

Rumination and Academic Hardiness as Predicators of Suicidal Ideation among Nigerian Adolescents

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Abstract

Suicidal ideation is a common problem among adolescents and as such it has become an issue of concern among scholars throughout the whole world. There are many risk factors of suicidal ideation among adolescents. It is based on this fact that this study aimed at looking at rumination and academic as predictors of suicidal ideation among adolescents in Lagos State, Nigeria. Adolescents in the public secondary school educational sector in Lagos State, Nigeria constituted the population of this study. A cross-sectional survey design was adopted in the study, convenient sampling technique was used to select the secondary schools used and the adolescents were accidentally sampled. Only individuals who are adolescents (11-19 years) participated in the research-they are 600 in number (comprising male and female adolescents). Copies of questionnaire were the instruments used in this study; they include Hopelessness Depression Symptom Questionnaire-Suicidality subscale (HDSQSS) developed by Metalsky and Joiner, Ruminative Responses Scale developed by Nolen-Hoeksema and Morrow and Revised Academic Hardiness Scale developed by Benishek et al. Three hypotheses were formulated and tested using multiple regression analysis. The first and second hypotheses which stated that Rumination will significantly predict suicidal ideation among Nigerian adolescents ($\beta=0.239$, $p<0.01$) and academic hardiness will significantly predict suicidal ideation among Nigerian adolescents ($\beta=-0.097$, $p<0.05$), respectively were confirmed and accepted. Also the third hypothesis which stated that rumination and academic hardiness will jointly predict suicidal ideation among Nigerian adolescents [$F(2,545)=18.68$, $p<0.01$] was also confirmed and accepted. Based on the result of the research, various recommendations were given to adolescents, parents, guardians and teachers.

Keywords: Psychological disorder; Environmental factors; Educational environment; Suicidal ideation

Introduction

Background to the study

Suicide can be defined as a deliberate taking of one's life by oneself [1-5]. According to World Health Organization [6], suicide is a phenomenon that has many facets which involves psychological, social, biological, cultural and environmental factors. Suicide is derived from the Latin word 'suicidium', from Sui caedere, "to kill oneself". Suicide is to a certain extent a taboo in many societies (especially in Africa) and it is often difficult to really understand why an individual may choose to commit suicide [7]. Therefore, it is regarded as taboo in Nigeria. However, suicide is an action and there is no how any action could be carried out without the actor's thoughts.

Osundeko [8] asserted that though suicidal thoughts is apparent in Nigeria, but it has been under-reported because it is usually shrouded in superstition and the shock and grief that would pervade an area where suicidal action is committed may be profound. However, the stigma attached to suicide, may not permit many Nigerian families to broadcast the fact that their youngster took their own life. Nevertheless, members of the public are aware of some suicide cases.

Various attempts to understand suicide have led to various conceptualizations of suicidal process [9]. Thus, the sequence drives through a specific action, from suicidal contemplations, to suicidal plan and then to suicidal attempts which could eventually lead to death [10]. Researches on suicide generally cover three main themes-these are: completed suicide, para-suicide (attempted suicide) and suicidal ideation thought. According to World Health Organization [6], suicide incidents occur in all the countries of the world i.e., both developed and developing countries.

Completed suicide may be known as suicide act of intentionally causing one's own death, attempted suicide or para-suicide is a failed suicide attempt from which the actor survived while suicidal ideation can be known as a medical term for an unusual preoccupation with killing of one's life. Suicidal thoughts may be distressing when accompanied by substance abuse, depression, inability to cope with stress and other mental illnesses. Suicidal thoughts may indicate the presence of a severe psychological disorder [9].

According to Bertolote and Fleischmann [10] the major distinction between these three main themes is a person's contemplations regarding demise plus suicide and frankly feeling suicidal. However, doctors divided the thoughts of taking one's life into two major classes. Firstly, suicidal ideation can be active meaning that it involves an existing desire and plan to pass away and secondly, suicidal thought can be passive, involving a desire to pass away without a strategy to bring about one's own death. Most people who experience suicidal thoughts or ideations may not attempt suicide, but it is a known risk factor [9]. The fact that both men and women, old and young, Caucasian or Africans are living in the world of challenges and problems may cause different kinds of thoughts including thought about killing oneself to spring-up from our minds [11].

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This research study will be carried out among adolescents. Adolescents according to Colman Dictionary of Psychology (2001) are the category of people who are in a period of adolescence. Adolescence as a period of development may be known as a time between the ages of 10 and 19 when a young person is developing into an adult. It is widely known to be a period with a lot of sensitivity that requires suitable management and sufficient monitoring by fathers, mothers, teachers, counsellors and other caregivers.

At adolescence, according to Shrier et al. [12] the common predisposing factors for problems such as smoking, alcohol use and psychological distress follow mainly from the developmental processes associated with this life phase.

According to World Health Organization [6], the 3rd leading cause of death of youngsters is suicide and it is answerable to 20% out of 100% of all deaths per annum. This is because many people especially adolescent experience suicidal thoughts at some point or the other in their lives. Individuals with such thoughts may wonder if they are normal. Anderson [13] gave a comprehensive description of suicidal adolescents. He described them as adolescents whose thoughts about themselves are poor, have the feelings of hopelessness, lack impulse control and poor level of forbearance for frustration and stress compared to their counterparts who have no thought for suicide. Almost every time, there is feeling of depression for adolescents due to various changes that is being experienced in their bodies and the tendency of emotional well-being reduction during adolescence [9]. Thus, they are likely to engage in many risky behaviors. The feelings of any of these risky behaviours may be marked with boredom, physical problems and rumination. Adolescents with these feelings may withdraw from their parents or family members or guidance [14].

Suicidal ideation may be predicted by factors such as rumination. According to Nolen et al. [15], rumination is regarded as when somebody's attention is engrossed impetuously on the symptoms, possible causes plus likely consequences of one's problem, rather than concentrating on its solutions.

Tucker et al. [16] confirmed that rumination can be likened to worry. The major difference is that worry is concerned with possible bad events in the future whereas rumination emphasizes on bad feelings and experiences from the past events. Treyor et al. [14] stressed that brooding and reflection are the two specific sub-components of rumination. According to them, dwelling on negative or undesirable results of contemporary distress is involved in brooding and this has been associated with feeling anxious and depressed [17]. Also brooding may be associated and known to precede suicidal ideation [17,18]. Reflection which is the other part of rumination consists of reasoning effort focused on understanding existing distress. However, failure to cope with distress may lead anyone (especially adolescents) to having repetitive and unhealthy thoughts like suicidal thoughts [19].

Another factor that may predict suicidal ideation among adolescents is academic hardiness. Hardiness is a personality characteristic. It helps individuals modifies to the way they tolerate and cope with stressful life situations [20]. The construct of hardiness was first introduced by Kobasa [21] and he defined it as a resistance power possessed by an individual when faced with stressful situations. Sezgin [22] asserted that hardy adolescents possess the following characteristic- judging potentially stressful events as less threatening, have better work behaviors and possess better coping ability in stressful conditions.

Hardiness is also considered as a personality characteristic that comprise three conjointly related dispositions:

- (i) Challenge
- (ii) Control
- (iii) Commitment.

The traits are known as the 3Cs. The first "C" of hardiness is challenge. It means obtaining both trials and opportunities in any kind of stressors. An individual with this type of trait admit and believe in transformation or change as part of human existence. Control is the second "C". The control trait is the ability of imagining oneself as somebody who is not a victim of helplessness and hopelessness, having an internal locus of control, generally optimistic and feeling of a sense of distinct power. The last C of the conjointly related dispositions of hardiness represents commitment. Commitment involves having dedication and significance in life. Individuals with commitment trait of hardiness survive by going through life with 'little' direction but they usually succeed [23].

As important as academic hardiness (AH) is, it was confirmed by Karimi and Venkatesan (2009), that it is predisposed by some environmental factors. The importance of AH is needed by students, parents, institutions of learning, educationists and curriculum practices. Environmental factors have a marked influence on the students' emotional states, thereby affecting their personality [22]. The students may spend many years in an educational environment where the nourishing school climate and the peer relationships often provide adequate buffer to counteract any unfavorable emotional patterns of behaviors established in the life of an adolescent may be from home. Therefore, adolescents with academic hardiness may be able to cope with the impacts of different environmental stressors associated with various school activities.

Suicidal ideation is a common problem among adolescents and as such it has become an issue of concern among scholars [1]. This is because, if it is not properly managed, such thought could lead to high rate of death among the adolescents. It is widely known that adolescents are faced with many problems like academic stress, relationship difficulties, financial constraints, parenting and peer influences. These mentioned factors can constitute stress on the part of the adolescents, the consequence of which may be suicidal ideation.

The situation in Nigeria is rather unnerving, this is owing to the fact that issues pertaining to suicidal ideation are often under-reported and less investigated because of the stigma attached to persons who belong to this category. Cultural superstition is often attached to issues pertaining to suicidal ideation and often considered a taboo among cultures in Nigeria. Moreover, recent studies have highlighted the importance of cognitive and personality factors, but only a handful of research studies have been carried out among Nigerian adolescents. Researches on suicidal ideation [24,25], have focused on correlates of suicide ideation and attempt among youths, correlates of suicidal ideation and factors predicting suicidal ideation. Additionally, Wyder et al. [26] reported that loneliness and social isolation represent factors causing suicidal thinking and behavior. There are also other studies on rumination and suicidal ideation studies that employed longitudinal methodologies with either samples from adults in clinical or community environment [27,28].

Most of the previous studies on suicidal ideation in Nigeria [29] did not consider variables like rumination and academic hardiness as predictors of suicidal ideation. In the light of the above mentioned, arguably, there have been little or no studies that examine the roles of rumination and academic hardiness as predictors of suicidal ideation

among Nigerian adolescents. Therefore, this research with all intent and purpose attempts to fill these gaps by focusing exclusively on rumination and academic hardiness as predictors of suicidal ideation among adolescents in Nigeria.

The main purpose of the study is to examine how rumination and academic hardiness predict suicidal ideation among Nigerian adolescents. However, the scope of the study covers some specific objectives in the study, which are:

1. To know if adolescents who score high on Rumination Response Scale will score high on Hopelessness Depression Symptom Questionnaire-Suicidality Subscale (HDSQSS) than adolescents who score low on Rumination Response Scale.
2. To examine if adolescents who score low in Revised Academic Hardiness Scale will score low in Hopelessness Depression Symptom Questionnaire-Suicidality Subscale.
3. To determine if both independent variables (rumination and academic hardiness) will jointly predict the dependent variable (suicidal ideation) among adolescents in Lagos State, Nigeria.
4. Will adolescents who have higher rumination pattern have higher suicidal ideation?
5. Will adolescents who have high academic hardiness have reduced suicidal ideation?
6. How can rumination and academic hardiness jointly predict suicidal ideation?
7. The following hypotheses will be tested:
8. Rumination will significantly predict suicidal ideation among Nigerian adolescents
9. Academic hardiness will significantly predict suicidal ideation among Nigerian adolescents
10. Rumination and academic hardiness will jointly predict suicidal ideation among Nigerian adolescents.

Review of Empirical Literatures

Thoughts and behaviours about suicide are a substantial issue among youngsters (adolescents) (Hawton & Fortune, 2008). It has been noted also among adolescents that suicidal acts have a serious impact on both families and communities at large [30]. Records have shown that in 2010, the hospitalization rate on intentional self-harm of young people who are between the ages of 15 years and 19 years was higher than any other age range [31].

In Africa, it was believed that suicidal actions are considered rare, but recent studies suggest that it now represents a significant public well-being affliction [32,10]. Considerable rates of prevalence of suicidal ideation has been confirmed through various studies carried out among adolescents who hailed from countries of low and middle revenues: 17.8% in China [33], 17.1% in the Philippines [34], in Lebanon 16% [35], and in the rate in some African countries are 19.6%, 23.1%, 27.9%, and 31.9% in Uganda, Botswana, Kenya and Zambia respectively [36].

Studies among students who attend high school in Thailand showed 4.0% suicidal thoughts [37] and 6.1% attempted suicide among students in Bangkok [35]. Also, it was found in a study among students in high schools in Chiang Mai, that boys (5.7%) and girls (7.4%) tried suicide in the past 12 months [35].

Lotrakul [38] noted that in Thailand, suicide rates increased in 1999 by 8.6 per 100,000 people and then in 2003, it decreased to 7.1 per 100,000. He also discovered that male suicide showed higher variation with age than female suicide. Nevertheless, the two most common methods of committing suicide seem to be death by hanging and consumption of agricultural toxic materials. It was also found out that due to HIV infection, the prevalence of suicide was most common in the upper northern region [39].

Studies conducted in Nigeria, South Africa, Zambia and Uganda indicated that acts of suicide is common, but varies across countries [29,39-42].

Positive link has been found between reflection and suicidal thoughts by some researches [18,28]. However, some other studies noticed that reflection may serve as protective factor against killing oneself [13]. Yet, other findings have demonstrated insignificant relationship between reflection and suicidal thinking [18]. In their meta-analysis of the literature on self-focused attention, Mor and Winquist [43] confirmed that rumination is consistently related to depression.

Liu et al. [44] reported in their research that there exist a lesser prevalence of suicidal ideation among males compared to females. Similar report of female predominance in suicidal thoughts was also reported by Ovuga et al. [32] in Uganda. Nevertheless, it has been reported that adolescents who are females are the majority callers of suicide toll hotline [45]. Holder [46] reported that globally, less suicidal deaths occur among females than males.

Abdollahi et al. [7] did a research among students and found out that lower scores on hardiness dimensions combined with higher perceived stress significantly predicted suicidal ideation. Benishek and Lopez [47] submitted that adolescents who achieve academic excellence and emotional self-regulation (control) make personal expenses to shine in their academics (commitment) and purposely seek out difficult course work because of the long-term personal growth (challenge) and tend to do better when they use a learning-based orientation.

Method

Research design

The type of research design adopted in this study is cross-sectional survey design. The participants were recruited from various public secondary schools in Lagos. They are Aje Comprehensive Junior High School, Bellina College, Birrel Avenue Senior High School, Eletu-Odibo Junior High School and Fazl-I-Omar Senior High School. These secondary schools were selected based on the fact that they have large population of adolescents from different family backgrounds. These adolescents were accidentally sampled because of the busy nature of the student's time table schedule, which did not allow for a more rigorous sampling technique. The dependent variable is suicidal ideation while the criterion variables are rumination and academic hardiness. This study was conducted using ex-post facto since it attempted to explain consequence based on antecedent condition.

Research setting

Adolescents in the public secondary school educational sector in Lagos State, Nigeria constituted the population of this study. Secondary school students in Lagos State were selected because of the integrated educational programme of the State, which have increased the number of teachers and students in schools in this state. The increased number

of students may provide a basis of plurality of opinion and source of database to pull from.

The Lagos State Educational Management System is in charge of the administration and management of all public educational structure that provides enriched educational experience students through the provision of quality standards, learning resources, and pedagogy excellence. Lagos State operates the 6-3-3-4 system of education and also implements the National Curriculum on education as stipulated by the Federal Government of Nigeria. Lagos State has the highest number of both primary and secondary schools in Nigeria and also accounts for the highest population of students in the country. Lagos state created 6 Educational districts to monitor and administer the day to day running of education programmes in the State. The Lagos State Basic Education Services Department serves a clearing house and external examinations such as WAEC.

Population sample

This research work made use of 600 participants (comprising male and female adolescents). Only individuals who are adolescents (11-19 years) were allowed to participate, sample and administer copies of questionnaire.

Sampling technique

Convenient sampling technique was used to select the various secondary schools used and participants who participated in the study were sampled using accidental sampling technique.

Research instrument

Copies of questionnaire were the instruments used in this study. There were also four Sections A, B, C and D (A: Demographic background and B, C and D: Psychometric tools).

Section A: Demographic Information of the Participants.

This section consists of questions on demographic variables including age, gender, religion and ethnicity.

Section B: Hopelessness Depression Symptom Questionnaire-Suicidality Subscale.

Hopelessness Depression Symptom Questionnaire-Suicidality Subscale was developed by Metalsky and Joiner, [29]. The scale is a four-item self-report measure designed to assess suicidal thoughts in humans. The severity and frequency of suicidal thoughts within the past two weeks could be assessed with this scale. Responses on the items range from 0 to 3 and each of the numbers represent a separate and changeable item response. Scores on the scale range from 0 to 12. Higher scores indicate higher levels of suicidal ideation. The pilot study done by the researcher using a sample of 208 adolescents reported a Cronbach's alpha reliability of 0.82.

Section C: Ruminative Responses Scale

Ruminative Responses Scale was developed by Nolen-Hoeksema and Morrow [3]. The Ruminative Response Scale is a self-report

measure. It contains twenty-two items which measure an individual's overall tendency to ruminate. Measurement of responses are based on a 4-point Likert scale and range from 1 (almost never) to 4 (almost always). The researcher reported a Cronbach's alpha reliability of 0.93 during a pilot study using a sample of 208 adolescents.

Section D: Revised Academic Hardiness Scale.

The Revised Academic Hardiness Scale was developed by Benishek et al. [4]. It is an 18-item scale, using a 4-point Likert scale, with 1 being=completely false and 4 being=completely true. Commitment, challenge, and control which are the three mechanisms of academic hardiness are measured by the scale. Sample items include-"I work hard for my grades, I enjoy the challenge of a difficult class, and I become less motivated to study when I don't get the grades I want right away". The pilot study done by the researcher using a sample of 208 adolescents reported a Cronbach's alpha reliability of 0.60.

Procedures

A total of 600 copies of questionnaire were administered personally by the researcher to each participant in their various schools. Permission for research purpose was taken from the management of each school. Participants were also informed about the secrecy of all their replies and were given the opportunity to participate or refuse to participate. The students (adolescents) were instructed to answer all questions by either making a pass mark or circling their choice responses. They were also told to read all instructions. The questionnaires were collected, checked and all the badly filled or uncompleted ones were removed-thus remained 548 valid questionnaires.

Data analysis

The relationships that occur among the variables of study were ascertain by using Pearson Product Moment Correlation (PPMC). Means, standard deviations and correlation coefficients were also calculated. This research also made use of multiple regression analysis. The version 20.0 of Statistical Package for Social Science was used to analyze the data gathered from the adolescents.

Results

This section presents the analysis of the collated research data on the studied variables. Descriptive analysis was used to ascertain the mean distribution of the sample population on the scales of measurement. While Pearson Product Moment Correlation was conducted to test the extent and direction of relationship among the studied variables including the demographic characteristics, multiple regression analysis was conducted to test the three formulated hypotheses. The results are presented below in Table 1.

The result in the above table revealed that the respondents (adolescents) age range was between 10 and 19 years with a mean score of 15.14 (SD=1.77). The respondents' score on rumination indicated an average mean of 53.41 (SD=9.36). Their measure on academic hardiness via the Revised Academic Hardiness Scale indicated an average

	N	R	Min	Max	M	S.D
Age	548	9	10	19	15.14	1.766
Rumination	548	30	39	69	54.76	5.357
Academic Hardiness	548	30	39	69	54.76	5.357
Suicidal Ideation	548	12	0	12	1.90	2.562
Valid N (listwise)	548					

Table 1: Descriptive Statistics Showing the Variables o Study.

mean of 54.76 (SD=5.357). The measure of suicidal ideation using the Hopelessness Depression Symptom Questionnaire-Suicidality Subscale, a 4-item scale indicated that the sample participants show a mean score of 1.90 with standard deviation score of 2.56.

The correlation analysis on the variables was presented below.

The result in Table 2 showed that the positive relationship between rumination and suicidal ideation was significant [$r(546)=0.23, p<0.01$]. This implies that when adolescents tend towards high rumination, their suicidal ideation tend to increase. Also, there exist a negatively significant relationship between academic hardiness and suicidal ideation [$r(546)=-0.08, p<0.05$]. The inverse relationship implies that when adolescents' academic hardiness increases, their suicidal ideation tend to reduce and vice versa. However, there occurred a non-significant correlation between rumination and academic hardiness [$r(546)=0.6p>0.05$]. Gender indicated a significant relationship with suicidal ideation [$r(546)=0.12, p<0.01$], but age [$r(546)=0.01, p>0.05$], ethnicity [$r(546)=-0.06, p>0.05$] and religion [$r(546)=0.05, p>0.05$] had no significant relationship with suicidal ideation.

Further test was carried out to indicate the prediction on suicidal ideation by rumination and academic hardiness. This also tested the formulated hypotheses. The results are presented in Table 3.

Hypotheses one

H₁: Rumination will significantly predict suicidal ideation among Nigerian adolescents. That is adolescents who score high on Rumination Response Scale will score high on Hopelessness Depression Symptom Questionnaire-Suicidality Subscale. From the table above, it was revealed that rumination had a significant prediction on suicidal ideation via HDSQSS ($\beta=0.239, p<0.01$). This prediction was such that adolescents who scored high on measure of rumination also scored high on hopelessness depression scale. Thus low level of rumination in adolescents implies low intent or ideation to commit suicide. The result confirm the formulated hypothesis 1, thus the hypothesis was confirmed and accepted.

Hypotheses two

H₁: Academic Hardiness will significantly predict suicidal ideation among Nigerian adolescents. That is adolescents who score high on Revised Academic Hardiness Scale will score high on Hopelessness Depression Symptom Questionnaire-Suicidality Subscale. From Table 3 above, academic hardiness was found to significantly predict suicidal

ideation on HDSQSS ($\beta=-0.097, p<0.05$). The prediction was negative and this implies that an increase in adolescents' academic hardiness will lead to a decrease in their suicidal ideation. Also adolescents who score low in academic hardiness will score high in their measure in Hopelessness Depression Symptom Questionnaire-Suicidality Subscale. The result confirmed hypothesis two and it was thus accepted.

Hypotheses three

H₁: Rumination and academic hardiness will jointly predict suicidal ideation among adolescents.

The independent variables - rumination and academic hardiness jointly contributed a variance of 64% from the total variance noted in suicidal ideation among adolescents [$F(2,545)=18.68, p<0.01$]. This implies that rumination and academic hardiness among adolescents are major determinants of their ideation about suicide. This result confirmed hypothesis 3.

Discussion

This research work was carried out in order to know how rumination and academic hardiness predict suicidal ideation. The results of the study revealed that adolescents who ruminate more reported higher level of suicidal ideation. Rumination may be described as one of the key cognitive determinants in the growth of thinking about suicide. This is because the characteristics of both problem solving and mood regulation deficit of rumination permit an adolescent to be vulnerable to the growth of suicidal ideation [18].

This hypothesis was supported by a research carried out by Surrence, Miranda et al. [48]. They found out among undergraduates that ruminative thinking was linked with suicidal thoughts. It was also supported by another study made by Smith, et al. [49] where they discovered that rumination predicted the suicidal thoughts in a prospective study of 127 undergraduates. Nolen-Hoeksema et al. [50] did a study on teenagers. They found that since rumination is having relationship with depression, risk of fantasy behaviors (escape from present circumstances) e.g., self-regulatory deficits in the teenagers were predicted by rumination. This means that suicidal thoughts might be present in adolescents who described themselves as having sadness or being worried when compared with their counterparts who are not sad or worried.

The second hypothesis which stated that academic hardiness will significantly predict suicidal ideation among Nigerian adolescent was

	Variables of Study	M	S.D	1	2	3	4	5	6	7
1	Age	15.14	1.77	1						
2	Gender	1.54	.50	-.122**	1					
3	Ethnicity	1.27	.50	.054	.047	1				
4	Religion	1.24	.45	.042	-.033	-.145**	1			
5	Rumination	53.41	9.36	.062	.176**	-.032	.001	1		
6	Academic Hardiness	54.76	5.36	-.137**	.147**	.111**	.029	.055	1	
7	Suicidal Ideation	1.90	2.56	.007	.124**	-.064	.045	.234**	-.084*	1

** p < 0.01, * p < 0.05, N=548

Table 2: Correlation Matrix Showing the Relationship among the Studied Variables.

Variables	B	t	R	R ²	Df	F
Rumination	.239	5.767**	.253	.064	2, 545	18.683**
Academic Hardiness	-.097	-2.343*				

** p < 0.01, * p < 0.05

Table 3: Summary of Multiple Regressions Showing the Prediction of Suicidal Ideation by Rumination and Academic Hardiness.

supported by Ajidahun, who posited that adolescents who are able to face and cope with the challenges caused by academic stress do not have suicidal ideation. This means that they are able to cope and control the challenges ensued from academics. According to him, issues (negative) relating to attending schools could also expose adolescents to depressive factors. Depression is more common in the adolescent years than in elementary school and it may lead many of them to think about suicide. The hypothesis was also supported by a research involving 400 high school students made by Smith and Sinclair [51]. It was discovered that more than half of their respondents had unusual levels of anxiety, depression and stress. Amen and Reglin [52] also found that high school students usually worry when they have problems with their academic performance, in their interactions with family members or friends. These issues might spring up different thoughts including suicidal thoughts in them. This research also supported the present study. Also supporting the hypothesis is the result of Plotnik and Kouyoumdjian [53] research—that failure in school work, sometimes triggers depression and can lead to suicidal ideation. In another research carried out by Abdollahi et al. [7] among students on decreasing stress and suicidal thoughts through hardiness, their findings demonstrated that thinking about suicide might be caused by decreased hardiness and increased perception of stress. It was, however, found by this current research that both rumination and academic hardiness jointly predicted suicidal ideation among adolescents.

In conclusion, rumination and academic hardiness individually and jointly significantly predicted suicidal ideation among Nigerian adolescents. Suicidal ideations and attempts cut across all ages but occur mostly in adolescents [54]. Suicidal ideations need to be taken seriously because Nigerian youths are not impervious to suicidal ideation. Any problem or challenge shared is half-solved. Adolescents should not feel overpowered by pain and life issues to the extent that killing oneself is the only solution. We should be aware of all the risk factors either from home or school that can make any adolescents develop suicidal ideation.

The findings of this research work have several psychological implications especially for Nigerian adolescents. The results of the research showed that both rumination and academic hardiness significantly predict suicidal ideation. Consequently, it is important that parents, guardians, counsellors and teachers monitor their wards. It would also be of benefit to adolescents in knowing the effects of rumination and inability to develop academic hardiness trait on their thoughts in life.

Based on the findings of this research, it recommended that:

1. Parents, teachers, guardians and counsellors should be aware of the threatening markers of suicidal thoughts in youngsters (adolescents). The markers may be displayed after traumatic life happenings whether in the family or at school.
2. Parents, teachers and counsellors should not ignore the warning signs in their adolescents
3. Parents should have good communication skills towards their adolescents. But if he or she does not feel good or relax talking to you as a father or mother, it can be suggested that he or she talks to any other trusted adult from the family, church, mosque or school.
4. Parents should deal with their adolescents with supervision. Objects that might be used to harm one-self should be removed. Guns, weapons or medications should be kept away

from adolescents. Parents and teachers should learn to validate their adolescents' feelings.

5. Adopting effective coping strategies to tackle stresses among adolescent may help in reducing ruminative thoughts that lead to suicidal ideation.

There are some limitations embedded in this present study. The first limitation is that results were based on questionnaires and this might not ensure complete honest from the adolescents. Future research should make use of other research methods to gather information on suicidal ideation. Another limitation of the present study was the relatively limited sample size. Future research in this area should increase the number of participants (Adolescents), which may aid in finding a more statistically significant result for predicting rumination and academic hardiness on suicidal ideation. Also, another limitation includes the fact that this sample of adolescents all resided in the Southern part of Nigeria. Future research should combine and make use of adolescents from Southern, Northern and Eastern part of the country. In addition, the largest portion of the adolescents was Yorubas; this may limit the applicability of the findings to adolescents from other tribes in Nigeria. It is suggested that researches should utilize a more diverse sample.

Despite the above limitations, the present study investigated how rumination and academic hardiness predict suicidal ideation among Nigerian adolescents. The results of the research have provided information about all the variables of study. It has also contributed immensely to the field of Developmental, Counselling, Clinical and Educational Psychology. It has also laid a foundation for future researchers who may want to dwell on studying suicidal ideation especially among adolescents.

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