Effectiveness of Crash course on Emotional intelligence among Undergraduate Nursing students

Author 1:Ms. Binal Joshi(Assistant Professor; Child Health Nursing

Author 2:Ms. Franny Joel Emmanuel, (Assistant Professor; Child Health Nursing,)

Author 3:Mr. Vipin Vageriya, (Assistant professor; Child Health Nursing,)

Affiliation: "ManikakaTopawala Institute of Nursing –Charotar University of Science and Technology, Changa; Ta. Petlad, Dist. – Anand;Gujarat-38842;India

Abstract

A pre-experimental study to examine the effectiveness of crash course on emotional intelligence was carried out among 30 undergraduate nursing students with predefined inclusion and exclusion criteria. A standardized tool SSEIT was used to assess the emotional intelligence. Self-structured crash course on emotional intelligence was delivered to the group for 7 days in two sessions. Descriptive and inferential statistics were used for data analysis. A significant difference between the pretest and post test scores of emotional intelligences (117.33 to 137.33, t= 08.02 is more than tabulated t value 2.021 at 0.05 level of significance with df=29. The study concluded that self-structured crash course on emotional intelligence was effective in improving emotional intelligence among undergraduatenursing students.

Key words: Emotional Intelligence; Nursing Undergraduates; Selected Nursing Institute.

INTRODUCTION:

Emotional intelligence is the term used by the PeterSalavoy and John Mayer through their article "Emotional Intelligence" later popularized by Dan Golemanas, "the subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions"[1,2]

Nurses need to be in contact with the patients, be open towards their emotions, be supportive while accepting their emotions, be affectionate and approach the mistakes and lapses without prejudice during the time when they provide care. [3] Studies have shown that such type of dealings by nurses increases their tension, frustration, depression, decreases job satisfaction and causes psychosocial problems asthey lack in the abilities of handling and mobilizing emotions of self and others. [4]

It is observed that EI is an important component of effective nursing practice.[5] Many health care agencies around the world have stressed a need for more patient-centered nursing care. Nowadays, EI is the primary requirement of health care

agencies.[6]The quality of learning and the implementation of acquired knowledge in practice is profoundly influenced by emotional intelligence.[7]As a result of the increasing complexities of the healthcare system and the patient demands in today's dynamic healthcare marketplace, nursing is a specialty closely correlated with individual health and characterised by certain types of clinical nursing care, including interpersonal and inter-group interactions.[8] Undergraduate students require managing their soft skills along with their academic and clinical skills with ability to demonstrate empathy, therapeutic communication, self-awareness, self-control, motivation, andinterpersonal skills.[9]

Many Studies investigated that EI is a predictor of professional success, wellbeing, and socialoutcomes. The nurses must be in touch with the patients, be open to their feelings, be positive when supporting,accepting their feelings, being affectionate and approachable without bias. Studies have shown that the errors and lapses during the treatment by nurses raises frustration and anxiety in them. It reduces work satisfaction and Induces psychosocial issues as a lack of expertise Handling and mobilizing feelings towards oneself and others. [10]Literature Review represents that training on EI Improves the level of emotional intelligence among the nursing students.Today's students are future and backbone of a nation. They need to be adequately mature and emotionally strong to deliver wealth and prosperity in all the unusual circumstances to promote growth for their nation when they experience painful feelings too. To improve the competences related to EI an intervention in the form of module should be developed and intervened among the students. [11,12]Studies revealed that there is a need to train the students to bridge the gap between academic skills and soft skills through emotional intelligence.Despite the large volume of studies on the predictive function of emotional intelligence and its relation to different educational variables, and the growing attention provided to the role of this variable in the psychological and academic development of students. There are few studies on interventions to improve students' emotional intelligence. Hence the researchers planned to conduct the study to determine the effectiveness of crash course on emotional intelligence among the undergraduate nursing learners of choose institute.

Research Question

Does the crash course on emotional intelligence is effective to increase level of emotional intelligence among undergraduate nursing students?

Objectives:

To evaluate the effectiveness of the Crash course on Emotional intelligence among Undergraduate Nursing students

Methodology

Research Approach: Quantitative approach

Research Design:Pre experimental design

Samples: Undergraduate Nursing students

Sampling technique: NonprobabilityConvenience sampling technique

Variables

Demographic variable: Age in Years, Gender, Religion, Frequency of backlog, Program in which student study, Father's Education, Mother's Education, and previous enrollment of EI related course

Research variable: Crash Course on Emotional Intelligence

Explanation of the tool

Section 1: Deals with 7 demographic variables. It is in the form of Semi structured questions.

Section 2: This is a standardized schutteself-reported emotional intelligence tool (SSEIT) developed by Dr. Nicola Schutte, 1998 in the form of 5-pointLikert scale deals with 33 items to determine emotional intelligence categorized in 4 components "Perception of emotions"; "Managing own emotions"; "Managing other emotions"; "Utilization of emotions"Official permission through the mail was taken from the author before utilization of the scale. Scoring of the scale is donein a following way. Each sub-test score is graded and then added together to give the total score for the participant Minimum score of the scale is 33 and maximum score of the test is 165. The value between 33 to 77 is considered as poor level of EI, the score between 78 to 122 is considered as average level of EI and the scoring between 123 to 165 is considered as good level of EI.

Explanation of the Crash course

Crash course was developed by the researchers through extensive review of Various journals, books, websites, articles, thesis, newspapers, and other various literatures. All the researchers are certified trainers of EI. The crash course consisted of five group sessions performed in a regular course aiming to increase EI. The sessions included in course are Understanding Emotional Intelligence, identifying problem Areas in emotional Intelligence, Emotional Conditioning, Identifying positive triggers, Stress reduction, Food and Diet, Communication, Motivation Emotional-awareness, self-control, and Empathy. Some exercises in the games form were given to add the fun aspect and to make the sessions interactive in the crash course.

Ethical Considerations

An official permission was obtained from the Authority of Nursing of the chosen institute to get the permission for data collection after explaining the purpose of the study. Prior consent was taken from the participants before data collection and administration of crash course.

DATA MANAGEMENT AND ANALYSIS PLAN

SEGMENT I: PLOTTING DATA FREQUENCY AND PERCENTAGE DATA DISTRIBUTION OF POPULATION CHARACTERISTICS VARIABLE

Table 1: Plotting data Frequency and Percentage data distribution of Population characteristics

N=30

Sr. No.	Demographic Variable	Frequency	Percentage
1.	**Age in Years**		
	17 – 18	10	33.33
	19 – 20	15	50
	21 – 22	5	16.67
	23 – 24	0	0
	≥25	0	0
2	**Gender**		
	Male	3	10
	Female	27	90
	Transgender	0	0
3	**Religion**		
	Hindu	28	93.33
	Muslim	0	0
	Christian	2	6.67
4	**Frequency of backlog**		
	1	3	10
	2	0	0
	3	1	3.33
	Non	26	86.67
5	**Program in which student study**		
	1st year B.Sc. Nursing	13	43.33
	2nd year B.Sc. Nursing	8	26.67
	3rd year B.Sc. Nursing	4	13.33
	4th year B.Sc. Nursing	5	16.67

6	CGPA		
	<5	2	6.66
	5 to 7	17	56.67
	>7	11	36.67
7	Birth Order		
	1st	20	66.67
	2nd	8	26.67
	3rd and above	2	6.66

Inference: Above mentioned table reveals data that 10 sample (33.33%) are having age group between 17 to 18 years, 15 (50.00%) sample are having age group of 19n to 20 years, 5 (16.67) sample are having age group of 21-22 years, none of them are in age group of 23 to 24 years, and age group 25 and more than that. For gender 27(10.0%) sample are female, whereas03 sample (10.00%) are Male. For religion 28 sample (93.33%) are Hindu, 2sample (6.67%) are Christian, none of them is Muslim. For the frequency of Backlog 26 sample (86.67%) are not having any backlog, 3 sample (3.33%) are having 1 backlog, and none of them are having 2 backlog, 1 sample (3.33 %) is having 3 backlogs. For the year of a study 13 students (43.33%) are in the first year B.Sc. Nursing, 8 sample (26.67%) are in second year B.Sc. Nursing, 4 sample (13.33%) are in third year B.Sc. Nursing, 5 sample (16.67%) are in the fourth year B.Sc. Nursing. For the CGPA 17 (56.67%) students are having 5-7 , 11 (36.67 %) Students are having >7 CGPA and 2 (6.66%) students are having <5 CGPA. For the birth order 20 (66.67%) students were having first birth order, 8 (26.67 %) students were having second birth order and 2 (6.66 %) students were having third and above birth order.

SEGMENT II: "DATA FREQUENCY AND PERCENTAGE DATA DISTRIBUTION OF EMOTIONAL INTELLIGENCE PRETEST SCORE"

Class interval: Pretest

Class interval		Frequency	Percentage
Poor Emotional	33 − 77	0	0
Average	78 −122	30	100%
Good	123−165	0	0

Inference: Above table suggests that30 sample (100%) have average emotional intelligence, none of sample have good emotional intelligence or poor level of emotional intelligence.

SEGMENT III: "DATA FREQUENCY AND PERCENTAGE DATA DISTRIBUTION OF EMOTIONAL INTELLIGENCE POST TEST SCORE"

Class interval: Post test

Class interval		Frequency	Percentage
poor emotional	33 – 77	0	0
average	78 −122	4	13.33%
good	123−165	26	86.67%

Inference: Above table suggests that26 sample (86.67 %) have good emotional intelligence, 4 sample (13.33 %) have average emotional intelligence, none of them have poor emotional intelligence

SEGMENT IV: EFFECTIVENESS OF CRASH COURSE ON LEVEL OF EMOTIONAL INTELLIGENCE AMONG UNDERGRADUATE STUDENTS

Mean	SD	N	T test	DF	Significance
Pretest : 117.33	Pretest: 4.60	30	8.02	29	Significance
Post Test: 137.33	Post Test: 13.24	30			(Intervention is effective)

Inference: This table Depicts mean, standard deviation of pre-test and post-test with the mean difference is 20.00, SD is 4.60, SE 0.5, paired t test' is 08.02 value and p value, df value is 29 of pre-test and post test scores of emotional intelligences.

In the pre-test, mean score was 117.33 and post-test means score was 137.33. The post-test level of emotional intelligence mean score is significantly higher than the pre-test level of emotional intelligence score. The paired „t" calculated value 8.02 is more than tabulated t value 2.021 at 0.05 level of significance with df=29. So H1 is accepted and concluded that the mean posttestemotional intelligence score is significantly Higher than the pre-test score of under graduate nursing students.

SEGMENT V: CORRELATION AMONGST VARIOUS COMPONENTS OF EMOTIONAL INTELLIGENCE

Components		r value	Significance
"Perception of emotions"	"Managing own emotions"	0.8	Strong Positive correlation
"Perception of emotions"	"Managing others emotions"	0.74	Strong Positive correlation

		0.78	Strong Positive correlation
"Perception of emotions"	"Utilization of emotions"		
"Managing own emotions"	"Managing others emotions"	0.73	Strong Positive correlation
"Managing own emotions"	"Utilization of emotions"	0.72	Strong Positive correlation
'Managing others motions"	"Utilization of emotions"	0.68	Strong Positive correlation

Inference: Above table suggests thatAbove mentioned table reciprocates that each of the components of emotional intelligence have positive correlation with each other components

DISCUSSION

The primary aim of this study was to determine the effectiveness of the crash course on emotional intelligence in increasing the level of EI among undergraduate nursing students.

Findings revealed that the undergraduate nursing students possess the average level of the emotional intelligence. Emotional Intelligence can be gained and improved at any point in life (Goleman, 2014). The study intervened by Brian B. Partido MSDH, BSDH D. and Stefanik DDS(2020) on Impact of emotional intelligence training in a communication and ethics course among second-year dental students represents that EI domain was predictive in academic progress and professionalism of the students. Understanding the ways to increase emotional intelligence may assist to develop EI among dental students. [13]

The quasi-experimental study conducted on health care workers and residents on improvement of well-being, psychological empowerment, and job performance by applying the skills of EI by Karimi et al. (2020) revealed that EI training delivers a higher quality of care delivery for residents and improve work experience of aged care workers.[14]

Esmaeili R, Reza A N, Goudarzian A and Maryam Intervened (2015) the study on Nurses to assess the quality of life after the administration of EI training. The results reveled that training sessions on EI improved the quality of life among nurses. [15]

Ghorpade. M, Dasila. P, &Gopalkrishnan. S(2019)intervened study interventional study on emotional intelligence showed that the interventional programsshould be intervened to among nursing under graduates to improve their clinical skills. [16]

The present study was beneficial for the undergraduate nursing students in increasing the level of emotional intelligence through crash course developed by the researchers on essential components of emotional intelligence. TIn this study the obtained paired t value 8.54 is more than the table value 1.699 of t test at 0.05 level of significance, with df = 29. So, it reveals that crash

course on emotional intelligence was effective thus it could improve the score of emotional intelligence among undergraduate nursing students in selected nursing institute.

Implications and conclusion

Based on research findings the level of the emotional intelligence of the undergraduate nurses were improved after administration of the crash course

Firstly, this study provides evidence that improvements in emotional intelligence can be achieved through specific emotions focused training interventions. The present study concludes that nursing students possess average level of emotional intelligence. Crash course on emotional intelligence was effective in increasing emotional intelligence among nursing students.

It is critical for undergraduate nursing students to be equipped with emotional intelligence skills to enable them to work effectively, as has been the case. This is because it is noted that having this skill makes them not only succeed academically, but as they start on the nursing profession, they also excel in their career. The talents they acquire during the crash course allow them to understand the emotions of the client in clinical practice. The EI crash course also encourages nursing managers to recommend their staff nurses to intervene quality care to their clients.

Recommendations

- The study can be implicated to large sample size for generalization of the findings.
- Development of crash course can be done in more precise way including each component in depth and effectiveness can be tested.
- Study can be replicated on nurse educators and nurse administrators at multi centric level.
- Study can be replicated including more research variables like academic performance of the students, curriculum development etc.

Conflict of Interest: The authors declare no conflict of interest.

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