

EMOTIONAL QUESTIONNT IMPACTS ON SUICIDAL IDEATION AMONG EARLY ADULTHOODS. AN EMPIRICAL STUDY IN VISAKHAPATNAM.

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ABSTRACT

This study is aimed to examine the EMOTIONAL QUESTIONNT IMPACTS ON SUICIDAL IDEATION AMONG EARLY ADULTHOODS. AN EMPIRICAL STUDY IN VISAKHAPATNAM with independent variables of (qualification, community, gender) A sample of 116 graduate and postgraduate college students both male and female at 18-25 years age group students participated in this study. Descriptive statistics and t-test findings revealed that this emphasizes that community of a person on his/her which is directly influence on the areas of Adaptability and sensitivity which are domains of emotional intelligence and Adaptability domain significantly shown the strong relationship associated with adaptability and religion and it impacts on suicidal ideation

Keywords— Emotional intelligence, Early adulthood, Demographic variables, Suicidal Ideation.

1. INTRODUCTION

EMOTIONAL INTELLIGENCE DEFINITIONS:

1. Emotional intelligence has been defined as "the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior"
2. Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. Though there is some disagreement among psychologists as to what constitutes true emotional intelligence.

It is generally said to include at least three skills: emotional awareness, or the ability to identify and name one's own emotions; the ability to harness those emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes both regulating one's own emotions when necessary and cheering up or calming down other people.

SUICIDAL IDEATION DEFINITION:

Strictly speaking, suicidal ideation means wanting to take your own life or thinking about suicide. However, there are two kinds of suicidal ideation: passive and active. Passive suicidal ideation occurs when you wish were dead or that you could die, but you don't actually have any plans to commit suicide. Active suicidal ideation, on the other hand, is not only thinking about it but having the intent to commit suicide, including planning how to do it.

The term suicide describes the act of taking one's own life. suicide in the conventional sense, in which someone plans out or acts upon self-destructive thoughts and feelings, often while they are experiencing overwhelming stress.

“**Assisted suicide**” occurs when a physician helps a terminally ill person to die, avoiding an imminent, inevitable and potentially painful decline. Our current discussion of suicide does not address assisted suicide.

INTRODUCTION

(EMOTIONAL INTELLIGENCE)

Early Growth:

As early as the 1930s, however, the psychologist Edward Thorndike described the concept of "social intelligence" as the ability to get along with other people. During the 1940s, the psychologist David Wechsler proposed that different affective components of intelligence could play an important role in how successful people are in life.

Later Developments:

The 1950s saw the rise of the school of thought known as humanistic psychology, and thinkers such as Abraham Maslow focused greater attention on the different ways that people could build emotional strength. Another important concept to emerge in the development of emotional intelligence was the notion of Multiple intelligence. This concept was put forth in the mid-1970s by Howard Gardner, introducing the idea that intelligence was more than just a single, general ability.

The Emergence of Emotional Intelligence:

It was not until 1985 that the term "emotional intelligence" was first used by in a doctoral dissertation by Wayne Payne. In 1987, an article published in *Mensa Magazine*, Keith Beasley uses the term "emotional quotient." Some suggest that this is the first published use of the phrase, although Reuven Bar-On claims to have used the term in an unpublished version of his graduate thesis. In 1990, psychologists Peter Salovey and John Mayer publish their landmark article, "Emotional Intelligence," in the journal *Imagination, Cognition, and Personality*.

In 1995, the concept of emotional intelligence is popularized after the publication of psychologist and New York Times science writer Daniel Goleman's book *Emotional Intelligence: Why It Can Matter More Than IQ*. The topic of emotional intelligence has continued to capture the public interest since, and has become important in fields outside of psychology including education and business. Emotional intelligence (EI), emotional

leadership (EL), emotional quotient (EQ) and emotional intelligence quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and manage and/or adjust emotions to adapt to environments or achieve one's goal and Emotional intelligence can play a major role in how we interact with others. Sometimes coworkers, employers, friends, family members and other acquaintances might struggle with poor emotional skills that make social situations difficult and fraught with tension. In other cases, it might even be your own emotional intelligence skills that need a little work.

FACTORS:

Salovey and Mayer proposed a model that identified four different levels of emotional intelligence including emotional perception, the ability to reason using emotions, the ability to understand emotion, and the ability to manage emotions.

Perceiving emotions: The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions. **Reasoning with emotions** the next step involves using emotions to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to; we respond emotionally to things that garner our attention.

Understanding emotions: The emotions that we perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of the person's anger and what it could mean. For example, if your boss is acting angry, it might mean that he is dissatisfied with your work, or it could be because he got a speeding ticket on his way to work that morning or that he's been fighting with his wife.

Managing emotions: The ability to manage emotions effectively is a crucial part of emotional intelligence and the highest level. Regulating emotions, responding appropriately, and responding to the emotions of others are all important aspect of emotional management.

SIGNS OF LOW EMOTIONAL INTELLIGENC Lots of Arguments: You probably know someone who always seems to get into arguments with others Friends, family, co-workers and even random strangers find themselves embroiled in disputes with these argumentative individuals. Because low EQ individuals struggle to understand the emotions of others, they often find themselves arguing without considering how others are feeling **Not Understanding How Others Feel:** Low EQ people are often completely oblivious to the feelings of other people. They don't *get* that their spouses might be angry at them or that their co-workers are irritated. Not only that but they also feel very annoyed that other people expect them to know how they are feeling. Emotions, in general, tend to exasperate people with low **Thinking That Other People Are Overly**

Sensitive: People who are low in EQ might crack off jokes at inappropriate times. For example, they might make a joke at a funeral or right after a tragic event. When other people react to such out-of-line jokes, the low EQ individual may feel like others are simply being too sensitive. These individuals have difficulty understanding the emotions of others, so it's little wonder why they are unable to interpret the emotional tone after such events. Refusing to Listen to Other Points of Views that Low EQ individuals feel that they are right and will defend their position with great vigor, yet refuse to listen to what others have to say. This is particularly true if other people are critical of how the individual does not understand what others are feeling. They are often pessimistic and overly critical of other people's feelings Blaming Others Mistakes: People with low emotional intelligence have little insight into how their own emotions might lead to problems. When things go wrong, their first instinct is to blame others. They often blame characteristics of the situation or the behaviors of other people for their actions. They might suggest that they had no other choice for what they did and that other people do simply not understand their situation. This tendency to not take responsibility often leaves them feeling bitter and victimized. An Inability to Cope With Emotionally-Charged Situations Strong emotions, whether their own or those of others, are difficult to comprehend for those with low emotional intelligence. These individuals will often walk away from such situations to avoid having to deal with the emotional fallout. Hiding their true emotions from others is also very common Sudden Emotional Outbursts: The ability to regulate emotions is one of the five critical components of emotional intelligence. People with low EQ often struggle to understand and control their emotions. They might have unexpected emotional outbursts that seem overblown and uncontrollable.

Difficulty Maintaining Friendships Because low EQ people often come off as abrasive and unfeeling, they have difficulty maintaining friendships. Close friendships require a mutual give-and-take, sharing of emotions, compassion, and emotional support, all of which low EQ individuals struggle with. Lack of Empathy because people with low emotional intelligence do not understand the emotions of others, they experience little empathy for other people. They do not get what others are feeling, so it is impossible for them to place themselves in another person's Poor emotional intelligence can wreak havoc in multiple areas of a person's life. School, work, family, friendships, and romantic relationships are just a few areas where a person with low EQ will encounter major problems.

Suicidal ideation, also known as **suicidal thoughts** is thinking about, considering, or planning suicide. The range of suicidal ideation varies from fleeting thoughts, to extensive thoughts, to detailed planning. Most people who have suicidal thoughts do not go on to make suicide attempts, but suicidal thoughts are considered a risk factor. Suicidal ideation is generally associated with depression and other mood disorders however, it seems to have associations with many other mental disorders, life events, and family events, all of which may increase the risk of suicidal ideation. For example, many individuals with borderline personality disorder exhibit recurrent suicidal behavior and suicidal thoughts.

Causes:

Many different factors can contribute to suicidal ideation. Sometimes Thoughts strike when you're feeling hopeless and out of control of your life and/or like it has no meaning or purpose. This may be due to circumstances like relationship problems, trauma, substance use, a crisis of some sort, pressure at work, a physical health issue, or financial difficulties. Having any mental health disorder such as depression, bipolar disorder, post-traumatic stress disorder (PTSD), or anxiety can also contribute.

Signs:

Warning signs that you or a loved one are thinking about or contemplating suicide include: Isolating yourself from your loved ones. Feeling hopeless or trapped, Talking about death or suicide. Giving away possessions and An increase in substance use or abuse. Increased mood swings, anger, rage, and/or irritability. Engaging in risk-taking behavior like using drugs or having unprotected sex .accessing the means to kill yourself, such as medication, drugs, or a firearm Acting as if you're saying goodbye to people. Feeling extremely anxious Risk Factors: There are a variety of risk factors for suicidal ideation and suicide, such as attempts suicide in the past. Mental health disorders like. Feelings of hopeless isolated, and/or lonely. Not being married Having a chronic physical illness like cancer, diabetes, or a terminal diseases like chronic pain and traumatic brain injury and Having a family history of suicide a drug or alcohol abuse disorder sometimes experienced childhood abuse.

REVIEW OF LITERATURE

KB SMITH, J.PROFETTO-MC GRATH, GG CUMMINGS –INTERNATIONAL JOURNAL OF NURSING STUDIES -2009 ;The purpose of this paper is to present findings of an integrative literature review related to emotional intelligence (EI) and nursing. A broad search of computerized databases focusing on articles published in English during 1995–2007 was completed. Extensive screening sought to determine current literature themes and empirical research evidence completed in nursing focused specifically on emotional intelligence.

Moshe Zeidner, Gerald mathewws, Richard D Roberts -2004

Emotional intelligence in the work place - This paper critically reviews conceptualizations and empirical evidence in support of emotional intelligence (EI) and its claimed role in the occupational environment. Consideration is given to the purported status of EI in occupational and career assessment (with particular emphasis on personnel selection and placement), job performance, and satisfaction. Overall, this review demonstrates that recent research has made important strides towards understanding the usefulness of EI in the workplace.

Mayer et al. (2000) : Also showed with a series of studies that emotional intelligence increased with age and experience which qualifies it as an ability rather than a personality trait. Wong and Law (2002) working with different samples have found that, age is positively correlated with emotional intelligence across different job situations.

Kafetsios (2004) : Had reported in his study among 239 adults aged between 19-66 years, that older participants scored higher on three out of four branches of EI i.e. facilitation, understanding and management. This study supports the view that emotional intelligence develops with age.

Srivastava and Bharamanaikar (2004) : Concluded from their study among the sample of 291 Indian army officers regarding the relationship between EI and their age, that EI had increased with age. To measure the emotional intelligence and its relation with age among secondary school teachers.

Tyagi (2004) : Have conducted a study and found that the level of emotional intelligence is low and independent of age.

Van Rooy, Alonso and Viswesvaran (2005) : Have made a study in which a common measure of emotional intelligence was administered to 275 participants. (216 female) to examine how different groups score on a test of EI differences were compared for age. Results indicated that emotional intelligence scores tended to increase with age.

Chapman and Hayslip (2006) : Have made a cross sectional analysis in order to measure emotional intelligence in young and middle adulthood. Differentiation of the construct of emotional intelligence was investigated in young and middle-aged adults. Mid life adults reported significantly greater use of optimism (a component of emotional intelligence) as a mood regulation strategy than was reported by young adults.

Gowdhaman and Msurugan (2009) : The relationship between emotional intelligence and age reported among B.Ed. teacher trainees (N= 300) have revealed a significant effect of age on emotional intelligence. Contradictory to this finding, Jacques (2009) had reported that age did not predicted emotional intelligence among a sample of 221 college students.

Mohan and Devi, L. (2010) : In their study, revealed that good education and occupation of parents in positively and significantly effects the interpersonal relationship (EI) of the adolescents. It means that parents

having good occupation have adolescents having the ability in establishing and maintaining mutually satisfying relationship characterized by emotional closeness and intimacy.

METHODOLOGY

This study was conducted through email questionnaire. This is a method of collecting and analysing data attain from a large number of respondents representing from a selected population collected through highly standardized questionnaire techniques. The investigator used a standardized questionnaire and the items given in the questionnaire were verified and pooled with the help of the research supervisor.

SAMPLE:

The study was conducted on graduates and postgraduates of Visakhapatnam district, Andhra Pradesh, India. The data was collected randomly from college students in the vicinity of Visakhapatnam city. The sample consists of 116 members (male -50, female- 66) of the college students. The particulars of age, marital status, locality, annual income, family particulars other particulars are included.

DATA COLLECTION:

In the present study, the researcher personally visited various departments in colleges and administrated the scale on adolescents. Before administrating the scale, permission was sought from the concerned authorities of the colleges. The instructions were given to the students about each and every aspect of the scale. Proper care is taken to include a wide range of demographic variables to analyse the data and get results in particular categories. The subjects were given the hand-outs and were asked to answer the questionnaire. After collecting the data from the students of various colleges, the data is separated into required categories of variables required for the study. Though the students complained of the difficulty in answering the questionnaire, proper guidance is provided and doubts were clarified to motivate the students. The data is then entered into Microsoft Excel to do basic scrutiny of the data and eliminate incomplete entries of the subjects. Hence after prior scrutiny of the data, the sample size is finalized for the study to proceed. Every demographic variable is then converted into numerical values to enter the data in SPSS format, which is very fundamental in analysing the data after its collection. In SPSS, the data is statistically observed to find the mean, median, mode and standard deviations of the frequencies of the variables. That completes the data collection process from scratch to the point of analysis in SPSS software.

TOOLS:

There has been applied two tools one is emotional question tool and suicidal ideation tool

The present test measures the emotional quotient of an individual on the basis of Emotional intelligence questionnaire developed by questionnaire developed by N.K. Chaddha. This measures general Emotional Intelligence (EI), using four sub-scales: sensitivity, empathy, conscientiousness and adaptability. The questionnaire was developed with psychometric properties in various places and administered to examine the influence in different anticipated factors. For this study, a 73 item questionnaire was used. The present test measures the emotional quotient of an individual on the basis of following dimensions (sensitivity, Conscientiousness, Empathy and Adaptability).

Reliability of test questionnaire consisted retest reliability for the test was found to be 0.86. The 'split-half' is another method of estimating reliability coefficient. The split-half reliability in the case of odd-even items was 0.89 and for the first half and the second half was 0.87.

Suicidal ideation scale developed by Devendra singh Sisodia and Vibhuthi Bhatnagar. This tool consists of 25 items with reliability of scale which determined by test retest reliability and internal consistency reliability method retest reliability was 0.78 and consistency value of the scale as 0.81 Validity coefficient was 0.74.

METHODOLOGY:

This chapter provides the methodology adopted in the present study. The objectives of the study, the measures used, and the statistical analysis performed on the data is presented. The study is mainly aimed to examine the effect of emotional intelligence on suicidal ideation of various socio – demographic groups.

OBJECTIVES OF THE STUDY:

The main objective of the present study is to examine the effect of emotional intelligence on suicidal ideation on studies and coping styles among boys and girls.

- To examine the effect of emotional intelligence on suicidal ideation on studies in various socio demographical groups male and female.
- To examine the effect of emotional intelligence on suicidal ideation among graduates and post graduates.
- To examine the effect of emotional intelligence on suicidal ideation among Hindu and non-Hindu group

HYPOTHESIS

In order to realize the objectives of the study the following hypothesis have been formulated:

- **Hypothesis 1:** There will be no significant influence of emotional intelligence on suicidal ideation among gender between males and females.
- **Hypothesis 2:** There will be significant influence of emotional intelligence on suicidal ideation graduates and post graduates.
- **Hypothesis 3:** There will be no significant influence of emotional intelligence on suicidal ideation among religion groups Hindu and non-Hindu.

RESULTS AND DISCUSSION:**Table-1- Gender:**

Significant mean difference among male and female on emotional Question and suicidal ideation.

Dimension	GENDER	N	Mean	SD	T&r value-value
EQ EMOTION	Male	50	3.20	0.67	1.10&0.11
	Female	66	3.36	0.77	
EQ CONCIOUSNESS	Male	50	2.40	0.57	-1.54&0.14
	Female	66	2.57	0.63	
EQ SENSITIVITY	Male	50	3.18	0.59	-0.80&0.07
	Female	66	3.25	0.54	
EQ ADAPTABILITY	Male	50	2.26	0.07	-0.30&0.02
	Female	66	2.28	0.56	
SI TOTALSCORE	Male	50	2.92	0.48	1.84* &-0.17
	Female	66	2.69	0.74	

$p \leq .05$

- Above table-1 provides the significant mean differences between male and female on Significant mean difference between emotional Question and suicidal ideation It can be said from the above results that among gender group male and female is significantly influenced on suicidal ideation (mean=1.84, $p \leq .05$) dimensions of Emotional question and suicidal ideation among gender There will be no significant influence of emotional intelligence on suicidal ideation among gender between males and females.
- hypothesis is accepted. It means that There is significant influence of emotional intelligence on suicidal ideation among gender between males and females.

Table-2: Age: Significant mean difference among qualification on emotional Question and suicidal ideation

Dimension	Qualification	N	Mean	SD	t- value & r- value
EQ Empathy	Graduation	91	3.19	0.52	-
	Post-Graduation	25	3.32	0.47	
EQ Consciousness	Graduation	91	2.45	0.60	-
	Post-Graduation	25	2.68	0.62	
EQ Sensitivity	Graduation	91	3.28	0.70	-
	Post-Graduation	25	3.32	0.85	
EQ Adaptability	Graduation	91	2.29	0.50	0.88* & -0.08
	Post-Graduation	25	2.20	0.40	
Suicidal ideation	Graduation	91	58.03	17.90	0.31&-0.02
	Post-Graduation	25	56.73	20.54	

Note: ** $p \leq .05$ levels

- Table-2 shows that the significant mean differences between Qualification which two groups of graduates and post graduates on Significant mean difference between emotional Question on suicidal ideation. It can be said from the above results that among graduates and post graduates emotional quotient dimension adaptability significantly influenced on suicidal ideation (mean=0.88, $p \leq .05$) dimensions of Emotional question influences on suicidal ideation among graduates and post graduates hence the null hypothesis is accepted. It means that there is significant influence of emotional intelligence on suicidal ideation among graduates and post graduates.

Table-3: Significant mean difference among religion on emotional Questiont and suicidal ideation.

Dimension	RELIGION	N	Mean	SD	t- value& r –value
EQ empathy	Hindu	60	3.26	0.44	0.51&-0.00
	Non Hindu	53	3.16	0.57	
EQ Consciousness	Hindu	60	2.48	0.62	-0.06&0.06
	Non Hindu	53	2.49	0.60	
EQ Sensitivity	Hindu	60	3.31	0.70	1.00&-0.06
	Non Hindu	53	3.24	0.78	
EQ Adaptability	Hindu	60	2.16	0.41	- 2.16*&0.28**
	Non Hindu	53	2.35	0.52	
Suicidal ideation	Hindu	60	54.38	16.62	-2.10&0.07
	Non Hindu	53	61.04	20.13	

Note: ** $p \leq .05$ levels ** correlation is significant at the 0.05 level

Table-3 shows that the significant mean differences between Qualification which two groups of graduates and post graduates on Significant mean difference between emotional Questiont on suicidal ideation It can be said from the above results that among graduates and post graduates emotional quotient dimension adaptability significantly influenced on suicidal ideation (mean=0.88, $p \leq .05$) pearson correlation significant at 0.05 level on Adaptability dimension of Emotional questiont among hindu and non-Hindu religion. Hence the null hypothesis rejected. There is significant influence on emotional quotient and and suicidal ideation among Hindu and non-Hindu.

SUMMARY AND CONCLUSION:

After completion of statistical analysis, the objectives of null hypothesis proved that there has been significant influence among emotional quotient and suicidal ideation. There was null hypothesis rejected because of results indicated no difference between male and female in emotional quotient of different dimension's called them sensitivity and empathy and consciousness adaptability. There results revealed that significantly differences associated among male and female in suicidal ideation. There was shown that highly significant in emotional questiont dimension adaptability between graduates and post graduates and also among Hindu and non-Hindu religion. Based on previous reviews results there are some possibilities are associated Facilitation, understanding and management. This study supports the view that emotional intelligence develops with age. Lack of Empathy because people with low emotional intelligence do not understand the emotions of others as well as themselves and sometimes it leads to more depression and suicidal ideation and tendencies. This study identified that religion effects on emotional quotient and suicidal ideation.

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