

**LEARNED HELPLESSNESS, SELF-CONCEPT CLARITY
AND FATIGUE AS PREDICTORS OF SUICIDALITY AMONG
ADOLESCENTS AND ADULTS IN OYO STATE, NIGERIA**

BY

EYISI IFEANYICHUKWU MEEK (B.Sc.)

MATRICULATION NUMBER: 16PBB01462

**AN ORIGINAL ESSAY SUBMITTED TO THE DEPARTMENT
OF PSYCHOLOGY, COLLEGE OF LEADERSHIP
DEVELOPMENT STUDIES, COVENANT UNIVERSITY, IN
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTERS OF SCIENCE IN CLINICAL
PSYCHOLOGY**

**DEPARTMENT OF PSYCHOLOGY, COLLEGE OF
LEADERSHIP AND DEVELOPMENT STUDIES**

COVENANT UNIVERSITY

OTA, OGUN STATE, NIGERIA

JUNE, 2018

CERTIFICATION

I hereby certify that this research was written and carried out by **EYISI, Ifeanyichukwu Meek (16PBB0462)** and has been read and approved as meeting the requirements of the Department of Psychology, College of Leadership Development Studies, Covenant University, Canaanland, Ota.

Prof. A. M. Gesinde

.....

Supervisor

Signature & Date

Dr. G. O. Adejumo

.....

Head of Department

Signature & Date

.....

External Examiner

Signature & Date

DEDICATION

Lord, lift me up, and let me stand. By faith on Canaan's tableland; A higher plane than I have found, Lord, plant my feet on higher ground.

I'm pressing on the upward way, New heights I'm gaining every day; Still praying as I onward bound, "Lord, plant my feet on higher ground."

This thesis is dedicated to the Holy Trinity God the Father, God the Son and God the Holy Spirit from whom all things come and of HIS own do we give HIM, on a covenant ground, standing on the promises that cannot fail.

Thank you Lord for answered prayers!

ACKNOWLEDGEMENTS

By and by in marvelous intrigue I will keep saying to myself, ‘if it had not been for the Lord, my God who was by my side?’

It’s always a treat when great people meet; I am indeed indebted to Covenant University, ably shepherded by the Chancellor, Dr. David Oyedapo, and in tandem with the administrative professionalism of Prof. A. A. A. Atayero (Vice Chancellor), Cananland is indeed a promised land and being described as a sure stop on the road to greatness would be apposite.

I deeply appreciate Dr. Muyiwa Oludayo (Registrar, Covenant University) whose complexion of unconventional oratory prowess has left me better equipped, more inspired and driven.

I express my sincere gratitude to my supervisor Prof. A. M. Gesinde for his indefatigable efforts and guidance, coupled with the devotion of his abundant resource of intellectual utility in seeing that this thesis is compliant with all possible best practices in academic research writing. Namaste Sir.

With a joyous heart, I sincerely appreciate my mum, who’s understanding of the value of education is overwhelming, her love also all encompassing, my siblings Joy and Noble whose uncommon support I wish to uphold, recognizing with deep profundity my Dad who is always my go-to for support, I pray the good Lord uplifts us all.

To cap this up, I acknowledge the intellectual words of my lecturers and its impact in interrupting the old vision of myself and as a result of their examples, review, repetitive corrections and reinforcement of a Masters echelon of thought understanding, I’ve been able to progress from a fundamental level of undergraduate information to a phenomenal level of mastery, readiness and skill. In no particular order I recognize:

Dr. G. O. Adejumo,	Prof. A. M Gesinde,	Dr. B. C. E. Agoha,
Dr. D. O. Igbokwe,	Dr. S. O. Adeusi,	Dr. O. A. Adekeye,
Dr. J. A Odukoya,	Dr. I. K. Evbuoma,	Dr. M. A. Sholarin,
Prof. B. O Ehigie,	Dr. E. I Olowookere	and Dr. A. O Elegbeleye

May the good Lord lift up his countenance upon you, and keep you framed-in good success! Amen.

TABLE OF CONTENTS	PAGE
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
List of Tables	ix
Abstract	x
 CHAPTER ONE: INTRODUCTION	
1.1 Background to the Study	1–10
1.2 Statement of Problem	10-13
1.3 Aim and Objectives of the Study	13
1.4 Research Questions	14
1.5 Research Hypotheses	14-15
1.6 Significance of the Study	15-16
1.7 Scope of the Study	17
1.8 Operational Definition of Terms	17

CHAPTER TWO: THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Conceptual Review	18
2.1.1 The Concept of Learned Helplessness	18-22
2.1.2 The Concept of Self-Concept Clarity	22-24
2.1.3 The Concept of Fatigue	24-27
2.1.4 The Concept of Suicidality	27-28
2.1.5 Suicidal Ideation	29-30
2.1.6 Suicidal Planning	30-33
2.1.7 Suicide Attempt	33-34
2.1.8 Causes of Suicide	34-36
2.1.9 The Conceptual Model	37
2.2 Theoretical Review	37
2.2.1 Cognitive Behavioral Theory: Theoretical Perspective to Suicidality	38-40
2.2.2 Psychodynamic Approach to Suicidality	40-41
2.2.2 Existential Theory	42-43
2.2.3 Lecanian Mirror Stage: A Theoretical Perspective to SCC	43-44
2.2.4 Looking Glass Self Theory: A Theoretical Perspective to SCC	44-51

2.2.6 Attribution Model Theory	51-55
2.2.7 Theory of Transfer of Learning	55-56
2.2.8 The Rope Model of Self-Concept Clarity	57-59
2.2.8 Humanistic Theory	60-66
2.2.9 Fatigue Theory	66-71
2.2.10 Theory of Job Demand-Resources Model	72-75
2.2.11 Cognitive Activation Theory of Stress	75-77
2.2.12 Cognitive Appraisal Theory of Stress	77-79
2.3 Empirical Review	79
2.3.1 Empirical Review on Suicidality	79-85
2.3.2 Empirical Review on Learned Helplessness and Suicidality	86-93
2.3.3 Empirical Review on Self-Concept Clarity and Suicidality	93-98
2.3.4 Empirical Review on Fatigue and Suicidality	98-102
2.3.5 Empirical Review on Socio-Demographic Factors and Suicidality	102-105
2.3.6 Prevalence of Suicide	105-107
2.3.7 Summary of Literature Review	107
CHAPTER THREE: METHODOLOGY	
3.1 Research Design	108

3.2 Research Population	108-109
3.3 Sampling and Sampling Techniques	109
3.4 Research Instruments	110-113
3.5 Procedure of Data Collection	114
3.6 Statistical Analysis	115

CHAPTER FOUR: DATA ANALYSIS AND PRESENTATION

4.1 – 4.4 Results and Interpretations	116-120
4.5 Summary of Findings	121

CHAPTER FIVE: DISCUSSION, CONCLUSION IMPLICATIONS AND RECOMMENDATIONS

5.1 Discussion	122-129
5.2 Conclusions and Recommendations	136-137
5.3 Implications of the Study	138-141
5.4 Limitations of the Study	141
5.5 Suggestions for Further Study	141-142
References	143-174
Appendix	175-224

LIST OF TABLES

- Table 4.1: Summary table of stepwise multiple regression analysis and analysis of variance showing the contribution of learned helplessness, self-concept clarity and fatigue on suicidality.
- Table 4.2: Summary table of regression weights of learned helplessness, self-concept clarity and fatigue on suicidality.
- Table 4.3: Summary table of Pearson product moment inter-variable correlation showing the relationship between learned helplessness, self-concept clarity and fatigue on suicidality.
- Table 4.4: Summary table of independent sample t-test showing the gender differences on suicidality.

ABSTRACT

This study examined learned helplessness, self-concept clarity and fatigue as predictors of suicidality among adults and adolescents in Ibadan metropolis, Oyo State. Using a cross-sectional survey design, data was collected from 2493 (Males = 969, Females = 1524 with a mean age of 37.78 years; SD = 11.94) using a cluster sampling technique. Multiple regression analysis (Stepwise), Inter-Variable correlation and independent t-test were employed to test the four stated hypotheses. Results from the stated hypotheses indicated that learned helplessness, self-concept clarity and fatigue jointly accounted for 99.6% of the variance in suicidality ($R^2 = .998$; $R2 = .996$; $F(3, 2489) = 196657.17$; $p < .001$) and separately predicted suicidality at different degrees in this order (fatigue $\beta = .427$; $t = 22.04$; $p < .001$; self-concept clarity $\beta = -.403$; $t = -16.83$; $p < .001$; learned helplessness $\beta = .169$; $t = 8.785$; $p < .001$). Also, there was a significant positive relationship between learned helplessness, fatigue and suicidality and a significant negative relationship between above mentioned variables and self-concept clarity). Further analysis revealed that there was a significant gender difference in suicidality ($t = -32.922$; $df = 2491$; $p < .001$). It is therefore recommended among others that practical interventions be implemented to reduce fatigue and imbue a graceful self-concept clarity in Nigerian adults and adolescents, consequently preventing them from acquiescing into a helpless mindset. This will have a sheltering effect against the possibility of their developing any form of suicidal behavior.

Keywords: Learned helplessness, self-concept clarity, fatigue, suicidality and Nigeria