

EMOTIONAL INTELLIGENCE: DOES IT PREDICT SUICIDAL IDEATION AMONG ADOLESCENTS

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Abstract : Study aims to examine the influence of emotional intelligence on adolescent suicidal ideation and to find out the predictors of suicidal ideation among adolescents. The sample comprises of 50 adolescent students (21 males and 29 females), selected from higher secondary schools in Kerala, with ages ranging from 16-19 years. Emotional Intelligence Inventory (EII) and Suicidal Ideation Scale (SIS) were used for collecting the data. Data was analyzed using correlation analysis and step wise regression analysis. Result indicated that the three predictor variables in the stepwise regression analysis are intrapersonal efficacy, interpersonal efficacy and personal efficacy. Emotional Intelligence influences only 20.5% of suicidal ideation indicating that emotional intelligence has a significant negative correlation with suicidal ideation.

Keyword - Emotional intelligence, Adolescent, Suicidal Ideation.

I. INTRODUCTION

Human beings need to interact with others and the world in general where they need to understand, manage and control the emotions of themselves as well as others to have good relationships. Emotions produce different physiological, behavioural and cognitive changes and play very potent role in the behaviour of an individual. Masters and Meshane (2003), defined emotions as psychological and physiological events, experienced about internal thoughts or an object, person or event, which invokes a general state of readiness of action for survival. According to Salovey and Mayer (1994), emotions form an essential link with the personality of an individual that constitutes differences in how one interacts with the world. Emotions also represents differences with the intelligence that shapes accuracy, efficiency, and success of processing mechanisms with which one interacts with the world and lead to the formation of the new concept, emotional intelligence.

Emotional intelligence is the capacity of individuals to recognize their own, and other people's emotion, to discern between different feelings and label them appropriately, to adapt environments or achieve one's goals. Goleman (1996) defined emotional intelligence as the ability to recognize, understand and manage our own emotions and recognize, understand and influence the emotions of others. Emotions can drive our behavior have an impact on people (positive and negative) and emotional intelligence deals with learning how to manage these emotions - both our own and others - especially when we are under pressure. Goleman also indicated that emotional intelligence accounted for 67% of the abilities seemed necessary for superior performance in leaders, and mattered twice as much as technical expertise or IQ. Bar-On (1997), defines emotional intelligence as an array of non-cognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures. Huffington Post, (2013) opined that high emotional intelligence will improve decision-making abilities. Those who have a good understanding of themselves and those around them like to weigh all the options, keep an open mind, and remove all irrelevant and unrelated emotions from the decision-making process.

This study is an attempt to find out whether emotional intelligence predicts suicidal ideation among adolescents. Researches on suicidal ideation are primarily aimed to find out the risk factors leading to suicidal ideation as the rate of suicide is rising high. Media and news report high rates of attempted and completed suicide in teens. As per the reports of WHO (2018) close to 800 000 people die due to suicide every year, for every suicide there are many more people who attempt suicide. Suicide is the second leading cause of death among 15-29 year old. The data available about suicide is not complete because most suicides are underreported and misclassified as accidents or normal death. Pedersen (2018) states that suicidal ideation or thought about suicide is the contemplation of ending one's own life. These types of thoughts may arise in people who feel completely hopeless or believe that they can no longer cope with their life situation. Suicidal ideation can vary greatly from fleeting thoughts to preoccupation to detailed planning. All those who have suicidal ideation do not carry out an actual suicidal attempt, but some do. Centers for Disease Control and Prevention (CDC) reported that for every 25 attempts, there is one suicide death. Suicide is the tenth leading cause of death for all ages in the United States, and the third leading cause of death among 15 to 24 year-olds (Pedersen, 2018).

As per the records available with the government, Arun (2018) reported that 12, 988 persons committed suicide, since May 2016, out of this 401 were children. Experts opined that the victims are mainly teenagers and youths. Arun (2018) also indicated that social isolation is the prime reason behind the increased suicide rate among the youth. According to him, increased suicide

rate prevails in teenagers, youths and persons above 60 years. He again reported that there is an increased prevalence in the number of emotionally unstable persons in society. The inability to control any kind of emotion and the inability to tolerate frustration leading to injuring and annihilating oneself when the mildest setbacks in life occur seems to be one of the most important aspects behind suicide. Experts opined that 'behavioral addiction' (addiction to the internet, mobile phones, social media, porn and others) is prevalent among suicide individuals and these people may suffer from mental disorders. The way that emotions are experienced and their influence on thoughts and behaviors have become the focus of increasing interests in psychology and psychiatry. Most research in this area has focused on the construct of emotion regulation; although, this construct has been defined and measured in very different ways across countries.

II. REVIEW OF RELATED LITERATURE

Early studies show that emotional intelligence is positively and negatively correlated with various psychological factors. Researchers like Bar-On (1997) have argued that individuals who are high in emotional intelligence are skillful at coping with the stressors and demands of everyday life. Salovey (2001) assessed that those who have high emotional intelligence are good at regulating and expressing their emotions as well as being psychologically healthier than individuals with low EI. Numerous research investigations have been conducted in different countries to find the relationship between emotional intelligence and suicidal ideation. Most of the studies revealed that emotional intelligence has an inhibitory effect of mediating, mitigating and controlling suicidal ideation in people (Motahar et al., 2011; Cha et al., 2009; Kwok et al., 2010). Study reports of Ciarrochi, Deane, and Anderson (2002) indicated that emotional intelligence is reported to moderate the relationship between stress and the outcomes of hopelessness, depression and suicidal ideation. Prior researches, for example, Sharaf et al., (2009) and Wang et al., (2011) in their investigations revealed that self-esteem, emotional adaptation, positive social support and experiential well-being are potent factors that may reduce the risk of suicidal behavior among at-risk adolescents. According to Nishi, Sangeeta, Moudgil, and Updesh (2010), there was a negative correlation between suicidal ideation and emotional intelligence. A recent study conducted by Abdollahi, Carlbring, Khanbani, Ghahfarokhi (2016), indicated that depressed in-patients high in emotional intelligence had less suicidal ideation than others. Although there is limited evidence about the relationship between emotional intelligence and suicidal behavior, research conducted with young students has concluded that emotional intelligence is a protective factor against suicidal ideation and behavior (Cha and Nock, 2009; Ciarrochi et al., 2003). According to Gallagher and Miller (2018) in spite of the less number of articles that link EI with suicidal behavior, the literature suggests the abilities of adolescents to understand and cope with self-emotions reduce suicidal risk. The study by Dominguez-Gracia and Fernandez-Berrocal (2018) indicated that high level of emotional intelligence plays an important role in protecting against suicidal behavior. Rivers et al. (2013) examined how emotion skills could be a protective factor for risky behaviors among college students, and found that there was a negative correlation between EI and risky behaviors such as substance abuse, and other relevant variables. Limonero et al. (2018) analyzed the relationship between perceived EI and suicide risk in adolescents. The results showed that suicidal risk correlated negatively with clarity and emotional regulation, emotional regulation being a predictor of suicidal risk. Extremera et al. (2018) explored the relationship between EI, suicidal risk, self-esteem in adolescents. The results revealed that adolescents with greater EI were less likely to show symptoms of low self-esteem and suicidal ideation.

Studies mentioned above highlight the negative relationship between emotional intelligence and adolescent suicidal ideation. Emotional intelligence is found to be a protective factor for many risky behaviors. These findings highlight the significance of emotional intelligence in the behavior of individuals and the importance of improving it. This study aimed to test the hypothesis that emotional intelligence has no significant positive relation with adolescent suicidal ideation. Along with it the study aimed to find the predictors of adolescent suicidal ideation.

III. RESEARCH METHODOLOGY

3.1 Sample

Present study is an exploratory study to find whether emotional intelligence predicts suicidal ideation among adolescents. The representative sample comprised of 50 students (21 males and 29 females), with age ranging from 16-18 years. Participants were randomly selected from different plus two classes from different higher secondary schools in Kerala.

3.2 Measures

The age, gender religion and other socio-demographic details were collected with the help of Personal data schedule. Emotional Intelligence Inventory (EII) developed by Thomas and Sushama (2003) is used to collect data for emotional intelligence. EII has three sub-variables namely personal efficacy, interpersonal efficacy and intrapersonal efficacy and emotional intelligence. Reliability (split-half) and validity indices was reported as 0.88 and 0.93 respectively. Suicidal Ideation Scale (SIS) is used for measuring Suicidal Ideation, developed by Thomas and Kavitha (1988). The tool possess high construct validity and reliability (Cronbach alpha) of 0.96.

3.3 Procedure

The data collection is started by giving a brief description of the purpose of the study. From those who are interested to participate, 50 students were selected randomly. After establishing rapport, the measures were administered to the selected sample. The participants were given instructions to fill the data. Then the participants were requested to indicate their responses on response sheets. All the participants were informed that their data and identity would be confidential and be used only for research purpose. On the whole, the participants took nearly 30 minutes to complete the process.

IV. RESULT AND DISCUSSION

The investigation aimed to examine the role of Emotional Intelligence in adolescent suicidal ideation. The first step of analysis was to find out the intercorrelation between variables: personal efficacy, interpersonal efficacy, intrapersonal efficacy, emotional intelligence and suicidal ideation using correlation analysis. The second step of analysis aimed to find out the predictors of suicidal ideation using step wise regression analysis.

4.1 Inter-correlation of variables:

There are three sub-variables in emotional intelligence scale namely personal efficacy, interpersonal efficacy and intrapersonal efficacy. Personal efficacy is defined as one's ability to succeed in specific situations or accomplish a task. This plays a major role in how one approaches goals, tasks, and challenges (Bandura). Interpersonal efficacy is the skills which help a person to attend to relationships, balance priorities and demands, balance wants and should, and build a sense of mastery and self-respect. It is the skills necessary to initiate and maintain relationships. Intrapersonal efficacy is the understanding of oneself, one's goals, strength and weaknesses, style, etc. Emotional intelligence is the capability of individuals to recognize their own and other people's emotions, discern between different feelings manage and adjust emotions. Suicidal ideation is referred to like the thoughts about suicide. This may start with pure ideas leading to a strong feeling, suicide attempt, etc. Inter-correlation between personal efficacy, interpersonal efficacy, intrapersonal efficacy, emotional intelligence and suicidal ideation is presented in Table no.1.

Table no: 1. Inter-correlation of variables

Sl.No	Variable	PE	INTERPE	INTRAPE	EIS	SIS
1	Personal efficacy	1	0.621**	0.723**	0.945**	-0.350*
2	Interpersonal efficacy		1	0.545**	0.771**	-0.077
3	Intrapersonal efficacy			1	0.867**	-0.445**
4	Emotional intelligence				1	-0.360*
5	Suicidal ideation scale					1

**Significance-0.01 and * Significance-0.05

Correlation analysis indicates that there is a positive correlation between personal efficacy and interpersonal efficacy with a correlation coefficient of 0.621, which is significant at 0.01 level, indicating that the possibility of being this true is 99%. When personal efficacy increases interpersonal efficacy also will increase, as it is a positive correlation. Those who possess personal efficacy will be confident and can deal with problems successfully in situations. They will be able to deal with others effectively. Personal efficacy has a positive correlation with intrapersonal efficacy. The coefficient of correlation of personal efficacy with intrapersonal efficacy is 0.723, which is significant at the 0.01 level. That is an increase in personal efficacy causes an increase in intrapersonal efficacy because the relationship is positive. If one is efficient personally, he/she will possess the capacity to plan and monitor one's behaviour flexibly in the face of changing situations. Personal efficacy has positive correlation with emotional intelligence with a correlation coefficient of 0.945, which is significant at the 0.01 level. There is a very high correlation between these two variables. When personal efficacy increases, emotional intelligence also increases. Personal efficacy helps to deal with problems effectively with the ability to take challenges. Those who possess personal efficacy can manage him as well as the other person's emotions, adapt to situations and reach goals. Personal efficacy is negatively correlated with suicidal ideation with a correlation coefficient of -0.350. This shows that when personal efficacy increases there will be a decrease in suicidal ideation. Personal efficacy increases self-esteem, confidence, and interpersonal relations. So there will be decidedly fewer thoughts of suicide. In support of the finding, Sadri Damirchi, Zakibakhsh Mohammadi and Basir Amir (2019) in their study indicated that poor personal efficacy leads to negative judgment of abilities and the low ego strength may lead to suicidal ideation.

Interpersonal efficacy is positively correlated with intrapersonal efficacy with a correlation coefficient of 0.545, which is significant at the 0.01 level. That is if there is an increase in interpersonal efficacy, there will be an increase in intrapersonal efficacy also. A person who has interpersonal efficacy will have talents and abilities that help in problem-solving. This may be the reason for the positive correlation between interpersonal efficacy and intrapersonal efficacy. Interpersonal efficacy is positively correlated with emotional intelligence with a correlation coefficient of 0.771, which is significant at the 0.01 level. This is high which reveals that if interpersonal efficacy increases, emotional intelligence will increase as well because the relation is positive. Interpersonal efficacy is negatively correlated with suicidal ideation with a correlation coefficient of -0.077, which is not significant. This shows that if there is an increase in the interpersonal efficacy there will be a decrease in suicidal ideation.

Intrapersonal efficacy has a positive correlation with emotional intelligence with a correlation coefficient of 0.867, which is significant at the 0.01 level. This reveals that an increase in intrapersonal efficacy will cause an increase in emotional intelligence because the relationship is positive. Intrapersonal efficacy helps in problem-solving. A person who is right at problem-solving can efficiently manage his emotions. Intrapersonal efficacy is negatively correlated with suicidal ideation with a correlation coefficient of -0.445, which is significant at the 0.01 level. This shows that when intrapersonal efficacy increases, suicidal ideation decreases. Those who possess intrapersonal efficacy have talents and abilities that help in problem-solving and may resulted in less suicidal ideation.

Emotional intelligence is negatively correlated with suicidal ideation with a correlation coefficient of -0.360. That means when emotional intelligence increases, suicidal ideation decreases because the relation is negative. Studies on emotional intelligence and suicidal ideation revealed that emotional intelligence is negatively correlated with suicidal ideation. Emotional intelligence helps to manage emotions and assist to behave in a proper way in problematic situations. Emotional intelligence is reported to moderate the relationship between stress and the outcomes of hopelessness, depression and suicidal ideation (Ciarrochi, Deane, and Anderson (2002)). Prior researches, for example, Sharaf et al., 2009 and Wang et al., 2011 in their investigation revealed that emotional adaptation is a dominant factor that may reduce the risk of suicidal behavior among at-risk adolescents. According to the inquiry of Nishi, Sangeeta, Moudgil and Updesh (2010), Abdollahi, Carlbring, Khanbani, Ghahfarokhi (2016), (Motahar et al., 2011; Cha et al., 2009; Kwok et al., 2010), there was a negative correlation between suicidal ideation and emotional intelligence. Although there is limited evidence about the relationship between emotional intelligence and suicidal behavior, research conducted with young students has concluded that emotional intelligence is a protective factor against suicidal ideation and behavior (Cha and Nock, 2009; Ciarrochi et al., 2003). Previous investigations supported the present findings that emotional intelligence reduces suicidal ideation. Limonero et al. (2018) reported that suicidal risk correlated negatively with clarity and emotional regulation, emotional regulation being a predictor of suicidal risk. Extremera, Merida-Lopez, Quristana-Orts and Rey (2018) in their study revealed that adolescents with greater EI were less likely to show symptoms suicidal ideation.

4.2 Step wise Regression Analysis

Step wise regression analysis, is conducted to find out the predictors of suicidal ideation in adolescents. The technique involves a sequence of stepwise regression analysis. This method helps to figure out the sets of variables that best predict adolescent suicidal ideation and also helps to eliminate other redundant predictor variables that have little importance on suicidal ideation in adolescents.

This section helps to test the hypothesis that adolescent suicidal ideation can be predicted by Personal efficacy, Interpersonal efficacy, and Intrapersonal efficacy. The coefficient of correlation between the criterion variable and the predictor variables are given separately in Table.no.2.

Table: 2. The coefficient of correlation between criterion variable and predictor variable

Sl No	Predictor Sub Variable	Correlation
1	Personal efficacy	-0.350
2	Interpersonal efficacy	-0.077
3	Intrapersonal efficacy	-0.445

Criterion variable –Suicidal ideation

The index of correlation depicted in table 2 indicates that the predictor variables personal efficacy, interpersonal efficacy and intrapersonal efficacy have a correlation with criterion variable suicidal ideation.

Following results show the stepwise regression analysis of selected predictor sub variables of emotional intelligence and their contributions to overall suicidal ideation among adolescents.

4.2.1 Step 1

Step 1 analysis was carried out to know the increment in the percentage of variation of the predictor variables.

Variables entered = Personal Efficacy

Correlation (R) = 0.350

Proportion of Variance (R²) = 0.122

Percentage of variation (Adjusted R² X 100) = 10.4%

Beta (β) = -0.357 B = -0.180 S E β 1 -0.069

Constant = 37.980

Table no: 3. Step 1 of step wise regression analysis

Source	d f	S S	M S	F
Total	49	1404.580		
Regression	1	171.893	171.893	6.693**
Residual	48	1232.687	25.681	4.294*

Significance P < 0.001

The result of the F value (6.693) emerging from the above analysis shows that predictor variable, personal efficacy is highly significant ($P \leq 0.001$), in predicting the criterion variable suicidal ideation in adolescents. (Table: 3). The Coefficient of correlation obtained for the variable is 0.350 and be shared variance (Adjusted $R^2 \times 100$) is 10.4% which means that the variable personal efficacy associates 10.4% of the variance in overall suicidal ideation.

The result of step one analysis showed independent variable personal efficacy is found to be a prominent predictor of suicidal ideation.

Personal efficacy contributes only 10.4% of the suicidal ideation. Personal efficacy helps a person to set goals, tasks and challenges. Decrease in personal efficacy deteriorates one's ability to succeed. The following studies establish support to the present finding. According to the findings of Kobayashi, Fujita, Kaneko and Motohashi (2015) suicidal ideation may be prevented by increasing self-efficacy and self-efficacy can be an effective tool for identifying people with suicidal ideation. Rothmann and Rensburg (2002) and Valois, Zullig and Hunter (2013) indicated that low self-efficacy is often reported to be associated with suicidal ideation and suicidal attempts.

4.2.2 Step 2

Step 2 analysis was taken up to see the increment in percentage variation accounted for by the predictor variable interpersonal efficacy.

Variables entered = Personal efficacy, Interpersonal efficacy

Correlation (R) = 0.393

Proportion of variance (R^2) = 0.154

Percentage of variation (Adjusted $R^2 \times 100$) = 11.9%

Beta 1 (β_1) = -0.492 B1 = -0.253 SE β_1 = 0.088

Beta 2 (β_2) = 0.229 B2 = 0.260 SE β_2 = 0.194

Constant = 35.255

Table: 4. Step 2 of step wise regression analysis

Source	df	SS	MS	F
Total	49	1404.580		
Regression	2	216.997	108.498	4.294*
Residual	47	1187.583	25.268	

Significance $P < 0.001$

Results of step 2 analysis revealed that the percentage of variance accounted by personal efficacy and interpersonal efficacy together is 11.9% (Table: 4) which suggests that by adding these two variables the 'R' value increased from 0.350 to 0.393 and hence the percentage variation increased from 10.4 to 11.9%. Thus the increment of 1.5% could be attributed to interpersonal efficacy. The F value (4.294) also shows that interpersonal efficacy support significantly ($P < 0.001$) contribute to predicting suicidal ideation in adolescents.

The result of step 2 analysis showed that independent variables, personal efficacy and interpersonal efficacy were the predictors of suicidal ideation. Those who possess interpersonal efficacy have skills for interpersonal relationships. Interpersonal efficacy with personal efficacy contributes 11.9% to suicidal ideation. Those who possess interpersonal efficacy can balance priorities and demands. They can build good relationships with others and can share their problems. On the other hand person with low interpersonal efficacy may not have skills for building social relationships and may develop a sense of hopelessness. The following studies show support to the finding. As per the findings of Gallagher et al (2014) loneliness mediates the relationship between social anxiety and suicidal ideation in some cases. Interpersonal theory of suicide indicates that thwarted belongingness and perceived burdensomeness predict suicidal thoughts and behaviours in youth (Joiner, 2005). Czyz, Berona and King (2015) opined that thwarted belongingness has been shown to interact with acquired capability to predict suicide attempt in female adolescents and perceived burdensomeness interact with acquired capability to predict suicide attempt in males.

4.2.3 Step 3

Step 3 analysis was undertaken to further understand the role of predictor variable, intrapersonal efficacy.

Variables entered = Personal efficacy, Interpersonal efficacy, Intrapersonal efficacy.

Correlation (R) = 0.504

Proportion of variance (R^2) = 0.254

Percentage of variation (Adjusted $R^2 \times 100$) = 20.5%

Beta 1 (β_1) = -0.202 B1 = -0.104 SE β_1 = 0.103

Beta 2 (β_2) = 0.301 B2 = 0.342 SE β_2 = 0.187

Beta 3 (β_3) = -0.463 B3 = -0.388 SE β_3 = 0.157
 Constant = 36.571

Table: 5. Step 3 of step wise regression analysis

Source	d f	S S	M S	F
Total	49	1404.580		
Regression	3	356.416	118.805	5.214**
Residual	46	1048.164	22.786	

Significance P < 0.001

The results of step 3 analysis show that the percentage of variance collectively produced by personal efficacy, interpersonal efficacy and intrapersonal efficacy is =20.5% (Table. 5) which indicates that by adding intrapersonal efficacy to the other two variables of step 2, the R-value changes from 0.393 to 0.504 in step 3. Likewise, the percentage of variation increases from 11.9% to 20.5%. That is an increase of 8.6%. F value (5.214) for this step also suggests that intrapersonal efficacy significantly (P<.001) influences suicidal ideation and consider as a predictor for suicidal ideation in adolescents.

The result of step 3 analysis showed that personal efficacy, interpersonal efficacy and intrapersonal efficacy were the predictors of suicidal ideation.

Intrapersonal efficacy contributes 8.6% to suicidal ideation. Intrapersonal efficacy helps to make better understanding of their own and they always tend to make better images. Those who possess less intrapersonal efficacy will not be aware of their strengths and weaknesses. They cannot adapt and respond adequately to new situations. In support of the finding Brausch and Muehlenkamp (2018) indicated that intrapersonal function show significant positive prediction of NSSI severity. Another study by Kapoor, Domongua, Watson-Singleton and Are (2017) on childhood abuse and suicidal behavior found that suicidal behavior is negatively associated with intrapersonal strength. Intrapersonal strength mediates the association between child hood abuse and suicidal behavior.

Thus it could be summarized that among the three sub variables of emotional intelligence studied, personal efficacy, interpersonal efficacy and intrapersonal efficacy significantly influence the overall suicidal ideation in the present study. Hence the hypothesis that suicidal ideation can be predicted using selected predictor variables, that is personal efficacy, interpersonal efficacy and intrapersonal efficacy is accepted. A summary of the successive R's percentage variance, increase in R, percentage variation (Adjusted R² X 100) and increase in percentage variation is given in Table 6.

Table: 6 Percentage variation during stepwise regression of suicidal ideation in adolescents.

Step	Variables Entered	R	Increase in R	Percentage Variation (Adjusted R ² X 100)	Increase in percentage variation
1	Personal efficacy	0.350		10.4 %	
2	Interpersonal efficacy	0.393	0.043	11.9%	1.5%
3	Intrapersonal efficacy	0.504	0.111	20.5%	8.6%

Predictors of suicidal ideation emerging from the present study are personal efficacy, interpersonal efficacy and intrapersonal efficacy.

The order of the sub variables of emotional intelligence as obtained in the stepwise regression analysis are- Intrapersonal efficacy, interpersonal efficacy and personal efficacy. Among the three sub variables of emotional intelligence, intrapersonal efficacy contributes more to adolescent suicidal ideation. The results indicated that personal efficacy contributed 10.4%, together with interpersonal efficacy 11.9% and intrapersonal efficacy 8.6% . On the whole emotional intelligence influences (20.5%) suicide ideation.

4.3 Discussion

Based on the findings significant correlations existed between the sub variables namely, personal efficacy, interpersonal efficacy, intrapersonal efficacy, emotional intelligence and suicidal ideation. The findings show the importance of emotional intelligence and understanding and managing emotions. Earlier evidence suggests that the ability to regulate emotions is associated with pro-social tendencies and positive peer nominations. It is also associated with a higher quality of social interactions (Lopes et al. 2004). It is seen that the three sub variables namely personal efficacy, interpersonal efficacy and intrapersonal efficacy together cause 20.5% of adolescent suicidal ideation. Among the sub variables personal efficacy contributed 10.4% and intrapersonal efficacy 8.6% of adolescent suicidal ideation which indicates that the efficacy for managing

emotions, and the talents and abilities within the individual for problem solving are more significant when consider adolescent suicide. The results strongly agree with those found in the literature that the association between suicide risk and EI is negative and the role of EI is protective in nature. The reasons for why EI has a protective capacity could be linked to its negative correlation with suicidal ideation, its role in promoting positive emotions, creation and maintenance of close relationships; the use of effective coping strategies; the experience of less emotional distress ; the maintenance of higher self-esteem; and the increase of subjective well-being and life satisfaction. Most of the studies on emotional intelligence and suicidal ideation show negative relationship between these two variables. Ciarrochi, Deane, and Anderson (2002) indicated the moderating effect of the relationship between stress and the outcomes of hopelessness, depression and suicidal ideation.

V. CONCLUSION

The goal of this study was to find out whether Emotional Intelligence is a significant factor in adolescent suicidal ideation. Consistent with the hypothesis, results revealed that emotional intelligence has less significant relation with adolescent suicidal ideation. Emotional intelligence influence only 20.5% to suicidal ideation among adolescents. Increase in the level of emotional intelligence leads to a decrease in the level of suicidal ideation. The result of stepwise regression analysis indicated that among the three sub variables (personal efficacy, interpersonal efficacy and intrapersonal efficacy), intrapersonal efficacy predicts more, then interpersonal efficacy and personal efficacy towards adolescent suicidal ideation. This shows that adolescent suicidal ideation has more relation with intrapersonal efficacy. Intrapersonal efficacy focuses on the character and traits of a person related to the self which effect suicidal ideation more than the other variables.

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