

## A STUDY TO ASSESS THE EMOTIONAL INTELLIGENCE AMONG NURSING STUDENTS OF SELECTED NURSING COLLEGE IN PUNE

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### INTRODUCTION

When we think about Emotional Intelligence (E.I.), we quickly associate it to the emotions and to the expression of emotions. The emotional intelligence is a type of intelligence that wraps the skills to understand and to influence the emotions.

Mayer and Salovey (1997), describes the emotional intelligence as the capacity of realizing and expressing the emotion, assimilating it to the thought, understanding and reasoning with it and being able to regulate it in you and in the others". For other authors, the emotional intelligence is associated to the perception and processing of emotions, since according to our life experience, we think and act according to stimulated emotions either by current or by past situations. So, to be emotionally intelligent requires a high level of emotional skills, emotional training and capacity of predicting behaviours. With the increase of the competences associated to the emotional intelligence, the interpersonal relations are improved and the personal and labour profits increase significantly.

The building of the intelligence is then made by subsequent stages, with increasing complexities, threaded one in the others. The development of the individual starts in the intra-uterine period and goes up to 15 or 16 years old. The intellectual structures appear slowly, between birth and the period of 12 – 15 years old, but according to the stages of development. The order of succession of these stages is extremely regular and comparable to the stages of the birth of the embryo. The embryogenesis concerns to the body development, but also to the development of the nervous systems and the development of mental functions. Regarding the development of the children knowledge, the embryogenesis only ends at adulthood. The development speed, meanwhile, can vary from one individual to another And also from one to another social environment; consequently we can find children who develop quickly and others that develop slowly, but that does not change the order of succession of the stages.

Review of the literature for EI studies involving nursing students and nurses involved various EI models and utilized a variety of EI instruments. The studies focused on measurement of one or more of the following eight specific EI related traits or abilities: Leadership, health, reflection, nursing student performance, ethical behaviour, caring, critical thinking, and job retention/satisfaction. Due to the paucity of EI studies that specifically focused on nursing students and nurses, several meta-analyses of three of the eight specific EI traits and abilities (leadership, health, and job performance).

### BACKGROUND OF STUDY

Pooja Yadav and Naved Iqbal JamiaMilliaIslamia,.(2013) studied relationship of Emotional intelligence and academic achievement motivation was done among adolescents in Patna. Results shows that there is low positive correlation between emotional intelligence and academic achievement motivation among both boys and girls that indicates with increase in emotional intelligence, the students are academically motivated.

Walker, (2010) an intensive research was done in 1,205 undergraduate students, it was found that there is a significant relationship between EI and academic success in college. Positive correlations between EI scores and gender, ethnicity, and grade point average, number of terms completed, and number of hours failed in the first 4 semesters.

Groves, McEnrue, and Shen (2008) An 11 week training program was given emotional intelligence and its result shows the training group had significantly higher typical emotional intelligence than employees in a non-random assignment comparison group.

## NEED OF THE STUDY

Emotional intelligence is at the heart of learning to care and need to be placed at the core of nursing curriculum. Nursing students are expected to care. They are likely to have qualities those are highly valued in professional nursing. There has been relatively little research done regarding Emotional intelligence among health professionals, nurses, and particularly nursing students. As per nursing syllabus the baccalaureate nursing program does not state the emotional intelligence in professional nursing. The hidden curriculum may teach emotional intelligence but as educators we have to realize this and implement in our daily practice, so that its learning will be reflected on patient care. Nursing students face burnout situations during their academics, so emotional intelligence will help them to cope personally and professionally. In four years of degree program they are competent in nursing skills but when it comes to actual practice in hospital setting, they find it difficult in applying social skills. Emotional intelligence will help them to balance the professional and personal efficacy by having self-awareness. This research will help to develop emotional intelligence training program for nursing which can be incorporated during the course of the training

## OBJECTIVES

1. To find out the emotional intelligence among nursing students.

### Review of literature

Manal Mohamed Bakr and Sanaa M. Safaan, 2012, studied the relationship between emotional intelligence and job performance among the nurses at College of Nursing, Menoufiya University. The findings of the study revealed that there is a statistical significant between overall score of job performance & emotional intelligence. The total score of the emotional intelligence of studied nurses were low level, with a mean 115.2 ranging 64- 178 while the total score of job performance of studied nurses were a moderate level with a mean 145.8 ranging between 69-199. It was concluded that there was a positive correlation between overall score of job performance & emotional intelligence.

José María Augusto Landa, Esther López-Zafra, 2010, focused on the role that Emotional Intelligence has on nursing. They studied on both students and professionals and the role emotional intelligence has on emotional self-concept and burnout. Studies with nursing students yield positive relations between the Clarity and Emotional Repair components of Perceived Emotional Intelligence and all scales of the self-concept scale. On the other hand, nursing professionals that have clear feelings about their emotions and situations that occur, and are capable of dealing with those emotions, have lower levels of stress in their work. Also, those nurses who show a high ability to curtail their negative emotional states and prolong positive emotional states show higher levels of overall health than those individuals who have trouble regulating their emotions. The results imply that the emotional and cognitive dimensions have to be taken into account in future training programs for nursing professionals and students.

Gerry Benson, Jenny Ploeg, Barbara Brown, 2009, described the Emotional intelligence scores of baccalaureate nursing students and to determine if there was a difference among the students across the four years of the program. A cross-sectional design was used to examine the EI scores of 100 female nursing students (25 in each of the four years). Students completed the Bar On Emotional Quotient Inventory Short (EQ-i:S), a 51-item self-report Questionnaire that includes scores for a total EQ and 5 subscales.

Undergraduate nursing students in each of the four years of the program had EI scores within the emotionally and socially effective functioning capacity, identifying them as being able to establish satisfying interpersonal relationships, and work well under pressure.

The difference in total EQ scores between students in Year 1 and Year 4 was statistically significant ( $p = <.05$ ) as were the scores in the interpersonal and the stress management subscales ( $p = <.05$ ) with students in Year 4 scoring higher than those in Year 1.

Malek T. Jdaitawi et al, 2011, University Utara Malaysia studied the effectiveness of Emotional Intelligence Training Program on social and academic adjustment among first year University Students. The study was a quasi-experimental pre-post design involves two groups of first year university students from two universities in north Jordan (289). The experimental group was exposed to ten days on an hour to an hour and half sessions of emotional intelligence training, while the control group was only given pre-post questionnaires. ANCOVA analysis results among the groups showed that the training program was effective in significantly raising the level of emotional intelligence, but the improvements of social and academic adjustment were not significant. Overall, female and elder students showed better scores of all dependent variables than their younger counterparts, but the results were not significant for social and academic adjustment. It was recommended that emotional intelligence training should be used as adjunct strategy to improve student social and academic adjustment among adolescents and adult students.

Arockia Maraichelvi and Sangeetha Rajan Studied the Relationship between Emotional Intelligence and the Academic Performance among Final Year under Graduates in home science college at Coimbatore. It showed a successful predictor of academic success/performance/achievement. In this study of survey research, the relationship of EI as measured by S.K. Mangal and Shubra Mangal's EI Inventory (MEII) and academic performance were examined in 300 final year under graduate students. EI in its four specified domains namely Intrapersonal Awareness, Interpersonal Awareness, Intrapersonal Management and Interpersonal Management separately as well as totally was found to be positively associated with academic performance of the selected respondents. Also the total EI score showed a percentage of 7.5 per cent of the sample being emotionally intelligent. The significant 'f' value has evidently showed that EI could predict academic performance of college students. The findings provide a further need on how to improve upon the academics of students. Also, the study has shown that emotional well - being emphasized on academic success.

## RESEARCH METHODOLOGY

**Research Design:** The approach selected was non-experimental survey design, samples selected were second year Bsc Nursing students.

**Sampling technique:** Simple stratified random sampling

**Sample size:** 30 students

**Setting:** Nursing colleges

### Inclusion criteria

- Second year Bsc Nursing students
- Students who are willing to participate in the study.

### Exclusion criteria

- Second year Bsc Nursing student who has already attended Emotional intelligence training program
- Students undergoing any counselling program

### Ethical Clearance

- The study proposal was sanctioned by the ethical committee.
- Permission was obtained from the concerned authority of Nursing college
- Informed consent was taken from the students

### Setting and Tool

**Setting:** Study setting is a selected Nursing college located in Pune city

**Tool:** Standard tool on Emotional intelligence, Self structured Clinical evaluation tool.

The following steps were carried out in preparing knowledge tool.

1. Literature review. 2. Validity of tool 3. Reliability

**Description of the Tool****Section I:** Information on demographic variables**Section II:** Standardized tool on emotional intelligence**Data Collection Procedure**

- Samples were selected based on inclusion criteria.
- Consent was obtained from second year Bsc nursing students.
- Pretest Emotional intelligence was assessed

**Plan for Data Analysis**

The data is analysed using descriptive and inferential analysis.

**Analysis**

The pilot study was conducted on 30 students. The result is as follows.

**Table 1: Age wise distribution of students**

Age (Yrs)	Number of students	Chi-square
18 – 20	19	4.93
21 – 23	11	
Total	30	

Chi-square = 4.93, P=0.026

**Table 2: Sex wise distribution of students**

Sex	No. of students
Male	17
Female	13
Total	30

Chi-square = 15.85, P<0.0001

**Section 1A – Distribution of baseline emotional intelligence score of nursing students**

Baseline emotional intelligence	Pre test	
	F	%
Low (< 111)	16	53.33
Average (111 – 137)	12	40
High (>137)	2	6.6

The above table illustrates baseline emotional intelligence of nursing students 53.33% of students had low emotional intelligence and 6.6% students had high emotional intelligence.

**CONCLUSION**

In this study only 2 (6.6%) of students had high level of emotional intelligence, and 16 (53.33%) had low level of emotional intelligence, which indicates that students need to develop their emotional intelligence. For developing emotional intelligence a training program can be implemented so that many students will have high level of emotional intelligence. Results from this cross-sectional study have provided us with important baseline data on which to design the longitudinal study. It is only through further research that the influence of EI in nursing and nursing education can ultimately be ascertained.

1. *The study can be conducted to assess the effect of intervention program on emotional intelligence*
2. *The study can be conducted to assess the effect of emotional intelligence training program on psychosocial skills.*
3. *The study can be conducted to assess the effect of emotional intelligence training program on clinical performance of nursing students.*
4. *As the studies are not conducted on nursing students intervention program will help to assess the intervention of emotional intelligence training program and will help to incorporate that in academics.*