



COMPARATIVE STUDY TO ASSESS THE EMOTIONAL INTELLIGENCE BETWEEN BSC NURSING AND ENGINEERING STUDENTS OF SELECTED COLLEGES, PERINTHALMANNA.

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Abstract:

The present study was conducted to assess the emotional intelligence between BSc Nursing students and Engineering students of selected colleges, Perinthalmanna. **Objectives:** Assess the emotional intelligence among BSc nursing students of Alshifa College of nursing, perinthalmanna, Assess the emotional intelligence among engineering students of MEA engineering college, Perinthalmanna., Compare emotional intelligence of nursing and

engineering students.,. Find association between Emotional intelligence of nursing students and selected demographic variables.,Find association between Emotional intelligence of engineering students and selected demographic variables. **Methodology:** The investigators adopted non experimental comparative survey research design was used in this study. The study was based on Broaden and build theory by prof. Barbara Fredrickson.Sampling technique adopted was Cluster sampling technique. In this study the samples are BSc nursing and engineering students who are available at the time of study.. **Analysis:** The collected data were analyzed by using descriptive and inferential statistics. **Conclusion:** In the present study, the researchers investigate that the Comparative study to assess the Emotional Intelligence between BSc Nursing and Engineering students of selected colleges, Perinthalmanna. The researcher found that, out of 50 nursing students, 8(16%) possess high emotional intelligence, 34(68%) possess average emotional intelligence and 8(16%) possess low emotional intelligence. Out of 50 engineering students, 3(6%) of them possess high emotional intelligence, 31(62%) possess average emotional intelligence and 16(32%) possess low emotional intelligence. In nursing students in chi square test, the table value is greater than the obtained test value in case of all the 4 demographic variables. There exists no significant association between the emotional intelligence of nursing students and the selected demographic variables. In Engineering students that, in chi square test, the table value is greater than the obtained test value in case of all the 4 demographic variables .There exists no significant association between the emotional intelligence of engineering students and selected demographic variables. While comparing, nursing students are found to have greater emotional intelligence when compared to engineering students. There is no significant association between the emotional intelligence of nursing and engineering students with their respective demographic variables.

Keywords: Emotinal intelligence, BSc Nursing, Engineering.

BACKGROUND OF THE STUDY: Nursing is considered a hard job and their work stresses can have negative effects on health and quality of life. Job stress is an interactive situation between the job situation and the working person in that job, which leads to changes in the individual's psychological and physiological status and affects his/her normal performance. Work-related stress can damage a person's physical and mental health and ultimately have a negative effect on job productivity by increasing stress levels. According to the statistics provided by the International Council of Nurses, the costs of work-related stress are estimated at \$ 200–300 million annually in the United States, and nearly 90% of employees' medical problems are attributed to job stress. Job stress among nurses may affect their quality of life, and concurrently, the quality of care. The quality of life of nurses, who deal with human lives, is of particular importance since they can provide more effective services when they have a better quality of life. Nurses are in close contact with patients and such factors as employment location, variety of hospitalized cases, lack of manpower, forced overtime hours, and the attitude of the ward manager can impose tremendous stress on nurses. Although stress is a recognized component of modern nursing that is useful in small amounts, in the long run, chronic diseases, such as hypertension, lead to

cardiovascular disease, and therefore, affect their quality of life. Stress is determined as a major cause of 80% of all occupational injuries and 40% of the financial burden in the workplace according to the American Institute of Stress. Nursing is known as a stressful job since it is associated with complex job demands and needs, and high expectations, excessive responsibility, and minimal authority have been identified as the main stressors. The results of studies conducted in Iran show that 7.4% of nurses are absent each week due to mental fatigue or physical disability caused by work, which is 80% higher than other professional groups. Nursing is a healthcare profession that focuses on the care of individuals and their families to help them recover from illness and maintain optimal health and quality of life. Nurses are distinct from other healthcare providers as they have a wide scope of practice and approach to medical care. They play an integral role in promoting health, preventing illness, and caring for all individuals, including those who are disabled or are physically or mentally ill. One goal of the philosophy of engineering is to more clearly distinguish engineering from science. This paper advances the suggestion that one distinction between the activities of science and engineering concerns the role of abstract thinking. A scientific theory unifies entities that are conceived of as existent in the world; an engineering design unifies existent entities with ones whose existence depends upon the design. The creation of scientific theory involves a single abstraction of a pattern that can unify existent entities. The creation of engineering design utilizes a double abstraction. An engineer must grasp an idea of purpose abstracted from any of its particular instantiations, and must also grasp the relation between this abstract idea of purpose and the existent entities, typically called components, relevant to the creation of the design. An implication for engineering education is an elevation of the study of components as functional elements in technological system design to be on par with current practice on analysis methods. In addition, engineers need familiarity with multiple paradigmatic examples of design patterns or system function structures so that they have resources for connecting conceptions of world and function.

NEED AND SIGNIFICANCE: Emotional intelligence in nursing has now become a global interest. Various international studies reveals that emotional intelligence influences Nurse's work and relationship with the patients. It is also associated with compassion and care. Various international studies identifies that nursing students scored highest emotional intelligence compared to students of other study programs.

Nursing graduates must not only be competent in technical and critical thinking skills, but also be equipped to manage "soft" people skills. "Soft" people skills have been identified as Emotional Intelligence skills. Emotional intelligence is tactical and helps to predict success because it reflects how a person applies knowledge to the immediate situation revealed that the emotional intelligence and self-esteem are positively correlated.

Traditional admissions markers may predict successful academic performance but may not capture many intangible characteristics, behavioral variations, and trait may be more critical to successful nursing practice. These intangible characteristics, such as empathy, social maturity, and self-awareness may be essential

components. Required for connecting with and caring for patients. When it comes to nursing, nurses are medical professionals, care takers and all rolled up in one.

Emotional intelligence can enable a nurse to build a better rapport with patients, which will improve their hospital experience and help them feel well cared for. Intuiting and respectfully interacting with the feelings of a patient builds trust, and help nurses to do their job more efficiently and with greater success. When it comes to engineering, it helps in innovations as studies reveals that emotionally intelligent organizations reported more creativity, higher levels of productivity and higher levels of customer loyalty, advocacy and profitability.⁴

In the current competitive environment, students are highly required to develop their right attitude and Emotional intelligence towards unseen complexities of life and to perform multiple roles with efficiency and effectiveness. Emotional intelligence is a subset of social intelligence with the ability to understand and monitor one's own feelings and that of others too. It allows a student to extract a required data for his academic achievements, as well as require and maintain social efficiency and effectiveness. Studies have revealed that emotional intelligence has a significant correlation with academic achievements.⁵

As emotional intelligence helps to understand how emotions work and to recognize emotions in one's self and others. Good Emotional intelligence is usually accompanied by low level of stress, anxiety and depression. Predictions can be made regarding different emotional situations and how to manage as well as carry one's self during such situations. Several studies reported that nursing as well as engineering students tend to experience more stress due to the amount and complexity of material to be learned, students feel academic pressure and often experience fatigue. Important factor in nursing students is the acceptance of death and dying.⁶

Similarly engineering students also require more skills regarding learning, functioning effectively at workplace and in such life situations, these people need to behave with more emotional intelligence than Intelligence Quotient to achieve cooperation from everyone at their workplace for attaining their goals. If a person has high Emotional intelligence, he could minimize his stress and relatively anxiety and depression.⁷

Engineering is the use of scientific principles to design and build machines, structures, and other items, including bridges, tunnels, roads, vehicles, and buildings⁸. There are practical test questions they have to answer successfully and quickly. Staying employed as an engineer is hard. one can sit at their desk and surf Facebook all day, but that will get them fired. To stay hired they have to actually solve hard problems over and over. According to the Bureau of Labor Studies, more than one-third of mechanical engineers work over 40 hours a week.⁹

These statistical evidences reflect on the stress and hard work nurses and engineers go through. Hence we decided to conduct a study to compare the emotional intelligence between nursing and engineering students.

Review of literature:

The exploratory study conducted by Mathew Todras, zoi Tsimtsiou, Anne Stephenson in Kings college, London on 2016. The study to assess the emotional intelligence may be related to students characteristics (such as conscientiousness and empathy), and performance at medical school, although few studies have so far been conducted. To investigate the association of emotional intelligence with students' age, sex, ethnicity and stage of study at a London medical school. All medical students were invited to complete an online emotional intelligence instrument, the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) version 2, a 141 - item measure of the ability to perceive, use, understand and manage emotions. An additional questionnaire to gather demographic data was linked to the MSCEIT. We analyzed 263 responses from a population of 21 14 medical students after three reminders (12.3% response rate). Aggregated Emotional intelligence scores were similar through the curriculum. Age, sex and ethnicity explained 9.2% of the variance in aggregated emotional intelligence scores. In terms of managing emotions, 6.7% of the variance was explained by the stage of study, with significantly higher scores for students in their final year compared to those in the first two years.

The correlation study conducted by Bibinaz Ghiabi, Mohammad Ali Besharat in university of Tehram , Iran on 2016. The study to assess the relationship between personality dimensions and emotional intelligence in a sample of students . The study was performed to assess the kind of association that exists among five personality dimensions including neuroticism, extraversion, openness, agreeableness, conscientiousness and emotional intelligence. Four hundred and forty three students (237 females, 206 males) were included in this study. All participants were asked to complete Emotional Intelligence Scale (EIS) and Revised NEO Personality Inventory (NEO-PIR). Analysis of the data involved both descriptive and inferential statistics including means, standard deviations, t test and person's correlation coefficients and regression analysis. At first, 6 faculties of the university including college of engineering, faculty of management, faculty of law, faculty of social sciences, college of science and faculty of medical sciences were selected in a simple random way. On the second stage, two departments were selected from every faculty at simple random. In the 3rd stage, 3 classes were selected from every department at simple random. After describing the aims of the study to the [participants and inviting them to cooperate, NEOPI-R personality test and Emotional Intelligence Scale were applied for 584 students. Because of incomplete answers to the questionnaires, 141 participants were omitted from the statistical analysis, thus the final community sample decreased to 443 students (237 girls and 206). The average age of male examinees was 22/23 (SD 2/78, range 18-29) and the average age of female examinees was 21/24 (sd-2/33, range 18-26).¹⁷

The correlational study conducted by Mohammad Noorman, Mohammad Akmal, Faiz Osman in university Teknologi MARA, Shah Alam Selengor Malaysia on 2015. The study to assess the importance of emotional intelligence towards job performance has been extensively documented in the literature. Employing a survey research methodology involving 115 Information Technology Professionals working in Malaysian

Administration Modernization and Management Planning Unit, the results of the study suggest that out of the four clusters of emotional intelligence which are self-awareness, self-management, social awareness and relationship management, only three turns out to be the significant predictors of job satisfaction. The self-awareness cluster was not found to have any effect on job satisfaction. The findings further signify the importance of emotional intelligence in ensuring job satisfaction in the context of information technology professionals. Out of 115 respondents who participated in study, 55 or 47.8% of them male while remaining's are female (52.2%) In terms of age, the highest percentage is from age 30-39 (43.3%), and followed by 40 - 49 (24.3%).

Statement of the problem:

A comparative Study to assess the Emotional intelligence between BSc nursing students and engineering students of selected colleges, Perinthalmanna

OBJECTIVES:

Assess the emotional intelligence among BSc nursing students of Alshifa College of nursing, perinthalmanna

Assess the emotional intelligence among engineering students of MEA engineering college, Perinthalmanna

Compare emotional intelligence of nursing and engineering students.

Find association between Emotional intelligence of nursing students and selected demographic variables.

Find association between Emotional intelligence of engineering students and selected demographic variables.

HYPOTHESIS:

H0: There is no significant difference between the emotional intelligence of nursing and engineering students.

H1: There will be a significant difference between the emotional intelligence of nursing and engineering students.

H2: There will be a significant association between emotional intelligence of nursing and engineering students.

Conceptual framework of the study: The study was based on Broaden and build theory by prof. Barbara Fredrickson.

Research methodology:

Research approach: quantitative approach

Research design: Quasi experimental- quasi experimental, one group pretest posttest design.

Setting: The study was conducted in MEA Engineering College Vengoor and Alshifa College of Nursing Perinthalmanna.

Sample: samples are BSc nursing and engineering students who are available at the time of study.

Sample size: . In this study the sample size is 100.

Sampling technique: Cluster Sampling Technique

Tools and technique:Demographic Performa and Schutte Emotional Intelligence Scale were used for this study.

INSTRUMENTS

PART 1:

Demographic Performa: Age, Sex, Course, Year of study, Previous knowledge about emotional intelligence such as personality development class.

PART 2:

Schutte Emotional Intelligence Scale: 33 item five point Likert scale. The response is scored from strongly disagree, disagree, neutral, agree, strongly agree.

The score ranged from 33-165.The mean EI score is 124: Scores below 111 or above 137 are considered unusually low or high.

DATA COLLECTION PROCESS

The present study was conducted in Alshifa College of Nursing, Perinthalmanna and MEA Engineering College, Vengoor. Formal permission from the college authorities was obtained. The selection of samples was done based on inclusion and exclusion criteria. The consent from samples was obtained. Assessment of demographic data was done and the assessment of Emotional Intelligence was done using Schutte Emotional Intelligence Scale.

ETHICAL CONSIDERATION

Ethical clearance was taken from institutional authorities and ethical committee.

Results:

SECTION I A

PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLES AMONG NURSING STUDENTS:

Characteristics of the study population were as follows which reveals the percentage distribution of subjects according to the baseline variables like age, sex, year of study and previous knowledge. Regarding the age, percentage of distribution of demography that 13(26%) nursing students were between age group 18- 19, 26(52%) were between the age group 20-21 and 11(22%) were between the age group of 22-23. Regarding the sex, percentage distribution of demography that 19(38%) of the nursing students were male and 31(62%) of them were female. Regarding the year of study, percentage of demography that 15(30%) of the nursing students were studying in first year, 15(30%) of them were in second year, 10(20%) of them were in third year and 10(20%) were in fourth year. Regarding the previous knowledge, percentage of demography that 16(32%) of the nursing students had previous knowledge regarding emotional intelligence and 34(68%) of them had no previous knowledge regarding emotional intelligence.

SECTION I B

PERCENTAGE DISTRIBUTION OF DEMOGRAPHIC VARIABLES AMONG ENGINEERING STUDENTS:

Regarding the age, that among 50 engineering students, 5(10%) belongs to age group 18-19, 29(58%) is between age 20-21 and 16(32%) is between 21-23 years of age.

Regarding the sex, that 31(62%) of engineering students are male and 19(38%) of them are female.

Regarding the year of study, that out of 50 engineering students, 2(4%) of them are first year students, 4(8%) of them are second year students, 20(40%) of them are third year students and 24(48%) are fourth year students.

Regarding the previous knowledge, that 11(22%) of engineering students have previous knowledge regarding emotional intelligence and 39(78%) of them are not having any previous knowledge regarding emotional intelligence.

SECTION II

EMOTIONAL INTELLIGENCE OF NURSING STUDENTS

Assessing the Emotional Intelligence of nursing students, that out of 50 nursing students, 8(16%) possess high emotional intelligence, 34(68%) possess average emotional intelligence and 8(16%) possess low emotional intelligence.

SECTION III

EMOTIONAL INTELLIGENCE OF ENGINEERING STUDENTS

Assessing the Emotional Intelligence of engineering students, that among 50 engineering students, 3(6%) of them possess high emotional intelligence, 31(62%) possess average emotional intelligence and 16(32%) possess low emotional intelligence.

SECTION IV

COMPARISON OF EMOTIONAL INTELLIGENCE AMONG NURSING AND ENGINEERING STUDENTS

This section deals with the comparison of emotional intelligence, that the mean emotional intelligence of nursing students are 122.6 with a standard deviation of 14.77 and that of engineering students are found to be 106.2 with a standard deviation of 24.03. Nursing students are found to possess greater emotional intelligence when compared to engineering students.

SECTION V

ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE OF NURSING STUDENTS WITH SELECTED DEMOGRAPHIC VARIABLES

This section deals with that, in chi square test, the table value is greater than the obtained test value in case of all the 4 demographic variables. There exists no significant association between the emotional intelligence of nursing students and the selected demographic variables.

SECTION VI

ASSOCIATION BETWEEN EMOTIONAL INTELLIGENCE OF ENGINEERING STUDENTS AND SELECTED DEMOGRAPHIC VARIABLES

This section deals with that, in chi square test, the table value is greater than the obtained test value in case of all the 4 demographic variables. There exists no significant association between the emotional intelligence of engineering students and selected demographic variables.

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