

PP 29

Emotional intelligence, academic performances and associated factors among nursing undergraduates in selected government universities in Sri Lanka

Senevirathne DMND^{1*}, Meegoda MKDL²

¹Department of Nursing and Midwifery, Faculty of Allied Health Sciences, General Sir John Kotelawala Defence University, Sri Lanka, ²Department of Nursing & Midwifery, Faculty of Allied Health Sciences, University of Sri Jayewardenepura, Sri Lanka

Background: Emotional Intelligence (EI) is defined as non-cognitive intelligence on overall functioning and adaptive coping of the emotional aspects for cognitive abilities, introspection, emotional literacy, and self-awareness. Further it is considered as a main aspect which impacts on the academic performance of students particularly in the field of health.

Objective: Aim of this study was to assess the impact of EI on academic achievement of the students and socio demographic factors affecting on EI.

Methods & Materials: A cross-sectional study was conducted in four selected government universities. Systematic random sampling method was used to select the sample. Total population was 446 and the recruited sample size was 200 undergraduates except 1st year. EI was assessed using a validated self-administered Genos EI Concise Version questionnaire (consisting of seven domains; 31 questions equally weighted; total score 155). Socio-demographic data were obtained using a self-administered questionnaire and academic performance was assessed using the previous year GPA of the students who had completed the semester examinations. Ethical clearance was obtained from the Ethical Review Committee of Kaatsu International University, Sri Lanka. Analysis was done by using the SPSS version 23. Spearman rank correlation, Mann Whitney U test and the Kruskal Wallis test were employed since the data were not normally distributed.

Results: Of 200 students; 160 (80.0%) were females (mean age 24.2±2.59 years). Median total EI score was 114.0 (Females-113.0, Males-125.0; p=0.073). Median score was highest for emotional reasoning (Male-21.00, Female-19.0; p=0.04) and lowest for emotional self-control (Male-15.0, Female-14.0; p=0.067). The majority (53.5%) obtained a total EI score of 96-126. Demographic variables: gender, having siblings, family type, loss of parents, participation in extracurricular activities or, parental education were not associated with the total EI score (p>0.05) except socio economic status (p=0.028) and study year (p=0.022). A significant weak positive correlation was found with family relationship (p=0.003; r=0.214), satisfaction to study nursing (p<0.001; r=0.316) and GPA (p<0.05; r=0.493).

Conclusion: EI was associated with factors such as study year, income level, self-satisfaction of nursing program whereas age, gender, education level, parental influence did not show any significant relationship. EI had a significant positive weak correlation with the GPA.