

“Impact of Emotional Intelligence and Academic Social Networking Sites on learning pattern of nursing students during COVID-19 pandemic at selected College of Nursing, Bengaluru”.

Ms. Soram Archana Devi¹, Mrs Mamata N²

¹M.Sc. Nursing Ilyear, Department of Medical Surgical Nursing,

²HOD Department of Medical Surgical Nursing RV College of Nursing,
Bangalore, India

Email ID:archanasoram2017@gmail.com Mobil No:7892350712

ABSTRACT

Study is to assess Emotional Intelligence on nursing students during the covid-19 pandemic, to assess their learning patterns and to find out the association between Emotional Intelligence, academic Social Networking Sites, learning patterns and selected demographic variables among nursing students during covid19 pandemic. **Methods:** A standardized tool TEIQue-SF was used to assess EQ, a structured questionnaire tool was developed to assess Academic Social Networking Sites and standardized tool Learning Style Questionnaire was used to assess Learning pattern. The study was conducted in selected Nursing colleges of Bangalore. 100 samples of 2nd and 3rd year nursing students was selected using convenient sampling techniques. The data was analyzed by using descriptive and inferential statistics. **Results:** The analysis of the study revealed that in EQ, majority i.e Self-awareness (80.2%), Social awareness(69.8%),Self-management(76.4%),and motivation(60.4%) has medium scores where Empathy (48.1%) has lowest score among all. The overall scores of EQ range of 30-210 with mean of 135.10, median of 135.00 and Standard deviation of 14.308. The analysis score of Academic Social Networking Sites of nursing students' states that (51.9%) has medium category. The overall academic social networking sites scores with range of 17-40, mean score of 30.07, median of 30.00 and Standard deviation of 3.991. The analysis score of different types of learning style questionnaire of nursing students indicates that majority has lowest scores in Visual (93.4%), Auditory (97.2%) and Tactile (88.7%). The overall learning style questionnaire scores with range of 32-112, mean score of 80.70, median 81.00 and Standard deviation of 14.744. Chi-square and Cronbach's Alpha test were used to find out association between the selected demographic variables, social platform used during online classes is significantly associated with the usage of academic social networking sites and mother's education is significantly associated with the learning pattern of students. **Conclusion:** The study findings had supported that there is need of emotional stability in learning pattern using academic social networking sites during covid-19 pandemic.

Key words: Emotional Intelligence, Academic Social Networking Sites, Nursing Students, Learning pattern, Covid-19 pandemic.

Introduction

COVID-19 has led to dramatic loss of human life worldwide and it has affected all levels of the education systems. Most of the government took a decision to temporarily close educational institutions in an attempt to reduce the spread of the virus. This disrupted situation has created uncertainty in students and social life which are likely to experience psychological impacts i.e 25% of people were mostly affected by anxiety and depression (according to WHO report)^{1&2}. According to Coleman, 1998, Emotional Intelligence/ Emotional Quotient (EQ) it refers to the capacity for recognition of one's feelings and those of others for motivating and managing emotions well. It is the person's ability to identify, use, understand, and manage emotions in a certain positive ways in order to relieve stress, communicate effectively empathize with others, overcome challenges, and defuse conflict.

EQ attributes in five dimensions: self-awareness, social awareness, self-management, empathy, and motivation^{3&4}. Academic Social Networking Sites (ASNS) is an important tool for supporting the teaching-learning process⁵. It includes reliable applications and websites which help the students and teachers to exchange ideas, content, concepts, and opinions. This site supports the upkeep of online classes includes Google Meet, Zoom, Cisco WebEx, Skype, WhatsApp and Microsoft kaizela^{6&7}.

Learning pattern is conceptualized as a coherent whole of learning activities that the learners usually employ their own beliefs about learning and their motivation towards learning⁸.

However, fewer studies have already investigated an effect of emotional intelligence on learning pattern and the outcome was highly positive.

Methodology: The study objectives were to assess Emotional Intelligence on nursing students during the covid-19 pandemic, to assess the learning patterns of nursing students during covid19 pandemic with regard to academic social networking sites, to find out the association between Emotional Intelligence and selected demographic variables, to find out the association between Academic Social Networking Sites and selected demographic variables and to find out the association between learning patterns and selected demographic variables among nursing students during covid19 pandemic.

Following were the Hypotheses H₁: There will be a significant association between Emotional Intelligence and selected demographic variables, H₂: There will be a significant association between Academic Social Networking Sites and selected demographic variables, H₃: There will be a significant association between learning pattern and selected demographic variables.

The research approach adopted for the study was quantitative approach and the design was descriptive research. The study was done in 2nd and 3rd year students of Sanjay Gandhi College of Nursing, Bengaluru and 100 samples were selected by using convenient sampling technique. The data is analyzed by the means of descriptive and inferential statistics.

The tool consists of 4 sections. **Section-A** consists of Demographic data of the study. **Section-B** deals with assessment of Emotional Intelligence, a standardized tool TEIQue-SF comprising 30 questions which was divided into self-awareness, social-awareness, self-management, empathy, motivation was used for analysis. The internal consistency and test-retest both indicated scale reliabilities of 0.71 and 0.76. **Section- C** analyze the assessment of Academic social networking sites, structured questionnaire was formed using 5-point Likert scale. The tool includes uses of social media for academic learning, recommendations by friends for using social networking sites for educational purpose, believe in social media to recommend to the teachers, sharing of knowledge is effective in social media, better results will be achieved if social media is integrated to lessons, use of social media for communication purpose, difficulty in concentrating online classes and use of social media for academic purpose. The reliability test was done using Cranach's Alpha test with reliability score of 0.72.

Section- D Learning style questionnaire is a standardized tool adapted from University of Texas Learning Centre, 2006. It assesses the three domains i.e. Visual (focuses on how people look when they speak), Auditory (mainly helps to recall the things easily) and Tactile (tracing the words of what you listen by mesmerizing in a scratch paper). Scale consists of 24 questions where they assigned it under-Often (=5points), Sometimes (=3points), Seldom (=1points). The reliability score was 0.84 which indicates very reliable.

The data was collected through structured and standardized questionnaire and was analyzed and interpreted using descriptive and inferential statistics. Frequency and percentage distribution is used to distribute the demographic variables of young adults. Mean and standard deviation is used to assess the impact of Emotional Intelligence and Academic Social Networking Sites on learning pattern among nursing students during covid-19 pandemic. Chi square test is used to find out the association between selected socio-demographic variables and impact of Emotional Intelligence with regard to Academic Social Networking Sites during covid19 pandemic among nursing students.

Limitations:

Many difficulties were faced to get cooperation from the participants due to their clinical postings. It was very hard for the researcher to understand and find out the relevant tool for the study. The participant faced difficulties to understand few questions since it was more of recalling the situations faced during covid-19 pandemic. It was very hard for the researcher to analyzed and interpret the result since there are more variables. The study was confined to small number of participants under shorter period of time.

Result :

Assessment of Emotional Intelligence in terms of range, mean, median and standard deviation.

	Range	Mean	SD	Median
Overall EQ scores	30-210	135.10	14.308	135.00

The overall scores of Emotional Intelligence range of 30-210 with mean 135.10, median 135.00 and Standard deviation of 14.308.

Assessment of emotional intelligence

Sl.no	Dimensions	Categories	Score	Frequency (f)	Percentage (%)
1	Self- awareness (Max. score:84)	Low	12-35	2	1.9
		Medium	36-60	80	80.2
		High	61-84	18	17.9
2	Social awareness (Max. score:28)	Low	4-11	14	14.2
		Medium	12-20	70	69.8
		High	21-28	16	16.0
3	Self-management (Max. score:63)	Low	9-27	16	16.0
		Medium	28-45	76	76.4
		High	46-63	8	7.5
4	Empathy (Max. score:14)	Low	2-6	48	48.1
		Medium	7-10	41	40.6
		High	11-14	11	11.3
5	Motivation (Max. score:21)	Low	3-8	7	6.6
		Medium	9-15	60	60.4
		High	16-21	33	33.0

Among 100 samples of nursing students in selected Nursing college, Bengaluru majority (80.2%) medium scores of Self-awareness, majority (69.8%) medium scores of social awareness, majority (76.4%) medium scores of Self-management, majority (48.1%) low scores of Empathy, and majority (60.4%) medium scores of Motivation.

Assessment of Academic Social Networking Sites in terms of mean, median and standard deviation.

	Range	Mean	SD	Median
Overall academic social networking sites	17-40	30.07	3.991	30.00

The overall academic social networking sites scores with range of 17-40, mean score of 30.07, median 30.00 and Standard deviation of 3.991.

Assessment of Academic Social Networking Sites

Sl.No	Content	Categories	Score	Frequency	Percentage
1.	Overall Academic Social Networking Sites	Low	8-18	2	1.9
2.		Medium	19-28	52	51.9
3.		High	29-40	46	46.2

Among 100 samples the overall score Academic Social Networking Sites of nursing students where most of them (51.9%) has medium usage of Academic Social Networking Sites, followed by (46.2%) with high usage and minority (1.9%) with low usage.

Assessment of learning pattern in terms of mean, median and standard deviation.

	Range	Mean	SD	Median
Overall learning style questionnaire	32-112	80.70	14.744	81.00

The overall learning style questionnaire scores with range of 32-112, mean score of 80.70, median 81.00 and Standard deviation of 14.744.

Assessment of learning pattern

Sl.no	Content	Categories	Score	Frequency (f)	Percentage (%)
1	Visual	Low	08-24	93	93.4
		High	25-40	7	6.6
2	Auditory	Low	8-24	97	97.2
		High	25-40	3	2.8
3	Tactile	Low	08-24	89	88.7
		High	25-40	11	11.3

The score of learning style questionnaire of nursing students where majority (93.4%) has lowest scores in Visual, majority (97.2%) has lowest score in Auditory and majority (88.7%) lowest scores in Tactile.

Association between Emotional Intelligence, Academic Social Networking Sites, Learning pattern and selected demographic variables

Emotional Intelligence did not have any statistically significant association with the selected demographic variables whereas inacademic social networking sites“the social platform used” (p-value 0.043) andin learning pattern“mother’s education” (p-value 0.001) are significantly associated with the demographic variables

Conclusion:

In conclusion, the study findings had supported the need of emotional stability in learning pattern using academic social networking sites during covid-19 pandemic. The study concludes that the five dimensions of Emotional Intelligence of nursing students scores that majority (80.2%) medium scores of Self-awareness, majority (69.8%) medium scores of Social awareness, majority (76.4%) medium scores of Self-management, majority (48.1%) low scores of Empathy, and majority (60.4%) medium scores of Motivation; the overall Academic Social Networking Sites of nursing students scores that majority (51.9%) has medium category usage of Academic Social Networking Sites, followed by (46.2%) with high categories and minority (1.9%) with low categories; the different types of learning style questionnaire of nursing students scores that majority (93.4%) has lowest scores in Visual, majority (97.2%) has lowest score in Auditory and majority (88.7%) lowest scores in Tactile. Hence, the academic social networking sites has bridged the gap and supports the interaction between teachers and students learning with adequate emotional stability.

Based on the findings of the study the following recommendations have been made for further study. A similar study can be done

on larger sample to validate and generalize the findings. Usage of Social Networking Sites and its Impact on learning pattern of Nursing Students. A comparative study can be done to assess the impact of Academic performance and online learning among nursing students. A similar study can be done conducted on teachers to assess impact of Emotional Intelligence and usage of Academic Social Networking Sites on Academic performance.

Bibliography:

1. Impact of COVID-19 on people's livelihoods, their health and our food systems<https://www.who.int/news/item/13-10-2020-impact-of-covid-19-on-people's-livelihoods-their-health-and-our-food-systems>
2. COVID-19 pandemic triggers 25% increase in prevalence of anxiety and depression worldwide<https://www.who.int/news/item/02-03-2022-covid-19-pandemic-triggers-25-increase-in-prevalence-of-anxiety-and-depression-worldwide>
3. Ugoani J, Amu C, Emenike KO. Dimensions of emotional intelligence and transformational leadership: A correlation analysis. INDEPENDENT JOURNAL OF MANAGEMENT & PRODUCTION (IJM&P) v. 2015 Jun

3;6.<http://www.redalyc.org/articulo.oa?id=449544330016>

4. Rimawi O, Banat B. The impact of emotional intelligence on academic achievement of Al-Quds University students.<https://dspace.alquds.edu/items/a0658559-4917-4744-bfe2-eb96f2588062>
5. Azizi SM, Soroush A, Khatony A. The relationship between social networking addiction and academic performance in Iranian students of medical sciences: a cross-sectional study. *BMC psychology*.2019 Dec;7(1):1-8.<https://doi.org/10.1186/s40359-019-0305-0>
6. Kuss DJ, Griffiths MD. Social networking sites and addiction: Ten lessons learned. *International journal of environmental research and public health*. 2017 Mar;14(3):311.<https://doi.org/10.3390/ijerph14030311>
7. Wagenseil P. Zoom security issues: Here's everything that's gone wrong (so far). *Tomsguide*.2020 Jul:1-3.<https://www.tomsguide.com/news/zoomsecurity-privacy-woes>
8. Zarlis M, Mawengkang H, Sembiring RW. The role of information and communication technology in developing smart education. In *Journal of Physics: Conference Series* 2017 Sep 1 (Vol. 890, No. 1, p. 012091). IOP Publishing.
9. Doi :10.1088/1742-6596/890/1/012091. Vermunt JD, Donche V. A learning patterns perspective on student learning in higher education: state of the art and moving forward. *Educational psychology review*. 2017 Jun;29(2):269-99.https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=A+Learning+Patterns+Perspective+on+Student+Learning+in+Higher+Education%3A+State+of+the+Art+and+Moving+Forward+Jan+D.+Vermunt+1+%26+Vincent+Donche2&btnG