EMOTIONAL INTELLIGENCE AMONG HEALTH SCIENCES STUDENTS

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ABSTRACT

Emotional intelligence (EI) implies capability to supervise self & other people perception & sentiments. Explaining further, four common constituents of Emotional intelligence are self-realization, self-administration, social consciousness and social affinity administration. The purpose of studying emotional intelligence is to identify emotional intelligence among health professional students and to figure out its association with selected demographic variables.

Key words: Emotional Intelligence, Health Sciences students, Yeti Health Science Academy

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1. INTRODUCTION

Emotional intelligence (EI) implies capability to supervise self & other people perception & sentiments. Explaining further, four common constituents of Emotional intelligence are self-realization, self-administration, social consciousness and social affinity administration (Raghubir, 2018). Pupils with advanced emotional intelligence were healthy and happy (Ghahramani, Jahromi, Khoshsoroor, Seifooripour & Sepehrpoor, 2019).

Study showed a straight connection of medical education in intelligence capabilities, which shows that medical education is an ideal to increase social relationship (Johnson, 2015). Conveying one's perception and hearing to other's increase emotional intelligence and become helpful for students in initial years of medical training. It helps to increase extents of consciousness of emotional intelligence in a person (Abe et al., 2013). Practicing emotional

intelligence increases the mental well-being and impacts on anxiety, relationships, tension, sadness & belligerence (Aghajani Inche Kikanloo et al., 2019). Objectives: The purpose of studying emotional intelligence is to identify emotional intelligence among health professional students and to figure out its association with selected demographic variables.

2. METHODOLOGY

The cross-sectional descriptive study was acquired during process. The study site was Yeti Health Science Academy, Kathmandu. The sample of the study were students of BPH, PBNS and Bsc Nursing program. Non probability, purposive sampling technique was used in the work process. The specimen size was 100. A standard tool i.e. The Schutte Self Report Emotional Intelligence Test (SSEIT) was used to collect the data. It is a 33 Items Likert's Scale (Schutte NS, 1998). Self-managed poll method was used to gather information. Ethical clearance was done from IRC of Yeti Health Science Academy and consent was taken from the concerned authority and participants for data collection.

2.1. Results

Chart 1: Demographic data of testifiers n=100

Variables	Frequency	Percentage
Program		
BPH	36	36
PBNS	41	41
Bsc Nursing	23	23
Age		
<20yrs	37	37
20-30yrs	60	60
>30yrs	3	3
Gender		
Male	28	28
Female	72	72

Chart 1 depicts that forty one percentage of the respondents were PBNS students followed by thirty six percentage of BPH students and twenty three percentage of BSc Nursing students. Majority (60%) of the testifiers were of age group 20-30 years followed by thirty seven percentage of the testifiers of age group less than 20 years. Majority (72%) of the testifiers were female.

Chart 2. Extent of Emotional Intelligence of the Testifiers. n=100

Program	Below Average EI (<55)	Average EI (55-85)	Above average EI (>85)	Mean Score
BPH	0	0	36	114.53
PBNS	0	0	41	125.46
BSc Nursing	0	2	21	116.74
Total	0	2	98	119

Chart 2 depicts that majority (98%) of testifiers have above average extent of emotional intelligence and only two percent of the testifiers have average emotional intelligence. Cent percent of testifiers of BPH program and PBNS program have above average EI. The mean

score of EI among BPH, PBNS and BSc Nursing students are 114.53, 125.46, and 116.74 respectively. The total mean score of EI is 119.

Chart 3. Association of Emotional Intelligence with selected demographic variables. n=100

Variable	EI Less than or equal to mean (≤ 119)	Greater than mean (> 119)	P- Value	Remarks
Program				
BPH	22	14	0.01	Significant
PBNS	11	30		
BSc Nursing	10	13		
Age				
<20yrs	18	19	0.24	Non-Significant
20-30yrs	25	35		
>30yrs	0	3		
Gender				
Male	17	11	0.03	Significant
Female	26	46		

2.2. Statistical Test: Chi-square test

Chart 3 depicts a significant link between the Emotional Intelligence & different program of health sciences. The P-value is 0.01 (< 0.05) at 95 % confidence interval. No remarkable link was found between EI & age ($p=0.24$). There was a significant association between EI and gender $P=0.03$ (< 0.05).

3. DISCUSSION

Present study shows that the majority (98%) of the health sciences students had good emotional intelligence. Similar study was done in Nepal in Sanjeevani college of Medical Sciences. Work shows that approximately 46% of pupils had usual & approximately 15% had elevated extent of emotional intelligence. Eating habits, Guardian's educational qualification, age of pupils, environment at work place & worship beliefs were the elements that influenced emotional intelligence of UG nursing pupils. The work process shows that approximately (52%) of the nursing pupils had usual extent of emotional intelligence. (Sinha B et al, 2018). There was slight difference in the finding of the study; it may be because of the differences in the sample.

Another study compared nursing pupil's emotional intelligence dexterity between King Saud University (Riyadh) and Tanta University (Egypt). It found numerically notable constructive connection between absolute emotional intelligence & scores mother's education & household earnings ($p = 0.004$ and $p = 0.034$ respectively) of Tanta pupils but present work reveals remarkable link between emotional intelligence & selected demographic variables like program and gender (Moawed S, Gemeay ME, & Elsayes HA, 2017).

Similar findings were present in the study conducted in Chennai among medical pupils. Male & female pupils, both had high extent of emotional intelligence (Sundararajan S, Gopichandran V, 2018) and also consistent with the findings of study conducted amid PG medical pupils at Delhi in which average scores of Emotional intelligence amid participators was 124.4 with computation of 12.8 (Ravikumar R, Rajoura OP, Sharma R, 2017).

4. CONCLUSION

The Emotional Intelligence among health sciences students was found to be very good and study shows a considerable link between emotional intelligence & program, gender. This might lead to better academic achievement and outcome.

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