



IMPACT OF GENDER AND ACADEMIC STRESS ON EMOTIONAL INTELLIGENCE AMONG NURSING COLLEGE STUDENTS

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ABSTRACT

An attempt was made in the present investigation to study the impact of gender and academic stress on emotional intelligence among nursing college students. Sample of the present study consists of 120 nursing college students in East Godavari District of Andhra Pradesh State. Students academic stress scale was developed by Kumar and Srinivas (1999) and emotional intelligence scale was developed by Nutankumar Thingujam and Usha Ram (1999) were used to collect the data. A 2X2 factorial design was employed. ANOVA was used to analyse the data. Findings of the study revealed that gender and academic stress have significant impact on emotional intelligence among nursing college students.

KEYWORDS : Gender, Academic Stress and Emotional Intelligence

INTRODUCTION

Academic Stress

Stress is an internal state which can be caused by physical demands on the body by environmental or social situations which are evaluated potentially harmful, uncomfortable (or) exceeding our resources for coping life events and pressure or everyday life. Stress is a part of life and everyone experiences stress in daily life, but people may differ in their level of stress experience. It may range from mild to severe.

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, for example, school examination, answering questions in the class, showing progress in school subjects. Understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. These demands may tax or exceed available resources of the students. As a consequence, they can be under stress, since the demand is related to achievement of an academic goal. So, academic stress related to the achievement of an academic goal.

According to Bisht (1989) has defined academic stress as a demand related to academics that tax or exceed the available resources (internal or external) as cognitively perceived by the student involved and also academic stress reflects perception of individual's academic frustration, academic conflict, academic pressure and academic anxiety.

Some amount of academic stress is essential in mobilizing the potentialities of the individuals to work more efficiently. But increased amount for a prolonged period will have deleterious effects on the physical and mental health and academic achievement of the students.

Emotional Intelligence

Emotional Intelligence is the ability to listen and empathize, the ability to recognize and regulate emotions in oneself and others and the ability to communicate effectively.

Emotional intelligence, like other traits such as general intelligence, extraversion, and openness, can be viewed as one of the many parts of personality. Psychologists have developed a variety of methods for assessing individual parts of personality. General speaking, a particular method is often developed because of its strengths for measuring a specific class of personality parts; that same method may be less good at measuring other parts of personality.

Emotional intelligence plays a key role in determining life success. It becomes more and more important as people progress up the career ladder of their life. Emotions are our feelings; hence, emotional intelligence is our life. Emotional intelligence does not only measure emotions or intelligence. What it does is to open up a new way of looking at how our thinking and behaviour could be seen intelligent.

Douglas (2004) defined the emotional intelligence construct as a forum of social effectiveness, a set of skills enabling one "to read and understand others, and utilize such knowledge to influence others in the pursuit of individual and organizational goal".

Emotional Intelligence has been defined as ability for recognizing one's own feelings better than others; motivate ourselves and have the ability to manage one's own emotions and relationships (Goleman, 2005).

REVIEW OF LITERATURE

Betty (2005) found that there was no significant difference between men and women with regard to emotional intelligence. Hopkins and Bilimoria (2008) illustrated not much of difference between male and female of emotional and social intelligence competencies. Dubey (2009) revealed that females are more emotionally intelligent than male students. Kalyoncu et al., (2012) identified a significant relationship between emotional intelligence and stress. Mohammad Reza Miri et al., (2013) found the results revealed that there was no significant relation between emotional intelligence and academic stress of students. Deepa Sikand Kauts (2018) indicated that emotional intelligence and stress are negatively correlated.

OBJECTIVE

1. To find out the impact of gender and academic stress on emotional intelligence among nursing college students.

HYPOTHESES

1. There would be significant impact of gender on emotional intelligence among nursing college students.
2. There would be significant impact of academic stress on emotional intelligence among nursing college students.

Sample

A sample of 120 students studying in nursing colleges in East Godavari District of Andhra Pradesh State was selected randomly and administered "students academic stress scale and emotional intelligence scale" to the subjects were in the age group of 16-18 years and using simple random sampling method.

Variables Studied

In the light of the hypotheses formulated, the following variables are studied.

Dependent Variable

1. Emotional Intelligence

Independent Variables

1. Gender
2. Academic Stress

Tools

(a). Assessment of academic stress scale: Students academic stress scale was development by Kumar and Srinivas (1999) which consists of 40 items was used. (b). Assessment of Emotional Intelligence Scale: Emotional Intelligence Scale was developed by Nutan Kumar Thingujam and Usha Ram (1999) which consists of 33 items was used in the present study.

RESEARCH DESIGN

As there are two independent variables i.e., Gender (boys and girls), academic stress (low and high) each variable is divided in to two categories, a 2×2 factorial design was employed in the present study.

Statistical Analysis

The obtained data was analyzed statistically in order to test the hypotheses using Means, SDs and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table-I: Means and SDs for scores on emotional intelligence among college students.

| Academic Stress | | Gender | |
|-----------------|------|--------|--------|
| | | Boys | Girls |
| Low | Mean | 123.45 | 125.23 |
| | SD | 10.47 | 12.20 |
| High | Mean | 119.96 | 122.82 |
| | SD | 11.63 | 11.22 |

Grand Means

Boys = (M:121.70) Low Academic Stress = (M:124.35)
Girls = (M:124.02) High Academic Stress = (M:121.39)

A close observation of table-I shows that the girls with low academic stress obtained a high score of 125.23 indicates that their high emotional intelligence compared to other groups. Boys with high academic stress obtained a low score of 119.96 indicates that their low emotional intelligence compared to other groups.

In terms of gender, girls (M=124.02) have high emotional intelligence than the boys (M=121.70). In terms of academic stress, students with low academic stress (M=124.35) have high emotional intelligence than the students with high academic stress (M=121.39).

As there are differences in the mean scores with regard to the emotional intelligence among nursing college students, the data were further subjected to analysis of variance to find out the differences between the groups are significant or not, and the results are presented in table-II.

Table-II: Summary of ANOVA for scores on emotional intelligence among nursing college students.

| Source of Variance | Sum of Squares | df | MSS | F-Values |
|--------------------|----------------|-----|---------|----------|
| Gender (A) | .300 | 1 | 132.300 | 5.16** |
| Academic Stress B) | 208.033 | 1 | 208.033 | 8.10** |
| (A × B) | 5.633 | 1 | 165.633 | 6.45** |
| Within | 12952.400 | 116 | 25.659 | -- |
| Total | 13166.367 | 119 | -- | -- |

**-.Significant-0.01 level

Hypothesis-1: There would be significant impact of gender on emotional intelligence among nursing college students.

It is evident from table-II that the obtained 'F' value of 5.16 is significant at 0.01 level indicates that gender has significant impact on emotional intelligence among nursing college students. As the 'F' value is significant, the hypothesis-1, which stated that gender has significant impact on emotional intelligence among nursing college students, is accepted as warranted by the results.

In order to reduce stress among learners, teachers play very important role. Teachers must plan effective and engaging lessons that cater the needs of all students, assess and evaluate their progress and communicate regularly with parents. Parents must set an example for their children in dealing with stressful situations. Creating a conducive environment in the classroom can minimize stress levels to make learning easier, prepare them for exams. Teachers and parents should provide emotional support to the students and help them to find positive solutions to the stressful situation. As the study revealed that the boys with low emotional intelligence face more stress than girls. Therefore, teachers should launch such programmes in schools which help to developing the students' emotional intelligence and reduce academic stress.

The results of the present study contradicts with the earlier findings of Betty (2005) and Hopkins and Bilimoria (2008) who stated that gender has negatively and not significantly related to emotional intelligence and also the results of the present study corroborate with the earlier findings of Dubey (2009) who stated that gender has positively and significantly related to emotional intelligence.

Hypothesis-2: There would be significant impact of academic stress on emotional intelligence among nursing college students.

As shown in table-II that the obtained 'F' value of 8.10 is significant at 0.01 level indicates that academic stress has significant impact on emotional intelligence among nursing college students. As the 'F' value is significant, the hypothesis-2, which stated that academic stress has significant impact on emotional intelligence among nursing college students, is accepted as warranted by the results.

The results of the present study contradicts with the earlier findings of Mohammad Reza Miri et al., (2013) and Deepa Sikand Kauts (2018) who stated that academic stress has negatively and not significantly related to emotional intelligence and also the results of the present study corroborate with the earlier findings of Kalyoncu et al., (2012) who stated that academic stress has positively and significantly related to emotional intelligence.

Table-II clearly indicates that the 'F' value of 6.45 gender and academic stress (AXB) is significant interaction at 0.01 level. As the 'F' value is significant, this stated that there is significant interaction between gender and academic stress (AXB) with regard to emotional intelligence among nursing college students.

CONCLUSIONS

(1). There is significant impact of gender on emotional intelligence among nursing college students. Girls have high emotional intelligence than boys. (2). There is significant impact of academic stress on emotional intelligence among nursing college students. Students with low academic stress have high emotional intelligence than students with high academic stress.

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