

Emotional Intelligence among Nursing students of Selected Collages of Pokhara.

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ABSTRACT

Background: Emotional Intelligence is an ability to monitor one's own and other's emotion. Nursing profession which requires high emotional intelligence is linked to positive outcomes. Academic achievement, better nursing leadership and practice, personal well-being and patient safety are related to higher Emotional Intelligence. It is therefore, crucial to assess the emotional intelligence of nursing students. The main objective of this study is to assess the emotional intelligence among nursing students.

Methodology: A cross-sectional study design was used to assess the emotional intelligence among nursing students of Pokhara. After getting approval from Institutional review committee of Pokhara University- data was collected by self-administered structured questionnaire and informed consent were taken from study participants. A standard tool, "The Schutte Self Report Emotional Intelligence Test (SSEIT)" was used.

Results: Majority of the participants were of age group 21-25 years. The mean \pm SD of respondent's age was 22.19 ± 2.98 . Majority 71.1% of nursing students had a high level of EI and 28.9% of the students had a moderate level of EI score. None of the respondents have low level of EI. EI was found to be significantly associated with the academic achievement. There was no association of total EI score with any of the selected demographic variables. The present study showed there was a significant association of EI domain: management of own emotions with types of family (P -value=0.020).

Conclusion: The nursing students had high emotional intelligence, which was unaffected by the various sociodemographic factors.

KeyWords: Emotional Intelligence, Nursing Students, Nursing College.

INTRODUCTION

Emotional intelligence is the ability to monitor one's own and other people's emotions.¹ It is the single biggest predictor of success in the job.² Emotional intelligence is distinct from cognitive intelligence, such conceptualization includes the capacity, competence, and skill to identify, comprehend, express, manage, regulate, alter, and modify one's own and other people's emotions and sentiments, as well as the use of knowledge to produce beneficial outcomes and self-motivation.³

EI is increasingly discussed in healthcare as having a potential role in nursing.⁴ For nursing students, emotional intelligence (EI) has been linked to successful outcomes. Better academic achievement, better nurse leadership and practice performance and better patient safety.⁵ High emotional intelligence may aid the nurse in upholding and strengthening self-control and self-assurance which includes cognitive and physiological actions.^{6,7}

Patients, families, and coworkers who interact with nurses who have EI will also have significantly more positive experiences. As a result, both patients and nurses can benefit from their healthcare experiences.⁸ Nursing education nowadays tries to instill in aspiring nurses a strong sense of self-worth, self-assurance, and self-compassion as well as independence, assertiveness, and the capacity to build relationships with others.⁶ International research has shown that nurses' work and interactions with patients are influenced by their emotional intelligence. It is linked to kindness and care.⁹

One study using co-relational and non-probability sampling methods on 87 student nurses in the United States found a statistically significant link between emotional intelligence (EI) and nursing performance.¹⁰ Additional research on non-nursing students has looked into the relationship between EI and academic success using GPA scores, although the results are still ambiguous. In an experimental study that included 227 college students in the United States and GPA ratings used to determine academic success, EI was a moderate predictor of academic performance.¹¹

In order to explore the association between student EI upon entering nurse education and their retention and successful completion of nursing, a study was conducted among nursing students of two Scottish

university. The study discovered a marginally significant link between trait emotional intelligence and successfully completing a program.¹²

The study carried out with 223 undergraduate nursing students was carried out in Sanjeevani College of Medical Sciences, Butwal, Rupandehi, Nepal found that about 46% of the students had normal & about 15% had high 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 of the undergraduate nursing students.¹³

METHODOLOGY

cross-sectional study design was used to assess the Emotional Intelligence among nursing students of selected colleges of Pokhara. The study was carried out among two nursing colleges of Pokhara metropolitan city. The study population was students studying in B.Sc. Nursing first, second and third year & BNS first- and second-year students. "The Schutte Self Report Emotional Intelligence Test (SSEIT)" a valid tool was used to collect the data. Permission to use this tool was taken from the original author. The scale consisted of 33 items, which were rated on a five-point Likert scale that ranges from "1 = strongly disagree" to "5 = strongly agree". There were three negative statements (5, 28, and 33) which were scored reversely. The total SSEIT score ranged from 33 to 165. The respondent was considered to have low EI (33 to 77), moderate EI (78 to 121), and high EI (122-165).¹⁴

Written informed consent was obtained from nursing students who are willing to participate in the study. The anonymity was maintained throughout the study by using code number instead of respondents' name and Confidentiality was maintained by not disclosing the information. Respondent's dignity was maintained by giving right to reject or discontinue from the research study at any time without penalty. The time duration for respondents was 15-20 minutes.

The validity was established by developing the instruments on the basis of extensive literature review, opinion of subject experts and research advisors. Simple and understandable language was used in the questionnaire for obtaining response

from participants. The tool is reliable with high internal consistency (Cronbach's $\alpha = 0.90$) and acceptable test-retest reliability (0.78).¹⁴ Pre-testing of the instrument was done in 10% of the total sample size i.e., 14 in another nursing college with similar study setting. The reliability of the tool in context of this research was measured and had acceptable internal consistency (Cronbach's $\alpha = 0.784$).

RESULTS

This chapter deals with the analysis and interpretation of the data collected from respondents. The collected data were organized, analysed and interpreted using Epi data and SPSS in terms of descriptive and inferential statistics based on the objectives of the research and results have been presented in tabular and narrative form under the following headings. Chi square test was used considering p value significant at <0.05 to assess the association of level of Emotional intelligence with the selected variables.

Table 1: Socio-demographic characteristics of the respondents.

n=135

Characteristics	Categories	Frequency	Percentage (%)
Age (in years)	18- 20	40	29.6
	21-25	72	53.3
	26-30	21	15.6
	31 and above	2	1.5
Mean+ SD	22.19+ 2.98		
Sex	Male	1	0.7
	Female	134	99.3
Religion	Hindu	116	85.9
	Buddhist	17	12.6
	Christian	00	00
	Muslim	1	0.7
	Kirat	1	0.7
	Others	00	00
Program	BSc. Nursing	83	61.5
	BNS	52	38.5
Working experience	Yes	46	34.1
	No	89	65.9
If yes (n=46)	<2 years	15	32.6
	>2 years	31	67.4
Academic year	First	64	46.7
	Second	38	28.9

Marital Status	Third	33	24.4
	Married	25	18.5
	Unmarried	110	81.5
	Divorced	00	00
	Widow	00	00
Types of Family	Nuclear	108	80.0
	Joint	25	18.5
	Extended	2	1.5

Table 1 revealed that majority of the participants (53.3%) are of age group 21-25 years. The mean \pm SD of respondent's age was 22.19 \pm 2.98. Almost all the participants (99.3%) were female. Majority of students (85.9%) belong to Hindu religion. Approximately two third (63%) of students were from BSc. Nursing program and one third (37%) of students were from BNS program. Among them 34.1% have working experiences. Out of 46 students that have working experience more than half of respondents (67.4%) have more than 2 year of experience.. In this study 46.7% were from first year, 28.9% were from second year and 24.4% were from third year. Similarly majority of students (81.5%) were unmarried. Majority (80%) of respondents were from nuclear families.

n=135

Table 2: Description of Socio-economic information

Characteristics	Categories	Frequency	Percentage (%)
Father's education	Illiterate	1	0.7
	No formal education	2	1.5
	Basic level (1-8)	23	17.0
	Secondary level (9-12)	79	58.5
	Bachelor's degree and above	30	22.2
Father's Occupation	Service	59	43.7
	Business	44	32.6
	Agriculture	22	16.3
Mother's education	Illiterate	6	4.4
	No formal education	14	10.4
	Basic level (1-8)	40	29.6
	Secondary level (9-12)	67	49.6
	Bachelor's degree and above	8	5.9
Mother's Occupation	House maker	83	61.5
	Service	15	11.1
	Business	19	14.1
	Agriculture	17	12.6
	Others	1	7

Table 2 represents Most of the fathers (58.5%) were having secondary level of education as well as 49.6% of mothers also having secondary level of education. Less than half (43.7%) of fathers were involved in service and more than half of the mothers (61.5%) were homemakers.

Table 3: Description of Behavioural pattern of the respondents n=135

Characteristics	Categories	Frequency	Percentage (%)
Diet	Vegetarian	13	9.6
	Non-Vegetarian	122	90.4
Sleep	< 6 hours	17	12.6
	>6 hours	118	87.4
Exercise	Everyday	21	15.6
	Often	28	20.7
	Sometime	76	56.3
	Never	10	7.4
Health problems	Yes	15	11.1
	No	120	88.9
Joined nursing by	Own choice	118	87.4
	Family pressure	10	7.4
	Friends influence	7	5.2
	Relative pressure	00	00

Table 3 illustrate most of the respondents (87.4%) had slept 6 or more than six hours and 90.4% were non-vegetarian. More than half (56.3%) exercised sometimes and 7.4% never exercised. Majority of the students 88.9% don't have any health problems. Highest percentage of students (87.4%) joined nursing by their own choice.

Table 4: Academic achievement of first year BSc Nursing students (CGPA) n=33

Cumulative Grade	Frequency	Percentage
Point average (CGPA)		
Low < 3.30	16	48.5
High >3.30	17	51.5

Mean +SD: 3.30+ 0.26

Table 4 illustrates that approximately half (48.5%) had low CGPA and approximately half (51.5%) had high CGPA. The minimum CGPA 2.90 and maximum CGPA 2.90.

Table 5: Description of Academic achievement of 2nd & 3rd year BSc Nursing students and 1st & 2nd year BNS students n=102

Percentage	Frequency	Percentage
Low <64.99	00	00
Average(65-74.99)	14	13.7
High >75%	88	86.3

Mean + SD: 79.26+ 4.34

Table 5 illustrates that majority (88%) have high percentage. The mean+SD percentage was 79.26+4.34, with minimum percentage 70.00 and maximum percentage 88.30.

Table 6: : Level of Emotional Intelligence n=135

Category	Frequency	Percentage (%)
High level of Emotional intelligence	96	71.1
Moderate level of Emotional intelligence	39	28.9
Low Level of Emotional intelligence	00	00

Table 6 reveals that three quarter (71.1%) of respondents have high level of emotional intelligence and less than half (28.9%) of respondents have moderate level of emotional intelligence. No students have low level of Emotional intelligence.

Table 7: : Level of Emotional Intelligence

Types of Domain	Minimum	Maximum	Mean+ SD
Perception of Emotion	26.00	28.00	3 5.53 + 3.74
Managing own emotion	27.00	45.00	36.33 + 3.51
Managing Other's emotion	21.00	40.00	30.33 + 3.21
Utilization of emotion	15.00	30.00	23.73+ 2.82
Total	98.00	157.00	125.93+ 9.73

Table 7 depicts that the Mean \pm SD of the overall score of EI is 125.93 \pm 9.73. Mean \pm SD of the domains of EI are 35.53 \pm 3.74, 36.33 \pm 3.51, 30.33 \pm 3.21, 23.73 \pm 2.82 for Perception of emotions, Management of own emotions, Management of others' emotions, and Utilization of emotions respectively.

Table 9: : Association between Emotional Intelligence and Academic Achievement in 2nd& 3rd year BSc Nursing students and 1st& 2nd year BNS students

Characteristics	Category	Emotional Intelligence Moderate n (%)	High n (%)	Chi square	P value
Academic Achievement	Average(65-74.99)	8 (57.1%)	6 (42.9%)	5.005	0.025*
	High (> 75%)	24(27.3%)	64(71.7%)		

Mean + SD: 79.26+ 4.34

*= significant, p value <0.05 is considered statistically

Table 10 shows that there is an association between emotional intelligence and Academic achievement. (Bsc Nursing 2nd, 3rd year and BNS 1st, 2nd year)

DISCUSSION

In this study, More than half of the respondents (53.3%) are of age group 21-25 years and the mean \pm SD of respondent's age was 22.19 \pm 2.98. In the present study it was found that majority (80%) of the respondents belong to nuclear family. In the present study majority of the respondents 87.4% had slept more than 6 hours. Similarly the finding of the study showed that Most of the respondents (87.4%) joined nursing by their own choice.

Finding of this study revealed that the three quarter of respondents have high Emotional Intelligence (71.1%) and 28.9% have moderate level of Emotional Intelligence and no students have low level of Emotional Intelligence. The finding of this study is in the line with the study conducted among the nursing students of government campus in eastern Nepal that showed that majority of the students (81.8%) had high level of emotional intelligence and 18.2% had moderate level of Emotional intelligence. None of them had low level of emotional intelligence.¹⁵ This finding is also similar with the study conducted in selected colleges of Morang district, Nepal that revealed that majority (75.4%) had high level of Emotional Intelligence and none have low level of emotional intelligence.¹³ The study was similar to the finding of study conducted among Saudi nursing students as none of the students have low level of Emotional intelligence.¹⁷

These findings is supported with the study conducted by Mr. Thamizhselvan, K. and Mrs. Vembu, K (2019) to assess the emotional intelligence among nursing students in college of nursing, JIPMER, Puducherry. A majority 62.8% reported average level of emotional intelligence and 37.2% reported high level of emotional intelligence. The study reported that none of the students have low level of emotional intelligence.⁹

The Mean \pm SD of the overall score of EI is 125.93 \pm 9.73. Mean \pm SD of the domains of EI are 35.53 \pm 3.74, 36.33 \pm 3.51, 30.33 \pm 3.21, 23.73 \pm 2.82 for Perception of emotions, Management of own emotions, Management of others' emotions, and Utilization of emotions respectively. The finding of this study is in line with the study conducted by Ravikumar R, Rajoura O P, Sharma R, among

post-graduate medical students in New Delhi, India. Also it is line with the study conducted by Uma Pradhan among nursing students in Morang district.¹³ The present study showed there was a significant association of EI domain: types of family with management of own emotions (P-value=0.020). Other than this there is no association of EI domain and demographic variables which showed contradictory findings with the study conducted in Morang district, Nepal.¹³

Similarly, present study findings showed that there is no association of EI score with sleep, Exercise and joined nursing by own choice which is supported by the finding of the study conducted in eastern Nepal.¹⁵ It contradicts the study conducted in Pune, India that showed that variable like sleep, recreation and choice of profession were significantly associated with EI.¹⁶

The current study found that there is no association between Emotional Intelligence and other demographic variables such as age, type of family, parent's educational status. This finding is in line with the study conducted by Shrestha M, Mandal PK, among the nursing students of government campus in eastern Nepal.¹⁵ Similarly, The finding of the study contradict with the finding of the study conducted among BSc Nursing students at Aragonda Apollo College of Nursing, Chittoor (District), Andhra Pradesh.¹⁸ which might be due to the different research setting as the study was conducted in Andhra Pradesh, India. The results revealed that there was significant association between level of Emotional Intelligence and selected demographic variables such as gender, schooling, academic level of studying, area of living, father's and mother's education, monthly income of family.

In the present study there was an association between emotional intelligence and academic achievement which is supported by study conducted among students in Gandaki Medical college, Pokhara.¹⁹ It is also supported by the finding of the study conducted in nursing colleges at Princess Nourah bint Abdulrahman University, Riyadh.²⁰ The finding is also in the line with the study conducted in Pune,

India that revealed that Emotional Intelligence is highly significantly associated with the academic achievement.¹⁶

CONCLUSION

The study showed that emotional intelligence has positive impact on students' academic achievement. Therefore, it is important to educate and train nurses regarding emotional intelligence to understand their and other's feelings to improve their relationship with patients and provide quality care. In terms of the future research, emotional intelligence needs to be further investigated in relation to the clinical skills. Experimental studies could be done to assess the level of emotional intelligence after applying emotional intelligence educational workshops. In terms of education, emotional intelligence training should be started during undergraduate study to prepare nursing students on how to dealing with negative emotion and managing them.

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