



A Study To Assess The Relationship Between Different Levels Of Psychological Well-Being & And Dimensions Of Emotional Intelligence Among Nursing Students Studying In Selected Nursing Colleges At Bhopal (M.P).

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ABSTRACT: In addition to complying with strict academic standards, nursing students must acquire relevant knowledge and skills, and learn how to carry themselves in different and often stressful professional settings. These obligations could severely affect their mental health. The purpose of this study was to examine the mental health status of undergraduate nursing students and related factors. A total of 60 nursing students were included in this study. Descriptive correlative design applied. It shows that higher the level of mental health the greater is the score of emotional intelligence. These results suggest that nursing education could act as a protective factor against mental health disorders. Although a heavy academic workload could lead to higher levels of stress, overall, it seems that mental health is better in more advanced courses than in initial academic years.

KEY WORDS: Psychological well being, Emotional Intelligence, Nursing Profession

INTRODUCTION

In view of the challenges faced in nursing profession, it was thought that the variables under investigation would throw light on their bearing on mental health, thereby contributing towards a successful career ahead as well as improved client care. World Health Organization (WHO) defined health as 'a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity' (WHO, 2001). Mental health and well-being are implied in this definition of health. Recently, WHO has also considered spiritual dimension to mental health in its Health Impact Assessment.

OBJECTIVES:

- (1) To explore the differences in emotional intelligence among nursing students with different levels of psychological well-being (mental health)
- (2) To study the differences in Eysenckian personality dimensions of different levels of psychological well-being among nursing students.
- (3) To find out differences in family environment dimensions among nursing students of different levels of psychological well-being

(4) To examine pattern of correlations of different dimensions of psychological well-being with emotional intelligence, personality and family environment among nursing students.

HYPOTHESES

(1). There will be no significant differences in emotional intelligence (i.e. emotional quotients) and various dimensions of emotional intelligence (viz. emotional sensitivity, emotional maturity and emotional competence) among subjects with different levels of psychological well-being.

(2) There will be no significant differences in personality dimensions among nursing students with different levels of psychological well-being.

(3) There will be no significant differences in the dimensions of family environment among nursing students with different levels of psychological well-being.

(4) There will be no significant pattern of correlations of the dimensions of psychological well-being with measures of emotional intelligence, personality and family environment

RESEARCH DESIGN

Discriptive correlative design applied

PROCEDURE FOR DATA COLLECTION

Before the data collection the B. Sc. (Nursing) female students present on the day of visit were briefed about the purpose of the research. Students who volunteered for the study were ensured that the information provided by them will be kept confidential. Those who volunteered and remained in the class were given an information sheet with a request to write complete personal and family information therein. After collecting the sheet, two tests were given, one by one, in the first session in the order as given below: (a) Ryff's Psychological Well-being Scale (b) Emotional Quotient Test

INSTRUMENTS FOR DATA COLLECTION

The following four standardised psychological tests were used for the purpose of data collection for this study:

1. Ryff's Psychological Well-being Scale (1989) (for measuring mental health)
2. Emotional Quotient Test (2003) by Chadha and Singh
3. Eysenck's Personality Questionnaire (1975) – Revised
4. Family Environmental Scale (1987) by Moos and Moos (Indian translation and adaptation by Joshi and Vyas) the following two tests were administered to the same group of students in the sequence give below: (a) Eysenck's Personality Questionnaire (b) Family Environment Scale

Results

sixty percent of the subjects belonged to rural area. majority of the subjects (more than 90%) belonged to the younger age group (of 19-20 years). A large number of subjects (78%) belonged to nuclear families. large number of subjects came from families where fathers (63%) and mothers (76%) were educated up to High School only. A large number of parents (60%), either one or both, were employed in jobs in government/private sectors or self-employed and only 40% were engaged in traditional family pursuits.

INTER-COMPARISON OF DEMOGRAPHIC CHARACTERISTICS OF THREE GROUPS OF NURSING STUDENTS .

Different levels of psychological well-being (mental health) of nursing students with key factors like emotional intelligence, personality and family environment. χ^2 was applied for each Group of demographic variables separately to demonstrate that the Groups were comparable on these variables. The results of the χ^2 are presented in the following. There was no significant difference in the distribution of subjects of different ages in Groups.

No significant difference was found in the distribution of the subjects of Rural and Urban areas .

No statistical difference was found in the distribution of Nuclear and Joint families in the Groups of subjects.

Distribution of education of parents did not differ significantly among Groups of subjects.

TESTING THE HYPOTHESES

It shows that higher the level of mental health the greater is the score of emotional intelligence.

Three Groups showed significant mean differences on emotional intelligence

$p = < .01$). Furthermore, mean differences in comparison of possible. Groups were also found significant (t-test). Thus, it can be inferred that mental health and emotional intelligence have linear relationship. Higher the scores on mental health the greater are the scores on emotional maturity.

DISCUSSION

Finally, the study also investigated relationship of mental health and family environment among nursing students. Mean scores on underlying set of Family Relationship dimensions were found significantly higher in good mental health group

As regards correlation of mental health with underlying set of family environment, it was observed that mental health was correlated positively with two of the underlying sets (viz. family relationship dimensions and personal growth dimensions). Whereas, insignificant correlation was observed with system maintenance dimensions. Constituent dimensions of family environment were also found to be positively correlated with measures of psychological well-being, except achievement orientation and control dimensions.

CONCLUSIONS

It can be concluded that there exists a significant relationship between different levels of psychological well-being (mental health) and dimensions of emotional intelligence

(except emotional competence) and between Eysenckian personality dimensions.

A significant relationship is also established between underlying sets of family relationship and personal growth dimensions with psychological well-being(mental health).

IMPLICATIONS OF THE STUDY

The study could be used by the nursing education planners to screen candidates at the time of admission in nursing college

A special module may be designed and introduced in nursing education to improve emotional intelligence.

SUGGESTIONS

- A longitudinal study could also be planned.
- The study could be done on larger group
- The Study could be done in community settings

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