



The Correlation Between the Emotional Intelligence and Attitude Toward Educational Field and Job Prospects in Midwifery Students of Tehran City in 2018

Mahta Abbasi Fashami ¹ , Nourossadat Kariman ^{2,*} , Elham Ahmad Pourkeivani ¹ , Fatameh Sadat Rahnemaie ¹ , Farzaneh Rashidi Fakari ³ , Malihe Nasiri ⁴

¹ Student Research Committee, School of Nursing and Midwifery, Shahid Beheshti University of Medical Sciences, Tehran, Iran

² Midwifery and Reproductive Health Research Center, Midwifery and Reproductive Health Department, Shahid Beheshti University of Medical Sciences, Tehran, Iran

³ Midwifery and Reproductive Health Research Center, Midwifery and Reproductive Health Department, School of Nursing and Midwifery, Shahid Beheshti University of Medical Sciences, Tehran, Iran

⁴ Department of Biostatistics, School of Paramedical Sciences, Shahid Beheshti University of Medical Sciences, Tehran, Iran

*Corresponding author: Nourossadat Kariman, Midwifery and Reproductive Health Research Center, Midwifery and Reproductive Health Department, School of Nursing and Midwifery, Shahid Beheshti University of Medical Sciences, Tehran, Iran. E-mail: n_kariman@sbm.ac.ir

DOI: [10.29252/anm.28364](https://doi.org/10.29252/anm.28364)

Submitted: 26-08-2019

Accepted: 20-11-2019

Published: 15-01-2020

Keywords:

Emotional Intelligence

Attitude

Midwifery

Students

© 2020. Advances in Nursing and Midwifery

How to cite:

Abbasi Fashami M, Kariman N, Ahmad Pourkeivani E, Rahnemaie FS, Rashidi Fakari F, Nasiri M. The Correlation Between the Emotional Intelligence and Attitude Toward Educational Field and Job Prospects in Midwifery Students of Tehran City in 2018. *Adv Nurs Midwifery*. 2020;29(1):51-56. doi: 10.29252/anm.28364

Abstract

Introduction: Students' attitudes toward their educational field and job prospects are significantly necessary for their educational system. Midwifery is one of the essential fields in health, and students of this field are the pillars of protecting health in the future. This research aims at the determination of the relationship between emotional intelligence and attitude toward the educational field and job prospects in Midwifery students.

Methods: This research was conducted as descriptive-sectional research with 251 midwifery bachelor students in the universities of medical sciences in Tehran city in 2018. The sampling method includes three inventories of demographic information, attitude toward the educational field, job prospects, and emotional intelligence. Statistical data were analyzed using SPSS (vr.16) software.

Results: 57.8% and 62.9% of people neither agree nor disagree about the midwifery field and job prospects of this field, respectively. The positive correlation was observed between emotional intelligence and self-management with the educational field and job prospects. There was a negative relationship between the educational years of the spouse with an attitude toward the educational field. The negative relationship was observed between the educational year, mean high school average, and the mark of attitude toward the job prospects.

Conclusions: Although most midwifery students are interested in this field and job, some wrong decisions and policy-makings have disappointed them. It is essential to change policies and make significant decisions according to the significant role of the midwife in the health and necessity of motivation in the present and future performance of students.

INTRODUCTION

The origin of society evolutions is universities in all various periods. Students, as the fundamental elements of the university in the future, form the main structure of

the various organizations of the society, and their attitude toward the educational field and job prospects are one of the significant factors on the quality of the

educational services [1, 2]. Generally, recognition and preparation to have a specific action are called attitude toward it. Individual attitudes change in proportion to his/her surrounding in various life periods. One of the life periods with the maximum changes in the attitude and interest is the student period [3]. Today, studying the attitude is one of the most prestigious social psychological concepts with the specific status among studies [4]. Having a positive attitude and motivation is the factor of success and performance increase in students [5, 6].

On the other hand, anxiety about job prospects is an increasing issue in various fields. The incremental growth of the graduated medical students disappoints the students with their educational field and job prospects as one of the significant concerns in society [7]. The only research about Iranian midwifery students' attitudes showed their positive attitude toward this educational field [4]. However, the conducted research about the midwifery students' attitude toward their job prospects in England showed that many midwives, particularly the younger that have graduated recently, have left their profession because they could not reach what they thought in this field. This research shows the maladaptation between the midwifery profession and midwives' roles in society.

Moreover, students had the great motivation to study midwifery at first; though, they were concerned about their job prospects and other attitudes to their field [8]. Recognition of the significant factors on the students' attitude is one of the essential and essential factors to provide the educational facilities and job prospects [8, 9]. Some studies have referred to the direct relationship between educational satisfaction and emotional intelligence [10]. Emotional intelligence is the set of excitements, emotions, social knowledge, and abilities that enable the individual to adapt to his/her environment [11]. The emotional intelligence shows the general capacity to learn the skill, perceive the emotions in him/herself and others, regulate emotions, and influence on the emotional situations [12, 13]. Emotional intelligence determines which actions are proper or improper in social relationships [14]. Results of studies have shown the direct relationship between emotional intelligence, life satisfaction, and a sense of happiness [15]. Emotional intelligence and self-efficacy have an essential role in academic achievement [16, 17]. Tago et al. (2017) mentioned a direct relationship between the emotional intelligence and job satisfaction of nurses in their research [18]. High emotional intelligence with higher efficiency in the workplace correlates with higher job satisfaction and lower job burnout and is effective on the better performance of nurses [19]. Also, results of Noghabi et al. (2015)

research showed the relationship between self-awareness and self-motivation, which are the structures of emotional intelligence and are correlated with the academic satisfaction of these students [10].

This research was conducted to determine the correlation between the emotional intelligence and attitude toward the educational field and job prospects of midwifery students according to the importance of the midwifery field in the social health, the effect of attitude toward this field, and the present and future job prospects.

METHODS

This research is cross-sectional, which examines the midwifery students' attitudes of Tehran city in 2017-2018 about this field and their job prospects. The sampling method was multistage non-probability and conducted on the bachelor students of midwifery in Tehran city, including four universities of the Iran University of Medical Science, Tehran University, Shahid Beheshti University, and Islamic Azad University, Tehran Medical Unit. The sample volume was 251 people (139 from state universities and 112 from Islamic Azad Universities) by considering the first error of 0.05, the second error of 0.2, and a correlation coefficient of 0.25. All the students handed in written informed consent before participation in the research. The data collection tool includes three parts. The first part was the demographic researcher-made inventory including information of age, marital status, employment, university type, academic term, place of residence, ethnicity, numbers of participation in the entrance exam, admission quotas to university, high school average, the passed terms averages, education, and parents' and spouses' jobs.

The second part includes the inventory of attitude measurement questions about the educational field and job prospects. This inventory was designed based on domestic and foreign studies containing 22 questions. Questions 1-11 were related to the attitude measurement about the educational field, and questions 12-22 were related to the attitude measurement about the job prospects. The answers to the questions were scored from 1 to 5 on a five-point Likert spectrum scale, including strongly disagree; disagree; neither agree nor disagree; agree, and strongly agree. In this regard, the minimum and maximum attitude score spectrum (for both educational field and job prospect) were 11 and 55, respectively. Scores of 11-25.6 show the negative attitude, scores of 25.7-40.5 show neither agree nor disagree, and the score of 40-55.3 shows a positive attitude toward the educational field or job prospects. The inventory was given to 6 faculty members of nursery and midwifery of Shahid Beheshti University of Medical

Sciences after being designed to determine the qualitative content validity and face validity. Data was corrected after being collected. The inventory reliability

was examined using Cronbach's alpha coefficient (0.82 for educational attitude and 0.77 for the job prospects).

Table 1. Demographic characteristics frequency distribution and their correlation with educational and job attitudes

Variable	N	%	Attitude Toward Educational Field		Attitude Toward Job Prospects	
			P value	r	P value	r
Marital status			0.57	0.03	0/54	-0.03
Single	184	73.3				
Married	67	26.7				
University type			0.13	-0.09	0.05	-0.12
State university	139	55.4				
Islamic Azad University	112	44.6				
Educational term			0.01	-0.15	0.00	-0.25
First year	23	9.2				
Second-year	76	30.3				
Third-year	50	19.9				
Fourth year	102	40.6				
Job			0.83	0.01	0.17	-0.08
Student	228	90.8				
Student+ employed	23	9.2				
Place of residence			0.18	0.08	0.09	0.10
Home	187	74.5				
Dormitory	64	25.5				
Mean average of high school			0.06	-0.11	0.04	-0.12
18 and higher	180	71.7				
16- 18	55	21.9				
Lower than 16	16	6.4				
Mean average of the passed terms			0.89	-0.00	0.23	-0.07
18 and higher	43	17.1				
16- 18	146	58.2				
Lower than 16	62	24.7				
Admission quotas			0.95	0.00	0.25	0.07
Free	142	56.6				
Districts	80	31.9				
Martyr and veterans	18	7.2				
Others	11	4.4				
Number of participants in the entrance exams			0.5	-0.04	0.9	-0.19
Once	170	67.7				
Twice	69	27.2				
Three times and more	12	4.8				
Mother's education			0.22	-0.07	0.13	0.00
Diploma and lower	194	77.3				
Academic degree	57	22.7				
Father's education			0.14	-0.09	0.08	-0.10
Diploma and lower	161	64.1				
Academic degree	90	35.9				
Spouse education			0.00	-0.34	0.32	-0.12
Diploma	4	6.2				
Associated degree and BA/S	41	64				
MSc and higher	19	29.7				
Spouse educational field			0.11	0.2	0.98	-0.00
Medical	9	15				
Paramedical	7	11.7				
Technical and engineering	33	55				
Human sciences	11	18.3				
Mother's job			0.54	-0.03	0.33	-0.06
Housewife	212	84.5				
Unemployed	38	15.2				
Father's job			0.46	0.04	0.25	0.07
Unemployed	4	1.6				
Worker	12	4.8				
Clerk	98	39				
Free job	137	54.6				

The third part of the data was collected using Brad berry & Greaves's emotional intelligence inventory [20, 21]. This test was translated by Ganji et al. (2005) [22] and evaluated by Bar-on emotional quotient inventory. This inventory includes four fields of self-awareness, self-management, social awareness, relationship management, and 28 questions, which are scored based on the six-point Likert spectrum. A general score was obtained for emotional intelligence after measuring these four fields. Each field has an individual scoring in a

way that the obtained score from each field is ranked according to its corresponding table between 0 and 100. Higher scores than 80 in each field show high emotional intelligence, and lower than 60 show low emotional intelligence.

Data were analyzed by SPSS (vr.16) after collection. The sig. level was considered less than 0.05. Descriptive statistics (absolute frequency distribution table, mean, and standard deviation tables), the Pearson correlation coefficient, and linear regression were used to analyze

data. This research is adopted from the approved research by the Ethics Committee of Shahid Beheshti University of Medical Sciences in no. IR.SBMU.RETECH.REC.1396.1243.

RESULTS

The mean age of students in this research was 22.2 ± 2.9 , and most of them (57%) had Persian ethics. Other related demographic data of the participants and their correlation with the educational field and job prospects are shown in Table 1.

Frequency and mean of the attitude questions toward the educational field and job prospects are shown in Table 2.

In this research, 63 students (25.1%) had a positive attitude, 145 students (57.8%) neither agreed nor disagreed, and only 43 students (17.1%) had a negative attitude toward the midwifery field. Amongst, 54 students (21.5%), 158 students (62.9%), and only 39 students (15.5%) had a positive attitude, neither agreed nor disagreed, and had a negative attitude toward their job prospects, respectively. There was a significant correlation between the academic year, spouse

education level, attitude toward the job prospect, self-management score, and score of relationship management, emotional intelligence, and attitude variable toward the educational field and job prospects (Table 3).

However, only two factors of spouse education and a score of attitude to job prospects showed a significant statistical relationship with the score of attitude to the educational field in the linear regression. So, midwifery students' attitudes get more negative toward their field by increasing the spouse educational level, and the higher score of attitude to the educational field increases the attitude to the job prospects more. However, the significant statistical relationship was observed in the linear regression only between two variables of the academic year and score of attitude toward the job prospects. In a way that increasing the academic year makes the midwifery students' attitudes more harmful than their job prospects. Furthermore, most participants of this research, 242 people (96.5%), have the medium and high score of general emotional intelligence. Other related data to the structures of emotional intelligence are shown in Table 4.

Table 2. Frequency distribution of educational field and job prospects among midwifery students

Number	Question	Mean \pm SD
1	I selected this field because I was just permitted to select this field for my rank.	2.7 \pm 1.4
2	I am satisfied with selecting this field.	3.6 \pm 1.2
3	I have become more interested in this field after selecting it.	3.7 \pm 1.2
4	I think my field becomes more valuable in higher educational levels	3.1 \pm 1.3
5	I think students of other fields have good opinion about my field.	3.1 \pm 1.1
6	I think my society has a proper opinion about my field.	3.1 \pm 1.2
7	I selected this field only by my interest.	2.9 \pm 1.3
8	I suggest others to study this field.	2.8 \pm 1.3
9	I don't think to change or withdraw from my field	3.4 \pm 1.4
10	I consulted with students and professors of this field before choosing it.	2.1 \pm 1.2
11	I select this field to continue in higher educational levels.	3.2 \pm 1.4
12	I am aware of the job prospects of my field.	3.8 \pm 1.1
13	I hope to the job prospects of my field.	3.2 \pm 1.3
14	Job prospects of my field become better by continuing education in higher levels.	3.2 \pm 1.3
15	Number of the recruited people in my field is proper.	2.3 \pm 1.2
16	Professors of this field encourage the students to find a good job.	2.5 \pm 1.2
17	I like working in midwifery.	3.7 \pm 1.2
18	I think my job prospects will be good in the society.	3.2 \pm 1.1
19	There is a proper counseling system about job prospects in the university.	2 \pm 1.1
20	According to my idea, the salary benefits of employment in this field are proper.	2.2 \pm 1.1
21	Incremental admission of students in this field doesn't endanger their job prospects.	2.1 \pm 1.2
22	The courses and their contents can provide my job needs in the workplace.	3.1 \pm 1.2

Table 3. Mean, standard deviation and correlation coefficients between emotional intelligence structures and attitudes

Variable	Mean \pm SD	Attitude Toward Educational Field		Attitude Toward Job Prospects	
		P-Value	R	P-Value	R
Self-awareness	83.9 \pm 7.5	0.27	0.07	0.19	0.08
Self-management	70.9 \pm 13.7	0.00	0.21	0.00	0.18
Social awareness	78.3 \pm 7.4	0.11	0.09	0.46	0.04
Relationship management	73.1 \pm 12.8	0.01	0.16	0.23	0.07
Emotional intelligence	73.1 \pm 9.3	0.00	0.22	0.00	0.17
Attitude toward job prospects	31.8 \pm 7.8	0.00	0.68		
Attitude toward the educational field	34 \pm 8.8				

Table 4. Distribution of emotional intelligence components

Variable Score	Self-Awareness N (%)	Self-Management N (%)	Social Awareness N (%)	Relationship Management N (%)	Emotional Intelligence N (%)
High (80 <)	174 (69/3)	63 (25/1)	81 (32/3)	81 (32/3)	94 (37/5)
Intermediat (60-80)	76 (30/3)	143 (57)	170 (67/7)	132 (52/6)	148 (59)
Low (60 >)	1 (0/4)	17(9)) 45	0	38 (15/1)	9 (3/6)

DISCUSSION

Midwifery students' attitudes are in the range of neither agree nor disagree with the educational field and job prospects in this research, and only one-fourth of students had a positive attitude toward the educational field. The findings of the job prospects of the midwifery field were less than 21.9%. Similar results were obtained from research in England on midwifery students and research on students of laboratory sciences [23] in Iran. However, these results were contradicted with the results of other studies about the educational field and job prospects attitudes in the students of medical sciences [2], students at the school of public health [5, 7], midwifery students [4], physiotherapy [9], and optometry [3]. Different reasons in academic periods can make a positive attitude vice versa; some others leads to boredom, fatigue, and hopelessness to continue education [5]. For example, the results of this research showed that higher terms of the educational year make the student's attitude more negative, which was similar to the research on the England students. Students were so highly motivated at the beginning of education. Then they lose their interest during education. These results were in agreement with the research of Ghaderi et al. [23]. However, they disagreed with the findings of Alizadeh et al. [4] and Moradi et al. [3] research. This is because of two factors: 1. Compulsory selection of midwifery field in the entrance exam. 2. Lack of consultation with midwifery professors and students before selecting this field.

The spouse education level had a significant and reverse relationship with people's attitudes, which can be resulted in increasing the individual and society expectations from the student. Spouse education and field weren't examined in similar studies. There was a significant and indirect relationship between the attitude to the midwifery job prospects and the mean average of high school in this research. Therefore, the higher average makes the attitude more negative. Moreover, the higher educational terms will reduce the attitude score to the job prospects more. This finding is in agreement with the finding of Ghaderi et al. [23] research and parallels with the findings of Gholami et al. [2] research. The reasons of negative attitude and lack of motivation in midwifery students about their job prospects include lack of a proper consulting system to have good job prospects, improper number of the employed midwives, defects in the professional tasks by the female specialists, lack of adequate salary of midwifery professionals, lack of employing the graduated midwives in midwifery positions, increasing midwifery admissions particularly in Islamic Azad Universities which reduce the work market and consequently increase the unemployed graduates.

The next important finding is the significant and direct relationship between the score of emotional intelligence and self-management with attitude toward the educational field and job prospects. This fact is in agreement with the obtained results from Noghabi et al. (10) research. The results of studies show the significant and direct predictive role of emotional intelligence with life satisfaction and having a sense of happiness. Studies have shown that people with higher emotional intelligence have more satisfaction and a sense of happiness in life and experience less depression and stress [10, 13]. Moreover, Tago in research showed that emotional intelligence mostly makes higher job satisfaction in nurses and improves their performances [18]. It seems that the positive attitude toward the educational field and job prospects, which can be a symbol of education and job satisfaction, follows the emotional intelligence. It means that higher emotional intelligence and self-management will consequently lead to a more positive attitude toward the educational field and job prospects and make an individual feel happiness and satisfaction. Most midwifery students like their field and activity, but some factors like wrong policies have made lack of motivation in midwifery students such as extra admission of midwifery students without entrance exam in Islamic Azad Universities, unemployment of many midwives, low salaries of this field, delegating the irrelevant duties to the midwives in the health centers, weakening the role of the midwives in the society, and defect in the professional tasks of gynecologists and midwives in the medicine. It is essential to make the essential decisions both in the executive and policy-making fields according to the importance of midwives' role and the importance of motivation in people's success. Modifying the educational infrastructures, attracting students properly in the policy-making field, and formulating the proper professional laws and work-team in the health field in addition to improving the midwives' employment condition can be a worthwhile step to solve this problem. On the other hand, reinforcing the individual and social skills in the executive field can increase the inner satisfaction in students according to the importance of the relationship between emotional intelligence in evoking motivation.

One of the strengths of this study is the sampling of state universities and Islamic Azad Universities with different management and educational styles.

One of the limitations of the present study is sampling only from Tehran. It is suggested that the study be conducted on graduates in various universities around the country.

CONCLUSIONS

Although most midwifery students are interested in this field and job, some wrong decisions and policy-makings

have disappointed them. It is essential to change policies and make the major decisions according to the great role of the midwife in health and necessity of motivation in the present and future performance of students.

ACKNOWLEDGEMENT

This study is related to project NO 1396/118266 from Student Research Committee, Shahid Beheshti University of Medical Sciences, Tehran, Iran. We also appreciate the "Student Research Committee" and "Research & Technology Chancellor" in Shahid Beheshti University of sciences for their financial support of this study.

Funding

This article did not receive any governmental or university funding for the project.

Author contribution

REFERENCES

- Rejali M, Mostajeran M, Lotfi M. Health student attitude towards their field of study and future career in health faculty of Isfahan University of medical sciences-2008. (Persian). *J Health System Research*. 2010;6(1):106-15.
- Gholami A, Hesari B, Gazerani A, Ardameh M, Khani I, Boloki H. Attitude of Students toward their Field of Study and Future Career in Neyshabur University of Medical Sciences. (Persian). *J Neyshabur Univ Med Sci*. 2016;4(1):9-16.
- Moradi A, Kimiafar K, Marouzi P, Alizadeh S, Heravian Shandiz J. Attitude of Optometry Students towards Their Field of Study and Job Prospects. *Future Med Educat J*. 2017;7(4):20-5.
- Alizadeh S, Cigarhian M. The attitude of midwifery students about their field of study. (Persian). *Res Med Educat*. 2014;6(2):59-65. doi: 10.18869/acadpub.rme.6.2.59
- Khamarnia M, Shokohian F, Eskandari S, Kassani A, Setoodezadeh F. Students' Attitudes Toward Their Education and Job Prospects in Zahedan Health School in 2015. (Persian). *J Rafsanjan Univ Med Sci*. 2017;15(11):1003-14.
- Hayat AA, Salehi A, Kojuri J. Medical student's academic performance: The role of academic emotions and motivation. *J Advance Med Educat Profession*. 2018;6(4):168.
- Faraji KF, Khademi M. A Study on Students' Expectations of Academic Field and Their Attitude to Prospecting Job Among School of Health Students at Ahvaz Jundishapur University of Medical Sciences. (Persian). *Educat Develop Jundishapur*. 2015;6(1):43-51.
- K P. New midwifery students' views of their future role. [internet]2008 July3 [cited 2018 nov20]. Available from: www.rcm.redactive.co.uk/midwives/in-depth-papers/new-midwifery-students-views-of-their-future-role.
- Ghourbanpour A, Talebi GA, Taghipour M. Attitude of first-year students of physiotherapy towards their field of study and future career in Babol University of Medical Sciences. (Persian). *J Med Educat*. 2018;6(1):28-34.
- Noughani F, Bayat RM, Ghorbani Z, Ramim T. Correlation between emotional intelligence and educational consent of students of Tehran University of Medical Students. (Persian). *Tehran Univ Med J*. 2015;73(2):110-6.
- Bar-On R. The Bar-On model of emotional-social intelligence (ESI). *Psicothema*; 2006.
- Solhi M, Komijani A. The relationship between emotional intelligence with depression and academic achievement among students. *Rahavard Salamat J*. 2015;1(1):29-40.
- Sharon D, Grinberg K. Does the level of emotional intelligence affect the degree of success in nursing studies? *Nurse Educ Today*. 2018;64:21-6. doi: 10.1016/j.nedt.2018.01.030 pmid: 29454875
- Abbaszadeh M, Alizadeh A, Parizad B. Studying the effect of emotional intelligence on intentional high risky behaviors of drivers and its dimensions. (Persian). *Security Soc Order Strategic Stud J*. 2017;6(2):1-16.
- Ruiz-Aranda D, Extremera N, Pineda-Galan C. Emotional intelligence, life satisfaction and subjective happiness in female student health professionals: the mediating effect of perceived stress. *J Psychiatr Ment Health Nurs*. 2014;21(2):106-13. doi: 10.1111/jpm.12052 pmid: 23578272
- Gharetepeh A, Safari Y, Pashaei T, Razaee M, Kajbaf MB. Emotional intelligence as a predictor of self-efficacy among students with different levels of academic achievement at Kermanshah University of Medical Sciences. *J Advanc Med Educat Profession*. 2015;3(2):50.
- Mohzan M, Hassan N, Halil NA. The influence of emotional intelligence on academic achievement. *Procedia Soc Behav Sci*. 2013;90:303-12. doi: 10.1016/j.sbspro.2013.07.095
- Tagoe T, Quarshie EN. The relationship between emotional intelligence and job satisfaction among nurses in Accra. *Nurs Open*. 2017;4(2):84-9. doi: 10.1002/nop.2.70 pmid: 28286664
- Beydler KW. The Role of Emotional Intelligence in Perioperative Nursing and Leadership: Developing Skills for Improved Performance. *AORN J*. 2017;106(4):317-23. doi: 10.1016/j.aorn.2017.08.002 pmid: 28958317
- Davis M. Test your EQ: find out how emotionally intelligent you really are. Boston.little, brown book group. 2005.
- Bradberry T, Greaves J. The emotional intelligence quick book :everything you need to know to put your EQ to work. New York: Simon and Schuster; 2006.
- Ganji H, Mirhashemi M, Sabet M. Bradberry-Greaves' emotional intelligence test: preliminary norming-process. *J Thought Behav*. 2006;1(2):23-35.
- Ghaderi M, Sajadi K, Vahabi A, Nouri B. Evaluation of laboratory sciences students'attitude toward their field of study and future career in Kurdistan university of medical sciences. (Persian). *Zanko J Med Sci*. 2016;16(51):52-60.