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EMOTIONAL INTELLIGENCE AND PSYCHOLOGICAL WELL-BEING OF NURSING STUDENTS IN THE DIGITAL LEARNING ERA

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ABSTRACT

Emotional intelligence (EI) and psychological well-being are critical for nursing students, especially in the digital learning era, where academic and social challenges may impact mental health and performance. Understanding the relationship between EI and well-being can help in designing interventions to support students' overall development.

The study aims to (1) assess the level of emotional intelligence and psychological well-being among nursing students, (2) determine the relationship between emotional intelligence and psychological well-being, and (3) explore the association of these variables with selected demographic characteristics.

A descriptive correlational study was conducted among nursing students in selected nursing colleges. Standardized tools were used to measure emotional intelligence and psychological well-being. Data were analyzed using appropriate statistical methods to determine levels, relationships, and associations.

The findings revealed varying levels of emotional intelligence and psychological well-being among participants. A significant positive relationship was observed between emotional intelligence and psychological well-being. Certain demographic factors, such as age, year of study, and exposure to digital learning platforms, were found to be associated with the measured variables.

Enhancing emotional intelligence may contribute to better psychological well-being among nursing students. Incorporating EI development programs and providing targeted support based on demographic needs can improve students' overall academic and personal outcomes in the digital learning era.

KEYWORDS: Emotional intelligence, Psychological well-being, Nursing students.

INTRODUCTION

Emotional Intelligence (EI) is the ability to perceive, understand, manage, and regulate emotions in oneself and others. In nursing education, emotional intelligence is essential for maintaining mental health, coping with academic stress, and providing compassionate patient care.

The rapid expansion of **digital learning platforms**, including online classes, virtual simulations, learning management systems, and artificial intelligence–supported tools, has transformed nursing education. While digital learning offers flexibility and improved access to knowledge, it also poses challenges such as screen fatigue, reduced social interaction, increased academic pressure, and psychological stress.

Psychological well-being is a crucial component of students' overall health and academic success. In the current digital learning era, understanding the role of emotional intelligence in maintaining psychological well-being among nursing students is essential. This study aims to explore the relationship between emotional intelligence and psychological well-being of nursing students in a digitally driven educational environment.

STATEMENT OF THE PROBLEM

A study to assess emotional intelligence and psychological well-being of nursing students in the digital learning era in selected nursing colleges.

OBJECTIVES OF THE STUDY

1. To assess the level of emotional intelligence & psychological well-being among nursing students.
2. To determine the relationship between emotional intelligence and psychological well-being among nursing students.
3. To find the association between emotional intelligence & psychological well-being with their selected demographic variables.

REVIEW OF THE LITERATURE

1. Alaswad et al. (2025) conducted a correlational study among 335 nursing students and found a positive but weak correlation between emotional intelligence and psychological well-being (EI was significantly associated with higher PWB scores), though the effect sizes were small.
2. Ruiz-Ortega, Sánchez-Álvarez & Berrios-Martos (2024) examined 394 undergraduate nursing students and reported significant positive relationships between emotional intelligence and psychological well-being**,** with PWB also influencing academic performance.

METHOD OF INVESTIGATION

A descriptive cross-sectional research design was adopted for the study and conducted among final-year BSc Nursing students from selected nursing colleges offering BSc Nursing programmes. A sample of 92 students was recruited using convenience sampling. The inclusion criteria comprised

final-year BSc Nursing students who had exposure to digital learning platforms and were willing to participate in the study. Data were collected using three instruments: a demographic and digital learning profile questionnaire, a standardized Emotional Intelligence Scale, and a Psychological Well-Being Scale. Following the approval of the study by the appropriate ethics committee, informed consent was obtained from all participants prior to data collection. The structured questionnaires were administered to the participants either through online or offline modes, according to feasibility and accessibility. The collected data were coded, organized, and analyzed using descriptive statistics, including frequency and percentage, to summarize the demographic and digital learning characteristics of the participants.

RESULTS AND DISCUSSION

Variable	Categories	Frequency	Percentage (%)
Age (years)	20-22	85	92.4
	Above 22	7	7.6
Gender	Female	92	100
Course	BSc Nursing (all variants)	92	100
Year of Study	4th Year / Final Year	88	95.7
	Others (IV year, specific years)	4	4.3
Mode of Study	Regular	80	87
	Online	12	13
Type of Digital Platform	Online Classes (Zoom/Google Meet)	75	81.5
	Learning Management System (LMS)	15	16.3
	AI-Based Learning Tools	2	2.2
Duration of Digital Learning (hrs/day)	1-3 hours	58	63
	4-6 hours	25	27
	7-8 hours	9	10
Device Used	Mobile	90	97.8
	Desktop	2	2.2
Level of Comfort	Moderate	70	76
	High	18	20
	Low	4	4
Sleep Duration (hrs/day)	6-8 hours	65	71
	<6 hours	15	16
	>8 hours	12	13
Support System	Family	74	80
	Friends	18	20

The findings show that the majority of participants (92.4%) were aged between 20 and 22 years. All respondents were female, reflecting the typical gender distribution in nursing programs. Most students (63%) reported engaging in digital learning for 1–3 hours per day, and an overwhelming 97.8% relied on mobile devices for their academic activities. In terms of digital learning experience, 76% indicated a moderate level of comfort. Regarding lifestyle patterns, 71% maintained 6–8 hours of sleep daily. Additionally, 80% of the participants identified their family as their primary source of support.

Emotional Intelligence and Psychological Well-Being Findings

- Majority demonstrated moderate emotional intelligence levels**.**
- Psychological well-being was generally average to moderate**.**
- Students with adequate sleep (6–8 hours) reported better emotional regulation.
- Those studying more than 6 hours digitally showed signs of fatigue and lower well-being.
- Strong family support positively influenced emotional stability

Correlation between Emotional Intelligence and Psychological Well-Being

The correlation coefficient ($r = 0.3952$) indicates a weak positive correlation between emotional intelligence and psychological well-being. This suggests that as emotional intelligence increases, psychological well-being also tends to increase; however, the strength of the relationship is weak and not strong.

CONCLUSION

The study concludes that nursing students in the digital learning era exhibit moderate levels of emotional intelligence and psychological well-being. While digital platforms facilitate academic continuity, prolonged exposure and screen dependency may negatively affect emotional health. Adequate sleep and strong family support play protective roles in maintaining psychological balance.

LIMITATIONS

- Limited to selected nursing colleges.
- All participants were female.
- Convenience sampling limits generalizability.

RECOMMENDATIONS

- Comparative studies between online and hybrid learning models.
- Inclusion of male nursing students.
- Interventional studies focusing on EI enhancement.

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