

GALAXY

International Multidisciplinary Research Journal

Vol. 3, Issue-II (March 2014)



Editor-In-Chief: Dr. Vishwanath Bite



Managing Editor: Madhuri Bite

Role of Emotional Intelligence and Learning in Health Care Unit

(A case study of Basappa Memorial Hospital, Mysore)

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Abstract:

The concept of Emotional Intelligence has gained significant importance in both manufacturing and IT sectors. But the evolution of Emotional Intelligence and its development in health care units is slowly gaining its momentum in the recent decades. Unlike any other competencies, Emotional Intelligence can also be learnt. It helps people to develop their sensitivity and drive their emotions in an accurate way. An attempt is made by the researcher to investigate the role of Emotional Intelligence and Learning in health care unit. Results indicate that there exists a positive relationship between Emotional Intelligence and Learning. Hence it can be implied that Emotional Intelligence and learning are dependent on one another and hence EI can be learnt.

Keywords: Emotional Intelligence, Learning

Introduction

Emotions are intense feelings that are directed at someone or something. Emotions are reactions to an object. There are two types of emotions namely – felt emotions and displayed emotions. Felt emotions are individual's actual emotions. In contrast, displayed emotions are those that are organizationally required and considered appropriate in a given job. They are not innate, they are learned.

Emotional intelligence (EI) is the ability to identify, assess, and control the emotions of oneself, of others, and of groups. Various models and definitions have been proposed of which the ability and trait EI models are the most widely accepted in the scientific literature. Criticisms have centered on whether the construct is a real intelligence or whether it has incremental validity over IQ and the Big Five personality dimensions - Self awareness, Self management, Empathy, Social skills and Motivation.

Emotional intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively.

Statement of the problem

As per the reviews, there are many studies done on various aspects of Emotional Intelligence, which reveal the necessity and its importance in organizations. An attempt is made

by the researcher to investigate the impact of learning on Emotional Intelligence in Health care unit

Objectives

1. To study the relationship between Emotional Intelligence and Learning.
2. To assess the level of Emotional Intelligence and Learning of Hospital staff members.

Methodology

The purpose of the study is to assess the role of Emotional Intelligence and Learning in Health care unit. To fulfill the objectives of the study the researcher has prepared a structured questionnaire in consultation with the experts. Also, to accomplish the purpose of the study the researcher has collected the necessary information from the staff members of Basappa Memorial Hospital, Mysore.

Research Design

The research work is based on Experimental research design which evaluates the role and causal relationship between different variables of Emotional intelligence and Learning.

Data Collection

Data is collected through both primary and secondary source.

Primary data is collected through a structured questionnaire prepared by the researcher in consultation with the experts.

Secondary data is used to compile the information about Emotional Intelligence and Learning which are collected from various books, journals, research articles and websites for the purpose of reviewing literatures.

Questionnaire

The structured questionnaire prepared consists of 30 questions comprising 2 variables namely Emotional Intelligence and Learning. The questions relating to Emotional intelligence comprise of 4 parameter namely Self awareness, Self management, Self motivation and Empathy. The questions relating to learning comprise of 4 parameters namely learning, curiosity, Originality and enthusiasm. Likert's 5 point scales ranging from strongly disagree to strongly agree is used as the rating scale.

Subjects

50 Hospital staff members belonging to Basappa Memorial Hospital, Mysore are taken as the sample for the study.

Statistical tools used

To assess and interpret the data collected through the questionnaire Correlation and chi – square tests are used as statistical tools and the assessed results are tabulated.

Limitations

1. Sample size is restricted to 50 only.
2. The analysis is completely based on the responses given by the respondents.
3. The results cannot be generalized to any Manufacturing and IT sector as the analysis is restricted to Basappa Memorial Hospital, Mysore.

Statistical Hypotheses

H1: There was no correlation between Emotional Intelligence and Learning among Hospital staff members.

H2: The Emotional Intelligence level and Level of Learning are uniformly distributed.

Data analysis and Interpretation

To test **H1**, correlation analysis is used and the computations made to H1 is tabulated in Table I

Table I
Correlations

		Self- awareness	Self- awareness	Self- motivation	Empathy	Overall Emotional Intelligence
Learning	Pearson Correlation	.390**	.182	.366**	.248	.431**
	Sig. (2-tailed)	.005	.207	.009	.082	.002
	Pearson Correlation	.222	.209	.169	.331*	.318*
	Sig. (2-tailed)	.122	.146	.240	.019	.024

	N	50	50	50	50	50
Enthusiasm	Pearson Correlation	.476**	.317*	.290*	.439**	.541**
	Sig. (2-tailed)	.000	.025	.041	.001	.000
	N	50	50	50	50	50
Originality	Pearson Correlation	.229	.027	.169	-.039	.161
	Sig. (2-tailed)	.110	.852	.240	.790	.264
	N	50	50	50	50	50
Overall Learning.	Pearson Correlation	.493**	.270	.376**	.359*	.541**
	Sig. (2-tailed)	.000	.058	.007	.010	.000
	N	50	50	50	50	50

From the above table it can be inferred that the correlation between the various variables of Emotional Intelligence and learning are positive and was found to be statistically significant. Further, it can also be seen that the correlation between overall Emotional Intelligence and overall Learning is also positive and was found to be statistically significant. Hence it can be inferred that there exists relationship between Emotional Intelligence and Learning.

To test H2, it was customary to present the Norm table for Emotional Intelligence and Learning using 3σ concept. The computations made to construct Norm table for Emotional Intelligence and Learning are tabulated in Tables below and chi-square test was used.

Table II**Norm table for Emotional Intelligence**

σ -level	class	level of Emotional Intelligence	Frequency	Percent
$\mu-2\sigma, \mu-1\sigma$	45-59	Below average	9	18
$\mu-1\sigma, \mu+1\sigma$	60-75	Average	31	62
$\mu+1\sigma, \mu+2\sigma$	76-92	Above average	10	20

Calculated chi-square value=17.47

Table chi-square value=5.9912

Since, calculated chi-square value was greater than table value, the test was significant at 5% levels i.e., 31 (62%) employees were at average level of Emotional Intelligence, 9(18%) were at below average level of Emotional Intelligence and only 10 (20%) of the employees were at above average level of Emotional Intelligence and it was found to be statistically significant.

Norm table for Learning

σ -level	class	level of Learning	Frequency	Percent
$\mu-2\sigma, \mu-1\sigma$	20-28	Below average	6	12
$\mu-1\sigma, \mu+1\sigma$	29-38	Average	39	78
$\mu+1\sigma, \mu+2\sigma$	39-48	Above average	5	10

Calculated chi-square value=43.47

Table chi-square value=5.9912

Since, calculated chi-square value was greater than table value, the test was significant at 5% levels i.e., 39 (78%) employees were at average level of Learning, 6 (12%) were at below average level of Learning and only 5 (10%) of the employees were at above average level of Learning and it was found to be statistically significant.

Findings

From the above statistical analysis, following results were listed:

- The correlation between Self awareness and learning was positive and $r=0.39$ and was found to be statistically Significant.

- The correlation between Self awareness and enthusiasm was positive and $r=0.47$ and was found to be statistically Significant.
- The correlation between Self management and enthusiasm was positive and $r=0.317$ and was found to be statistically Significant.
- The correlation between self motivation and learning was positive and $r=0.366$ and was found to be statistically Significant.
- The correlation between self motivation and enthusiasm was positive and $r=0.290$ and was found to be statistically Significant.
- The correlation between empathy and curiosity was positive and $r=0.331$ and was found to be statistically Significant.
- The correlation between empathy and enthusiasm was positive and $r=0.439$ and was found to be statistically Significant.
- The correlation between overall Emotional intelligence and overall learning was positive and $r=0.541$ and it was found to be statistically significant.

Conclusion

As evidenced by the data presented, it can be concluded that the variables of Emotional Intelligence and Learning are dependent on one another and hence they share a relationship between them. Further there exists significant correlation between overall Emotional Intelligence and Overall Learning.

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