



PSYCHOLOGICAL ATTRIBUTES OF NURSING STUDENTS: A CROSS-SECTIONAL STUDY ON THEIR EMOTIONAL INTELLIGENCE

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ABSTRACT

Emotional intelligence involves the ability to monitor one's own and others emotions, and to manage them effectively. As the highly demanding professional training of nursing students subject them to face various stressors, emotional intelligence is an important factor for their success and retention. The present study was undertaken with the objectives to i) assess the emotional intelligence of students of selected college of nursing in New Delhi ii) associate the emotional intelligence of nursing students with their selected demographic variables. A cross-sectional descriptive research design was used among 100 nursing students of a selected college of nursing. As per exclusion criteria nursing students involved in present research study and those undergoing any psychiatric treatment currently were not included. Non-probability purposive sampling technique was used and data collection was done using Schutte self-report emotional intelligence test to assess the emotional intelligence and self-structured questionnaire to assess demographic variables. Collected data was analyzed using descriptive and inferential statistics. Results indicated that 73% of the samples had moderate emotional intelligence, 21% had high emotional intelligence and 6% belong to low emotional intelligence group with mean score of 128.56 & SD= 12.10. There was no significant statistical association of their selected demographic variables with their emotional intelligence ($P=0.954$). Emotional intelligence of nurses positively affect the quality of nursing care and its dimensions. The study concluded that there is an urge to focus on strengthening emotional intelligence at early stages as nursing students in order to enhance the quality of nursing care as well as their better performance both personally and professionally. It will also help them to regulate and perceive their own and patient's emotions, face challenges in clinical placements effectively, improve their leadership skills and enhance patient safety.

KEYWORDS : Psychological Attributes, Emotional Intelligence and Nursing Students.

1. INTRODUCTION

Emotional intelligence is the ability to understand, use and manage own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflicts.¹ According to CDC, improving emotional well being, social connectedness and resiliency through research based health promotion and prevention is critical to population health. Nurses are the frontline members of the health care profession and due to the nature of being in contact with others, they require attributes of emotional intelligence.

The highly demanding professional training subject the nursing students to face various stressors and they need to be aware of own emotions and manage it well to compete with all those requirements. Emotional intelligence will help the nursing students to regulate and perceive their own and patient's emotions, and manage them to improve their communication process and establish an effective nurse patient relationship. A higher emotional intelligence is associated with greater satisfaction, job success and better health. Emotional intelligence correlates positively with self-efficacy in students. For this reason, the present study was undertaken to find out what exactly is the emotional intelligence among the study samples.

2. Objectives of the Study

- Assess the Emotional Intelligence of students of selected college of nursing in New Delhi
- Associate the emotional intelligence of students of college of nursing with their selected demographic variables.

3. Review of Literature

Julia Arias, Jorge G. Soto-Carballo And Margarita R. Pino-Juste (2022) conducted a study among 541 students from public centers in the province of Pontevedra (Spain) to correlate emotional intelligence and their academic motivation as well as the relationship between both variables using quasi-experimental design. School Motivation Scale and an EI questionnaire were used for data collection and the results revealed a mid to high level of EI factors and good level of academic motivation. It also showed a positive and

significant correlation of both variables among the subjects ($p=0.8 > 0.5$)²

A Study was conducted on the emotional intelligence of higher secondary school students by M. Kumar at E.G.S. Pillay College of Education, Nagapattinam, Tamil Nadu, India(2020) using random sampling among 300 students also revealed that the level of higher secondary school student's emotional intelligence was average in nature. The instrument used in the study was Reuven baron emotional intelligence scale.³

Study of emotional intelligence and empathy in medical postgraduates conducted by Abhijeet Faye et al (2011) among 150 subjects using Emotional Quotient Self-Assessment Checklist, Multi-Dimensional Emotional Empathy Scale, and Clinical Anger Scale also revealed that more than 70% had poor emotional intelligence.⁴

4. MATERIALS AND METHODS

A cross sectional descriptive research design was adopted in the study which was conducted among 100 nursing students of a selected nursing college at New Delhi. The sampling technique used was non probability purposive sampling and nursing students involved in present research study as well as those who are undergoing any psychiatric treatment currently were excluded as subjects. Institutional ethical committee approval and written informed consent were accorded prior to the study. Pilot study was also conducted among 10 nursing students. Research variable under study was emotional intelligence of nursing students.

Schutte Self-Report Emotional Intelligence Test (SSEIT) was used for assessing emotional intelligence and self structured questionnaire for demographic data which was validated before data collection. SSEIT is a 5 point likert scale having total of 33 items ranges from maximum score of 165 to minimum score of 33. The data obtained was analyzed using descriptive statistics in the form of frequency, mean and standard deviation and inferential statistics using chi square to determine relationship of emotional intelligence with demographic variables.

5. Analysis and Interpretation

Table 1: Distribution of Nursing Students According to Sociodemographic Characteristics n=100

S. No	Demographic Variables	Groups	Frequency	Percentage
1	Age in years	17-18	2	2
		19-20	45	45
		21-22	42	42
		23-24	11	11
2	Year of study	1yr	25	25
		2 yr	25	25
		3 yr	25	25
		4yr	25	25
3	Academic performance	Up to 60 %	1	1
		61-70 %	19	19
		71-80 %	47	47
		Above 80 %	33	33
4	Order of birth	First	58	58
		Second	37	37
		Third	4	4
		Fourth	1	1
5	Number of siblings	Single child	0	0
		One	53	53
		Two	32	32
		Three or more	15	15
6	Type of family	Nuclear	75	75
		Joint	25	25
7	Place of residence	Urban	100	100
		Rural	0	0

Table 1 depicts that most of the students were in the age group of 19-20 yrs, 47% of students scored between 71-80% in their last university exams, maximum students were first in order birth, most of the students had one sibling, maximum students had nuclear type of family and also place of residence was urban locality

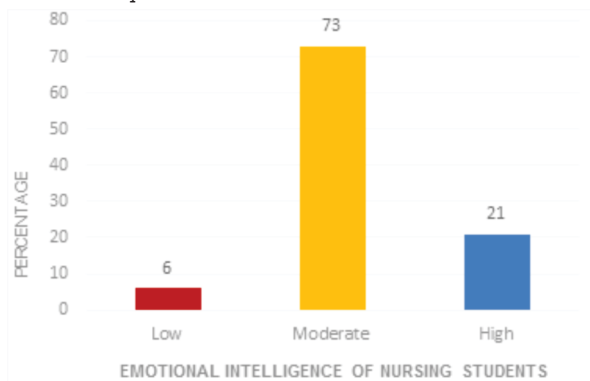


Fig 1: Distribution of Nursing Students According to their Emotional Intelligence

Fig 1 depicts the emotional intelligence of students as the majority (73%) had moderate emotional intelligence, 21% with high emotional intelligence and 6% had low emotional intelligence with a mean score of 128.56 and SD=12.10.

Table 2- Comparison of Mean Emotional Intelligence Score of Students with their Age n=100

Age in Years	Emotional intelligence			χ^2 value	Df	p value
	Low	Moderate	High			
17-18	0	2	0	1.586	6	0.954
19-20	2	32	11			
21-22	3	31	8			
23-24	1	8	2			

Table 2 shows the comparison of the emotional intelligence score of the nursing students in various age groups. The comparison was done by chi square test which shows the p value of 0.954. Hence there was no statistically significant

difference in the emotional intelligence score of different age groups of students. It means that the emotional intelligence score variability observed in four different groups is due to chance and not attributed to difference in age group.

Table 3- Comparison of Mean Emotional Intelligence Score of Students with their Type of Family n=100

Type of Family	Emotional intelligence			χ^2 value	Df	p value
	Low	Moderate	High			
Nuclear	5	52	18	2.060	2	0.357
Joint	1	21	3			

Table 03 illustrates the association of emotional intelligence of nursing students with their type of family which was tested by using chi-square test. However type of family was found to be having no statistically significant association with emotional intelligence of nursing students at $p < 0.05$.

6. DISCUSSION AND CONCLUSION

Present study showed that 73% of the samples had moderate emotional intelligence, 21% with high emotional intelligence and 6% had low emotional intelligence. These findings are supported by the study conducted by Mr. Thamizhselvan K and Mrs. Vembu K (2019) which assessed the emotional intelligence among the nursing students in college of nursing, JIPMER, Pondicherry⁵. The results showed that a majority (62.80%) subjects reported average level of emotional intelligence and a minimal subject (37.2%) reported high level of emotional intelligence.

Whereas the present study differs from the study conducted by Uma Pradhan et.al (2020) to assess emotional intelligence among undergraduate nursing students in selected colleges of Morang District, Nepal which revealed that the Majority (75.4%) of nursing students had a high level of EI score and only 24.6% had a moderate level of EI score⁶.

The study concluded that there is an emerging need to improve emotional intelligence of nursing students as its positively affects the quality of nursing care and its dimensions. EI enable and facilitate capacities for resilience, communication and reasoning among nursing students who will demonstrate a sensitivity to their own and other people's psychological health and well-being.

7. Recommendations

Present study recommended the improvement of EI among nursing students by organizing frequent counselling sessions, workshops, conferences, creating a positive work environment, promoting recreational activities and maintaining work life balance. Providing mentorship and guidance to integrate theoretical knowledge with practical skills is very essential and also Include critical thinking and organization skills in the curriculum.

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