

Emotional Intelligence among Physicians and Nurses in Intensive Care Units in Yerevan's HospitalsNooryan Kh.^a Gasparian Kh.^b, Sharif F.^c, Zoladl M.^d^aPh.D Student, Medical Psychology department, Yerevan State Medical University and faculty member at Yasuj University of Medical Sciences, Iran.^bMedical Psychology department, Yerevan State Medical University^c Professor and faculty member at Shiraz University of Medical Sciences /Email: fsharif@sums.ac.ir^d Assistant Professor and faculty member at Yasuj University of Medical Sciences/Email: zoladl@yahoo.com^a CORRESPONDING AUTHOR: KHEIROLLAH NOORYAN E-MAIL: NOORIAN20@YAHOO.COM

Abstract: Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. Some researchers suggest that emotional intelligence can be learned and strengthened, while other claim it is an inborn characteristic. Emotional intelligence, an essential factor responsible for determining success in life and psychological well-being, seems to play an important role in shaping the interaction between individuals and their work environment. It is also necessary physicians and nurses learn how to view and understand peoples, behavior, attitudes, interpersonal skills and potential. Individuals who have these characteristics are said to be "emotionally intelligent. To determine specificity of surviving emotional intelligence physicians and nurses who working in intensive care units wards in Yerevan Hospitals. A cross-sectional study and inferential study design was implemented, with 106 registered physicians and nurses in Hospitals Yerevan, who were widely distributed throughout, The study was performing in 2010. At the time of the study 106 nurses and physicians are working in 10 intensive care unit hospitals in Yerevan 4 hospitals were select to participate in this research. The total number of nurses and physicians the permission of study 76 nurses and 30 physicians were aim to recruit into the study. A sample of 106 participants physicians and nurses 11 (10.3%) men and 94 (49.7%)women, the mean age of the participants was 38.75 years and the employment period was 8.2years (SD = 7.34). Mean scores emotional intelligence in men 38.75 (SD=9.50) and in women 39.70 (SD=10.04) representing various human service professions (physicians, nurses) was eligible for the study. The mean age of the participants was 38.75 years and the employment period was 8.2years (SD = 7.34). Finding showed that mean scores emotional intelligence in all of participants in physicians and nurses approximately the same, but mean scores E.I in nurses were higher that they were comparison with physicians. In conclusion this study showed that Emotional intelligence, an essential factor responsible for determining success in life and psychological wellbeing, seems to play an important role in shaping the interaction between individuals and their work environment.

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Introduction:

Emotional intelligence (EI) is a concept increasingly recognized in the social psychology literature (Cherniss, 2002). Emotional intelligence has become of widespread interest to psychological research in recent years. It has been claimed that emotional intelligence is one of the important factors that determine success in life and psychological well-being (Bar-On R. 2001, Goleman D.1995). Emotional intelligence, an essential factor responsible for determining success in life and psychological well-being, seems to play an important role in shaping the interaction between individuals and their work environment (Bar-On R. 2001). It is also necessary they learn how to view and understand peoples, behavior, attitudes, interpersonal skills and potential. Individuals who have these characteristics are said to be "emotionally intelligent (Jeanne

Morrison, 2009). Emotional intelligence is the ability to perceive emotions, to access and generate emotions in order to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate. Emotions, so as to promote emotional and intellectual growth (Feedman & Everett, 2004). There is a little coherence between general intelligence and some dimensions of emotional intelligence, even in the best conditions. Emotional intelligence (EI) can be summarized as the ability to understand and recognize emotional states and to use that understanding to manage one's self and other individuals or teams [Bar-On R. 2001]. Goleman reports that EI is twice as important as technical skills and more important than IQ for success in jobs at all levels (Goleman D. 1998). According to Goleman [1995], the intensive care unit (ICU) has been described as a stressful working environment by health care professionals (Sawatzky

JA,1996). Nursing and physicians are professions that involve interpersonal relationships on a daily basis. Because of this, it is imperative that nurses understand their own feelings and use them to make good decisions as well as having empathy for others, interpersonal intelligence consists of the ability to read and respond appropriately to the moods and emotions of others, the ability to monitor one's own feelings, and the ability to discriminate about those feelings and the appropriate responses to these emotions (Karlene K. 1996). It should be, however, stressed that studies exploring the relationship between EI and experienced job stress and its outcomes are rather scanty (Slaski M, & Cartwright S. 2002). Wherever notice to above we will do survey emotional intelligence physicians and nurses working in intensive care units.

Materials & Method:

The present interventional study will be conducted on nurses and physicians who work intensive care unit in Hospitals (Yerevan) Armenia. Physicians and Nurses were working in intensive care unit hospitals are the study group of this cross-sectional study. The study was performing in 2010. At the time of the study 106 nurses and physicians are working in 10 intensive care unit hospitals in Yerevan 4 hospitals were select to participate in this research. The total number of nurses

and physicians the permission of study 76 nurses and 30 physicians were aim to recruit into the study. In this experimental design 106 male and female clients within the 21-65 years of age who had presented to the counseling centers were first selected and randomly put into this study. In this study we used from 133-item Bar-on Emotional Intelligence questionnaire and a questionnaire of demographic characteristics with 10 items were uses for data collection. The data analyze by SPSS soft ware.

RESULTS:

The findings of the study showed that 106 participants physicians and nurses 11 (10.3%)men and 94 (49.7%)women mean scores emotional intelligence in men 38.75(SD=9.50) and in women 39.70(SD=10.04) representing various human service professions (physicians, nurses) was eligible for the study. The mean age of the participants was 38.75 years. Therefore can take result between men and women group about of variable sex T-test showed between both mean there is not significant ($p= 0.796$). The results confirmed an essential, very strong, role of emotional intelligence in perceiving occupational stress and preventing physicians and nurses from negative health outcomes.

Table 2: Distribution of frequency and compare mean scores 15 subscales emotional intelligence items in physicians & nurses group/ Yerevan/Armenia

Group Analysis	Nurses			Physicians			p-Val	DF	P
	Number	Mean Scores E.I	Std Deviation	Number	Mean scores E.I	Std Deviation			
Self Regard	76	33.55	4.97	30	32.63	7.22	.749	104	.456
Self Awareness	76	29.90	4.53	30	28.53	4.13	.998	104	.048
Assertiveness	76	25.46	3.71	30	24.20	4.40	.392	104	.139
Independence	76	24.94	4.66	30	24.61	4.63	.313	104	.755
Self Actualization	76	34.39	4.13	30	33.60	4.69	.918	104	.661
Empathy	76	31.59	4.60	30	30.83	4.41	.772	104	.442
Social Responsibility	76	36.01	4.82	30	35.33	4.41	.648	104	.519
Interpersonal	76	43.06	5.43	30	43.13	4.48	.058	104	.954
Stress Tolerance	76	33.94	4.53	30	32.43	4.72	1.529	104	.129
Impulse Control	76	34.43	5.41	30	33.43	7.61	.660	104	.449
Reality Testing	76	37.43	5.21	30	36.20	4.50	1.138	104	.258
Flexibility	76	29.12	4.80	30	28.50	5.98	.591	104	.556
Problem Solving	76	30.32	3.96	30	29.96	4.88	.396	104	.693
Optimism	76	30.31	4.60	30	29.53	4.61	.788	104	.433
Happiness	76	33.98	4.78	30	34.40	4.50	-.470	104	.685
Total E.I	76	488.53	54.42	30	476.83	56.79	.985	104	.338

Finding of this table showed that mean scores emotional intelligence in physicians and nurses approximately the same, but mean scores E.I in nurses were higher that they were comparison with physicians.

Table 1: *Distribution of frequency and compare mean (M) standard deviations (SD) scores 5 scales emotional intelligence items physicians & nurses Armenia between case & control group*

<i>Analysis</i> E. I. Items	N	Mean scores E.I	Std. Error Difference	D f	t	<i>sig</i>
Intrapersonal	Nurses	148.26(17.77)	2.03	104	1.32	.738
	Physicians	143.06(19.46)	3.55	13	1.26	
Interpersonal	Nurses	110.67(13.16)	1.69	104	8.37	.612
	Physicians	109.30(12.04)	2.19	13	.494	
Stress Management	Nurses	68.38(8.92)	1.05	104	1.22	.047
	Physicians	65.86(11.03)	2.01	13	1.11	
Adaptability	Nurses	96.92(11.55)	1.32	104	.884	.500
	Physicians	94.66(12.51)	2.28	13	.853	
General Mood	Nurses	64.30(8.59)	.98	104	204	.690
	Physicians	63.93(7.94)	1.44	13	211	
TOTALE.Q	Nurses	488.5354.42)	6.24	104	.895	.884
	Physicians	476.83(56.79)	10.36	13	.967	

Finding of this table showed that means (*M*) scores and 5 subscales E.I items examined variables in a total sample. The study group of human service workers obtained the average level of emotional intelligence

Discussion:

The level of emotional intelligence of examined physicians and nurses' probation officers and managers was similar to the level observed in nurses representing other human service professions. In short the result of this investigation showed that E.I in nurses and physicians is the same and very close. The studies presented need to be replicated in more diverse settings. It is important to continue to study this model in order to learn how best to apply it at home, school and work. There are fairly large differences in the scores for the 15 content scales indicating areas of relative strengths and areas of improvement in case and control group. Emotional Intelligence will contribute to success in most endeavors. Subsequent to the indication from previous literature that EI shows promise to be linked to the field of health and psychological well-being, the primary aim of this study was to investigate the concurrent criterion validity of a mixed model conceptualization of EI (Rubin, M.M., 1999). Several studies have found that emotional intelligence can have a significant impact on various elements of everyday living. Palmer et al, found that higher emotional intelligence was a predictor of life satisfaction (Palmer, B. et al, 2002). The significance of emotions in nursing work has come to be recognized in the literature. While nursing work involves cognitive and technical skills, there has been increasing recognition of the interpersonal and intrapersonal skills required to cope with the complex demands of modern health care systems (Bellack J.P,1999), and emotional labour is a well-recognized concept in the literature. Additionally, Pellitteri (2002) reported that people higher in emotional intelligence were also more likely to use an adaptive defense style and thus exhibited healthier psychological adaptation. Performance measures of emotional intelligence have illustrated that

higher levels of E.I. are associated with an increased likelihood of attending to health and appearance, positive interactions with friends and family, and owning objects that are reminders of their loved ones (Brackett, M.A., 2005). Mayer, Caruso, and Salovey (1999) found that higher emotional intelligence correlated significantly with higher parental warmth and attachment style, while others found that those scoring high in E.I. also reported increased positive interpersonal relationships among children, adolescents, and adults [Rice, C.L. ,1999). When, advanced emotional intelligence can be beneficial in many areas of life. However, the application of its usefulness has been most frequently documented in the professional workplace outlines four main reasons why the workplace would be a logical setting for evaluating and improving emotional intelligence competencies: 1. Emotional intelligence competencies are critical for success in most jobs. 2. Many adults enter the workforce without the competencies necessary to succeed or excel at their job. 3. Employers already have the established means and motivation for providing emotional intelligence training. 4. Most adults spend the majority of their waking hours at work.

Conclusions:

The Overall EQ-I score was high indicating a group that has good Emotional Intelligence. There are fairly large differences in the scores for the 15 content scales indicating areas of relative strengths and areas of improvement in case and control group. Emotional Intelligence will contribute to success in most endeavors. If improving nurses' EI can help them deal more ably with their emotional work and reduce the incidence of psychological stress, this will be of benefit to nurses, patients and employers

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