



Effect of the Emotional Intelligence on Suicidal Tendencies among Adolescents

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Abstract

Suicide is the human act of self-inflicted and self-intention. It is not a disease, not a biological anomaly, and not an immorality. In most of countries it is not consider as a crime. Suicide is a result of emotional derision. Emotions are feeling of a person and emotional intelligence is that level of emotions which understand and emphasize the effect of emotion and our ability to view situations objectively apply the power of emotions appropriately challenged. The present study was aimed to see the effect of the Emotional Intelligence on suicidal tendencies among adolescents included 150 undergraduate students (75 girls & 75 boys) from different streams namely- Arts, Science and Commerce from S.S. Jain Subodh P.G. college and Tagore Girls College, Jaipur. The data was collected with the help of The Emotional Intelligence Scale developed by Dr.Meena Jain &Dr.Madhu Jain and The Beck Suicide Intent Scale developed by Beck et.al. The sampling was purpose in nature and included only those who were interested to participate. It followed Mean and 2*2 & 2*3 Factorial Analysis of Variance ANOVA were used to analysis the data. From the result of this study certain conclusion may be derived. The study highlights the findings that emotional intelligence has no significant effect on

suicidal tendencies. It further reveals that gender also has no significant effect on suicidal tendencies.

Keywords: Adolescents, Suicidal Tendency, Emotional Intelligence.

Introduction

Death is difficult to understand. Death is mysterious. It is almost universally feared and remains forever elusive. This is especially with so suicide. Almost all of us are bewildered, confused and even over whelmed when confronted with suicide, yet for some it is a final solution. Suicide (the word derived from the Latin word for Self Murder) is one of the top 10 cause of death in United State. There act of talking one own life voluntary and intentionally; Self Murder; specifically (law), the felonious killing of one's self; the deliberate and intentionally destruction of one's own life by a person of years of discretion and of sound mind.

The word Suicide the exact date of its first use is open to some question. It was first used by sir Thomas Browne in his book, Religion Medicine published in 1642. Suicide may today be defining differentially depending on the purpose of the definition – medical, legal, administrative etc. In the United State and Canada (and most of country reporting W.H.O.), suicide is defined as the four possible of the death NASH: - N- Natural, A- Accidental, S- Suicidal, H- Homicidal. This fourfold classification of all death also has its problem. As according all this way as physician also assisted is the ending of life of a person who is terminally painful for the purpose of ending suffering of the individual. It is also called euthanasia and mercy killing.

Let's not forget that the little emotions are the great captions of our lives and we obey them without realizing it: - Vincent Van Gogh (1889). Emotions are internal event that

coordinate many psychological subsystems including physiological responses, cognition and conscious awareness. Emotions typically arise in response to a person's changing relationships (Bower, 1981). Emotions are feeling that generally have a both physiological component and cognitive element and that influences behaviour. Intelligence is described as a set of cognitive abilities which allow us to acquire knowledge to learn and to solve problems. It is capacity to understand, think relationally and use resources effectively when faced with challenges. In 1990, Peter Salvoes and John Mayer developed a scientific method to measure the difference between people's ability and the areas of emotions. Emotional Intelligence is defined as the ability to monitor one's own and others feeling and emotions to discriminate among them and use this information to guide one's thinking and actions. Emotional Intelligence focuses more on personal qualities such as initiatives, empathy, adaptability, and persuasiveness rather than academic abilities, training and expertise. Emotional Intelligence is an array of cognitive capabilities, competencies and skill that influences one in the ability to succeed in coping with environmental demands and pressure. Emotional Intelligence is not an inherent. It refers to a person's innate potential. It is learned as individual progress through life and develop with each experience. A more common word for growth of emotional intelligence is maturity. It is linked to the brain structures Amygdala and orbit frontal cortex (Goleman, 1995-2000). Emotional life grows out of the Amygdala and the Neo Cortex. It gives a person a true understand of what is learned thought life experiences. In broad terms, Intelligence is what people use to solve problems and understand complex idea through various forms of thought and reasoning. Emotional Intelligence is more flexible as it works on emotions, environmental conditions and the full spectrum of life experiences. In everyday life we make judgement and decisions with the help of emotional intelligence but the most important is clearly intelligence, the ability to think abstractly and to

learn to readily from experience (Flynn, 1987). Emotional Intelligence is an array of non-cognitive capabilities, competence and skill that influence one in the ability to succeed in coping with environmental demands and pressure (Solvey & Mayer, 1997). Emotional Intelligence consists of “four branches of mental ability” (Mayer and Solvey, 1997-2000).

1. Emotional Identification, Perception and Expression.
2. Emotional Facilitation of Thought.
3. Emotional Understanding.
4. Emotional Management.

One can have more successful career and better relationship; one can be more productive and can motivate others by trusting one’s feeling and using them effectively. E.I. is the most important factor predicting job success, especially with in a given job category or profession (Goleman-2000). The application of the knowledge of emotional intelligence and virtuous principle can create a framework for the construction of a positive work environment.

Rational of the Study

The main objective of the study is to see the effect of Emotional Intelligence on Suicidal Tendencies among adolescents. In suicidal case, those individuals who wish to kill themselves are suicidal only for a limited period of time. Suicide is a result of emotional derision. Emotions are feeling of a person & Emotional Intelligence is that level of emotion which understand and emphasize the effect of emotion and our ability to view situation objectively apply the power of emotions, appropriately challenged as a source of energy, creativity an influence. Emotional Intelligence plays an integral role in involving too ability to monitor one’s own and others emotions, to discriminate among them and to use the information to guide one’s thinking and

action. Emotional maturity and self-motivation grow the power of facing up to fear, anxiety, anger, sadness, challenging emotional energy in the service of goal, openness to new ideas, sense of responsibility and personal power to get think done in accordance with what is needed and wanted. If they both are decreased the person may be depressed, full of anxiety, have less power of decision making, not finding the solution of problems in any situation and due to all causes they attract towards death. They wanted to be dying and attempt suicide. From this study will find out the main causes and level of suicidal tendencies due to their low and high Emotional Quotient.

Methodology

Objectives

1. The present study aims to find out the effect of Emotional Intelligence on Suicidal Tendencies among Adolescents.
2. To find out the interactive effect of Emotional Intelligence on Suicidal Tendencies among gender and faculty of course.
3. To find out the effect of Emotional Intelligence & Suicidal Tendencies on Gender and Faculty of Course.

Hypothesis

H1: There will be no significant effect of Emotional Intelligence on Suicidal Tendencies.

H2: There will be no interactive effect of Emotional Intelligence on Suicidal Tendencies among gender and faculty of course.

H3: There will be significant effect on emotional Intelligence & Suicidal Intelligence) on Gender and Faculty of Course.

Sample

Purposive sampling was chosen to carry out for this study. The study included 75 boys and 75 girls, undergraduate students from different streams namely- Arts, Science and Commerce of private college's name- S.S. Jain Subodh P.G. College and Tagore Girls College, Jaipur. Their age ranged between 18 to 21 years old.

Tools

The following tools were used to measure the variables:-

- a. ***Emotional Intelligence Scale:*** - Developed by Dr. Meena Jain & Dr. Madhu Jain.

This scale consist of 18 sub-scales, each sub-scale has 5 item except general health scale because it have 3 sub-parts which is related to physical, behavioural and emotional aspects of health. This scale consists of 100 items.

- b. ***Beck Suicide Intent Scale:*** - Developed by Beck ET. Al (1974).

This scale developed for measuring the level of intention towards suicide. This scale evaluates the intent rating of a person during a previous suicide attempt. It has 15 items related to subjective and objective circumstances of suicidal attempt.

Procedure

The conduction was carried out with permission of principal/head of the college/department. The subject was already aware for the purpose of this study before starting

& assured of confidentiality of responses. A mutual report was established. There after a set of questionnaire handed to each subject with instruction of the test. Any clarification sought by the subject was asked to complete the task as early as possible. It took approx. 2/3 hour to complete the test. The subject was thanked for their participation & cooperating in administration of the test.

Statistical Analysis

Mean and 2*2 & 2*3 Factorial Analysis of Variance ANOVA were used to analyse the data.

1. 2*2 Factorial Design

	A1	A2
B1		
B2		

2. 2*3 Factorial Design

	C1	C2	C3
B1			
B2			

A= Gender, B= Emotional Intelligence, C= Faculty of subject.

Results

Table 1: Emotional Intelligence and Gender on Suicidal Tendency

↓	→	df	Mean of Square	F value
	Emotional Intelligence	1	5.6	.23
Gender		1	1392.32	58.28

Table 2: Emotional Intelligence and Faculty of course on Suicidal Tendency

↓	→	df	Mean of Square	F value
	Emotional Intelligence	1	15.54	.90
	Faculty of Course	2	9.14	.30

Table 3: Interactive Effect of Gender & Faculty of course of Emotional Intelligence on Suicidal Tendency

Interactive effect	df	Mean of Square	F value
Emotional Intelligence & Gender	1	-2.06	-0.8
Emotional Intelligence & Faculty of Course	2	64.73	2.06

Table 4: Result of Individual Variables

↓	→	Suicidal Tendency		Emotional Intelligence	
		Mean	Difference	Mean	Difference
Gender	Boys	14.13	6.09	38.95	.30
	Girls	20.22		38.65	
Faculty of Course	Arts	17.32	-	37.49	-
	Science	17.52	-	38.32	-
	Commerce	16.70	-	40.65	-

The present study aimed at finding out the effect of emotional intelligence on suicidal tendencies among adolescents. Here the result is being discussed under the following sections for the sake of convenience.

1. Effect of Emotional Intelligence on Suicidal Tendencies.
2. Interactive effect of Emotional Intelligence on Suicidal Tendencies among gender and faculty of course.
3. Effect of both variable (Emotional Intelligence & suicidal tendency) on gender and faculty of course.

Now in order to justify the 1st part emanated from the present study that the F value is .23 in reference of E.I. and Gender upon Suicidal tendencies, as well as the second F value is .50 in reference of E.I. and Faculty of Course upon Suicidal tendencies. These F value doesn't lie on significant level of .01, over all the result depict that Emotional Intelligence has no significant effect on Suicidal Tendencies. Acc. to the 2nd section of result to see the interactive effect of Gender & Faculty of Course of E.I. on suicidal tendency, the F values are -.08 & 2.06 and these values are also not significant on .01 level. Thus the hypothesis is proved by the result that there is no significant Interactive effect of Emotional Intelligence on Suicidal Tendencies among gender and faculty of course. Now 3rd section of result depicts the differences in between these two variables and also shows their significant effect on Gender and Faculty of Course. In Gender, respectively the differences are 6.09 & .30 in reference of Suicidal tendency & Emotional Intelligence. This result shows that the coordination of behaviour systemization in any work is more powerful and superior in boys than the girls. Same as, in reference of Faculty of Course the both variable E.I. & Suicidal Tendency has slight difference among adolescents which shows significant effect of both variables on E.I. & Suicidal Tendency. Pachauri (2010)

compare the emotional intelligence of three faculty member (arts, science, commerce) and from the result of this study that the commerce student possess very high E.I. as compared to the science and arts faculty students. This study supports our hypothesis and results are also same. Higher E.I. level student are emotional mature, they can easily cope up in any situation. They can control their anger, sadness, discontent and expressing their energy constructively, whilst retaining spontaneity. They can manage their emotions of others through good quality of communication based on empathy and understanding to build mutual trust; social skills. They have ability to create and sustain friendship and leadership effectiveness. These qualities are also present in science and arts student but not more than commerce student. This is all due to educational environment. In last this result support our hypothesis and have the significant effect of both variables on Gender and Faculty of course.

Conclusions

Suicide is the most reason of death. It is a human act. Suicide means of murder. It is the most tragic decision of a man who found nobody to hold out a hand to him. From the result of the study certain conclusion may be derived. The study highlights the findings that emotional intelligence has not significant effect on suicidal tendencies. Result further reveal that gender has no significant effect on suicidal tendencies. There was a major difference between boys and girls towards suicidal tendencies. The study also reveals that the faculty and emotional intelligence has no significant effect on suicidal tendencies. The result of faculty of the students is significant for the tendencies of suicide. The result also depicts that gender and faculties have difference and have the significant effect for their emotional intelligence and their suicidal tendencies. In last it can be concluded that emotional intelligence has no significant effect on suicidal tendencies among adolescents.

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