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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/20174

DOI URL: <http://dx.doi.org/10.21474/IJAR01/20174>



RESEARCH ARTICLE

EFFECTIVENESS OF SKILL TRAINING ON EMOTIONAL INTELLIGENCE AMONG B.SC. NURSING 4TH YEAR STUDENTS

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Manuscript Info

Manuscript History

Received: 06 November 2024

Final Accepted: 10 December 2024

Published: January 2025

Abstract

Background: Emotional Intelligence has a significant place in nursing, where compassion and caring are two foundations of the profession. In order to provide compassionate care, nurses must be able to identify, use, manage and understand emotions not only in themselves but also in others. The aim of the study was to assess the emotional intelligence of nursing students and provide an intervention of emotional intelligence skill training program in order to develop emotional intelligence.

Objectives: To evaluate the effectiveness of skill training on Emotional intelligence among B.sc. Nursing 4th Year students.

Material and methods: Quantitative approach with time series research design was used in this study. Non-Probability Convenience sampling technique was used to collect data from B.Sc. Nursing 4th year student of SGRR College of Nursing, Dehradun, Uttarakhand. Twenty days of Skill training on Emotional Intelligence were conducted for 1 Hour daily. Data were collected by using Schutte Emotional Intelligence scale and socio demographic profile.

Results: Mean age of study participants was 21.47. Results revealed that as significant increase in the level of Emotional Intelligence with a mean difference (MD) of 15.44 and 'f' value is 78.33 which is greater than the tabulated value of 3.00 which was found significant at $p=0.001$.

Conclusion: This study concluded that skill training is an effective method in increasing the level of Emotional intelligence among Nursing students. It is cost effective and can be done any time.

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Introduction:-

Emotions are an important part of our life as it affects all aspects of life. It is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response. Knowledge about self and emotions in nursing would be crucial for further development and growth of profession. Emotions play a vital role in a nursing profession that not only requires technical expertise but also psychologically oriented care. The ability to accurately understand these expressions is tied to what psychologists call Emotional intelligence and these expressions play a major part in our overall body language.

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Emotional intelligence is associated to the perception and processing of emotions, since according to our life experience, we think and act according to stimulated emotions either by current or by past situations. So, to be emotionally intelligent requires a high level of emotional skills, emotional training and capacity of predicting behaviours. With the increase of the competences related to the emotional intelligence, the interpersonal relations are improved and the personal and labour profits increase significantly.

Skill training on Emotional Intelligence is a set of practical knowledge and skills that help individuals to become fluent in understanding the language of emotions.

Emotional intelligence training empowers one to use both theirs and other emotions effectively. This training provides participants with the skills to make powerful and relevant choices in order to alter to the environment and attain one's goals.

According to Statista, 2019, 80 percent millennials expressed that coaching/classroom training session on emotional intelligence is the most effective method to acquire emotional intelligence skills.

According to Niagara institute, out of 155,000 leaders only 22% were found to have strong emotional intelligence.

Materials And Methods:-

Conducted in the SGRR College of Nursing, Dehradun, Uttarakhand from 03 July, 2023 to 22 July, 2023. Quasi experimental time series design was adopted and 68 subjects were included in the study by convenience sampling technique. Self- structured questionnaire was used to assess demographic variables and Schutte Emotional Intelligence Scale was used to assess the level of Emotional Intelligence.

Instrument/ Tool

The tool was prepared according to objectives of the study. The researcher used a self-structured questionnaire to collect the socio demographic data and standardized tool to assess the level of emotional intelligence among B.Sc. Nursing 4th year students.

Tool 1 Self-Structured tool for socio demographic variables.

This tool was gather information regarding sample traits. It consists of 8 demographic variables (Age ,Gender, Marital status, Residence, Family income, Joined nursing at your own choice, Any recent major stress factor in last 6 months, Do you have knowledge regarding emotional intelligence).

Tool 2 Schutte Emotional Intelligence Scale

It consists of self-reported emotional intelligence questionnaire devised by Schutte Emotional Intelligence Scale. There were total 33 items, and is divided under 4 subscale, evaluating perception of emotions consist 10 items, managing own emotions consists of 9 items, managing others emotions had 8 items and utilization of emotions had 6 items.

Statistical Analysis

The data was presented as mean \pm standard deviation (SD). Frequency and percentage distribution was used to evaluate socio demographic variables of B.Sc. Nursing 4th students at SGRR College of Nursing, Dehradun, Uttarakhand. Schutte Emotional Intelligence Scale was used to assess the level of Emotional Intelligence.

Table No. 1(a):- Frequency and percentage distribution of the demographic variables among B.Sc. Nursing 4th year students N=68

S.No.	Variables	Frequency	Percentage (%)
1	Age in (years)		
	19-20	13	19.1
	21-22	43	63.2
	>23	12	17.6
2	Gender		
	Male	23	33.8
	Female	45	66.1

3	Marital status		
	Married	5	7.3
	Unmarried	63	92.6
4	Residence		
	Rural	15	22.05
	Urban	53	77.9
5	Family income per month		
	16000-30000	4	5.8
	31,000-45,000	25	36.7
	> 45,0000	39	57.3
6	Joined nursing at your own choice		
	Yes	55	80.8
	No	13	19.1
7	Any recent major stress factor in last 6 month		
	Yes	7	10.2
	No	61	89.7
8	Do you have knowledge regarding emotional intelligence		
	Yes	6	8.8
	No	62	91.1

Table-1 shows that, In gender, the majority of 33.8% students were male and 66.1% students were female in study. Majority of 92.6% students were unmarried in this study. Most of the students 77.9% were belong to urban residence. Around 57.3% students have family income more than 45,000 per month. Among all research subjects, 80.8% students joined nursing at their own choice. Around 10.2% students were having any recent major stress factor in last 6 months. Most of the students 91.1% students have no any knowledge regarding Emotional Intelligence.

Figure 1:- Frequency and percentage distribution of Pre test, Post test 1 and Post test 2 of level of Emotional Intelligence among B.Sc. Nursing 4th year students. N=68

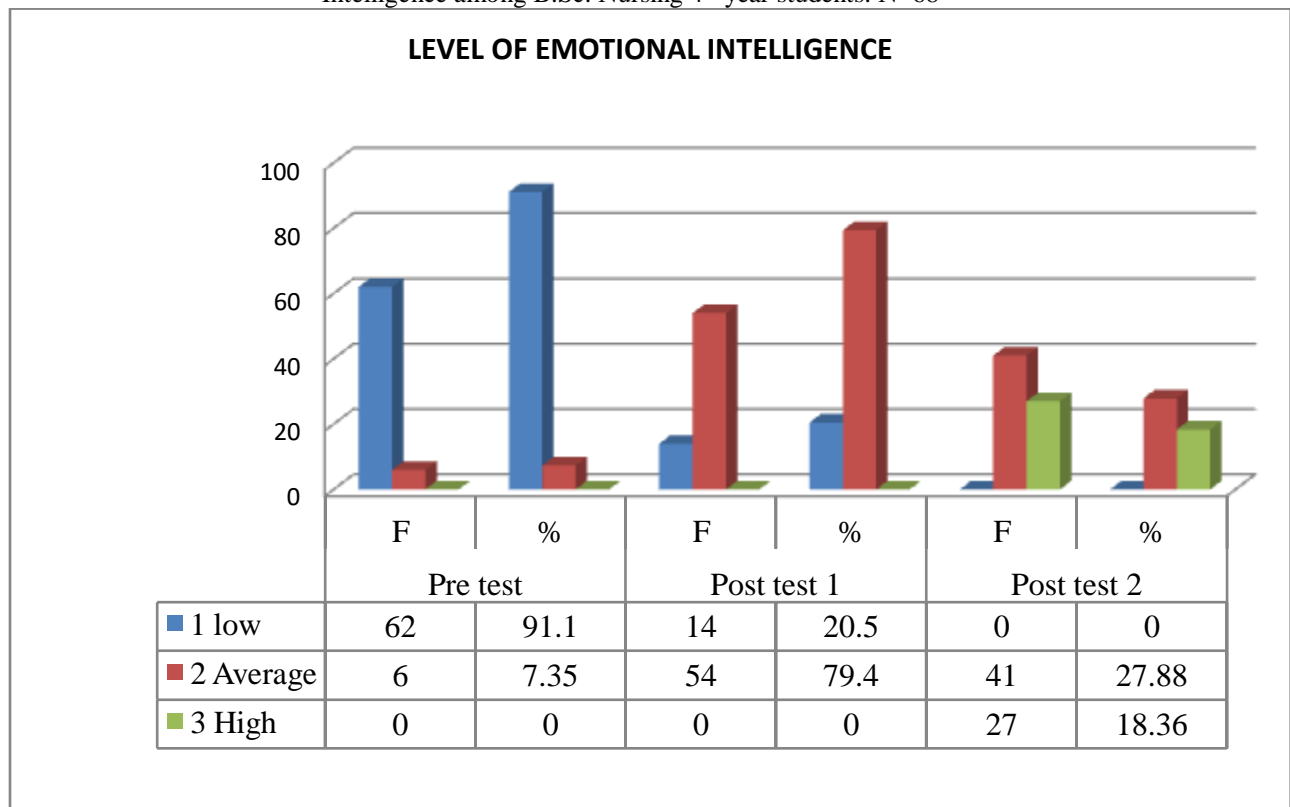


Figure no 1 shows that, the majority of 91.1% students had low level of Emotional Intelligence; 7.35% students had average level of Emotional Intelligence in pre test. The majority of 79.4% students had Average level of Emotional Intelligence; 20.5% students had low level of Emotional Intelligence in post test 1 and the majority of 27.88% students had Average level of Emotional Intelligence; 18.36% students had high level of Emotional Intelligence in post test 2.

Table no.2:- Changes in the level on emotional intelligence among B.Sc. Nursing 4th students before, during and after intervention. N=68

Variables	Pre test (mean ± SD)	Post test 1 (mean ± SD)	Post test 2 (mean ± SD)	F-value	DF	P value
Level of Emotional Intelligence	108.97±3.00	116.31±6.05	124.41±10.47	78.33	203	0.001

The hypothesis is tested at the level of $p \leq 0.05$ Table No 2 shows, that comparison of mean level of Emotional Intelligence between the pre-test and 2 post-tests among B.sc nursing 4th year students. There was a statistically significant comparison between the pre-test and 2 post-tests in level of emotional intelligence with $P=0.05$. The level of emotional Intelligence was increasing after giving intervention

Table No 3:- Post-hoc analysis (pair-wise multiple comparison) of Emotional Intelligence at three level of assessment. N=68

Level of Emotional Intelligence	Mean difference	P value
Pre test- Post test 1	7.33	0.001
Post test 1- Post test 2	8.10	0.001
Pre test- Post test 2	15.44	0.001

The hypothesis is tested at the level of $p \leq 0.05$

Table No 3 shows that, after getting significant comparisons result in Table no. 2. After applying post hoc analysis, there was significant mean difference between pre-test and post test 1 was 7.33, between Post test 1 and post 2 was 8.10 and between pre test and post test 2 was 15.44 with $p=0.001$. After getting the first intervention and second intervention, there was significant difference in the level of Emotional Intelligence.

Discussion:-

Mean age \pm SD of study participants were 21.47 ± 8.485 and MD was found 15.44. Present study revealed that skill training was found effective in the level of Emotional Intelligence with F' value 78.33 at $p = 0.001$, after twenty days of skill training. A similar study conducted by Shahbazi S, Heidari M, Rezaei P(2022) on problem-solving skill training on emotional intelligence of nursing students by using standardized scores of Emotional Quotient Inventory. Comparison of the standardized vs. 101.22 ± 10.93 ; $P < 0.001$). Such significant differences were absent in the control group.

Limitations

1. Due to time constraints, the investigator was unable to take a large sample for the study.
2. Long term follow up not possible due to the limited data collection period.

Conclusion:-

The results of this study revealed that the training provided using structured emotional intelligence skills improvement material was an effective method for increasing the nursing students' emotional intelligence and interpersonal relationship styles scores. Integrating this skill training method into the nursing education curriculum and in-service trainings in hospitals can contribute to improving Emotional Intelligence skills and interpersonal relationship styles of the nurses.

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