A Study To Assess The Level of Emotional Intelligence Among Basic B.Sc Nursing Students At Narayan Nursing College, Gopal Narayan Singh University, Sasaram

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Abstract -Emotional intelligence (EI) or emotional quotient (EQ) is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and use emotional information to guide thinking and behaviour. Understanding emotional intelligence amongst the students who are on the verge of becoming a professional, identifying and certainly managing interpersonal relationship, setbacks, anxiety and impulses; as well as other aspects of emotional intelligence are all part of college life, yet very little has been studied about its correlation to persistence, academic and professional success. The researcher from experience has observed that may students suffer from emotional problems because they lack the basic knowledge of emotional intelligence. The presents study aims to assess the level of emotional intelligence among the basic B.Sc Nursing students at SRM College of Nursing. A Quantitative approach and descriptive research design was conducted on 150 Basic B.Sc Nursing students, selected by simple random sampling technique at Narayan Nursing college. The tool used for data collection consists of 2 sections: Section A Demographic variables & Section B Structured questionnaire standard of emotional Intelligence among B.sc nursing students which consists of 40 questions was used to assess the level of emotional intelligence among the students. The findings of the study revealed that majority of samples 104(69.00%) students are in the area of enrichment, 41(27.33%) students had effective functioning and only 5(3.64%) students have enhanced skills of emotional intelligence. There was statistical significant association between the emotional intelligence with their demographic variables at p=0.05 ,Type of family (X^2= 37.482,P=0.000) and Ethnicity (X^2=9.559,P=0.049), where as there was no statistical significant association found with the remaining variable (Age, Gender, Year of studying, Father's monthly income, Mother's monthly income, Religion, Father's education, Mother's education, Father's occupation, Mother's occupation, Hometown and Accommodation).Study concludes that majority of the students 104(69.%) are in the area of enrichment, who requires attention and development further. Efforts should be made to student about level of emotional intelligence, so that students will have enhanced skills in the emotional intelligence.

Key words: Emotional intelligence (EI), Basic B.Sc Nursing , Students

INTRODUCTION

Emotional intelligence (EI) or emotional quotient (EQ) is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and use emotional information to guide thinking and behaviour. Emotional intelligence is the ability to use emotions effectively and its performing relationships. More than ever, organizations need true leaders who restore trust, hope, ethics, and direction leaders who know how to engage their people. Decades of research found that EI is incredibly important when it comes to success. Now a day, organizations demand for employees with high leadership skills and it was proven that individuals with high level of EI can become good leaders.

Emotional intelligence has been a source of concern and research towards the end of the 20th century. It refers to the capacity for recognizing our own feelings and those of other's for motivating ourselves and for managing emotions well in us and in our relationships. According to the proponents of emotional intelligence (EI), a person's emotional make-up largely determines of the extent of professional and personal success in life. Studies have revealed that 80% of a person's success in life depends on a person's emotional intelligence, and only about 20% depends on IQ.

Emotional intelligence is increasingly relevant to organizational development and developing people,

behaviours, management, styles, attitude interpersonal skills and potential. Emotional intelligence is essential for interpersonal and intrapersonal relationships at school, at home and at work. People with high emotional intelligence are expected to progress more quickly through the abilities designated and to master more of them. It is the capacity to create positive outcomes which includes joy, optimism, success in school and life. Increasing emotional intelligence has been correlated with better results in leadership, academic performance, marriage friendship, and health.

Emotional, an important factor for cognitive functioning has been ignored by the cognitive psychologists in the early stages. It was believed that its inclusion would unnecessarily complicate the cognitive scientific enterprise. Later it was recognized that 'emotion' and 'cognition' are integral and inseparable parts of each other and, though it is useful to different names for different aspects of mentation, the parts are no more separable than we waves from the water on which they occur.

According to present study, Emotional intelligence consists of five components: involving our emotions (self-awareness); managing them. Motivating ourselves, recognizing emotions in others(empathy), handling relationships.

Components of emotional intelligence which can be regarded as key to success in life are: self-awareness and self-honesty, knowledge about causes of emotions, self-regulations and modulation of one's emotions, Empathy, Motivation and good decision making, ability to analyse and understand relationship, intuitiveness, creative and flexible thinking, integrated self, Balanced life.

Understanding emotional intelligence amongst the students who are on the verge of becoming a professional, identifying and certainly managing interpersonal relationship, setbacks, anxiety and impulses; as well as other aspects of emotional intelligence are all part of college life, yet very little has been studied about its correlation to persistence, academic and professional success. While conversing about the importance of nurse understands the patient, there is a need to focus on the nurse itself while she is growing her profession, which can be better acquired if worked on during her professional education itself. A better and professionally sound nurse who would understand patients emotional state must be aware of and in complete control of her own emotional state and able to utilize, manage and modify her emotional state shaping it to suite her professional career.

The researcher from experience has observed that may students suffer from emotional problems because they lack the basic knowledge of emotional intelligence, so the findings may throw light on knowledge of students regarding emotional intelligence, thus helping in creating awareness in reducing the incidence of emotional problems in students. The present study results may help the nursing college authorities and parents to take appropriate measures to reduce the occurrences of emotional problems in students also help in improving their coping strategies at the time of stressful events. The ultimate aim revolves around the global development and transition of a student from academic to professional, who serve the society and the nation in an emotionally intelligent manner. Thus, the present study aims to assess the level of Emotional Intelligence among the Basic B.sc nursing students.

MATERIALS AND METHODS

A Quantitative Research approach, descriptive research study was conducted at the SRM College of Nursing, SRM university.150 Basic B.Sc nursing students, who fulfilled the inclusion criteria were selected by simple random sampling technique. Sample size calculation was made based on the pilot study results. 139 samples were required for the study, considering the attrition rates, the samples were rounded to 150 students. Inclusion criteria for the study were students in the age group of 17-22years and willing to participate in the study.

Ethical Consideration
The study protocol was approved by the institutional review board, SRM University. Informed written consent was obtained from all the participants and was requested to participate voluntarily in this study.

Tools for data collection
Tool for data collection consists of 2 sections
Section A: Structured questionnaire to assess the Demographic Variables of the Basic B.sc Nursing students.
Demographic variables consists of age, year of studying, gender, father's occupation, mother's occupation, religion, father's education, mother's

education, father's income, mother's income, type of family, ethnicity, hometown and accommodation

Section B: Paul Mohapel Emotional Intelligence was used to assess the Emotional Intelligence of the Basic B.sc nursing students

Tool assess the level of emotional intelligence under 4 components

1.Emotional Awareness,
2. Emotional Management,
3. Social Emotional Management.

Each component has 10 statements related in 5 points like relating scale ranging from 0(never), 1(rarely), 2(sometimes), 3(often) and 4(always).

Scoring interpretation:

Each component is related for 40 points and Emotional Intelligence in each domain is classified as
0-24: Area of Enrichment. Requires attention and development
25-34: Effective functioning: Consider strengthening
35-40: Enhanced Skills : Use as leverage to develop weaker areas

Over all Emotional Intelligence is calculated as average of each components and classified as
0-24: Area of Enrichment. Requires attention and development
25-34: Effective functioning: Consider strengthening
35-40: Enhanced Skills : Use as leverage to develop weaker areas

Reliability

Reliability of the tool was established by test retest methods. The spearman correlation coefficient r=0.7 hence the tool was considered reliable.

Method of data collection

The investigator explained the objectives and method of data collection to the students .Verbal consent was obtained from the samples (Basic B.Sc (N) students from Narayan Nursing College. The samples were chosen through Non- probability convenient sampling technique. A total number of 150 students who met the inclusive criteria were selected. The investigator explained the purpose of conducting the study and reassured the students that collection data will be kept confidential.

On selection of the subjects, a self-introduction was given. Brief explanation about the Emotional intelligence scale was given to the samples. The investigators then distributed the Emotional Intelligence scale to the students to rate their answers in the given options . Doubts were clarified by the investigator. On an average, it took 15minutes for the samples to hand over the filled tools.

Plan for data analysis

Statistical Package for social sciences (SPSS) version 16, IBM, Chicago, USA and Instat were used for the data analysis. Frequency and percentage distribution was used to distribute the demographic variables of Basic B.sc nursing students. Chi-square was used to associate the level of Emotional Intelligence among Basic B.sc nursing with their demographic variables. Data was computed for 150 Basic B.Sc Nursing students.

RESULTS

Section I

Distribution of Demographic Variables of the Basic B.sc Nursing students

Frequency and percentage distribution of the demographic variables of the Basic B.Sc(N) students revealed that majority 98(65.3%) students were in the age group of 19-21years, 104(69.3%) were Hindus, 142(94.7%) were females, 43(28.7%) were B.Sc Nursing 2nd year students, 46(30.7%) had their father monthly income between Rs7878-Rs11,876, 41(27.3%)students had their mother's income between Rs.1590-Rs4750, 118(78%) were living in nuclear family,62(41.3%) students fathers were educated upto high school, and 53(35.3%) students mothers were educated up to high school, 44(29.3%)students fathers were professionals, 49(32.7%) students mothers were unemployed, 130(86.7%) students were Indians, 83(55.3%) were living in urban area, and 66(44.0%) students were accommodated in the hostel

Section II: Assessment of Emotional Intelligence among the Basic B.sc nursing students
Table 1: Frequency and Percentage distribution of level of (components-1) - Emotional Awareness among Basic the B.sc nursing students.

N=150

S. No.	Levels of Emotional Awareness	No. of respondents	Percentage
1	Area for enrichment	5	3.33%
2	Effective Functioning	45	30.00%
3	Enhanced Skills	100	66.67%

Table 1 reveals that among 150 students, 100(66.67%) students were enhanced skills, 45(30.0%) students were having effective functioning and 5 (3.33%) of the students fall in the area of enrichment, where they require attention and development in the component of Emotional Awareness.
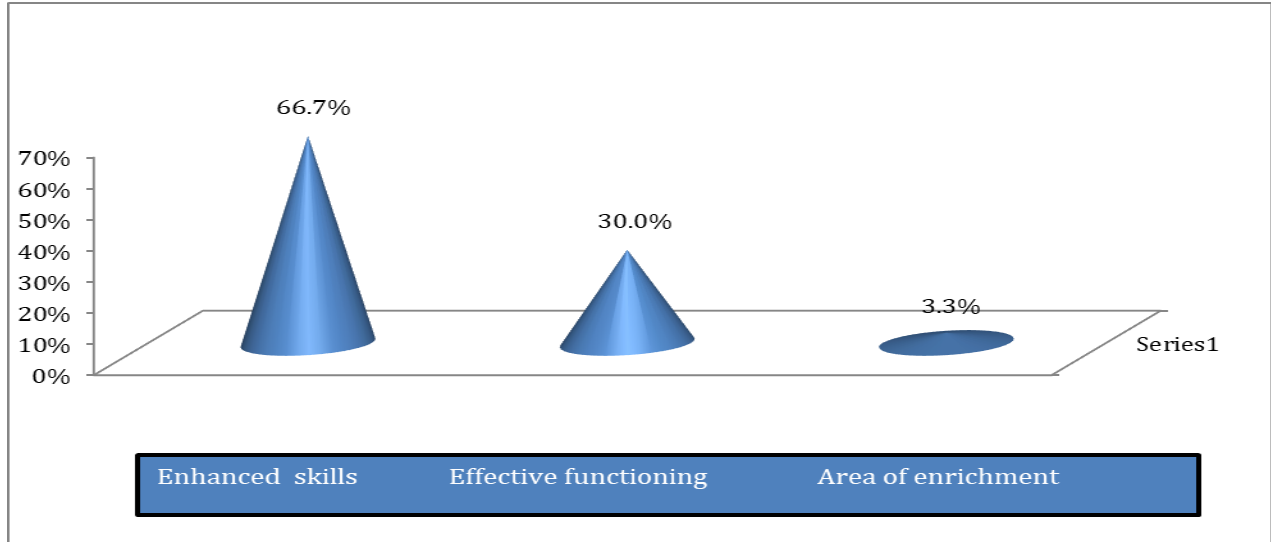

Fig 1 Percentage of level of Emotional Awareness among the Basic B.sc Nursing Students

Table 2 Frequency and Percentage Distribution of level of components-2- Emotional Management among Basic B.sc nursing students.

N=150

S. No.	Levels of Emotional Management	No. of respondents	Percentage
1	Area for enrichment	3	2.00%
2	Effective Functioning	37	24.67%
3	Enhanced Skills	110	73.33%

Table 2 reveals that among 150 students, 110(73.33%) students were having enhanced skills 37(24.67%) students were having effective functioning and 3(2.00%) students require area of enrichment in the component of Emotional Management
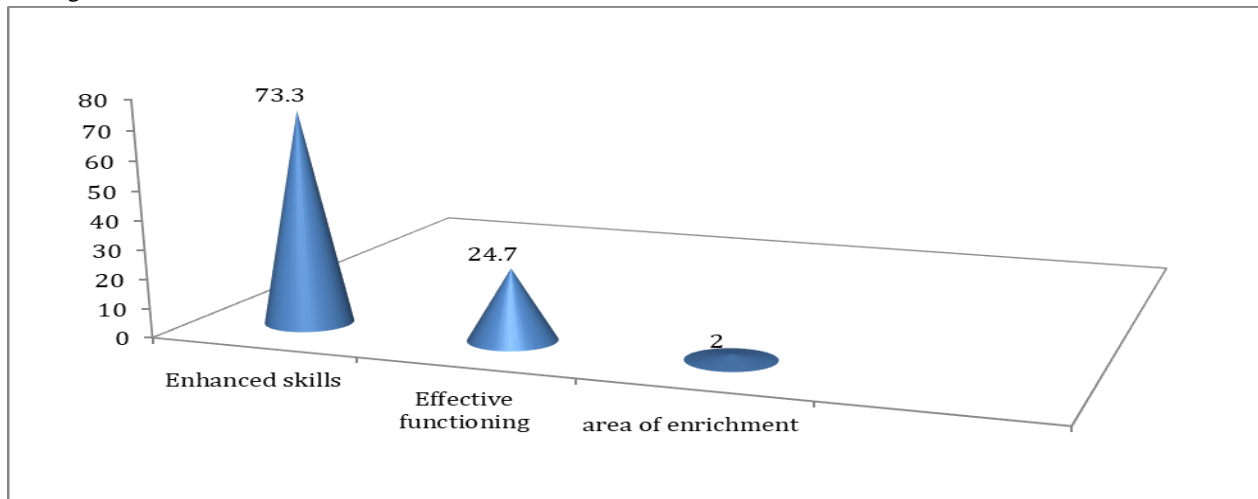

Fig 2 Percentage of level Emotional Management of the Basic B.sc nursing students

Table 3 Frequency and Percentage Distribution the level of components-3 - Social Emotional Awareness among the Basic B.sc nursing students.

N=150

S. No.	Levels of Social Emotional Awareness	No. of respondents	Percentage
1	Area for enrichment	13	8.67%
2	Effective Functioning	40	26.67%
3	Enhanced Skills	97	64.67%

Table 3 reveals that among 150 students, 97(64.67%) students were having enhanced skills, 40(26.67%) students were having effective functioning and 13(8.67%) students fall in the category of area for enrichment in the component of Social Emotional Awareness.
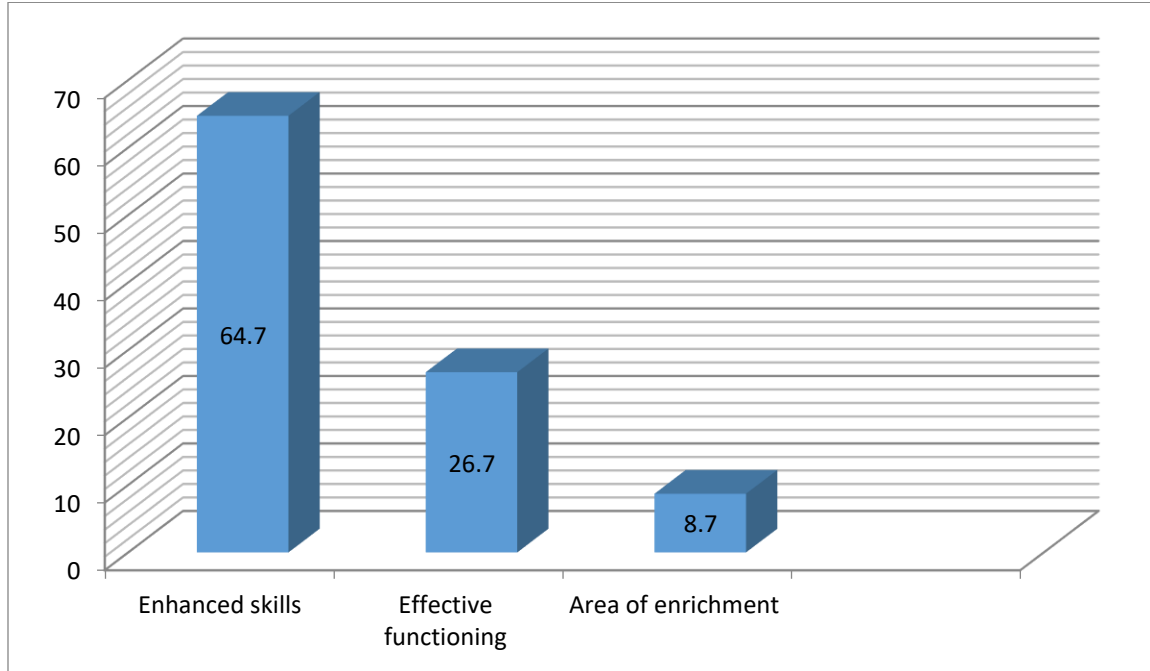

Fig 3 Percentage level of Social Emotional Awareness among the Basic B.sc nursing students

Table 4 Frequency and Percentage Distribution the level of component 4 - Relationship Management among the Basic B.sc nursing students

N=150

S. No.	Levels of Relationship Management	No. of respondents	Percentage
1	Area for enrichment	1	0.67%
2	Effective Functioning	42	28.00%
3	Enhanced Skills	107	71.33%

The above table reveals that among 150 students, 107(71.33%) students were having enhanced skills, 42(28.00%) students were having effective functioning and 1(0.67%) students require an area of enrichment in the component relationship management.
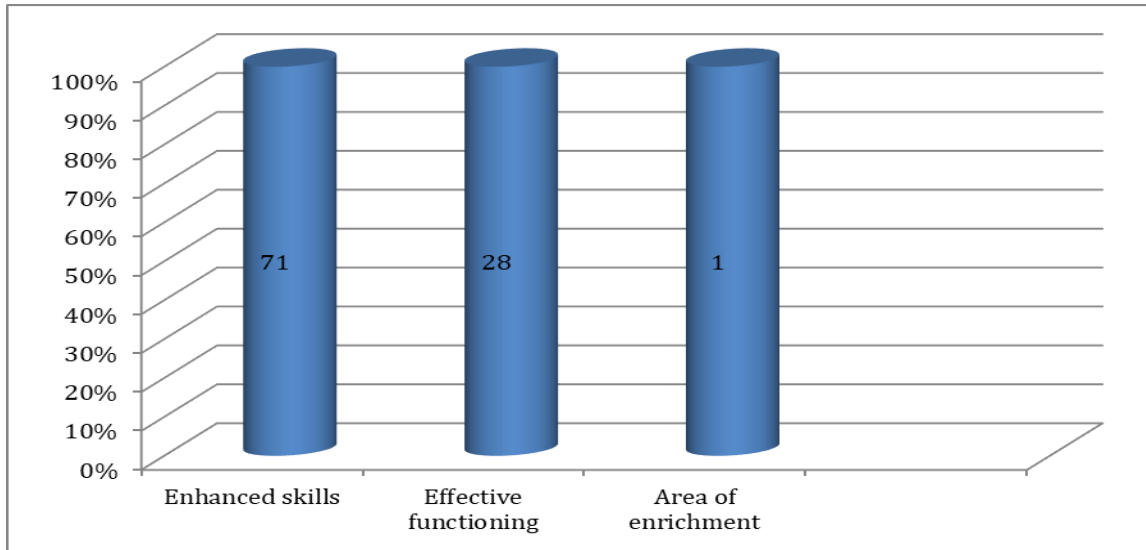
Fig 4Percentage of level of relationship management among the Basic B.sc nursing students

Table 5 Frequency and Percentage Distribution the level of overall Emotional Intelligence among the Basic B.sc nursing students.

N=150

S.No.	Level of emotional intelligence	No. of respondents	Percentage
1.	Area for enrichment: Requires attention and development	5	3.64%
2.	Effective Functioning: consider strengthening	41	27.33%
3.	Enhanced Skills: Use as leverage to develop weaker areas	104	69.00%

The above table reveals that the overall Emotional Intelligence among the Basic B.sc (N) 150 students, 104(69.00%) students were having enhanced skills, 41(27.33%) students were having effective functioning and 5(3.64%) students require an area of enrichment in the over all emotional intelligence.
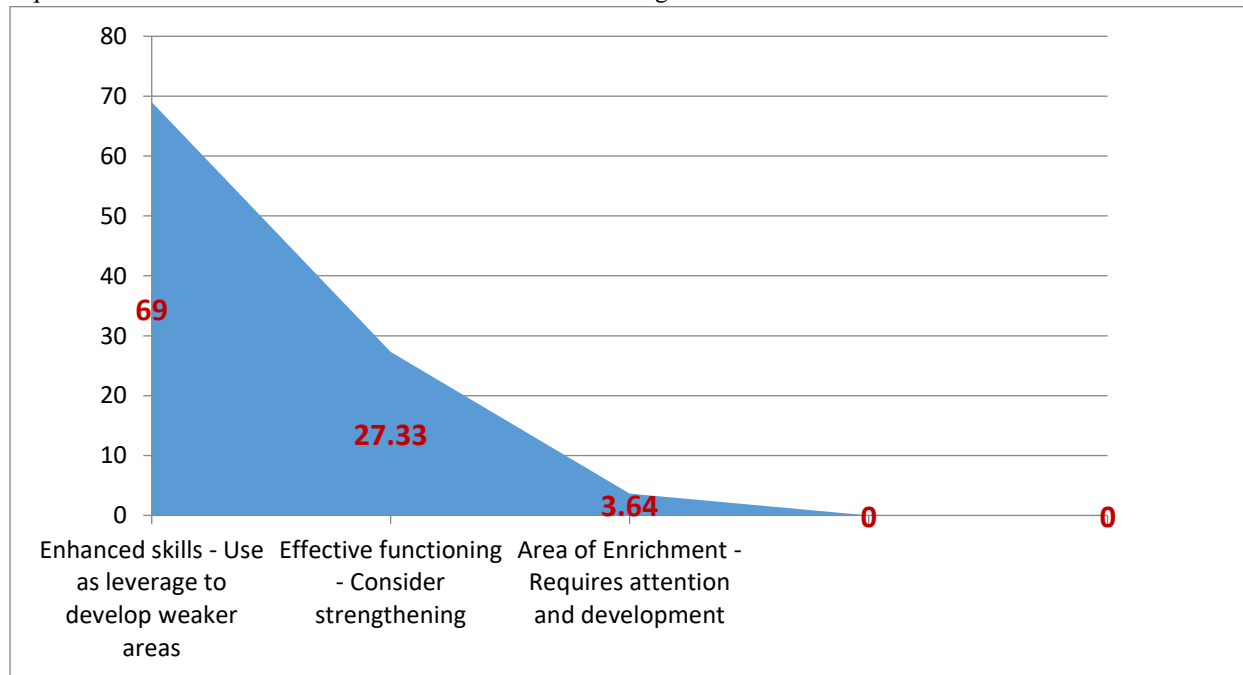

Fig 5 Percentage distribution of level overall Emotional Intelligence among the Basic B.sc nursing students.
Section III Association between the level of Emotional Intelligence and Demographic variables of the Basic B.Sc Nursing students

There was a statistical significant association found between the over all level of emotional intelligence of the basic B.Sc Nursing students with the Type of family at X^2= 37.482,P=0.000 and Ethnicity at X^2=9.559,P=0.049, where as there was no statistical significant association found with the remaining variables of the study.

DISCUSSION & CONCLUSION

Demographic Variables of the Basic B.sc Nursing Students reveals that majority of them were in the age group of 19-21years and were Hindus, Most of the students were studying B.Sc Nursing 1st year, had their father's monthly income between Rs7878-Rs11,87, their mother's income had Rs.1590-Rs4750. Most of them were living in nuclear family and were Indians. Most of them were in hostel and their parents were professionals.

Out of 150 Basic B.Sc Nursing students, 110(73.33%) had enhanced skills in emotional management, 107 (71.33%) had enhanced skills in relationship management, 100(66.67%) had good emotional awareness and 97(64.67%) had good social management awareness.

Whereas a only 13(8.67%) requires an area of enrichment in social management awareness, 5(3.33%) requires attention in Emotional awareness, 3(2.0%) requires an area of enrichment in emotional management and only 1(0.675) requires attention in relationship management.

Overall out of 150 Basic B.Sc Nursing students, 104(69.00%) shows an enhanced skill emotional intelligence, where they can use it a leverage to develop weaker areas, 4(27.33%) shows Effective functioning, where they need to consider their emotional intelligence strengthening and a negotiable percentage 5(3.64%) shows an area of enrichment, which requires attention and development from the professionals.

This study finding was consistent with the study findings conducted by Hopkins, Margaret M.,(2005) on the Emotional Intelligence competence and style underlying successful leadership by investigating the repertoire of competence and leadership style demonstrated by female and male leader performances and potential leading to achievement in the organization the consequences of the construction of gender on both females and males in leadership roles are examined. In a sample of 105 managers in one financial services institution, using self and other ratings of emotional intelligence competencies leaders. Gender has a powerful influence on the images and profiles of successful leadership and there are distinctly divergent paths to success for male and females.

The association of the overall Emotional Intelligence with their Demographic variables of the Basic B.sc nursing students showed that, there was statistically significant association found with the Type of family at X^2= 37.482,P=0.000 and Ethnicity at X^2=9.559,P=0.049, where as there was no statistical significant association was found with the remaining variable (Age, Gender, Year of studying, Father's monthly income, Mother's monthly income, Religion, Father's education, Mother's education, Father's occupation, Mother's occupation, Hometown and Accommodation), Hence the research hypothesis NH1 stating " There is no significant association of levels of emotional intelligence with their selected demographic variables among the Basic B.sc nursing students was not accepted for the variables, Type of Family and Ethnicity, whereas it was accepted for the remaining variables.

Recommendations
- A similar study can be replicated on large samples.
- A study can be done to assess the emotional intelligence among other course at SRM College of nursing.
- A comparative study can be done between B.sc 1st year and B.sc 4th year students.

CONCLUSION

The emotional intelligence of the Basic B.Sc (N) students has been measured and has been found to have an enhanced skill in over emotional management and was found to increase with the type of family and ethnicity. It was also observed that, majority had enhanced skills in their emotional management and a negotiable group required an area of attention in improving their emotional intelligence overall. Counseling and education on improving or enhancing the weaker areas of the samples was given by the investigator. Those who had to receive an enrichment were referred to professional for further development.

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