

Descriptive Study on Emotional Intelligence Amidst Nursing Undergraduates of Choosed Nursing Institute

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Abstract

Background: Emotional intelligence is that portion of the human soul which persuades people to perform. Emotional intelligence may accommodate student nurses while managing their personal and patients’ emotions, manifesting genuine emotional reaction, while being empathetic and effective communicator undergraduate nurse determine effective way to visualize emotions without introducing conflict of interest. It also helps in dealing with instinctive feelings, such as anger and dissatisfaction, in a nurse–patient relationship.

Objectives: Researchers have set the objectives of Computing the level of emotional intelligence among nursing undergraduates, and to find out the Correlation among different components of emotional intelligence tool.

Methodology: Researchers have used Descriptive research design, 179 Nursing Undergraduates of one nursing Institute, have been recruited as a sample with Consecutive non probability technique. Researchers have used standardized schutte self reported emotional intelligence tool in the form of 5 point likert scale,

Results: Researchers have identify that 130 sample (72.63%) have average emotional intelligence, 25 sample (13.97%) have good emotional intelligence, 24 sample (13.41%) have poor emotional intelligence. Mean distribution suggests that perception of emotions has mean of 35.13, managing own emotions mean is 35.21, managing others emotions mean is 31.41, Utilization of emotions mean is 24.55.

Conclusion: It also reciprocates that each of the components of emotional intelligence tool have positive correlation with each other components. Thus Researchers have concluded that to boost the emotional stability an individual should emphasize their own self. This may also lead in positive social change, reducing emotional conflicts, resulting in high productivity.

Key words: Descriptive Study; Emotional Intelligence; Nursing Undergraduates; Selected Nursing Institute.

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Introduction

Nursing is defined as a most kind profession full of knowledge, compassion, and skill. Nurses are the heart of the hospital, where they have to deal with copious obstacles in terms of physical, mental, spiritual challenges¹. Emotion is a great component to be followed and managed by a nurse and nursing students as well, during all type of challenges nursing students who is about to enter in a nursing professional

field need to acquire skill to manage all sort of situation being emotionally stable. Nursing students have to evolve Intrapersonal relationship, nursing students are competent enough with technical and critical thinking skills, however it is as salient to nurture one's self where they need to burgeon soft people skills to communicate with people, this soft people skill is known as emotional intelligence.²

Nursing profession is highly engaged with individual's health, as a result of rapidly growing demands and need of a patient, it leads in high expectation by patients to be met during the hospital care. Nursing freshman seek to manage plethora of situation where they have to take many critical decision while maintaining several emotional crises, scholars are expected to not only improvised their IQ, however EI (Emotional Intelligence) also plays an important role³. With this motto researchers have taken this initiations to discover the level of "Emotional Intelligence" of undergraduate nursing students studying in *one nursing Institute* . This is the first phase followed by the creating crash course for EI and implementation of crash course in order to compute the effectiveness of crash course on emotional intelligence.

Objectives:

1. Compute the level of emotional intelligence among nursing undergraduates.
2. Correlation among various components of "Emotional Intelligence" tool.

Assumptions:

Researchers assume that student nurse may have different level of emotional intelligence.

Research Questions:

Are there any contrasts of emotional intelligence among various nursing undergraduates of different years?

Methodology

Research Design : Descriptive research design

Setting : One Institute of Nursing, Gujarat

Subject : Nursing Undergraduates

Sampling techniques : Consecutive non probability technique

Sample size : 179 sample

Variables : Demographic variable: Age in Years, Gender, Religion, Frequency of backlog, Program in which student study, Father's Education, Mother's Education.

Research variable : Emotional Intelligence

Explanation of the tool: Tool comprise of 2 section:

Section 1: Deals with 7 demographic variables. It is in the form of Semi structured

Section 2: This is a standardized schutte self reported emotional intelligence tool in the form of 5 point likert scale deals with 33 items to determine emotional intelligence categorized in 4 components "Perception of emotions"; "Managing own emotions"; "Managing others emotions"; "Utilization of emotions". Researchers have taken written permission from the original auther to use this tool.

Statistics: Descriptive statistics: mean, median, SD, frequency distribution

Inferential statistics: correlation

Result

The collected statistics were edited, tabulated, analyzed, interpreted furthermore finding were presented in the shape of tables and graphs representing in the following areas.

Segment I: Plotting data Frequency and Percentage data distribution of Population characteristics Variable

Segment II : Data Frequency and percentage data distribution of Emotional Intelligence score

Segment III: Correlation between various components of emotional intelligence

SEGMENT I: PLOTTING DATA FREQUENCY AND PERCENTAGE DATA DISTRIBUTION OF POPULATION CHARACTERISTICS VARIABLE

This section reveals data that 98 sample (54.75%) are having age group between 19 to 20 years, 41 (22.91%) sample are having age group of 21 to 22 years, 39 (21.79) sample are having age group of 17 to 18, only 1 (0.56%) is in age group of 23 to 24 years, non of them are in age group 25 and more than that. For gender 162 (90.5%)sample are female, where as 17 sample (9.50%) are Male. For religion 170 sample (162%) are Hindu, 8 sample(4.47%) are Christian, only 1 sample (0.56%) is Muslim. For the frequency of Backlog 167 sample (93.30%) are not having any backlog, 8 sample (4.47%) are having 1 backlog, 3 sample (1.68%) are having 2 backlog, 1 sample (0.56%) is having 3 backlog. For the year of a study 50 students (27.93% are in the first year B.Sc. Nursing, 48 sample (26.82%) are in second year B.Sc. Nursing, 46 sample (25.70%) are in third year B.Sc. Nursing, 35 sample (19.55%) are in the fourth year B.Sc. Nursing. For father’s education 91 sample’s (50.84%) fathers have bachelor degree, 55 sample’s

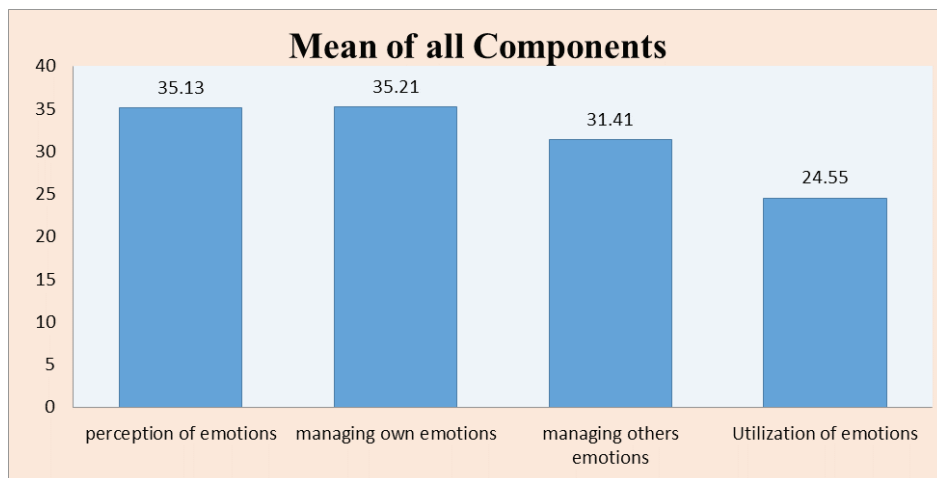
(30.73%) have studied till high secondary school, 33 sample’s (18.44%) fathers have studied till primary school. For mother’s education 77 sample’s (43.02%) mothers have bachelor degree, 61 sample’s (34.08%) mothers have studied till high secondary school, 41 sample’s (22.91%) mothers have studied till primary school. For diet 143 sample (79.89%) have vegetarian diet, 36 sample (20.11%) have non vegetarian diet. For no. of birth order 125 samples (69.83%) are first child, 45 sample (25.14%) are second child, 9 sample (5.03%) are having birth order of third and above. 164 sample (91.62%) sample live with their both the parents, 9 sample (5.03%) sample stays with only mother, 5 sample (2.79%) live with their guardian, only 1 sample(0.56%) lives with father only.

SEGMENT II : “DATA FREQUENCY AND PERCENTAGE DATA DISTRIBUTION OF EMOTIONAL INTELLIGENCE SCORE”

Table 1 : Data Frequency and Percentagedata distribution of Emotional Intelligence score

Class Interval		Frequency	Percentage
Poor emotional	33 –118	24	13.41%
Average	119–139	130	72.63%
Good	140 –165	25	13.97%

Inference: Above table suggests that 130 sample (72.63%) have average emotional intelligence, 25 sample (13.97%) have good emotional intelligence, 24 sample (13.41%) have poor emotional intelligence



Graph 1: Mean of al components of Emotional Intelligence

Inference: Above mentioned graph suggests that perception of emotions has mean of 35.13, managing own emotions mean is 35.21, managing others emotions mean is 31.41, Utilization of emotions mean is 24.55.

SEGMENT III: CORRELATION AMONGST VARIOUS COMPONENTS OF EMOTIONAL INTELLIGENCE

Table 2: Correlation between various components of emotional intelligence

Components		r value	Significance
“Perception of emotions”	“Managing own emotions”	0.59	Strong Positive correlation
“Perception of emotions”	“Managing others emotions”	0.46	Strong Positive correlation
“Perception of emotions”	“Utilization of emotions”	0.35	Weak Positive correlation
“Managing own emotions”	“Managing others emotions”	0.59	Strong Positive correlation
“Managing own emotions”	“Utilization of emotions”	0.49	Strong Positive correlation
“Managing others motions”	“Utilization of emotions”	0.5	Strong Positive correlation

Inference: Above mentioned table reciprocates that each of the components of emotional intelligence have positive correlation with each other components

Discussion

There is a significant footprint of review manifest that private sector nurse indulge in High Emotional intelligence rather than government sector.⁴ This implicates that there may be a good exposure and freedom regarding occupational, a qualitative work experience may also resemble significant improvement in emotional intelligence, thus it would be a life saving areas of interest if Emotional intelligence will be reckoned in a nursing curriculum. With this computation a nurse will develop an exemplary skill, communication and stability in personal as well as occupational life by upbringing self esteem and outreaching to a grand success. Researchers have identify that table suggests that 130 sample (72.63%) have average emotional intelligence, 25 sample (13.97%) have good emotional intelligence, 24 sample (13.41%) have poor emotional intelligence. Mean distribution suggests that perception of emotions has mean of 35.13, managing own emotions mean is 35.21, managing others emotions mean is 31.41,

Utilization of emotions mean is 24.55. It also reciprocates that each of those components of emotional intelligence have positive correlation with each other components.

Conclusion

To the best of our comprehension, this literature review implicates the relationship amongst emotional intelligence and nursing fraternities. With specific association to all above mentioned studies we researchers have come up with the serious note of discussion. These Review divulge plethora of facts, these facts are fascinating and interesting. This study review that there is a different score of emotional intelligence among nursing undergraduates of one nursing institute. Researchers believe that to boost the emotional stability an individual should emphasize their own self. This may also lead in positive social change, reducing emotional conflicts, resulting in high productivity.

Recommendations:

The researchers endorse that there must be a crash course on emotional intelligence for nursing students in Nursing Syllabus, with this aim researchers have undergone with certified course on EI and have become life time coach of EI, very soon researchers will introduce this course among Nursing students of their institute during a second phase of a study.

Limitations:

· This research study is limited to one nursing Institute's Nursing Student's only.

· This study doesn't show any relationship between demographic variables and score of emotional intelligence.

Ethical Consideration: Inform consent was obtained from the sample who have participated in research study in electronic form. Confidentiality of all sample's information is maintained properly.

Conflict of Interest: There is no any means of conflict of interest within the researchers

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