



EMOTIONAL INTELLIGENCE AMONG NURSING COLLEGE STUDENTS

Nursing

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ABSTRACT

An attempt was made in the present investigation to study the impact of gender and type of management 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. Emotional intelligence scale developed by Nutankumar Thingijam and Usha Ram (1999) was administered. The findings of the study revealed that gender and type of management have significant influence on emotional intelligence.

KEYWORDS

Emotional intelligence, gender, type of management and Nursing Students.

INTRODUCTION

Nursing is a profession strongly associated with individuals health and defined by some sorts of clinical nursing care including interpersonal and inter-group communications as well as other various activities, as a result of growing complexity of the healthcare environment and increasing expectations of clients in today's competitive healthcare market place nursing graduates must not only be competent in technical and critical thinking skills.

Nurses' performance improved by preparing nursing students to not only critically think but also to integrate emotional intelligence into clinical practice. Some scholars have proposed that the educational preparation of nurses improved by incorporating emotional intelligence lessons into the nursing curricula. In addition to a continuing education course on Emotional Intelligence. "Those good clinical skills often progress well through the early stages of their careers".

Nurse managers who exhibit high emotional intelligence (EI) can elicit higher nurse-retention rates, better patient satisfaction and optimal organizational outcomes, and those who are emotionally intelligent tend consistently to model the positive behavior that is expected of healthcare staff. This study could be of use to help nursing students in their psychological adaptation and health based on the understanding of such students considering the characteristics of their emotional intelligence.

Emotional Intelligence consists of a set of abilities that a person used to understand, regulate, and make use of his or her emotions. Emotional understanding, regulation and utilization reflect the capability of a person to manage his (or) her emotions.

Emotional intelligence is a quality that improves and optimizes by personal reflection, practice and supervision. With colleagues, the Emotional intelligence physician consolidates therefore a supportive work climate, encouraging high-efficiency, in which other health professionals feel energized to perform get better in a mutual confidence ambiance.

Emotional intelligence is "an array of non-cognitive capabilities, competencies and skills that influence one's ability to succeed in coping with environmental demands and pressures" -Baron (1997).

Emotional intelligence "refers to the ability to process emotional laden information competently and to use it to guide cognitive activities like problem solving and to focus energy on required behaviours" -Salovey, Mayer and Caruso (2002).

REVIEW OF LITERATURE

Saroj Verma and Alka (2003) examined the emotional intelligence among college students and its relationship to their general well being. The male and female students, who scored higher on emotional intelligence scored significantly higher for general well being. Patil and Kumar (2006) found that the difference in the emotional intelligence of male and female student teachers of arts and science. Findings revealed that there is no significant difference between

emotional intelligence of male and female student teachers of arts and science. Nassar (2008) conducted a study and reported that adolescent girls have higher emotional intelligence level than boys. Sulaiman (2013) conducted his studies on EI among university students of Oman and findings of the study revealed that female students have higher EI average compared to male students. Mamata Nayak (2014) investigated that the Influence of different demographic variables such as gender, age and cultural settings (urban and rural) on emotional intelligence were examined among school adolescents. The results revealed that girl adolescents have scored higher emotional intelligence average than boys. The overall emotional intelligence average of girls was found to be higher than that of boys. Urban areas adolescents scored overall higher emotional intelligence average than than rural areas adolescents. Winnie Jacob and Sheela Pavithran (2015) conducted a study on the correlation between the emotional intelligence and academic performance of the students shows a significant positive correlation in the ability to adapt ($r=0.500$) and achievement ($r=0.508$). Correlation between the emotional intelligence and academic performance during the previous year of the nursing students shows a significant positive correlation in the area of conflict management ($r=0.544$). The association between emotional intelligence and socio demographic variables shows that except gender, none of the variables are associated with EQ and in regard of academic performance; it has no association with any of the socio demographic variables. Nursing students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. Therefore, it is possible that emotional skill development may enhance nursing students' academic performance. Manju Avinash Nair and Premila Lee (2016) suggested that nurse leaders have expressed that a nurse has to be emotionally intelligent to express and deal with her clients and other members of the health care team. Emotional intelligence has fabricated a profound impact on quality of care. This article presents the importance of emotional intelligence in the areas of nursing education, nursing leadership and nursing research and highlights the measures to improve emotional intelligence among nurses. Sinha Binisha and Manoj Prasad Kushwaha (2017) concluded that nearly half of the nursing students had normal level of emotional intelligence. Diet, father's educational status, age of the students, work experience, Program (PBBN & BSN) and religion were the factors influencing emotional intelligence in the study.

Thus, these factors should be considered for emotional management among nursing students. Salma Moawed, Essmat Mohamed Gemeay and Hala Elsayes (2018) aimed of the current study is to compare the nursing students, emotional intelligence skills between Riyadh (Saudi Arabia) and Tanta (Egypt). The results revealed that there was a high statistical significant difference between Tanta and Riyadh students regarding their emotional intelligent and also results indicated that the significant positive relationship among emotional intelligence, mothers' education and family income. Stiglic et al., (2018) suggested that the emotional intelligence was higher in nursing students than engineering students in both measures. Although nursing female students achieved higher emotional intelligence scores than male students on both measures, the difference was not statistically significant. EI scores in nursing students with previous caring

experience were not higher compared to students without such experience for any measure. Emotional intelligence was higher in nursing than engineering students, and slightly higher in women than men. It was not associated with previous caring experience.

OBJECTIVE

1. To find out the impact of gender and type of management 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 type of management 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 "emotional intelligence scale" to the subjects were in the age group of 16 -18 years and using purposive 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. Type of management

Tool

Assessment of emotional intelligence scale: Emotional intelligence scale was developed by Nutankumar Thingijam 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 (male and female) and type of management (government and private) each variable is divided in to two categories, a 2x2 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 nursing college students.

Type of Management	Gender	
	Male	Female
Government	Mean	119.15
	SD	12.03
Private	Mean	151.80
	SD	14.18

Grand Means

- Male = (M:142.66)
- Female = (M:121.35)
- Government = (M:126.34)
- Private = (M:137.67)

A close observation of table-I shows that the students of male studying in private colleges obtained a high score of 151.80 indicates that their high emotional intelligence compared to other groups. Students of female studying in government colleges obtained a low score of 119.15 indicates that their low emotional intelligence compared to other groups.

In terms of gender, male (M=142.66) have high emotional intelligence than female (M=121.35). In terms of type of management, students studying of private colleges (M=137.67) have high emotional intelligence than the students studying of government colleges (M=126.34).

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)	5394.123	1	5394.123	8.53**
Type of management (B)	3701.847	1	3701.847	5.85**
(A x B)	3407.181	1	3407.181	5.39**
Within	7582.120	116	632.015	--
Total	20085.27	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 8.53 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. Male (M=142.66) have high emotional intelligence than female (M=121.35).

The probable reason might be emotional intelligence even though an emerging concept, has given a new momentum to its relation to better performance both personal and professional. The educational curriculum for nursing out shows the cognitive and technical aspect needed to prepare a fully-fledged nurse, but there exists lacunae on an organized development of the domain of emotional intelligence. The substantial emotional work entailed in nursing necessitates a systematic training of emotional intelligence capacity. Nursing profession requires the display of a lot of emotional control, expression of appropriate emotions to convey the caring attribute.

The results of the present study corroborate with the earlier findings of Saroj Verma and Alka (2003) and Patil and Kumar (2006) who stated that gender has positively and significantly related to emotional intelligence.

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

As shown in table-II that the obtained 'F' value of 5.85 is significant at 0.01 level indicates that type of management has significant impact on emotional intelligence among nursing college students. As the 'F' value is significant, the hypothesis-2, which stated that type of management has significant impact on emotional intelligence among nursing college students, is accepted as warranted by the results. Students studying of private colleges (M=137.67) have high emotional intelligence than the students studying of government colleges (M=126.34).

The results of the present study corroborate with the earlier findings of Mamata Nayak (2014) who stated that type of management has positively and significantly related to emotional intelligence.

Table-II clearly indicates that the 'F' value of 5.39 gender and type of management (AXB) is significant interaction at 0.01 level. As the 'F' value is significant, this stated that there is significant interaction between gender and type of management with regard to emotional intelligence among nursing college students.

Conclusions

- (1). There is significant impact of gender on emotional intelligence among nursing college students. Male have high emotional intelligence than female.
- (2). There is significant impact of type of management on emotional intelligence among nursing college students. Students studying of private colleges have high emotional intelligence than students studying of government colleges.

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