"Relationship between Emotional intelligence and Self-esteem among 1st year B.Sc.(N) students in SVIMS, College of Nursing, Tirupati".

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Abstract
Introduction: Emotional intelligence can be defined as the ability to correctly understand, evaluate and communicate emotions. Individuals who can comprehend and direct their emotions as able to generally maintained better view of life and go through better psychological well being as compared to those who can't.[1]Self-esteem is considering as an emotional response a general feeling about the self that may be more or less positive. Biabangard defined self –esteem as a general personality trait, and a personal judgment of worthiness.[1]
Method: Quantitative approach was adopted to achieve the objectives of the study eighty-eight students were selected by convenient sampling technique.
Result: The major findings of the study revealed that among 88 students 26(29.5%) had low emotional intelligence and 44(5%) had medium emotional intelligence and 18(20.5%) had high emotional intelligence. Among 88 students 26 (29.5%) had low self-esteem and 50(56.8%) had medium self-esteem and 12(13.6%) had high self-esteem.There is a statistically significant association between emotional intelligence and self-esteem at P<0.01 level. The mean value of emotional intelligence was 227.07 and standard deviation was 22.41 and mean value of self-esteem was 18.38, standard deviation was 4.83. The results show there is significant difference between emotional intelligence and self-esteem.
Conclusion: The present study revealed there was significant and positive correlation between emotional intelligence and self esteem. There is significant association between emotional intelligence and self esteem at p<0.01 level. Since the student with high emotional intelligence can establish a reasonable balance between emotions and reason that are with strong self-esteem. However, it is recommended that several workshops should be held in order to promote emotional intelligence.
Key Words: emotional intelligence, self-esteem.

I. Introduction

Emotional intelligence has become interesting topic of psychology and there have been done several studies on emotional intelligence.

Mayer and salovey introduced emotional intelligence in 1990 and for them emotional intelligence refers to the mental ability of individuals to reason with emotions to enhance thought while promoting intellectual and emotional growth. Many researchers have found individual differences in emotional intelligence. The focus of these studies was the emotional abilities as forecasters of psychological well-being, health and social functioning.[1]

The concept of emotional intelligence gives strengthto the individual's intelligence, which is considering a deliberate rivalry (personal performance) on the other hand the recognition intelligence, is a strategic ability (long term capability). The emotional intelligence makes it able to forecast the attainment because it involves how individuals apply knowledge in a direct success.[2]

Individuals with high self-esteem have positive perceptions about their self. They are more capable and feel mentally healthier as compared to those who had poor and low self-esteem. Individual's self-evaluation is based on their own perceptions about their own self andopinion of others also plays important role.[1]

Present study is an important and valuable addition in growing body of previous exiting literature on self –esteem and emotional intelligence among B.Sc.(N) students. It explain the relationship between emotional intelligence and self –esteem and reveals individual who are more emotionally intelligent have a positive sense

of self-worth and have high self-esteem.Individual who are not emotionally intelligent can have low self-esteem which is the predictor of many psychological problems.

II. Review of Literature

SASI KUMAR, JAYAKUMARI (2018) assessed the relationship between emotional intelligence and social adjustment of adolescent students. Emotional intelligence is the capacity to be aware of, control, and express ones emotions, and to handle interpersonal relationships judiciously and empathetically. This study has been taken to know the relationship between emotional intelligence and social adjustment in adolescent students because emotional intelligence includes traits like self-awareness, social defines, and the ability to delay, gratification, to be optimistic in the face of adversity, to channelize strong emotions and be empathetic with others. This study is confined only to eight schools in and around Karaikudi, Tamilnadu, South India. The results showed that positive correlation at 0.01 level.[3]

MARZIEH HASANPOUR, MARYAM BAGHER (2018) identified relationship between emotional intelligence and critical thinking skills in Iranian nursing students. The sample size in present study was 124 B.Sc. students, 24 M.S students, 21 Ph.D students. This was a quantitative, descriptive-correlative study. Participants were nursing students in different level. To collect data, California critical thinking test and bar-on emotional intelligence questionnaire were used. Results showed that there is no significant correlation between the total score of critical thinking and emotional intelligence.[4]

ANTIMA DWIVEDI, S.H. QASIM(2017) measured the emotional intelligence of the secondary school teachers of CBSC and UP board Allahabad city. The investigator selected the sample through random sampling, 200 teachers were selected from secondary schools. The researcher used teachers emotional intelligence inventory constructed and standardized by S. mangal. The findings of the study was male and female are different in emotional intelligence and teachers of both board are different in emotional intelligence[5]

III. Operational Definitions

Emotional intelligence: Emotional intelligence is the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.**Self-esteem:** Person's overall sense of self-worth or personal value. **Student:**Student who are studying 1ˢᵗ year B.Sc. (N) at SVIMS University including boys and girls.

HYPOTHESIS
* The null hypothesis is formulated were.
* H0: There will be no significant association between emotional intelligence and self-esteem with their selected demographic variables.

ASSUMPTIONS
* The selected demographic variables will have influence on relationship between emotional intelligence and self-esteem among B.Sc. (N) students.
* There will be statistically significant difference between emotional intelligence and self-esteem

IV. Methodology

Research Design:
The research design in the study is descriptive in nature with the objective to assess the emotional intelligence and self-esteem among 1ˢᵗ year B.Sc.(N) students.
Inclusion criteria
* Students who are studying 1ˢᵗ year B.Sc.(N)
* Students who are willing to participate in the study.
Exclusion criteria
* Students who are not interested and not co-operative

V. Data Analysis

After giving score for each student the collected data were tabulated. Descriptive and inferential statics were used for analysis of data.

VI. Results
Annexure - I

Table: 1 Frequency and percentage distribution of demographic variables among I year BSC Nursing students.(N = 88)

S.no	Demographic variables	Frequency (N)	Percentage (%)
1	**Age in years**		
	16-17 years	1	1.1
	17-18 years	48	54.5
	18-19 years	39	44.3
	Total	88	100
2	**Gender**		
	Male	15	17
	Female	73	83
	Total	88	100
3	**Area of Residence**		
	Rural	45	51.1
	Urban	43	48.9
	Total	88	100
4	**Religion**		
	Hindu	69	78.4
	Christian	3	3.4
	Muslim	16	18.2
	Total	88	100
5	**Educational status of Father**		
	Illiterate	8	9.1
	Primary Education	31	35.2
	Secondary Education	31	35.2
	Graduate	14	15.9
	Post Graduate	4	4.5
	Total	88	100
6	**Educational status of Mother**		
	Illiterate	19	21.6
	Primary Education	37	42
	Secondary Education	21	23.9
	Graduate	9	10.2
	Post Graduate	2	2.3
	Total	88	100
7	**Occupation of Father**		
	Self-employee	23	26.1
	Business	19	21.6
	Agriculture	40	45.5
	Gov. Employee	6	6.8
	Total	88	100
8	**Occupation of Mother**		
	Self-employee	44	50
	Business	21	23.9
	Agriculture	20	22.7
	Gov. Employee	3	3.4
	Total	88	100
9	**Birth Order**		
	1st Child	33	37.5
	2nd Child	37	42
	3rd Child	14	15.9
	4th Child	4	4.5
	Total	88	100
10	**Family Income per month**		
	Below 5000	20	22.7
	5001-7000	19	21.6
	7001-10000	23	26.1
	above 10001	26	29.5
	Total	88	100
11	**Type of family**		
	Joint	17	19.3
	Nuclear	60	68.2
	Extended	11	12.5
	Total	88	100
12	**Total Number of children in the family**		

		11	12.5
	2	34	38.6
	3	19	21.6
	4	21	23.9
	5	3	3.4
	Total	88	100
13	**Previous academic year achievement**		
	Below average	1	1.1
	Average	4	4.5
	Good	30	34.1
	Very good	42	47.7
	Excellent	11	12.5
	Total	88	100

Table 1 (Annexure -1): Regarding the age, among 88 students, 1(1.1%)were aged between 16-17 years, 48(54.5%) were aged between 17-18 years, 39(44.3%) were aged between 18-19 years.Related to gender, among 88 students, 15 were males, 73 were females.In relation to the area of residence, among 88 students, 45 (51.1%) were belongs to rural area, 43(48.9%) were belongs to urban area. Pertaining to the religion, among 88 students 69(78.4%) were Hindus, 3(3.4%) were Christians and 16(18.2%) were Muslims.Pertaining to the educational status of the father, of 1ˢᵗyear B.sc Nursing students, 8(9.1%) fathers were illiterates, 31 (35.2%) fathers were primary education, 31(35.2%) fathers were secondary education and 14 (15.9%) fathers were graduates, 4(4.5%) fathers were post graduates.Regarding the educational status of the 88 mothers of 1ˢᵗyear B.sc Nursing students, 19 (21.6%) mothers were illiterates, 37 (42%) mothers had primary education, and 21 (23.9%) mothers had secondary educations, 9 (10.2%) mothers were graduates and 2 (2.3%) mothers were post graduates.Related to occupation of father, among 88 fathers of Iyear BSC nursing students, 23(26.1%) fathers were self employees, 19 (21.6%) fathers were doing business, 40 (45.5%) were doing agriculture, 6 (6.8%) fathers were Gov. Employees.Related to occupation of mother, among 88 fathers of Iyear BSC nursing students, 44(5%) mothers were self-employees, 21 (23.9%) mothers were doing business, 20 (22.7%) were doing agriculture, 3 (3.4%) mothers were Gov. Employees.Pertaining to Birth order, among 80 students, 33 (37.5%) were 1ˢᵗ child in the family, 37 (42%) were 2ⁿᵈ children in the family, 14 (15.9%) were 3ʳᵈ child in the family and 4 (4.45%) were 4ᵗʰ child in the family.Regarding the family income per month, among 88 students, 20 (22.7%) were earning below 5000, 19 (21.6%) were earning between 5001 – 7000, 23 (26.1%) were earning between7001 – 10,000 and 26 (29.5%) were earning above 10000.Related to type of family, among 88 students 17 (19.3%) were in joint family, 60 (68.2%) were in nuclear family and 11 (12.5%) had extended family.Pertaining to the total number of children in the family, among 88 students, 11(12.5%) were had 1child, 43 (38.6%) were had 2 children's, 19 (21.6%) were had 3 children's, 21 (23.9%) were had 4 children's, and 3 (3.4%) were had 5 children. In relation to the previous academic year achievement, among 88 students, 1(1.1%) were stood up at below average, 4 (4.5%) were stood up at average, 30 (34.1%) were stood up at good, 42 (47.7%) were stood up at very good, and 11 (12.5%) were stood up at excellent.

Annexure – II
Fig.no.2(Annexure -II):showed that among 88 students, 26 (29.5%) had low emotional intelligence and 44 (5%) had Moderate emotional intelligence and 18 (20.5%) had High emotional intelligence.
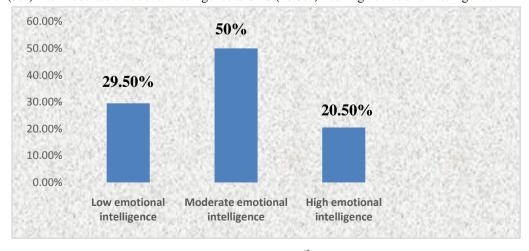

Fig. 2: Level of Emotional intelligence among 1ˢᵗyear B.SC nursing students.

Annexure-III

Fig. 3(Annexure -III): Showed that among 88 students, 26 (29.5%) had Low self esteem and 50 (56.8%) had Moderate self esteem and 12 (13.6%) had High self esteem.
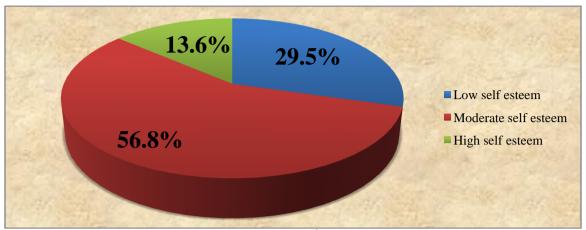

Fig.3: Level of Self-esteem among 1st year B.Sc. Nursing students

Annexure - IV

Table 4: Correlation between emotional intelligence and self esteem among 1styear B.Sc. nursing students.(N=88)

S.No	Variable	Mean	Standard deviation	Correlation coefficient	P value
1	Emotional intelligence	227.07	22.41		Significant
2	Self esteem	18.38	4.83	r = 0.656**	at 0.01 level

Table 4(Annexure -IV):shows that there is a statistical significant difference between emotional intelligence and self esteem at P <0.01 level and the co-efficient correlation value r=0.656 and the emotional intelligence mean value 227.07 and standard deviation value is 22.41 and the self esteem mean value 18.38 and standard deviation value is 4.83 respectively.

Annexure - V

TABLE 5: Association of demographic variables with level of emotional intelligence among 1st Year B.sc Nursing students.(N=88)

SNO	Demographic variable	Low emotional intelligence		Medium emotional intelligence		High emotional intelligence		Chi-square	P value	Sig
		N	%	N	%	N	%			
1	Age a)16-17 b)17-18 c)18-19	0 25 1	0% 28.4% 1.1%	1 16 27	1.1% 18.2% 30.7%	0 7 11	0% 8% 12.5%	26.367	0.000 NS	NS
2	Gender a)Male b)Female	12 14	13.6% 15.9%	2 42	2.3% 47.7%	1 17	1.1% 19.3%	22.122	0.000 **	**
3	Area of residence a)Rural b)Urban	19 7	21.6% 8%	26 18	29.5% 20.5%	0 18	0% 20.5%	24.96	0.000 **	**
4	Religion a)Hindu b)Christian c)Muslim	23 1 2	26.1% 1.1% 2.3%	36 1 7	40.9% 1.1% 8.%	10 1 7	11.4% 1.1% 8%	7.967	0.093 NS	NS
6	Educational status									

	of father									
	Illiterate	2	2.3%	6	6.8%	0	0%	4.04	0.400 **	**
	Primary education	12	13.6%	18	20.5%	1	1.1%			
	Secondary education	12	13.6%	16	18.2%	3	3.4%			
	Graduate	0	0%	3	3.4%	11	12.5%	48.173	0.000	
	Post graduate	0	0%	1	1.1%	3	3.4%			
7	Educational status of mother									
	Illiterate	9	10.2%	10	11.4%	0	0%			**
	Primary education	8	9.1%	20	22.7%	9	10.2%	30.896	0.000 **	
	Secondary education	9	10.2%	11	12.5%	1	1.1%			
	Graduate	0	0%	2	2.3%	7	8%			
	postgraduate	0	0%	1	1.1%	1	1.1%			
8	Occupation of father									
	Self employee	8	9.1%	13	14.8%	2	2.3%			
	Business	3	3.4%	14	15.9%	2	2.3%	30.872	0.000 **	**
	agriculture	15	17%	17	19.3%	8	92.3%			
	Govt employee	0	0%	0	0%	6	6.8%			
9	Occupation of mother									**
	Self employee	17	19.3%	5	17.9%	22	25%			
	Business	2	2.3%	13	46.4%	13	14.8%	19.100	0.004 **	
	agriculture	7	8%	8	28.6%	9	10.2%			
	Govt employee	0	0%	2	7.1%	0	0%			
10	Birth order									NS
	1ˢᵗ child	10	11.4%	16	18.2%	7	8%		0.651 NS	
	2ⁿᵈ child	10	11.4%	17	19.3%	10	11%	4.187		
	3ʳᵈ child	4	4.5%	9	10.2%	1	1.1%			
	4ᵗʰ child	2	2.3%	2	2.3%	0	0%			
11	Family income per month									
	Below 5000	9	10.2%	11	12.5%	0	0%			
	5001-7000	4	4.5%	11	12.5%	4	4.5%	28.615	0.000 **	**
	7001-10000	13	14.8%	7	8%	3	3.4%			
	Above 10001	0	0%	15	17%	11	12.4%			
13	Type of family									
	Joint nuclear	5	5.7%	11	12.5%	1	1.1%	3.911	0.418	NS

								Chi-square	P value	Sig
	extended	19	21.6%	27	30.7%	14	15.9%		NS	
		2	2.3%	6	35.2%	3	3.4%			
14	Total number of children in the family							10.782	0.214 NS	NS
	1	2	2.3%	7	8%	2	2.3%			
	2	10	111.4%	18	20.5%	6	6.8%			
	3	8	9.1%	10	11.4%	1	1.1%			
	4	6	6.8%	8	9.1%	7	8%			
	5	0	0%	1	1.1%	2	2.3%			
15	Previous academic year achievement							5.682	0.683 NS	NS
	Below average	0	0%	1	1.1%	0	0%			
	Average	1	1.1%	2	2.3%	1	1.1%			
	Good	13	14.8%	13	14.8%	4	4.5%			
	Very good	9	10.2%	23	26.1%	10	11.4%			
	Excellent	3	3.4%	5	5.7%	3	3.4%			

Table 5 (Annexure -V):shows that the emotional intelligence is statistically significant with gender (22.122%), area of residence (24.96%), educational status of father (48.17%), educational status of mother(30.89%), occupation of father(30.87%), occupation of mother (19.1%) family income per month(28.61%) at p<0.01 level and other variables are not statistically significant.

Annexure – VI
TABLE 6: Association of demographic variables with level of self esteem among 1ˢᵗ Year BSC Nursing students.   (N=88)

SN0	Demographic variable		Low self esteem		Medium self esteem		High self esteem		Chi-square	P value	Sig
			N	**%**	**N**	**%**	**N**	**%**			
1	Age	16-17years	0	0%	1	1.1%	0	0%	26.367	0.000 NS	NS
		17-18 years	17	19.3%	28	31.8%	7	8%			
		18-19 years	9	10.2%	21	23.7%	11	12.5%			
2	Gender	Male	11	12.5%	3	3.4%	1	1.1%	16.693	0.002 **	**
		Female	15	17%	47	53.4%	11	12.5%			
3	Area of residence	Rural	20	22.7%	25	28.4%	0	0.0%	19.503	0.000	**
		Urban	6	6.8%	25	28.4%	12	13.60%			
4	Religion	Hindu	23	26.1%	38	43.2%	8	9.1%	3.403	0.493	NS
		Christian	0	0%	2	2.3%	1	1.1%			
		Muslim	3	3.4%	10	11.4%	3	3.4%			
6	Educational status of father	Illiterate	6	6.8%	2	2.3%	0	0%	47.257	0.000	**
		Primary education	7	8%	23	26.1%	1	1.1%			
		Secondary education	12	13.6%	18	20.5%	1	1.1%			
		Graduate	0	0%	7	8%	7	8%			
		Post graduate									

			1	1.1%	0	0%	3	3.4%			
7	Educational status of mother	Illiterate	12	13.6%	7	8%	0	0%	43.104	0.000	**
		Primary education	6	6.8%	26	29.5%	5	5.7%			
		Secondary education	6	6.8%	15	17%	0	0%			
		Graduate	1	1.1%	2	2.3%	6	6.8%			
		postgraduate	1	1.1%	2	0%	1	1.1%			
8	Occupation of father	Self employee	6	6.8%	15	17%	2	2.3%	36.056	0.000	**
		Business	2	2.3%	16	18.2%	1	1.1%			
		agriculture	18	20.5%	18	20.5%	4	4.5%			
		Govt employee	0	0%	1	1.1%	5	5.7%			
9	Occupation of mother	Self employee	13	14.8%	26	29.5%	5	5.7%	9.693	0.139	NS
		Business	5	5.7%	14	15.9%	2	2.3%			
		agriculture	8	9.1%	9	10.2%	3	3.4%			
		Govt employee	0	0%	1	1.1%	2	2.3%			
10	Birth order	1st child	7	8 %	19	21.6%	7	8%	4.962	0.459	NS
		2nd child	11	12.5%	22	25%8%	4	4.5%			
		3rd child	6	6.8%	7	2.3%	1	1.1%			
		4th child	2	2.3%	2		0	0%			
11	Family income per month	Below 5000	9	10.2%	11	12.5%	0	0%	13.421	0.037	*
		5001-7000	7	8%	8	9.1%	4	4.5%			
		7001-10000	8	9.1%	13	14.8%	2	2.3%			
		Above 10001	2	2.3%	18	20.5%	6	6.8%			
13	Type of family	Joint	5	5.7%	1136	12.5%	1	1.1%	3.057	0.548	NS
		nuclear	19	21.6%	3	37.5%	18	9.1%			
		extended	2	2.3%		6.8%	3	3.4%			
14	Total number of children in the family	1	0	0%	9	10.2%	2	2.3%	18.181	0.020	*
		2	11	112.5%	18	20.5%	5	5.7%			
		3	10	11.4%	8	9.1%	1	1.1%			
		4	5	5.7%	14	15.9%	2	2.3%			
		5	0	0%	1	1.1%	2	2.3%			
15	Previous academic year achievement	Below average	0	0%	1	1.1%	0	0%	2.834	0.944	NS
		Average	1	1.1%	2	2.3%	1	1.1%			
		Good	11	12.5%	16	18.2%	3	3.4%			
		Very good	12	13.6%	24	27.3%	6	6.8%			
		Excellent	2	2.3%	7	8%	2	2.2%			

Table 6 (Annexure -VI):shows that the self esteem is significant with gender (26.36%), area of residence (19.5), educational status of father (47.25%), educational status of mother (43.1%), occupation of father (36.5%), at p<0.01 level and family income per month (13.4%), total number of children in the family (18.18%) at p<0.01 level and other variables are not statistically significant.

VII. Discussion

This study was undertaken to compare emotional intelligence and self-esteem among 1st year B.Sc. (N) students in SVIMS College, Tirupati. The discussion of the present study is based on findings obtained from descriptive and inferential statistical analysis of collected data. It is presented in view of the objective of this study.

The first objective was to assess the emotional intelligence and self-esteem among 1st year B.Sc. (N) students. The results showed that out of 88 students, 26(29.50%) had low emotional intelligence & 44(50%) had medium emotional intelligence and 18 (20.50%) had high emotional intelligence and in self-esteem 26(29.50%) had low self-esteem and 50 (56.80%) had medium self-esteem and 12(13.60%) had high self-esteem.

The study was supported by sachet J, Agric (2009) on emotional intelligence among adolescent boys and girls who aged between 15 to 20 years, the research sample consists 160(80 boys and 80 girls) snowball sampling technique was used to select subjects. Emotional quotient inventory was used to find out level of emotional intelligence. Gender differences in emotional quotient inventory reveals that males and females have equal emotional intelligence.6

The second objective to assess the relationship between emotional intelligence and self-esteem among 1styear B.sc.(N) students. The results revealed that age, area of residence, educational status of father, educational status of mother, occupation of father, occupation of mother, monthly family income was statistically significant at $p<0.01$ level and the positive coefficient correlation value at r=0.656

Similar findings revealed bySALEHA BIBI,SIRDA SAQLAIN,BUSHRA MUSSAWAR(2016) study was to explored the relationship between self-esteem and emotional intelligence among Pakistani university students(n=250) . Results of the study proved that there exist positive relationship between emotional intelligence and self –esteem among Pakistani university students and it was found that females are more emotionally intelligent as compared to males but there does not exist any statistically significant gender difference in self-esteem among university students.7

The third objective to find out the association between emotional intelligence and self-esteem among 1st year B.sc.(N) students with their selected demographic variables. Results shows that emotional intelligence is statistically significant with gender, area of residence, educational status of father and educational status of mother, occupation of father and occupation of mother , family income of father, family income of mother at $p<0.01$ level and self-esteem significant with $p<0.01$ level.

The results of the present study was supported byKAUR TAJPEET, MAHESWARI .S.K (2015)identified relationship of emotional intelligence with self-esteem among (n=200) from six conveniently selected schools of district, Punjab. The results showed that positive correlation at the level of $p<0.01$ and study concluded that emotionally intelligent adolescents have high self-esteem8

VII.   Conclusion

IMPLICATIONS

The implications have drawn from the present study of a vital concern to adolescent boys and girls, health professionals including nursing service, nursing practice, nursing education, nursing administration and nursing research.

Implications for nursing practice

In community, especially in schools and colleges, as a school health nurse, nurses should take part in health education programs on development of emotional intelligence and self-esteem through demonstrating and assessing some activities

In many schools and colleges nurses can play a key role in giving psychological support for students who were having low emotional intelligence and self-esteem

Implications for nursing education

In many nursing schools and nursing colleges and other nursing institutions, there is need to prepare the nursing students to development of good emotional intelligence and self-esteem

In-service and continued nursing education programmes can be organized for nurses regarding achievement and should be updated in regular basis incorporate new evidence and technologies.

In nursing schools and colleges, the curriculum should include a detailed chapter of emotional intelligence and self-esteem and ways to improve the standards of nursing profession.

Implications for nursing administration

The nursing administrators should plan for outreach programs in community, schools and colleges make aware of the emotional intelligence and self-esteem

The nursing administrators should take initiative to conduct effective emotional intelligence

Counseling sessions can be planed for good effectives on emotional intelligence and self-esteem.

Implications for nursing research

The present study had shown that the level of emotional intelligence and self-esteem had significant relationship between boys and girls. Research should be done based on evidence based nursing practice and use current trends to introduce new recommendations , practices, focusing on interest, quality and cost effectives.

RECOMMENDATIONS FOR FURTHER RESEARCH

1. In the view of the present study findings in future research, a comparative study can be conducted among government college students and private college.
2. Similar studies can be conducted to assess the emotional intelligence and self-esteem of various persons like school children, post graduate students.
3. A comparative study can be conducted among different age group students
4. Similar studies can be conducted on large sample in different settings
5. A correlation study can be done to assess the emotional intelligence and self-esteem

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