# Research Article

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# CORRELATION BETWEEN EMOTIONAL QUOTIENT AND ACADEMIC PERFORMANCE AMONG SECOND YEAR B.Sc. NURSING STUDENTS

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ABSTRACT

Emotional intelligence represented by emotional quotient indicates an individual's ability to identify, evaluate, control and express emotions. It can be considered even as a better predictor of success in an individual's career especially when one is in health care discipline. Objectives of the present study were to assess the emotional quotient of second year B.Sc. Nursing students, to assess the academic performance of Second year B.Sc. Nursing students and to determine the correlation between the emotional quotient and academic performance. The study included 39 second year B.Sc. nursing students from a selected College of Nursing at Kollam. Demographic proforma was used to collect the demographic variables. Emotional quotient was assessed using Emotional Quotient Self- Assessment Checklist and the academic performance was assessed by the scores obtained by the students in their First year B.Sc. Nursing Degree examination 2014. All the students were females in the age group of 18 years. The percentage of students with very high, high, moderate and very low emotional quotient was 10.25%, 69.23%, 17.95% and 2.56% respectively. The mean emotional quotient was 66.128 with standard deviation of 13.824. Regarding academic performance, no students belonged to the very high and very low category and 46.2%, 51.3% and 2.5% had high, moderate and low level of academic performance respectively. The mean academic performance was 55.656 with standard deviation was 8.831. Present study has shown a weak positive correlation of emotional quotient and academic performance among nursing students (r = 0.0521). No association was found between selected demographic variables, and academic performance and emotional quotient.

Keywords: Emotional quotient, Academic performance, Correlation, Nursing students.

## INTRODUCTION

Emotional intelligence represented by emotional quotient indicates an individual's ability to identify, evaluate, control and express emotions. It can be considered even as a better predictor of success in an individual's career especially when one is in health care discipline[1].The concept of emotional intelligence has been viewed as new until early 90's. A number of researches conducted to identify the factors that contributed to academic performance of students in general found that IQ, micro nutrient deficiency, personality, teacher student relationship etc. are a few to name[2]. Daniel Goleman's book–"Emotional Intelligence: why it can matter more than IQ" have thrown a new light into the concept of emotional intelligence and stated that only 20% of a person's success can be attributed to his/her IQ[3].

Studies exploring the relationship between emotional intelligence and academic performance have produced mixed results[1,4,5,8]. Emotional quotient is increasingly made reference to in all the health care disciplines. Assessment of emotional quotient is an important factor in determining students' adaptation and also the educational achievements. Neglect during this period of life may lead to or intensify psychological disorders and finally leading to failure in social and educational performances. So it is widely recognized as a measure of overall performance across various fields[1].

Clinical studies have explored on the impact of emotional intelligence of academic performance of nursing students. In nursing education, psycho affective domain plays a major role in committed care to patients in clinical area. Emotional intelligence, being a part of psycho affective domain plays a major role in clinical performance of students[4]. Few studies only were reported on this from Indian scenario. So the researchers felt the need to correlate the emotional intelligence and academic performance of students which may have an effect on the quality of care provided to their clients.

### Objectives

- To assess the various domains of emotional quotient of second year B.Sc. Nursing students in selected College of nursing, Kollam.
- To assess the overall emotional quotient of second year B.Sc. Nursing students in selected College of nursing, Kollam.
- To assess the academic performance of second year B.Sc. Nursing students in selected College of nursing, Kollam.
- To determine the correlation between various domains of emotional quotient and the academic performance of second year B.Sc. Nursing students in selected College of nursing, Kollam.

- To determine the correlation between the overall emotional quotient and academic performance of second year B.Sc. Nursing students in selected College of nursing, Kollam.
- To find the association between emotional quotient and selected demographic variables of second year B.Sc. Nursing students in selected College of nursing, Kollam.
- To find the association between academic performance and selected demographic variables of second year B.Sc. Nursing students in selected College of nursing, Kollam.

## MATERIALS AND METHODS
### Research Approach and Design

The present study selected the quantitative approach for determining the relationship between emotional quotient and academic performance. Correlational research design was used to analyse the relation between emotional quotient and academic performance.[7]

**Sample**: 39 Second year B.Sc. Nursing Students of the selected setting

**Sampling Technique:** Purposive sampling was used to select the samples from the available 45 students based on inclusion and exclusion criteria**.**

### Inclusion Criteria
- B.Sc. nursing students who got admitted in the academic year 2013-14
- B.Sc. nursing students whose first year results were published at the time of data collection

### Exclusion Criteria
- Students who had partial appearance for first year examination

### Tools and Techniques
- Tool 1 – Demographic proforma
- Tool 2 – Emotional quotient self-assessment checklist[6]
  A 30 item pre validated and reliable (Cronbach's alpha=0.82) 5 point Likert scale with scoring from 1-5.Thiry items are divided under six sub areas namely self-awareness, self-confidence, self-control, empathy, motivation and social competency
- Tool 3- Record analysis to assess the academic performance (Marks scored in the First year B.Sc. nursing examination held in September 2014).

### Data Collection Process

Formal permission was obtained from the concerned authorities and data was collected from students in the class room set up. The students took 20 – 25 minutes to complete the questionnaire. Record analysis of marks was done with permission from college administration.

### Ethical Consideration

The study was conducted after obtaining written approval from institutional ethics committee of the selected setting (No. BBCON/1099/'15 dated 25.07.2015).Informed consent was taken from the participants. B.Sc. nursing students who fulfilled the sampling criteria were identified, purpose of the study was explained and confidentiality was assured.

### Statistical Analysis

The collected data were analysed using descriptive and inferential statistics.

### RESULTS

#### Demographic Variables
Figure.1: All the students were females in the age group of 18 years.

#### Description of Sub factors of Emotional Quotient
Table 1 describes the frequency, percentage and mean scores obtained by the participants in the sub factors of emotional quotient. More than 50% of participants scored high on sub factors of emotional quotient except self-control. 64.1% and 61.5% of participants had scored high in empathy and social competence respectively. 53.8% had high scores on self-awareness and self-confidence and 51.2% had obtained a high motivation score

#### Overall Emotional Quotient
Figure 2: 10.25% of students had shown very high level of emotional quotient where as 69.23% had high emotional quotient. 17.95% of the students had moderate level of emotional quotient and only 2.56% had very low emotional quotient. The mean emotional quotient score was 66.12.

#### Description of Academic Performance
Figure 3: No students belonged to the very high and very low category. 46.2% had a high level of academic performance and 51.3% had a moderate level of academic performance. Only 2.5% had low level of academic performance. The mean academic performance score was 55.65.

#### Correlation of Academic Performance and Emotional Quotient
Table 2: The coefficient of correlation r values were 0.0768, -0.0223, 0.1369, 0.0566, -0.0495, 0.0874 and 0.0521 respectively for self-awareness, self-confidence, self-control, empathy, motivation, social competency and overall emotional quotient with academic performance. Even though the mean score of emotional quotient was high when compared to mean score of academic performance, statistical analysis showed a weak positive correlation between emotional quotient and academic performance.

#### Association with Demographic Variables
No association was found between selected demographic variables and academic performance, and emotional quotient.

**Table 1: Description of Sub Factors of Emotional Quotient**

| Scores/ Description | Self-Awareness | | | Self -Confidence | | | Self-Control | | | Empathy | | | Motivation | | | Social -Competency | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | Mean | n | % | Mean | n | % | Mean | n | % | Mean | n | % | Mean | n | % | Mean |
| 0 – 5 (Very Low) | 1 | 2.6 | 69..44 | 1 | 2.6 | 66.41 | 1 | 2.6 | 60.61 | 1 | 2.6 | 66.41 | 1 | 2.6 | 67.69 | 1 | 2.6 | 65.23 |
| 6-10 (Low) | 0 | 0 | | 0 | 0 | | 2 | 5.1 | | 1 | 2.6 | | 1 | 2.6 | | 2 | 5.1 | |
| 11-15 (Moderate) | 11 | 28.2 | | 12 | 30.8 | | 19 | 48.7 | | 6 | 15.4 | | 11 | 28.2 | | 10 | 25.7 | |
| 16-20 (High) | 21 | 53.8 | | 21 | 53.8 | | 15 | 38.5 | | 25 | 64.1 | | 20 | 51.2 | | 24 | 61.5 | |
| 21-25 (Very high) | 6 | 15.4 | | 5 | 12.8 | | 2 | 5.1 | | 6 | 15.4 | | 6 | 15.4 | | 2 | 5.1 | |
| Overall Mean and Standard Deviation | Mean Emotional Quotient = 66.128; Standard Deviation = 13.824 | | | | | | | | | | | | | | | | | |

**Table 2: Correlation of Academic Performance and Emotional Quotient**

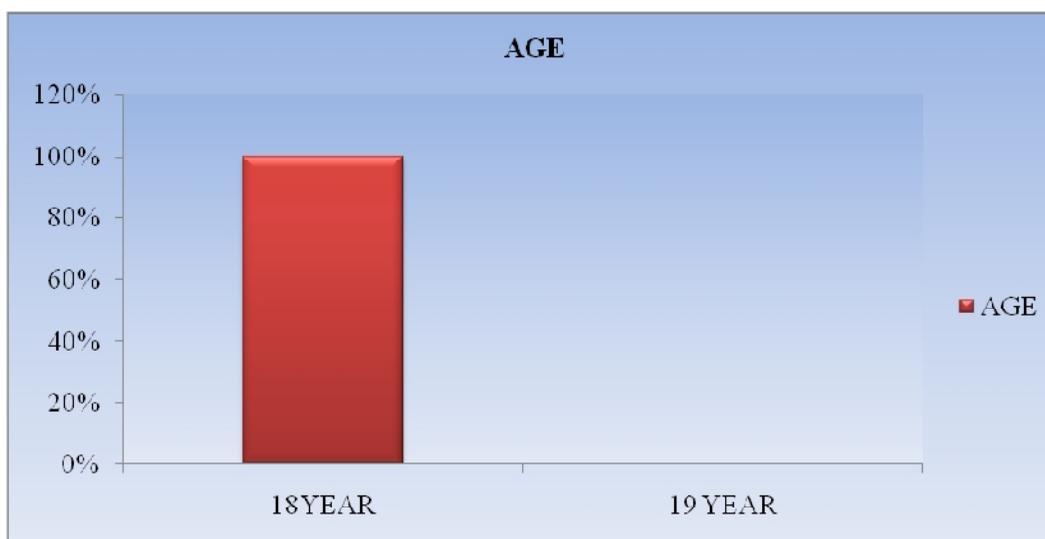| Factor and Sub Factors | Correlation Coefficient (r) |
|---|---|
| Self-awareness | 0.0768 |
| Self confidence | -0.0223 |
| Self-control | 0.1369 |
| Empathy | 0.0566 |
| Motivation | -0.0495 |
| Social competency | 0.0874 |
| Overall emotional quotient | 0.0521 |



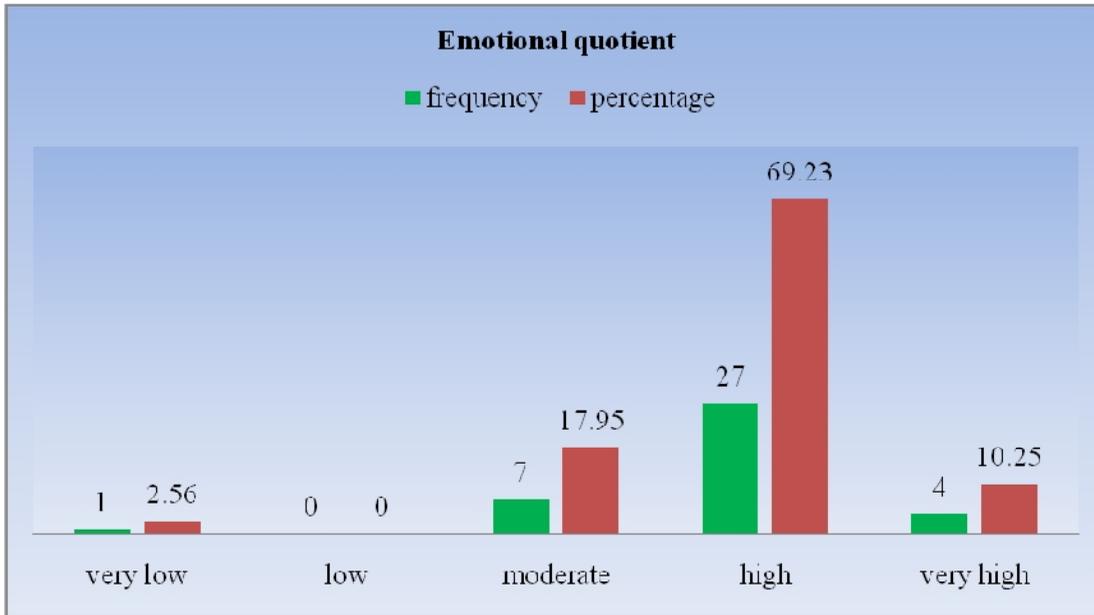**Figure 1: Description of demographic variables**

**Figure 2: Description of overall emotional quotient**
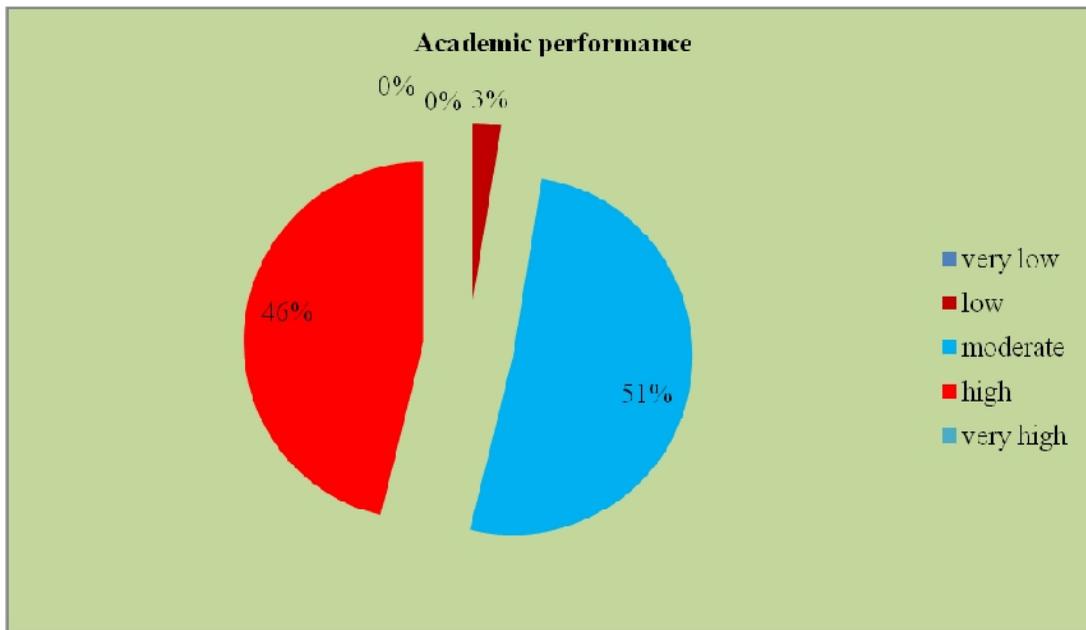


**Figure 3: Description of academic performance**

## DISCUSSION

The relation between emotional intelligence and academic performance were explored by many researchers considering its predictive nature regarding ones success in their career. Emotional intelligence represented by emotional quotient of nursing students thus becomes a relevant area of research as it can affect the quality of nursing care rendered by them.

Researchers have undertaken this study to investigate the correlation between emotional quotient and academic performance of nursing students. Apart from the demographic data sheet, researchers used Emotional Quotient Self-Assessment Check List[6] and Record Analysis of Marks to collect data with regard to academic performance.

All the 39 Second year B.Sc. Nursing students participated in the study were females in the age group of 18 years. Considering the participants who obtained very high and high emotional quotient score, it was found that 79.4% had high overall emotional quotient. The mean emotional quotient was 66.128 and standard deviation was 13.824. In the case of academic performance, no students belonged to the very high and very low category and only 46.2% had high scoreon academic performance. The mean academic performance was 55.656 and standard deviation was 8.831. The coefficient of correlation 'r' was 0.0521. No association was found between

selected demographic variables and academic performance, and emotional quotient. So it was concluded that present study has shown a weak positive correlation between emotional quotient and academic performance among selected nursing students.

The present study findings were supported by the studies conducted by Rhode et al and Newsome S. Researchers reported that emotional intelligence was not significantly associated with Grade Point Average[10] and emotional intelligence was not a strong predictor of academic achievement[11].Researchers who have reported findings not in line with the present study findings have used different tools and subjects from other discipline.[8, 9]

## CONCLUSION

Emotional intelligence represented by emotional quotient plays a significant role in grooming a competent, caring professional nurse. Present study has shown a weak positive correlation between emotional quotient and academic performance among nursing students. Students have reflected certain highly desirable characteristics like empathy, social competence, self-awareness, self-confidence which may help in moulding them to successful practicing nurses in future. Further studies may be carried out with large sample size and students of both gender to generalize the findings of present study.

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