



# A Correlational study to assess the impact of emotional intelligence and academic performance among the first year B. Sc Nursing students at selected Nursing College, Chennai

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## Abstract

**Background-** Emotional intelligence (also known as emotional quotient or EQ) is defined as the ability to understand and manage emotions, as well as recognize and influence the emotions of those around. This study aimed to find the correlation between emotional intelligence and academic performance of first-year B. Sc Nursing students at selected college of Nursing, Chennai. **Objectives-** 1) to assess emotional intelligence and academic performance scores of first-year Nursing students. 2) to determine the correlation between the emotional intelligence and academic performance scores of first-year Nursing students. 3) to associate the emotional intelligence scores and selected demographic variables. **Methodology-** A Quantitative approach and descriptive correlational design were used. after getting permission from the ethical committee, using a purposive sampling technique 97 students were selected. Emotional intelligence was assessed using the KA Davies (BEIS) Brief Emotional Intelligence Scale (2010) and academic performance was assessed using the Christopher McGregor Academic Performance Scale (2015). The result revealed that 42 and 32 students had below average emotional intelligence and low academic performance, 19 had moderate average emotional intelligence, and moderate academic performance, and 36 and 46 students had high emotional intelligence and high academic performance respectively. There was a positive correlation between emotional intelligence and academic performance score  $r = 0.18$  at  $p < 0.05$ . There was a significant association between emotional intelligence score and the demographic variables like the father's , and mother's educational status( $\chi^2 = 29.3536$ .), and current habituation ( $\chi^2 = 27.4891$ ). and previous standard test score ( $\chi^2 = 25.2974$ ) at  $p < .05$ . **Conclusion-** Therefore emotional intelligence development skill programs can be implemented in the curriculum to improve their academic performance.

**Keywords-** Emotional Intelligence, Academic Performance, Nursing Students

## Introduction

Emotional intelligence (also known as emotional quotient or EQ) is defined as the ability to understand and manage the emotions, as well as recognize and influence the emotions of those around. Academic achievement or academic performance is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Nursing students who have to handle critical situations in hospitals must have a high emotional intelligence to manage their emotions and academic as well.

## Objectives

- 1) To assess the level of emotional intelligence and academic performance scores of first year Nursing students.
- 2) To determine the correlation between the emotional intelligence and academic performance scores of first year Nursing students.
- 3) To associate the emotional intelligence score and selected demographic variables among the first year Nursing students.

## Hypotheses

1. There will be a significant correlation between emotional intelligence and academic performance scores
2. There will be a significant association between the emotional intelligence score and the selected demographic variables.

## Methodology

**Research Approach-** Quantitative Research Approach

**Research Design-** Descriptive Correlational Design

**Population-** B.Sc Nursing first year students

**Target population-** B.Sc Nursing first year students in Chennai

**Accessible population-** B.Sc Nursing first year students in selected Nursing college, Chennai

**Samples -** B.Sc Nursing first year students who fulfil the inclusion criteria.

**Sampling technique-** Non Probability Purposive Sampling Technique.

**Sample size-** 97

**Sample selection criteria-**

**Inclusion criteria-**

1. Students who are willing to participate in the study
2. Students who are present on data collection period
3. Both male and female students

**Exclusion criteria-**

1. Students who are sick during the data collection period

**Description of the tool-**

**Section- A-** Demographic variables

**Section- B-** Assessment of Brief Emotional Intelligence scale

**Section- C-** Assessment of Academic Performance scale

**Section- D-** Association of Emotional intelligence score and the selected demographic variables

**Table 1 Frequency and Percentage Distribution of the samples based on their demographic variable****N= 97**

<b>S.No</b>	<b>Demographic Variables</b>	<b>n</b>	<b>%</b>
1	<b>Gender</b>		
	Male	10	10
	Female	87	90
2	<b>Father's educational status</b>		
	Primary Education	28	24
	Secondary Education	30	31
	Undergraduate	16	16
	Post graduate and above	23	24
3	<b>Mother's educational status</b>		
	Primary Education	28	24
	Secondary Education	30	31
	Undergraduate	16	16
	Post graduate and above	23	24
4	<b>Current habitation</b>		
	Hostel	63	65
	With the parents	25	26
	With the relatives	6	6
	With the friends	3	3
5	<b>Previous Standard Test Scores</b>		
	Below 50%	35	36
	Above 50%	45	46
	Distinction	17	18

Table 1 depicts the frequency and percentage distribution of the samples based on their demographic variable.

With respect to the frequency distribution and percentage of the samples, gender of the samples, most of them were 87 (90%) were females. Based on the father's and mother's educational status, 30 (31%) of them had secondary school education, with respect to the current habitation , 63(65%) stayed in hostel. Previous standard test scores revealed that 45 (46%) had scored more than 50%.

**Table- 2****Assessment of emotional intelligence and academic performance****N= 97**

Emotional intelligence	Frequency (n)	Percentage (%)	Academic performance	Frequency (n)	Percentage (%)
High emotional intelligence	42	43	Excellent performance	46	47
Average emotional intelligence	19	20	Good performance	19	20
Below average emotional intelligence	36	37	Moderate performance	32	33

table- 2 reveals the Assessment of emotional intelligence and academic performance

Among the 97 samples, 42 (43%) had high emotional status, 19(20%) had average emotional status, 36 (37%) had below average emotional intelligence.

Based on the academic performance, 46 (47%) had excellent performance, 19(19% ) had good performance and 32 (33%) had moderate performance.

**Table- 3****Correlation of emotional intelligence and academic performance****N= 97**

Variables	Correlation r
Emotional intelligence	0.18 at $p < 0.05$ .
Academic performance	

Table- 3 depicts the Correlation of emotional intelligence and academic performance

Based on the correlation of the emotional intelligence and academic performance,  $r = 0.18$  at ( $p < 0.05$ ), there is a weak correlation between the variables.

**Table- 4****Assessment of Association of emotional intelligence and selected demographic variables****N= 97**

S.N o	Demographic Variables	below average emotional intelligence	average emotional intelligence	high emotional intelligence	CHI SQUARE
1	Gender				
	Male	4	4	2	$r = 2.2442$ . $p$ -value - 0.325598. not significant at $p < .05$ .
	Female	38	15	33	



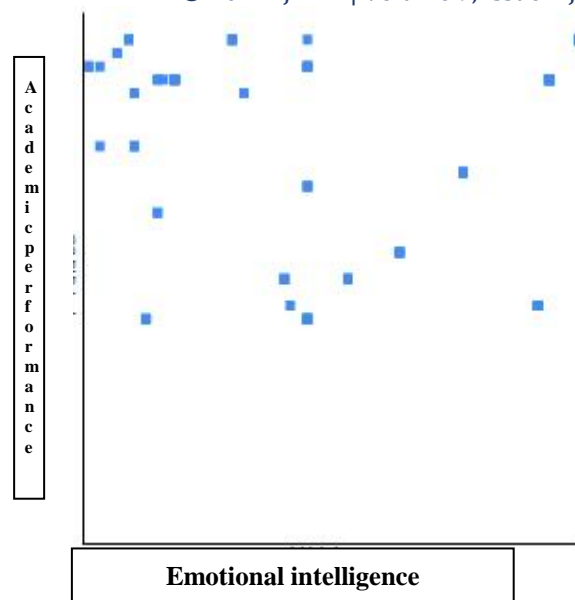
2	<b>Father's educational status</b>				
	Primary Education	20	5	3	r= 29.3536. p-value 0.000052. significant at $p < .05$ .
	Secondary Education	14	6	10	
	Undergraduate	6	5	5	
	Post graduate and above	2	3	18	
3	<b>Mother's educational status</b>				
	Primary Education	20	5	3	r= 29.3536. p-value is .000052. significant at $p < .05$ .
	Secondary Education	14	6	10	
	Undergraduate	6	5	5	
	Post graduate and above	2	3	18	
4	<b>Current habitation</b>				
	Hostel	39	9	15	r= 27.4891. p-value is .000117. significant at $p < .05$ .
	With the parents	1	8	16	
	With the relatives	1	1	4	
	With the friends	1	1	1	
5	<b>Previous Standard Test Scores</b>				
	Below 50%	23	9	3	r= 25.2974. p-value is .000044. significant at $p < .05$ .
	Above 50%	18	6	21	
	Distinction	1	4	12	

Table- 4 reveals the Assessment of Association of emotional intelligence and selected demographic variables.

With respect to the association of emotional intelligence score and the selected demographic variables like father's educational status  $r = 29.3536$ , mother's educational status  $r = 29.3536$ , current habitation  $r = 27.4891$  and previous standard test scores  $r = 25.2974$  were found significant at  $p < 0.05$  level.

## Discussion

The current study was conducted to assess the correlation of emotional intelligence and academic performance among first year nursing students, which was found to be significant. The study results were congruent with the study result supported by the study conducted by R. Jothilakshmi (2023), in a correlational study to assess the emotional intelligence and academic performance among B.Sc (Nursing) final year students. 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), 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 students academic performance.



With respect to the association of emotional intelligence score and the selected demographic variables like father's educational status  $r = 29.3536$ , mother's educational status  $r = 29.3536$ , current habituation  $r = 27.4891$  and previous standard test scores  $r = 25.2974$  were found significant at  $p < 0.05$  level.

The result is substantiated with study conducted by **Deepana Palaniappan, (2022)** to evaluate emotional intelligence is an important factor in determining medical students' academic performance. As a result, the study was carried out to compare the relationship between emotional intelligence score and academic performance in undergraduate medical students. Methods: A cross-sectional study was conducted among 346 undergraduate medical students and Schutte scale was used to assess their emotional intelligence through google form during the period between July 2021 to January 2022. Academic achievement was assessed based on each student's self-reported grade point average in the most recent examination. Results : Out of 346 study participants, 3% had low emotional intelligence, 29% had moderate emotional intelligence, 68% had high emotional intelligence. A significant association was identified between emotional intelligence and academic performance, grade, gender, career choice. No statistically significant association was observed between emotional intelligence and year of study of participants. Conclusion: The participants' academic performance was strongly associated with their emotional intelligence scores. Emotional intelligence (ei) refers to the ability to comprehend and control emotions, to be empathetic, to be socially competent, and so on. These abilities increase overall communication skills, which improves achievement in medical school.

## Conclusion

The current study depicts that the students with high emotional intelligence had excellent academic performance. So, skill training to improve the emotional intelligence will have a positive impact among the Nursing students as emotional management plays an important role on cognitive ability. These abilities increase overall communication skills, which helps them to manage their emotions and improve their both professional and personal development.

Conflicts of interest- The authors have no conflicts of interest  
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