



EMOTIONAL INTELLIGENCE OF NURSING STUDENTS

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Abstract:

The present study was conducted to find out the effect of gender and inhabitation on emotional intelligence of Nursing students. Data was collected from 60 male and 60 female comprising Urban and Rural inhabitation students. A Emotional intelligence scale (EIS) by Anukool Hyde, Sanjyot Pethe and Upinder Dhar was applied on the Participants for the measurement of emotional intelligence, descriptive statistics i.e. Mean & SD, and Inferential statistics i.e. F- test applied for the analysis of data. The results revealed that the emotional intelligence of male students higher than female students, Urban students is higher Emotional Intelligence than rural students, urban male having significantly high emotional intelligence than rural area male students and urban female having significantly high emotional intelligence than rural area female students.

Keywords: Emotional intelligence, Nursing

Introduction

Emotions have a central role in human psyche and they have profound influence on one's thoughts, perceptions and behaviors. Thus, it is appropriate to say that emotions are the essential motivating force behind all the psychological activities. They make life more meaningful, colorful and tasteful. They energize the individual physiologically, force attention towards events and objects that are particularly relevant to well being, and induce action (Simon, 1967). According to Wallbott and Scherer (1989), there are five components involved in the experience of emotions: evaluation of situation, physiological changes, motor expression, motivation for action, and subjective feeling state. This suggests that individuals are active agents in their own experience who monitor and evaluate the environment and take actions that are deemed appropriate for the situation (Spector and Goh, 2001).

The term "emotional intelligence" was first used by Mayer and Salovey in the first half of 1990s and defined as an individual understands of his/her and others' emotions, making a selection among these and operating this knowledge in thoughts and behavior (Salovey & Mayer, 1990). Individuals' understanding, perceiving emotions and using the emotional knowledge are different from others. Therefore, individuals' emotional levels contribute to their emotional success and development (Salovey et al., 2000). After that, the term "emotional intelligence" became a current issue with the publication of Daniel Goleman's "Emotional Intelligence" in 1995 and was defined as "a person's understanding of his/her emotions, having empathy with other people's emotions and drawing up his/her life in an enriching manner (Goleman, 1998; Goleman, Boyatzis & Mckee, 2002; Yilmaz, 2001; Ye_ilyaprak, 2001).

People studying on emotional intelligence have constructed a model with five dimensions of ability. These are: self-awareness, emotional self-regulation, motivation, empathy, and social skills. Self-awareness refers to one's having the knowledge of himself/herself, having the knowledge of his/her own emotions and evaluating these emotions accurately. Individuals having the knowledge of them are also aware of their values, objectives, abilities, and limitations and can direct their life more successfully. These contribute to development of one's self-confidence and self-confidence has an important role in one's self-actualization (Goleman, 1998; Ural, 2001). Emotional self-regulation refers to



expressing the emotions in a balanced and congruent way and the ability of being able to postpone the satisfaction with one’s own will through the target when needed. People who can regulate their emotions can better deal with their problems (Goleman, Boyatzis & Mckee, 2002).

Review of Literature

Austin, E.J., Evans, P Gold Water, R and Potter, V (2005) conducted a preliminary study of emotional intelligence, empathy and exam performance in fist year medical students. Females scored significantly better than males on EI, High EI students ported more positive feelings about the communication skills exercise. Finding of the study provide limited evidence for link between EI and academic performance.

Audrey Jaeger, Marilee J. Bresciani, & Caryn Sabourin Ward, (2004), reveled that the Predicting Persistence and Academic Performance of First Year Students: an Assessment of Emotional Intelligence and Non-Cognitive Variables. Researchers reveled no significant differences were found for age and gender between the sample population and the first year student population.

Rivera Cruz & Beatriz Virgina, (2004), examined a cross contexts comparison of emotional intelligence competencies: A discovery of gender differences. The study was founded on the premise that the gender role dynamics affect emotional intelligence behavior differently for men and women and that the degree and features of the difference is affected by cultural factors primarily. The analysis reveals a difference in emotional intelligence behavior between work and the personal context. When the analysis is performed by gender the difference increases. Women show a significant difference in seven and men in six of the 21 competencies of the emotional intelligence competency framework used in the study. It also shows that women display a higher level of their competencies at home, a man at work, behavior that is in line with the gender role dynamics and the cultural characteristics of the sample. A correlation analysis revealed that the difference in behavior is related to the masculinity/femininity dimension of culture and human values in the case of women.

Statement of the Problem

The purpose of the present research work is to study the Emotional intelligence of Nursing students.

Objectives:

Following objectives has been investigated in the present investigation.

1. To study of emotional intelligence of male and female Nursing students.
2. To study of emotional intelligence of urban and rural Nursing students.

Hypotheses:

1. Emotional Intelligence of male students is higher than female students.
2. Emotional Intelligence of Urban students is higher than rural students.

Methodology

Design of the study:

The present study was a 2x2 factorial design utilizing the variables of Gender and inhabitance of the Nursing students. The two types of inhabitance rural students and urban students on the basis of their inhabitance male and female Nursing students as the two levels of under variable:

| A Gender | | |
|---------------|------|------|
| B Inhabitance | A1 | A2 |
| B1 | A1B1 | A2B1 |
| B2 | A1B2 | A2B2 |

2x2 factorial design was used for this study.



Variables Under the study:

- A. Independent variables:
 - Gender (Male and Female)
 - Inhabitance (Rural and Urban)
- B. Dependent variables - Emotional Intelligence

Sample:

The total Participant consist 120 Nursing students (60 male and 60 female) from different Nursing college from Aurangabad District (MS). In the total 120 students 60 students were urban (30 male and 30 female) and 60 rural (30 male and 30 female) area.

Psychological Tools:

Following tool was Psychological devises: Emotional intelligence scale (EIS): constructed and standardized by Anukool Hyde, Sanjyot Pethe and Upinder Dhar. The split-half reliability coefficient was found to be 0.88. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated, which indicated high validity on account of being 0.93.

Statistical Analysis & Discussion:

Table No. 1 - Descriptive statistics of Independent variables for Emotional Intelligence.

| Independent Variables | Mean, SD value & N | Emotional Intelligence |
|-----------------------|--------------------|------------------------|
| Male | Mean | 148.53 |
| | N | 60 |
| | SD | 14.73 |
| Female | Mean | 138.46 |
| | N | 60 |
| | SD | 15.98 |
| Urban | Mean | 150.45 |
| | N | 60 |
| | SD | 13.67 |
| Rural | Mean | 136.54 |
| | N | 60 |
| | SD | 15.46 |

Table No. 2 - Complete Summary of Two Way ANOVA for Emotional Intelligence

| Source | Ss | df | Ms | F |
|---------------|-------------|-----|----------|----------|
| A Gender | 5070.245 | 1 | 5070.245 | 27.157** |
| B Inhabitance | 9674.405 | 1 | 9674.405 | 51.818** |
| A X B | 502.445 | 1 | 502.445 | 2.691 |
| Within Error | 36592.900 | 116 | 186.698 | |
| Total | 4170003.000 | 119 | | |



In this study an attempt was made to test the hypothesis that, Emotional Intelligence of male students is higher than female students. The first objective of the present study was to compare the emotional intelligence of male and female Nursing students. This is done by computing the mean and F value of male and female Nursing students.

Results revealed that The F value found that the two main effects have brought out highly significant results. Main effect A, which represent the factor of gender was highly significant ($F=27.157$, $df = 1$ and 116 . $P < .01$). The highly significant F value denotes that the male students differ significantly from female students. The male students mean score were 148.53 and female students were 138.46. Which indicate here more score denotes male students have significantly high emotional intelligence than female students

Hence, hypothesis number one, Emotional Intelligence of male students is higher than female students is accepted.

Main affect B refers to the factor of Inhabitanace, it was also varied at two levels namely Urban area and rural area. It was assumed that the two levels of areas differ from each other on the measure of Emotional intelligence. Main effect B had yielded an F value of ($F = 51.81$ $df = 1$ and 116 . $P < .01$) is significant. It means that the urban area residence students and rural area residence students significantly differ from each other. The mean score on Emotional Intelligence measure obtained by the urban area students was 150.45 and by the rural area students 136.54. It means, in the present study compared to the urban area students have significantly high emotional intelligence that rural area students. Hence hypothesis no 2 Emotional Intelligence of Urban students is higher than rural students is accepted.

From the summary of ANOVA it is found that the two main effects have brought out highly significant results. Result of ANOVA further show that the factor of gender and the factor of Inhabitanace they work in collaboration with each other. Interaction effect AXB makes that fact clear. Interaction AXB has brought out an F value of ($F= 2.691$, $df = 1$ and 116 . at $.01$ level). Factor of gender and Inhabitanace on the other hand were found independent of each other. It means that the urban area residence male students and rural area residence male students significantly differ from each other. The mean score on Emotional Intelligence measure obtained by the urban area male students was 153.90($N=30$) and by the rural area male students 143.16($N=30$). It means, in the present study compared to the urban area male students have significantly high emotional intelligence than rural area male students. Hence this hypothesis is accepted. And the mean score on Emotional Intelligence measure obtained by the urban area female students was 147.00 ($N=30$) and by the rural area female students 129.92 ($N=30$). It means, in the present study compared to the urban area female students have significantly high emotional intelligence that rural area female students. Hence this hypothesis is accepted.

CONCLUSIONS

According to statistical analysis and formation of hypotheses following conclusions are drawn. It may be concluded that emotional intelligence and Gender have significant difference, it is concluded that there is significant difference between male and female students because Emotional Intelligence of male students is higher than female students.

It is also concluded that emotional intelligence and inhabitanace have significant difference, it is concluded that there is significant difference between urban and rural students. Results revealed that Emotional Intelligence of Urban students is higher than rural students. Emotional intelligence of urban male and rural male is different. On the basis of mean score it is found that urban male having significantly high emotional intelligence than rural area male students.



Emotional intelligence of urban female and rural female is different. On the basis of mean score it is found that urban female having significantly high emotional intelligence than rural area female students.

Limitations and suggestions of the present research: -

1. Locale of the study was restricted to Aurangabad district only. It can be spread into other areas also.
2. The emotional intelligence of the individuals are affected by numerous variables, however in the present study limited variable i.e. Gender and area of residence used. In further studies, effect of other variables like IQ, emotional maturity, achievement motivation etc. on emotional intelligence and adjustment can be studied.
3. The sample of the study was small. The study can also be done by taking large sample size.

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