

Emotional Intelligence: An Intervention for Suicide Prevention

Tanu Goel¹ Dr.Prabhat Srivastava²

¹Research Scholar ²Director Academics Management

^{1,2}Shri Venkateshwara University, India

Abstract— Emotional Intelligence (EI) is one dimension that has been linked with decreased suicidal ideation and behaviors, I detected several gaps in the literature in this area regarding the research designs and samples involved. In this research, I aimed to test a mediator model considering self-report EI, psychological distress and suicide risk across samples adopting both cross-sectional and prospective designs in independent studies. In present scenario everywhere work pressure due to competition and survival. Those who are able to manage that pressure with positive attitude goes high but who are not able to manage that pressure with stress they took hard step of life and committed suicide. I personally talked with many person who worked with stress and all time blame the things and not ready to manage with that and ready to finish everything in second of time. They are physically, mentally, morally strong but not emotionally strong. Emotional pain, stress and anxiety have become some of the most common challenges of the modern world where people live a robotic life, preoccupied by social media, gadgets, and in competition with their peers. With the growing wealth and virtual reality taking over our lives, anxiety and depression have become very common among people of all ages, class or economic background. Thousands of people are turning to psychoactive drugs because of depression and anxiety every day. A thorough knowledge about emotional intelligence can be a useful tool to decrease depression and anxiety among people. This will help people become familiar with their emotions and live an emotionally stable and healthy life.

Key words: Emotional Intelligence, Psychological Distress, Suicide Risk, Amygdala

I. INTRODUCTION

According to the ability model proposed by Mayer and Salovey, EI is defined as “the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth”. Thus, the ability EI approach suggests implications on EI training as emotional abilities might be more susceptible to being developed and learned. Following the ability model of EI, performance-based ability EI tests are often used together with instruments referred to as self-report ability EI tests. In line with previous studies, a widely used self-report ability EI measure (i.e., Wong and Law Emotional Intelligence Scale) was chosen because it is relatively short, reliable and easy to administer. Besides, this instrument provides unique access to emotional-affective processes given by self-report ability EI tests.

Solvey and Mayer in 1990 were the first to formally describe emotional intelligence as ‘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’. But it captured significant attention

later when Daniel Goleman published his first book on emotional intelligence in 1995. He defines EQ, nickname of emotional intelligence. as. “the abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathize and to hope” (emotional intelligence).

II. BACKGROUND OF STUDY

One of the main causes of growing depression these days is lack of awareness among people about emotional intelligence and its practices. And also, we live in a society where being emotional or expressive has been stigmatized and is mostly seen as a weak feminine trait. People aren’t given enough space to express their emotions neither at schools nor at homes. This suppression of emotions also leads to emotional instability and failure to cope with real life challenges. In addition there hasn’t much been done in the field of emotional intelligence; Emotional health being one of the most important aspects of our lives has been highly neglected in our societies. School curriculum stress much more on IQ (intelligence quotient) while ignoring EQ (emotional quotient) which often leads to the brightest students of the class getting the lowest grades, people dropping out of school and sometimes even committing suicide because as futile of a reason as bad grades.

People come to the challenge of emotional intelligence with different strengths and weaknesses. Where some find it easy to develop self-awareness and empathy, others have a difficult time, or don’t easily recognize the need. Luckily, emotional intelligence (likewise emotional resilience) is something that can be cultivated and developed. You have the ability to learn how to better work with emotions so as to improve your mental, physical, and social health.

Emotional instability can be caused by many factors like any previous emotional trauma or parenting type and mostly psychological constructs which are directly related to our environment, personal experiences and encounters. George Kelly in his book the psychology of personal constructs explains how our personal constructs lead to depression “when a person finds his personal construction failing him, he suffers anxiety. When he faces an impending upheaval in his core structure, he experiences threat. A person who construes the construction system of another person sets the stage for playing a role in relation to that person. When he finds himself dislodged from his role, he experiences guilt.” Another explanation of the emotional instability among people can be the lack of awareness among people about their cognitive functioning. As we know that amygdala (one of two parts of the brain that affect how people feel emotions ,especially fear and pleasure) plays role of the “heart” in our brain causing all the emotional responses. Dr. LeDaux calls it the “precognitive emotion”, which means feelings independent of thought; he notes that the emotional

information goes to the amygdala first which processes it before the information is fully sorted out in the brain. He says "but it's a quick and dirty process, the cells are fast but not precise". (New York Times).

Goleman further explains LeDaux's theory in his book that the primitive brain of mammals which is constantly scanning for predators is the main brain system in non-mammals. This imprecise system may save a squirrel away from a potential danger or move towards something edible but in human life that imprecision can have disastrous consequences.

The term 'Emotional Intelligence' was coined by psychologists John Mayer and Peter Salovey in 1990. It can be defined as your ability to use your emotions intelligently and appropriately in different situations, combined with your ability to use emotions to make yourself more intelligent overall. Emotionally intelligent people are able to accurately recognize and comprehend emotion, both in themselves and in others, to appropriately express emotion, and to be able to control their own emotion so as to facilitate their own emotional, intellectual and spiritual growth. In short, emotionally intelligent people intentionally use their thinking and behavior to guide their emotions rather than letting their emotions dictate their thinking and behavior. People who are highly emotionally intelligent tend to also be highly emotionally resilient.

III. EI & SUICIDE RISK

While suicide is considered as a public health concern because of its alarming prevalence, suicidal thoughts and behaviors represent significant indicators of suicide risk. The phenomenon of suicide has been argued as a continuum. In addition, nowadays people have received particular attention in psychiatric research regarding the leading prevalence of deaths caused by suicide in peoples. On the one hand, community samples constituted of middle-aged adults are required to deal with psychosocial events (e.g., loss of job, marriage, or relationship breakdown or financial stress) that are linked to increased suicide risk in this age group. On the other hand, college students constitute a population at high risk of suicidal thoughts and behaviors. As some authors have argued, the university context represents a key transitional period often perceived as a stressful time of change, thereby influencing students' suicidal thoughts and behaviors.

Because the perceived ability to deal with affective information has been highlighted as a relevant factor regarding health and well-being indicators, it is not surprising that findings from several studies have reported significant associations between self-report ability EI and suicide risk. For instance, found that self-report ability EI buffered the association between perceived stress and suicidal ideation among depressed adolescent inpatients. In this context, Abdollahi and Talib argued the protective role of self-report ability EI against suicidal ideation because of its negative associations with rumination processes. Similar findings have been found on the relationship between self-report ability EI and suicide risk indicators among college students and community samples. With respect to performance-based ability EI tests, similar results have been reported in a study with adolescents. More recently, Paradiso and colleagues

used a well-known performance-based ability EI test (i.e., Mayer-Salovey-Caruso Emotional Intelligence Test; MSCEIT, Version 2.0) in a study with a banking industries sample of veterans. Findings showed that suicidal thoughts were linked to lower emotion processing. As noted above, existing literature on EI and suicide has focused on the ability model of EI using both self-report ability EI tests and performance-based instruments. In sum, there is a growing body of research suggesting that the manner in which people deal with emotional information contributes to an explanation of suicide risk.

IV. PSYCHOLOGICAL DISTRESS AS A POTENTIAL MEDIATOR BETWEEN EI & SUICIDE RISK

In identifying risk factors linked with suicidality, impaired mental health constitutes identifiable vulnerabilities that increase the likelihood of suicide. In this context, prior research has reported the predictive validity of psychological risk factors on suicide risk among college students and employees in different sector nowadays main focus on banking industries due to many reasons. Or community samples. Finally, the deleterious impact over time of psychological symptomatology on suicidality has been reported.

A broad association between EI and psychological distress indicators suggests that the perceived ability to deal with emotions is linked to individuals' psychological adjustment and adaptation. In addition, EI has been found to be involved in psychological distress processes beyond the influence of personality traits. According to the EI framework, emotionally intelligent individuals manage their emotions in a better way than those with lower EI. Consequently, people with higher EI tend to adopt more adaptive regulatory strategies that are, in turn, negatively associated with negative affect and psychological distress conversely, emotion deregulation is considered a factor contributing to affective vulnerabilities that are in the basis of suicide risk and non-suicidal self-injury.

Even though researchers have focused efforts on identifying the buffering role of emotional abilities in understanding the associations between psychological risk factors such as perceived stress or depression and increased suicide risk, no study has examined a mediator model beyond the direct associations between these variables. In other words, there is a need for research to delineate the mechanisms through which EI might act as a protective factor to reduce suicidal thoughts and behaviors.

V. EMOTIONAL INTELLIGENCE PLAY MAJOR ROLE IN MENTAL STRESS

Growing in emotional resilience requires that you work towards greater self-knowledge. It is important, for example, that you to learn to identify how you react in emotional situations. Becoming aware of how you react when stressed helps you gain better control over those reactions. A good framework to help guide you towards becoming more aware of your emotions is something called Emotional Intelligence. There are real health and wellness benefits for being resilient. It's something worth striving for, if you aren't already that way. Importantly, resilience is a learnable skill and it can be

developed only by if you understand the value of emotional intelligency. Anyone can become more emotionally resilient if they work at it with positive attitude.

In order to become more emotionally intelligent, it is necessary to develop the following five skill domains towards life saver.

- Self-awareness. Self-awareness involves your ability to recognize feelings while they are happening.
- Emotional management. Emotional management involves your ability to control the feelings you express so that they remain appropriate to a given situation. Becoming skillful at emotional management requires that you cultivate skills such as maintaining perspective, being able to calm yourself down, and being able to shake off out-of-control grumpiness, anxiety, or sadness.
- Self-motivation. Self-motivation involves your ability to keep your actions goal-directed even when distracted by emotions. Self-motivation necessarily includes being able to delay gratification, and avoid acting in impulsive ways.
- Empathy. Empathy involves your ability to notice and correctly interpret the needs and wants of other people. Empathy is the characteristic that leads to altruism, which is your willingness put the needs of others ahead of your own needs.
- Relationship Management. Relationship management involves your ability to anticipate, understand, and appropriately respond to the emotions of others. It is closely related to empathy.

VI. CONCLUSION

As noted above, Purpose of the present research we found several gaps in the literature on EI and suicide risk that motivate our work. First, although EI is positively related to suicide risk, the mechanisms by which EI relates to suicidal thoughts and behaviors remain clear that a emotional intelligent person having very less chances to attempt suicide risk. Second, most of studies examining self-report EI and suicide risk indicators relied on adolescent and college student and working employees under work pressure. Thus, studies examining the associations between EI and health indicators in more heterogeneous samples are needed to confirm the validity of these results. Finally, current findings in the literature on EI and suicide risk share a limitation derived from the use of cross-sectional designs. In short, previous studies have failed to capture change over time and left the question of causal direction unanswered. Therefore, the findings from prospective studies may provide clarity on causal mechanisms between EI and suicide risk. Besides, analyzing EI reported suicidal ideation and behavior at Time 2 offers a more stringent test of the impact of EI on suicide risk. Moreover, this prospective design can reveal the existence of stable relationships that might not be detected when constructs are measured at only one point in time.

To begin to fill these gaps, the objective of the present work was threefold. First, we aimed to examine the associations between self-report EI, psychological distress and suicidal thoughts and behaviors in different populations and contact with all community to confirm the

generalizability of our results. Second, we aimed to examine whether psychological distress would mediate the relationship between self-report EI and suicide risk. Third, we analyzed the proposed mediator model considering both cross-sectional and prospective designs in all samples.

Our proposed mediator model is shown in Figure 1.

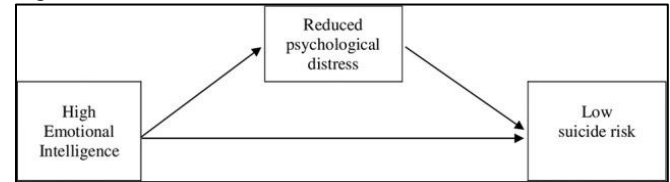


Fig. 1:

Proposed model of the role of psychological distress in explaining the relationship between emotional intelligence to suicide risk.

These results point out the role of psychological distress as a mediator in the association between self-report EI and suicide risk. These findings suggest an underlying process by which self-report EI may act as a protective factor against suicidal ideation and behaviors. To save lives from suicide risk of all community we have to educate all and strong them with emotional intelligence and it can be possible just to spent few minutes of our busy life and communicate them, talked them and understand the stress, anxiety they are tolerating. As per personal observation we all are busy in our own world via Mobile phone we are connected with people through Face Book, Instagram, and Twitter but not ready to meet face to face. Please understand the demand of emotional values of human being and prevent suicide risk. In line with the limitations of our work, plausible avenues for future research and interventions are discussed.

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