

Research Paper

A Correlational Analysis of Emotional Intelligence and Gender on Suicide Ideation in Adolescents

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ABSTRACT

This study examines the relationship between Emotional Intelligence (EI), Gender, and Suicide Ideation among adolescents, a group particularly vulnerable to mental health challenges during their developmental years. Research suggests that EI may influence how individuals handle stress, process emotions, and seek help, which could play a role in reducing Suicide Ideation. Using the Emotional Intelligence Scale (EIS) by Hyde, Pethe, and Dhar (2001) alongside a modified Suicide Ideation Scale (SIS), it was investigated how Emotional Intelligence and Gender contribute to variations in Suicidal Ideation. A sample of 50 students (25 males and 25 females) was assessed for Emotional Intelligence and Suicide Ideation. Using Pearson's correlation coefficient, we found a negligible correlation of -0.0304, indicating no significant linear relationship between Emotional Intelligence and Suicide Ideation in this sample. Further analysis was conducted to understand gender-based differences.

Keywords: *Emotional Intelligence, Adolescents, Gender, Suicide Ideation, Mental Health, Correlation*

Adolescence is a pivotal period of development, characterized by profound emotional, psychological, and social changes. Adolescence, defined by the State Adolescent Health Resource Center (SAHRC, 2017) as a time of exploration and frequent change, is a critical stage for personal development. It is during this period that individuals begin to solidify their personality traits, which in turn influence their Emotional Intelligence. These changes shape an individual's identity and have a significant impact on their mental well-being, interpersonal relationships, and academic performance. The ability to manage emotions effectively is closely tied to mental well-being, with Emotional Intelligence (EI) emerging as a protective factor.

Emotional Intelligence

Emotional Intelligence (E I), as defined by Salovey and Mayer (1990), is "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions." Emotional Intelligence involves a range of competencies, including self-awareness, self-regulation, motivation, empathy, and

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social skills. During adolescence, these abilities are especially critical, as young people navigate the complexities of peer relationships, academic pressures, and the development of their identities.

Dr. Daniel Goleman (1995) emphasized that higher Emotional Intelligence enhances an individual's capacity to manage stress, build stronger social connections, and make more informed decisions. Adolescents with higher EI tend to excel in both personal and academic domains, showing greater resilience and adaptability. Emotional Intelligence is also closely linked to overall mental health, with higher EI being associated with lower levels of anxiety, depression, and loneliness (Sarrionandia et al., 2018).

Emotional Intelligence (EI) and Gender: Studies suggest that higher EI may reduce susceptibility to Suicide Ideation by enabling better emotional regulation. Gender differences in EI have also been observed, with females often scoring higher, potentially lowering their Suicide Ideation risk. Emotional Intelligence has been linked to improved mental health outcomes, as it supports self-awareness and emotional regulation, both critical in managing distress. Individuals with high EI show resilience against depression and anxiety, which are often associated with Suicide Ideation. Research suggests that females generally have higher EI, possibly due to socialization that encourages emotional expression. This may explain lower Suicide Ideation rates among females compared to males.

Previous studies have consistently highlighted the critical role of Emotional Intelligence in stress management, enhancing communication, and improving decision-making processes. Adolescents with higher Emotional Intelligence are more adept at navigating the social, academic, and emotional demands that define this developmental stage. The ability to recognize and manage one's emotions is particularly vital during adolescence, a period often marked by significant psychological and emotional fluctuations.

METHODOLOGY

Objectives of the Study

To understand if there is a significant relationship between Emotional Intelligence, Gender and Suicide Ideation.

Hypotheses

Alternative Hypothesis (H₁): There is a significant correlation between the Emotional Intelligence and Suicide Ideation.

Sample

The sample consisted of 50 adolescents (25 males and 25 females) from various high schools in an urban setting. Participants were between the ages of 13 and 18. Participants were selected through a random sampling method.

Tools

- 1. Emotional Intelligence Scale (E.I.S.) by Hyde, Pethe, and Dhar (2001):** This scale consists of 34 items measuring five dimensions of Emotional Intelligence: self-awareness, empathy, self-regulation, motivation, and social skills. Individuals with high Emotional Intelligence are better equipped to navigate complex emotional landscapes, build strong interpersonal relationships, and successfully cope with stress. Utilizing the E.I.S. to assess Emotional Intelligence, this study is crucial in

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identifying how gender and Emotional Intelligence have an influence on Suicide Ideation, consequently, how adolescents navigate the complex emotional landscape of their lives.

- The Beck Scale for Suicide Ideation (BSI), developed by Dr. Aaron T. Beck and colleagues,** is a widely used self-report tool designed to assess the severity of Suicide Ideation in individuals. The BSI consists of 21 items, with the first 19 specifically assessing suicidal thoughts, attitudes, and behaviours. Each item is scored on a 3-point scale (0 to 2), with higher scores indicating greater severity of Suicide Ideation. The scale's reliability and validity have been well-documented, making it a standard tool in both clinical and research settings for identifying individuals at risk and tracking changes in Suicide Ideation over time.

Variables

- Emotional Intelligence (EI):** Measured on a scale of 80-160.
- Suicide Ideation:** Measured on a scale of 1-20, with higher scores indicating greater ideation.
- Gender:** Males and females

Statistical Analysis

Pearson's correlation coefficient was used to assess the relationship between the two variables, with a significance level set at $p < 0.05$. The correlation was calculated for the entire sample and separately for males and females to explore gender differences.

Table 1: Findings

	Emotional Intelligence	Suicide Ideation
Mean	129.44	8.24
Variance	291.9657143	20.55346939
Sample Size	50	50
Pearson Correlation	-0.03037032	
Df	49	
t Stat	48.11763442	
t Critical one-tail	1.676550893	

Mean: Emotional Intelligence (EI) has a mean score of 129.44, while Suicide Ideation (SI) has a mean score of 8.24.

Variance: The variance of EI is 291.97, indicating a higher dispersion of scores, while the variance of SI is 20.55, showing a more clustered distribution.

Correlation:

The **Pearson Correlation** coefficient between Emotional Intelligence and Suicide Ideation is -0.0304 for the entire sample. This suggests an extremely weak, negative correlation, indicating almost no linear relationship between the two variables.

The **t Stat** value is 48.12, and the **t Critical one-tail** value is 1.6766.

Since the absolute t Stat (48.12) is much greater than the t Critical value (1.6766), we accept the alternate hypothesis at a conventional significance level (e.g., $p < 0.05$). This result

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suggests that there is a statistically significant difference between the mean scores of Emotional Intelligence and Suicide Ideation.

The findings indicate that while Emotional Intelligence and Suicide Ideation have significantly different mean scores, there is almost no correlation between the two variables. This suggests that Emotional Intelligence levels may not be a direct predictor of Suicide Ideation, at least within this sample population. The statistically significant difference in means shows that the two variables exist on distinct scales, but their weak correlation implies that they may not be linearly related in a meaningful way.

However, the extremely low Pearson Correlation indicates that while EI and SI scores differ significantly in magnitude, they do not show a meaningful linear relationship.

Here are the visual analyses of the provided data across genders:

Table 2: Correlation between Emotional Intelligence and Suicide Ideation across Genders:

Gender	Pearson Correlation Coefficient
Female	0.1396
Male	-0.1563

Females showed a slight positive correlation, while males showed a weak negative correlation, though both are statistically insignificant.

Table 3: Mean Emotional Intelligence and Suicide Ideation by Gender

Gender	Emotional Intelligence	Suicide Ideation
Female	126	8.48
Male	132.88	8

The Table shows that both genders have comparable average EI scores, with a slight difference between females and males.

RESULTS

Overall Findings:

The negligible correlation (-0.0304) indicates that there is no significant relationship between Emotional Intelligence and Suicide Ideation among the adolescents in this sample.

Gender-Based Analysis:

Although slight differences were observed in the male and female correlations, neither group displayed a strong or statistically significant relationship between EI and Suicide Ideation.

DISCUSSION

The findings reveal that EI may not be a predictor of Suicide Ideation in this particular sample of adolescents. However, Emotional Intelligence's role in mental health could vary with different samples or age groups. Further research could explore whether other variables, such as resilience or self-esteem, may influence the relationship.

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Gender Differences: Higher EI scores among females correlate with lower Suicide Ideation rates, possibly due to socialization factors that emphasize emotional awareness and expression in females.

Limitations and Future Directions

- **Sample Limitations:** A larger, more diverse sample could strengthen the findings.
- **Self-Report Measures:** Reliance on self-report may introduce bias; future studies could include longitudinal designs and clinical assessments.

CONCLUSION

This study suggests that EI does not significantly correlate with Suicide Ideation in adolescents, and there is no gender-based difference in this relationship. This highlights the need for multifaceted approaches in understanding and preventing adolescent Suicide Ideation, emphasizing other factors that may contribute.

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Conflict of Interest

The author(s) declared no conflict of interest.

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