A Cross Sectional Study of Emotional Intelligence among Nursing Students in Selected Nursing College at Bagalkot

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ABSTRACT

Background: The emotional intelligence is very important in the nursing student's life, because of ability to understand, manage our own emotions in positive way to relieve stress, communicate effectively, empathize with others, and overcome challenges and defuse conflict.

Aims: The aim of the study was to assess the emotional intelligence among nursing students studying in selected nursing colleges of Bagalkot.

Methodology: The emotional intelligence was measured using the Schutte self-report Emotional Intelligence test (SSETT) from a convenient sample of 160 nursing students studying in selected nursing colleges of Bagalkot in a cross sectional design. Data were analyzed using descriptive and inferential statistics.

Results: Findings indicates that majority 96.25% of respondents had high emotional intelligence, 3.75% of respondents had average emotional intelligence. Results depicts that total mean percentage of emotional intelligence score of nursing students was 77.81% with mean and SD 116.7±8.37. Chi-square test was calculated to assess the association between emotional intelligence, & selected socio- demographic variable of nursing students. Findings depict that, there was no a significant association found between emotional intelligence and any of the socio-demographic variables of nursing students.

Conclusion: The finding of the study concluded that most of the nursing students having High and average level of emotional intelligence. This study is effective to identify the emotional intelligence among nursing students.

Keywords: emotional intelligence, nursing students, nursing colleges.

INTRODUCTION

"Emotional intelligence (EI) involves the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought" (Mayer, Roberts & Barsade, 2008, p. 507). [1] Defined in a myriad of ways as a constellation of human characteristics related to using emotions wisely, EI essentially is a form of intelligence having to do with emotions. The four branch ability model defines EI as the ability to perceive, assess, use and manage emotions effectively (Mayer, Salovey & Caruso, 2004; Salovey & Mayer, 1990). Goleman's (1995, 1998) definition of EI is more simplistic having to do with recognizing and managing emotions in self and others. While numerous other definitions exist, it is these two definitions that are the most widely cited and utilized in nursing and among the lay public in general.[2]

Emotional intelligence is emerging as an interesting and potentially important concept in nursing. On the surface, EI certainly appears to fit with the nursing paradigm. There seems to be a number of similarities between EI and what is expected of nursing as there are many explicit commonalities shared between the two, including empathy and interpersonal skills. McQueen (2004) made a strong case for the potential role of EI in protecting against burnout considering the intensity of emotional labor involved in nurses' work.[3]

Emotional intelligence skills include the ability to demonstrate empathy and self-awareness, along with motivating others and demonstrating excellent interpersonal skills Emotional intelligence is tactical and helps to predict success because it reflects how a person applies knowledge to the immediate situation revealed that the emotional intelligence and self-esteem are positively correlated.[4]

Schutte Emotional Intelligence Scale: Emotional Intelligence among nursing students was measured using Schutte Emotional Intelligence Scale developed by Schutte et al., in 1998 (Schutte, Malouf & Bhullar, 2009). Permission was obtained from the author for using this scale. The internal consistency of the scale is 0.87 measured by Cronbach's alpha. It consists of 33 items and rated on a 5-point scale, three of which are reverse scored. The total scores ranged from 33 to 165, higher scores indicating higher emotional intelligence.[5]

Emotional intelligence is important in both personal and professional aspects of life. The concept of EI was adapted over a decade ago by Salovey and Mayer and they have defined it as "The ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth". Nursing is a profession which deals with people directly on a day to day basis. Training the nursing students as future professional nurses is always a major concern of the nursing centers globally. The holistic compassionate care which the nurses provide are not only the results of the knowledge based on the disease condition, but also is the outcome of a person's emotional intelligence. This paper has reviewed the literature available on EI among nursing students.[6]

Traditional nursing education considered GPA or the academic performance as the only positive result of a student nurse (Rohde & Thompson 2007, Leeson et al. 2008). The preparation for professional nursing practice does not depend on the student's cognitive intelligence alone but also on the control of emotions (Newsome et al. 2000, Rego & Fernandes 2005). Nurses work involve cognitive and technical skills and needs to work under stressful situation too. The interpersonal relationship between the nurses and patients, as well as with the multidisciplinary team functions optimally when the nurse understands their emotions clearly (Cherry and Jacob, 2011). Nurses with high EI have self-awareness, emotional self-control; are flexible and exhibit empathy with others; therefore, can respond properly in such conditions; and provide care without their own emotions taking over (Akerjordet & Severinsson 2007).[7]

MATERIALS AND METHODS
Study Design and Participants
Present study was cross sectional design conducted in April 2022. Convenient sample of 160 nursing students studying in BSc first year and second year and third year among various nursing colleges of Bagalkot were selected for the study. Nursing students who are studying in BSc first year and second year and third year are willing to participate in the study and nursing students who are present at the time of data collection are included in the study. Nursing students who are not physically fit at the time of data collection are excluded from the study.

INSTRUMENTS

The Schutte Self-report Emotional Intelligence test (SSETT):

Schutte Self-report Emotional Intelligence test developed by Schutte et al was used to assess the emotional intelligence among nursing students. There are 30 items for emotional intelligence scoring of these as follows: 1- strongly disagree, 2- disagree, 3- neither disagree nor agree, 4-agree, and 5-strongly agree. The reliability of the emotional intelligence for nursing students was established by test retest method (r = 0.92) shows equally reliable.

Socio- demographic Variable and Clinical characteristics

The socio-demographic data consists of information about emotional intelligence among nursing students. Age, Sex, Religion, Year of education, father's educational status, mother's educational status, father's occupation, mother's occupation, family monthly income, type of family, area of residence.

DATA COLLECTION PROCEDURES

Prior permissions were taken from relevant institutions before the beginning of data collection procedure. The study participants were attended class at their nursing college during study period. Every nursing student who fulfilled the inclusion criteria was approached for data collection. Consent was taken from nursing students. Purpose of the study was explained to the participants before administration for structured questionnaire.

DATA ANALYSIS

The data obtained were analyzed in terms of the objectives of the study using Descriptive and Inferential statistics. A master data was prepared with responses given by the participants. Frequencies and percentage for the analysis of demographic data. The mean and standard deviation of answered questions. The Chi Square test was used to determine association between emotional intelligence level and selected demographic variables presented in tables and graphs.

Ethical Clearance

Ethical clearance was obtained from the institutional ethical committee of BVVS Sajjalashree Institute of Nursing Sciences, Bagalkot.

RESULTS

A: Sample characteristics

Percentagewise distribution of nursing students to their age group reveals that majority of the nursing students (60.6%) were in the age group of 21-23 years. Majority (68.7%) of females are nursing students. (90.6%) of nursing students were Hindu. Majority (59.3%) of them are studying in BSc (N) III year. Majority (31.8%) of nursing students' fathers were primary and secondary education. Majority (40%) of mothers had primary education. Majority (37.5%) of nursing students' fathers had agriculture as an occupation. Majority (67.5%) of nursing students' mothers were housewives. (52.5%) of nursing students had income between 10,001-20,000 per month. Most (75.6%) of them were in nuclear family. Majority (70.6%) of them were residing in rural area.

B. Assessment of Emotional Intelligence level among nursing students.

Table1: Levels of Emotional Intelligence among nursing students.

Levels of Emotional Intelligence	Number	Percentage (%)
High	154	96.25%
Average	06	3.75%
Poor	0	0%

Findings revealed that distribution of respondents by Emotional Intelligence levels (High, Average and Poor). (96.25%) of respondents had high Emotional Intelligence level, (3.75%) of respondents had Average Emotional Intelligence level and (0 %) respondents had poor Emotional Intelligence level. (Table 1)

Table 2: Area wise Mean, SD and Mean percentage of Emotional Intelligence score among nursing students.

Area	Maximum score	Minimum score	Mean	SD	Mean percentage
Emotional Intelligence	150	30	116.7	8.37	77.81%

Results depict that Mean, SD and Mean percentage of Emotional Intelligence level score of nursing students reveals that, the total mean percentage of Emotional Intelligence of nursing students was 77.81% with mean and SD 116.7±8.37. (Table 2)

C. Association between Emotional Intelligence level and socio demographic variable of nursing students.

Table3: Association between Emotional Intelligence level and selected socio demographic variable of nursing students.

Sl No	Socio-demographic variables	Degree of freedom	Chi-square value	P value
1	Age	4	6.58	0.1598
2	Sex	4	0.05	0.9997
3	Religion	6	0.64	0.9957
4	Year of study	4	14.64	0.0055
5	Father's educational status	6	7.44	0.2821
6	Mother's educational status	6	5.45	0.4875
7	Father's occupation	8	10.51	0.231
8	Mother's occupation	1	0.37	0.543
9	Family monthly income	4	2.15	0.7082
10	Type of family	4	0.27	0.9917
11	Area of residence	2	0.19	0.9094

Above table shows that association between emotional intelligence & selected socio-demographic variable of nursing students. Findings depict that, there was no a significant association found between emotional intelligence and any of the socio-demographic variables of nursing students.

DISCUSSION

The main objective of the present study was to find the emotional intelligence level among nursing students studying in nursing college first year, second year and third year among various nursing colleges of Bagalkot. Findings shows that majority of the nursing students (60.6%) were in the age group of 21 years. Majority (68.7%) of females are nursing students. (90%) of nursing students were Hindu. This is consistent and supported with the study conducted by Sukhbir Kaur, Triza Jiwan the maximum students (62%) were in the age group of 18 – 20 years, (82%) were female, and most of them (75.33%) were Christian. Maximum (80 %) were from nuclear family.[8]

Majority (59.3%) of them are studying in BSc III year, Most (31.8%) of nursing students fathers were primary and secondary education, Majority (40%) of mothers had primary education, Majority (37.5%) of nursing students fathers had agriculture as a occupation, Majority (67.5%) of nursing students mothers were housewives.52.5% of nursing students had income between 10,001-20,000 per month, Most (75.5%) of them were in Nuclear family and (70.6%) of them were residing in rural area. This is consistent and supported with the study conducted by Gitanshu, Justa A, Arora K et al . Maximum numbers of study participants were Hindu (62%), belonged to urban area (52%), resides in hostel (60.2%) and were from nuclear families (62%).[9]

Findings revealed that distribution of respondents by emotional intelligence levels (higher, average and poor). 96.25% of respondents had higher level of emotional intelligence, 3.75% of respondents had average level emotional intelligence and 0 % respondents had poor level emotional intelligence. This is consistent and supported with the study conducted by Gitanshu, Justa A, Arora K et al. Results show that majority (0.5%) of the samples had below average level of emotional intelligence, 52.8% as average level of emotional intelligence (46.8%) as high level of emotional intelligence.[10]

Findings depicts that, there was a no significant association found between emotional intelligence and any of the socio-demographic variables of nursing students.

Limitation Of The Study

This study is limited to nursing students between the age group of 18-23 years

attending selected nursing colleges of Bagalkot.

Recommendations

Based on the findings of the study the following recommendations are stated; A similar study can be undertaken with a large stratified sample including nursing students from different sections of society to generalize the findings. A study can be conducted to find out the prevalence of emotional intelligence among nursing students. A study can be carried out to evaluate the efficiency of various teaching strategies like SIM, pamphlets and computer-assisted instruction on emotional intelligence among nursing students.

Suggestions

Health professionals can conduct health education programme on emotional intelligence among nursing students at various places.

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