Chapter 1

1.1 Introduction

Emotions are significant in the growth of our personal and professional lives, so much so that they are crucial than even our actual measure of intelligence. While tools and technology assist us to gather and master information, nothing can exchange our ability to learn, manage and master emotions of ourselves and others. Emotions occur on the spur of the moment. The lack of intolerance over one’s emotions directly affects our personal and professional lives. Nurses are expected to possess the ability of knowing their own and others’ emotions and act without emotional fluctuations or outbursts. This establishes that the nurses who possess this ability and understand others’ view-point can cope with inevitable interactions.

Emotion is a multi-faceted psychosomatic state involving three distinct facets: a subjective experience, a physiological response, and a behavioral or expressive response. The subjective experience does not take into account background or culture, while the physiological responses are the creation of sympathetic or parasympathetic nervous system. The behavioral response is imperative as an individual spends a considerable time in interpreting the emotional expressions of the people around him/her. The capability to precisely understand these three responses is called “Emotional Intelligence” and these expressions play a major part in our overall body language. Emotional Intelligence is a gateway to a balanced life by providing physical health, mental well-being, relationship management, conflict resolution, and success and leadership skills.

Emotional Intelligence is vital in nursing, where compassion and caring are touchstones of the profession. For providing compassionate care, nurses must be able to identify, use, manage and understand emotions not only in themselves but also in others.
Several professionals assert that a person’s Emotional Intelligence Quotient (EQ) is more important than his/her Intelligent Quotient (IQ) and is certainly a better predictor of success, quality of relationships, and overall happiness.\(^5\) IQ is an inborn ability and ensures success in academics, whereas EQ is learned and improved and it ensures success in life.\(^6\) Emotional Intelligence can very well be taught in a lecture class and developed through an active listening, engagement, and participation.

The phrase “Emotional Intelligence” was invented by Peter Salovey and John D. Mayer in 1990. They defined “Emotional Intelligence” as the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth. Emotional Intelligence can be considered in relations of what the individual contributes to the world.\(^7\) Daniel Goleman further broadened the definition to incorporate five essential elements of Emotional Intelligence. The first is emotional self-awareness, which is knowing what one is feeling at a given time, and understanding the impact on others. Second is self-regulation- controlling or redirecting one’s emotions. Third is motivation and utilizing emotional factors to achieve goals. Fourth is empathy-sensing the emotion of others and fifth is social skills-managing relationships.\(^8\)

1.2 Background

As per the WHO, individuals between the age group of 10-19 years are adolescents and those between 19-24 years are youths. During their transformational age from adolescents to adults there is a rapid physical and emotional change in them. They are in a transition phase from a dependent childhood to psychological, social and economic independent adulthood.
Therefore, it is the most challenging and complicated stage in the ladder of growth and development. This age is often marked by struggle in social and emotional development. When these youths face lot of stress from emotional-social changes and cognitive development, it may affect their mental health. The reasons for emotional problems can be due to several factors such as faulty parenting, single parenting, and family disharmony, lack of care, strict obedience at home and fear of failure. The development of a youth’s character and individuality is dependent to a great extent on his/her emotional life. During this phase, they are required to develop personal values and sense of identity to fulfill new role and responsibilities with the peer group, complete the requirements of higher secondary education course and make decisions regarding their career. In this stage, intelligence more or less attains its highest limit. When young students seek admission for nursing course have the opportunity of receiving nursing education, they primarily feel pleasure and joy, but these positive emotions are usually accompanied by problems like leaving the family, going in another city for studying, making new friends, being in a new environment, homesickness, economic problems, adjusting to every new situation as well as anxiety of profession. The social, cultural and emotional changes may affect the young nursing student and have an emotional impact.\(^9\)

These young nursing students are going through lot of emotional, cognitive, and social challenges. These students sometimes face emotional problems such as a variety of role expectations and self-concept. The instability of emotions is very strong which leads to fear, lack of confidence, low self-esteem, social withdrawal, anxiety and peer group relationships, which significantly influence the emotional development of the individual. Since they go through emotional development and they have strong driving force to go through the emotional change, they need to be channelized in an accurate way.
Nursing is a dignified profession with accountability towards the patients and family members. Nurses are the frontline members of the health care profession and due to the nature of being in contact with people they need to be acquainted with the elements of Emotional Intelligence. In addition, EI is asserted as a powerful determinant in decision making skills. This further strengthens the necessity of nurses to possess EI attributes. Hence, if the concept of emotional intelligence is introduced to budding nurses, it will help in integration of emotional and cognitive abilities.

Clinical practice is an essential building block of nursing education helping nursing students to enhance their professional knowledge, skills and values. Students develop an understanding of the patients’ problems, clinical knowledge and problem solving abilities coupled with technological skills as they proceed through various clinical specialties. Nursing programs endeavor to prepare them with knowledge and skills to practice in multiple settings. Nursing students are likely to be conversant in diverse areas such as patients’ disease, treatment and medications, investigations and diagnostic tests, and also need to have skills in communication, student-nurse-patient interactions and multi-disciplinary collaboration. They occasionally face trouble in balancing study and social activities, heavy course works, time pressures are the major causative factors to increased levels of stress.

1.3 Need of the study
The core of nursing is "caring", and when care is provided to the patient it involves emotions. To care for someone requires understanding of emotions of self and others. The role of a nurse in today’s world hinges upon physical, mental, social and emotional health needs of patients, their families and the community. When the patient is sick it affects emotionally, the changed physiological parameters also pulls him down and decreases his emotional
strength. This kind of emotional drain not only affects the patient but also affects the family members. At this time, emotions play a very important role in driving positive or negative feelings. In such conditions, if nurses care for patients by applying their knowledge, skills, attitude, communication and soft skills, it makes a difference in the delivery of health care to the patients. During such situations, nursing students posted in clinical areas are not trained to understand the emotional conditions; rather they see and understand on their own.

Nursing students, often experience emotions in response to precipitating conditions. Several research studies depict that nursing students experience high levels of stress and use poor coping styles while undergoing training of nursing curricula, which can lead to non-empathetic nursing practices. When students recognize these emotions, they can adequately address the needs of self and patients. Nursing student’s clinical learning is challenging and taxing, and this is ascribed to the demands of the course work, unknown clinical surroundings, patient’s population, nursing personnel, and faculty. Also, hesitation about applied clinical skills in providing superior nursing care, fear of breakdown and feelings involved in dealing with patients creates additional anxiety in students. Therefore, if the students develop this awareness it will promote them to develop skills from self-reflective training and experiences. Through Emotional Intelligence, nursing students can discover their emotions and understand patients’ emotions for appraising any situation and facilitating healthy outcomes. An empathetic practice emerges from these experiences with newly-licensed nurses capable of emotionally connecting with their patients for humanistic care.

Students with high Emotional Intelligence levels at the beginning of a program reported that stress is controllable, and have improved communication and interpersonal skills while undergoing B.Sc. Nursing program. It has also been related to students’ positive self-awareness and self-identity, which
significantly contributed to their ability to develop the empathy and a personality of caring and critical traits of a professional nurse.\textsuperscript{11}

The educational prospectus for nursing embraces the cognitive and methodological characteristics needed to prepare a qualified nurse, but the realm of emotional intelligence is not clarified nor highlighted, yet it is expected from all nurses.\textsuperscript{2} Victoroff K and Boyatzis E R insisted that the educators in clinical professions such as medicine, nursing and dentistry should consider emotional intelligence as a key standard for student selection. They also stated that the health professionals require abilities related to emotional intelligence like being aware of patients’ needs rather than the individual interest, maintaining the standards of care, consistently assess the knowledge and skills, being familiar with the situations and act with integrity.\textsuperscript{14}

Joshi J et al assessed the overall Emotional Intelligence of the nursing students at Nagpur, Maharashtra and it was found average to poor.\textsuperscript{1} The outcome of the assessment revealed that emotional intelligence is insufficient, hence recommended that the students and the faculty staff of nursing institutions should be exposed to structured soft skills training regularly by means of seminars and workshops. Research studies done by Ibrahim H, Benson G and Mahmoud H found that emotional intelligence of nursing students was average. Abdel W identified the relationship of media and emotional intelligence among young nursing students and it was found that EI was only related to type of media.\textsuperscript{15} The results showed that none of the students had high emotional intelligence and recommended that nursing curricula throughout the 8 nursing semesters should include emotional intelligence workshop or training equivalent to that should be given.
Emotional intelligence nursing skills and competency can be developed in a timely fashion within a B.Sc. nursing program, resulting in the understanding of nursing as the “art of caring”. If nurse educators understand the importance of developing Emotional intelligence from the initiation of a B.Sc. Nursing program, will increase the retention rate and work satisfaction in the nursing profession. By incorporating the values of emotional intelligence in the nursing education, it will fortify its sustainability further than graduation and into clinical practice. A competent and confident professional nurse results when emotional intelligence is developed and sustained throughout the basic nursing program. Nursing students will enhance their critical thinking skills, capacity for therapeutic relationships, and potential for an empathetic and evidence-based practice. A high emotional intelligence will promote comprehensive coping skills to address stress, conflict, or any negative behavior in academics and work-related environments.

To the researcher’s knowledge, there are several tools to assess emotional intelligence, but on admission, it is never assessed. So the students are not identified with either high or low emotional intelligence. The nursing curriculum is based on the cognitive, affective and psychomotor domain. All the teaching is focused on cognitive and technical skills, but no teaching is done on emotional aspects although it is expected in clinical evaluation. So in this high-tech, high touch approach students should be educated on emotional intelligence as this is the need of today. The nursing students of present generation have become techno-savvy and they seek every information from internet. A study conducted by Abdel W and Elnakeeb found low emotional intelligence among the students who used media device and had positive relationship between emotional intelligence and the total time spent using media. Machines cannot replace emotions, so before man becomes a machine, the emotional intelligence teaching will enlighten them personally and professionally. Nursing profession aims at physical, mental, social and
emotional needs of patients. Therefore, emotional intelligence training is valuable for the emotional learning of students which may empower them throughout life.

1.4 PROBLEM STATEMENT:
“Effect of emotional intelligence training program on psychosocial and clinical performance among nursing students of selected nursing colleges in Maharashtra”

1.5 OBJECTIVES OF THE STUDY:
1. To find out the baseline emotional intelligence of nursing students in study and control group.

2. To identify psychosocial performance in study and control group before and after training program.

3. To evaluate the clinical performance of students in study and control group after the training program

4. To determine emotional competence among nursing students of study and control group before and after the training program

5. To find the association between the emotional intelligence and academic score of qualifying examination.

1.6 OPERATIONAL DEFINITION:
- **Effect**: means the degree to which something is successful in producing a desired result or influence. In this study, it refers to desired result of emotional intelligence training program on psychosocial performance and clinical performance of nursing students.
• **Emotional intelligence training program:**

Emotional intelligence is the capacity to be aware of, control and express one’s emotion empathetically. Training refers to the action of teaching a person particular skill or type of behavior. Program is a set of related measures or activities with a particular long-term aim.

**In this study,** a training program of 12 hours was developed by the researcher, which contains teaching on self-awareness, communication skill, self-management, relationship management, and self-regulation. The mode of training included lecture-cum discussions, power point presentations, videos, games, group activities, group interactions and role play.

In this study the emotional intelligence of nursing students was assessed by Emotional intelligence Scale (EIS) devised by Nichole Schutte.

• **Psychosocial:**

  **Psychological** refers to the mental and emotional state of a person.\(^{17}\)

  **Social** means relating to society and organization.\(^{18}\)

  **In this study,** psychosocial refers to the interrelation of mental and emotional state of the individual relating to society by self-awareness, relationship management, self-esteem and socialization.

The psychosocial performance of nursing students was assessed by psychosocial scale, a self reported four point likert scale devised by Researcher.

• **Clinical performance:**

  **In this study,** clinical performance means nursing students achievements during the clinical training. The clinical performance was assessed by clinical performance evaluation criteria given by the State University of Health Sciences. The standardized tool is used by teaching Faculty of Nursing colleges for clinical performance evaluation of nursing students
posted in medical, surgical wards and operation theatre as per the academic requirements.

- **Nursing students:**
  Nursing means the job or skill of caring for people who are sick or injured. Student means a person who is studying at a university or other place of higher education.
  In this study, nursing students refers to Second year B.Sc. nursing students who are learning to develop skills for caring sick people.

1.7 **HYPOTHESIS:**

- **H0** (1): There is no significant effect of Emotional intelligence training program on psychosocial performance of nursing students in study and control group.

- **H0** (2): There is no significant effect of Emotional intelligence training program on clinical performance of nursing students in the study and control group.

1.8 **DELIMITATIONS:**

- Study is delimited to second year B.Sc. nursing students.
- Study is conducted in selected nursing under the state University of Maharashtra for Health Sciences.

1.9 **CONCEPTUAL FRAMEWORK:**

Conceptual framework or conceptual model is the interrelated concept or assembled in a rational and often explanatory scheme to illuminate relationships among them. 21

The conceptual framework of the study is based on Imogene King’s Goal Attainment theory, which aims to assess the effect of emotional
intelligence training program on psychosocial performance and clinical performance among nursing students. The theory focuses on interpersonal systems, which reflects King’s belief that the practice of nursing is differentiated from that of the other health professions by what the nurses do with and for individuals. The concepts used in this theory are interactions, perception, communication and transaction.

**Perception** - Perception is reality as seen by each individual. The elements of perception are the importing of energy from the environment and organizing it by information, transforming energy, processing information, storing information and exporting information in the form of observable behaviors.¹⁹

In this study, perception is the researcher’s perception towards emotional intelligence of nursing students. Through several literature reviews it is observed that higher level of emotional intelligence improves the academic score and clinical performance of nursing students. There are various predictors like psychological wellbeing, stress, anxiety levels, and emotional competencies which has significant association with emotional intelligence. The emotional intelligence training program also improved emotional intelligence in post-test scores in those who have low emotional intelligence. Several research studies show that nursing students have moderate level of emotional intelligence. This means that if emotional intelligence training program is developed for nursing students they will improve in emotional intelligence, psychosocial, clinical performance and academic scores.

**Interaction** - Interaction is the verbal and non-verbal goal directed behavior of two or more people in mutual presence and includes perception and communication. Each of the individuals involved in an interaction brings different ideas, attitudes, and perception to exchange. The individuals come together for a purpose and perceive each other, make **judgment** and take
action. Then each reacts to other and the situation (perception, judgment, action, reaction). 19

In the present study, interaction included verbal and non-verbal behaviour when conducted the emotional intelligence training program for Second year B.Sc Nursing students after a pre-test. The emotional intelligence training program was implemented through the various sessions and activities. The content included introduction to emotional, components of emotional intelligence, self-awareness, self-management, emotional literacy, social awareness, empathy, organizational awareness and relationship management, leadership and teamwork. The sessions were conducted through lecture cum discussions, power point presentations, group activities, brainstorming sessions, several icebreakers, and feedback. All the participants were highly supportive, cooperative and showed interest during the sessions.

Transaction - Transaction is a series of exchange between human and their environment that include observable behaviors that seek to achieve goals of worth to the participants. Transaction represents the aspect of human interactions in which values are apparent and involve compromising, conferring and social exchange. 19

In the present study, transaction occurred by further assessment of psychosocial and clinical performance after emotional intelligence training program.

1.11 SUMMARY:

This chapter includes introduction, the background of the study, the need for the study, objectives, operational definitions, assumptions, hypothesis, delimitations, ethical aspects and conceptual framework
Fig no 1: Conceptual framework based on King’s Goal Attainment theory

**Perception**
- The emotional intelligence of nursing students is average to poor which can be improved
- Emotional intelligence has relation with psychosocial and clinical performance of Nursing students

**Judgement**
- Emotional intelligence training program will improve psychosocial and clinical performance

**Action**
1. Pre-test assessment of
   - Demographic Profile
   - Emotional Intelligence
   - Psychosocial Performance
   - Clinical Performance
   - Academic Score
2. Development of emotional intelligence training program

**Reaction**
- Implementation of emotional intelligence training program

**Interaction**
- Lecture-cum discussion (videos, didactic lectures, Powerpoint presentation)
- Group activities (Role play, group interaction, games, and icebreakers)

**Feedback**

**Improvement in**
- Psychosocial performance
- Clinical performance

**Transaction**
- Post test Assessment of
  - Psychosocial performance
  - Clinical performance

**No improvement**
- Psychosocial performance
- Clinical performance

**Second Year B.Sc. Nursing students**

Perception
- Emotional intelligence is important for nursing profession.

Judgement
- Learn emotional intelligence skills

Judgement
- Consent and readiness for participation in emotional intelligence training program