



## Studying the Relationship between “Social Self-Efficiency and Emotional Intelligence” and “Suicidal Tendencies” of Adolescents of High School Second Grade in Urmia City

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**Abstract:** The goal of the present study is to study the relationship of the two elements of social self-efficiency and emotional intelligence with the suicidal tendencies of the adolescents of high school second grade in Orumieh. The research method is descriptive and of solidarity type and the statistical society includes all students of high school second grade of Urmia city in 2012-2013 school years. Classified random sampling method is used and according to the Krejcie-Morgan table, the size of the sample is 363 people (173 female and 190 male). To gather the information three kinds of questionnaires like the multiple approaches to suicide, shoot emotional intelligence and social self-efficiency of the adolescents. To analyze, organize and study the data, descriptive and deductive statistics is used. The results of Pearson correlation test show that there is a positive and meaningful relation between all elements of social self-efficiency and emotional intelligence. In this relationship the only meaningless relationship was between social skills and evaluation of the emotions. The step by step multiple regression analysis results show that of the social self-efficiency aspects and emotional intelligence, the elements like participation in social groups activities, helping and settling and application of the emotions can predict the rate of interest in life.

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**Key words:** suicidal tendencies, social cognitive theory, social self- efficiency, emotional intelligence, adolescents, high school

### 1. Introduction

One of the most important personal and social damages that the industrial world faces is the phenomenon of suicide. Suicide as a form of personal violence (Maryk, 2010), and the last way is the only way to destroy the self-consciousness (Delgado Gomez et al, 2011) This term is used only when the First and second person is conscious act will lead to their loss (Maryzv Pamply et al, 2007), but if that person is not threatening to commit suicide, but the result "suicide", or "to commit suicide a pseudo ". So we can say that virtually suicidal death and intentionally done to oneself.

Social self-efficacy as an individual's judgment about his abilities to perform successfully the activities are organized (age Kopar, 2009) in social self-efficacy is expected to be one of your skills and abilities to show interpersonal ( Jessica Black, 2012) and its successful beliefs and personal experiences in relation to their environment and expand management of interpersonal conflicts (Hafstr et al, 1990; heater et al, 2000; Nancy, and Associates, 2009.) means of social self-perception of their ability to achieve social

norms and social relations. The social self that an individual can develop their social connections to make your life enjoyable and environmental pressures can handle. Creates a strong sense of self-efficacy and social relationships will be positive, while the lack of social self-efficacy leads to the isolation and social alienation (Morris et al, 2008 quoted Thmasbyan et al, 2009). Bandura believes that people with high levels of social self-efficacy are able to create a social network and features more bolster than those with low levels of social self-efficacy gain (Eric Williams, 2,004th) In other words efficacy Social Relations Support The At Background The Positive Social Strengthening The To. Research findings suggest that high levels of social efficiency with high levels of social support, life satisfaction and lower stress (Kaufman Vglygan , 2002, Jazmyn et al, 2007) and low levels of social self-efficacy with slow more professional development and related social anxiety (Smith Betz , 2000, Brittany et al, 2011). A significant relationship between the level of social self-efficacy

and feelings of loneliness and depression exists (Herman, 2005; Thmasbyan et al, 2005, 2009). Research findings Soltanzadeh (2008) entitled "The relationship between social self-efficacy, self-regulation skills, cognitive and attempted suicide among young people making the" suggesting that the frequency of each of the three components mentioned among the young people themselves have attempted suicide is significantly low. Maryzv Pamply, et al (2007) in their research, sex, aggression, and self-efficacy was assessed with suicide and concluded that people with higher self-efficacy stronger orientation to life. Based on their results in an increase in general self-efficacy can serve as a useful intervention for the prevention of suicidal behavior and people who have problems in controlling emotions, used. Also Thompson, et al (2002) the relationship between self-efficacy and perceived social support in Africa by having thoughts of suicide were examined. The study sample included 100 women who they feel due to the low efficiency and consequently getting abused by others, were referred to the hospital, and the suicide did. Their research pointed to a link between low self-efficacy and having suicidal thoughts are very sensitive to the role of social support (family, peers, etc.), the social self-efficacy and the need to be strengthened They stressed.

Christine, et al, (2009) in applied research as "emotional intelligence as a protective factor against suicidal behavior" role of emotional intelligence in the control of behavioral impulsivity, emotional self-management and falsely recalled, and the result is Because people with good emotional intelligence, the ability to adequately understand and manage their emotions, so it can be considered one of the most important variables predictive of suicidal tendencies or trends to be considered. similar research at Gordon and Hvdas ( 2010) for research support Christine et al (2009) about whether it's really good emotional intelligence can serve as a protective factor for suicidal behavior in adolescents act or not? To evaluate this factor (EI) on mental health and children, and after the necessary studies to confirm the above results, it is concluded that high emotional intelligence as a major negative influence to prevent the events of Life is stressful and having negative thoughts of suicide.

With regard to the explanatory variables, and attention to research that shows a clear understanding of the factors and variables still does not explain suicidal behavior (Gibb et al, 2005; Christian and Johnson, 2007, quoting George Lopez, et al, 2011) and the research of the relationship between self-efficacy component of social and emotional intelligence suggests that the majority of the components of social and psychological problems, the

need to research the relationship between their own of destruction staffs (suicide) in one of the most critical stages of human development (adolescence) is necessary in order to benefit from them, the importance of these two variables and adolescent mental health promotion, educational to taxpayers to help with sufficient understanding of how the influence of these psychological characteristics, to provide the necessary training to avoid such risky behaviors.

**Given the above, the aims of this study are as follows.**

The relationship between social self-efficacy and emotional intelligence in adolescents with suicidal tendencies to grade level.

Contribution of each variable to determine the effectiveness of their social and emotional intelligence in predicting suicide.

## 2. Methodology and Data

The design of non-experimental research designs and correlation and regression analysis is more accurate. The population consisted of all secondary school students in the city of Urmia in school year 91-90, the number of those 5996 people are using a random sampling of Table farmers - of Morgan 363 (173 girls and 190 boys) were selected as samples. In order to measure the following variables affect the three types of questionnaires were used.

Multi-scale approach to suicidal behavior:

The scale in 1991 by Avrbach and colleagues to measure and assess the suicide trends among teenagers is designed. This means that 30 are based on the premise that the fundamental difference between the approaches of suicidal behavior over the life and death can occur. It is based on a Likert scale is designed grading method is to have the option to "completely disagree" and a score of "disagree" and so the two "somewhat agree" three "agree" and four to "strongly agree" score is five. If the score is calculated for each sub-scale scores are added together words and expressions to the number that can be divided into the following scale.

The creators of this scale Avrbach et al (1991) the internal consistency of the scale is huge. In a comprehensive review of these tools on a sample consisting of 79 male and 67 female Israeli adolescents who were treated for suicidal behavior, under the mental and the coefficient of performed Cronbach's 76. For (hate life and love death), and 83 /. For (love and hate, life, death) have been reported. As they offer significant correlations between the subscales of interest in life (negative) and hate life and love death (positive) and a list of potential suicide, the current scale has been validated in a group.

Emotional Intelligence Questionnaire of Schutte: Shoot questionnaire and colleagues (1998) based on a theoretical model of emotional intelligence Salovey and Mayer (1990) and made to measure emotional intelligence in adolescents. Scale drought Containing 33, Items Is with Scale 5 Degree Likert scale. To Scoring the Test to Each Items Scores 1 until 5 Attachment is, in this case, the false options = a score, scores = FALSE, pretty = true score three, score = true = true option 4th and 5th grades awarded. A notable point is that the expressions 5, 28 and 33 are reverse grading (false, true grade 5 and grade 1). Validity and reliability of this instrument has been demonstrated by its creators. Shoot and colleagues (1998) Internal consistency of the test from 87 / to 90 / per cent have been reported. Also in the validation of this test by Khsrjavyd (2002) has been made. KH Javed their study on 234 male and female secondary school students in Tehran and the performance and reliability of Form 33-point scale to accomplish total EI scale based on Cronbach's alpha to 81 / reported.

Social self-efficacy in adolescents:

Adolescent social self-efficacy scale in 1989 by Knly is designed to assess adolescents' social self-efficacy. This scale is a self-report instrument that has 25 words. Subject to a 7-degree Likert (1 = impossible

to be too simple = 7) to determine the extent to which each of the test items or statements indicating his character. To obtain subscale scores, the subscale scores of all the words together is desired. The total test score is between 25 to 175 and higher scores indicating higher levels of self-efficacy and social subjects.

Knly (1989) is a valid and reliable scale satisfying read. He validation of this scale in order to make it run on three groups of high school students and the Cronbach's alpha coefficient for the total test / 94 also reported the test-retest reliability for men / 81 women and 86 / are reported. Reliability or validity of adolescents' social self-efficacy significantly correlated with the number of scale and consistency of self-concept has been demonstrated (Quoting Knly, 1989).

**3. Results**

Main hypothesis: the dimensions of social self-efficacy, emotional intelligence dimensions and orientation of the components are there students to suicide.

To test the first hypothesis, "Pearson test" was used.

Table 1: the results of correlation between variables

Variable														
Social determination	1													
Performance in social context	0.68	1												
Participation in social groups	0.66	0.61	1											
Friendship	0.52	0.48	0.67	1										
Helping	0.63	0.56	0.58	0.60	1									
Regulating emotions	0.32	0.61	0.50	0.48	0.51	1								
Evaluating emotions	0.34	0.57	0.64	0.55	0.62	0.54	1							
Social skills	0.56	0.54	0.67	0.64	0.57	0.32	0.18	1						
Using emotions	0.60	0.46	0.64	0.59	0.60	0.48	0.35	0.53	1					
Love the living	0.43	0.63	0.66	0.65	0.66	0.53	0.16	0.60	0.44	1				
Hate the living	-0.29	-0.23	-0.51	-0.46	-0.57	-0.56	-0.33	-0.36	-0.43	-0.62	1			
Love the death	0.24	-0.21	-0.44	-0.49	-0.50	-0.28	0.12	-0.29	-0.33	-0.69	0.71	1		
Hate the death	0.50	0.48	0.38	0.41	0.39	0.22	0.30	0.11	0.22	0.40	0.58	0.69	1	

Second hypothesis: Each dimension of social and emotional intelligence can predict efficacy have suicidal tendencies.

To test the second hypothesis, stepwise multiple regression analysis method was used. To test this hypothesis, four regression equations were used because of their tendency to be suicidal has four components, the variable of interest in life was

considered as the criterion variable, the variable in the first step, social groups, The second step is intimacy, helping the third step, the fourth step and the fifth step is the use of emotion regulation and emotion into the equation, its significance was maintained over five steps. Other variables such as the level of significance were reached out of the equation.

Table 2: the results of stepwise regression of suicide from predictive variables

Predictive variable	R	R <sup>2</sup>	$\Delta R^2$	SE	df	F	$\Delta F$	B	Beta	T
Participation in social groups	0.50	0.25	0.25	2.38	1361	122.29	122.30	0.25	0.42	7.58
Friendship	0.55	0.31	0.06	2.29	3602	81.78	31.07	0.18	0.24	5.31
Helping	0.63	0.36	0.05	2.22	3593	66.61	25.26	0.20	0.33	5.78
Regulating emotions	0.66	0.39	0.03	2.18	3584	54.41	11.80	0.14	0.16	3.45
Using emotions	0.67	0.42	0.03	2.14	3575	51.47	10.60	0.12	0.17	3.41

Stepwise regression analysis results in Table 2 show that 25% of the variance in social groups of interest in life predicts. Devotion 6 percent assist and help get 5%, 3%, and the use of emotions and emotion regulation as 3% interest explain life. ANOVA results are also presented in the table above show the five variables have a significant effect on interest in life.

The second test hatred of life was considered as the criterion variable, the first step in changing social determination, the second step in social situations, friendship and intimacy third step, the fourth step in regulating emotions, the emotions and the fifth step of the five step skill The social significance of the equation and have maintained their six steps. Regression results are reported in Table 3.

Table 3: the results of stepwise regression of suicide from predictive variables

Predictive variable	R	R <sup>2</sup>	$\Delta R^2$	SE	df	F	$\Delta F$	B	Beta	T
Social determination	0.69	0.38	0.38	4.48	1361	184.48	184.48	-0.79	-0.81	-11.51
Performance in social context	0.67	0.49	0.11	4.43	2360	101.72	98.02	-0.68	-0.73	-10.31
Friendship	0.58	0.53	0.04	4.27	3359	80.56	64.41	-0.61	-0.67	-6.72
Regulating emotions	0.55	0.56	0.03	4.21	4358	66.34	51.80	-0.55	-0.56	-3.41
Evaluating emotions	0.49	0.59	0.03	4.18	5357	61.28	23.40	-0.54	-0.43	-3.32
Social skills	0.36	0.61	0.02	4.13	6356	51.11	18.22	-0.32	-0.35	-2.27

Stepwise regression results in Table 3 show that 38% of the variance in social boldly predicted hating life. ANOVA results are also presented in the table above show the 6 variables have a significant effect on interest in life. The beta coefficient is negative, it can be inferred that students with high scores on the social determination of the components of performance in social situations, friendship, emotion regulation, emotional and social skills are assessed,

hate less life and suicidal tendencies have been shown to have less.

The variable of interest was considered death as the criterion variable, the first step in changing social determination, the second step of friendship and intimacy, emotion regulation fourth step of the equation of emotions and their significance was maintained during the four steps. Regression results are reported in Table 4.

Table 4: the results of stepwise regression of suicide from predictive variables

Predictive variable	R	R <sup>2</sup>	$\Delta R^2$	SE	df	F	$\Delta F$	B	Beta	T
Social determination	0.70	0.32	0.32	6.32	1361	163.32	163.32	-0.80	-0.93	-8.46
Friendship	0.64	0.44	0.12	6.30	2360	152.67	98.45	-0.76	-0.87	-6.90
Regulating emotions	0.59	0.51	0.7	6.24	3359	96.21	76.80	-0.64	-0.60	-4.48
Evaluating emotions	0.41	0.58	0.7	6.19	4358	69.11	57.90	-0.51	-0.39	-4.10

Stepwise regression results in Table 4 show that 32% of the variance in interest in social boldly predicts death. ANOVA results are also presented in the table above, show that four variables have a significant effect on interest in death. The beta coefficient is negative, it can be inferred that students with high scores on the components of social

determination, friendship and intimacy, emotion regulation and evaluation of emotions, from love to death, much less interest shown and the suicides.

The variable hatred of death was considered as the criterion variable, the first variable in the social group, the second step emotion regulation, social skills into the third equation and its significance was

maintained over three steps. Regression results are reported in Table 5.

Table 5: the results of stepwise regression of suicide from predictive variables

Predictive variable	R	R <sup>2</sup>	$\Delta R^2$	SE	df	F	$\Delta F$	B	Beta	T
Participation in social groups	0.56	0.28	0.28	6.16	1361	100.34	100.34	0.86	0.52	10.57
Regulating emotions	0.63	0.39	0.11	6.09	2360	56.14	67.56	0.53	0.36	5.01
Social skills	0.69	0.44	0.5	6.05	3359	69.11	40.56	0.34	0.15	3.29

Stepwise regression results in Table 5 show that 28% of the variance in social groups hates to predict death. 11% of emotion regulation and social skills 5 explain the hatred of death. The third variable is the sum of 28% of the criterion variables predict. ANOVA results are also presented in the table above show the three variables have a significant effect on the hatred of death. Given the significant beta coefficients, thus it can be concluded that students who score high on the company factors in the social, emotional regulation, and social skills have been shown to have a greater hatred of death, and less inclined to suicides.

#### 4. Conclusions

One of the social disorders that have plagued humanity throughout history, especially in the West, it is suicide. According to the World Health Organization, more than five million people worldwide commit suicide each year, that number of one million people die by suicide in 2020, this number is estimated to be a half-million (Vasrnm et al, 2012) with regard to this important search for psychological variables associated with suicidal behavior in human society throughout history, has always been one of the main topics of discussion among scholars, especially in the West. Thus, the importance of these structures in different dimensions and necessary interventions to reduce the frequency of qualitative resource discovery among the most sensitive human population, the efficacy variables predict trends in social and emotional intelligence and object of desire teens suicides The main objective of this research.

The first objective of the study was to determine the relationship between social self-efficacy and emotional intelligence in adolescents with suicidal tendencies to grade school, among all the components of social self-efficacy analysis showed that the relationship between emotional intelligence Mvylfh there, in the Only by assessing the relationship between social skills and emotional relationships were significant. In other words, students of higher emotional intelligence, a sense of self-efficacy are higher. This finding themselves with research (2006), MA, et al (2008), Rostami et al (2010), Shakeri Tarzan (2010), Aghdami Baher, Njarpvr professor and

Lyvarjany (2009), Williams et al (2008), Byvrlly et al (2008), Rathy and Rastvjy (2008) and Chan (2007) is consistent, ie, high emotional intelligence with a sense of self-efficacy and performance in the field, assertiveness, independence, empathy with others, controls, there relationship is expected. The relationship between emotional intelligence and self-efficacy to justify the fact that emotional intelligence involves a set of skills linked to perceive accurately evaluate and express emotion or feeling available to facilitate thinking, the ability to understand the emotional and emotional knowledge and ability It is emotional and intellectual development of emotion regulation (Salovey & Meyer, 1990) and self-efficacy on the mindset of people, how to deal with problems, emotional health, decision making, coping with stress and depression affect (Bandura and lacquered 2003) both construct a set of skills, talents and abilities that a person's ability to succeed in coping with environmental pressures and Aqtzahay increase based on two variables have a positive relationship with each other and have forecasting ability .

Because it looks better than the social component of self-efficacy and performance in social situations with uncertain parameters like interest in life are related to the nature of adolescence is on. In the course of human life is one of the most sensitive social groups tend to have more children in order to pay for the friends and express their peers is too valuable to sympathy, and bestead deep feelings of attachment from each other, and help enjoy. On the other hand, because of their particular period of their growth, they are obliged to carry a lot of biological events, education and social encounter. They must find solutions to problems and deal with them. Numerous challenges to their success in this era of social self-efficacy are related. Among those who are feeling more efficiency has experienced a positive mental well-being and interests of life and life satisfaction are plentiful.

Palmer, S. and Donaldson (2002) argued that emotional intelligence is important achievements in life satisfaction. EI increases life satisfaction, social status in social groups in the fields, people painting, devotion and responsibility to improve quality and reduce the personal and social problems. In justifying



the use of emotions and emotion regulation can be expected to be compatible with teens who face potential opposition or negative emotions using self-regulatory practices or procedures and other ability to create an other members of the hidden enjoyable negative emotions in order to avoid damage to their personal feelings to others or ability to influence the thinking and action in situations of emotional intelligence and problem-solving and effectively have the continuity enjoy naturally rattlesnake They tend to be more effective .

Other findings in the study of the theory of self-efficacy can predict later social and emotional intelligence hatred of death was suicide component in the components of the high scores of students who determination Social the situations Social Friendship adjust Emotions, Evaluating emotions and social skills, lower self-hatred live show. Also, similar to the components of the four students (social assertiveness, friendship and intimacy, emotion regulation and evaluation of emotions) have earned higher than shown less interest in death and suicide tend to have fewer.

Certainty in social relationships is one of the basic life skills that lead to improved ability to manage time and increase the respect and confidence, increased ability to discuss, decide and develop communication skills and have the ability to increase the characteristic behavioral and personality can make Adolescents' risky behavior and damaging the lives of so many say "No". In other words, the lack of such a feature in their teenage many behaviors that cause psychological and physical harm that can protect and consequently, the hatred of the death of interest in the life of acquired high-risk behaviors pest for They tend to draw a lot of them. On the other hand, friendship and intimacy in adolescence and having a positive performance in social situations, prevent many inconsistencies and anomalies to be individual and vice versa, and Maslow's (1998) isolation and withdrawal, anxiety and social phobia, disorder, depression and other disorders, and other conditions no conflict of such properties, especially during adolescence. Ahrnberg et al (1991) and Bandura, Pastvrlly and Kapara (1999) argue that one of the most important social functions in their teens. The development of positive social relationships that make his life enjoyable, requires a strong sense of social self-efficacy and self-efficacy of social avoidance behavior of the individual and social isolation, and brought them the probability that the to the negative and destructive thoughts and behaviors that lead to more violence. On the other hand, for effective functioning in social situations, children should have control of emotional arousal in stressful situations, distress and anger maker. Children and adolescents

who are able to modulate their emotional responses in such situations cannot see, cannot you already have learned the way of problem solving strategies are adaptive to .

Finally, the latest forecast regression results indicate that the components participating in the social, emotional regulation, social skills, a total of 28% of the criterion variables to predict the. Social groups for teens in foster intellectual growth and social character they are looking for. The important feature of adolescent peer groups outside of the family feeling of safety (commendable, 2011) allows the child to feel safe to be emotionally independent from parents. According to Bandura, self-efficacy, perceived one person in such a situation, his reactions to stressful life events is modified, for example, having a sense of social self-efficacy to deal effectively with the problems of the feelings of worthiness, the creation of positive mood Health body and mind is important. Goleman (1995) believes that one of the key components of emotional intelligence and social skills, including effective communication, conflict management, leadership development, communication skills, group work and Vtavn (quoting from the memoirs of Spring, 2007). It can be said that people with the skills to deal with stressful events have proved to be effective deal because it more accurately understand and assess their emotions, they do when the express so it can be to express or show effective of regulate their emotional states and consequently greater pleasure and satisfaction in life experience. It can be stated that adolescents have high emotional intelligence, capabilities, abilities and social skills are developed and operate effectively and this helps them to be more successful in the requests, and the pressures of environmental they are highly successful in the sense.

According to the research findings and limitations, it appears that the following recommendations can be effectively applied to the study objectives and enhance the quality of future research.

According to the study of emotional intelligence and social self-efficacy in the most significant positive impact on suicidal components can therefore serve the workshops and courses order to familiarize the importance of this education stakeholders variables and train them using appropriate strategies and models to students and the research conducted in both sexes (male and female) take place so as to compare their results and to identify differences and similarities. The teachers who are teaching in the education system is suggested to cooperate with each other heartily and be empathic and consultation meetings, the problems of students who have a history of suicidal thoughts or via different routes identify and discuss and find solutions

for them. The researchers recommended that similar studies in other experimental forms of age, children, youth, adults and other levels of school (elementary, middle, college) and using other tools (interviews, observations, etc.) do so with comparative studies in order to gain a deep insight of how relationships between these variables and the importance of these practices to the scientific community of the country introduced.

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