



CARITAS UNIVERSITY AMORJI-NIKE, EMENE, ENUGU STATE



Caritas Journal of Psychology and Behavioural Sciences

CJPBS, Volume 3, Issue 2 (2025)

<https://caritasuniversityjournals.org/cjpbs>

Evaluating the Knowledge of Managing Depression among Nursing Students in Tansian University, Umunya, Oba Campus, Anambra State

Afam Ndu

Department of Nursing Sciences
Faculty of Health Sciences, Tansian University Umunya
afamci@yahoo.com

Ijeoma Judith Ilo

Department of Nursing Sciences
Faculty of Health Sciences and Technology
University of Nigeria, Enugu Campus

Vera Ogechi Osuagwu

Department of Nursing Sciences
College of Nursing Sciences, UNTH Enugu

Osuorah Chitoo Stephanie

Department of Nursing Sciences
College of Nursing Sciences UNTH Enugu
chitooosuorah@gmail.com

Abstract

Depression is a growing mental health concern among university students, yet many, including nursing students preparing for future clinical roles, demonstrate limited understanding of its recognition and management. This study evaluated nursing students' knowledge of managing depression among undergraduates (200–500 level) at Tansian University, Umunya, Oba Campus, Anambra State, Nigeria. A cross-sectional descriptive design was adopted, using a proportionally stratified sample of 205 students drawn from an accessible population of 420 via Taro Yamane's formula. Data were collected using a structured, validated questionnaire and analysed using frequency and percentage distributions. Findings showed that students possessed moderate to good knowledge of the clinical, medical, and nursing management of depression, including suicide-risk assessment, first-line pharmacological treatment, and therapeutic communication. However, notable gaps remained in knowledge of self-care strategies and adaptive coping mechanisms, with some students still endorsing maladaptive behaviours such as substance use. Stigma, fear of judgement, and confidentiality concerns emerged as major barriers to help-seeking. The study concludes that while nursing students have a reasonable clinical foundation, targeted mental health literacy programmes are needed to strengthen self-care knowledge and reduce stigma-related barriers. Strengthening curriculum content and counselling services is recommended to better prepare nursing students for their own wellbeing and future clinical practice.

Keywords: *Depression management; Mental health literacy; Nursing students; Help-seeking behaviour; Stigma*

Introduction

Depression is a significant mental health concern among university students worldwide, affecting their academic performance, social interactions, and overall well-being. University students are particularly vulnerable to depression due to multiple stressors, including academic pressure, financial burdens, social changes, and career uncertainties (Ibrahim et al., 2021). The transition from adolescence to adulthood brings increased responsibilities and independence, often leading to emotional distress. Studies indicate that the prevalence of depression among university students is higher than in the general population, with rates ranging from 10% to 30% globally (Auerbach et al., 2021).

Despite the growing recognition of mental health issues in university settings, many students lack adequate knowledge about depression and its management. Understanding depression is crucial, as it helps individuals identify early symptoms, seek timely professional help, and implement effective coping strategies (Reavley & Jorm, 2020). However, misconceptions and stigma surrounding mental health disorders persist, discouraging students from seeking support or utilizing available resources. Research suggests that students often resort to maladaptive coping mechanisms, such as substance use or social withdrawal, due to inadequate knowledge of proper management strategies (Hunt & Eisenberg, 2020).

The World Health Organization (WHO, 2022) emphasizes that mental health literacy, including knowledge about depression, plays a vital role in improving health outcomes and reducing the burden of mental illness. Mental health literacy includes the ability to recognize symptoms, understand risk factors, and access appropriate treatments (Jorm et al., 2020). Unfortunately, many university students remain unaware of the resources available to them, such as counseling services, peer support groups, and helplines. The lack of awareness may result in delayed intervention, leading to severe consequences such as suicidal ideation and academic failure (Bruffaerts et al., 2023).

Furthermore, cultural and societal attitudes toward mental health significantly influence students' perceptions of depression. In some regions, mental health issues are still regarded as a sign of weakness, leading to reluctance in seeking help (Givens & Tjia, 2020). This highlights the need for universities to actively promote mental health education and awareness programs. A study by Gulliver et al. (2021) found that improving mental health literacy among students leads to increased help-seeking behavior and better overall mental well-being.

Given the importance of mental health in academic success and personal development, universities must evaluate students' knowledge of depression management. Understanding students' awareness levels can help institutions design targeted interventions, such as workshops, awareness campaigns, and improved access to mental health services. This study aims to assess the knowledge of depression management among university students, identify gaps in understanding, and recommend strategies to enhance mental health literacy within academic institutions.

Statement of the problem

Depression is a growing concern among university students, significantly impacting their academic performance, social relationships, and overall well-being. Studies have shown that university students experience high levels of stress due to academic workload, financial pressures, and personal challenges, which can contribute to the development of depression (Ibrahim et al., 2020). Despite the increasing prevalence of depression, many students lack adequate knowledge about its symptoms, causes, and management strategies, which can lead to delayed diagnosis and treatment (Hunt & Eisenberg, 2020).

One of the major issues is that students may not recognize the early signs of depression or may misunderstand its causes, leading them to rely on ineffective coping mechanisms such as substance abuse, social withdrawal, or avoidance behaviors (Gulliver et al., 2021). Additionally, stigma and misconceptions surrounding mental health often discourage students from seeking professional help, despite the availability of counseling services and mental health resources within universities (Reavley & Jorm, 2020).

Research has indicated that improving mental health literacy, including knowledge of depression management, can enhance students' ability to seek help and adopt healthier coping strategies (Jorm et al., 2020). However, there is limited research on the level of awareness and understanding of depression management among university students, particularly in relation to available support systems and evidence-based treatment options. Without proper knowledge, students may fail to take proactive steps toward mental health care, resulting in worsening conditions and negative academic outcomes (Bruffaerts et al., 2023).

This study seeks to address this gap by evaluating university students' knowledge of depression management, identifying areas where awareness is lacking, and providing insights into how universities can improve mental health education. By understanding the level of knowledge students possess, institutions can implement targeted mental health programs, reduce stigma, and promote early intervention strategies to support students' well-being and academic success.

Objectives of the study

Objective

- To assess students' knowledge of the clinical and medical management of depression.
- To assess students' knowledge of the nursing management of depression.
- To identify the gaps in students' knowledge about self-care, professional help, and adaptive coping strategies for depression.
- To determine the challenges students face in the overall management (seeking and implementing) of depression.

Research Questions

- What is the students' level of knowledge regarding the clinical and medical management of depression?
- What is the students' level of knowledge regarding the nursing management of depression?
- What are the gaps in students' knowledge about self-care, professional help, and adaptive coping strategies for depression?
- What are the challenges students face in the management of depression?

Significance of the study

This study holds significant academic and professional value by addressing critical gaps in the preparedness and well-being of future nurses. Its findings support the dual goals of promoting professional competence and fostering student resilience. The significance is outlined in three core areas:

Scope of study

The study's scope is confined to assessing the knowledge and awareness of depression management. The variables assessed include knowledge of clinical, medical, and nursing management, self-care gaps, and barriers/challenges. The location is Tansian University, Umunya, Oba campus, Anambra State. The population of the study is limited to 200–500 level undergraduate nursing students.

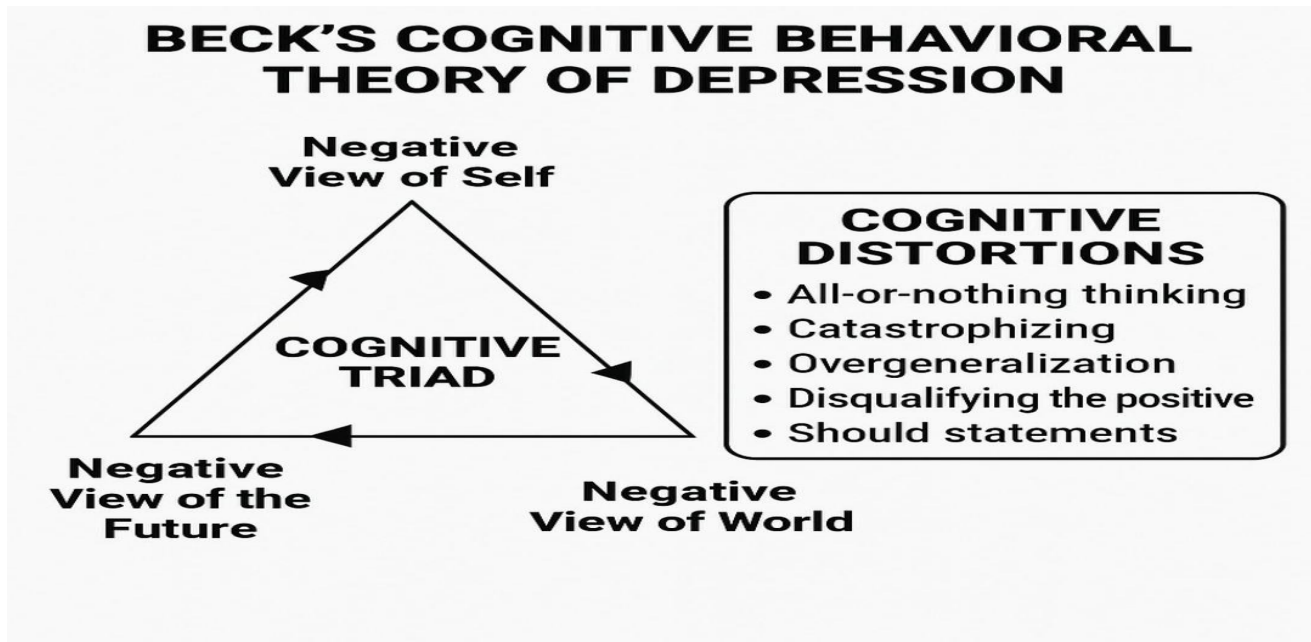
Literature Review

Theoretical Background

There are several theories and models that have been used to evaluate the knowledge of management of depression among students nurses. Some of these theories include: cognitive behavioral theory of depression,

health belief model, theory of planned behavior, self-determination theory etc. for the purpose of this study the cognitive behavioral theory of depression is most suitable. The theory seek to explain the development and management of depression.

Cognitive-Behavioral Theory (CBT) of Depression



SOURC

E: Wikipedia

Aaron Beck (cognitive behavioral theory)

The Cognitive-Behavioral Theory (CBT), developed by Aaron Beck (1976), is one of the most influential psychological theories explaining the development and maintenance of depression. It suggests that depression is largely caused and maintained by negative thought patterns and maladaptive behaviors. Beck's theory led to the development of Cognitive Behavioral Therapy (CBT), which is widely used to treat depression today.

Key Components of the Cognitive-Behavioral Theory

Beck proposed that individuals with depression develop automatic negative thoughts that shape their perception of themselves, the world, and the future. These thoughts often stem from cognitive distortions and core beliefs formed through life experiences.

The Cognitive Triad

Beck's Cognitive Triad describes three interconnected negative thought patterns that contribute to depression:

- **Negative View of the Self** – Individuals see themselves as inadequate, unworthy, or incapable.

Example: "I'm a failure. I can't do anything right."

- **Negative View of the World** – They interpret life events as overwhelmingly difficult or unfair.

Example: "No one cares about me. The world is full of disappointment."

- **Negative View of the Future** – They believe that things will never improve, leading to hopelessness.

Example: "There's no point in trying. Nothing will ever get better."

These persistent negative thoughts reinforce feelings of sadness, helplessness, and lack of motivation.

Cognitive Distortions

Beck identified cognitive distortions—irrational, exaggerated thought patterns that contribute to depression. Some common distortions include:

- All-or-Nothing Thinking – Viewing situations in extreme, black-and-white terms.

Example: “If I fail this test, I’m a complete failure.”

- Over generalization – Assuming that one negative event means everything will go wrong.

Example: “I was rejected once, so I’ll never find love.”

- Catastrophizing – Expecting the worst possible outcome.

Example: “If I don’t get this job, my entire future is ruined.”

- Personalization – Blaming oneself for events outside one’s control.

Example: “My friend is upset. It must be because of something I did.”

- Mind Reading – Assuming you know what others are thinking.

Example: “Everyone thinks I’m stupid.”

These distortions reinforce negative emotions and prevent individuals from seeking help or engaging in positive behaviors.

How Cognitive-Behavioral Theory Explains Depression

- Triggering Events: A stressful life event (e.g., academic failure, relationship problems) activates negative core beliefs.
- Automatic Negative Thoughts: The person starts engaging in cognitive distortions, reinforcing depressive feelings.
- Emotional and Behavioral Response: Feelings of hopelessness lead to withdrawal, procrastination, and avoidance, further deepening depression.

For example, a student who fails an exam might think:

“I am stupid” (negative view of self),

“I will never succeed in school” (negative view of future),

“Everyone will think I’m a failure” (negative view of world).

This mindset may cause the student to withdraw from classes, stop studying, and isolate themselves, further worsening their depression.

Cognitive Behavioral Therapy (CBT) as a Treatment

CBT is based on Beck’s theory and focuses on changing negative thought patterns and behaviors. It involves:

Cognitive Restructuring – Identifying and challenging irrational thoughts.

Example: Instead of “I’ll never succeed,” a student learns to think “I didn’t do well this time, but I can improve with practice.”

Behavioral Activation – Encouraging positive actions to break the cycle of depression.

Example: Engaging in enjoyable activities, exercising, or socializing to improve mood.

Homework Assignments – Patients practice new thinking patterns outside therapy sessions to develop healthier habits.

Empirical Review

Hunt & Eisenberg (2020) conducted a study across United States using five universities to investigate the prevalence of mental health issues among universities students and their willingness to seek help. Is survey was conducted among universities students in the United States to access their mental health status and their attitude towards seeking professional help findings from their studies revealed that depression and anxiety were highly prevalent among students. They also found out that many students were reluctant to seek help due to stigma and lack of awareness about mental health services and universities that implemented mental health awareness campaigns observed an increase in help seeking behavior. Conclusively, this study highlight the need to access students awareness of depression management strategy it also emphasizes the role of stigma as a barrier to accessing mental health support.

(Gulliver et al, 2021) Conducted a studying in University of maiduguri, Borno state to explore the factors influencing young people's decision to seek professional help for mental health condition including depression. A systematic review of existing literature was conducted analyzing data for multiple studies on youth mental health help seeking behavior findings from their studies revealed the lack of mental health literacy prevented many students from recognizing symptoms of depression they also found out that students who had knowledge of cognitive behavioral therapy techniques were more likely to use them as coping strategies. Many students preferred self-help methods (such as exercise and social interaction) over professional therapy. In conclusion the study highlights the importance of educational intervention to improve mental health literacy.

Reavley & Jorm (2021) carried out a study to examine young adults understanding of mental health disorder including depression and their knowledge of treatment options. A survey was conducted among university students to access their ability to identify mental health disorders and their awareness of treatment methods. Findings from their study show that most students could identify common symptoms of depression but many lack knowledge of effective treatment like the cognitive behavioral therapy. Also the found out about the misconception are about antidepressant and therapy which led to resistance in seeking professional help. This study highlights the impact of educational program in increasing mental health awareness and also demonstrate the importance of assessing students understanding of depression treatments.

(Alphonsus, et al, 2020) Conducted a research in the University of Benin Benin City Nigeria to determine the prevalence of depression among nursing students, to identify the risk Factor associated with depression in undergraduate students and to access the impact of academic stress on students mental health. A cross-sectional study with 300 nursing student was used and the data was collected using patient health questionnaire-9 (PHQ - 9), self-administered structured questionnaire were also used. Define things from this study show that 32.0% of student experience depression, 19.0% had mild depression while 1.3% had severe depression. Significant predictors included academic stress financial challenges and emotional problems. The study highlights the high prevalence of the pressure among universities students and also identify major risk factors, which are crucial for designing intervention programs.

(Idahosa,et al, 2022) Conducted a study in the University of Lagos Lagos State Nigeria. To evaluate students understanding of major depression and also assess their perception of mental illness and stigma related to depression. A descriptive cross-sectional prospective study was used and 275 undergraduate Clinical students

participated. The data was collected using validated structured questionnaires. Findings from this study showed that 66.5% of student correctly identified major depression 85.9% were aware of available treatment options. However, stigma and fear of judgment prevented many from seeking help.

Conclusively, this study indicate that knowledge alone is not enough, stigma must also be addressed it also highlights the importance of mental health campaigns in university and reinforces the unique for mental health support services that reduce stigma

Methodology

This chapter which discusses the methodology under the following heading: Research design, Research settings, Target population, Sampling size, Sampling technique, Instrument of data collection, Validity of the instrument, Reliability of the instrument, Method of data collection, Method of data analysis, Ethical Consideration.

Research Design

The study utilized a cross sectional research design. This design will be employed to obtain a snapshot of the current levels of knowledge and awareness regarding depression management among the nursing students (200L-500L) at a single point in time. The research is descriptive summarizing the characteristics and prevalence of the study variables using a structured survey (questionnaire). This approach aligns with status assessment studies in health education, such as the one conducted by Alphonsus, et al. (2020).

Research Setting

The Research setting is Tansian University, which is located in Oba, Anambra state. Anambra state is located in the south Eastern region of Nigeria and is known for its rich cultural heritage and vibrant economy full stop it shares boundary with five other States to the north it is boarded by Kogi state to the east by Enugu state, to the west by Delta state, and to the South it is flanked by both Imo and Rivers State. The States strategic location has made it a hope for commercial activities and a key player in regional trade. Tansian University, is a faith-based university under the arch-diocese of Ekwulobia. It was founded by Mgr. John Bosco Akam. It has so many faculties and the department of which the nursing department is under the faculty of health sciences and technology.

Target Population

The target population consists of all undergraduate nursing students from the 200 to 500 levels at the Tansian University Umunya, Oba campus. (Source: Nursing Department student records, 2024), the population distribution is as follows:

200 level- 100 students

300 level - 90 students

400 level- 110 students

500 level - 120 students

This gives a total accessible population of 420 students.

Sampling Size

Sample size will be determined using Taro Yamane's formula (1967) developed a simple formula to determine sample size when the total population (N) is known. The formula is:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = Sample size

N = Total population

e = Margin of error (usually 0.05 for 95% confidence level)

$$n = 420 / 1 + (420 \times 0.05^2)$$

$$n = 420 / 1 + (420 \times 0.025)$$

$$n = 420 / 1 + 1.05$$

$$n = 420 / 2.05$$

$$n = 204.87$$

$$n = 205 \text{ Students}$$

Sampling Technique

A Stratified random sampling with proportional allocation was used to select respondents.

Method: The population was stratified by academic level (200L, 300L, 400L, 500L). This ensured fair representation and prevented over sampling of any specific level, as indicated by supervisor's recommendation. After stratification, proportional allocation was used to determine the number of respondents selected from each level, using the formula:

$$n_i = N_i / N (\text{total}) \times n$$

Where:

N_i = population of each level

$N (\text{total})$ = total population (420)

n = sample size (205)

The proportional allocations are:

Level	Population (N_i)	Sample Allocation (n_i)
200L	100	49
300L	90	44
400L	110	54
500L	120	58
TOTAL	420	205

Therefore, the final sample consists of: 49 (200L), 44 (300L), 54 (400L) and 58 (500L)

Instrument of data collection

A structured questionnaire was used. It consists of closed-ended, multiple-choice, and Likert-scale items.

Four sections, totaling 12 main questions with sub-items.

Section A: Demographic Data.

Section B: Knowledge of Clinical and Medical Management

Section C: Knowledge of Nursing Management

Section D: Gaps in Knowledge and Challenges to Management.

Validity of the Instrument

Face and content validity will be ensured through expert review by the project supervisor and other lecturers in the Nursing Department. Their feedback will be used to modify the instrument for clarity and alignment with the objectives.

Reliability of the Instrument

Reliability was established using the Cronbach's Alpha statistic. A pilot test was conducted on 30 students from a similar university. An alpha coefficient of ≥ 0.70 was achieved, indicating acceptable internal consistency.

Method of Data Collection

A research instrument that will be used for data collection in this study is the questionnaires which will be appropriately moderated. The questionnaires will be given to the participants to complete and retrieved immediately after answering the questions on relevant information regarding evaluating the knowledge on management of depression among students in Tansian University, Umunya, Oba campus, Anambra state. A total of 205 questionnaires will be administered and collected over the period of two weeks until the sample size is reached. The questionnaires will be designed to obtain sufficient and relevant information from the respondents.

Method of Data Analysis

Responses from the filled instrument will be collected, analysed and discussed in tables using frequency and percentage.

Ethical Consideration

This is the code of conduct that guide the researcher while carrying out the study. Permission will be obtained from significant others and informed consent will be gained, the respondents will be allowed to participate voluntarily, the confidentiality of information will be maintained, Anonymity will be maintained as the respondents will not be allowed to write their names, Good

inter personal relationship will be maintained throughout the study, Plagiarism will be avoided by citing the people whose work will be used for the study.

Results

Demographic Characteristics of Respondents

Table 1: Distribution of Respondents by Gender

GENDER	FREQUENCY	PERCENTAGE
Male	80	39.0
Female	125	61.0
Total	205	100%

Description:

Table 4.1 shows that **125 (61%)** of the respondents were female while **80 (39%)** were male. This indicates that the majority of respondents were female nursing students.

Table 2: Distribution of Respondents by Age

AGE	FREQUENCY	PERCENTAGE
16-20 years	70	34.1
21-25 years	105	51.2
26-30 years	20	9.8
Above 30 years	10	4.9
Total	205	100%

Description:

Table 4.2 indicates that the majority of respondents **105 (51.2%)** were between **21–25 years**, followed by **70 (34.1%)** aged **16–20 years**.

Table 3: Distribution of Respondents by Level of Study

LEVEL	FREQUENCY	PERCENTAGE (%)
200 level	49	23.9
300 level	44	21.5
400 level	54	26.3
500 level	58	28.3
Total	205	100%

Description:

Table 4.3 shows that 500 level students (28.3%) formed the highest proportion of respondents while 300 level students (21.5%) were the least.

4.2 Research Question One

What is the students' level of knowledge regarding the clinical and medical management of depression?

Table 4: Knowledge of Clinical and Medical Management of Depression

Question	Correct Response Frequency	Percentage (%)
Suicide risk assessment as first priority	150	73.2
SSRIs as first-line treatment	142	69.3
ECT for severe depression	130	63.4
Antidepressants take 2–4 weeks to work	138	67.3

Description:

The table shows that 73.2% of students correctly identified suicide risk assessment as the primary clinical priority in depression management. Also, 69.3% identified SSRIs as the first-line treatment, while 63.4% knew that ECT is used for severe depression. This indicates that most students have moderate to good knowledge of clinical and medical management of depression.

Research Question Two

What is the students' level of knowledge regarding the nursing management of depression?

Table 5: Knowledge of Nursing Management

Question	Correct Response Frequency	Percentage (%)
Therapeutic communication is essential	160	78.0
Nurse responsible for suicide monitoring	155	75.6
Monitoring nutrition and sleep hygiene	148	72.2
Importance of medication adherence	170	82.9

Description:

Table 4.5 shows that 82.9% of students understood the importance of medication adherence and relapse awareness. Also 78% identified therapeutic communication as an important nursing skill.

This suggests that students generally possess good knowledge of nursing management of depression.

Research Question Three

What are the gaps in students' knowledge about self-care, professional help, and adaptive coping strategies?

Table 6: Awareness of Adaptive Coping Strategies

COPING STRATEGY	FREQUENCY	PERCENTAGE %
Exercise	150	73.2
Mindfulness/ relaxation	120	58.5
Social support	135	65.9
Alcohol/drug use	30	14.6

Description:

The table shows that 73.2% recognized exercise as an effective coping strategy while 58.5% recognized mindfulness techniques. However, a small percentage (14.6%) still believed substance use could help manage depression, showing knowledge gaps.

Research Question Four

What are the challenges students face in the management of depression?

Table 7: Barriers to Seeking Help

Barrier	Frequency	Percentage (%)
Fear of stigma	90	43.9
Confidentiality concerns	40	19.5
Long waiting time	35	17.1
Lack of awareness of services	40	19.5
Total	205	100%

Description:

Table 4.7 shows that **fear of stigma (43.9%)** is the most common barrier preventing students from seeking help for depression. Confidentiality concerns and lack of awareness were also significant barriers.

Discussion of Findings

The study evaluated the knowledge of managing depression among nursing students in Tansian University. Findings revealed that most students demonstrated moderate to good knowledge of clinical and medical management of depression. A majority correctly identified suicide risk assessment as the first clinical priority and recognized SSRIs as first-line pharmacological treatment. This finding aligns with the study by Hunt and Eisenberg (2022), which reported that nursing and medical students generally possess foundational knowledge of depression management.

The findings also showed that students had good knowledge of nursing management strategies, particularly therapeutic communication, suicide monitoring, and medication adherence. This supports the findings of

Reavley and Jorm (2020), who reported that health science students often possess adequate knowledge of nursing interventions for mental health conditions.

However, the study also identified gaps in knowledge regarding self-care strategies and coping mechanisms. Although many students recognized exercise and social support as helpful strategies, some respondents still considered maladaptive coping mechanisms such as substance use as possible solutions. This finding is consistent with the study by Czyz et al. (2021), which reported that stigma and fear of judgment remain significant obstacles to accessing mental health services among university students.

Implications of the Study

The findings of this study highlight the need for improved mental health education among nursing students. Universities should strengthen mental health literacy programs to enhance students' knowledge of depression management. Additionally, counseling services should be promoted to encourage students to seek professional help when necessary.

Limitation of the Study

The study was limited to nursing students in Tansian University, Umuaya campus. Therefore, the findings may not be generalized to all university students in Nigeria. Another limitation was the use of self-reported questionnaires, which may introduce response bias.

Contribution to Knowledge

This study contributes to existing knowledge by providing empirical evidence on the level of knowledge of depression management among nursing students in Tansian University. It also highlights important barriers such as stigma that affect help-seeking behavior.

Summary

The study assessed the knowledge of depression management among nursing students. Findings showed that students had moderate knowledge of clinical and nursing management of depression. However, gaps still exist in coping strategies and help-seeking behaviors. Stigma and confidentiality concerns were identified as major barriers to accessing mental health services.

Conclusion

The study concludes that while nursing students possess a fair level of knowledge regarding the management of depression, significant gaps remain in self-care strategies and help-seeking behavior. Addressing these gaps through mental health education and awareness programs is necessary to improve students' mental well-being.

Recommendations

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

- Universities should organize regular mental health awareness programs for students.
- Counseling services should be strengthened and made easily accessible to students.
- Anti-stigma campaigns should be implemented to encourage students to seek help.
- Mental health education should be integrated into the nursing curriculum.

Suggestions for Further Studies

Further studies should be conducted in other universities in Nigeria to compare students' knowledge and attitudes toward depression management.

References

- Adewuya, A. O., Ola, B. A., Aloba, O. O., Mapayi, B. M., & Oginni, O. O. (2020). Depression amongst Nigerian university students: Prevalence and sociodemographic correlates. *Social Psychiatry and Psychiatric Epidemiology*, 41(8), 674–678.
- Adeyemo, D., & Adeleke, R. (2020). Knowledge and prevalence of depression among students at the College of Medicine, University of Lagos, Nigeria. *Nigerian Journal of Clinical Psychology*, 10(2), 78-92.
- Akomolafe, M. J., Adeleke, O. R., Aderonmu, K. A., Elumaro, A. I., Adedayo, O. O., Olawale, J. O., & Oladimeji, A. A. (2023). Determinants of depression among university students in Nigeria. *Journal of Educational and Psychological Studies*, 17(4), 391–397.
- American Psychological Association. (2022). Understanding depression among college students: Causes, symptoms, and treatment options.
- Aniebue, P. N., & Onyema, G. O. (2021). Prevalence of depressive symptoms among Nigerian medical undergraduates. *Tropical Doctor*, 38(3), 157–158.
- Auerbach, R. P., Mortier, P., Bruffaerts, R., Alonso, J., Benjet, C., Cuijpers, P., ... & Kessler, R. C. (2020). WHO World Mental Health Surveys International College Student Project: Prevalence and distribution of mental disorders. *Journal of Abnormal Psychology*, 127(7), 623–638.
- Beck, A. T. (2020). Depression: Clinical, experimental, and theoretical aspects. Harper & Row.
- Bolu-Steve, F. N., & Fadipe, R. A. (2024). Relationship between academic stress and depression among students of federal universities in Southwest, Nigeria. *Annals of the University of Craiova, Psychology-Pedagogy Series*, 23(46), 256–270.
- Bruffaerts, R., Mortier, P., Kiekens, G., Auerbach, R. P., Cuijpers, P., Demyttenaere, K., ... & Kessler, R. C. (2023). Mental health problems in college freshmen: Prevalence and academic functioning. *Journal of Affective Disorders*, 225, 97-103.
- Cui, S., Ajayi, B., Kim, E., & Egonu, R. (2022). A systematic review and meta-analysis of depression prevalence amongst Nigerian students pursuing higher education. *Journal of Behavioral and Brain Science*, 12(11), 589–598.
- Czyz, E. K., Horwitz, A. G., Eisenberg, D., Kramer, A., & King, C. A. (2021). Self-reported barriers to professional help-seeking among college students at elevated risk for suicide. *Journal of American College Health*, 61(7), 398-406.
- Dabana, T. M., & Gobir, A. A. (2020). Prevalence and correlates of depression among undergraduate students in a Nigerian university. *Journal of Basic and Clinical Reproductive Sciences*, 7(1), 55–59.
- Dobson, K. S., & Dozois, D. J. A. (2020). Handbook of cognitive-behavioral therapies (7th ed.). Guilford Press.
- Givens, J. L., & Tjia, J. (2023). Depressed medical students' use of mental health services and barriers to use. *Academic Medicine*, 77(9), 918-921.
- Gulliver, A., Griffiths, K. M., Christensen, H. (2020). Perceived barriers and facilitators to mental health help-seeking in young people: A systematic review. *BMC Psychiatry*, 10(1), 113.
- Hunt, J., & Eisenberg, D. (2022). Mental health problems and help-seeking behavior among college students. *Journal of Adolescent Health*, 46(1), 3-10.

- Ibrahim, A. K., Kelly, S. J., Adams, C. E., & Glazebrook, C. (2021). A systematic review of studies of depression prevalence in university students. *Journal of Psychiatric Research*, 47(3), 391-400.
- Isara, A. R., Nwokoye, O. I., & Odaman, A. O. (2021). Prevalence and risk factors of depression among undergraduate medical students in a Nigerian university. *Journal of Public Health in Africa*, 12(3), 245-255.
- Jorm, A. F., Korten, A. E., Jacomb, P. A., Christensen, H., Rodgers, B., & Pollitt, P. (2022). Mental health literacy: A survey of the public's ability to recognize mental disorders and their beliefs about the effectiveness of treatment. *Medical Journal of Australia*, 166(4), 182-186.
- Lazarus, R. S., & Folkman, S. (2020). Stress, appraisal, and coping. Springer.
- Musa, A. T., & Salisu, Y. I. (2021). Prevalence of depression and anxiety, and attitudes toward seeking help among first-year health professional students in Nigeria. *West African Journal of Mental Health*, 5(3), 98-115.
- National Institute of Mental Health. (2021). Depression: Overview and treatment. Retrieved on October 10th, 2021.
- Oladele, M. K., & Oladele, O. O. (2020). Depression and suicidal ideation among college students with and without disabilities. *Social Behavior and Personality: An International Journal*, 44(3), 415-423.
- Okeke, C. I., & Olamide, B. K. (2020). Assessment of knowledge and attitude of undergraduate students toward depression in Nigerian universities. *International Journal of Social and Behavioral Sciences*, 6(1), 55-70.
- Osahon, P. T., & Ighodalo, I. F. (2020). Knowledge and perception of major depression among full-time undergraduate clinical students in a federal university. *African Journal of Health Sciences*, 18(4), 120-135.
- Peltzer, K., Pengpid, S., Olowu, S., & Olasupo, M. (2023). Depression and associated factors among university students in Western Nigeria. *Journal of Psychology in Africa*, 23(3), 459-465.
- Reavley, N. J., & Jorm, A. F. (2020). Prevention and early intervention to improve mental health in higher education students: A review. *Early Intervention in Psychiatry*, 4(2), 132-142.