



A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME REGARDING KNOWLEDGE AND LEVEL OF EMOTIONAL INTELLIGENCE AMONG BASIC B.SC. NURSING STUDENTS OF SELECTED COLLEGE AT BANGALORE.

¹Pradeep Dinkar Ahi

¹Lecturer

¹College of Nursing, Wanless Hospital, Miraj, Dist- SAngli, 416410, Maharashtra, India.

Abstract - A STUDY TO ASSESS THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAMME REGARDING KNOWLEDGE AND LEVEL OF EMOTIONAL INTELLIGENCE AMONG BASIC B.Sc. NURSING STUDENTS OF SELECTED COLLEGE AT BANGALORE. **OBJECTIVES:** To assess the knowledge regarding Emotional Intelligence before and after administration of Structured Teaching Programme among Basic B.Sc. Nursing students, to assess the Level of Emotional Intelligence before administration of Structured Teaching Programme among Basic B.Sc. Nursing students, to assess the effectiveness of Structured Teaching Programme regarding knowledge of Emotional Intelligence among the Basic B.Sc. Nursing students, to assess the association between the knowledge regarding Emotional Intelligence and demographic variables and association between Level of Emotional Intelligence and demographic variables amongst the Basic B.Sc. Nursing students. **METHODS:** The Research approach used for the study was quasi-experimental research approach with one group pretest & posttest design with 60 Basic B.Sc. Nursing students at the selected College of Nursing, Bangalore using convenient sampling technique. Data was collected using structured knowledge questionnaire. The Level of Emotional Intelligence was assessed by utilizing a standardized Schuttes Emotional Intelligence Test (SEIT). Reliability of the tool was tested by split half method. The data was analyzed and tabulated in terms of the objectives of the study using descriptive and inferential statistics. **RESULTS:** The results showed that the structured teaching programme was effective to increase in the knowledge regarding Emotional Intelligence of the Basic B.Sc. Nursing students. **CONCLUSION:** Knowledge regarding Emotional Intelligence may be useful in Personal, Professional and social life of the Basic B.Sc. Nursing students. Also, it may aide the students in handling stress and life issues on daily basis. Hence it was felt that the structured teaching programme would be useful in imparting knowledge about Emotional Intelligence, thus empowering the Basic B.Sc. Nursing students to utilize this knowledge in becoming a Emotionally Intelligent and proficient Nursing professional in near future.

KEYWORDS: Emotional Intelligence, Level of Emotional Intelligence, Basic B.Sc. Nursing students, structured teaching programme, Schuttes emotional intelligence test (SEIT) and knowledge.

INTRODUCTION

“All learning has an emotional base.”¹

Emotion is a subjective experience. Emotions can relate to expression of love, hate, attraction, aggression and disappointment .²

Daniel Goleman’s book; Emotional Intelligence (EI); Why it can matter more than IQ, Goleman revealed the foundation text of worldwide movement that claims that, Cognitive intelligence, and is not as important as another type of Intelligence –Emotional Intelligence. He suggested an Emotional Intelligence framework that consists of

four clusters: *Self-awareness*, *Self-management*, *Social awareness* and *Relationship management*. It cannot be denied that emotional strengths and social abilities often contribute to Social and Occupational success.³

Salovey and Mayer define Emotional Intelligence as 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. Emotional Intelligence has four main

components, namely, the ability to: Perceive emotions, Utilize these emotional perceptions to accomplish various activities or tasks, Understand emotional variations; and Manage emotions to achieve goals.⁴

Dalip Singh states that Emotional intelligence constitutes three psychological dimensions—emotional competency, emotional maturity and emotional sensitivity—which motivate an individual to recognize truthfully, interpret honestly and handle tactfully the dynamics of human behaviour.⁵

It is believed that success at the workplace depends on our level of Intelligence quotient as reflected in our academic achievements, exams passed, marks obtained, etc. But how bright we will be outside the classroom, faces with life's difficult moments? Here we need a different kind of resourcefulness, termed as Emotional Intelligence (EI), which is a different way of being smart. In today's world Emotional Intelligence is what gives a person a competitive edge.³

The lack of Emotional Intelligence explains why people who despite having a high Intelligence Quotient, have been such utter failures and disastrous in their personal and professional lives. In contrast, persons high on Emotional Intelligence are poised, outgoing, committed to other people and worthy causes, sympathetic and caring, with a rich and fulfilling emotional life. It is often said that a high IQ may assure you a top position, but it may not make you a top person. Infact Emotionally intelligent person is not only successful in his carrier but also in his personal relations and managing people.²

Even after decades Emotional Intelligence research is still in its infancy, and further research is needed to fully understand the role that EI might play in moderating stress or other outcomes. Future work may develop the suggestion that higher EI may be associated with lower perceived stress and teaching EI might increase feelings of control and competence.

METHODS

The researcher used quasi-experimental approach using one group pre and posttest design. The study was conducted on 60 Basic B.Sc. Nursing students studying at Christian College of Nursing at Bangalore using a Non-probability convenient sampling technique. The data was collected by administering structured knowledge questionnaire and SEIT from 15-01-18 to 23-01-18 after obtaining formal written permission from the Principal of Christian College of Nursing. The Pre-test was conducted using Standard SEIT (Schutte's Emotional Intelligence Test) and structured knowledge questionnaire for 45 minutes to assess the level and knowledge regarding Emotional Intelligence. Structured teaching programme was administered after the pre-test on Emotional Intelligence. Post-test was conducted on 8th day after pre-test.

RESULTS

The data on sample characteristics revealed that majority of Basic B.Sc. Nursing students 22(36.67%) belonged to age group of 18 years, 20 (33.33%) belonged to age group of 19 years , 17(28.3%) belonged to age group of 20 years and above and minimum 1(1.67%) belonged to age group of 17 years. Maximum number of Basic B.Sc. Nursing who had highest qualification were 7(11.67%) and minimum number of highest qualification were 25(41.67%). Majority of the students were 18(70.00%) females whereas 18(30.00%) males. Majority of the students were 30(50.00%) Hindu by religion, minimum were 1(1.67%) of other religion. Majority of students who had highest parent education were 20(33.33%) graduates, minimum were 8(13.33%) post-graduate. Maximum students were 50(83.33%) hostelites, minimum were 4(6.67%) paying guests. Students having previous knowledge regarding Emotional Intelligence were 18(30%) whereas students with no previous knowledge were 42(70.00%). Majority of students 5(27.78%) had books, friends and electronic media as source of information, minimum 3(16.67%) had family as source of information.

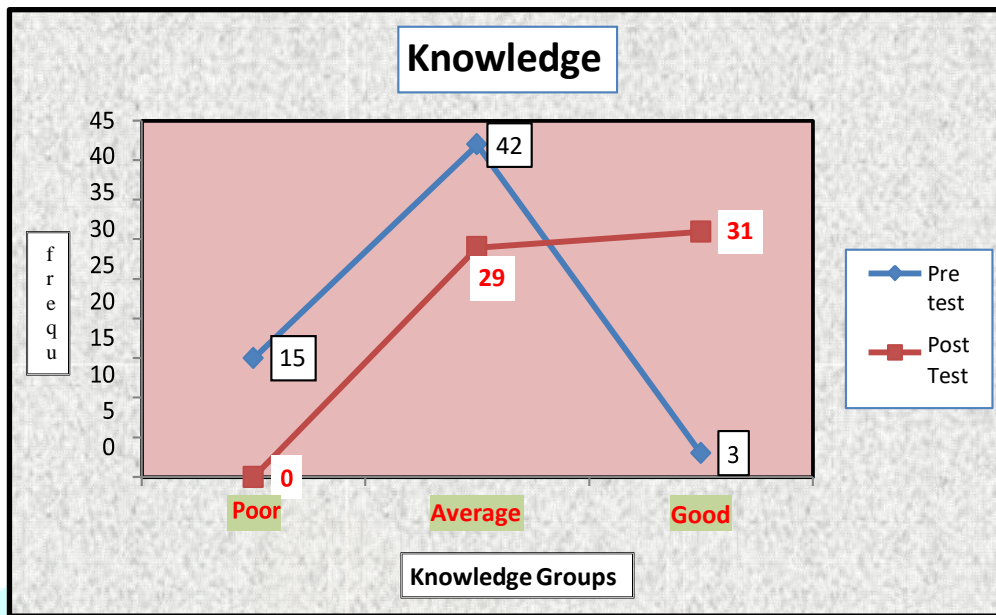
Data analysis on level of Emotional Intelligence that in pre-test majority of students 28(46.67%) had average level of Emotional Intelligence, 21(35.00%) had poor level of Emotional Intelligence and minimum 11(18.33%) had good level of Emotional Intelligence scores.

Data analysis on level of knowledge regarding Emotional Intelligence revealed that in pre-test majority 42(70.00%) had average knowledge, 15(25.00%) had poor knowledge and minimum 3(5.00%) had good knowledge scores, whereas in post-test majority of students 31(51.67%) had good scores, 29(48.33%) had average scores and 0(0.00%) had poor scores.

Data analysis on effectiveness of the structured teaching programme on knowledge regarding Emotional Intelligence, the pre-test and post-test data analysis revealed the mean post-test knowledge scores (14.6) was higher than the pre-test knowledge scores 9.41). Paired 't' test results showed significant gain in knowledge ($p = 0.000$). Statistical analysis using chi-square to find association between pre-test level of Emotional Intelligence and demographic variables revealed that the variables age, qualification, religion, place of stay, previous knowledge and source of information are independent of each other. The demographic variable gender with computed χ^2 values 6.6 at df 2 shows an association with pre-test Emotional Intelligence scores less than 0.05 level of significance. The variable parent education with computed χ^2 values 14.82 at df 2 shows an association between pretest Emotional Intelligence scores less than 0.05 level of significance.

Statistical analysis using chi-square to find association between pre-test level of knowledge regarding Emotional Intelligence and demographic variables revealed that the variables gender, religion, place of stay, previous knowledge and source of information are independent of each other. The demographic variable age with computed χ^2 values 15.42 at df 6 shows an association between pre-test knowledge scores at level of significance less than 0.05. The demographic variable qualification with computed χ^2 values 13.75 at df 6 shows an association between pre-test knowledge scores at level of significance less than 0.05. The demographic variable parent education with computed χ^2 values 23.44 at df 6 shows an association between pre-test knowledge scores at level of significance less than 0.05.

Graph 1: Graph showing frequency and percentage distribution of Basic B.Sc. Nursing students according to pre-test and post-test knowledge regarding Emotional Intelligence.



Graph 2: Cylindrical graph showing frequency and percentage distribution of Basic B.Sc. Nursing students according to pre-test level of Emotional Intelligence.

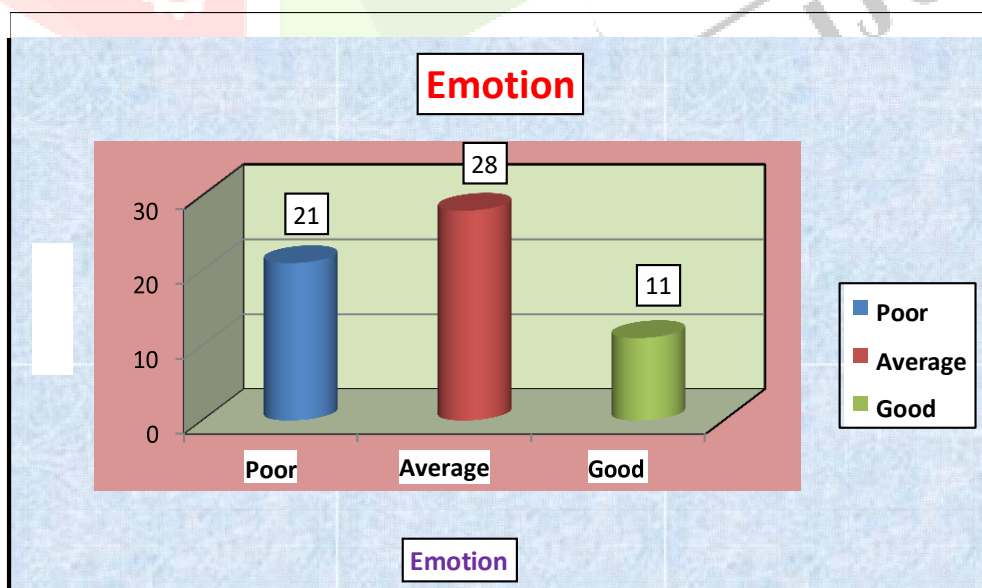


Table: Association of Knowledge Score In Relation To Demographic Variables.

N = 60

| Sr. No | Variable | Group | Knowledge | | | Chi Square | d.f. | P Value | Significance |
|--------|--------------------------|------------------------|-----------|---------|------|------------|------|---------|--------------------|
| | | | Poor | Average | Good | | | | |
| 1. | Age | 17 | 1 | 0 | 0 | 15.42 | 6 | 0.02 | Significant |
| | | 18 | 5 | 17 | 0 | | | | |
| | | 19 | 8 | 12 | 0 | | | | |
| | | 20 & above | 1 | 13 | 3 | | | | |
| 2. | Quali- fication | I | 6 | 19 | 0 | 13.75 | 6 | 0.03 | Significant |
| | | II | 7 | 13 | 0 | | | | |
| | | III | 2 | 5 | 1 | | | | |
| | | IV | 0 | 5 | 2 | | | | |
| 3. | Gender | Male | 4 | 13 | 1 | 0.11 | 2 | 0.95 | Not Significant |
| | | Female | 11 | 29 | 2 | | | | |
| 4. | Religion | Hindu | 9 | 21 | 0 | 6.93 | 6 | 0.3 | Not Significant |
| | | Muslim | 2 | 2 | 0 | | | | |
| | | Christian | 4 | 18 | 3 | | | | |
| | | Other | 0 | 1 | 0 | | | | |
| 5. | Parent Education | No Formal Education | 3 | 11 | 0 | 23.44 | 6 | 0.00 | Significant |
| | | Matriculation | 7 | 11 | 0 | | | | |
| | | Graduate | 5 | 15 | 0 | | | | |
| | | Post Graduate | 0 | 5 | 3 | | | | |
| 6. | Place of stay | Hostel | 12 | 36 | 2 | 4.05 | 4 | 0.40 | Not Significant |
| | | Home with Family | 2 | 4 | 0 | | | | |
| | | Paying guest | 1 | 2 | 1 | | | | |
| 7. | Previous Knowledge | Yes | 4 | 12 | 2 | 2.04 | 2 | 0.36 | Not Significant |
| | | No | 11 | 30 | 1 | | | | |
| 8. | Source of information | Books | 3 | 2 | 0 | 9.88 | 6 | 0.13 | Not Significant |
| | | Friends | 1 | 4 | 0 | | | | |
| | | Family | 0 | 3 | 0 | | | | |
| | | Electronic media | 1 | 2 | 3 | | | | |

Table: Association of EI Score In Relation To Demographic Variables.

N = 60

| Sr. No | Variable | Group | Knowledge | | | Chi Square | d.f. | P Value | Significance |
|--------|-----------------------|---------------------|-----------|---------|------|------------|------|---------|-----------------|
| | | | Poor | Average | Good | | | | |
| 1. | Age | 17 | 1 | 0 | 0 | 3.9 | 6 | 0.69 | Not Significant |
| | | 18 | 5 | 12 | 5 | | | | |
| | | 19 | 8 | 9 | 3 | | | | |
| | | 20 & above | 7 | 7 | 3 | | | | |
| 2. | Qualification | I | 13 | 7 | 5 | 8.61 | 6 | 0.19 | Not Significant |
| | | II | 5 | 12 | 3 | | | | |
| | | III | 1 | 6 | 1 | | | | |
| | | IV | 2 | 3 | 2 | | | | |
| 3. | Gender | Male | 2 | 12 | 4 | 6.6 | 2 | 0.03 | Significant |
| | | Female | 19 | 16 | 7 | | | | |
| 4. | Religion | Hindu | 7 | 18 | 5 | 9.45 | 6 | 0.15 | Not Significant |
| | | Muslim | 2 | 1 | 1 | | | | |
| | | Christian | 12 | 9 | 4 | | | | |
| | | Other | 0 | 0 | 1 | | | | |
| 5. | Parent Education | No Formal Education | 8 | 4 | 2 | 14.82 | 2 | 0.02 | Significant |
| | | Matriculation | 7 | 7 | 4 | | | | |
| | | Graduate | 1 | 15 | 4 | | | | |
| | | Post Graduate | 5 | 2 | 1 | | | | |
| 6. | Place of stay | Hostel | 18 | 23 | 9 | 4.34 | 4 | 0.36 | Not Significant |
| | | Home with Family | 2 | 4 | 0 | | | | |
| | | Paying guest | 1 | 1 | 2 | | | | |
| 7. | Previous Knowledge | Yes | 4 | 11 | 3 | 2.38 | 2 | 0.30 | Not Significant |
| | | No | 17 | 17 | 8 | | | | |
| 8. | Source of information | Books | 1 | 2 | 2 | 5.8 | 6 | 0.45 | Not Significant |
| | | Friends | 0 | 5 | 0 | | | | |
| | | Family | 1 | 2 | 0 | | | | |
| | | Electronic media | 1 | 3 | 1 | | | | |

DISCUSSION

The study finding showed that in pre-test majority of Basic B.Sc. Nursing students level of knowledge regarding Emotional Intelligence 42(70.00%) had average knowledge, 15(25.00%) had poor knowledge and minimum 3(5.00%) had good knowledge scores, whereas in post-test majority of students 31(51.67%) had good scores, 29(48.33%) had average scores and 0(0.00%) had poor scores. Similar findings were seen in a study conducted by Illievova I, Juhasova I, Baumgartner F. A exploratory study to measure impact of peer coaching, results showed 80% of participants reported perceived changes in EI ability due to intervention and 90% reported due to peer coaching was beneficial to their leadership development.⁶ The study findings showed majority of students 28(46.67%) had average level of Emotional Intelligence, 21(35.00%) had poor level of Emotional Intelligence and minimum 11(18.33%) had good level of Emotional Intelligence scores. Similar findings were seen in study conducted at Eritrea conducted by Dr. Nirmala J. The results showed majority 52% under 'average' emotional intelligence category, 47% 'below average' and only one student showed 'high' emotional intelligence score.⁷ Association between knowledge regarding emotional intelligence and demographic variables like age, qualification and parent education, which showed p value less than 0.05 indicating significant association of demographic variables with knowledge of the students regarding emotional intelligence. There was no association between demographic variables like gender, place of stay, previous knowledge and source of information and knowledge of the students regarding emotional intelligence. Association between level of emotional intelligence ad demographic variables, results showed association between demographic variables like gender, parent education with level of emotional intelligence whereas variables like age, qualification, religion, place of stay, previous knowledge and source of information showed no association with level of emotional intelligence. Similar study conducted in Slovakia to determine level of total global emotional intelligence among undergraduate students of nursing and to check factors (year of study, type of completed high school education) on emotional intelligence using a Bar-On Emotional Intelligence (EO-i) scale. Results showed higher level scores achieved by nursing students in all areas of emotional intelligence except Self-control. It concluded that emotional intelligence abilities are essential for the profession of nursing in both educational and clinical practice.⁸

RECOMMENDATIONS

Randomized control trials may be carried out to evaluate the effectiveness of structured teaching programme to assess the level and knowledge regarding emotional intelligence among various groups of students. A comparative study can be conducted on knowledge regarding emotional intelligence and level of emotional intelligence among under-graduate, postgraduate students of various streams. Similar study may be undertaken by increasing the sample size to generalize the findings.

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