

A Study to Assess the Interpersonal Intelligence Skill and Career Satisfaction Among B.Sc. Nursing Students

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Abstract: Nursing competence comprise knowledge, abilities, attitudes, and behaviors integrated into and aimed at holistic care. This competence is not innate but developed in a complex process to which the environment and internal motivations contribute. Nursing competence is a multidimensional concept; its attributes include professional values, critical judgment, leadership, and effective interpersonal relationships, the latter being the most relevant considering the growing need for human care in the world. When nurses perceive patient care as being central to their work, their career satisfaction improves. Nurses' job satisfaction and job stress are important issues regarding their turnovers. Therefore, in order to improve quality of care, emotional intelligence play greater role. While there are some recent descriptive studies on job satisfaction with their intellectual skills in public hospitals, very limited research was found on this topic in private hospital setting. Moreover, such studies are very meagre in Indian setup especially in C.G. Hence the researcher felt the need of identifying relation between the interpersonal intelligence skills and career satisfaction among the B.Sc. nursing students.

Keywords: B.Sc. nursing students, Career satisfaction, Interpersonal intelligence skill.

1. Introduction

Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives.

Satisfaction is the response of the customer to organizational success. In fact, satisfaction represents the level of customer's pleasure in responding to the specificity of goods and services provided by the organization. In the practice of the nursing profession, nurses have to juggle the different expectations that are made of them. Intrapersonal skills and abilities of student nurses must be mastered and developed throughout the course of their lives in order to meet external expectations. Interpersonal communication in healthcare is defined as "the ability of the provider to elicit and understand patient concerns, to explain healthcare issues and to engage in shared decision-making if desired. Likewise, such skills among student nurses

are important because it can be used in the clinical practice environment to help them gain educational experience by working with the patients, staff nurses and other professionals. Thus, a broad framework of intelligence and skills would identify the nurse as a capable practitioner and is the foundation of an effective practice. Keeping up to date, maintaining and improving performance and good clinical care are very important in achieving this goal. The intelligence skills of the nursing student will transcend into globally competitive nursing graduates in near future. Hildegard Peplau considers nursing to be a "significant, therapeutic, interpersonal process." She defines it as a "human relationship between an individual who is sick, or in need of health services, and a nurse specially educated to recognize and to respond to the need for help."

2. Need for the Study

In today's scenario where there is no dearth of competitors in the market, it is essential that employees work with dedication and sincerity. Humans perform optimally when satisfied with their work. Career satisfaction is determined by the degree to which the characteristics of a job fulfil a person's needs. The higher the balance of satisfaction over dissatisfaction, the more likely it is that an individual will play an active role in the fulfilment of organizational goal.

Nursing competence comprises knowledge, abilities, attitudes, and behaviours integrated into and aimed at holistic care. This competence is not innate but developed in a complex process to which the environment and internal motivations contribute. Nursing competence is a multidimensional concept; its attributes include professional values, critical judgment, leadership, and effective interpersonal relationships, the latter being the most relevant considering the growing need for human care in the world. When nurses perceive patient care as being central to their work, their career satisfaction improves. Job satisfaction is an important part of the nurse's lives that can significantly affect patient safety, performance, and productivity and quality of care to the patient and commitment to the job as well as organization. Clearly defined roles and

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responsibilities, a balanced workload, and reward for effort are also related to higher levels of career satisfaction.

Nurses' job satisfaction and job stress are important issues regarding their turnovers. Nursing is a profession of human relationship as specified by Hildegard Peplau. Therefore, in order to improve quality of care, emotional intelligence play greater role. While there are some recent descriptive studies on job satisfaction with their intellectual skills in public hospitals, very limited research was found on this topic in private hospital setting. Moreover, such studies are very meagre in Indian setup especially in C.G. Hence the researcher felt the need of identifying relation between the intelligence skills and career satisfaction among the nursing students.

3. Objectives

1. To assess the interpersonal intelligence skill among B.Sc. nursing students.
2. To assess the career satisfaction among B.Sc. nursing students.
3. To find the association between interpersonal intelligence skill and selected socio-demographic variables among B.Sc. nursing students.
4. To find association between career satisfaction and selected socio-demographic variables among B.Sc. nursing students.
5. To find relationship between interpersonal intelligence skill and career satisfaction among B.Sc. nursing students.

4. Hypotheses

- H₁: There is significant association between interpersonal intelligence skill and socio-demographic variables.
- H₂: There is significant association between career satisfaction and socio-demographic variables.
- H₃: There is significant relationship between interpersonal intelligence skill and career satisfaction among B.Sc. nursing students.

5. Conceptual Framework

The conceptual framework adopted for the study is modified Nola Pender's Health Promotion Model (1987). The researcher is aimed to assess the interpersonal intelligence skill and career satisfaction among nursing students. The model focuses on personal factors, Behaviour specific cognition, and behaviour outcome.

6. Method

A descriptive research approach was adopted where 60 nursing students to assess the interpersonal intelligence skill and career satisfaction among B.Sc. Nursing students following Modified Health Promotion Model by Nola J. Pender. Subjects were selected by purposive sampling. Tools were developed which included self-structured questionnaire to collect socio demographic data. Tools were validated by experts. Pilot study was conducted and reliability of the tool was assured. Data collected from study subjects were arranged, tabulated and analyzed.

7. Results

The finding of the study revealed that interpersonal intelligence skill, majority of students 88.65% (n=47) are having very good interpersonal intelligence skill, and 86.55% (n=06) students are having excellent, 65.55% (n=7) having good interpersonal intelligence skill.

Percentage analysis show that 58.33% (n=35) students are very satisfied and 37% (n=22) students are satisfied, and 5%(n=3) students are not satisfied with their career satisfaction.

Association between interpersonal intelligence skill and selected socio demographic variables. As X² calculated with regard to age (1.76,p≥0.05), religion(2.82,p≥0.050), area of residence (2.33,p0≥.05), types of family (0.19,p≥0.05) interpersonal intelligence skill is found to be less that the table value no significant relation is statistically identified. Therefore, H₁ is rejected and inferred that there is no significant association between interpersonal intelligence skill and socio-demographic variables. Was calculated with regard to age (0.15,p≥15.51), religion(0.20,p≥0.05), area residence(1.25,p0. ≥05), types of family (5.0,p0≥.05) career satisfaction is found to be less that the table value no significant relation is statistically identified. Therefore, H₂ is rejected and inferred that there is no significant association between career satisfaction and socio-demographic variables.

Karl Pearson coefficient of correlation was calculated between interpersonal intelligence skill and career satisfaction found to be r=0.31. Hence, positive correlation. That means increase in interpersonal intelligence skill with increase the level of career satisfaction among the all-nursing students. Therefore, H₃ is accepted that there is moderate positive correlation between interpersonal intelligence skill and career satisfaction among B.Sc. Nursing students.

Table 1
Area wise and overall analysis on Interpersonal intelligence skill by Range score, mean, standard deviation, mean %, and coefficient of variation

S.no	Areas of interpersonal intelligence skill	Range	Mean ± sd	Mean score %	cv%
1	Listening skill	1-50	33.2±6.66	66.4	20.06
2	Communication skill	1-50	37.75±7.13	75.5	18.88
3	Emotional skill	1-50	36.91±4.76	73.82	12.89
4	Overall analysis	1-150	106.7±12.64	71.1	11.84



Fig. 1. Cone diagram representing the distribution of subjects according to Interpersonal intelligence skill

Table 1 and (Fig. 1) elicit the area wise analysis of interpersonal intelligence skill among B.Sc. nursing students using mean, mean%, sd and cv. Range of score for each domain were similarly allotted. Mean percentage score analysis indicates that among the three domains under study, late adults scored highest in communication skill 75.50% with the mean score of 37.75 ± 7.13 , and the rest domains like listening skill and emotional skill areas obtained 73.82% (36.91 ± 4.76) and 66.40% (33.2 ± 6.66) respectively.

Table 2
Area wise and overall analysis on Career satisfaction by Range score, mean, standard deviation, mean %, and coefficient of variation

S.no.	Areas of career satisfaction	Range	Mean ± sd	Mean score %	cv%
1	Academic satisfaction	1-20	15.35±3.2	76.75%	20.84
2	Clinical satisfaction	1-20	16.53±2.9	82.65%	17.75
3	Overall satisfaction	1-20	17.26±3.2	86.3%	18.53
4	Overall analysis	1-60	49.15±7.09	81.91	14.42

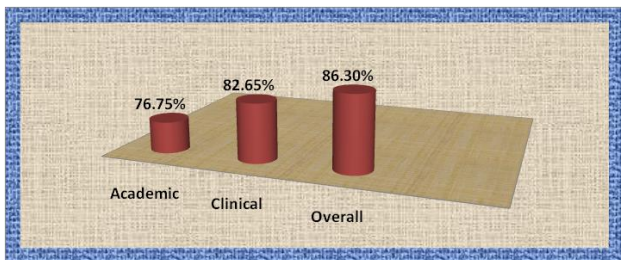


Fig. 2. Cylindrical diagram representing the distribution of subjects according career satisfaction level

Table 2 and (Fig. 2) show that Career satisfaction is assessed in 3 domains Academic satisfaction, Clinical satisfaction and Overall satisfaction. Percentage analysis indicates that Academic satisfaction as the mean percentage score is 76.75%, and Clinical satisfaction is 82.65% and that of overall satisfaction is best scored as 86.30%.

Table 3
Analysis to find association between interpersonal intelligence skill and socio- demographic variables

S.no.	Socio-demographic variable	Chi-Square	Df value	Critical value P=0.05	Inference
1	Age	1.76	08	15.51	Not significant
2	Religion	2.82	12	21.03	Not significant
3	Type of family	0.19	4	9.49	Not significant
4	Area of residence	2.33	4	9.49	Not significant

Table 3 denoted association between interpersonal intelligence skill and selected socio demographic variables. As X^2 calculated with regard to age ($1.76, p < 0.05$), religion ($2.82, p < 0.05$), area of residence ($2.33, p < 0.05$), types of family ($0.19, p < 0.05$) interpersonal intelligence skill is found to be less than the table value no significant relation is statistically identified. Therefore, H_1 is rejected and inferred that there is no

significant association between interpersonal intelligence skill and socio-demographic variables.

Analysis to find association between career satisfaction and socio-demographic variables:

Table 4
Association between Career satisfaction and Socio-demographic variables

S.no.	Socio-demographic variable	Chi-Square	Df value	Critical value P=0.05	Inference
1	Age	0.15	08	15.51	Not significant
2	Religion	0.20	12	21.03	Not significant
3	Type of family	5.0	4	9.48	Not significant
4	Area of residence	1.25	4	9.48	Not significant

Table 4 summarizes the X^2 analysis to find out the association between career satisfaction and selected socio demographic variables. As X^2 calculated with regard to age ($0.15, p < 15.51$), religion ($0.20, p < 0.05$), area residence ($1.25, p < 0.05$), types of family ($5.0, p < 0.05$) career satisfaction is found to be less than the table value no significant relation is statistically identified. Therefore, H_2 is rejected and inferred that there is no significant association between career satisfaction and socio-demographic variables.

Analysis to identify relationship between interpersonal intelligence skill and career satisfaction:

Table 5
Analysis to identify relationship between interpersonal intelligence skill and career satisfaction

S. no.	Variables	Mean ± Sd	Karl Pearson coefficient of correlation
1	Interpersonal intelligence skill	(106.05±11.22)	r = 0.31
2	Career satisfaction	(49.08±7.24)	

Table 5 illustrates correlation between the study variables. Karl Pearson coefficient of correlation was calculated and found to be $r = 0.31$. Hence, positive co-relation between interpersonal intelligence skill and career satisfaction is identified that means increase in interpersonal intelligence skill with increase the level of career satisfaction among the all-nursing students. Therefore, H_3 is accepted that there is moderate positive co-relation between interpersonal intelligence skill and career satisfaction among B.Sc. Nursing students.

8. Discussion and Conclusion

- Area wise and overall analysis on Interpersonal intelligence skill by range score, mean, standard deviation, mean %, and coefficient of variation
 - Table and (Fig. 1) depict the interpersonal intelligence skill assessed in 3 domains Listening skill, Emotional skill and Communication skill. Percentage analysis indicates that communication skill is better as the

mean percentage score is 75.5% with a mean score of 36.91 and that of listening skill is 66.4%, and emotional skill is 73.82%

- Emotional Intelligence of adolescent students was evaluated by Alam M. in Jharkand, in a study of emotional intelligence among adolescence studying in senior secondary schools. At July-September, 2018. The mean value obtained among male and female students was (63.15, 65.92) and SD (9.28, 8.43) respectively.
- The above findings of the study was supported by another study done by Jefferson Garcia Guerrero in Saudi Arabia which revealed that the majority of Arab nursing students respondents demonstrated a high level of intrapersonal intelligence ($\bar{x}=1.76$, $SD \pm 0.41$).
- *Area wise and overall analysis on Career satisfaction by Range score, mean, standard deviation, mean %, and coefficient of variation*
 - Table and (Fig. 2) show that Career satisfaction is assessed in 3 domains Academic satisfaction, Clinical satisfaction and Overall satisfaction. Percentage analysis indicates that Academic satisfaction as the mean percentage score is 76.75%, and Clinical satisfaction is 82.65% and that of overall satisfaction is best scored as 86.30%.
 - The finding of present research study is against the report given by Hakim A. who conducted a study to nursing students satisfaction about their field of study in April 2014 as the findings indicated that 83.3% of the students had little satisfaction in educational environment, 47.2% about situation of clinical environment, 41.7% concerning the theoretical educational method by professors, and 41.7% as to the method of clinical education by clinical trainers. Also 47.2% were not that satisfied with the method of evaluation by the school professors, 80.6% with the method of relationship with colleagues and also 62.5% with the nursing social image. Moreover, findings indicated that 33.3% of the participants in this research were dissatisfied with the method of evaluation by clinical trainers and 50% with the method of nursing management.
 - The findings reveal the association between interpersonal intelligence skill and selected socio demographic variables. As X^2 calculated with regard to age (1.76, $p<0.05$), religion (2.82, $p<0.050$), area of residence (2.33, $p<0.05$), types of family (0.19, $p<0.05$) interpersonal intelligence skill is found to be less than the table value no significant relation is statistically identified. Therefore, H_1 is rejected and inferred that there is no significant association between interpersonal intelligence skill and socio-demographic variables.
 - The above findings on association in relation with area of residence was supported by a similar study to identify Emotional Intelligence of adolescent Students conducted by Alam M. in Jharkand in 2018, mean

intelligence score of urban and rural was found to be 64.66 and 64.16 and SD (8.99, 9.02) respectively. The “t” score of 0.47 is not significant even at 0.05 level. Therefore, no significant difference between rural and urban secondary school students on emotional intelligence was proved.

- The finding reveals X^2 analysis to find out the association between career satisfaction and selected socio demographic variables. As X^2 calculated with regard to age (0.15, $p<15.51$), religion (0.20, $p<0.05$), area residence (1.25, $p<0.05$), types of family (5.0, $p<0.05$) career satisfaction is found to be less than the table value no significant relation is statistically identified. Therefore, H_2 is rejected and inferred that there is no significant association between career satisfaction and socio-demographic variables.
- Above findings are supported by the study done by M. Yadav His study results confirmed that there was a significant relationship between age and professional satisfaction and it showed that the respondents of age more than 25 years were more satisfied (median percentage of satisfaction = 72) than the ones with age less than or equal to 25 years. The findings of a study conducted in Japan 550 female nursing home care workers in 2005 confirmed results of some prior studies, showing a significant positive relationship between age and overall job satisfaction.
- The findings reveals that co-relation between interpersonal intelligence skill and career satisfaction positive co-relation with each other as Karl Pearson correlation coefficient obtain was (106.05 \pm 11.22) (49.08 \pm 7.24) $r=0.31$. Hence it is proved that interpersonal intelligence skill and career satisfaction H_3 is accepted inferred that there is a positive moderate co-relationship between interpersonal intelligence skill and career satisfaction among B.Sc. Nursing Students.
- In the present study, one of the areas of career satisfaction is clinical performance. Above analysis proved a positive relation between interpersonal intelligence and career satisfaction which is supported by a study done by Guerrero GJ in Saudi Arabia in which Linear regression (r) revealed a statistically significant relationship between interpersonal intelligence skill and clinical performance ($r=0.199$; $F=0.022$).

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