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## Effect of Covid 19 Pandemic on The Emotional Intelligence of Physiotherapy Students Using Beis-10 Scale

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### Abstract

Emotional intelligence is required to every individual, especially teenagers. This study concentrated on the impact of covid 19 pandemic on the emotional intelligence of physiotherapy students. The study was survey study, using BEIS-10 scale. The survey was conducted through web-based data collection (Google form) amongst physiotherapy students. On interpretation of the data, the majority of the subjects were on the healthy side of the emotional intelligence scale. Though the emotional intelligence can vary at any given point of time if addressed at the right time the negative impact caused by the stress can be prevented.

**Keywords:** Covid 19 pandemic, Emotional Intelligence, BEIS-10 scale.

### 1. Introduction

The lives and perception of people has completely changed due to the occurrence of corona virus pandemic. It was first discovered in December 2019 in Wuhan, the capital of China's Hubei province. Since then, it has spread worldwide. <sup>(1)</sup>

The government around the world has closed all the educational institutions, to control the spread of the disease, considering the safety of the students, educators and all associated people. There is a severe short-term disruption that has been felt by families across the globe. Online education has caused a lot of disturbance not only to the student's studies but also to their parent's productivity. <sup>(2)</sup>

The effect of the pandemic has resulted in usage of digital platform for education around 1.2 billion children globally. UNESCO has worked with ministries of education, To help institutions overcome the unpredicted crisis faced due to pandemic, to ensure students education through using different alternative channels and to support them in various ways by technical assistance, selecting different digital learning tools, arranging webinars and creating national learning platforms. <sup>(3)</sup>

Isolation due to pandemic has resulted in distressing social life and learning in students and educators. The mere essence of group learning, group classroom activities are being missed which led to stress students and educators. Academic stress emerges out from experiencing stress due to factors such as scholarship Requirements, family-related pressures, competition in the class, course-related stress and financial burdens experienced by students. <sup>(3)</sup>

Emotional intelligence is a study of educational, psychological and Management self-recognition. The notion of emotion intelligence is to understand one's emotion, and helping them to direct the emotional reactions, labeling the experiences of different Emotions and helping people to understand and channelize their emotions. <sup>(4)</sup> It helps in adapting ways and capacity to avoid emotional exhaustion such as stress, emotional self-control, burnout and learning to avoid the Negativity of emotions and handling egoism. <sup>(5)</sup>

Emotional intelligence is required to every individual, especially teenagers. <sup>(6)</sup> To manage emotions and reduce stress. <sup>(7)</sup> Thus, the high emotional intelligence can be used in stressful situations such as problem solving and good decision making. In addition, emotional intelligence has a positive effect as a comparison of the negative influences of psychological stress. <sup>(8)</sup>

The Brief Emotional Intelligence Scale (BEIS-10) is a brief self-report measure of emotional intelligence based on Salovey and Mayer’s (1990) conceptualization. This scale is offered as a valid and reliable measurement tool that has particular utility in situations where brevity is important. <sup>(9)</sup>

**2. Methodology**

The study is a survey study, using BEIS-10 scale. The survey was conducted through web-based data collection. (Google form)

**3. Results & Discussion**

A total of 128 subjects participated in the online survey conducted using Google form The aim of the study was to find out the effect of covid 19 pandemic on the emotional intelligence of physiotherapy students using BEIS -10 scale.

According to the received data, 40 (31.2%) of sample population were males and 88 (68.7%) of sample population were females.

The response of students no of students who knows why their emotions change replied as 58 (45.3%) students replied as agree, 30(23.4%) students replied as strongly agree, 29 (22.6%) students replied as neutral, 7(5.4%) students replied as disagree, 4(3.1%) students replied as strongly disagree

For the question I easily recognize my emotions as I experience them, 71 (55.4%) responded as agree, 27(21.0%) responded as strongly agree,22 (17.1%) responded as neutral,5(3.9%) responded as disagree,3 (2.3%) responded as strongly disagree

For the question I can tell how people are feeling by listening to the tone of their voice as 65 (50.7%) replied agree, 27(21.09%) replied strongly agree, 29(22.6%) replied neutral, 5(3.9%) replied disagree,2 (1.5%) replied strongly disagree

73(57.3%) students replied as agree, 25(19.5%) students replied as strongly agree,22(17.1%) students replied as neutral,6(4.6%) students replied as disagree,2 (1.5%) students replied as strongly disagree for the question by

looking at others facial expression how they can recognize the emotions people are experiencing

For the question I seek out activities that makes me happy, 64(50%) replied agree, 35(27.3%) replied strongly agree, 23(17.9%) replied neutral, 4(3.1%) replied disagree, 2 (1.5%) replied strongly disagree

For the question I they have control over my emotions, 51(39.8%) responded as agree, 15(11.7%) responded as strongly agree, 34(26.5%) responded as neutral, 19(14.8%) responded as disagree, 9(7.03%) responded as strongly disagree

For the question I arrange events others enjoy 55(42.9%) students replied as agree, 21(16.4%) students replied as strongly agree, 45(35.1%) students replied as neutral, 6(4.6%) students replied as disagree, 1(0.7%) student replied as strongly disagree

For the question how I help other people feel better when they are down 68(53.1%) students replied as agree, 39(30.4%) students replied as strongly agree, 18(14.06%) students replied as neutral, 1(0.7%) student replied as disagree, 2(1.5%) students replied as strongly disagree

For the question when I am in positive mood, I am able to come up with new ideas 66(51.5%) students replied as agree, 37(28.9%) students replied as strongly agree, 20(15.6%) students replied as neutral, 3(2.3%) students replied as disagree, 2(1.5%) students replied as strongly disagree

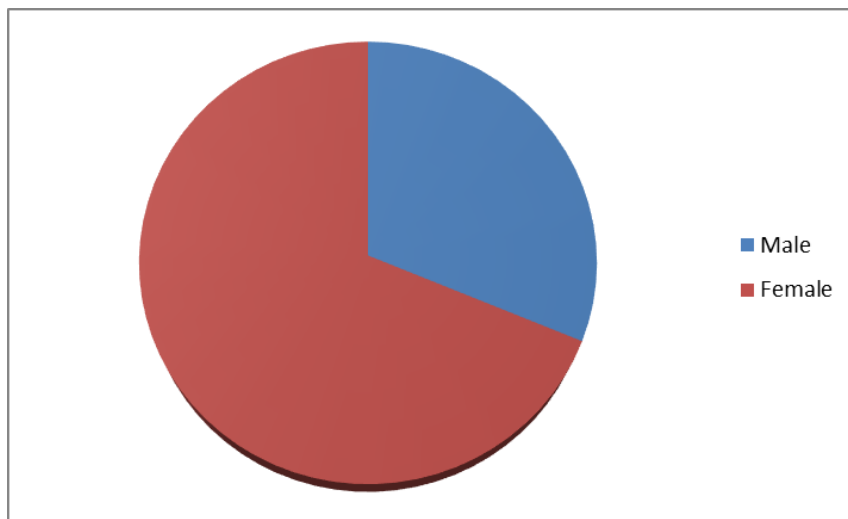
For the question I use good moods to help myself keep trying in the face of obstacles 74(57.8%) students replied as agree, 28(21.8%) students replied as strongly agree,23(17.9%) students replied as neutral,1(0.7%) student replied as disagree,2(1.5%) students replied as strongly disagree

On interpretation it is seen that the majority of the subject are on the healthy side of the emotional intelligence scale. The age and the field in which they belong could be one possible reason for being stronger during this pandemic.

**4. Tables & Figures**

**Table 1:** Table showing distribution of samples on the basis of gender.

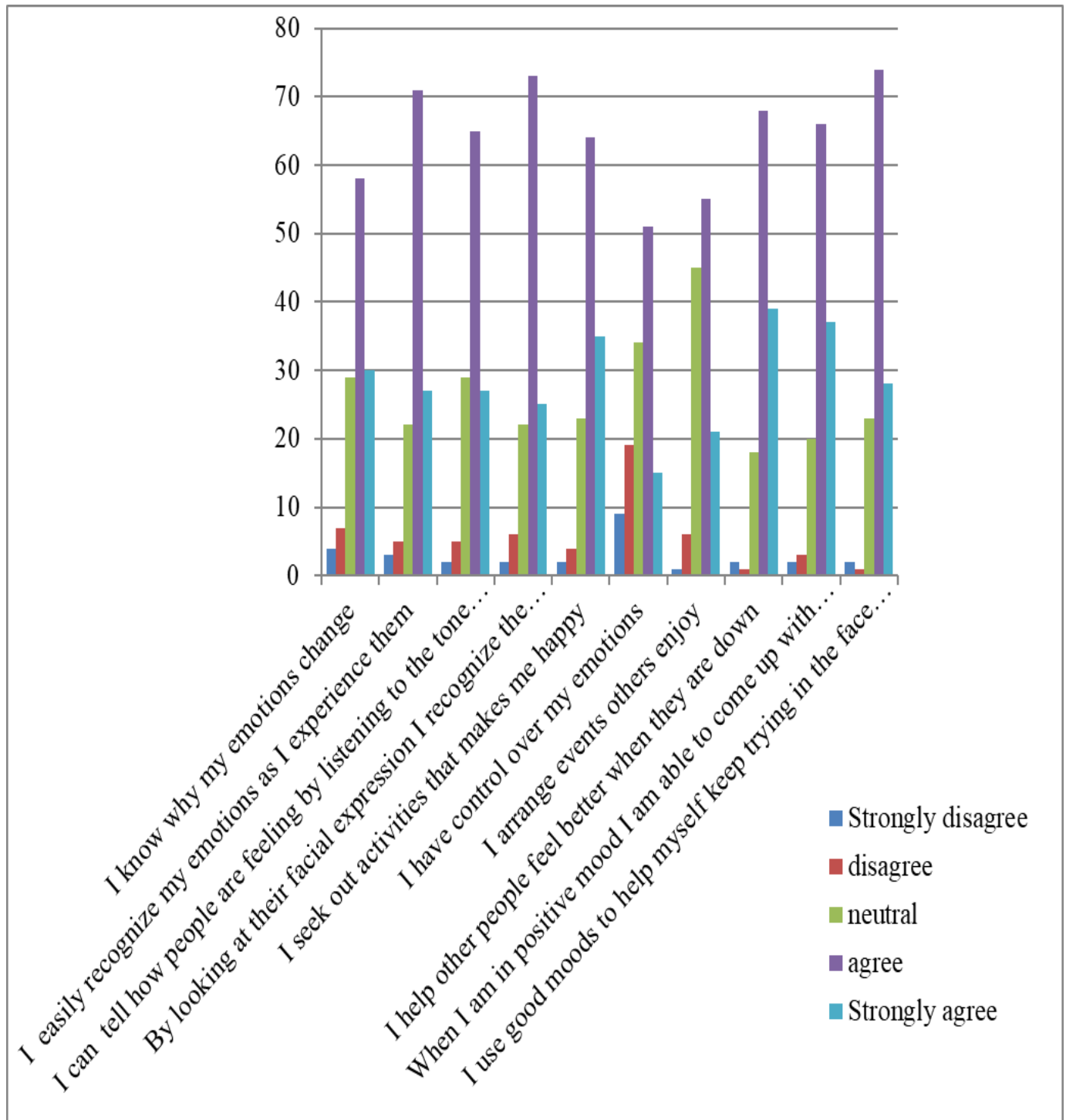
Male	Female	Total
40	88	128
31.2%	68.7%	100%



**Graph 1:** Graph showing distribution of samples on the basis of gender.

**Table: 2** showing the response to the Beis-10 Scale.

Beis-10 Scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
I know why my emotions change	4	7	29	58	30
I easily recognize my emotions as I experience them	3	5	22	71	27
I can tell how people are feeling by listening to the tone of their voice	2	5	29	65	27
By looking at their facial expression I recognize the emotions people are experiencing	2	6	22	73	25
I seek out activities that makes me happy	2	4	23	64	35
I have control over my emotions	9	19	34	51	15
I arrange events others enjoy	1	6	45	55	21
I help other people feel better when they are down	2	1	18	68	39
When I am in positive mood I am able to come up with new ideas	2	3	20	66	37
I use good moods to help myself keep trying in the face of obstacles	2	1	23	74	28



**Graph 2:** Graph showing the response to the BEIS-10 SCALE.

## 5. Conclusion

Though the emotional intelligence can vary at any given point of time if addressed at the right time the negative impact caused by the stress can be prevented.

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