EMOTIONAL INTELLIGENCE AND ITS RELATIONSHIP TO ACADEMIC PERFORMANCE AMONG NURSING STUDENTS

Thesis

Submitted for Partial Fulfillment of the Master Degree in
Nursing Science
(Psychiatric / Mental Health Nursing)

By

Fatma Al-Zahraa Abdelrafea Ibrahim Ibrahim

Demonstrator in psychiatric mental health Nursing
Faculty of Nursing /Fayoum University

Faculty of Nursing
Ain Shams University
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Supervised by

Assist .Prof. Dr. Mona Hassan

Assist. Prof. of Psychiatric Mental Health Nursing
Faculty of Nursing / Ain Shams University

Dr. Asmaa Hafez Afefe

Lecturer of Psychiatric Mental Health Nursing
Faculty of Nursing /Ain Shams University

Faculty of Nursing
Ain Shams University
٢٠١٦-

SUMMARY

Emotional intelligence is a type of intelligence that involves the ability to be sensitive to one's own feelings and those of others, to be in control of self, to motivate one's self and influence others, to manage emotions effectively, and can be developed to promote emotional, intellectual, and professional growth .Together with cognitive intelligence, emotional intelligence forms an important part of general intelligence; it develops over time, changes throughout life, and can be improved through training as well as therapeutic techniques. Emotional intelligence is claimed to affect various aspects of human performance, namely in physical and psychological health, social interaction and performance at school and in the work place .The higher the level of emotional intelligence, the greater the person's emotional and social functioning, organizational effectiveness, and capacity to self-actualize and succeed professionally. Emotional intelligence influenced the success of a student's life. The ability to manage one's emotions, to be able to validate one's feelings and to solve problems of a personal and interpersonal nature are important for being academically successful; additionally, academic performance appears to be facilitated by being able to set personal goals as well as to be sufficiently optimistic and self-motivated to accomplish them.

Aim of the study:

The aim of this study was to assess emotional intelligence and its relationship to academic performance among nursing students.

This aim was achieved through answering the following research questions:

١) What is the level of emotional intelligence among nursing students?

٢) What is the level of academic performance among nursing students?

٣) What is the relationship between students' emotional intelligence and their academic performance?

٢. Research setting:

The study had been conducted at Faculty of Nursing in Ain Shams University.

٣. Subjects of the study:

The subjects of the present study included ٦٩ nursing students at the faculty of nursing, Ain Shams University, during Mental Health Training Course, who Students were selected under the following criteria:

-Sex: Both sexes (male and female).

- Agreed to participate in the study.

٤. Tools of data collection:

Data were collected using the following tools:

A-Interview questionnaire sheet:

This sheet was constructed by the investigator to assess nursing student socio-demographic characteristics; such as; age, gender, marital status, educational level, previous year grade, private work during study and private work during holidays.

B-Bar-On Emotional Quotient Inventory(Bar-OnEQ-I):

It was developed by **Bar-On (١٩٨٠)** and translated by **El-Aasser and Alam (٢٠٠١).** It is a self-report inventory to assess emotional intelligence among students comprising ١٣٣ items in the form of short sentences. It employs a ٣-point response scale with a textual response format ranging as "Not true for me", "Neither true nor untrue" and "True

of me"). It takes approximately ٣٠ minutes to be completed. It gives an overall EQ score as well as scores for the following five composite scales and ١٥ subscales.

C- Student's clinical evaluation sheet:

It was developed by Psychiatric Mental Health Nursing Department-Faculty of Nursing-Ain Shams University (٢٠١٣-٢٠١٤) to assess the student's academic performance during their clinical area.

Conclusions:

The findings of the present study reached the following conclusions:

١-The majority of nursing students had moderate level of emotional intelligence.

٢- No difference in the level of emotional intelligence according to the gender of nursing students.

٢-There was no statistical significant relationship between emotional intelligence and academic performance of nursing students.

٣-There was a statistical significant relationship between emotional intelligence and the private worknursing student during their study.

Recommendations:

Finding of this study showed that nursing students had moderate level of emotional intelligence and that emotional intelligence was not related to the nursing students' academic performance, however the researcher recommended the following:

١-Replication of this study on a larger sample size is recommended as the statistical significance of this study may be related to the small sample size.

٢- Incorporating emotional intelligence concept into nursing education especially mental health nursing course.

٣- Learning emotional intelligence skills should go hand in hand with the practice in the clinical course of the faculty of nursing settings as this will add more value to its tangible learning.

٤- Developing standard clinical performance evaluation method by mental health nursing department that contained socio-emotional content under direct assessment to grade students nursing students.

٥- Introduction of specific courses aiming to enhance the acquisition of emotional intelligence skills in the faculty of nursing.