling procedure. A total of 100 senior high school students were chosen from each of the target schools. This procedure was followed in all the three Districts - Edo North, Edo South and Edo Central Senatorial Districts. That is, 4 randomly selected schools x 25 students drawn randomly per school x the 3 Senatorial Districts equals to a total of 300 participants in the study.

In this study, two instruments were used.

The first scale was adapted from the Mental Health Scale (MHS) developed by Lukat, Margraf, Lutz, William and Becker (2016). The scale covered academic anxiety and academic frustration risk among learners. The 10-item scale had a Cronbach reliability alpha (α) of 0.78 for academic anxiety (items 1-5) and 0.84 for academic frustration (items 6-10). Also, the 10-items in the original scale were rated on a five - point likert type response ranging from Strongly Agree-5 to Strongly Disagree-1 with a neutral scale of neither agree, not disagree -3. In the course of adaptation, the neutral scale was neither agree not disagree -3 was removed to avoid neutral responses. Also, words such as "mad" in item 3 ("I easily get mad at people") were changed to "angry".

The second scale was adapted from the Academic Motivation Scale (AMS) developed by Utvær and Haugen (2016). The AMS was originally designed to measure academic motivation of Norwegian students on a 28 items covering seven (7) sub-scales. The items per subscale and reliability alpha of the scale include: Knowledge (items 1-4, α= .83); Accomplishment (items 5-8, α= .78); Stimulation (items 9-12, α= .73); Identified regulation (items 13-16, α= .81); Introjected regulation (items 17-20, α= .81); Extrinsic regulation (items 21-24, α= .74); A motivation (items 25-28, α= .86). All the items were rated on a 7-point scale ranging from 1 = Does not correspond at all to 7 = Corresponds exactly. In the course of adaptation, only two items per subscale were selected to make a total of 14 items. The removals of the items on each subscale were informed by the need to reduce the average response time required of participants to complete the instrument. Only the two items with the highest factor loading coefficient were retained per sub-scale. Furthermore, the researcher changed the response rating to a four-point likert scale type of Strongly Agree - 4 to Strongly Disagree – 1. With a four-point scale response scale, a score of 2.50 or higher was considered high achievement motivation, while any mean score less than 2.50 was considered to be low achievement motivation.

The content validity of the instrument was carried out by two experts in Guidance and Counselling. The split-half reliability procedure was adopted in determining the reliability of the instrument. A reliability coefficient of 0.73 for mental health and 0.75 for achievement motivation were obtained for the two instruments. Since the reliability indices were all above the threshold of 70% (i.e r .70), the instruments were considered appropriate for use in the study. Research Question 1 was answered using mean (x)) and Standard Deviation (S.D). A bench mark of 2.50 was used to rate level of the variables. This was obtained by adding up the four (4) likert type scales (Strongly agree - 4 to Disagree 1) and dividing the sum of the scales (10) by the total number of scales (4) to give 2.50. Hence, a score of 2.50 or higher on any item was adjudged to be high, while a score of less than 2.50 was taken otherwise. The Pearson Product Moment Correlation (PPMC) statistics was used to test the hypothesis at 0.05 alpha level, using Statistical Package for Social Science (IBM SPSS®, version 21).

Results
Results from the analysis are presented below:

Research Question 1: What is the relationship between students' mental health and their achievement motivation in SSS in Edo State?

Table 1: Analysis on Relationship between level of Mental Health and Achievement Motivation of SSS **Students in Edo State**

Variables	N	$\overline{X}$	SD	Remark
Mental health	300	2.32	.781	Low mental health
Achievement motivation	300	2.31	.454	Low achievement motivation

$\overline{X}$ 2.5 = benchmark mean

The result in Table 1 shows that the mean score on mental health status and achievement motivation of students was low since the mean score was less than the benchmark mean of 2.50. This shows that low mental health of students may be associated with low achievement motivation. To provide statistical justification for the direction, magnitude and significant of relationship between the variables, the test of hypotheses was carried out.

Hypothesis: There is no significant relationship between mental health and achievement motivation of SSS students in Edo State

Table 2: Relationship between Mental Health and Achievement Motivation of SSS Students in Edo State

Variables	N	Pearson r	p-value	Remarks
Mental Health				Null hypothesis rejected
	300	0.756^*	0.004	
Achievement Motivation				(p-value<0.05)

*. *Correlation is significant at the 0.05 level*

Note: 0.00 - 0.39 Pearson r- coefficient indicates weak association, Pearson's r- coefficient range from 0.40 to 0.69, indicates a moderate association while Pearson's r- coefficient ranges from 0.70 to 1.00, indicating a strong association.

The Pearson correlation value for the association between mental health and achievement motivation of senior secondary school pupils in Edo State was -0.756, according to Table 2. Both variables are positively and highly connected, as seen by the positive sign and magnitude (size) of the coefficient. This suggests that a drop in mental health was linked to a decline in drive to pursue goals. Furthermore, because the probability value (p-value) is smaller than the 0.05 alpha level at which the test was run (p0.05), the r-coefficient of 0.756 is significant. As a result, the null hypothesis was disproved. This demonstrated that mental health and achievement motivation of senior secondary school students in Edo State had a positive, strong, and substantial link.

Discussion and Counselling Implications

The findings suggest that mental health and students' success motivation in secondary schools in Edo State have a positive, strong, and substantial link. This implies that decrease in mental health stability leads to decline in students' achievement motivation. The findings are consistent with those of Amawulu and Kurokeyi (2018), who found a link between academic anxiety and students achievement at Bayelsa State's higher institutions. The findings are consistent with those of Asa and Lasebikan (2016), who discovered that mental health has an impact on students achievement in Ibadan, Nigeria. The findings are consistent with those of Liu (2017), who found a positive significant association between mental health and academic motivation among students in Shenzhen, China.

The role of mental health in the well-being of any individual cannot be over emphasised. Based on the data, it is concluded that mental state is a valuable asset in motivating students to attain their goals. This has implications for counselling in the introduction of an intervention school counselling programme and provision of counselling services for students in schools. Some of these services include: information and orientation services.

The information services are intended to provide reliable and up-to-date information, so that students can make informed decisions on educational programmes, occupations, and social activities. It is the dissemination of relevant information to students in the areas of education, career, and interpersonal relationships. Students would be better able to comprehend their surroundings and plan for the future if they had this information. Information services are required to assist students in bridging the gap between theoretical knowledge and practise, as well as to better advise them on how to deal with potential academic failures that may cause them to become depressed and mentally unstable. Orientation services, on the other hand, are crucial.

Orientation Service is the process of introducing newly admitted students to their new school and community. Orientation helps students become familiar with their school environment and adjust to it effectively (Arewah & Akinlosotu, 2018). Students who are new to a school require assistance and support in order to adjust to their new surroundings. As a result, junior secondary school students who are unaware of the study needs at the senior secondary school level, require orientation services.

Recommendations

The following suggestions are based on the findings:

1. Practicing counsellors, counsellor educators, student counsellors and professional school counsellors should make effort at developing a plan to identify students at risk of mental health issues and further provide them with relevant counselling services needed to ameliorate the problem and promote achievement motivation.

2. Parents/guardian should endeavour to pay adequate attention to the health of their children/wards and give more attention to anxiety, depressive tendencies and incessant mood changes that suggest a mental health problem and thereafter report the same to health practitioners for immediate necessary actions.

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EFFECT OF RATIONAL EMOTIVE BEHAVIOUR THERAPY ON THE MANAGEMENT OF SUICIDAL THOUGHTS AMONG STUDENTS IN DELTA STATE UNIVERSITY, ABRAKA, NIGERIA

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Abstract
This study investigated the effect of rational emotive behaviour therapy (REBT) on the management of suicidal thoughts among students in Delta State University, Abraka. The pre-test-post-test control group quasi-experimental design was employed. The target population consists of students in the Faculty of Education, Delta State University, Abraka. A multistage sampling technique was adopted and used to select 71 students who exhibited high suicidal thoughts. Two research questions and corresponding hypotheses guided the study. The instrument used for data collection was Suicidal Attempt Scale (SAS). The content validity of the instrument was ascertained by three test experts. Cronbach Alpha statistics was used to obtain a reliability coefficient value of 0.95. The data collected were analysed using inferential statistics of paired sample t-test at a 0.05 level of significance. The study's findings demonstrated that REBT is significantly beneficial in managing suicidal thoughts among Delta State University students. It was recommended that counselling psychologists should, therefore, apply REBT in managing suicidal thoughts among students.

Keywords: Suicidal thoughts, rational emotive behaviour therapy, university students

Introduction
It is a fact that in higher educational institutions, undergraduates can sometimes feel overwhelmed or discouraged, as they encounter various life and academic challenges which could lead to suicide among the students. Suicide could be seen as the act of forcefully taking one's own life as a result of psycho-social unattainable or unaddressed pressing issues. It can also be seen as a drastic and rash decision taken to terminate one's own life in order to escape from constant oppressing issues of life, mostly when it appears there is no hope of survival or escape (Abiogun, 2019). Suicide has been identified to contribute to the alarming rate of deaths recorded across the country (Psychology, 2020). Suicide has been ranked as the 11th major factors that lead to death in 2020 which has the capacity to exterminate the life of more than 31,655 individuals who could be subject to depression, oppression and social and biological demands in each of the years (Psychology, 2020). Suicide is intentional. It is planned and executed. It is the act and process of taking one's life by force.

Suicide is a serious public health problem; responsible for 1.48% of deaths worldwide. Bank, (2013) and Abiogun, (2019), say academic and social pressures, as well as new social environment and financial burden mounted on students, could be responsible for suicidal risk among undergraduates. Moreover, the researchers have discovered, from their experiences as counsellors and lecturers, that common factors such as mental and substance use disorders are very rampant among university students. Suicidal risk, whether attempted or completed, is detrimental to the health, physical, emotional and spiritual well-being of such a victim. It is self-defeating thoughts and feelings that are unfounded and unjustifiable. (Psychology, 2020) It is shredded with mystifications of why life is very sordid and unbearable. People with suicidal thoughts and ideations are supposed to be helped out of the situation and brought to the realities of life. This state of suicidal risk among undergraduates requires a great deal of behavioural and cognitive repositioning. Suicidal risk is likely one of the major challenges confronting the educational system in Nigeria, especially among undergraduate students; consequently, there's need to manage this behaviour, using the therapeutic intervention.

Rational Emotive Behaviour Therapy (REBT) was propounded by Albert Ellis in the year 1957 as an educational process in which the therapist teaches the client how to identify irrational and self-defeating beliefs. REBT therapeutic strategy involves the use of ABCDE model, where A is the events, B is the belief about the event, C is the consequences as a result of B, and D, is the disputing and debating of B and E, the new and acceptable thoughts and beliefs. It is believed that REBT can actively dispute adaptive and suicidal thoughts and beliefs that can impact negatively on one's emotions, as it has proved effective in reducing maladaptive behaviour among students (Khaledian, Saghafi, Moradi, & Khairkhah, 2013; Ekechukwu, 2018). This study, therefore, examined the effect of rational emotive behaviour therapy on the management of suicidal thoughts among students in Delta State University, Abraka.

Statement of the Problem

It is a fact that in higher educational institutions, undergraduates can sometimes feel overwhelmed or discouraged, as they encounter various life and academic challenges which could lead to suicide among the students. Suicide could be seen as the act of forcefully taking one's own life as a result of psycho-social unattainable or unaddressed pressing issues. It can also be seen as a drastic and rash decision taken to take one's own life in order to escape from constant oppressing issues of life, mostly when it appears there is no hope of survival or escape. Academic and social pressures as well as a new social environment and financial burden mounted on students could be responsible for suicidal risk among undergraduates, which could be detrimental to the health, physical, emotional and spiritual well-being of such a victim. Therefore, the statement of the problem is to examine the effect of REBT on the management of suicidal thoughts among students in Delta State University, Abraka.

Aims and Objectives of the Study

The study investigated the Effect of REBT on the management of suicidal thoughts among students in Delta State University, Abraka. Precisely, the objectives are to:

1.   Determine the difference in the pre-test and post-test suicidal thought mean scores of participants exposed to REBT treatment.

2.   Ascertain if there are significant differences in the pre-test and post-test suicidal thought mean scores of participants exposed to the Control group.

Research Questions
The following research questions guided the study:
1. Is there a difference in the pre-test and post-test suicidal thought mean scores of participants exposed to REBT treatmentfi
2. Is there a significant difference in the pre-test and post-test suicidal thought mean scores of participants exposed to the Control groupfi

Hypotheses
Research questions 1 and 2 were translated to hypotheses and were tested at 0.05 level of significance:
1. There is no significant difference in the pre-test and post-test suicidal thought mean scores of participants exposed to REBT treatment.
2. There is no significant difference in the pre-test and post-test suicidal thought mean scores **of** participants exposed to the Control Group.

Theoretical Framework
The theoretical framework of this study is hinged on the theory of social process by Lester, (1990) as a theory of criminal behaviour which focuses on the ties between the individual and conventional groups in the society, other law-abiding individuals and the organisations and institutions of the society. He postulated that those who have close relationships with parents, friends and teachers are more likely to have a positive self-image and to be able to resist the temptation of crime. Those who feel detached from conventional society are unaffected by its social functions. He called these theories, "social control theories". He elaborated that social control may be internal or external. Internal controls involve such personality traits as a positive self–image and a strong internalized conscience. External controls involve positive close relationships which are conventional and law-abiding. Lester postulated that a higher prevalence exists among those who were highly, socially integrated (females, the young, students, and the lower class). He asserted that females and young people were likely to possess certain personality traits (low self-esteem, dependency, lack of self-confidence) that make them vulnerable. Orbach, Feshbach, Carson, Glaubman, Gross, 1990; and Simonds, McMahon, & Armstrong, (2019). 2019 who postulated that females and young people who possess low self-esteem, dependency, and lack self-confidence, were also vulnerable. They added that suicidal persons tended to be avoidant, pessimistic, passive and rely on others for solutions to their problems. In Nigerian universities, those students who are passive and rely on others for solutions to their problems, may be more easily deceived and cajoled into committing criminal acts and suicide.

REBT has been established as a therapy for managing maladaptive behaviour, such as suicidal tendencies. This was confirmed in a research conducted by the following researchers:

Najafi and Lea-Baranovichi, (2014) carried out a study on the effect of REBT on teenagers with conduct disorder. Using 200 students made up of 100 females and 100 males, 100 were taken as a control group (50 females and 50 males) after the schools and colleges in Mysore. The treatment was set in the experimental group for 7 sittings in 7 weeks. There were 10 sets with 10 themes in each set.

Significant effects were established on the decrease of conduct disorder signs practised by themes. The outcomes disclosed that REBT has a constructive impression on conduct disorder and other expressive and interactive disorders comorbid with conduct disorder encountered by teenagers.

A study was carried out by Olusakin, (2012) on the effect of rational emotive behaviour therapy on the level of general and examination anxieties among students. Sixty-seven (67) students were sampled out of the 122 SS3 students in all the public schools in Ilorin, Kwara State, using multi-stage sampling techniques. Three research questions with the corresponding hypotheses guided the study and the hypotheses were tested, using inferential statistics of paired sample t-test, ANOVA and the Fisher's Least significant difference (LSD). REBT was effective to reduce examination anxieties among students.

Titilope, (2012) carried out another study on the efficacy of rational emotive behaviour and reality therapies in reducing suicidal thought and phobia among students in Ilorin, Nigeria. There were two experimental groups and one control group, experimental groups were treated for six weeks, while the control group received no treatment. The finding revealed that REBT and RT were efficacious in reducing suicidal thoughts and phobia among the respondents.

The study employed quasi-experimental research. Specifically, pre-test, and post-test control group design. A quasi-experimental design was employed because the participant was randomised into two groups. Pre- and post-tests were provided to both the experimental and control groups. The post-test of the experimental group was after the treatment. The participants were students of the education faculty of the institution under review. A multistage sampling technique was adopted and used in selecting 71 adolescents who were having high suicidal thoughts. Two research questions and corresponding hypotheses guided the study. The Suicidal Attempt Scale (SAS) was used for the collection of data. The content validity was ascertained by three experts. Cronbach Alpha statistics obtained a reliability value of 0.95.

Treatment Procedure
The study was done in three stages:
Stage 1:   Pre-test Assessment
Stage 2:   Treatment
Stage 3:   Post-test Assessment

Stage 1: Pre-test Assessment:
The researcher gave the instrument to all of the participants in both groups as a pre-test evaluation. This pre-test was the initial step in the pre-treatment evaluations. The goal was to determine the respondents' degrees of suicidal ideation while also obtaining their pre-test scores. The information gathered was used to create a baseline proforma against which the post-test results were evaluated. Following that, the treatment was administered, followed by the post-test evaluation**.**

Stage 2: Treatment Assessment:
This is the experimental stage, which began a week following the pre-test evaluation, during which the subjects were exposed to the treatment package. REBT and Non-Attention Control Group are the treatment packages. The Control group received no therapy. For six weeks, the treatment groups met. Each week, there were two classes, each lasting 60 minutes.

Stage 3: Post-test Assessment
After treatment, the two experimental with control groups were post-tested by administering the same instrument utilized for the pre-test, after which their results were compared at the end of the procedure.

Findings
Hypothesis One: Will there be any difference in the pre-test and post-test suicidal thoughts in managing suicidal thoughts among students exposed to REBT.

Table 1: Paired Sample T-test of Pre-test and Post-test Mean Scores on Management of Suicidal thought among Adolescent exposed to REBT Treatment

Test	N	$\overline{X}$	SD	T	Sig. (2ˉtailed
Pre-test	34	126.77	11.990		
				6.239	.000
Post-test	34	100.74	19.084		

α = 0.05

Table 1 showed a t-value of 6.239 and a p-value of .000 testing. the p-value is less than the alpha level. So, the null hypothesis which states that "there is no significant difference in the pre-test and post-test suicidal thought in management of suicidal thoughts among adolescents exposed to REBT" is rejected. Consequently, REBT is significantly effective in the management of suicidal thoughts among adolescents in Delta State University, Abraka.

Hypothesis Two: Will there be any difference in the pre-test and post-test suicidal thought mean scores of participants exposed to the Control Groupfi

Table 2: Paired Sample T-test of Pre-test and Post-test Mean Scores on Reduction of Suicidal thought of Respondents

Test	N	$\overline{X}$	SD	T	Sig. (2-tailed
Pre-test	37	121.959	20.268		
				-5.864	.000
Post-test	37	145.649	12.703		

α = 0.05

Table 2 showed a t-value of -5.864 and a p-value of .000 testing. the p-value is less than the alpha level. So the null hypothesis which states that "there is no significant difference in the pre-test and post-test suicidal thought in management of suicidal thought" is rejected. As a result, the pre-test and post-test scores of students subjected to non-attention control varied significantly.

Discussion of Findings
The result showed a significant difference in the pre-test and post-test suicidal in the management of suicidal thoughts among adolescents exposed to REBT. Thus, it showed that the treatment was effective in managing suicidal thoughts among students; as counsellors can assist their students to

always check their rational and irrational thoughts, counsellors will also assist their students to develop self-regard, confidence and self-direction as well as making them to be tolerant and to accept uncertainty; and the counsellor should emphasise to the client that internalizes sentences are the causes of his emotions. This finding corroborates the findings of Najafi *et al,* (2014) who found REBT in managing suicidal thoughts and depression in their studies. The study further agrees with the study conducted by Mustapha, (2012) and Titilope, (2012) who also discovered in their studies that rational emotive behaviour therapy is efficacious in managing maladaptive behaviour. Thus, REBT is effective in managing suicidal thoughts among students.

Conclusion

The study concluded that REBT is effective in managing suicidal thoughts among adolescents. The intervention was efficient in managing suicidal thoughts among adolescents. This was significant from their pre-test and post-test scores. REBT treatment intervention provided proved to be effective in managing suicidal thoughts among the participants.

Recommendations
The study recommended that:
1. REBT should be employed by counselling psychologists to assist students who are going through suicidal thoughts.
2. Functional Counselling Units, as a matter of urgency, should be established in Delta State University and Counselling psychologists should be employed to give proper psycho-therapy, such as REBT to students as this will be of benefit to them than giving them mere advice.

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