



**INVESTIGATING EMOTIONAL INTELLIGENCE AMONG STUDENTS OF
KERMANSHAH NURSING COLLEGE IN 2014**

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ABSTRACT

Introduction: the purpose of this study is investigating emotional intelligence among students of Kermanshah nursing collage in 2014. **Methodology:** this research is descriptive, cross-sectional, and applied. Statistical population of this study includes all students of Kermanshah midwifery and nursing collage. Statistical population of this study includes 100 people by Cochran formula. Data collection instrument was questionnaire of emotional intelligence (EQI) which reliability and validity were examined previously. Data was analyzed by AMOS22 software. **Results:** Most of the models explaining the relationship between interpersonal relations and social responsibility at a rate of 93 percent with emotional intelligence. Model fit indices MECVI, ECVI, BCC, AIC, respectively 2.889, 2.878, 1109.337, and 1104.983, respectively. Performance indicators studied pattern RFI, TLI, IFI, NFI, CFI which was respectively equal to 0.889, 0.885, 0.900, 0.873, and 0.899, also RMSEA index was equal to 2.633. **Discussion and Conclusion:** Based on the results of comprehensive planning in the field of development of emotional intelligence among students in the future can lead to personal and professional growth, which has increased the utilizing students and the satisfaction of the patients and finally, health promotion community.

KEYWORDS: emotional intelligence, nursing students, midwifery, and nursing collage.

INTRODUCTION

Education is one of the most important aspects of people's lives that affect the other aspects of life. In the meantime, one of the basic problems of education and the educational system of each country's educational failure and low academic performance of its students.^[1] This is in addition to the enormous economic losses, mental health distorts the learning situation. The purpose of academic failure decreased academic performance of the learner lesson satisfactory level was low. Various factors affect educational performance that educators into four categories including individual factors, laboratory factors, family factors, and social factors have divided.^[2] Among individual factors, one of the factors affecting the academic performance of his intelligence and mental ability.^[3] Since the concept of intelligence from laboratory studies and tests puzzle shape pencil and paper combination was transferred to the community and interpersonal relationships, concepts such as "social intelligence", "interpersonal intelligence" and "emotional intelligence" has occupied the minds of researchers.^[4] For many years it was thought that cognitive intelligence (IQ) reflects the success of individuals. The award criteria were IQ test to students in schools and even some intelligence test used by companies to reward. In recent decade's researchers found that IQ is not the only

indicator measuring the success of an individual. Awareness and the ability to recognize and distinguish emotions in interpersonal relationships and other incentives to create. The individual components of emotional intelligence (EQ) including self-awareness, self-regulation, motivation and emotional intelligence and social component of empathy and social skills that are a subset of each of (self-aware components: emotional awareness, accurate self-assessment and self-confidence) - (self-regulation: self-control, trustworthiness, diligence and conscientiousness, adaptability and innovation) - (motivation: achievement, commitment, initiative and optimism - (empathy: understanding others, developing others, to serve orientation, diversity and influence of political consciousness)-(social skills: influence communication, conflict management, leadership, change catalyst, linking, collaboration, team competencies).^[5] Bar-on well as understanding of emotional intelligence and others to establish a proper relationship with others and adapt and cope with the environment in order to deal effectively with environmental demands to consider. for fifteen subscales of emotional intelligence consists of five factors that include (intrapersonal intelligence: self-emotional awareness, assertiveness, self-esteem, self-actualization and independence) - (interpersonal

intelligence: empathy, interpersonal relations and social responsibility) - (adaptability: problem solving, reality testing, flexibility) -(stress management: stress tolerance and impulse control) - (general mood: happiness and optimism).^[6] No education, no experience, no knowledge, no understanding, nor intelligence cannot determine why a successful person, but the other person does not succeed. There is another feature that seems to be no explanation for its community. We have examples of this phenomenon every day in the workplace, see our University and its neighborhood intelligent and educated people to see that they are not successful. While few people without skills or attributes quite successful obvious answer to this question goes back almost to the concept of emotional intelligence. One important reason to engage in emotional intelligence emotional intelligence believes that the traditional concept of intelligence is a better predictor for social success) .emotional intelligence is the ability to govern the capacity of perception, expression, understanding, application and control their emotions in others.^[8] Emotional intelligence over the past two decades has attracted public attention. The first time was in 1940, the concept of emotional intelligence. Then in 1990, Salovey and Mayer first word for the concept of emotional intelligence applied.^[7] High emotional intelligence can be a good prospect of success and progress of the draw, but it cannot be used as a measure of success that higher emotional intelligence, social skills are better and more stable relations, and in dealing with problems better to.^[9] Attractive aspects of emotional intelligence and its impact in recent decades, in addition to psychological, have attracted public attention. The use of the concept of social intelligence first goes back to the 1940s. Then Salovey and Mayer, described the so-called emotional intelligence. Gardner's influential model automatically called "multiple intelligences" theory plays a major role in the formation of emotional intelligence Daniel Goleman done in 1995 bestselling book called emotional intelligence, this concept is wider and publicized the expression.^[7] Root around emotional intelligence can be traced to Darwin's early work. Where he importance of emotional expression for survival and adaptation

noted.^[10] Bar-On posits that emotional intelligence often grows and it can be based on training, planning and treatment has expanded. He believes that people with high emotional intelligence are generally in dealing with environmental demands and pressures of their successful performance. He also believes that dysfunctional emotional intelligence as a failure and there can be significant emotional problems. He generally believes that emotional intelligence and cognitive intelligence is equal to affect general intelligence.^[10] The results Karashki *et al.* (2011) showed that the two groups did not differ between control and emotional intelligence^[11] Research results Shahbarez *et al.* (2012) showed that emotional intelligence education in nursing is considered a fundamental change and because emotional intelligence sustainability policy for the development of nurse-patient relationship has developed in the art of writing, personal and professional boundaries expanded the lead to emotional intelligence training therapist and the patient is causing a patient to nurse the human perspective. (12) The results of the study Mollaei *et al.* (2011) showed that the mean scores of 98.7 and mean scores of emotional intelligence emotional intelligence managers failed managers was 76.7.^[13] Considering the above, in the present study was to examine emotional intelligence among students of School of Nursing and Midwifery pay Kermanshah medical science university.

METHODOLOGY

This study was cross-sectional and practical. Nursing and Midwifery students were included statistical population Kermanshah. Sample volume was between 5,7 and 8 semesters for students who are taking a course of training using a sample of 100 participants who were selected tools for the collection of data a standard questionnaire of emotional intelligence (EQI) by Bar-On (1999) is made. This issue has been the norm inventory in Iran. Cronbach's alpha reliability of this test using the scale from 69% to 86% and with an average of 76% has been reported.^[14] Scoring five points and score samples taken on each question, are between one and five. The score obtained in the test 90 and the highest was 450.^[15] Data were analyzed using the software AMOS22.

RESULTS

Table (1) total standardized direct and indirect effects.

Standardized Total Effects		Standardized Direct Effects	Standardized Indirect Effects
	Emotional Intelligence	Emotional Intelligence	Emotional Intelligence
Assertiveness	0.899	0.926	0.000
Empathy	0.926	0.834	0.000
Social Responsibility	0.834	0.892	0.000
Flexibility	0.892	0.912	0.000
Impulse Control	0.912	0.798	0.000
Self-Regard	0.798	0.830	0.000
Optimism	0.830	0.927	0.000
Interpersonal Relationship	0.927	0.849	0.000
Reality Testing	0.849	0.891	0.000
Emotional Self Awareness	0.891	0.840	0.000

Self-actualization	0.840	0.795	0.000
Stress Tolerance	0.795	0.837	0.000
Independence	0.837	0.852	0.000
Happiness	0.852	0.844	0.000
Problem Solving	0.844	0.926	0.000

Based on the above table, the highest standard effects of the relationship between interpersonal communication and emotional intelligence to the highest standard effects of 0.927 are also directly related to the relationship

between optimism and emotional intelligence level is 0.927. Standardized indirect effects for all aspects of 0.000.

Table (2) emotional intelligence and relationship among its aspects.

			S.E.	C.R.	P
Problem Solving	<---	Emotional Intelligence	0.002	30.776	***
Happiness	<---	Emotional Intelligence	0.002	31.924	***
Independence	<---	Emotional Intelligence	0.002	29.946	***
Stress Tolerance	<---	Emotional Intelligence	0.003	25.643	***
Self-Actualization	<---	Emotional Intelligence	0.002	30.361	***
Emotional Self Awareness	<---	Emotional Intelligence	0.002	38.492	***
Reality Testing	<---	Emotional Intelligence	0.002	31.429	***
Interpersonal Relationship	<---	Emotional Intelligence	0.001	48.431	***
Optimism	<---	Emotional Intelligence	0.002	29.116	***
Self-Regard	<---	Emotional Intelligence	0.002	25.992	***
Impulse Control	<---	Emotional Intelligence	0.001	43.466	***
Flexibility	<---	Emotional Intelligence	0.002	38.752	***
Social Responsibility	<---	Emotional Intelligence	0.002	29.586	***
Empathy	<---	Emotional Intelligence	0.001	48.197	***
Assertiveness	<---	Emotional Intelligence	0.002	40.122	***

Represents the significance level is less than 0.05

Based on the above table with all aspects of the relationship between emotional intelligence is significant at the 0.05 level.

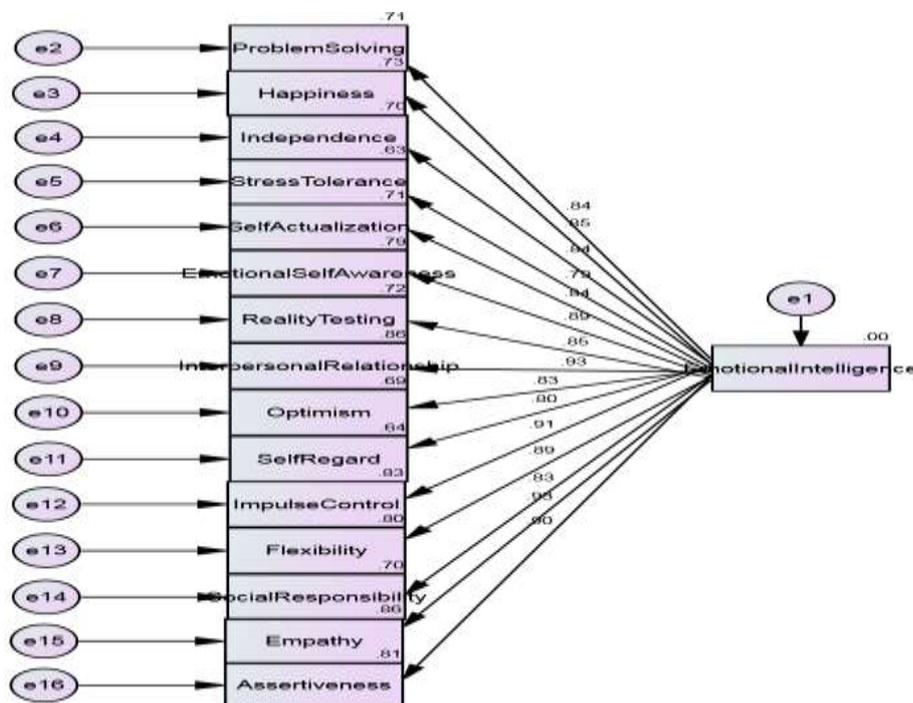


Diagram (1) standard estimation.

Based on the above diagram emotional intelligence has a direct impact: the dimensions of problem solving, independence and self-actualization (0.84), then happiness and reality testing (0.85), stress tolerance (0.79), emotional self-awareness and flexibility (0.89), interpersonal relationship, empathy (0.93), optimism,

social responsibility (0.83), self-regard, assertiveness (0.80) and impulse control ((0.91 children 0 highest percentage accounted for by the model of the relationship between interpersonal relations and social responsibility with emotional intelligence as much as 93% Are.

Table (3): Indexes and Model fitness patterns.

	FMIN	X2/df	Efficiency indexes of investigated pattern or validity patter indexes					RMSEA	Model fitness indexes			
			RFI	TLI	IFI	NFI	CFI		AIC	BCC	ECVI	MECVI
Default model	2.633	9.628	0.889	0.885	0.900	0.873	0.899	0.150	1104.983	1109.337	2.878	2.889

Chi-square = 1010.983

Degrees of freedom = 105

Probability level = .000

Index X2 / df if between 1 and 3 indicates a more efficient model that the amount of 9.628 is fit model comprises MECVI, ECVI,, BCC, AIC, which are used to determine fitness model of the multi-model used and is a model that has the smallest amounts considered as graceful model according to Fu Ah table for the proposed model fit indices were 2.889, 2.878, 1109.337, 1104.983, respectively. Performance indicators studied pattern RFI, TLI, IFI, NFI, CFI, which is the standard and acceptable

for each top 9. The index between zero and one, with an efficiency of the model is closer to the number one pattern more than. The number for the index above 0.889, 0.885, 0.900, 0.873, 0.899 respectively. RMSEA index that calculates the average error total permissions if smaller than 1. It is acceptable that the amount for the above pattern 150. FMIN for this model is 2.633, which is the standard rate is between zero and one is ever closer to a more graceful model.

Table (4) the adequacy of samples at a confidence level of 0.01 and 0.05.

Model	HOELTER 0.05	HOELTER 0.01
Default model	50	54

Based on the above table, the adequacy of samples for models significant at the 0.05 level and at the level of 50 to 57 is 0.01 times. Which represents the desired sample size is appropriate.

DISCUSSION AND CONCLUSION

Based on the findings of the study, a significant relationship between emotional intelligence and its components at the 0.05 level there has been a sig less than 0.05 results with the results Shahbarezi et al. (2012), Mollaei et al. (2011), Shahbarezi et al. Crafty (2012) is consistent. According to Golman (1995) emotional intelligence can be learned and skills and increase flexibility. Research conducted at Harvard University found that along with changes in emotional intelligence, physical changes in the brain are formed and EQ strengthens the immune system and increase resistance to disease as well as research conducted at the University of Queensland, Australia that those who have low emotional intelligence and poor job performance, just by raising your emotional intelligence to reach the foot of excellent cooperation. People who have low emotional intelligence due to communication problems and incompatibility, as a result of the weakness emotional skills more problems in their lives face^[16] excitement that include peer relationships, self-managed and empathy is higher than the rate of cognitive intelligence (IQ) can predict a person's overall social success (17). Emotional

intelligence can strengthen and increase the effectiveness of educational activities, health and social success physiological system, and its role in the immune system, their interpersonal relationships, and lead to more happiness and can recognize their feelings at any particular moment. As a result of this, more in control and directing skills to control life events and moments of emotion and sense of self is effective. Including educational programs that can increase emotional intelligence programs, life skills training, problem solving methods, effective interpersonal relationships.

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