

# “A CO-RELATIONAL STUDY TO ASSESS THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF ESTEEM AMONG NURSING STUDENTS IN SELECTED NURSING COLLEGES AT MYSURU”

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## ABSTRACT

Nursing education is a very important stage in a nurse`s career. During their professional education, students experience academic demands like tests, theoretical and practical course work, aspects of professional practice as well as the practical matters of providing health services. The aim of this study was to assess the relationship of emotional intelligence and self-esteem among Nursing students. A descriptive co-relational survey design was adopted for the study. 200 Nursing students were selected by using nonprobability convenience sampling technique. Proforma for selected personal variables was used to assess the selected personal variables, Emotional intelligence was assessed by modified Schutte`s Self Report Emotional Intelligent Test (SSIET) and self-esteem was assessed by modified Coopersmith`s Self-Esteem Inventory. Results: The study result revealed that majority 185(92.5%) of the nursing students were having high Emotional Intelligence and 15.(7.5%) were having Low Emotional Intelligence. The mean Emotional Intelligence score among nursing students was 101.8 with  $SD\pm 1.8$  ranged from 52 to 143. Majority 163(81.5%) of the nursing students were having High Self-esteem and 37 (18.5%) were having Low Self-esteem. The mean Self –esteem score among nursing students was 34.7 with  $SD\pm 0.96$  ranged from 17-47. There was a significant correlation between Emotional Intelligence and Self-esteem of Nursing students. There was no significant association between Emotional Intelligence and self-esteem of nursing students with their personal variables such as age, gender, class of study, parent`s education, type of family and family income per month.

**Key words: Emotional intelligence, Self-esteem and nursing students**

## Introduction

Nursing education is a very important stage in a nurse`s career. During their professional education, students experience academic demands like tests, theoretical and practical course work, aspects of professional practice as well as the practical matters of providing health services<sup>1</sup>. During the academics of nursing education, a student needs to face many stressors which include peer pressure, teachers or parent`s expectations, studies, assignments, examinations, workload. Stressors in clinical practice include clinical assignments, shift duty, fear of dealing with patients, relatives and other health care professionals, fear of handling bio-medical equipments and technical advancements and so on<sup>1</sup>.

The nursing school years are an important period of transition from adolescents to trained nurses. Today's nursing students are the nucleus of the professional nurses of tomorrow, who will interact with their colleagues and other health care professionals on a daily basis and provide the care for patients, their families and society in the area of health and education in the future<sup>2</sup>.

In the modern-day changing healthcare environment, Emotional intelligence (EI) and critical thinking (CT) become crucial and principal components in imparting safe and effective nursing care and enhance service quality. Nurses as frontline healthcare providers taught to be emotionally intelligent, critical thinker, creative, and self-directed to be able to make suitable decisions and solve clinical problems. Since nurses expected to safeguard and promote the well-being of people and to enhance their quality of living. Appraisal, expression, and regulation of emotions, and utilization of emotional information in thinking and acting considered the main domains of emotional intelligence in nursing practice<sup>3</sup>.

Moreover, nurses' critical thinking is wanted specially to make sound nursing related-decisions and meet the patients and families' caring needs in collaboration with the other healthcare professionals<sup>3</sup>.

Likewise, nursing college students should be aware of their own feelings and thoughts before the ones of the patients and their families. This requires nursing students to acquire emotional intelligence and critical thinking skills which can prepare students for delivering competent nursing practice and help them adjust to the clinical environment. While nursing programs may not offer a formal course for emotional intelligence and critical thinking, different courses across the semesters of nursing programs emphasize those aspects of providing nursing care. Empowering students to be emotionally clever and think critically is not only a primary purpose of higher education, yet in addition, encourages the progression of schools and colleges and causes them to survive, create, advance and promote scientific societies<sup>3</sup>.

## Objectives

1. To assess the emotional intelligence among nursing students.
2. To assess the self- esteem among nursing students.
3. To find the relationship between the emotional intelligence and self -esteem among nursing students.
4. To find an association between the level of emotional intelligence and self- esteem among nursing students with their selected personal variables.

## Hypotheses:

H<sub>1</sub>: There will be significant relationship between the emotional intelligence and self- esteem among nursing students.

H<sub>2</sub>: There will be significant association between the emotional intelligence of nursing students with their selected personal variables

H<sub>3</sub>: There will be significant association between self-esteem of nursing students with their selected personal variables

## DATA COLLECTION PROCEDURE

Ethical clearance for conducting the study was obtained from the Institution. Permission for conducting the study was obtained from the Principal JSS College of Nursing and Gopala Gowda College of Nursing at Mysuru. 200 Nursing students were selected 77, 4<sup>th</sup> year Bsc nursing students and 95 III<sup>rd</sup> year Bsc nursing students from JSS College of Nursing and 23, 4<sup>th</sup> year Bsc nursing students and 05 III<sup>rd</sup> year Bsc nursing students from Gopala Gowda College of Nursing using non-probability convenience sampling technique. The data was collected on 19/01/19 and 21/01/19. To obtain a free and true response, the subjects were explained about purpose and usefulness of the study and assurance about the confidentiality of their responses was also provided. An informed consent obtained from each subject to indicate their willingness to participate in the study. Data was collected with the help of tools. Proforma for selected variables was used to assess the personal variables. Modified Schutte's Self Report Emotional Intelligence Test (SSEIT) was administered to assess the Emotional Intelligence and Modified Coopersmith's Self-Esteem Inventory was administered to assess the self-esteem of the nursing students. The duration of data collection was 20-30 minutes. The data collection process was terminated after thanking of each respondent for the participation.

## DATA COLLECTION TOOL

### 1. Proforma for selected personal variables.

This section contains the basic information about the nursing students viz. age, gender, class of study, parent's education, type of family, family income per month.

### 2. Modified Schutte's Self Report Emotional Intelligence Test (SSEIT)

The modified Schutte's Self Report Emotional Intelligence Test (SSEIT) is 5 point rating scale intended to measure emotional intelligence of an individual developed from standardised Modified Schutte's Self Report Emotional Intelligence Test (SSEIT).

This scale contains 30 items The respondent has to rate each item from strongly agree to strongly disagree strongly agree (5), disagree (4), neither disagree nor disagree(3), agree (2) strongly disagree(1). Maximum score is 150 and minimum score is 30.

## SCORING

Scores equal or below 75 indicates Low Emotional Intelligence and Scores equal or above 76 indicates High Emotional Intelligence. Item number 5, and 26 are reverse scored because they are negative statements.

### 3.Description of Modified Cooper-Smith's Self-Esteem Inventory.

Modified Cooper-Smith's Self-Esteem Inventory is a like me and unlike me scale developed from the standardised tool of Coopersmith's self esteem. This tool have total scores of 58. 'Like me' scores 1 and 'Unlike me' scores 1.

To determine the level of self-esteem find out the closest value in the scoring table. To score self –esteem add up 'Like me' and 'Unlike me' items ,find the sum value and indicate the sample whether they belongs to high or low self esteem scores equal or below 29 indicates Low self-esteem and scores Equal or above 30 indicates High self esteem.

- Like me items – 2,4,5,10,11,14,18,19,21,23,24,28,29,32,36,45,46,53,55,57

Unlike me items -1,3,6,7,8,9,12,13,15,16,17,20,22,25,26,27,30,31,33,34,35,37,38,39,40,41,42,43,44,47,48,49,50, 51, 52,54,56,58.

### SCORING

Scores equal or below 29 indicates Low self-esteem and scores Equal or above 30 indicates High self esteem.

## RESULTS

### SECTION 1

Frequency and percentage distribution of Nursing students according to their selected personal variables.

TABLE -1.

n= 200			
Sl no	Sample characteristics	Frequency	Percentage (%)
1	Age (in years)		
	1.1 21-22	155	77.5
	1.2 22-23	38	19
	1.3 Above 23	07	3.5
2	Gender		
	2.1 Male	26	13
	2.2 Female	174	87
3	Class of study		
	3.1 Third Year	100	50
	3.2 Fourth Year	100	50
4	Parent's education		

	4.1. Father education		
	4.1.1 No formal education	18	9
	4.1.2 Primary	29	14.5
	4.1.3 Higher Secondary	77	38.5
	4.1.4 Pre-University	23	11.5
	4.1.5. Degree and above	53	26.5
	4.2 Mother Education		
	4.2.1 No formal education	19	9.5
	4.2.2 Primary	21	10.5
	4.2.3 Higher Secondary	90	45
	4.2.4 Pre-University	26	13
	4.2.5 Degree and above	44	22
5	Type of family		
	5.1 Nuclear	175	87.5
	5.2 Joint	25	12.5
6	Family income per month (in rupees)		
	6.1 Equal or less than 10,000	46	23
	6.2 10,001-20,000	71	35.5
	6.3 Above 20,001	83	41.5

## SECTION-2

### DESCRIPTION OF EMOTIONAL INTELLIGENCE AND SELF-ESTEEM OF NURSING STUDENTS

#### PART- I

##### a) Description of emotional intelligence

**TABLE -2**

**Frequency and percentage distribution of emotional intelligence among nursing students**

n=200		
Emotional Intelligence	Frequency	Percentage (%)
High	185	92.5
Low	15	7.5

## b) Mean, median, range and standard deviation of Emotional intelligence

TABLE-3

Mean, median, range and standard deviation of Emotional intelligence of Nursing students.

n = 200

EMOTIONAL INTELLIGENCE			
Mean	Median	Range	Standard deviation
101.8	102	52-143	$\pm 1.8$

## PART II

## a) Description of self-esteem.

TABLE-4

Frequency and percentage distribution of Self-esteem among nursing students

n=200

SELF-ESTEEM	Frequency	Percentage (%)
High	163	81.5
Low	37	18.5

## b) Mean, median, range and standard deviation of Self-esteem

TABLE – 5

Mean, median, range and standard deviation of Self-esteem

n= 200

SELF-ESTEEM			
Mean	Median	Range	Standard deviation
34.7	35	17- 47	$\pm 0.96$

**SECTION-3****FINDINGS RELATED TO RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND SELF-ESTEEM AMONG NURSING STUDENTS****TABLE-6****Correlation co-efficient of Emotional Intelligence and Self-esteem****n= 200**

<b>Variables</b>	<b>Mean score</b>	<b>Correlation coefficient</b>
<b>Emotional intelligence</b>	101.8	0.97*
<b>Self-esteem</b>	34.7	

 $r_{(198)}: 0.1682 ; p < 0.05: *$ -significant**SECTION-4****ASSOCIATION BETWEEN THE EMOTIONAL INTELLIGENCE AND SELF-ESTEEM OF NURSING STUDENTS WITH THEIR SELECTED PERSONAL VARIABLES .****a) Association between Emotional Intelligence of nursing students with their selected personal variables.**

There was no significant association between Emotional Intelligence of nursing students with their personal variables such as age, gender, class of study, parent's education, type of family and family income per month. Hence the null hypothesis ( $H_{02}$ ) is accepted.

**b) Association between Self-esteem of nursing students with their selected personal variables**

There was no significant association between Emotional Intelligence of nursing students with their personal variables such as age, gender, class of study, parent's education, type of family and family income per month. Hence the null hypothesis ( $H_{03}$ ) is accepted.

**LIMITATIONS**

The limitations of the present study were,

1. The sample size is limited to 200 nursing students, hence it limits the generalization of the findings beyond the study samples.
2. Convenience sampling technique was adopted hence it limits the generalization of the findings.

**RECOMMENDATIONS**

1. Similar study can be carried out on a larger sample for broader generalization.

2. A comparative study can be performed about assessing emotional intelligence and self esteem among male and female nursing students..
3. An exploratory study can be conducted to find out the factors associated with low emotional intelligence and low self-esteem.
4. A study to assess the effectiveness of psycho-education program on emotional intelligence and self-esteem among nursing students can be conducted.

## CONCLUSION

The result of the present study revealed that majority 185(92.5%) of nursing students had high emotional intelligence and 15 (7.5%) of nursing students had low emotional intelligence. And also the present study also revealed that majority 163 (81.5%) of nursing students had high Self-esteem and 37 (18.5%) of nursing students had low Self-esteem.

The results showed that there was statistically significant correlation between emotional intelligence and self-esteem among nursing

The computed chi-square values to ascertain the association of emotional intelligence and self-esteem of nursing students with their selected personal variables showed that there was no significant association between Emotional Intelligence and self-esteem of nursing students with their personal variables such as age, gender, class of study, parent's education, type of family and family income per month.

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