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RESEARCH ARTICLE

A CORRELATIONAL STUDY TO ASSESS THE EMOTIONAL INTELLIGENCE AND ACADEMIC PERFORMANCE AMONG B.SC (NURSING) FINAL YEAR STUDENTS

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Abstract

Emotional Intelligence (EI) is the ability to manage both your own emotions and understand the emotions of people around you. The study is titled "A correlational study to assess the emotional intelligence and academic performance among B.sc(N) final year students in selected nursing colleges at Madurai.". The objectives were 1) To find out the level of emotional intelligence among the Bsc(N) final year students 2. To assess the level of academic performance among the Bsc(N) final year students 3. To determine the correlation between the emotional intelligence and academic performance among the Bsc(N) final year students 4. To associate the socio demographic variables with the level of emotional intelligence among the Bsc(N) final year students 5. To associate the socio demographic variables with the academic performance among the Bsc(N) final year students.

Methodology: A Quantitative approach and descriptive correlational design were used. 62 nursing students were selected by purposive sampling technique and the data were collected using an Emotional intelligence questionnaire.

Results: The levels of emotional intelligence for all domains such as Emotional awareness of average EI was 33(53.22%), good EI was 28 (45.16%) and excellent EI was 1 (1.61%). Regarding emotional management, average EI was 23(37.09%), good EI was 29(46.77%) and excellent EI was 10 (16.12%). Social emotional awareness of average EI was 11 (17.74%), good EI was 36 (58.06%) and excellent EI was 15 (24.19%). Relationship management of average EI was 18 (29.03 %), good EI was 33 (53.22%) and excellent EI was 11 (17.74%). Total score of emotional intelligence, in that average EI was 16 (25.80%), good EI was 43(69.35%) and excellent EI was 3 (4.83%). The non-significant p-value infers that there was no involvement among level of emotional intelligence and selected demographic variables except type of personality ($x = 8.28$, p - value 0.015). There was no involvement among level of emotional intelligence and selected demographic variables except education of father ($x = 18.89$, p - value 0.002, support system ($x = 12.62$, p - value 0.001). and type of personality ($x = 7.094$, p - value 0.007),

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Conclusions: Nursing students who were more emotionally intelligent performed better in both the continuous assessments and the final professional examination. Therefore, it is possible that emotional skill development may enhance nursing student's academic performance.

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Introduction:-

Colleges and universities devote considerable time and resources for developing student's social and emotional skills, such as emotional intelligence (EI). The goals of such programs are partly for personal development but partly to increase academic performance. Nursing Students with higher emotional intelligence may be better able to manage negative emotions, such as anxiety, boredom and disappointment, that can negatively affect academic performance. Also, these students may be better able to manage the social world around them, forming better relationships with teachers, peers and family, all of which are important to academic success

Statement of the problem:

A correlational study to assess the emotional intelligence and academic performance among the Bsc(N) final year students in selected nursing colleges at Madurai.

Objectives:-

- 1) To find out the level of emotional intelligence among the Bsc(N) final year students
- 2) To assess the level of academic performance among the Bsc(N) final year students
- 3) To determine the correlation between the emotional intelligence and academic performance among the Bsc(N) final year students
- 4) To associate the socio demographic variables with the level of emotional intelligence among the Bsc(N) final year students
- 5) To associate the socio demographic variables with the academic performance among the Bsc(N) final year students

Hypotheses:

- 1) There will be a significant positive correlation between emotional intelligence and academic performance
- 2) There will be a significant association between the socio demographic variables and emotional intelligence
- 3) There will be a significant association between the socio demographic variables and academic performance

Research Methodology:-

Research methodology is designed to develop or refine methods of obtaining, organizing and analyzing data. Research methodology is the systematic way to resolve the trouble (Polit and Beck, 2008).

It deals with the research approach, research design, variables, population of the study, target and Accessible population, sampling technique, sample, sample size, inclusion and exclusion criteria selection and expansion of tool, content validity and reliability, process for data gathering and plan for data analysis.

Research Approach

The approach selected for this study is quantitative research approach.

Research Design:

In this study, Correlational descriptive design was used.

Population:

The population is the entire aggregation of cases in which a researcher is interested. The study population for this research was Bsc(N) final year students.

Target population:

In this current study, the target population were Bsc(N) final year students at Madurai.

Accessible population:

In this study, the available population were Bsc(N) final year students in selected nursing colleges at Madurai.

Sample:

A sample is a separation of the population, which is chosen to contribute in a research study.

In this study, samples were Bsc(N) final year students who fulfill the inclusion and exclusion criteria.

Sample size:

62 samples

Sampling techniques:

In this study, purposive sampling technique was used. It is the sample being drawn from that part of the population that is researcher's accessibility and proximity.

Criteria for sample selection:

Inclusion criteria:

1. B.Sc. (N) final year students
2. Students who were available during data collection
3. students who were willing to participate.
4. Both male and female students

Exclusion criteria:

Students who were sick at the time of data collection

Tool development and construction:

The investigator prepared instrument based on the objectives of the study

Description of tool:

In this study, the tool consists of 2 parts.

Part-1 Section A: It consists of demographic variables of nursing students such as age, gender, education of father, education of mother, occupation of father, occupation of mother, monthly income of the family, religion, type of family, ordinal position in the family, residence, current habituation, support system and type of personality.

Section B: It consists of life style variables like sleep, recreation, Meeting friends, physical exercise, choice of profession, relationship with teachers and colleagues.

Section C: It consists of grade in XII & Grade in previous year

Part-2 It is a questionnaire used to assess the emotional intelligence among the Bsc(N) final year students. It has 4 domains such as emotional awareness, emotional management, social emotional awareness and relationship management. Each domain has 10 statements.

Scoring procedure:

The tool consists of total 40 statements related to emotional intelligence. There were 5 options such as 0(never), 1(rarely), 2(sometimes), 3(often) and 4(always).

Interpretations:

Total score of each domain is 40 and it is interpreted as follows

- 0-24----area of enrichment
- 25-34----effective functioning
- 35-40----enhanced skills

Content validity of the tool:

The tool was given to 4 experts in the field of psychiatric nursing and pediatric nursing, for their opinion and suggestion. Based on their valuable suggestion, reframing of tools was done and validity was established. Translational validity Tools were given to the language experts for translation. ($r = 0.82$) it was found to be highly valid for the tool.

Demographic Variables	Frequency	Percentage
1. Age:		
a. 20-21 yrs.	50	80.64
b. 22- 23 yrs.	12	19.35
c. More than 23 yrs.	0	
2. Gender:		
a. Male	13	20.96
b. Female	49	79.03
3. Education of Father:		
a. illiterate	7	11.29
b. Primary school	18	29.03
c. High school	20	32.25
d. Higher secondary school		
e. Graduation	9	14.51
f. Post-graduation	7	11.29
	1	1.61
4. Education of Mother		
a. illiterate	8	12.90
b. Primary school		
c. High school	26	41.93
d. Higher secondary school	14	22.58
e. Graduation		
f. Post-graduation	8	12.90
	5	8.06
	1	1.61
5. Monthly income of the family		
a. < Rs.10,000	15	24.19
b. Rs10,000 – 25,000		
c. Rs. 25,001 -50,000	35	56.45
d. > Rs. 50,000	8	12.90
	4	6.45
6. Religion:		
a. Hindu	55	88.70
b. Christian	3	4.83
c. Muslim	4	6.45
d. others		
	0	0
7. Type of family		
a. Nuclear	48	77.4
b. Joint	12	19.35
c. Extended		
	2	3.22
8. Ordinal position in the family		
a. Only child		
b. First child	4	6.45
c. Second child	27	43.54
d. Third and above		

	19 12	30.64 19.35
9. Residence a. Rural b. Urban	34 28	54.83 45.16
10. Current habituation a. Hostel b. Home c. Paying Guest	36 23 3	58.06 37.03 4.83
11. Support system: a. Family b. Friend c. Colleagues	55 6 1	88.70 9.67 1.61
12. Type of personality: a. Introvert b. Extrovert	26 36	41.93 58.06

Data Analysis And Interpretation

Table 1:- Frequency and percentage distribution of samples based on their demographic variables N = 62.

Reliability:

Reliability is the degree to which an evaluation instrument produces steady and reliable. The reliability of the tool was established after collecting data from nursing students. Reliability of the tool was established by using an inter-rater method, which is used to assess the internal consistency of the tool. Inter-rater reliability. The reliability of inter-rater method was obtained by using Cronbach's alpha ($r = 0.70$). Preliminary test was done by the draft of the questionnaire with 5 randomly selected Bsc(N) final year students. Testing was done to ascertain whether respondents were easily able to understand the questions and to identify the necessity for any amendments to the format. Testing revealed that the respondents had easily in choosing options from multiple-choice answers that were available to them.

Table 1 represents the sample characteristics based on demographic data. The table shows that 50 (80.64%) of the students were in the age group of 20-21 years, followed by 12 (19.35%) in 22-23 years. Majority, 49 (79.03%) of the students were females, and 55 (88.7%) were Hindu. Regarding educational status, majority 20 (32.25%) of the fathers have studied high school, and majority 26 (41.93%) of the mothers were completed their primary school. Most 35 (56.45%) of the student's monthly family income was between Rs. 10,000-25,000. Regarding the type of family, 77.4 % (48 out of 62) were from nuclear family and 27 (43.54 %) were first child in their family. Family was the main support system 55(88.70%) of the students. Pertaining to type of personality, 36(58.06%) students were extroverted.

Table 2:- Frequency and percentage distribution of samples based on their life style variables.

N = 62

Life style Variables	Frequency	Percentage
1. Sleep a. < 8 hrs. b. \geq 8 hrs.	23 39	37.09 62.90
2. Recreation a. Everyday b. Not everyday	30 32	48.38 51.61
3. Meeting friends		

a. Everyday b. Not everyday	52 10	83.87 16.12
4. Physical exercise a. Everyday b. Not everyday	49 13	79.03 20.96
5. Joined profession by own choice a. yes b. No	36 26	58.06 41.93
6. Relationship with teacher a. Good b. Not good	58 4	93.54 6.45
7. Relationship with colleagues a. Good b. Not Good	61 1	98.38 1.61

Table 2 represents the sample characteristics based on life style variables. The table shows that less number of students had sleep less than 8 hrs 23(37.09 %), Majority members had sleep \geq 8 hrs 39 (62.90%), recreation everyday 30 (48.38%), majority of the samples meeting friends everyday 52(83.87%), more than half of the members doing physical exercise every day 49(79.03%), joined profession by own choice 36(58.06%), relationship with teacher was good 58 (93.54%), relationship with colleagues was good 61(98.38%).

Table 3:- Frequency and percentage distribution of samples based on their Academic variables N=62.

Academic variables	Frequency	Percentage
1. 1. Grade in XII th std a. Third class (35% - 49 %) b. Second class (50% - 59%) c. First class (60% - 74%) d. Distinction (75% & above)	49 6 6 1	79.03 9.67 9.67 1.61
2. Grade in the previous year a. Fail (< 50%) b. Second class (50% - 59%) c. First class (60% - 74%) d. Distinction (75% & above)	8 46 2 6	12.90 74.19 3.22 9.67

Data presented in table 3, showed that the frequency and percentage distribution of academic variables, grade in +2, majority of members 49 (79.03%) were third class, 6 (9.67%) were second class, 6(9.67%) were first class and only 1(1.61%) member had distinction. Grade in the previous year, Out of 62 subjects, 46(74.19%) had secured second class, 6 (9.67%) secured distinction, 2 (3.22%) had first class.

Table 4:- Frequency and percentage distribution of samples based on their levels of emotional intelligence for all domains N = 62.

Domains	Average Emotional Intelligence (score 0-24)		Good Emotional Intelligence(score 25-35)		Excellent Emotional Intelligence(score 36-40)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
1.Emotional awareness	33	53.22	28	45.16	1	1.61
2.Emotional management	23	37.09	29	46.77	10	16.12
3.social emotional awareness	11	17.74	36	58.06	15	24.19
4.Relationship management	18	29.03	33	53.22	11	17.74
Total score of emotional intelligence	16	25.80	43	69.35	3	4.83

Data presented in table 4, showed that the levels of emotional intelligence for all domains such as Emotional awareness of average EI was 33(53.22%), good EI was 28 (45.16%) and excellent EI was 1 (1.61%). Regarding emotional management, average EI was 23(37.09%), good EI was 29(46.77%) and excellent EI was 10 (16.12%). Social emotional awareness of average EI was 11 (17.74%), good EI was 36 (58.06%) and excellent EI was 15 (24.19%).

Relationship management of average EI was 18 (29.03 %), good EI was 33 (53.22%) and excellent EI was 11 (17.74%). Total score of emotional intelligence, in that average EI was 16 (25.80%), good EI was 43(69.35%) and excellent EI was 3 (4.83%).

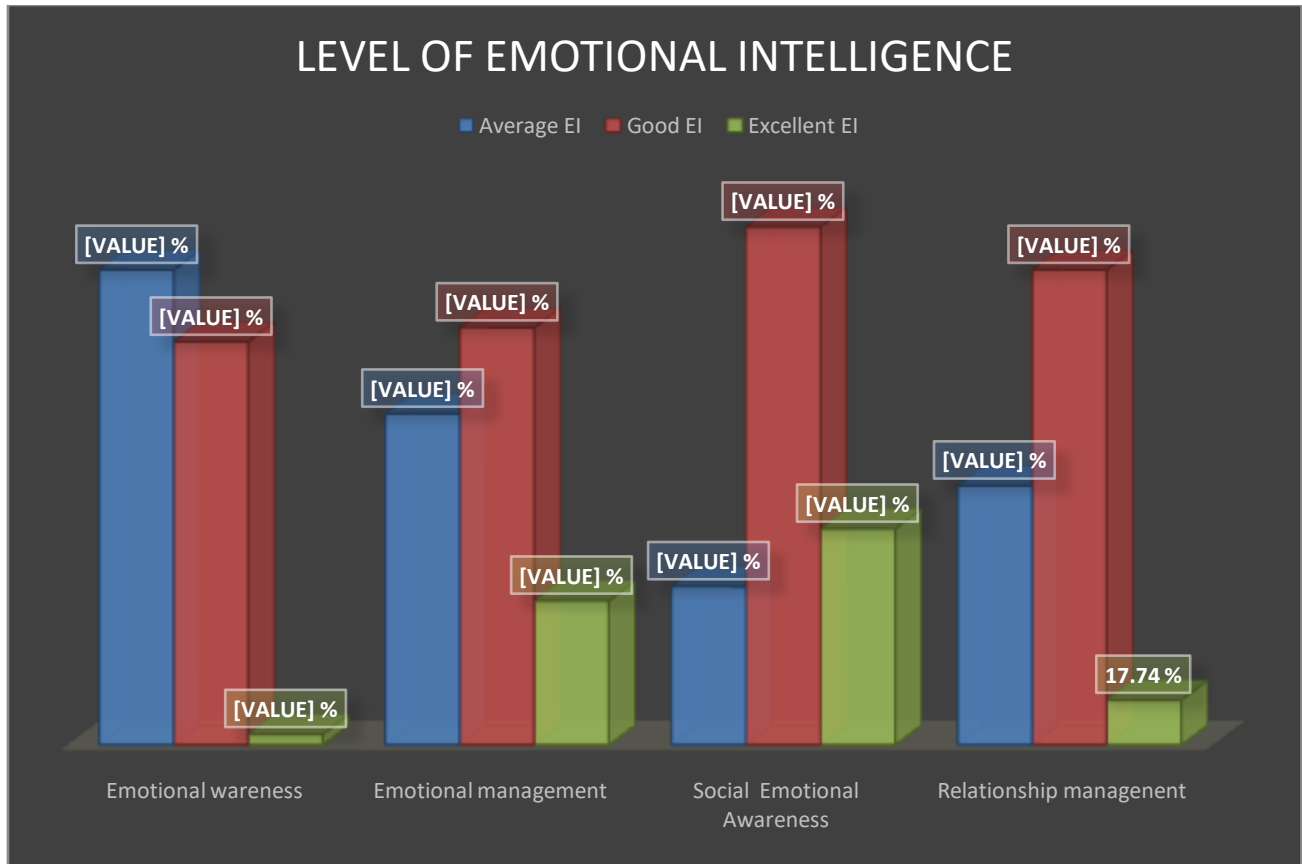


Fig I:- Shows frequency and percentage distribution of samples based on their levels of emotional intelligence for all domains.

Table 5:- Association between level of emotional intelligence and selected demographic variables N=62.

Demographic variables	Average	Good	Excellent	chi-square	P-value
1. Age					
a. 20 -21 yrs	11	35	4	2.60	0.27 df- 2
b. 22 -23 yrs	5	7	0		
2. Gender					
a. Male	5	7	1	1.52	0.46 df-2
b. Female	11	35	3		
3. Education of Father				7.99	0.62 df-10
a. illiterate	2	5	0		
b. primary school	4	13	1		
c. High school	6	14	0		
d. Higher secondary school	3	4	2		
e. Graduation	1	5	1		
f. Post-graduation	0	1	0		
3. Education of mother					
a. illiterate	0	7	1	7.80	0.64 df-10
b. Primary school	6	18	2		
c. High school	4	9	1		
d. Higher secondary school					

e. Graduation f. Post-graduation	3 3 0	5 2 1	0 0 0		
4. Monthly income a. < Rs.10,000 b. Rs10,000 – 25,000 c. Rs. 25,001 -50,000 d. > Rs. 50,000	4 10 1 1	10 23 6 3	2 2 0 0	2.566	0.86 df-6
5. Religion a. Hindu b. Christian c. Muslim d. others	15 1 0	37 2 3	3 0 1	3.588	0.46 df -4
6. Type of family a. Nuclear b. Joint c. Extended	13 2 1	32 9 1	3 1 0	1.26	0.86 df-4
7. Ordinal position of the family a. Only child b. First child c. Second child d. Third and above	0 9 4 3	4 15 14 9	0 3 1 0	5.17	0.52 df-6
8. Residence a. Rural b. Urban	8 8	23 19	3 1	0.80	0.66 df- 2
10. Current habitation a. Hostel b. Home c. Paying Guest	7 9 0	28 12 2	1 2 1	8.57	0.07 df- 4
11. Support system: a. Family b. Friend c. Colleagues	14 2 0	38 3 1	3 1 0	1.95	0.74 df- 4
12. Type of personality: a. Introvert b. Extrovert	11 5	15 27	0 4	8.28	0.015 *

					df – 2
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*- significant at 0.05 level

Table 5: shows that association between level of emotional intelligence and the demographic variables. Here the chi-square test has been used. The non-significant p- value reveals age ($x = 2.60$, p-value 0.27), sex ($x = 1.52$, p - value 0.46), education of father ($x = 4.900$, p - value 0.179), education of mother ($x = 7.80$, p - value 0.64), family type ($x = 1.26$, p - value 0.86), income ($x = 2.566$, p - value 0.86), religion ($x = 3.588$, p - value 0.46), ordinal position of family ($x = 5.17$, p - value 0.52), residence ($x = 0.80$, p- value 0.66), current habituation($x = 8.57$, p - value 0.07), support system ($x = 1.95$, p - value 0.74).

The non-significant p-value infers that there was no involvement among level of emotional intelligence and selected demographic variables except type of personality ($x = 8.28$, p - value 0.015),.

Table 6:-Shows Frequency and percentage distribution of samples based on their academic performance.

Domains	Poor(≤ 50)		Good(51-75)		Excellent (76-100)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
ACADEMIC PERFORMANCE	10	16.12	33	53.22	19	30.64

table 6, showed that the levels of academic performance , poor (≤ 50) mark were 10 (16.12%), good (51-75) marks were 33 (53.22%) and excellent (76-100) marks were 19 (30.64%).

Table 7:- Association between level of Academic performance and selected demographic variables.

Demographic variables	Low marks (< 50 marks)	High marks(≥ 50 marks)	chi-square	P –value
1.Age a. 20 -21 yrs b.22 -23 yrs	9 1	41 11	0.668	0.41 df – 1
2.Gender a. Male b. Female	8 2	5 47	25.073	5.51 df- 1
3.Education of Father a. illiterate b. primary school c. High school d. Higher secondary school e. Graduation f. Post-graduation	0 1 1 4 4 0	7 17 19 5 3 1	18.89	0.002* df- 5
4. Education of mother a. illiterate b. Primary school c. High school d. Higher secondary school e. Graduation f. Post-graduation	0 4 4 1 1 0	8 22 10 7 4 1	3.47	0.62 df- 5
5. Monthly income a. < Rs.10,000 b. Rs10,000 – 25,000 c. Rs. 25,001 -50,000	1 4	15 31	8.81	0.031

d. > Rs. 50,000	3 2	4 2		df- 3
6. Religion a. Hindu b. Christian c. Muslim d. others	7 1 2	48 2 2	4.51	0.10 df- 2
7. Type of family a. Nuclear b. Joint c. Extended	7 3 0	41 9 2	1.16	0.56 df- 2
8. Ordinal position of the family a. Only child b. First child c. Second child d. Third and above	0 6 2 2	4 21 17 10	1.95	0.58 df- 3
9. Residence a. Rural b. Urban	5 5	29 23	0.112	0.73 df- 1
10. Current habituation a. Hostel b. Home c. Paying Guest	6 3 1	30 20 2	0.82	0.66 df- 2
11. Support system: a. Family b. Friend c. Colleagues	6 4 0	49 2 1	12.62	0.001* df- 2
12. Type of personality: a. Introvert b. Extrovert	8 2	18 34	7.094	0.007* df- 1

*significant at 0.05 level

Table 7: shows that association between level of academic performance and the demographic variables. Here the chi-square test has been used. The non-significant p- value reveals age ($x = 0.668$, p-value 0.41), sex ($x = 25.07$, p - value 5.51), education of father ($x = 18.89$, p - value 0.002), education of mother ($x = 3.47$, p - value 0.62), family type ($x = 1.16$, p - value 0.56), income ($x = 8.81$, p - value 0.031), religion ($x = 4.51$, p - value 0.10), ordinal position of family ($x = 1.95$, p - value 0.58), residence ($x = 0.112$, p- value 0.73), current habituation($x = 0.82$, p - value 0.66),

The non-significant p-value infers that there was no involvement among level of emotional intelligence and selected demographic variables except education of father ($x = 18.89$, p - value 0.002, support system ($x = 12.62$, p - value 0.001). and type of personality ($x = 7.094$, p - value 0.007),

Table 8:- Correlation between level of emotional intelligence and academic performance.

Variables	Correlation(r)	
Emotional intelligence	0.0926	
Academic performance		

Table 8 shows that there is a Positive Correlation between level of emotional intelligence and academic performance

Acknowledgement:-

The authors would like to thank all the final year BSc(N) students for their full participation during the conduct of the study.

Conflict Of Interest

The authors declare that they have no competing interests.

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