The Level of Emotional Intelligence and Academic Performance of Nursing Students: A Correlational Approach

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ABSTRACT This research assesses the level of academic performance and emotional intelligence (EI) of the nursing students in a University in Pangasinan and the relationship between those variables. This research applied descriptive-correlational research, and total enumeration was employed with 34 respondents. This study used a questionnaire and record review as the primary data collection tool. Mean and Pearson-r are utilized in this study. The mean score of the academic performance of the respondents is 2.25. The mean score of the level of the EI of the respondents is 112.29. Pearson- r shown a score of (r= -0.44, n= 34, p=0.01). The researcher concludes that the respondents are fulfilling the expectations of their course; they have relatively competent skills in explaining, comprehending, and acting upon their emotions and others' emotions; lastly, as emotional intelligence increases the academic performance of the respondents are also growing and vice versa.

INTRODUCTION

Learning is not dependent on intellectual quotient alone (Llego 2017). Emotional Intelligence (EI) could promote intellectual growth, which is known as a precursor of academic performance (Pandher 2016). Further, the author claims to be a truly well-rounded and successful individual, possesses and uses emotional and intellectual intelligence appropriately. EI is the capability to observe self and other peoples' moods and emotions, to distinguish between them and to use this evidence to guide ~~lead~~ a persons' thought and actions, and to thoughtfully control emotions to stimulate emotional and intellectual growth (Salovey and Mayer 1990). In this light of reality, EI impacts who a person is and what he does.

Meanwhile, according to Williams (2018), society often consider marks first when talking about academic performance; this includes schools, who rank students by their general point average. Academic performance is also a measure of how fine a student achieve the criteria set out by the governing bodies and the institutions. The tracking of university performance fulfills some functions. Parts of accomplishment and non-performance in a learner's academic journey is essential to be appraised to raise enhancement and make full utilization of the teaching-learning process. Outcomes pro-vide a framework for discussing how students perform in school and a regular standard to which all students are held. Outcomes also allow students to be classified and organized on a numerically apparent gauge, curtailing criticisms by holding teachers and schools accountable for every mark (Bell 2018).

According to research, there is a formal correlation between EI and academic performance. The study by Mohzan et al. proves this, wherein they studied the personal information on academic achievement among students of education (Mohzan et al. 2013). Another study conducted by Malik and Sahid, which has a finding that there is a weak significant correlation between academic performance and emotional intelligence of students studying in business courses (Malik and Sahid 2016). In medical science, the study by Fallahzadeh confirms this as well. The researcher found out that there is a significant relationship between EI and academic performance (Fallahzadeh 2011). Moreover, a meta-analysis was done by Ranjbar et al. (2017). According to them, the overall result is a weak influence between EI and academic performance of Iranian Universities. In the Philippines, a study conducted by Baron and Lanuang found out that there was a positive correlation between the EI and the academic performance of the Student Leaders and Non-Leaders in a private university in Calamba, Laguna Philippines (Baron and Lanuang 2008).

Considering all the above premises, the researcher was determined to discover the nursing students' emotional intelligence and academic performance and their relationship in a university in Pangasinan. This is a part of the study conducted by Llego and Corpus (2019). Since it can be noted from existing literature that there are few studies about the topic in nursing education in the Philippines, it hopes to add to the dearth in writing about the relationship between EI and academic performance. This endeavor will aid as a reference point on the level of the academic performance and EI and the relationship between those variables for the university authorities. The result of this study could also help develop activities that include enhancement of the EI of the nursing students. This study answers the following problems: 1. What is the level of nursing students' academic performance? 2. What is the level of EI of the nursing students? 3. What is the existing relationship between the academic performance and EI of the nursing students? This study was directed by the hypothesis that there is no significant relationship between the level of EI and academic performance.

MATERIAL AND METHODS

Research Design

This study utilized descriptive-correlational design. Descriptive research tends to describe the variables that are being studied. Correlational research design looks at the association of the variable without implicating causation (Polit and Beck 2017). This study describes the respondents' academic performance and EI and looks at the relationship between the two variables. Hence, descriptive-correlational design applies to the current research.

Population and Sampling

The place of this study was a tertiary School in Pangasinan. Specifically, it was focused on the nursing department. The total enumeration was utilized in this study, and there were 34 respondents; this was used to adequately represent the population.

The Respondents

Respondents of this study were the nursing students in a tertiary school in Pangasinan; they assessed their EI through this study's instrument. The respondents are taking their Bachelor of Science in Nursing. Moreover, students who are in their sophomore to senior years are chosen for this study. Meanwhile, the source of the students' academic performance will come from the record of the acting dean. The first-year nursing students were excluded from this study because they did not take any nursing care management course (NCM).

Instrumentation

The prime data gathering instrument for the research is a questionnaire. It came from Llego (2017), which was based on The Schutte Self Report EI Test (SSEIT); it was organized as "strongly disagree (1)," "disagree (2)," "neither disagree nor agree (3)," "agree (4)," "strongly agree (5)," this is to measure the EI level of the respondents. While the students' academic performance will come from the records of the College Dean's Office with the permission of access from the students.

Ethical Consideration

Prior to the actual data gathering, the researcher gets the research coordinator's authorization for the BSN program. Also, the researcher attached a consent to the questionnaire, representing the purpose and the time required to accomplish the survey. The consent, also specified that they are allowing the use of their Nursing Care Management marks. Further, the respondents have the option to decline and not to participate in the survey without any repercussion.

Secrecy, anonymity and respect was observed in the treatment of data.

Data Gathering Procedure

Afterwards, the researcher conducted the data collection and retrieval was on July 2 to 4, 2018; the researcher stayed with the nursing students during the collection of data to entertain, and respond to queries pertaining to the research.

Tools for Data Analysis

The Statistical Package for Social Sciences (SPSS) version 22 was used to analyzed the data. To answer problem one, mean was used, since the data described is an interval data. Table 1 summarizes the scoring to assess the respondents' academic performance; this was adopted from the university's criteria in their assessment of the students' academic performance.

Table 1: The descriptive equivalent of the academic performance of the nursing students

Score	Descriptive equivalent
1.00-1.24	Excellent
1.25-1.49	Outstanding
1.50-1.74	Very satisfactory
1.75-2.24	Good
2.25-2.50	Satisfactory
2.51-2.75	Fair
2.76-3.0	Passing
3.01- 5.00	Failed

To answer problem number two, mean was also applied because the EI of the student is also an interval data. The scoring for measuring the EI was adopted form the study of Llego (2017).

Statistical Range	Interpretation
$\leq$95.99	Below Average EI
96-122.99	Average EI
$\geq$123	Above Average EI

Pearson- r was used to answer problem three, since both variables are interval data.

RESULTS

Table 2 displays the academic performance of the respondents. It can be decipher that the students are satisfactorily performing in their scholarly works with a mean score of 2.25. It can be seen that the respondents have satisfactory performance in their academics. This means that the respondents perform the expectations of the

Table 2: Academic performance of the students N=34

Variable	Mean	Interpretation
Academic Performance	2.25	Satisfactory

course they are enrolled in. This finding also translates that the respondents had acquired competence in their nursing care management courses.

Table 3 displays the level of EI of the respondents it can be seen that the respondents have an average level of EI with a mean score of 112.29. which indicates that the nursing students have relatively competent skills in explaining, comprehend, and acting upon their emotions and other's emotion (EQ Psychology n.d.).

Table 3: The level of emotional intelligence of the respondents N= 34

Mean	Interpretation
112.29	Average

Table 4 shows the relationship between EI and academic performance of the students. It is worth noting that the variable EI is coded increasingly and the variable academic performance is coded in a descending manner. Pearson- r revealed (r= -0.44, n= 34, p=0.01) which indicates that there is a moderate negative relationship between the level of EI and academic performance. This study rejects the hypothesis of this study, which means that there is a moderate negative significant relationship between the respondents' EI and academic performance; this means that as EI increases, there is also a decent increase in their academic performance and vice versa.

Table 4: The significant relationship between emotional intelligence and academic performance N= 34

r-value	p-value	Interpretation
-0.44	0.01	Moderate negative relationship

DISCUSSION

Comparing the academic performance of the respondents to the findings of Oducado and Punuela (2014) wherein they found that the students under their study had only fair performance in their professional nursing courses. This finding also suggests that the respondents under study received a better quality of education, because one of the indicators of quality educa-

tion is student performance (Learning Portal 2019).

This finding of this study is consistent with the study of Turan et al. (2019), in which they claimed that nursing students in a University in Istanbul have normal levels of EI. This EI level can help them in their studies since the nursing program deals with different kinds of people. The average level of EI also means that there is room for developing skills in dealing with social or emotional conflicts, expressing their feelings, and coping with emotionally charged situations.

The result in Table 3 is parallel to the findings of Mohzan et al. and Malik and Sahid which stated that there is a significant relationship between EI and academic performance (Mohzan et al. 2013; Malik and Sahid 2016). This finding means that EI plays a role in the development of the critical thinking, clinical skills and affective skills of the respondents. Nursing educators could look into; since nursing is both science and art, and one way to maintain it is to enhance and also consider the influence of EI on the academic performance of their students.

CONCLUSION

The researcher concludes the following: the respondents are fulfilling the expectations of their course; the respondents have relatively competent skills in explaining, comprehend, and acting upon their emotions and other's emotion; lastly, as EI is increasing the academic performance of the respondents are also growing and vice versa.

RECOMMENDATIONS

In light of this study's findings, the researcher recommends that the faculty members of the College of Nursing of the University incorporate activities that could enhance their EI. The researcher also encourages the College of Nursing Administrators to conduct seminars and training about the importance of EI and the enhancement of it.

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