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A CORRELATIONAL STUDY BETWEEN RESILIENCE AND EMOTIONAL INTELLIGENCE AMONG NURSING STUDENTS

Pramilaa R

Principal, Chirayu College of Nursing, CMCH Campus Near, Bairagarh, Bhopal, Madhya Pradesh, India.

ABSTRACT

Introduction: High emotional intelligence offer choices to students to gain insight into their goals and cope up with competitive threats, while highlighting the optimism in the environment and create space for personal achievements. Few authors presume that resilience is not only hostile to injuries or terrifying conditions but also it is dynamic and beneficial participation of the person in his surrounding environment and capacity to accomplish biomental equilibrium in family situations. The objectives of the study were to: i) assess the resilience and emotional intelligence scores among nursing students; ii) correlate between resilience and emotional intelligence scores among nursing students; and iii) associate the level of resilience and emotional intelligence with selected demographic variables. Methodology: The research design adopted was descriptive, correlational study. The population constituted all students in the college of nursing. Convenience sampling technique was sought. A total of 320 participants were the sample size. The tools utilized for the study were Brief Resilience Scale (BRS) to measure resilience. Emotional intelligence was measured using Wang and Law Emotional Intelligence scale. The reliability of BRS was found to be 0.74 and Wang and Law Emotional intelligence scale was 0.71. Data collection was advanced after obtaining permission from Research Advisory Committee and informed consent from the participants. The tools were distributed to the participants and self reports were gathered. Data was analyzed with the help of Statistical Package for Social Sciences (SPSS) version 20. Results: The mean of resilience and emotional intelligence was 3.036 and 5.371, respectively. Pertaining to levels of variables, majority (51.3%) self reported to have medium resilience and 48.4% low resilience. And majority 71.9% self reported to have high emotional intelligence and 28.1% had medium emotional intelligence. The correlation between brief resilience and emotional intelligence was not significant. **Conclusion:** This finding remains as a useful indicator in designing training programs to foster resilience among nursing students. And that would enhance in the accumulation of intellectual, social and counteract emotional decay. Additionally, the strength developed intellectually when resilience binds with EI results in holistic development of individuals.

Key words: Emotional intelligence, resilience, Brief Resilience Scale, Wang and Law Emotional intelligence scale, nursing students.

INTRODUCTION

Emotional Intelligence (EI) may well be straightly anchored to resilience, such that emotionally intelligent behavior in hard situations is flexible [1]. Authors theorize that people with higher EI survive desirably with emotional demands of stressful confronts because they are able to 'precisely recognize and evaluate their emotions, know how and when to convey their emotions and can masterly synchronize their mood states'

[2]. EI refers to the psychological task that takes into account of the control and management of emotions and is incorporated with internalized and externalized disorders [3,4]. It also fosters to diminish emotional unfairness in human beings. Undeniably, EI is the predominant point of the productive operation in the domains of impulse control, coping with stress and time management that does not often perform at one's own free will but also encompass involuntary and unconscious extents [5,6]. EI

can be manipulated in the circumstances of interpersonal conflict, interpersonal interactions, organization of rejuvenation and handling with social pressures [7]. All individuals naturally encounter stressful incidents and deranging experiences right through their life, but they are peculiar in displaying response to these experiences and organize the incidents and this matter is determined on the management style and EI [8].

Pertaining to resilience, a few authors addressed convergence over various research methodologies designate resilient people have optimistic and vibrant perspectives to life, are mysterious and unbolted to new encounters, and are signalized by giant optimistic emotionality [9]. Supplementary evidence proposes that high resilient persons ardently inculcate their optimistic emotionality by judiciously extracting positive emotions through the maneuver of humor, relaxation techniques and optimistic thinking [10].

Resilience is an amalgamation of adaptation and stress coping skills and that can be earned by persons [11]. This fashion is constructed on the robustness based outlook and recommends the person's ability in handling with issues and hazards and it can be postulated that resilience is the reverse of frangibility and individuals with towering resilience are slightly overblown by psychological injuries [12]. Several studies designate the correlation between EI and resilience. Authors presume that resilience is not only hostile to injuries or terrifying conditions but also it is dynamic and beneficial participation of the person in his surrounding environment and capacity to accomplish bio-mental equilibrium in family situations [13]. A study finding affirms that resilient individuals have the capacity to enlarge a set of coping skills which reinforce them in difficult situations [14].

Another study denotes the finding that individuals with huge self determination are resilient. These individuals enjoy the attributes such as a sense of self, self efficacy, positive inclination in the direction of future, command of negative emotions and etiquettes, communication skills, positivity, an origin of internal control, single-mindedness, help, emotional management and suitable coping skills [15]. And high EI offer choices to students to gain insight into their goals and cope up with competitive threats, while highlighting the optimism in the environment and create space for personal achievements. In the light of aforesaid studies, the investigator had attempted to assess the resilience and emotional intelligence of nursing students and ascertain if relationship exists between these two variables.

Statement of problem:

A correlational study between resilience and emotional intelligence among nursing students at selected college of Nursing, Bhopal

Objectives:
1. Assess the resilience and emotional intelligence scores among nursing students
2. Correlate between resilience and emotional intelligence scores among nursing students
3. Associate the level of resilience and emotional intelligence with selected demographic variables

Methodology: The research approach adopted for the study was quantitative and research design was descriptive, correlational study of non- experimental type. The study was performed in Lecture Halls of Chirayu College of Nursing. The population constituted all students in the said setting. Convenience sampling technique was sought. All the students present during the data collection period were encompassed in the study. A total of 320 participants were the sample size. The tools utilized for the study were Brief Resilience Scale (BRS) to measure resilience. It comprises of 6 items with five point Likert scale. Scores range from 1 to 5. Emotional intelligence was measured using Wang and Law Emotional Intelligence scale. It is formed of 16 items with 7 point Likert scale. Scores range from 1 to 7. The reliability of BRS was found to be 0.74 and Wang and Law Emotional intelligence scale was 0.71 using Cronbach's alpha method for both the tools. Data collection was advanced after obtaining permission from Research Advisory Committee and informed consent from the participants. The tools were distributed to the participants and self reports were gathered. The study was conducted during May and June 2018. Data was analyzed with the help of Statistical Package for Social Sciences (SPSS) version 20.

Results:
The results are organized in accordance to the objectives.

Table 1 displays the characteristics of participants included in the study.

Table 2 depicts the mean and standard deviation of two variables. The mean of resilience and emotional intelligence was 3.036 and 5.371, respectively.

Table 3 demonstrates that only 0.3% of the participants have high resilience. Almost 51.3% of the participants have medium resilience and 48.4% participants with low resilience. The average resilience was 3.036 with standard deviation 0.532. The minimum and maximum resilience was 1.50 and 4.67, respectively.

Table 4 denotes that 71.9% of the participants have high emotional intelligence and 28.1% of the participants have medium emotional intelligence. The average emotional intelligence was 5.371 with standard deviation 0.735. The minimum and maximum emotional intelligence was 1.38 and 7.00, respectively.

Table 5 highlights that the correlation between brief resilience and emotional intelligence was not significant. It indicates that resilience was not increasing

with increase in emotional intelligence or resilience was not decreasing with decrease in emotional intelligence. (years), gender, placement, exercise and social and community activities.

Table 7 displays that emotional intelligence was

Table 6 depicts that brief resilience was not significantly associated with the variables except age not significantly associated with the demographic variables except for gender.

Table 1: Distribution of Demographic Variables

N=320

Demographic Variables	Frequency	Percent
Age (Years)		
17 - 19	136	42.5%
20 - 22	155	48.4%
> 22	29	9.1%
Gender		
Male	66	20.6%
Female	254	79.4%
Program		
GNM	95	29.7%
P.B.BSc	15	4.7%
B.Sc(N)	210	65.6%
Exercise	200	62.5%
Relaxation	128	40.0%
Social and Community Activities	217	67.8%
Healthy LS	298	93.1%
Support	313	97.8%

Table 2: Mean and Standard deviation of resilience and emotional intelligence

N=320

Variables	Mean	SD
Brief Resilience	3.036	0.532
Emotional Intelligence	5.371	0.735

Table 3: Distribution of level of Brief Resilience

N=320

Brief Resilience	Frequency	Percent
High	1	0.3%
Medium	164	51.3%
Low	155	48.4%

Table 4: Distribution of level of Emotional Intelligence

N=320

Emotional Intelligence	Frequency	Percent
High	230	71.9%
Medium	90	28.1%
Low	0	0.0%

Table 5: Correlation between Brief Resilience and Emotional Intelligence

N=320

	Mean	SD	Correlation	p - value
Brief Resilience	3.036	0.532	0.039	0.485
Emotional Intelligence	5.371	0.735		

Table 6: Association between Brief Resilience and Demographic Variables

N=320

Demographic Variables	Brief Resilience		Total	Chi-square	df	p - value
	Medium	Low				
Age (Years)						
17 - 19	59 (43.4%)	77 (56.6%)	136			
20 - 22	90 (58.1%)	65 (41.9%)	155	6.419	2	0.040
> 22	16 (55.2%)	13 (44.8%)	29			
Gender						
Male	42 (63.6%)	24 (36.4%)	66			
Female	123 (48.4%)	131 (51.6%)	254	4.853	1	0.028
Program						
GNM	50 (52.6%)	45 (47.4%)	95			
P.B.BSc	9 (60.0%)	6 (40.0%)	15	0.570	2	0.752
B.Sc(N)	106 (50.5%)	104 (49.5%)	210			
Exercise						
No	53 (44.2%)	67 (55.8%)	120			
Yes	112 (56.0%)	88 (44.0%)	200	4.205	1	0.040
Relaxation						
No	105 (54.7%)	87 (45.3%)	192			
Yes	60 (46.9%)	68 (53.1%)	128	1.877	1	0.171
Social and Community Activities						
No	38 (36.9%)	65 (63.1%)	103			
Yes	127 (58.5%)	90 (41.5%)	217	13.087	1	0.000
Healthy LS						
No	11 (50.0%)	11 (50.0%)	22			
Yes	154 (51.7%)	144 (48.3%)	298	0.023	1	0.879
Support						
No	3 (42.9%)	4 (57.1%)	7			
Yes	162 (51.8%)	151 (48.2%)	313	0.217	1	0.716
Total	165 (51.6%)	155 (48.4%)	320			

Table 7: Association between Emotional Intelligence and Demographic Variables

N=320

Demographic Variables	Emotional Intelligence		Total	Chi-square	df	p - value
	High	Medium				
Age (Years)						
17 - 19	95 (69.9%)	41 (30.1%)	136			
20 - 22	113 (72.9%)	42 (27.1%)	155	0.584	2	0.747
> 22	22 (75.9%)	7 (24.1%)	29			
Gender						
Male	54 (81.8%)	12 (18.2%)	66			
Female	176 (69.3%)	78 (30.7%)	254	4.067	1	0.044
Program						
GNM	63 (66.3%)	32 (33.7%)	95			
P.B.BSc	11 (73.3%)	4 (26.7%)	15	2.072	2	0.355
B.Sc(N)	156 (74.3%)	54 (25.7%)	210			
Exercise						
No	86 (71.7%)	34 (28.3%)	120			
Yes	144 (72.0%)	56 (28.0%)	200	0.004	1	0.949
Relaxation						
No	135 (70.3%)	57 (29.7%)	192			
Yes	95 (74.2%)	33 (25.8%)	128	0.580	1	0.446

Social and Community Activities					
No	71 (68.9%)	32 (31.1%)	103	0.651	1	0.420
Yes	159 (73.3%)	58 (26.7%)	217			
Healthy LS					
No	18 (81.8%)	4 (18.2%)	22	1.155	1	0.336
Yes	212 (71.1%)	86 (28.9%)	298			
Support					
No	6 (85.7%)	1 (14.3%)	7	0.678	1	0.678
Yes	224 (71.6%)	89 (28.4%)	313			
Total	230 (71.9%)	90 (28.1%)	320			

DISCUSSION:
Characteristics of demographic variables:
Majority 48.4% of the participants belonged to the age group of 20-22. Relating to gender, 78.4% were females. Pertaining to program, 65.6% was doing B.Sc Nursing. With regard to the habit of exercise 62.5% reported that they do physical exercise daily; 40% of them practice relaxation techniques; 67.8% of them participate in social and community activities; 93.1% of participants reported that they practice healthy lifestyle; and 97.8% of them reported to have good support system.

Assessment of scores of resilience and emotional intelligence:
The mean score of resilience was 3.03 and majority 51.3% students self reported to have medium resilience and 48.4% low resilience. And the mean score of emotional intelligence was 5.37 and unlike resilience, majority 71.9% self reported to have high emotional intelligence and 28.1% had medium emotional intelligence. In contrast to the present study finding, a study demonstrated 22% nursing students scored above average EI [16]. Yet, another study conducted among mental health professionals on these variables revealed average level of EI and high levels resilience [17]. This is again contrast to the present study findings.

Correlation between resilience and emotional intelligence:
The findings revealed that correlation was not significant between these two variables. But there are several studies that demonstrated significant correlation. A study conducted between emotional intelligence and grade point average showed significant correlation [16]. Yet, another study demonstrated significant relationship between emotional intelligence and resilience of women college students at Chennai, Tamil Nadu [18]. Another study also showed significant relationship between EI and resilience and found that the more EI, greater was the probability that students became resilient in the face of adversity which was contrast to the present study finding [19].

Association between resilience and emotional intelligence with demographic variables:
The findings demonstrated that brief resilience was significantly associated with age (years), gender, placement, exercise and social and community activities and not significant with other variables; and emotional intelligence was not significant with demographic variables except for gender.

CONCLUSION:
The findings of the present study have paved a broad way to come up with further studies to gain insight on the factors impeding the students to utilize their EI to manage hassling situations. While comparing the present study findings with previous studies, surprisingly the EI scores obtained were giant high. On the contrast, their resilient scores were low reflecting their inability to cope with situations which is considered as vital for all nurses. This finding remains as a useful indicator in designing training programs to foster resilience among nursing students. And that would enhance in the accumulation of intellectual, social and counteract emotional decay. Additionally, the strength developed intellectually when resilience binds with EI results in holistic development of individuals. Thus, educational leaders must provide utmost attention to the psychological requirements of the students that decreases their stress levels, makes them resilient to stress and create towering extents of psychological adaptations and may foster in sound and vibrant Nation building.

Recommendations:
1. Similar studies with few more variables fostering academic achievement could be conducted
2. Study of factors influencing each variable can help in designing teaching methodologies and add co-curricular events correspondingly.

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