

EMOTIONAL INTELLIGENCE AND ITS INFLUENCE ON NURSING STUDENTS' FUNCTIONING

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ABSTRACT

Background: Emotional intelligence plays a vital role in the performing and intellectual well-being of nursing candidates. Understanding the connection between emotional intelligence and stress can enhance educational strategies and support systems within nursing programs.

Objective: This study aims to explore the influence of emotional intelligence on the functioning of nursing students and assess their psychological condition using the Perceived Stress Scale (PSS).

Methods: In this study a descriptive research design was adopted. The setting of the study was selected nursing college, Shillong. 60 nursing students were selected by using convenient sampling method. To evaluate the students' psychological condition Perceived Stress Scale was utilized as the primary data collection tool.

Results: Majority 43(71.67%) of the nursing students is having severe stress, 17(28.33%) students is having moderate stress and 0% students is having mild stress.

Conclusion: The study aims to devote to the comprehending of emotional intelligence as a essential ingredient of nursing education, with consequences for curriculum improvement and student uphold services. Study outcome can conclude that emotional intelligence and perceived stress is having positive corelation. So, knowledge of emotional intelligence is very essential for the nursing students for batter academic outcome.

INTRODUCTION

Emotional intelligence (EI) refers to the ability to recognize, understand, and manage one's own emotions while effectively navigating the emotions of others. Coined by psychologists Peter Salovey and John D. Mayer and popularized by Daniel Goleman, EI has become a critical area of study in psychology, education, and organizational behavior. This exploration will delve into the components of emotional intelligence, its significance across various domains, and its impact on personal and professional success.

The ability to recognize one's own emotions and their effects on thoughts and behavior. It includes understanding one's strengths, weaknesses, values, and motives. The ability to manage one's emotions and impulses. It involves self-control, adaptability, and a commitment to personal accountability. A drive to achieve for the sake of achievement. This includes a passion for work that goes beyond money and status, as well as a strong desire to learn and grow. The ability to understand and share the feelings of others. Empathy is crucial for building relationships and fostering a supportive environment. Proficiency in managing relationships and building networks. This includes effective communication, conflict resolution, and teamwork.

Several tools and assessments have been developed to measure emotional intelligence. Common instruments include a self-report assessment that evaluates various dimensions of emotional intelligence and an ability-based test that measures how well individuals can perform tasks related to emotional intelligence.

High EI fosters self-awareness, leading to better decision-making and personal growth. Individuals with high self-awareness are more likely to understand their motivations and reactions. EI equips individuals with tools to manage stress effectively. By recognizing their emotional responses, they can employ coping strategies to navigate challenges. Emotional intelligence contributes to resilience, enabling individuals to bounce back from setbacks and adapt to changing circumstances.

Leaders with high emotional intelligence can inspire and motivate their teams, fostering a positive work environment. They are often better at conflict resolution and decision-making. EI enhances collaboration and communication within teams. Individuals with strong social skills can build rapport and foster trust among team members.

Research indicates a positive correlation between emotional intelligence and academic performance. Students with high EI tend to high EI helps students cope with academic pressures, leading to better performance and lower dropout rates. EI facilitates better interactions with peers and faculty, creating a supportive learning environment. Emotionally intelligent students are often more engaged in their studies, showing greater motivation and a desire to learn.

In educational settings, emotional intelligence is becoming increasingly important. Schools that incorporate EI training into their curricula often see improvements in Programs focused on emotional intelligence, lead to fewer behavioural issues and a more positive school climate. Students with high EI are better equipped to manage stress and achieve academic success.

In the healthcare sector, emotional intelligence plays a critical role in patient care healthcare professionals with high EI can build stronger relationships with patients, leading to better patient satisfaction and compliance. Developing emotional intelligence can help healthcare providers manage stress and prevent burnout, leading to a healthier work environment.

In the context of nursing, EI is particularly crucial, as the profession demands not only technical expertise but also strong interpersonal skills, empathy, and emotional resilience. Nursing students, who are in a formative stage of their professional development, face unique challenges that require them to manage stress, build relationships with patients and peers, and maintain a compassionate approach to care.

Research indicates that high levels of emotional intelligence can enhance clinical performance, improve patient interactions, and foster collaboration within healthcare teams. As nursing education evolves, there is a growing recognition of the need to integrate emotional intelligence training into curricula. This integration aims to equip nursing students with the skills necessary to thrive in emotionally demanding environments and to deliver holistic care.

SIGNIFICANCE OF THE STUDY

The significance of examining "Emotional Intelligence and Its Influence on Nursing Students' Functioning" lies in several key areas:

Emotional intelligence is crucial in nursing, as it enables students to connect with patients on an emotional level, leading to improved patient satisfaction and adherence to treatment plans. Understanding EI can help nursing students provide more compassionate care.

Nursing education can be stressful, contributing to anxiety and burnout. By focusing on emotional intelligence, this study aims to equip nursing students with tools to manage stress, enhance resilience, and promote overall mental well-being.

Findings from this study can inform nursing curricula by highlighting the need for integrating emotional intelligence training. This could lead to the development of programs that enhance both emotional and clinical competencies in nursing students.

While emotional intelligence has been widely studied, its specific impact on nursing education and student functioning remains under-researched. This study aims to fill that gap, providing valuable insights for educators, policymakers, and healthcare professionals.

OBJECTIVES OF THE STUDY

To explore the influence of emotional intelligence on the functioning of nursing students and assess their psychological condition using the Perceived Stress Scale (PSS).

METHODOLOGY

Research Design- A descriptive research design was employed to explore the relationship between emotional intelligence and the functioning of nursing students. This design allows for the collection of quantitative data to describe characteristics and assess the psychological condition of the participants.

Setting- The study was conducted at selected nursing colleges in Shillong, providing a focused environment for assessing nursing students' emotional intelligence and perceived stress levels.

SAMPLE

Population: Nursing students enrolled in the selected colleges.

Sample Size: A total of 60 nursing students were included in the study to ensure a representative sample for analysis.

SAMPLING TECHNIQUE

Convenient Sampling:

This non-probability sampling technique was used to select participants based on their availability and willingness to participate, allowing for efficient data collection within the constraints of the study.

TOOL FOR DATA COLLECTION**Perceived Stress Scale (PSS):**

The Perceived Stress Scale was utilized to assess the psychological condition of nursing students. This scale measures the perception of stress and its impact on mental health. The PSS consists of items that evaluate feelings of stress during specific situations and overall stress

Score Range

- 0-13 scores consider as low stress
- 14-26 scores consider as moderate stress
- 27-40 scores consider as a high perceived stress levels.

Summary

This study aims to investigate the role of emotional intelligence in influencing the functioning of nursing students, utilizing a descriptive research design, a focused sample of 60 students, and the Perceived Stress Scale as the primary data collection tool. The findings will provide valuable insights into the psychological well-being of nursing students and the importance of emotional intelligence in their academic and clinical performance.

CRITERIA FOR SAMPLE SELECTION**Inclusion Criteria**

- Both Male and Female student staff nurses.

- The subjects who are present on the day of data collection.

Exclusion Criteria

- Those who were not willing to participate in the study.
- Who are absent on the day of data collection.

Data Analysis

The data was organized and presented in tabulation and graphical manners according to the following sections.

RESULT

The study was conducted to assess the emotional intelligence on the psychosocial functioning like stress anxiety and how it is perceived among the student nurses.

Table 1: Classification of respondents by age (Years).

Demographic variables	Frequency	Percentage (%)
20 years	22	36.67%
21 years	21	35%
22 years	11	18.33%
23 years and above	6	10%
Total	60	100%

The representation in table 2 Shows most of the respondents 22 (36.67%) where in the age group of 20 years, 21(35%) were in the age group of 21 years, 11(18.33%) were in the age group of 22 years and the remaining 6(10%) were in the age group of 23 years and above.

Table 3: Classification of respondents by sex

Demographic variables	Frequency	Percentage (%)
Female	59	98.33%
Male	1	1.67%
Others	0	0
Total	60	100%

The representation in table 3 Shows Majority 59 (98.33%) of respondent are female and only one (1.67%) was male senior citizen.

Table 4: Classification of respondents by Education

Demographic variables	Frequency	Percentage (%)
1 st year	23	38.33%
2 nd year	23	38.33%
3 rd year	11	18.34%
4 th year	3	5%
Total	60	100%

Table 4 shows most of the respondents 23 (38.33%) were 1st year and had gone for 2nd year, another 11(18.34%) had finished their 3rd year and only 3(4.5%) had finished 4th year.

Table 5: Classification of respondents by Religion

Religion	Frequency	Percentage
Hindu	48	80%
Christian	12	20%

Muslim	0	0%
Total	60	100%

Table 6 respondents 48(80%) of the respondents belongs to Hindu and the remaining 12(20%) belongs to Christianity.

Table 6: Classification of respondents by types of family

Types of family	Frequency	Percentage
Nuclear	21	35%
Joint	32	53.33%
Extended	7	11.67%
Total	60	100%

Table 8 states majority 32(53.33%) of the respondents belongs to nuclear family, 21(35%) belongs to joint family and the remaining 7(11.67%) belongs to extended family.

Table 7: Classification of respondents by family income

Income (Rs)	Frequency	Percentage
6000-10000	13	21.67%

10001-14000	15	25%
140001-18000	19	31.66%
18001 & above	13	21.67%
Total	60	100%

Monthly income of the respondents' family shows that 31.66% (19) of the respondents had monthly income between Rs. 14001- 18000, 25% (15%) had income between Rs. 10001- 14000, 21.67% (13%) have their income between Rs.6000-10000 and the remaining 21.67% (13) had their monthly income Rs. 18001 & above.

Table 8: Overall stress score of the student.

	Range	Median	Mean	SD
Overall stress Scores of the student	20-27	24.50	23.83	2.210

As for the overall pre-test stress score is concerned, out of maximum score 40 it ranges from 20-27 where is the median is 24.50 and the mean \pm SD is 23.83 \pm 2.210.0 respectively.

Table 9: Overall level of stress among students.

Stress Level	Classification of respondents	
	Frequency	Percentage
Severe	43	71.67
Moderate	17	28.33
Mild	0	0

Table 9 reveals that majority 43(71.67%) of the nursing students is having severe stress, 17(28.33%) students is having moderate stress and 0% students is having mild stress.

CONCLUSION

The study results conclude that the emotional intelligence played a vital role in students stress level and majority of the nursing students faced severe stress during their study period. So, knowledge of emotional intelligence is most essential to control own psychological state and emotions.

PERMISSION AND ETHICAL CLEARANCE

The ethical clearance was obtained from Ethical Committee of Institution. Permission to conduct the study among student nurses was then obtained from the directors of the respective college. All the participants who were recruited for the study were explained about the purpose of the study. The research subjects were assured that the information collected from them will be kept confidential. Informed consent was then obtained from the participants.

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