

Assess Relationship between Emotional Intelligence and Parental Involvement among Nursing Students



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Abstract

Emotional intelligence refers to the ability to perceive, control and evaluate emotions. Researchers suggest that it can be learned and strengthened and Parents are the prime educators until the child attends his early years of school. However, parents remain a major influence on their children's learning throughout school, college and beyond. Keeping this in mind a study was conducted to assess the relationship between emotional intelligence and Parental Involvement among 100 B.Sc. nursing 1st year students from selected colleges of Amritsar, Punjab. Stratified proportionate randomized sampling technique was followed to select sample. Emotional intelligence scale developed by Schutte's et al (1998) was used to assess levels of emotional intelligence of students and to assess Parental Involvement a checklist was prepared. The data were analyzed with descriptive and inferential statistics. The coefficient correlation was computed and results ($r = 0.615$, $p < 0.05$) showed significant positive relationship between emotional intelligence and Parental Involvement among students studying in senior secondary schools. This positive relationship revealed to foster awareness among both parents and students about emotional intelligence to handle their own emotions and understand others' rightly.

Key words: Emotional intelligence; Parental Involvement; Students studying in secondary schools.

Background

The word emotion is derived from a Latin word '*Emovere*' that means a stir-up state or excitement. The emotional knowledge, skills, and intelligence hold a major key in improving education as well as professional growth. It also helps students and faculty to attain higher degrees of achievement, career success, leadership and personal well-being. To exhibit emotions is very easy but doing it at right time, at the right place with the right person and at the right degree is difficult. The management of emotion has given rise to the most talked about term "Emotional Intelligence"(EM).¹

Two American University professors John Mayer and Peter Salovey introduced this term in 1990 in their attempt to develop a scientific measure for

knowing the difference in people's ability in the area of emotions. This term rose to prominence with Daniel Goleman's 1995 book called 'Emotional Intelligence'. According to him EM is an ability to understand one's own emotion and apply the talent to make effective decisions in life. The emotional intelligence combines feelings and thinking in four related but different abilities of perceiving, using, understanding and managing emotions. Therefore, the emotionally intelligent person can harness emotions, even negative ones and manage them to achieve intended goals.²

There are 25 competencies under five dimensions such as self-awareness, emotional self-awareness, accurate self-assessment and self-confidence under the first dimension, self-regulation, self-

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control trustworthiness, conscientiousness, adaptability and innovation for second dimension. Under third dimension self-motivation, achievement, commitment, initiative and optimism are included. Social awareness, service orientation, diversity and political awareness come under the fourth and social skills, influence, communication, conflict management, and leadership, change catalyst, building bond, collaboration and cooperation.³

Psychologists stated emotional intelligence as one of the factor that influences students' learning process and evidently, it contributes significant implication towards their academic achievements. In the recent past psychologists have realized that only intelligence is not enough to achieve success in life. The Emotional Quotient (EQ) concept argues that Intelligence Quotient (IQ), or conventional intelligence is too narrow that there are wider areas of emotional intelligence that dictate and enable to explain success. Emotional intelligence contributes about 80% to success.⁴

Need of the study & Literature Review

We often find students with average abilities, excel. The baffling facts which have come into limelight are that in spite of having similar education facilities, environmental aspirations and even intelligence, academic achievements of students differ from one another. Classrooms are always filled with youngsters displaying a wide range of concerns and behavioral problems that often make learning in the classroom difficult and ineffective.⁵

A study of academic achievement of adolescent students in relation to their emotional intelligence and achievement motivation was carried out with 200 students of 9th standard from four schools by Khalsa College of Education, Amritsar, Punjab. The

results revealed a significant positive relationship ($r = 0.23$, $df = 198$, $p < 0.001$) between emotional intelligence and academic achievement. Results also showed significant positive relation between achievement motivation and academic achievement.⁶

A study was conducted to examine influence of emotional intelligence and need for achievement on interpersonal relations and academic achievement of undergraduates. Independent t-test and analysis of variance was used to analyze the data results confirming that emotional intelligence has a significant influence on interpersonal relations ($t = 1.83$, $df = 108$, $p < 0.05$). It was also confirmed that emotional intelligence has significant influence on the need for achievement among undergraduates ($t = 1.51$, $df = 108$, $p < 0.05$) and partially supported as emotional intelligence ($F = 4.61$, $p < 0.05$) and need for achievement ($F = 5.03$ had significant influence on academic achievement. However the interactive effect of emotional intelligence and need for achievement was not significant ($F = 2.15$).⁷

A study on underlying emotional intelligence in relation to level of curiosity and academic achievement of rural students in Malaysia concluded that there was a significantly positive correlation between emotional intelligence and academic achievement among the groups of 13 years ($r = 0.85$, $p < 0.01$) and of 16 years ($r = .85$, $p < .01$) old students, whereas, a negative correlation ($r = -0.70$, $p < 0.01$) was found among levels of anxiety and the students' academic achievement. Pearson correlation analysis showed that emotional intelligence levels of all the students were significantly negative in relation to anxiety level. Emotional intelligence was also significantly positive in correlation with academic achievement of all variables including students' age and gender. The

mean score of emotional intelligence within female students appeared to be higher than that of male students.⁸

A study was conducted on parental involvement and interest in schooling and science achievement of junior secondary school students. This study investigated the relative and combined influences of parental involvement and interest in schooling on science achievement. A sample of 360 students from selected secondary schools participated in the study and three instruments were used to collect data. The combined influence of parental involvement and interest in schooling accounted for 7.3% of the total variance in science achievement (R Square = 0.073, P < 0.05), which was a significant percentage. There was a significant relationship between parental involvement and science achievement ($r=+0.167$, $p<0.05$).⁹

A study was done to investigate the relationship between emotional intelligence, parental involvement and academic achievement of 500 senior secondary school students in Ibadan, Nigeria. The academic participants ranged in age between 14 and 18 years (M=16.5, SD=1.7). Results showed that both emotional intelligence and parental involvement could predict academic achievement. Similarly, there was significant positive relationship between parental involvement and academic achievement ($p<0.001$). Results also revealed that emotional intelligence and parental involvement both had significant effect on academic achievement.¹⁰

Researcher found that most students in nursing are under emotional strains as they belong to high vulnerable age group, where adolescence remains under struggle to maintain their identity. Many students expressed that they joined the same professions in which their parents are interested

against their own willingness. The greatest barrier to high academic achievement for a number of students is lack of parental involvement in their education. Hence, the investigator felt the need to find out the relationship of emotional intelligence and parental involvement.

Problem Statement

A co-relational study to assess relationship between emotional intelligence and parental involvement among students studying in nursing colleges of Amritsar, Punjab

Objectives

- To assess emotional intelligence among nursing students
- To assess the parental involvement among nursing students.
- To assess the relationship between emotional intelligence and parental involvement among nursing students.
- To associate the emotional intelligence of nursing students with their selected socio demographic variables.
- To associate the parental involvement with nursing students with their selected socio demographic variables.

Assumption

Emotional Intelligence and Parental Involvement do have a positive relation.

Research Methodology

Research Approach: A quantitative descriptive approach was used.

Research Design: Correlation research design

was adopted for the study.

Research setting: The present study was conducted in three nursing colleges namely Khalsa College of Nursing, SVM Nursing College, Mudhal and Chief Khalsa Diwan Nursing College, Amritsar.

Target population: B.Sc. Nursing 1st year students

Accessible population: B.Sc. Nursing 1st year students, who were studying in nursing colleges of Amritsar.

Inclusion Criteria: Students who were willing to participate and who were living with their parents.

Exclusion Criteria: Students residing in hostel.

Sample and Sampling technique: Proportionate stratified random sampling technique was used to select the sample. The sample size of each stratum in this technique is proportionate to the population size of the stratum when viewed against the entire population means each stratum has the same sampling fraction. Researcher has selected three nursing colleges with 80, 60 and 40 students in B.Sc. nursing and researcher selected sample with sampling fraction of $\frac{1}{2}$, every even number from class.

Development and Description of Tool

The research tool was selected and developed by keeping in mind the objectives of study, reviewing theoretical sources, previous studies, internet and thorough discussion with field experts.

PART 1: Socio demographic data (1-10 items) including age of student, gender of student, place of living, type of family, mother's education, father's education, mother's occupation and father's occupation.

PART 2: Emotional Intelligence Scale The emotional intelligence scale is a 33-item self-report

inventory by Schutte's et al, 1998 focusing on typical emotional intelligence. Respondents rate themselves on the items using a five-point scale. Total scale scores are calculated by reverse items 5th, 28th and 33th and then summing all items. Scores can range from 33 to 165, with higher scores indicating more characteristic emotional intelligence. The items comprising the subscales were based on four factors that are as follows:

Perception of emotion (items 5, 9, 15, 18, 19, 22, 25, 29, 32, 33),

Managing own emotions (items 2, 3, 10, 12, 14, 23, 28, 31),

Managing others' emotions (items 1, 4, 11, 13, 16, 24, 26, 30),

Utilization of Emotion (items 6, 7, 8, 17, 20, 27).

PART 3: Parental Involvement Checklist: Self structured checklist was prepared to assess parental involvement in previous semester of students. It contains 20 items and parents of selected students filled up this checklist.

Criterion measurement was as follows:

Emotional Intelligence: It was a Likert scale with five options including strongly agree, agree, uncertain, disagree and strongly disagree. Students were categorised in different levels of emotional intelligence such as Very good, who obtained above 80%, Good for 61% to 80%, Average for 41% to 60%, below average for 21% to 40% and Poor for below 20%.

Parental Involvement: It was a checklist used to assess the parents' involvement in their children study. If checklist showed high percentage means more than 66% then awarded as high involvement, moderate involvement with percentage between 33% to 66% and mild involvement with less than

33%.

Validity: Content validity of the demographic profile and parental involvement checklist was determined by expert's opinion. As per the guidance and suggestions from the experts, the suggested amendments were made in the tool.

Reliability: J Ciarrochi et al (2001) examined reliability measured in adolescents through Cronbach's alpha for Emotional Intelligence scale by Schutte et al, the research tool was highly reliable ($\alpha = 0.84$). Reliability of parental involvement checklist was also computed by Cronbach's alpha and it was 0.761.

Procedure of data collection: A written permission for conducting study was taken from Principal of Khalsa College of Nursing, SVM Nursing College, Mudhal and Chief Khalsa Diwan Nursing College, Amritsar. The data collection for the study was carried out from 6th March 2015 to 20th March 2015 including 100 students. Study procedure was explained to study subjects. Researcher first introduced herself to the respondent and explained the purpose of study. They were assured that their responses would be kept confidential and used only for research purpose.

Following the class attendance register as sampling frame, researcher selected the every even number student as study subject. After selection of study subjects, researcher distributed research tool, which included a checklist to assess parental involvement, a Likert scale to assess emotional intelligence and a Performa to collect their demographic data. Students completed the tool within 20-25 minutes.

Findings

Section I: Socio demographic Characteristics

Table No.1: Frequency & Percentage distribution of sample characteristics

N = 100

Variables	Frequency (n=100)	Percentage (%)
Age (in years)		
17-18	52	52
18-19	38	38
19-20	10	10
Gender		
Male	13	13
Female	87	87
Place of Living		
Rural	67	67
Urban	33	33
Type of family		
Nuclear	46	46
Joint	39	39
Extended	15	15
Mother's Education		
Never gone to school	3	3
Under matriculation	9	9
Matriculation	19	19
Senior Secondary	32	32
Graduation & above	37	37
Father's Education		
Never gone to school	0	0
Under matriculation	16	16
Matriculation	22	22
Senior Secondary	27	27
Graduation & above	35	35
Mother's occupation		
Home maker	53	53
Self employee	12	12
Private employee	14	14
Govt. Employee	21	21
Father's occupation		
Self employee	39	39
Private employee	49	49
Govt. Employee	12	12

As depicted in Table No. 1 most of the samples (52%) were in age group of 17-18 years. As per

Gender there were majority (87%) of female nursing students. Maximum (54%) of students were having rural background. Maximum students belonged to nuclear families (46%) and majority of the Mothers (37%) and Fathers (35%) were graduated. More than half i.e. 53% of the mothers' were homemaker whereas 49% of the Father's were employed in Private sector.

Section II: Emotional intelligence among nursing students

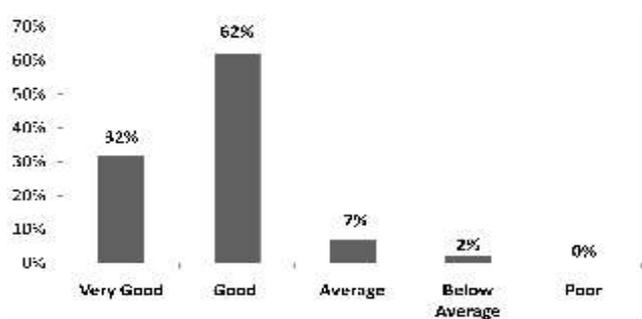


Fig 1: Percentage Distribution of Levels of Emotional Intelligence among Nursing Students

The above Fig.No.1 reveals that majority (62%) of nursing students were in good category of emotional intelligence followed by next highest percentage i.e. (32%) in very good category. The students were also found to be in Average and below average category i.e. 7% and 2% respectively.

Section III: Parental involvement among nursing students

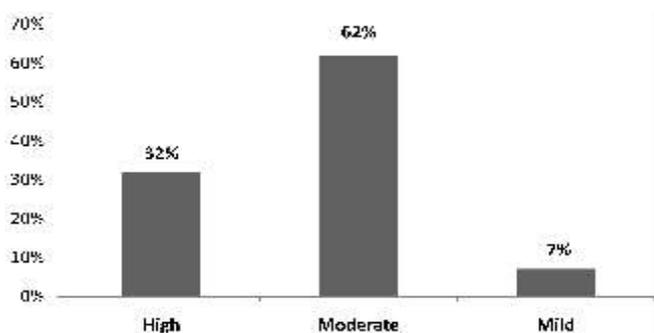


Fig 2: Percentage Distribution of Parental Involvement among Nursing Students

The study findings also concluded that the maximum (62%) of nursing students had moderate parental involvement followed by near to one third (32%) of nursing students who expressed high parental involvement with them in respect to their studies and profession whereas only 7% had mild parental involvement.

Section II: Co-relation between emotional intelligence and parental involvement among nursing students

Table No. 2: Mean, SD and Coefficient correlation between emotional intelligence and parental involvement among nursing students

Variables	N	Mean	SD	r value
Emotional Intelligence	100	73.2	28.5	r = 0.615*
Parental Involvement	100	64.7	14.3	

* $p < 0.05$

The above Table No.2 suggests the overall mean score of emotional intelligence and parental involvement which was 73.2 ± 28.5 and 64.7 ± 14.3 respectively. In order to assess relationship between emotional intelligence and parental involvement, coefficient correlation was done and it was concluded that there was a significant positive ($r = 0.615^*$, $p < 0.05$) relationship between emotional intelligence and parental involvement among nursing students which signifies that with good parental involvement the emotional intelligence increases.

Section III: Association between Parental Involvement and socio demographic variables

Among the socio demographic variables significant association was found only between type of family ($= 11.95$, $df = 4$) and parental involvement at the level $p < 0.05$.

Discussion

Co-relation between emotional intelligence and parental involvement

The coefficient of correlation revealed significant positive ($r = 0.615^*$, $p < 0.05$) relationship between emotional intelligence and parental involvement among students. This finding is congruent with the findings of the study done by Adeyemo Akinlolu David¹¹ on parental involvement, interest in schooling and school environment which were revealed as predictors of academic self-reliance among fresh secondary school students in Oyo state, Nigeria, which depicted most significant (Beta = 0.259, $t = 4.39$, $p < 0.05$) impact on parental involvement.

This finding is also congruent with results of Allen Michael and Small¹² who conducted a longitudinal study for a period of four years to assess the relationship of parental involvement, family structure and academic achievement and concluded that parents, who discussed school classes, activities and things studied and parents who attended school related events and activities associated were statistically significant with academic achievement and active parental involvement showed positive effects on academic achievement.

Conclusion

Students are the mirror of society. The professionals exhibit standard of our nation, so it is very essential to support, encourage and produce skilled professional. As the study findings revealed that emotional intelligence and parental involvement had significant positive relationship, so there is high necessity to foster awareness regarding emotional intelligence to prepare the students deal with their own and others' emotions in healthy way. Along with it time also demands to encourage parents to

involve themselves in the studies of their wards.

Conflict of Interest: None

Source of funding: The researcher did not avail funding from any source.

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Beyond Nursing:

Of Gravity and Grace ...

We all know the meanings of these two words gravity and grace. Dictionary meaning of gravity is pulling force of the earth, weightfulness, heaviness, the state or condition of being grave!! And the word 'Grace' means elegance, balance, grace of God, free and undeserved favour of god, assistance given by God to humans for their regeneration or sanctification. Grace also many other meanings; such as a short prayer as 'say grace before dinner'; 'she looks graceful'.

But what are these words doing here in this column of beyond nursing?

Yes, this time I thought that all of us, the readers of IJNS should contemplate on these two words, because "gravity ties us down and the grace lifts us up".

Gravity is our need; we need to stand firmly on the ground. We can do all worldly functions well when we have a strong balanced position on a strong ground. But there should be a limit to it. Many people spend their entire lives looking for gaining weight (power) to show to the world, because they must have some weight to throw around. In the process they get firmly bound or tied down to their physical material world that grace of the God doesn't touch them. Even the gravity (pull) of the relationships also tie people down so strongly that God's grace may not reach them, they may not be receptive to it.

However, God's grace finds you and is bestowed on you when you are ready to receive it. When you are light, not weighed down by the pull of power, material world and relationships God's grace will find you, you need not even ask for it.

Everybody in this universe wants to be happy and blissful & grace takes you into this permanent state of blissfulness. We can have both gravity as well as grace of God, if we first understand and create the limits of gravity (bindings), try to free ourselves from unnecessary attachments. By doing so we feel lighter and God's grace starts flowing into our lives.

Why not start today, take the first step towards attracting God's Grace.....

- Dr. Usha Ukande

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