

Emotional Intelligence and Anxiety among M. B. B. S. and B. Sc. Nursing Students

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ABSTRACT

The medical field is one of the best, reputed and respected professional fields in India and abroad. Medicine is a profession with multiple rewards and some risks. On the average these risks appear comparable with those encountered in other high stress occupations that require long and intensive preparation. The main purpose of this research was to a study of emotional intelligence and anxiety among M.B.B.S. and B.Sc. nursing students. The total sample consisted 80 students (40 M.B.B.S. and 40 B.Sc. nursing) were taken. The research tool for emotional intelligence scale was measured by Anukool Hyde, Sanjyot Pethe and Upindar Dhar and anxiety scale was measured by A.K.P. Shinha And L.N.K. Shinha were used. To check the significance difference between group t-test was applied and to check correlation between variables Karl Pearson correlation method was used. The result reveals emotional intelligence and anxiety is significance. While the correlation between emotional intelligence and anxiety reveals -0.89 negative correlation.

Keywords: Emotionale Intelligence And Anxiety.

The medical field is one of the best, reputed and respected professional fields in India and Abroad. Medicine is a profession with multiple rewards and some risk. On the average these risks appeared in other high-stress occupations that require long and intensive preparation. The information about causes of disease, types of disease, how to identify specific disease and this disease is achievable or unachievable for treatment included medicine field. The present study related to emotional intelligence and anxiety among M.B.B.S. (Bachelor of medicine and bachelor of surgery) and B.Sc. nursing (Bachelor of Science in nursing) medical professional internship students.

Integrating emotional intelligence training in to graduate medical education may according improve young physicians interpersonal and communication skill while creating environment for patients. The role of emotional intelligence in the nursing profession nurse patient's interaction is the important things in nursing field. The perception of nurses and understanding of the patient's emotions and the nurse's utilization of these perceptions to achieve the goal of complex situation towards quality patient care. Develop skills to assess patients responses to the illness this things is important for nurses. Emotional intelligence is the ability to perceive emotions to access and generate emotional and so as to promote emotional and intellectual growth (Mayer and salovey, 1977).

Two decades ago, emotional intelligence was defined as a new type of ability to carry out accurate reasoning about emotions and to use emotions and emotional knowledge to enhance thought (salovey & mayer, 1990). In recent years the term emotional intelligence remarkably expanding especially in its application in education, personal life, work and business, (Mohtashm & Siamak, 2009). It is the ability to identify, assess and control the emotions of oneself, of other and of groups.

Goleman (1998) refers to emotional intelligence as the capacity for recognizing one's own feeling and those of others, for motivating one self, and for managing emotion well in oneself and in one's relationship purely cognitive capacity measured by. I.Q. Goleman 91998) has adopted Salovey and Mayer's (1990) definition of emotional intelligence and developed a model which includes five basic emotional and social competencies that are self-awareness, self-regulation, motivation, empathy and social-skills. Goleman (1998) assert that emotional competence is a learned capability based on emotional intelligence results in outstanding performance at work. Cooper and Sawaf (1998) assert that emotional intelligence is the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence. Higgs and Dulewicz (1999) define emotional intelligence as a concept that involves achieving one's goals through that ability to manage one's own feeling and emotions, to be sensitive to, and influence other key people and to balance one's motives and drive with conscientious and ethical behavior. Gardner (1996) in his report on "Emotional Intelligence" identifies high emotional intelligence is an indispensable part of high performance leadership. Lord Devander and Alliger (1996) in

their report on “Emotional Intelligence” found that people who have high emotional intelligence will perform well under pressure and also will be a good team player.

Anxiety as the dizzying effects of freedom of paralyzing possibility of the boundlessness of one’s own existence a king of choice Danish soren Kierkegaard (1813-1855) explained. Anxiety is a qualification of dreaming spirit and as such it has its place in psychology. There are different types of anxiety. Normal (adaptive) and neurotic these are two main types of anxiety. The six most common anxiety disorders are: generalized anxiety disorder, social phobia, specific phobias, obsessive compulsive disorder, post-traumatic stress disorder, panic disorder. Anxiety is an emotional reaction of stress. A painful or apprehensive uneasiness of mind usually over an impending or anticipated ill (Merriam- Webster medical dictionary (2009).

Anxiety is the most intimate experience to man. It enters into man’s with the first breath and ends into man’s life with the last. It is the main cause of all mental disorders. The worn in psychology goes to Freud (1894). He expresses that anxiety results due to suppression of somatic sexual tensions Libido. Tillich, defined anxiety as a “reaction to threat of none bring. While according to Kierkegaard, “Anxiety is a natural outcome of the central thesis of existentialism the ontological freedom of man. Anxiety and stress are major problems of the modern world particularly of the youth and college going students who are losing their health and well being. Good health is one of the greatest resources for vitality, creativity and wealth, in contrast to poor health and negative feelings, which lead to various physical and psychological problems. Anxiety is an emotional state of mind where an apprehension of danger or loss suffering is a prominent feature. It generally arises as a result of apprehension of something unknown, which seems to create conflicts, tension and disturbances in the primitive urges. Spillberger (1996) has placed anxiety into categories, i.e. State anxiety and trait anxiety. State anxiety is a situational, which develops on account of severe demanding situation and this does last long; whereas trait anxiety has deeper roots and it refers to inherent anxiety proneness developed due to defective socialization.

Emotional intelligence is strongly related to health psychological functioning. Anxiety is debilitating conditions that greatly impair our psychological, social and emotional intelligence.

Shah Sayed Ahmed & et.al.(2017). Emotional Intelligence of Adolescents in relation to their Test Anxiety and Academic Stress. In addition, result indicates that study revealed the significance difference among gender in emotional intelligence as well as in test anxiety.

Abbas Abdullahi and Mansur Abu Talib(2015). Emotional intelligence moderator perfectionism and test anxiety among Iranian students. In addition, result indicates that study revealed the adaptive perfectionism and emotional intelligence were negatively associated with test anxiety.

Bindu John & Munira Al-sawad (2015). Perceived stress in clinical area and emotional intelligence among baccalaureate nursing students. In addition, result indicates that study revealed the overall perceived stress scores and emotional intelligence showed a negative correlation.

Hashempuour sara & Mehrad Aida (2014). The effect of anxiety and emotional intelligence on students learning process. In addition, result indicates that study revealed the students that show emotional intelligence toward different items can growth their skill in educational situation. Various expressions have been used to describe experience of emotional intelligence and anxiety.

Objectives

The main objectives of this study were as under :

1. To measure the emotional intelligence among M.B.B.S. and B.Sc. nursing students.
2. To measure the anxiety among M.B.B.S. and B.Sc. nursing students.
3. To measure the correlation between emotional intelligence and anxiety.

Hypothesis

To related objectives of this study, null hypothesis were as under :

1. There will be no significance difference in emotional intelligence among M.B.B.S. and B.Sc. nursing students.
2. There will be no significance difference in anxiety among M.B.B.S. and B.Sc. nursing students.
3. There will be no correlation between emotional intelligence and anxiety among M.B.B.S. and B.Sc. nursing students.

METHOD**Participants**

According to the purpose of present study total 80 samples has been selected. There were 40 M.B.B.S. and 40 B.Sc. nursing students were taken as a sample. From different area in Rajkot City(Gujarat).

Instruments

For this purpose the following test tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two inventory used in research.

(A) Emotional Intelligence Scale: The emotional intelligence scale was developed by Anukool Hyde, Sanjyot Pethe, and Upinder Dhar(2002). It consisted 34-item with ten dimensions. Participants were asked to response on a five point Likert scale ranging from 5 for 'strongly agree' to 1for 'strongly disagree'. The split half reliability is 0.88. The validity is 0.93.

(B) Anxiety Scale: The anxiety scale was developed by A.K.P.Sinha and L.N.K.Sinha. This scale contains 90 statements. The answers taken by 'yes' or 'no' responses. The 'yes' response indicates the proneness for anxiety. The total score obtained in the scale may very between 0 to 90. The anxiety test retest reliability of the test is 0.85 and reliability coefficient is 0.92 and validity is 0.62.

Procedure

In this study random sampling was used. Data was collected in Different area in Rajkot City. Total 80 participants were taken as a sample. They were informed about the purpose of the study. Upon initial meeting, each participants was also explained the nature of the study. Participants were informed about the confidentiality regarding information collected from them. A time for data collection was set up that was conducive for the participants. Before administering the scale, the purpose of the study was again explained to the participants. A good rapport was built with the participant for getting correct response. Some necessary instruction and guidelines were provided to them properly filing the scale. After this the both scale were provided to them and they were requested to fill up the both scale as per the instructions given in the scales. After completion of the scale participants returned the scale and they were thanked for their participation and co-operation.

Research Design

The aim of present research was to a study of emotional intelligence and anxiety among M.B.B.S. and B.Sc. nursing students. For this total 80 samples were taken with used random method. To check significance difference between groups t-test was used. Check relation between Pearson Correlation r-method was used.

Result and Discussion

The main object of present study was to measure the emotional intelligence and anxiety among M.B.B.S. and B.Sc. nursing students. In it statistical t-test method was used. To check correlation between emotional intelligence and anxiety Karl Pearson 'r' method was used.

Result discussion of Present study is as under:

Variable	N	Mean	SD	t	Sig.
M.B.B.S.	40	22.28	7.96	8.50	0.01
B.Sc. nursing	40	15.88	5.88		

Sig. Level = 0.05=1.99
0.01=2.64
NS =Not Significant

The table-1 indicates that the mean score of emotional intelligence among M.B.B.S. Students are 22.28 and B.Sc. nursing Students are 15.88. The standard deviations for M.B.B.S. Students are 7.96 and B.Sc. nursing Students are 5.88 respectively. The t-value was 8.50. Which were significance difference at 0.01 level. So we can say that first hypothesis was rejected.

Variable	N	Mean	SD	t	Sig.
M.B.B.S.	40	20.51	7.33	7.20	0.01
B.Sc. nursing	40	31.33	11.18		

Sig. Level = 0.05 = 1.99
0.01=2.64
NS = Not Significant

The table-2 indicates that the mean score of anxiety among M.B.B.S. Students are 20.51and B.Sc. nursing Students are 31.33. The standard deviations for M.B.B.S. Students are7.33 and B.Sc. nursing Students are

11.18 respectively. The t-value was 7.20. Which was significance difference at 0.01 level. So we can say that second hypothesis was rejected.

Variables	N	Mean	r	Sig.
Emotional Intelligence	80	19.08	-0.89	0.01
anxiety	80	25.92		

Sig. Level = 0.05= 0.21
0.01=0.28
NS = Not Significant

According to table-3 the result obtained negative correlation between emotional intelligence and anxiety. It was 0.89 negative correlations between emotional intelligence and anxiety. It means emotional intelligence decrease anxiety increases and emotional intelligence increase anxiety decrease.

Conclusion

We can conclude by date analysis as follows.

There was significance difference in emotional intelligence among M.B.B.S. and B.Sc. nursing students. There was significance difference in anxiety among M.B.B.S. and B.Sc. nursing students. The correlation between emotional intelligence and anxiety is 0.89. which is negative correlations. It means emotional intelligence decrease anxiety increase and emotional intelligence increase anxiety decrease.

Limitation of the Research

This study had several limitations that can be addressed by future research. Firstly, the participants consist only M.B.B.S. students and B.Sc. nursing students of the different areas in Rajkot City. So it is not representative of all other city M.B.B.S. students and B.Sc. nursing students. Hence, one more representative participant might yield different result, for example, a participant from different city of Gujrat might show significance interaction effects of different city.

Suggestions

Endeavour can be executed to analyze more than 80 data of sample with efficacy to attain better results. For the accumulation of information, variegated methods except questionnaire can be adopted. Selection of sample can be accomplished with the intake of different M.B.B.S. students and B.Sc. nursing students from different state and district to ascertain in their emotional intelligence and anxiety. To crown the research work other method of selecting sample can be appropriated.

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