

Effect of Emotional Intelligence Program to Improve Academic Performance Among Nursing Students of Selected Colleges

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Abstract

Introduction: Emotional intelligence involves understanding one's own feelings as well as those of others and reacting appropriately in different situations. It represents a form of social intelligence characterized by the ability to observe and distinguish between emotions, both personal and others', and to leverage this insight to inform decision-making and behavior. **Materials and Method:** An experimental study design is used in the research. The study was conducted at selected nursing colleges. The population included nursing students. The total population size is 40. The study recruited participants using a non-probability simple random sampling method. **Results:** The finding of the study shows that mean of effectiveness of emotional intelligence scale in pre-test is 75.12 and in post-test is 83.4, median of effectiveness emotional intelligence scale in pre-test is 77.5 and in post-test is 86, standard deviation in pre-test is 10.2886 and in post-test is 6.7169. The mean of the academic performance in pre-test is 9 and in post-test is 9.625, median in pretest is 15 and in post-test is 17.5, standard deviation in pretest is 1.9986 and in post-test is 1.9039. The mean of academic performance scale in pre-test is 15.4 and in post-test is 17.5, median in pre-test is 15 and in post-test is 16, standard deviation in pre-test is 5.9130 and in post-test is 6.7069. **Conclusion:** Findings of the study showed that there is a positive significant effect of emotional intelligence program to improving academic performance. The study revealed that higher emotional intelligence is significantly related to better academic achievement among students.

Keywords: Effectiveness, emotional intelligence, emotional intelligence program, academic performance

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INTRODUCTION

Knowing yourself is the beginning of all the wisdom.

—Aristotle

Emotional intelligence (EI) is a form of social intelligence that includes identifying, understanding, and controlling both one's own and others' emotions to influence thoughts and behaviors. This intelligence extends to the ability to assess and express emotions both verbally and nonverbally, regulate emotions in oneself and others, and apply emotional understanding to solve problems. EI is gaining attention in various healthcare fields for its importance in both personal mental health and professional performance. It has

shown a correlation with academic success in different professional contexts. Recent research within the field of education suggests a correlation exists between EI and academic achievement, showing a positive connection. Furthermore, research has connected low EI to problematic behaviors such as deviance, drug use, alcohol abuse, and troubled relationships [1].

EI is a well-documented concept within social psychology. It is frequently noted that EI enhances workplace quality and productivity, fostering personal and organizational achievements, including relationships with colleagues. Emotional intelligence is typically described as the capability to identify, utilize, comprehend, manage, and regulate emotions. Individuals with high EI can recognize their own emotions and those of others, use emotional insights to steer their thinking and actions, accurately identify various emotions, and adjust their emotions to suit different settings. Several frameworks have been created to assess EI. The academic performance of student nurses is measured by competence, which is determined by a student's ability to demonstrate professional skills or behaviors. Both internal and external factors may influence students' academic results [2, 3].

NEED FOR STUDY

Only around 36% of the global population possesses high EI. While intelligence quotient (IQ) contributes just 20% to overall success, social and emotional intelligence are key factors determining success. EI boosts learning efficiency and leads to effective achievement. In today's education system, which is expanding and becoming highly competitive, students often struggle to manage their emotions amidst various academic pressures. It is crucial to handle stress effectively to keep up with the demands of contemporary life, as managing emotions is essential for optimal performance. Despite achieving their career goals, many find their academic results unsatisfactory. Emotional factors often predict academic success more accurately than conventional intelligence measures. Parents and teachers usually prioritize intellectual development and academic results, overlooking the importance of emotional management. A student's emotions can significantly impact their academic journey, suggesting that enhancing EI can greatly improve their learning capabilities and achievement levels. The research will be notably valuable for crafting teaching approaches aimed at enhancing EI, developing curricula, and preparing educational resources for teacher training programs, particularly for secondary education within the state [4–7].

OBJECTIVES

1. Evaluate the relationship between EI and academic achievement in nursing students.
2. Examine the impact of an EI program on enhancing the academic performance of nursing students.
3. Investigate the correlation between EI, academic achievement, and demographic factors among nursing students.

HYPOTHESIS

1. H_0 : There will be no effect of EI program improve academic performance.
2. H_{01} : There will be significant effect of EI program in improving academic performance.
3. H_{02} : There will be no association between EI and academic performance with their demographic variables.
4. H_{03} : There will be an association between EI and academic performance with their demographic variables.

MATERIAL AND METHOD

Research approach and research design: Research approaches refer to the ways in which researchers plan and construct the research process. It deals with the way to get the answer of the posed problem. It is a plan or procedure to conduct research. The present study uses a qualitative approach. The research design serves as the comprehensive blueprint outlining the approach and steps for gathering and analyzing required data in a research investigation. In this study, the research design used is experimental study.

SAMPLE SELECTION CRITERIA

Inclusion Criteria

1. Those who are willing to participate.
2. Those who are psychologically and physically well.
3. Third semester BSc nursing students.

Exclusion Criteria

1. Those who are not willing to participate.
2. Those who were not present at data presentation.
3. First semester BSc nursing students.
4. Second semester BSc nursing students.

DEVELOPMENT OF THE TOOL

- *Section A:* It consists of 09 items regarding demographic variables that are developed to collect the background information of third semester BSc nursing students in selected nursing colleges.
- *Section B:* Employing a rating questionnaire to assess the EI level of nursing students.
- *Section C:* Use multiple-choice questions to assess EI of nursing students.

STATISTICAL ANALYSIS

- *Section A:* Deals with analysis of demographic data of the third semester of basic BSc nursing students in terms of frequency and percentage.
- *Section B:* Assess the EI of the third semester basic BSc nursing students.
- *Section C:* Evaluate the academic performance of third semester basic BSc nursing students.
- *Section D:* Assess the effect of EI program to improve academic performance among third semester basic BSc nursing students.
- *Section E:* To find out the association between EI and academic performance with their demographic variables.

Section A: Description of Sociodemographic Data

Analysis of demographic data of the third semester basic BSc nursing students in terms of frequency and percentage. The baseline characteristics are age, gender, area of residence, type of family, last year result, parents' education, and parent income. Table 1 shows that a total of 40 nursing students participated in this study. The percentage breakdown of students by age indicates that the majority (62.5%) fall within the 17- to 19-year age group, with the remaining (37.5%) aged between 20 and 22 years. This suggests that most students in the study are aged 17 to 19 years. Similarly, in terms of gender distribution, the highest percentage (70%) comprises females, while males make up the remaining 30%. Therefore, it can be inferred that the majority of the students in the study are female. There are about 50% students from rural residential areas and 50% from urban residential areas and 0% were from the semi-urban area. Of the students, 82.5% were from nuclear family, 12.5% from joint family, and 5% from extended family. Overall, 80% students passed and 20% failed (allowed to keep terms or ATKT) in the last year. Percentage wise distribution of parents according to their education shows that 25.5% have primary education, 40% have secondary education, 32.6% are graduates and higher, and 0% are illiterate. The distribution of students based on their parents' monthly income indicates that most belong to the lower middle class.

Section B: Assess the EI of the Third Semester Basic BSc Nursing Students

Table 1 provides a comparison of each item's mean, median, and standard deviation (SD) for the EI of nursing students.

Section C: Academic Performance Among Third Semester Basic BSc Nursing Students

Tables 2 and 3 shows the academic performance and scale among third semester basic BSc nursing students.

Table 1. Comparison of mean, median, and standard deviation (SD) for the emotional intelligence of nursing students.

S.N.	Area	Pre-test			Post-test		
		Mean	Median	SD	Mean	Median	SD
1	Self-awareness	19.1	20	4.0051	21.67	21.5	3.7374
2	Self-management	18.65	19.5	3.6271	20.17	20.5	2.3081
3	Social awareness	18.97	19	3.1581	20.87	21	2.4092
4	Relationship management	18.4	19	2.2622	20.67	21	1.8727
<i>Overall</i>		75.12	77.5	10.2886	83.4	86	6.7169

Table 2. Academic performance.

Academic Performance	Pre-test			Post-test		
	Mean	Median	SD	Mean	Median	SD
	9.45	9	2.0121	15.4	15	5.9130

Table 3. Academic performance scale.

Academic Performance	Pre-test			Post-test		
	Mean	Median	SD	Mean	Median	SD
	9.625	10	1.9039	17.5	16	6.7062

Section D: Effectiveness of EI Program to Improve Academic Performance Among Third Semester Basic BSc Nursing Students

Comparison of responses on an EI scale before and after testing shows that awareness of physical reactions indicating gut feelings was reported by 79% of participants in the pre-test, which increased to 80.5% in the post-test. However, when evaluating a situation for biases and adjusting assessments accordingly, 72% reported doing so in the pre-test, which decreased to 60.5% in the post-test. In assessing their ability to consider their emotional state before making significant decisions, 77.5% of participants noted this practice in the pre-test, which increased to 82.5% in the post-test. Additionally, when identifying emotions at any given moment and considering the emotions behind their actions, correct responses rose from 82% and 83% in the pre-test to 84.5% and 87% in the post-test, respectively.

Regarding maintaining composure when angry and continuing projects despite hurdles, pre-test responses were 70.5% and 82.5%, improving to 80% and 84.5% in the post-test, respectively. Participants also reported a better understanding of how others perceive them during interactions and a more accurate ability to gauge another's mood from non-verbal cues, with scores increasing from 74% and 84% in the pre-test to 85% and 87.5% in the post-test, respectively. Lastly, the ability to admit mistakes and apologize, as well as encouraging others after conversations, showed improvement, moving from 75.5% and 68% in the pre-test to 82% and 81% in the post-test, respectively [8–10].

Section E: Association Between EI and Academic Performance with their demographic variables

Table 4 shows the association between EI and academic performance alongside demographic variables. This can provide valuable insights into how various factors interplay to influence students' success.

SUMMARY

This article focuses on examining and explaining the results obtained from the study. The data gathered were entered into a master sheet and both descriptive and inferential statistics were used for analysis. Findings reveal the following: Total EI mean = 75.12%, SD = 10.2886%, median = 77.5%; academic performance mean = 9.426%, SD = 1.9986%, median = 9%.

Table 4. Association between emotional intelligence and academic performance.

S.N.	Demographic Variables	Emotional Intelligence		Academic Performance			
		X ² Value	Level of Significance	Academic Performance		Academic Performance Scale	
				X ² Value	Level of Significance	X ² Value	Level of Significance
1	Age	0	Not significant	0	Not significant	13.148	Significant
2	Gender	0	Not significant	0.16	Not significant	1.205	Not significant
3	Area of residence	0	Not significant	2.631	Not significant	1.929	Not significant
4	Type of family	0	Not significant	2.120	Not significant	3.783	Not significant
5	Last year result	0	Not significant	0.156	Not significant	0.297	Not significant
6	Parents' education	0	Not significant	5.917	Not significant	1.176	Not significant
7	Parents' income	0	Not significant	1.688	Not significant	8.380	Not significant

CONCLUSION

The study's results indicate that the EI program significantly enhanced academic performance. The study revealed that higher EI is significantly related to better academic achievement among students.

NURSING IMPLICATION

The findings of the study are significant and relevant to the area of nursing profession. The implications of the study are discussed under nursing education, nursing administration, and nursing research.

Nursing Education

1. EI program should be organized for third semester BSc nursing students to improve their academic performance by using knowledge about improving EI.
2. Nurse educators should educate the students regarding EI to improve the academic performance.

Nursing Administration

1. Nursing administrators should take the initiative in organizing EI programs for third semester BSc nursing students regarding academic performance.
2. Appropriate teaching and learning materials about topic of study need to be prepared and make them available for students to provide information regarding effect of EI program in improving academic performance.

Nursing Research

1. The study findings provide the information on effect of EI program to improve academic performance of nursing students.
2. The finding of the study will help the nursing professionals working in colleges and community for reinforcing their knowledge regarding effect of EI on academic performance.

Recommendations

Based on the findings the following recommendations are made for further study:

1. Similar studies may be replicated on large samples to generalize the findings.
2. Similar studies can be conducted in different settings like working places, medical colleges, etc.

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