



# The Correlation between the Nursing Students of the University of Eastern Philippines and their Emotional Intelligence

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## ABSTRACT

The majority of BSN student respondents were between the ages of 13 and 19, making them the teenage group with the developmental task of identity vs role confusion. The Early Adulthood stage, which lasted from the ages of 20 to 29, came next. Regarding the developmental job of closeness vs. solitude. This indicates that the majority of respondents were teenagers. A study of the 53 responders by gender showed that 42 of them were women. The results of this study's data collection on emotional awareness showed that the respondents were quite aware of their emotions and the important roles they play in their lives. 53 participants who were enrolled in the University of Eastern Philippines' Bachelor of Science in nursing program were questioned about their clinical performance and emotional quotient. In this analysis, the descriptive-correlation method was used. A questionnaire served as the major data collection instrument. Frequency counts were used to measure each domain of emotional intelligence, means were used to calculate the demographic profile and clinical performance, and multiple regression was used to examine the relationship between the demographic profile and emotional intelligence. The age, gender, and grade level profiles of the respondents who were students were of particular interest to the study. Examine the demographics of the responders to see whether they have any bearing. Additionally, it was examined to see if there was a link between emotional intelligence and the clinical performance of BSN students. The results show that 53 respondents took part in this investigation.

**Keywords:** *Emotional Intelligence, Clinical Performance, Emotional Awareness*

## 1. INTRODUCTION

Emotional intelligence (EI) is now being investigated as one of the key traits for developing effective nursing leadership, improving nursing performance, and lowering nurse burnout. Nursing practice's heartbeat is determined by nurse-patient interaction. This contact is more than just a simple chat; it is a sophisticated process that involves the nurse's perception, comprehension of the patient's emotions, and application of the perception to manage patient circumstances in the interest of providing good patient care.

During their clinical rotation, the student nurses dealt with a variety of problems. The researcher, a nursing student, also encountered the aforementioned difficulties, including dealing with patients who are agitated, defensive, uncooperative, afraid, reluctant, or challenging to deal with. Compassionate treatment of the patient's family comes next. The patient's therapy can still go forward, but student nurses are motivated by their emotions every day.

Clinical decision-making, critical thinking, the use of evidence and information in practice, and clinical performance are all seen to be enhanced by emotional intelligence, which is regarded as an essential feature of nurses. The use of emotion in nursing is essential.

Emotional intelligence is regarded as a crucial trait of nurses that can affect the quality of their job, including clinical decision-making, critical thinking, the use of evidence and information in practice, and clinical performance. Emotion is key to nursing practice.

The fact that emotional intelligence may significantly influence how future health practitioners engage with

patients in a variety of settings provided the researchers with motivation to carry out this study.

## 2. OBJECTIVES OF THE STUDY

The general objective of the study was to determine the correlation among Bachelor of Science in Nursing Students in the University of Eastern Philippines and their Emotional Intelligence.

Specifically, this study was endeavored to achieve the following objectives:

1. Determine the demographic Profile of the BS Nursing students, in terms of:
  - a. Age
  - b. Gender
  - c. Year level
2. Find out if there is a significant relationship between the demographic profile of the BSN Students and their emotional intelligence.

## 3. METHODOLOGY

This study was conducted at the University of Eastern Philippines' College of Nursing and Allied Health Sciences. The University of Eastern Philippines, one of the country's state universities and the only comprehensive state university in Eastern Visayas, provides more undergraduate, graduate, and post-graduate programs than any other institution in the region.

It is located in the Catarman municipality of Northern Samar. It has a land size of 394 hectares with 3 barangays and is 4 kilometers or 20 minutes from the town center. It is located in the northern part of Samar Island and is surrounded by the Philippine Sea to the north, Lope de Vega to the south, Mondragon to the east, Bobon to the west, and Mondragon to the west.

In this study, the descriptive-correlational method was applied to determine whether there is a relationship between two or more variables. The method was used to examine the depth of links between variables by determining how changes in one variable correspond to changes in another.

The UEP College of Nursing and Allied Health Sciences Level II, Level III, and Level IV nursing students who were enrolled in classes for the 2015–2016 academic year and who were currently exposed to various clinical settings as part of their exposure to related learning experiences were the participants in this study.

The study's independent variables included the demographic profile of the BS nursing students,

including their age, gender, year of study, and emotional intelligence in the four (4) aforementioned domains.

*Age.* This number reflects the actual age of the respondents at the time of the investigation. The ages of the 53 respondents were added up, and frequency counts and percentages were computed.

*Sex.* It was discussed whether or not female and male student nurses were grouped together. The frequency count and percentage were computed.

*Year Level.* Based on the actual educational backgrounds of the university's student nurses, this variable was categorised. The categories were Level II for all second-year BSN students, Level III for all third-year BSN students, and Level IV (for all fourth Year BSN students). Frequency counts and percentages were computed.

*Emotional Intelligence.* This demonstrated the amount of emotional awareness, emotional management, social emotional management, and relationship management among BSN nursing students. The researchers gave out a set of questionnaires to the respondents in order to gauge their emotional intelligence. We calculated frequency counts, percentages, and weighted means.

After identifying the student respondents, the researchers personally carried out the survey and provided the questionnaire to the respondents. Over the course of a week, the necessary information for the study had to be gathered.

The researchers retrieved all copies that had been disseminated after finishing the questionnaires and properly tabulated them in order to make it simple to refer to the completed surveys for administering statistical treatment and analysis.

## 4. RESULTS AND DISCUSSION

According to statistical data, the majority of the students have emotional intelligence levels that range from 104 to 135 with a percentage of 69.8 meaning they are capable of handling emotions; they also have emotional intelligence levels that range from 136 to 167 with a percentage of 15.10 percent, meaning they are very capable of handling emotions; and 8 students have levels that range from 72 to 103 with a percentage of 15.10 percent.

As per the data gathered in this study from all the aforementioned statements, it was discovered that the respondents are very aware of their own feelings, with a category mean of 2.8. This indicates that the

respondents are sensitive to changes in their emotions and that, despite any setbacks they may have experienced, they are still aware of what is happening to themselves.

Additionally, they are already skilled at controlling their emotions at all times. They can also verbally express their feelings and find it simple to do so, which demonstrates their preference for communicating with others verbally. Despite this, they are susceptible to being influenced by the people they interact with and outside events.

According to Warwick, "Self-awareness is crucial because when we have a greater grasp of ourselves, people can experience themselves as different and unique individuals. They are then given the freedom to implement changes, build on our strengths, and pinpoint areas where we can make improvements. Setting goals generally begins with self-awareness. Self-awareness is the awareness of one's strengths and of the things one still has to develop. This includes admitting when s/he do not have the answer and owning up to mistakes. In this highly competitive culture, this can seem counterintuitive.

In reality, many people live by the idea that they must always act as if they are experts in order to avoid having their talents questioned and possibly being judged. In reality, the reverse is true, if s/he is honest with himself/herself. Because everyone can still notice weaknesses, whether a person acknowledges them or not. Therefore, the person who tries to hide their weaknesses instead draws attention to them, giving the impression that they lack integrity and self-awareness.

In order to test the null hypothesis that there is no significant relationship between emotional intelligence and the profile of the respondents in terms of age, gender, and year level, multiple regression analysis was carried out.

*Age.* The null hypothesis that there is no significant link between age and emotional intelligence was accepted because the F-ratio of 0.0000805 was smaller than 0.0000992. There was no evidence that age mattered. Emotional intelligence is evidently used by students of all ages. According to a study by Thingujam and Ram, women greatly outperformed men in terms of score, validating their attempt to adapt the emotional intelligence scale for usage in India by creating separate Indian norms (N=811) for males and females. Similar to this, in their study on gender differences among EI (N=60), Mohanty and

Devi (2010) discovered that females are more optimistic and sensitive to their emotions than boys.

*Year Level.* It was determined that the F-ratio of 2.343882 was greater than 0, indicating that the year level was significant. The null hypothesis was rejected in favor of the study hypothesis, indicating that there was a strong association between year level and emotional intelligence. The coefficient of determination of 10.98% was used to explain the age effect on multiple intelligences.

Higher level students allegedly use their emotional intelligence more than lower level students. The influence of the year level on emotional intelligence is supported by the research of Ardon and Grabato, which revealed no connection between emotional intelligence and students' academic success as determined by their grade point averages.

*Gender.* Given that the F-ratio of 0.290625 was lower than 0.59 and supported the null hypothesis that there was no significant relationship between gender and emotional intelligence, it was decided that there was a significant association between gender and emotional intelligence. It can be assumed that both men and women can use emotional intelligence.

The null hypothesis, according to which there is no correlation between clinical performance and emotional intelligence among BSN students, was also put to the test using the multiple regression analysis.

## 5. SUMMARY AND CONCLUSION

This study aimed to assess University of Eastern Philippines bachelor's in nursing students' clinical competency and emotional intelligence. The purpose of the study was to identify the respondent's age, gender, and year level, to see whether these factors affected their intelligence, and to see if there was a relationship between BSN students' emotional intelligence and their clinical performance.

The descriptive-correlational method was applied in this investigation. The primary information source was a survey form. The respondents for this study were the Level II, III, and IV BS Nursing students at UEP College of Nursing and Allied Health Sciences. The majority of the reasons why the students who took part in the survey were chosen were because they were registered for classes for the 2015–2016 academic year and had already had exposure to a range of clinical settings as part of associated learning activities.

Frequency counts, percentage distributions, weighted averages, and multiple regression were used to examine the data from the replies. According to the findings, although 42.5% of respondents are still in their adolescent years, 75.5% are in the early adult stage. There were 42 men and 42 women, or 20.8 and 79.2 percent of each gender, respectively. The findings show that of the 53 responders, 22 students, or 41.5 percent, are Level II students. The following enrollments included 12 or 22.6 percent of Level IV students and 19 or 35.8 percent of Level II students.

A significant portion of students received a grade of good, indicating that they performed admirably while exposed to different clinical settings, and a smaller portion of students received a grade of very good, indicating that they performed exceptionally while exposed to different clinical settings. It may be concluded that while the majority of respondents can perform passably in a clinical setting, only a small percentage of student responders can do so when they are introduced to a clinical setting.

## 6. RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are forwarded;

1. It is encouraged that teachers provide a variety of classroom activities that will maximize the development of emotional intelligence for all of their students, regardless of age, gender, or grade level. In order to give their students the chance to develop emotional intelligence in addition to their dominant intelligence, teachers should be change agents by creating approaches that are adapted to individual learning patterns.
2. An individualized teaching or tutorial method should be used by the teacher to give each student the best chance to advance their emotional intelligence at their own rate.
3. The students' age, gender, or year level should not stand in the way of giving them the chance to realize their potential, develop their emotional intelligence, and enhance their clinical performance.

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