



Effectiveness Of Emotional Training Program On Emotional Intelligence Among Bsc Nursing Students Of Selected Colleges At Mangalore

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Abstract

Background: Human beings are a complex species of emotions and reason. Emotional intelligence is the capacity or ability to recognize, differentiate feelings, excitement, emotions and their coordination and management in self and in others. Emotion play an important role in developing a human personality and, EI is something that varies from person to person and also according to the age.

Aim of the study: to assess the effectiveness of emotional intelligence training program on emotional intelligence among B.Sc. Nursing students in selected colleges at Mangalore.

Materials and methods: Pre experimental one group pre test post test design was selected.

Setting: New Mangala College of Nursing, Mangalore.

Sample and Sampling technique: : 60 nursing students were selected using convenient random sampling technique.

Tools of data collection: I: socio demographic data; II - Trait emotional intelligence questionnaires TEIQue-SF .

Results: The mean posttest emotional intelligence score (173.6+ 23.12) was higher than the mean pretest emotional intelligence score (107.18+ 21.03). The computed t value ($t_{59} = 1.68$) was higher than the table value ($t_{59} = 1.68$) at 0.05 level of significance , thereby accepting the research hypothesis.

Conclusion: From the above results, it was inferred that the post test emotional intelligence score of nursing students was higher than the pretest emotional intelligence score, thereby indicating planned teaching program is an effective tool in improving the emotional intelligence among students.

Recommendation: An experimental study can be conducted with control group for effective comparison. A similar study can be carried out using other teaching strategies like information booklet, role play,SIM,

Key word: Emotional intelligence, planned teaching program, effectiveness, assess.

1. INTRODUCTION

Emotional intelligence is defined as the ability to understand and manage your own emotions, as well as recognize and influence the emotions of those around you. The term was first coined in 1990 by researchers John Mayer and Peter Salovey, but was later popularized by psychologist Daniel Goleman¹.

Emotional intelligence claim to affect various aspect of human performance, namely physical and psychological health, social interaction and performance at school and in the work place(Bar-on,1997)². Unlike intelligence quotient (IQ), emotional intelligence (EQ) is associated with career and personal life success, including success in the academic (Mayer and Salovey,1997; Goleman 1995). There has been a lot of research carried out in order to establish the relationship between emotional intelligence and academic achievement³.

Jaeger 's (2003) study (as cited in Romanelli, Cain and Smith, 2006) reveals that the level of emotional intelligence of general management graduate level course were associated with academic performance. Among these 150 students,

greater correlation between emotional intelligence and academic performance was found among student who were offered emotional intelligence curriculum as compared to their counterparts who did not undergo the curriculum. Based on the findings of this research, the researcher concluded that emotional intelligence is both teachable and learnable by teachers and student⁴.

Another study examining the influence of emotionally intelligence on academic self- efficacy and the achievement was reported by Dey (2009), among 150 undergraduate students (Age = 18 -20 Years). The result demonstrated that emotional intelligence and academic self – efficacy significantly correlated with academic achievement. On the basis of findings, it was suggested that emotional intelligence training should be integrated into undergraduate curriculum⁵

Emotions play an important role in the nursing profession which requires technical expertise and psychologically oriented care, knowledge about the self and emotions in nursing would be crucial to further development growth of the profession⁶. The ability to manage one's own emotions and recognize others people's is especially useful in the practice of nursing. It is a basic requirement in any profession that is based on human relations especially in nursing⁷.

From the above findings, it is evident that students with higher Emotional Intelligence(EI) maintained good interpersonal relationship and also reflected positively in their academic performance and nursing care. So the researcher felt the necessity to improve the level of EI among nursing students, which will help them in recognizing their potentialities and master their emotions, which will positively reflect on their academic, professional and personal growth.

2. MATERIALS AND METHOD

2.1 Statement of the problem:

A study to assess the effectiveness of emotional training programme on emotional intelligence among B.Sc. Nursing students in selected colleges at Mangalore

2.2 Objectives of the study:

- To assess the emotional intelligence among B.Sc. Nursing students in selected colleges at Mangalore.
- To find the effectiveness of emotional training programme in terms of gain in emotional intelligence score

2.3 Hypothesis:

H1- There will be significant difference in mean pre- test and post- test emotional intelligence score of students.

2.4 Research approach

Evaluatory research approach was used in this study.

2.5 Research design

In this study the pre- experimental, one group pre- test post- test design was used.

2.6 Setting:

The present study was conducted at New Mangala College of Nursing, Mangalore.

2.7 Population:

Population: B.Sc. Nursing students.

Accessible population: BSc nursing students of selected colleges at Mangalore

2.8 Sample and Sampling technique: In the present study the samples are 60 BSc Nursing students selected by using convenient random sampling technique.

2.9: Data collection tool and technique: Based on the objectives and conceptual framework of the study the tools were divided into following sections:

1. Socio-Demographic variables
2. Trait emotional intelligence questionnaires (TEIQue-SF)

RESULT AND DISCUSSIONS

The results have been organized and presented in the following headings:

Section I: description of the baseline characteristics of B.Sc. Nursing students.

Section II: analysis of pre- test emotional intelligence score of B.Sc. Nursing students.

Section III: effectiveness of emotional training programme on emotional intelligence in terms of gain in emotional intelligence score.

SECTION I: Description of the baseline characteristics of B.Sc. Nursing students.

Table 1: Frequency and percentage distribution of demographic variables N=60

Sl. No	Demographic variables	Frequency (f)	Percentage %
1.	Age		
	a) 18-19years	-	-
	b) 19-20years	4	7
	c) 20-21years	36	60
2.	Education of parents		
	a) Informal education	6	10
	b) Primary education	16	27
	c) Secondary education	20	33
3.	Gender		
	a) Male	10	17
	b) Female	50	83
	4.	Area of residence	
a) Rural		34	56
b) Urban		26	44
c) Semiurban		0	0
5.	Type of family		
	a) Nuclear family	51	85
	b) Joint family	7	12
	c) Extended family	2	3
6.	Previous source of information		
	a) Family members relatives & friends	14	23
	b) Mass media	26	43
	c) No previous information	20	34

SECTION II: Analysis of pre- training knowledge score of B.sc Nursing Students on Emotional Intelligence.

Table 2 – Assessment of level of emotional intelligence among Nursing Students.

N=60

LEVEL OF EI	RANGE	FREQUENCY	PERCENTAGE
Poor	30-90	27	45%
Average	91-150	26	43.3%
Good	151-210	7	11.7%

Maximum score= 210

Assessment of emotional intelligence of students shows that majority 45% of them have poor emotional intelligence, 43.3% had average emotional intelligence and 11.7% had good emotional intelligence.

SECTION III – Effectiveness of emotional intelligence training programme on Emotional Intelligence in terms of gain in emotional intelligence score among Nursing students.

Table 3: Comparison of pre-training and post-training emotional intelligence scores of students.

GRADING	RANGE	PRE TRAINING		POST TRAINING	
		FREQUEN CY	PERCENT AGE	FREQUEN CY	PERCENT AGE
Poor	30-90	27	45%	-	-
Average	91-150	26	43.3%	10	16.7%
Good	151-210	7	11.7%	50	83.3%

Maximum score = 210

Data in table 3 revealed that in pre- test 45% of the students had poor emotional intelligence,43.3% had average emotional intelligence and 11.7% had good emotional intelligence, whereas in the post- test 83.3% had good emotional intelligence and 16.7% had average emotional intelligence which indicated that emotional intelligence training program has improved the emotional intelligence of students.

Table 4: Mean, Mean difference, Standard Deviation ‘t’ value of pre- training and post- training emotional intelligence score of students.

n =60

MEAN KNOWLEDGE SCORE	MEAN DIFFERENCE	STANDARD DEVIATION	‘T’ VALUE
pre-test 107.18	66.42	21.03	29.59
post-test 173.6		23.12	

T59=1.67, p (<=0.05)

Data in the table 4 shows that the mean post- test emotional intelligence score (173.6 ± 23.12) was higher than the mean pre-test emotional intelligence score (107.18 ± 21.03). The computed 't' value ($t_{59}=29.59$) was higher than the table value ($t_{59}=1.68$) at 0.05 level of significance. Hence the research hypothesis was accepted. It was inferred that the post-test emotional intelligence score of B.Sc. Nursing students was higher than the pre- test emotional intelligence score. This indicated that emotional intelligence training program was effective in increasing the emotional intelligence of student.

DISCUSSION

The main aim of the study is to assess the impact of emotional intelligence training program on improving the emotional intelligence among nursing students. The mean and SD (173.6 ± 23.12) of post- test Emotional Intelligence score after training is higher than the mean and SD (107.18 ± 21.03) of Emotional Intelligence score before training. The calculated 't' value ($t_{59}=29.59$) was higher than the table value ($t_{59}=1.68$) at 0.05 level of significance. Hence the research hypothesis was accepted. This indicated that emotional intelligence training programme is effective in improving emotional intelligence of the students.

Recommendation

On basis of the study following recommendations have been made,

- An experimental study can be conducted on a large sample.
- A comparative study can be conducted among students of different specialities .
- A similar study can be carried out by using other teaching strategies like information booklet, SIM, computer assisted instruction, role play and lecture method.

CONCLUSION

The results of this study indicates that it is possible to develop emotional intelligence in nursing students within curriculum, without interfering with students academic performance and without overburdening students with work outside the classroom. The described intervention is effective for improving both self reported EI and ability for pursuing emotions, facilitating thought, understanding emotion and managing emotion in order to solve emotional situations . This is a relevant outcome , since the emotional skills have been necessary for a good personal ,work and social adjustment.

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