

Relationship between Emotional Intelligence and Academic Performances among Final Year Health Science Students in Faculty of Allied Health Sciences, General Sir John Kotelawala Defence University, Sri Lanka

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The aim of the study was to assess the relationship between Emotional Intelligence (EI) and academic performances among final year health science students in Faculty of Allied Health Sciences, General Sir John Kotelawala Defence University, Sri Lanka. Further, the study aimed to investigate the association between socio-demographic data and EI. Previous researchers have not dealt with the same issue among health care students except medical students within the Sri Lankan context. Therefore, this descriptive cross-sectional study was focused on health science students. EI was assessed through the validated Genos EI Inventory-Concise (self-assessment) questionnaire which was rated on a five-point Likert scale that ranges from 1 (almost never) to 5 (almost always). The students' Grade Point Average (GPA) was considered to examine the academic performances. Socio demographic data were collected. Data were collected from 141 participants of the five departments. Data were analysed using SPSS version 21. Results indicated that median EI for Nursing; (104.00), Physiotherapy; (100.00), Medical Laboratory Sciences; (101.00), Pharmacy; (104.00) and Radiotherapy and Radiography; (109.00). A positive correlation was shown between GPA and the total EI ($p=0.00$; $r=0.86$). Moreover, a positive correlation was found between GPA and the EI among all the five departments. This study showed an association between both total EI and students who are not selected for any other course before entering the degree program except other associated factors. According to the analysed data the higher EI scores cause for the better academic performances of the students studying at FAHS, KDU.

Keywords: *emotional intelligence, academic performance, health sciences students*