



## A STUDY TO ASSESS THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ADJUSTMENT LEVELS OF NURSING STUDENTS IN A SELECTED COLLEGE IN MANGALORE

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### ABSTRACT

*This study explores the relationship between emotional intelligence (EI) and adjustment levels among 1st- and 2nd-year Bachelor of Science (B.Sc.) nursing students at a selected college in Mangalore, Karnataka. Emotional intelligence refers to the ability to recognise, understand, and manage emotions effectively, which is crucial in managing academic stress and building resilience in the demanding field of nursing. Using a descriptive correlational survey design, data were collected from 100 nursing students through rating scales for EI and adjustment levels. The findings revealed a low negative correlation between EI and adjustment levels, indicating that higher EI is associated with improved adjustment. This study underscores the importance of integrating EI enhancement programmes into nursing curricula to promote better academic and professional performance.*

### Objectives:

- 1. To identify the level of emotional intelligence of the nursing students by using a rating scale.*
- 2. To assess the adjustment level of nursing students by using a rating scale.*
- 3. To identify the relationship between emotional intelligence and adjustment levels of nursing students.*

### Method:

*A descriptive correlational survey approach was used in this study. The study was conducted in a selected college of Mangalore in Karnataka state. The sample was selected by simple random sampling technique. Data were collected on 20-10-2023 using a rating scale and analysed by descriptive and inferential statistics.*

### Results:

*The Demographics: The majority of participants were females (97%) and aged 19-20 years.*

*Emotional Intelligence Levels: About 74% of students exhibited high EI, while 26% displayed moderate EI.*

*Adjustment Levels: Most students (96%) demonstrated satisfactory adjustment levels, while 4% had good adjustment.*

*Correlation: A low negative correlation (-0.145) was observed between EI and adjustment levels, which was statistically significant at the 0.05 level.*

*Conclusion: A negative correlation was observed between EI and adjustment levels. Thus, it can be inferred that the academic performance and well-being can be enhanced.*

*Key words: Emotional Intelligence, Adjustment Level, Nursing Students, Academic Stress, Student Well-being, Emotional Resilience*

### INTRODUCTION

Emotional intelligence (EI) plays a crucial role in managing emotions, building resilience, and adapting to challenges, especially in demanding fields like nursing. Nursing students face significant academic, clinical, and personal pressures, making their ability to adjust essential for success. Higher EI has been linked to better stress management and improved adjustment, yet it remains underemphasised in nursing education. This study investigates the relationship between EI and adjustment levels among nursing students, aiming to provide insights that can suggest strategies to enhance their well-being and academic performance.



## NEED FOR THE STUDY

The transition from adolescence to adulthood is a challenging phase, especially for nursing students, who face significant academic, clinical, and emotional stress. Studies show that emotional intelligence is critical in managing stress, fostering resilience, and improving professional success. However, despite its importance, EI is often overlooked in nursing education, leading to challenges in adjustment and coping mechanisms. This study was undertaken to assess the relationship between emotional intelligence and adjustment levels, aiming to identify ways to enhance nursing students' well-being and academic performance through targeted interventions.

## OBJECTIVES

1. To identify the level of emotional intelligence of the nursing students by using a rating scale.
2. To assess the adjustment level of nursing students by using a rating scale.
3. To identify the relationship between emotional intelligence and adjustment levels of nursing students.

## METHODOLOGY

**Research Approach:** A descriptive correlational survey design was adopted. The study utilised a simple random sampling method to select 100 students (50 each from 1<sup>st</sup>- and 2<sup>nd</sup>-year B.Sc. nursing programmes) from a nursing college at Mangalore. Emotional intelligence and adjustment levels were assessed using structured rating scales. Data were analysed using descriptive and inferential statistics, including Karl Pearson's correlation coefficient, to determine the relationship between EI and adjustment levels.

**Research Design:** The study utilised a descriptive correlational survey design to examine the relationship between emotional intelligence and adjustment levels among nursing students. This design was chosen as it allows for the identification of relationships between variables without manipulation.

**Setting of the Study:** The study was conducted in a selected college of nursing at Mangalore, Karnataka, which is affiliated with the Rajiv Gandhi University of Health Sciences (RGUHS). The college offers undergraduate and postgraduate nursing programmes enrolling approximately 450 students.

**Population:** The target population consists of 100 nursing students.

**Sample:** 100 nursing students of 1st-year and 2nd-year B.Sc. nursing.

**Sampling Technique:** Sampling is the process of selecting a representative part of the population. Using simple random sampling 100 students were selected as the sample for the study.

### Data Collection Instruments:

The final tool comprises three parts: —

**Part 1: Demographic proforma:** This tool has 9 items such as Age, Gender, Religion, Father's educational status, Mother's educational status, Occupation of father, Occupation of mother, Number of siblings, and Ordinal status among siblings.

**Part 2: Rating scale for assessing EI:** The tool consisted of 40 items and each item had 4 options such as strongly agree, agree, disagree and strongly disagree. The items were scored from 1-4 and maximum score was 160.



The scores were arbitrarily classified as: —

Levels of emotional intelligence	Scores
High emotional intelligence	121 - 160
Moderate emotional intelligence	80 - 120
Low emotional intelligence	1 - 79

**Part 3: Data Collection Procedure:** Permission was obtained from the college administration to conduct the study. Participants were informed about the purpose of the study and were assured of confidentiality. Data collection was conducted on 20th October 2023. Students were gathered in their respective classrooms and provided with the structured rating scales for emotional intelligence and adjustment levels. The investigator ensured that all queries were addressed and thanked the participants for their cooperation.

## RESULTS

It deals with the analysis and interpretation of data collected from 100 nursing students of a selected college of nursing at Mangalore. The principal aim of the students was to assess their emotional intelligence and adjustment levels.

### Organisation of the findings: —

**Section I: Description of demographic proforma:** Majority of samples (45%) were at the age of 20 years and more than half of samples were females (97%). Most of the parents' education was higher secondary (42%) and (60%) were self-employed. More than half (53%) had one sibling and with regard to birth order (46%) were first born.

**Section II: Emotional intelligence and adjustment levels of the sample.** Majority (74%) of sample had high emotional intelligence and only (26%) had moderate emotional intelligence.

Level of emotional intelligence	Score Range	Percentage	Mean score	SD
High emotional intelligence	121-160 (76-100%)	74%	115.97	22.67
Moderate emotional intelligence	80-120 (50-75%)	26%		

Maximum score: 160

### Section III: Description of adjustment problem of nursing students.

Level of adjustment	Score Range	Percentage	Mean score	SD
Poor	1 - 61 (0 - 50%)	0%	78.76	22.55
Satisfactory	62 - 93 (50 - 75%)	96%		
Good	94 - 124 (76 - 100%)	4%		

Maximum score: 124

**Section IV: Relationship between EI score and adjustment level of nursing students.** Karl Pearson correlation coefficient was used to find out the correlation between EI and adjustment problem.

Variables	Mean Score	SD	r Value	Inference
EI	115.97	22.67	-0.145	Low negative
Adjustment level	78.76	22.55		

There is a low negative correlation between emotional intelligence and adjustment level. The obtained 'r' value (-0.145) is statistically significant at 0.05 level.



## DISCUSSION

The findings indicate that students with higher EI are better equipped to manage academic and social challenges. This aligns with prior research demonstrating that EI fosters resilience, stress management, and effective interpersonal interactions, all of which contribute to improved adjustment in nursing students.

## CONCLUSION

This study confirms a relationship between EI and adjustment levels among nursing students. It recommends incorporating EI training into nursing education to address adjustment challenges, thereby enhancing academic performance and well-being.

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