



IMPACT OF INTERPERSONAL NEEDS ON SUICIDAL IDEATION AND EMOTIONAL INTELLIGENCE AMONG UNIVERSITY STUDENTS

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Abstract

Establishing positive connections with others, achieving emotional intelligence, and receiving proper mental health support play a significant role in feeling connected, effectively managing difficult emotions, and reducing the risk of self-harm ideation. By creating a supportive space that appreciates and tackles these issues, we can strive to improve people's overall health, ability to bounce back from challenges, and feeling of being connected. So, this research study explored the impact of interpersonal needs on emotional intelligence and suicidal ideation among the university students of Sialkot. A correlational research method used in this study. The data collected from 250 university students aged 18 to 25 years, and a purposive sampling technique used to gather data from them. From three different universities in Sialkot (University of Sialkot, University of Management and Technology, and GC University Sialkot) data were collected. Interpersonal needs questionnaire INQ-15, Beck Scale for Suicidal Ideation (BSSI), and Wong and Law Emotional Intelligence Scale WLEIS used for data collection. The finding indicates that there is a negative correlation between emotional intelligence and interpersonal needs, and between emotional intelligence and suicidal ideation, suicidal ideation, and interpersonal needs are also negatively correlated. Also, the result revealed that age and socioeconomic status have a considerable impact on suicidal ideation. The findings addressed to explain them in light of Pakistani culture and previous empirical evidence. This research is helpful for universities and educational institutes to develop a plan for university students whose interpersonal needs are not fulfilling and who have low levels of emotional intelligence.

Keywords: *Interpersonal needs, Emotional intelligence and suicidal ideation.*

Introduction and Literature Review

Globally, third leading cause of death is Suicide specially seen in young people ages from 15 to 24. From last 30 years, rate of suicide has increased over 20,000 around the world. According to a research conducted by the World Health Organization (WHO) every year in Pakistan more than 15,000 cases of suicide recorded in Pakistan and around 25% were of teenagers. Reason behind the suicide seen in Pakistan was poverty, unemployment, stress, family disputes, and social pressure. Furthermore, negative thinking, helplessness and interpersonal needs (when they didn't fulfill) also the reason behind the suicide. Before attempting the suicide, the thoughts, ideas come in person mind⁵ or a person wishes regarding with death or suicide is Suicidal Ideation (SI).

According to the interpersonal theory of Suicide (Joiner, 2005) the perception of burden on someone and lack of social connection with people and environment. When both of these conditions fulfill then risk of suicidal behavior is high. The theory Fundamental interpersonal relation orientation by (Schutz, 1958) states interpersonal needs, beyond our physiological needs every people have some interpersonal needs. Affection, control and Inclusion all of them strongly motivate us in life.

Interpersonal needs help people to maintain their relationship with others. Also, interpersonal needs help people to connect with their relationship, showing affection, appreciation and motivate to them. Furthermore, it is very necessary for people own well-being and happiness. Emotions are the feelings, what a person feel about something (specific things or person). In emotions, cognitive, psychological and behavioral patterns involved. Researchers differentiate emotions and mood as emotions are the episodic or brief events directed towards something and felt both the psychologically or physiologically while mood are less intentional state than emotions and not directed toward any specific thing or person.

Emotional intelligence means being aware of and understanding our own and other people's feelings, and being able to handle and control them. The ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought (Mayer et al., 2008, p. 511). Emotional intelligence is high when a person recognizes, and deals with their own emotions and others. Suicidal Ideation, emotional intelligence and interpersonal needs all of them are interlinked. If emotional intelligence is high in person, then suicidal ideation is lower in that person. Therefore, if interpersonal need is not fulfilling then, interpersonal needs are high in that person. So, suicidal ideation is also high. Furthermore, Emotional intelligence is high in a person, and then the interpersonal needs are low.

People with high emotional intelligence are more likely to maintain their relationships and deal with any difficult situation. Also, people with high emotional intelligence know where and when express their emotions and feelings toward their relationships. People whose interpersonal needs are not fulfilled are prone to suicidal ideation. Those people were not able to balance their relationships and felt like a burden on others. Also, these people were hardly approachable to their friends, and because of isolation, this resulted in suicide. Those people whose emotional intelligence is high have strong relationships, know how to deal with others and manage difficult situation calmly. They have a control on their thoughts. So, these people didn't have suicidal thoughts like those who have low emotional intelligence.

The study by Schutte (1998) the aim of this study was to understand the connection between Emotional Intelligence and Suicidal Ideation among people in Sri Lanka. We selected 12 people for the study. We chose six people from each sexual orientation. We used a mix of different methods for our study. Moreover, they have never thought about ending their own lives before. As a result, it has been found that there is a connection between emotional intelligence and thoughts of suicide in the people of Sri Lanka.

Therefore, the Interpersonal conflict could be a notable precipitant for suicidal behavior, particularly among youth (Bridge, Goldstein, & Brent, 2006; Turecki & Brent, 2016). Bipolar disorder is related with notable chance for suicidal ideation (SI) and behaviors as well as significant interpersonal impairment. This study adds to the literature by investigating the connection between the quality of relationships in two crucial interpersonal areas and present suicidal thoughts in a sample of bipolar illness patients.

Additionally, Ageeb, Kotb, Saber, and Zaki (2022) study was conducted at Minia psychiatric wellbeing and addiction treatment clinic found in New Mania City and associated with the ministry of wellbeing. Within the study, 78.9% were male and 21.1% were female. Comes about appear that 68.9% with low degree of emotional intelligence, 24.4% have a moderate degree of emotional intelligence, and 6.7% have high levels of emotional intelligence. 81.1% test had low degree of suicidal thoughts. As per the results, the conclusion is that the huge part of the sample displayed low degree of emotional intelligence and few suicidal thoughts.

Furthermore, Misra, (2010) study empathizes that emotional Intelligence and Suicidal Ideation of College Students in Haryana. The study was accompany to investigate the relationship among the

over three factors. Participants of The sample comprised 246 college-going graduate students (122 male & 124 female) of Haryana is within the age of 19-24 years. The study has attempted to capture the possible link of suicidal ideations among college-going students.

Therefore, Hunger, J. M., Dodd, D. R., & Smith, A. R. (2020) used the study of interpersonal theory of suicide to investigate the relationship between weight-based discrimination and suicidal thoughts. Online questionnaires measuring sadness, perceived burdensomeness, weight-based discrimination, and belongingness were filled out by two samples of adults who lived in the community. The findings demonstrated that, through the mediating effects of despair and perceived burdensomeness, weight-based discrimination was linked to an increase in suicide thoughts. This pattern showed risk factors for suicidal thoughts and was resilient when BMI was taken into account. The association might be partially explained by rising rates of depression and burdensomeness perceptions. The study increases our knowledge of potential explanatory processes linking discrimination to suicidal ideation and broadens our understanding of the mental health effects of weight-based discrimination to suicidal ideation. Nevertheless, until these results are confirmed in further well powered and preregistered studies, they should be regarded as preliminary

However, Okafor and Oyana, (2022) accompany a research on link between emotional intelligence and suicidal tendencies, Among Students Understudies of College of Benin. For this reason, a total of 898 adolescents have taken part in this research and responding to the Wong and Law Emotional Intelligence Scale, the Perceived Social Support Scale, the adaptation of the School Climate Scale, and the Suicide Risk Inventory. These findings show that emotional intelligence has a positive impact on teenagers. It is important for families to be involved in the learning process and for teenagers to have good relationships with their peers. This can help reduce behaviors like suicide among adolescents.

Kausar, N., Manaf, A., & Shoaib, M. (2022) conducted a study to examine the suicidal ideation in terms of emotional intelligence and bullying victimization. Total number of sample was taken from 1017 adolescents from public sector primary school in the district Gujrat, Pakistan. It is a cross-sectional survey and for this study they used the scale of bullying victimization, emotional intelligence (Emotional Intelligence Scale for Children & Adolescents by Batool & Hayat, 2018) and suicidal ideation (Suicidal Ideation Attribution Scale by Van Spijker, 2014). The study findings reveal that the emotional intelligence was negatively correlated to the suicidal ideation.

Hence, Lopez, Rubio and Ruiz (2022) investigate the emotional intelligence, interpersonal relationships and the part of sexual orientation in student. Within the study, 78.9% were male and 21.1% were female. Results show that 68.9% with low degree of emotional intelligence, 24.4% have a moderate degree of emotional insights, and 6.7% have tall levels of passionate insights. 81.1% test had moo suicidal ideation, while 10% have normal and 8.9% had high levels of self-destructive ideation. The conclusion is that the major part of the sample displayed low degree of emotional intelligence and few suicidal thoughts. Also, there is a negative relationship between suicidal ideation and emotional intelligence.

Henceforth, Christine Child Adolescents Psychiatry, (2009). This study gives preliminary evidence that emotional intelligence may be a protective figure for suicidal ideation and attempts. A total of 54 young individuals, ranging from 16 to 21 years old, were solicited to partake in this study. We got participants from psychiatric clinics and the community. This study took place in a laboratory setting. Researchers looked at whether there is a connection between childhood sexual abuse and thoughts of suicide, and if this connection is influenced by how well teenagers understand and manage their emotions.

Moreover, Sehar, (2005) within a broader mental health assessment, we included four inquiries regarding suicidal tendencies. Out of the total 217 surveys completed, about 31, 4% of people reported having thoughts about suicide. Although there was not a major difference between the sexual orientations, a higher percentage of females (33%) than males (29. 2%) responded positively The results of the studies can help us understand suicide in Pakistan and find ways to deal with it in different ways.

Rationale of the Study

Aim of this research study is to provide results to the concerned readers that they should appoint a psychologist at hospitals for counselling and creating awareness about the importance of interpersonal needs & its impact on emotional intelligence & suicidal ideation, specifically to aware our society that how interpersonal relationships may have impact on the other individual. This study will help to aware the society that the person can consult the psychologist if they are facing any sort of issues linked to interpersonal needs and emotional intelligence to help prevent the possibilities of suicide. The results of this study can be used to develop various interventions aimed at prevention, treatment and prevention of recurrence of suicidal ideation, considering the emotional intelligence & interpersonal needs.

Objectives of the Study

1. To investigate the relation of Suicidal ideation with emotional intelligence among universities students.
2. To find out the relation between emotional intelligence and interpersonal needs among university students.
3. To describe the significant difference on suicidal ideation with regard to age.
4. To explore the difference of suicidal ideation with regard to socioeconomic status.

Hypothesis of the study

1. Suicidal ideation will be negatively correlated with emotional intelligence among universities students.
2. There will be positive relation between emotional intelligence and interpersonal needs among university students.
3. There will be significant difference on suicidal ideation with regard to age.
4. There will be significant difference on suicidal ideation with regards to socioeconomic status.

Method

This is a quantitative research in which correlational research design was used. Purposive sampling techniques was used for the data collection from university students.

Participants

This study involved 250 university students age range 18 to 25 years from Sialkot, Pakistan. The data was collected from three universities from Sialkot (University of Sialkot, University of Management and Technology, Government College Women University Sialkot) to determine the impact of interpersonal needs on suicidal ideation and emotional intelligence.

Inclusion criteria: In the study the participants were taken from age range of 18 years to 25 years from three different universities. The participants taken were both male and female. Only university students were included in this study.

Exclusion criteria: In this study the participant below than 18 and above than 25 years were not included. Other than university students were excluded from this study.

Measures

Data collected from the participants of the study through self-report measures. The questionnaires were in Urdu version. Three measures used in this research Beck Scale for Suicidal Ideation (BSSI) (Beck, 1988), Wong & Law Emotional Intelligence Scale (WLEIS) (Wong & Law, 2002) have already been translated into Urdu versions. Interpersonal Needs Questionnaire (INQ) (Orden & Joiner, 2012) was translated for research purposes with the permission of authors. All the measures were standardized which were used in this study. The three measures along with the demographic and consent form

Consent Form and Demographic Form: The consent form was used to take the proceeding approval of the participants. Also, the participant has a choice to leave or withdraw the study and discontinue

their participation from the study. The demographic form was used to take the information regarding the personal, educational, and socio-economic details of participants. Items such as the participant's age, gender, education, family system, and socioeconomic status level were included in the demographic form.

Interpersonal Needs Questionnaire (INQ) (Orden & Joiner, 2012): The interpersonal needs questionnaire INQ-15 was used to measure perceived burdensomeness and belongingness, both of which have been connected to suicidal ideation. The perceived burdensomeness subscale has six items, while the upset belongingness subscale has nine items. The INQ-5 uses a seven-point Likert Scale to measure subject's responses, ranging from "Not all true for me" to "Very true for me" with a central response option of "somewhat true for me" The reliability of INQ 15 (Urdu version) is Cronbach's Alpha is .74. The reliability of perceived Burdensomeness subscale (Urdu version) is Cronbach's alpha is .81 and reliability of belongingness Subscale (Urdu version) is Cronbach's alpha is .68.

Beck Scale for Suicidal Ideation (BSSI) (Beck, 1988): Beck Scale for Suicidal Ideation (BSSI) may be a widely used instrument to survey suicidality.it could be a 19-item self-report instrument for recognizing and measuring the current concentrated of the patient's behavior, states of mind, and plans amid the final week of the scale. Each item is scored based on an ordinal scale from 0 to 2 and the total score is 0 to 38. Urdu version (Ayub, 2008) of beck suicidal ideation is used in this research. The reliability of BSSI (Urdu version) is Cronbach's alpha is.78.

Wong & Law Emotional Intelligence Scale (WLEIS) (Wong & Law, 2002): The Wong and Law Emotional Intelligence Scale (WLEIS) could be a self-report degree created by Wong and Law (2002), comprising of 16 things to degree enthusiastic intelligence. 16 items grouped into four factors self-emotion appraisal (SEA), others emotion appraisal (OEA), use of emotion (UOE), and regulation of emotion (ROE). The scale employments a seven-point fluid scale to measure 's subject reactions, extending from one to seven. Urdu version (Zahra, 2020) of Wang and law emotional intelligence is used in this research. The reliability of WLES (Urdu version) is Cronbach's alpha is .89.

Procedure

Firstly, the permission was taken from the authors of the tool via e-mail. Then, the subjects for the main data were recruited from several universities in Sialkot. All of the scales would be presented to the participants in Urdu, their native language. Informed consent was obtained from the institutes in an ethical manner for data collection. Physical administration was carried out. Before giving their consent, participants were briefed on the purpose of the main study and assured that the personal data gathered from them for the purpose of the study would be kept confidential. Participants would have the option of supplying personal demographic information if they were comfortable doing so; if they were unwilling to do so, they would be considered anonymous.

Prior to the study, participants were given general instructions verbally. The administration was completed, and data were collected during a period from February to June, 2023 .

Results

Table 1 Frequencies, Percentage, of Demographic Variables (N=250):

Variables	F	%	M	S.D
Age				
18-19	63	25.2	2.04	.78
20-21	121	48.4		
22-23	58	23.2		
24-25	8	3.0		
Gender				
Female	91	36.4		
Male	159	63.6		
Socio Economic Status				

Upper class	33	13.2
Middle class	211	84.4
Lower class	6	2.4
Semester		
1 st -4 th	131	52.4
5 th -10 th	119	47.6

Note: *M*=Mean, *SD*= Standard deviation & *F*= Frequency

Table 1 indicated the demographic variables of the sample. The mean age of the sample is 2.04 & S.D. is .78. According to the mean age, the age of the University students in Sialkot is below 25 years & above 18 years. The table further explains that there are more males (63.3%) than females (36.4%) in the sample. Moreover, there are more students from middle class socioeconomic status (84.4%) than upper class (13.2%) and very few from lower class socioeconomic status (2.4%). About (52.4%) students were currently studying in 1st to 4th semester; however, (47.6%) students were currently studying in 5th to 10th semesters in the overall sample.

Table#02 Pearson Product Moment Correlation between WLEIS, INQ-15 & BIS.

Variables	WLEIS	INQ-15	BIS	Mean	S.D
WLEIS	—	-.45	-.22**	74.78	18.70
INQ-15	-.45	—	.08	57.08	15.37
BIS	-.22**	.08	—	9.00	4.90

Note: **. Correlation is significant at the 0.01 level (2-tailed); *M*= mean; *S.D.*= standard deviation; WLEIS= Wong & Law Emotional Intelligence Scale; INQ-15= Interpersonal Needs Questionnaire-15; BIS= Beck Scale for Suicidal Ideation.

Correlation for the data reveals that there was negative & moderate relationship between the Emotional Intelligence & Interpersonal Needs, $r=-.45$, $n=250$. Moreover, analysis reveal that a negative & weak correlation between Emotional Intelligence & Suicidal Ideation, $r = -.22^{**}$, $n=250$, $p<0.01$, two-tailed. Lastly, the analysis also showed that there was a weak & positive correlation between Interpersonal Needs & Suicidal Ideation, $r=.08$, $n=250$. Hence, we can conclude that there is a weak relation among Emotional Intelligence, Interpersonal Needs and Suicidal Ideation.

Table #03 One-way Analysis of Variance between BIS & Age (N=250)

Measure	SS	MS	df	F	p
BSI					
B/W Groups	272.92	90.97	3	3.91	.00
Within groups	5714.06	23.22	246		
Total	5986.99		249		

Note: *SS*= sum of square; *MS*= Mean Square; *df*: degree of freedom.

The above table shows the results of the ANOVA was significant $F(3.91)$, $p<0.01$, which means there is a difference of Suicidal Ideation among University Students according to their age. Post hoc test has further suggested that there was a noteworthy difference found between groups of age among the university students for their suicidal ideation.

POST HOC

Variable	Group 1	Group 2	M.D	Std. Error	P
BIS (Tukey HSD)	18-29	20-21	.50	.74	.90
	22-23		.50	.87	.94
	24-25		-5.43*	1.80	.01
	20-21	18-19	-.50	.74	.90

22-23	-.00	.76	1.00	
24-25	-5.93*	1.75	.00	
22-23	18-19	-.50	.87	.94
20-21	.00	.76	1.00	
24-25	-.593*	1.81	.00	
24-25	18-19	5.43*	1.80	.01
20-21	5.93*	1.75	.00	
22-23	5.93*	1.81	.00	

Note: * The mean difference is significant at the 0.05 level.

Tukey HSD test was applied for the Post Hoc Comparisons of the different age groups on overall BIS. A result indicates that there was a notable difference in age groups on overall Beck Suicidal Ideation (BSI) of University students. As the mean difference score for age group of 18-29 (M.D. =-5.43) was significantly different from other age groups of 24-25. The mean difference is also significant for age group of 20-21 (M.D.=-5.93) from other age groups of 24-25. Similarly, the mean difference is significant for age group of 22-23 (M.D.= -5.93) from other age group of 24-25. In short, the significant mean difference is also found for age group of 24-25 for all other age groups.

Table#04 One-way Analysis of Variance between BIS & Socio-economic Status (N=250)

Measure	SS	MS	df	F	p
<i>BIS</i>					
B/W Groups	162.34	81.17	2	3.44	.03
Within groups	5824.65	23.58	247		
Total	5986.99		249		

Note: SS= sum of square; MS= Mean Square; df: degree of freedom. ***p<0.01

The above table shows the results of the ANOVA were found to be significant F (3.44), p<0.01, which means there is a difference of Suicidal Ideation among University Students according to their socioeconomic status. Post hoc test has further suggested that there was a significant difference found between groups of socioeconomic status among the university students for their suicidal ideation.

POST HOC

Variable	Group 1	Group 2	M.D	Std. Error	P
<i>BIS (Tukey HSD)</i>	upper class	middle class	1.93	.90	.08
	lower class		-1.39	2.15	.79
middle class	upper class		1.93	.90	.08
	lower class		-3.33	2.01	.22
lower class	upper class		1.39	2.15	.79
	middle class		3.33	2.01	.22

Note: * The mean difference is significant at the 0.05 level.

Tukey HSD test was applied for the Post Hoc Comparisons of the different socioeconomic status groups on overall BIS. Results describe that there was a significant difference in socioeconomic status groups on overall Beck Suicidal Ideation (BSI) of University students. However, the mean difference isn't significant at any socioeconomic status group for other groups.

Table# 05 Psychometric properties (reliability) of Wong & Law Emotional Intelligence Scale (WLEIS)

Range								
Variables	N	M	S.D	α	Actual	Potential	Skewness	Kurtosis
WLEIS	16	70.42	17.50	.89	16-112	1-7	-.51	.15
SEA	4	18.36	6.33	.82	4-28	1-7	-.45	-.72
REF	4	19.04	5.36	.72	4-28	1-7	-.60	.22
UFE	4	19.25	5.78	.79	4-28	1-7	-.50	-.33
OEA	4	18.36	6.06	.75	4-28	1-7	-.38	-.40

Note: α = coefficient of reliability; N= number of items; M= mean; S.D.= standard deviation; SEA= self-emotional appraisal; REF= regulation of emotion; UFE= use of emotions; OEA= other emotional appraisal.

Table 2 shows that the coefficient alpha of the Wong & Law Emotional Intelligence Scale (WLEIS) for 16 items is .89, which states a highly & good reliable scale. Whereas the coefficient alpha of subscales is also acceptable and high as shown in the table. The reliability of Self-Emotional Appraisal (SEA) subscale is .82, the reliability of Regulation of Emotions (REF) subscale is .72, the reliability of Use of Emotions (UFE) is .79 & the reliability of Other Emotional Appraisal (OEA) subscale is .75. The subscale Self Emotional Appraisal (SEA) shows highest reliability among all subscales; however, the subscale Regulation of Emotions (REF) shows the lowest reliability among all.

Table #06 Psychometric properties (reliability) of Interpersonal needs questionnaire (INQ-15)

Range								
Variables	N	M	S.D	α	Actual	Potential	Skewness	Kurtosis
INQ-15	15	54.19	14.34	.74	16-103	1-7	-.17	.40
PB	6	18.89	8.45	.81	6-42	1-7	.53	.01
TB	9	35.30	9.96	.68	9-63	1-7	-.33	.32

Note: α = coefficient of reliability; N= number of items; M= mean; S.D.= standard deviation; PB= Perceived Burdensomeness; TB= Thwarted Belongingness.

Table 3 shows that the coefficient alpha of the INQ-15 scale for 15 items is .74, which states a scale with acceptable reliability. Whereas the coefficient alpha of subscales is also acceptable and high as shown in the table. The reliability of Perceived Burdensomeness (PB) subscale is .81 & the reliability of Thwarted Belongingness (TB) subscale is .68, which is also acceptable. The subscale Perceived Burdensomeness (PB) shows highest reliability as compared to the Thwarted Belongingness (TB) subscale.

TABLE #07 Psychometric properties (reliability) of Beck scale of suicidal ideation (BSI)

Range								
Variables	N	M	S.D	α	Actual	Potential	Skewness	Kurtosis
BSI	19	9.00	4.90	.78	1-25	0-2	.82	.27

Note: α = coefficient of reliability; N= number of items; M= mean; S.D.= standard deviation.

Table 4 indicates that the coefficient alpha of the Beck Suicidal Ideation (BSI) scale variable for 19 items is .78, which states a highly reliable scale.

Discussion

People from all over the world, regardless of their country, society, religion, sexual orientation, or social status, experience suicide. Other internal factors, like mental disorders and birth defects, as well

as a lack of social connections, can make a person more likely to have thoughts of suicide. To reduce the number of suicides, countries need to focus on several common factors that can lead someone to choose suicide as a way to deal with their interpersonal issues, especially among young people. 77% of all people who die by suicide are from low-income and middle-income countries.

Pakistan is a developing country located in South Asia. It is an Islamic nation. It is important for the government to have detailed information about suicide cases in the country. =The collection and dissemination of suicide data in the country's annual studies on sickness and mortality is limited. The country doesn't report WHO how many people die by suicide.

In Pakistan, suicide and self-harm are considered illegal activities. They are strongly frowned upon for religious reasons and carry a lot of shame and social disapproval. Some smaller studies done in different parts of the country show that suicide happens all over, but these studies need to be more accurate and consistent. It's hard to know the true number of suicides in the whole country or even in one city. As per the information by World Health Organization (WHO), there were 19,331 deaths by suicide in 2019. Out of these, 4,560 were females and 14,771 were males. The World Health Organization also says that for every suicide, there are at least 10-20 incidents of self-harm. So, in Pakistan each year, around 140,000 to 300,000 self-harm acts are estimated to happen. The WHO wants to lessen suicide rates by 10% by the year 2030. They have included efforts to decrease suicide in their sustainable development goal. When someone hurts themselves intentionally, their risk of future suicide increases up to 49 times more than the average person. In Pakistan, we don't study or research suicidal behavior enough. Official information about the number of people who died by suicide is not available. As a result, efforts to study and prevent suicide have slowed down.

In this study purposive sampling procedure was utilized to approach 250 university students along with the informed consent form and demographic form. Three standardized measures were utilized to be specific interpersonal needs survey (INQ), Wong and Law emotional intelligence scale (WLEIS) and Beck suicidal ideation scale (BIS).

Reliability of the measures used in this study was determined and interpersonal needs questionnaire has .74, Beck suicidal ideation has .78 and emotional intelligence has .89 of reliability.

The first hypothesis of this study is that suicidal ideation has negative relation with emotional intelligence. Results shows that suicidal ideation is weak negatively correlated with emotional intelligence ($r = -.22$), approving the hypothesis. This proves that if the emotional intelligence is higher among university students, the suicidal ideation will be less likely to occur as a result. This finding is supported by Elena and Pablo (2018) results shows that the high level of emotional intelligence plays as a role of protecting factor in suicidal ideation which means both of them are negatively correlated. In Pakistan those who have high emotional intelligence level will not develop suicidal ideation whether their interpersonal needs are fulfilled or not. Adults who have high emotional intelligence even though the interpersonal needs are not fulfilled and there is a factor of religion because in Islam suicide is haram so people have to be compassionate and hopeful in their lives (Rafit, 2022).

Moreover, study also hypothesized that there is positive relation between emotional intelligence and interpersonal needs while results shows that there is negative relation between both of them ($r = -.45$) which disapproves the hypothesis as a result. It's a unique finding in the Pakistani culture so there is no pre-existing study which shows the negative correlation between suicidal ideation and interpersonal needs cultural differences somehow it became the reason behind over this finding. Those whose interpersonal needs are not fulfilled mostly spend their time alone and in Pakistani culture they have to face their problems alone and it's a stigma that if you share your problems or feelings then you will be considered a weak person. However, by suffering all alone, such people become emotionally intelligent as they become more likely to handle with emotions as a result. In Pakistani culture there is a finding that emotional intelligence and interpersonal needs is negatively correlated with each other, and it means those who do not have supportive surroundings are emotionally intelligent (Nargis, 2019).

The third hypothesis indicate that suicidal ideation is significant with regard of age ($p < 0.01$), approving the hypothesis. This is supported by research conducted in Korea, (2011) they concluded that older people has less favorable state of mind towards suicide at that point did more youthful

individuals are vulnerable towards suicide. In Pakistani culture especially in between the aging of 18 to 24 over the educational preferences are high and due to a comparison between children among families, there is a pressure on students by their parents that students have to do better in exams otherwise students are considered useless so, if students don't perform good in exams for any kind of reason, they are vulnerable of developing suicidal ideation. Hence, it's the factor that in this age range suicidal ideation among students is high (Rameez, 2022). Another study says that younger adults are more vulnerable to suicidal ideation because they are still socially and developmentally growing and they don't consider risks and their consequences in the same ways as older people do, thus they usually suffer due to such factors (Dr. Fleisher, 2022).

The fourth hypothesis of this study demonstrated that there will be significant difference on suicidal ideation with regard to social economic status. The results show that suicidal ideation is significant with social economic status ($p < 0.01$), approving the hypothesis. It is supported by medallion and web of science, (2022) results show that the social economy status is the influencer's factor of suicidal ideation. And in Pakistani culture social economic status has a great impact on suicidal ideation and suicidal behavior asks but over could not economy position the survivor for middle class family is now difficult. Hence, because of social economic status students develop suicidal ideation (Rameez, 2022).

Moreover, Research suggests that there may be sexual orientation contrasts within the development of suicidal ideation. For case, studies have found that ladies are more likely to involvement self-destructive ideation than men (Van Orden, 2010).

Research proposes that there may be a relationship between interpersonal needs, emotional intelligence, and suicidal ideation. For example, people who experience low levels of interpersonal needs fulfillment may be at more prominent risk for suicidal ideation. Also, emotional intelligence training may be useful in making a difference people regulate their feelings and cope with stressors. It's critical for people who are encountering suicidal ideation to look for support and assets (Eisenberg, 2013).

Conclusion

This current study was conducted to explore the impact of interpersonal needs on emotional intelligence and suicidal ideation on university students. The result of the study shows that there is negative correlation between emotional intelligence and interpersonal needs. Also, the results show age and socioeconomic status have a considerable impact on suicidal ideation. Results, also indicates that university students who have low level of interpersonal needs fulfillment may be more vulnerable for developing suicidal ideation. This may be due to feelings of loneliness, separation, and need of social bolster. Our result discoveries highlight that the student whose interpersonal needs are not satisfying a creating and they're defenseless to create self-destructive ideation.

Limitation of the Study

The present study was conducted on the sample size of 250 students which cannot represent the whole population. So, results are not generalizable on other age group population. Large number of data collected from GC university Sialkot which is women university so the number of female is greater than males. Some of the students are unaware of their emotions so they cannot concentrate on answering the given questions and choose the options non-seriously. In future, if these kind of studies can be conducted then the studies can be included different age groups and on different universities. Also, increase the number of sample so it will be generalizable on large amount of population. Future studies, could explore different cultures urban, and rural areas. They have a more diverse population for study and those study results have more generalizability of the findings.

Implication of the Study

This study provides an insight to the universities and educational institutes that if the students interpersonal needs are not fulfilling it will lead to suicidal ideation. So, the universities and educational institutes can get help from this study and develop targeted interventions and support

programs for students. The educational institutes and universities also, implement training programs that focus on enhancing emotional intelligence and providing students with the necessary skills to navigate interpersonal relationships effectively which can help students develop healthier coping mechanisms, improve their overall well-being, and reduce the risk of suicidal ideation. Universities also provides a supportive environment in the university and also offering resources to students such as counseling services, support groups, and peer mentorship programs. So, the universities play a vital role in supporting the mental health of their students by addressing the interpersonal needs of students and promoting emotional intelligence. It's imperative for universities and other educational institutes to provide resources and support to assist students meet their interpersonal needs and diminish the chance of suicidal ideation.

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