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A descriptive correlational study was conducted to evaluate the association between assertive behavior and emotional intelligence in nursing students at a particular nursing college in Madurai, India.

1.Dr. Gopinath Subramanian, Principal, Mythili College of Nursing, Nellore

2.Dr. ArulValan.P, Professor, Dr. Kumaraswami Health Centre College of Nursing

Abstract

A descriptive correlational study was conducted to evaluate the association between assertive behavior and emotional intelligence in nursing students at a particular nursing college in madurai, India. The study aimed to determine the association between nursing students' assertive behavior and emotional intelligence as well as to evaluate the degree of emotional intelligence and assertive behavior among nursing students. To choose 50 individuals, non-probability convenient sampling was employed. Following formal written approval from the principal, the researcher compiled a list of nursing students who met the sampling criteria and, with their oral consent, chose 50 subjects. Using Google Forms as a platform, the researcher gathered data by evaluating the degree of assertive conduct and emotional intelligence using the Robert E. Alberti assertiveness questionnaire and the Schutte self-report rating scale. Each participant had 30 minutes to complete the data collection. Three experts determined the tool's validity and reliability. According to the study's findings, six (12%) of the individuals had low emotional intelligence, twenty-five (50%) had moderate emotional intelligence, and nineteen (38%) had high emotional intelligence. Additionally, it was discovered that 12 (24%) of them had very assertive behavior, 28 (56%) displayed moderately assertive behavior, and 10 (20%) displayed less assertive behavior. This study discovered a correlation between the degree of assertive behavior and the emotional intelligence level. There was a positive link between the variables, as indicated by the correlation coefficient value of $r=0.284$ between the emotional intelligence and assertive behavior levels.

Keywords: *Emotional Intelligence; Assertive Behavior; Nursing.*

Introduction

Adolescence is a stage of life that is characterized by certain rights and requirements in terms of health and development. It is also a period to acquire knowledge and skills, learn how to manage emotions and relationships, and acquire characteristics and capabilities that will be necessary for enjoying the years of adolescence and taking on adult responsibilities. Each and every society acknowledges that there is a distinction between the stages of childhood and the stages of adulthood. The manner in which this transition from infancy to adulthood is defined and acknowledged varies from culture to culture



and over the course of history. Today, the goal of nursing education, which is intended to educate those who may one day become members of the nursing profession, is to instill in them a high sense of self-esteem, self-confidence, and self-compassion, as well as independence, assertiveness, and the ability to form positive relationships with other people. Only with the implementation of a modern curriculum that provides students with support throughout the educational process and gives those in charge the ability to make arrangements that take into consideration the personalities and requirements of each individual can this objective be accomplished. The incorporation of lessons on emotional intelligence into nursing curricula has been suggested by a number of academics as a means of enhancing the educational preparation of nurses. However, there is a lack of knowledge on the connection between emotional intelligence and nursing performance in nursing students. According to Lisa, J.M (2004),"Emotional maturity brings with it a capacity for independence, the willingness to take action as for agent along with the capacity affiliate; it's freely initiate and sustains loving relationships.":

Positive results for nursing students have been linked to emotional intelligence (EI), which stands for emotional intelligence. There is a correlation between higher emotional intelligence and improved personal well-being and stress management, as well as improved academic performance, enhanced nursing leadership and practice performance, and increased patient safety.⁴ According to one definition, emotional intelligence (EI) is "the ability to monitor one's own emotions as well as the emotions of other people, to differentiate between different emotions and label them appropriately, and to use emotional information to guide thinking and behavior." The following are the components or factors that are most commonly associated with emotional intelligence: the ability to perceive, comprehend, utilize, and control one's emotions. It is crucial for people in a variety of professions, including management professionals, business executives, doctors, advocates, and even students, to be able to recognize, utilize, and better control their emotions in their day-to-day work. Overall, healthcare is not supplied by a single person but rather by a group of people working together. It is expected of the doctor, who serves as the head of the healthcare team, that they would be able to properly manage not only oneself but also the other members of the team in order to achieve success as competent practitioners. As a result, there has been a change in people's ways of thinking, moving away from individual accomplishment and toward team accomplishment.

After doing research on the relationship between emotional intelligence and the ability to deal with stress in students, Salovay et al. (2002) came to the conclusion that there is a substantial beneficial connection between knowing emotional intelligence and both interpersonal performance and psychological performance.



According to the findings of Mayer and Salovey's research, which involved the examination of hundreds of adults and adolescents, it was shown that adults have superior emotional intelligence skills to those of teenagers. From childhood to maturity, emotional intelligence is said to increase together with the passage of time and the accumulation of experience, according to Mayer (cited in Goleman). Rey et al. (2011) discovered that the presence of self-esteem is positively correlated with emotional intelligence, which in turn positively accounts for life happiness. They discovered that there was a large direct and indirect connection between life happiness and self-esteem, and that mood clarity and emotional recovery were significantly linked to this connection. In addition, emotional intelligence plays a part in the development of communication skills, the quality of job satisfaction, academic and clinical performance, the reduction of stress and burnout, the maintenance of patient happiness, and the development of a positive relationship between the doctor and the patient. When it comes to interpersonal behavior, assertiveness may be defined as a behavior that promotes the idea that all individuals involved in a relationship are equally significant. All medical practitioners, including midwives, are required to interact with patients and provide care for them. This will occasionally include facilitating conversations that call for skilled negotiating and assertiveness on the part of the intermediary. Nevertheless, the incorporation of assertiveness education into the curriculum of undergraduate midwifery programs has not been generally accepted. There is a correlation between assertiveness and the acceptance of responsibility for behavior, as well as the maintenance and enhancement of self-esteem and self-confidence. Individuals who are assertive report higher levels of contentment with their lives. The results of the numerous clinical studies demonstrated that teaching emotional intelligence has a significant impact on the ability of pupils to deal with stress, on the improvement of mental health, and on the enhancement of psychological adjustment in females who have run the streets. In addition, there is a correlation between emotional intelligence and a reduction in behavioural issues and aggressive behavior among pupils, as well as an increase in assertive behaviour and positive belief in runaway juvenile participants.

1.1. Problem statement

A descriptive correlational study was conducted to evaluate the association between assertive behaviour and emotional intelligence in nursing students at a particular nursing college in Madurai, India.

1.2. Objectives

- To assess the level of emotional intelligence among nursing students
- To assess the level of assertive behavior among nursing students
- To find out the relationship between emotional intelligence and assertive behaviour among nursing students.



- To find out the association between the level of emotional intelligence among nursing students with their selected demographic variables.
- To find out the association between the level of assertive behaviour among nursing students with their selected demographic variables

1.3. Hypothesis

H0: There is no relationship between level of emotional intelligence and level of assertive behaviour among nursing students.

2. Methods and Materials

The research design that was chosen for this study was the descriptive correlational research design. In order to pick fifty individuals, a non-probability convenient sampling method was utilized. After receiving official written approval from the Principal, the investigator picked a list of nursing students who met the sampling requirements. After receiving oral agreement from the participants, the investigator chose fifty of them to participate in the study. Utilizing Google forms as a platform, the investigator collected the data by employing the Schutte self-report rating scale to evaluate the amount of emotional intelligence. Additionally, the investigator utilized the Robert E. Alberti assertiveness questionnaire to evaluate the level of assertive behavior. Both of these instruments were utilized in order to collect the data. A total of thirty minutes was allotted to each participant for the purpose of data gathering. A total of three specialists were responsible for determining the tool's reliability and validity.

2.1. Description of Tool

The tool consists of three sections.

Section A: Demographic information of the samples.

Section B: Schutte self-report Scale to assess the level of emotional Intelligence. This scale consists of 33 items on five-point scale inventory with four factors to analyse Perception of Emotion, Managing own Emotions, Managing Others Emotion and Utilization of Emotions.

Section C: Robert Assertiveness inventory to assess the level of assertive behaviour. This rating scale consists of 35 items in the areas of non-assertiveness behaviour and aggressive behaviour.

3. Results and discussion

3.1. Major findings of the study

Thirty-six percent of nursing students are between the ages of seventeen and nineteen, thirty-six percent are between the ages of twenty-two and twenty-four, and eleven percent are between the ages of twenty-three and twenty-five. They were 45 (90%) females and 5 (10%) males. The males made up 10% of the total. Seventy percent of them were enrolled in the Bachelor of Science in Nursing Final Year program, nineteen percent were enrolled in the Bachelor of Bachelor of Science in Nursing

program, and twelve percent were enrolled in the Master of Science in Nursing program. Five of their fathers, or ten percent, did not have any formal education. 34 of their fathers had completed their secondary school, and 11 of them had graduated with a degree level. This represents a percentage of 68 percent. Five of their mothers, or ten percent, did not have any formal education. Thirty-five of their mothers had completed their secondary school, and ten of them had graduated with a degree. This proportion represents seventy percent. Only 18 of their fathers, or 36%, were involved in business. Out of their fathers, sixteen (32%) were farmers, and sixteen (32%) of their fathers were engaged in other forms of employment. Three of their mothers, or six percent, were involved in business. There were 41 mothers who were housewives, which accounts for 82% of their mothers, and there were 6 mothers who had other jobs. A total of thirty-five percent of them received support from their friends, thirty-two percent received help from their parents, and three percent received assistance from both their parents and other sources of support.

.Level of Emotional Intelligence among nursing students at a selected Nursing college

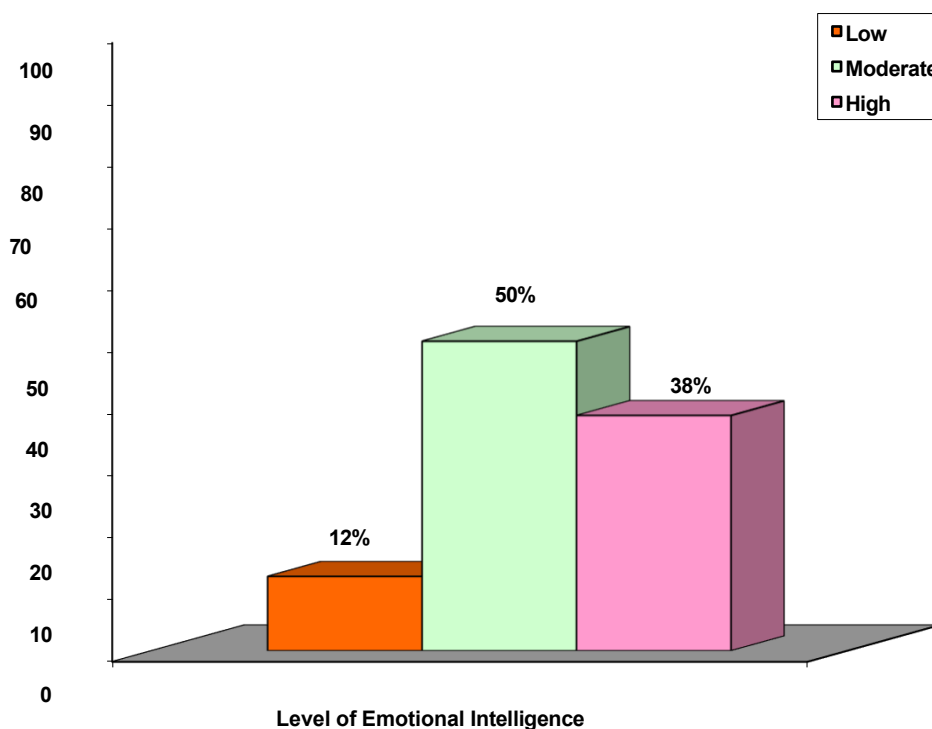


Fig. 1: Percentage Distribution of Samples According to Their Level of Emotional Intelligence Figure-.1 Shows That, 6 (12%) Had Low Level of Emotional Intelligence, 25 (50%) Had Moderate Level of Emotional Intelligence and 19(38%) Had High Level of Emotional Intelligence.

Level of Assertive behaviour among nursing students at a selected Nursing college

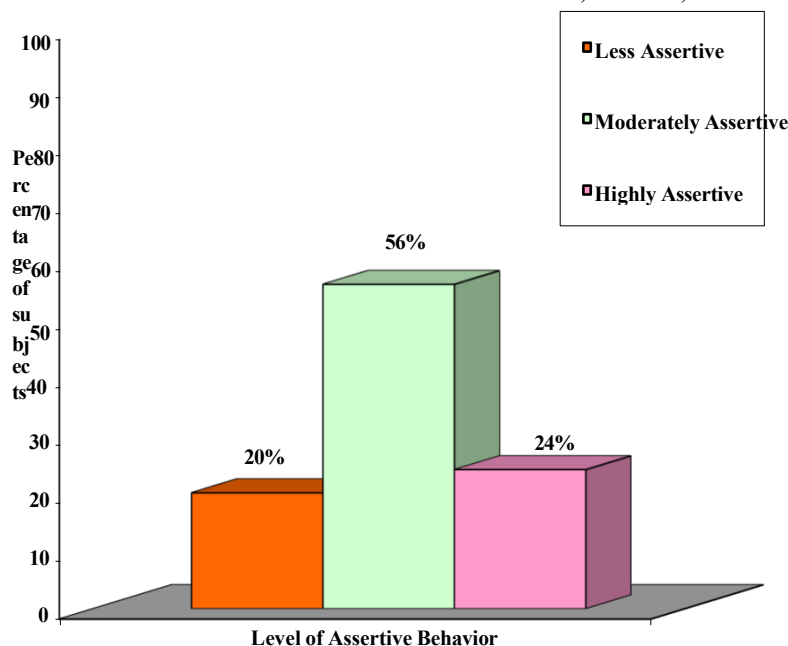


Fig. 2: Percentage Distribution of Samples According to Their Level of Assertive Behaviour.

Figure-2 shows that, 10(20%) were shown less Assertive Behaviour, 28 (56%) were shown moderately Assertive Behaviour and 12(24%) of them were shown highly Assertive Behaviour.

Table 1: Comparison of Level of Emotional Intelligence According to the Variables Among Nursing Students Mean, SD, Mean Difference Value of Samples According to the Variables Among Nursing Students N=50

S. No	Variables	Maximum score	Mean	S.D	Mean %
1	Perception of Emotion	45	32.38	2.91	71.9%
2	Managing own Emotions	45	33.68	4.01	74.8%
3	Managing Others Emotion	40	31.4	3.75	78.5%
4	Utilization of Emotions	30	23.7	2.71	79%

The above table.1. shows that in view of feelings the most extreme score was 45 with mean score of 32.38+2.91. In dealing with own feelings the greatest score was 45 with mean score of 33.68+4.01. In overseeing others feelings the greatest score was 40 with mean score of 31.4+3.75. In usage of feelings perspectives the greatest score was 30 with mean score of 23.7+2.71. It was observed that in every one of the four perspectives in capacity to appreciate people on a profound level the nursing understudies are showing great ability to understand anyone on a deeper level capacity as per their degree of the ability to understand anyone at their core.

Relationship between's the degree of the ability to understand people at their core and level of Self-assured conduct among nursing understudies.

Table-2: Correlation Coefficient Test between the Level of Emotional Intelligence and Level of Assertive Behaviour Among Nursing Students. N=50

Variables	Mean	Standard Deviation	'r' Value
Level of emotional Intelligence	125.06	12.10	
Level of Assertive behavior	53.04	16.89	0.284

This study found that there is a relationship exists between the level of emotional intelligence with mean 125.06+12.10 while comparing with the level of assertive behaviour with mean 53.04+16.89. The correlation



coefficient value between the level of emotional intelligence and level of Assertive behaviour was found to be $r=0.284$ which indicates that there is a positive relationship between the variables. Hence H_0 is rejected.

This study also found that there is no association between levels of emotional intelligence and level of assertive behaviour with their demographic variables among nursing students at $p<0.05$ level.

4. Summary

Quantitative illustrative methodology with spellbinding correlational examination configuration was utilized to survey the connection between the degree of the capacity to appreciate individuals on a deeper level and self-assured conduct among nursing understudies. The device utilized in this study comprised of three areas. Area one was segment factors, segment two was Schutte self-report Scale to survey the degree of the ability to understand people on a deeper level and area three was Robert Emphaticness stock to evaluate the degree of confident way of behaving. Purposive testing method was utilized to choose the examples and information was gathered from 50 nursing understudies, at a chose nursing school, Bangalore. This investigation discovered that there is a relationship exists between the degree of the capacity to understand individuals at their core with mean $125.06+12.10$ while contrasting and the degree of decisive way of behaving with mean $53.04+16.89$. The connection coefficient esteem between the degree of the capacity to understand people at their core and level of Decisive way of behaving was viewed as $r=0.284$ which shows that there is a positive connection between the factors.

5. Conclusion

The review reasoned that there was a relationship exists between the degree of the capacity to understand individuals on a deeper level and level of emphatic way of behaving. The connection coefficient esteem between the degree of the capacity to understand individuals on a deeper level and level of Confident way of behaving was viewed as $r=0.284$ which shows that there was a positive connection between the factors and which predicts that we can have instructional course on ability to understand people on a profound level and emphatic way of behaving among nursing understudies for better future.

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