

The Effect of Selective Life Skill Intervention Techniques on The Emotional Intelligence of The Nurses

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ABSTRACT

Emotional Intelligence has a major role in the Health Care Sector and life skills intervention can be viewed as a bridge in enhancing the Emotional Intelligence of an individual. The present study aimed at determining the effect of life skill intervention on the Emotional Intelligence of the Nurses. The study was conducted at the BKL Walawalkar Hospital of Dervan, Maharashtra. The sample of the study were 132 nurses. The sample were selected with the help of the convenience sampling method. Data was collected by using Emotional Intelligence Scale by S K Mangal. Pre-test was done then the life skill intervention was provided to the nurses for the period of 3 months. The data was analyzed using the paired sample t-test. The scores of the post-test revealed that there was an effect of life skill intervention on the Emotional Intelligence of the Nurses.

Keywords: *Emotional Intelligence, Life skill intervention, Nurses*

Emotional intelligence (EI) was first described in 1990 by Peter Salovey and John Mayer. “The ability to monitor one’s own and others’ emotions, to discern between different emotions and label them appropriately, and to use emotional information to drive thought and conduct,” they said. EI, according to Goleman, is a type of social intelligence that entails the ability to monitor one’s own and others’ feelings and emotions, distinguish between them, and use that information to direct one’s thinking and action. Daniel Goleman’s concept emphasizes EI as a broad set of traits and skills that promote leadership achievement. Self-awareness, self-regulation, social competence, empathy, and motivation are the five key EI constructs in Goleman’s model.

Emotional Intelligence has been studied in people from all over the world. Emotional intelligence is a key to living a happy, healthy life. It’s important in almost every element of life, including physical health, emotional well-being, relationships, and dispute resolution, success and determination. Many interventions have been explored to promote emotional intelligence among people in a range of occupations. Many strategies have been utilized (counselling, training, life skills, and so on).

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Hamideh A. Lolaty, Sharbanoo Ghahari, et al; (2012) conducted a study on effects of life skills training on emotional intelligence of the medical sciences students in Iran. The results of the study showed that the life skill training improved the scores of emotional intelligence of the students. Another study was conducted by Tarun Deep Kumar (2011) on the life skills intervention training on emotional intelligence of the college students. The results revealed a significant increase in the scores of the EI of the adolescents after the life skill training interventions.

Nurses perform a critical role in the hospital setting, and their emotional intelligence (EI) plays an important role in their day-to-day work. It is essential for pleasant patient experiences, as well as preventing nurse burnout, maintaining empathy while avoiding emotional attachment, and allowing for successful leadership. Nurses with high degrees of emotional intelligence are more likely to possess supervisory skills and self-awareness. In most cases, there is evidence of a good work environment and solid, trust-based relationships. Such attributes contribute to effective workplace leadership, emphasizing the need of emotional intelligence in nursing.

Life skills, according to the World Health Organization (WHO), are “living skills” or capacities for adaptive and good conduct that help people to deal well with the demands and obstacles of daily life. When one successfully and confidently tackles distress circumstances by employing suitable skills, one feels good and happy and is prepared to face similar events without fear. Critical thinking, creative thinking, decision making, problem solving, interpersonal relationships, effective communication, coping with stress, coping with emotions, self-awareness, and empathy are ten generic life skills described by WHO. Because of the near proximity of the hospital and nursing school, it was decided to research nurses’ EI and see if a life skill intervention might help them develop.

METHODOLOGY

Aim

1. To see the effect of life skill intervention on the Emotional Intelligence of the Nurses.

Hypothesis

There will be an effect of life skill intervention on the Emotional Intelligence of the Nurses.

Sample

The sample size of the study was 132 Nurses of BKL Walawalkar Hospital, Dervan, Maharashtra. Convenience Sampling Method was used for the study.

Tool Used

“Emotional Intelligence Inventory” standardized by Dr.S.K. Mangal & Mrs. Shubhra Mangal was used. This Emotional Intelligence Inventory has been designed for use with Hindi & English Knowing 16+ years age of school, college and university students for the measurement of their emotional intelligence (total as well as separately) in respect of four areas or aspects of emotional intelligence namely, Intra-personal Awareness (knowing about one’s own emotions), Inter-personal Awareness (Knowing about others emotions), Intra-personal management

(Managing one’s own emotions) and Inter-personal management (managing others’ emotions) respectively. There are 25 items each for the four areas to be answered as yes or

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no. The reliability of test using split half method & K-R formula is 0.89 & 0.90 respectively. The test-retest Reliability coefficient is 0.92. Validity coefficient of the test is -0.662.

Research Design

Single Group Pre-test and Post-test was used.

Procedure

The study was carried out at BKL Walawalkar Hospital, Dervan. BKL Walawalkar Hospital was established in 1995 near the village of Dervan in the District of Ratnagiri of the state of Maharashtra. A non-probability convenient sampling method was used to collect the data. The sample of the study was the nurses (all girls) in Samarth Nursing College located in the hospital campus. Informed consent was taken from all the participants. Basic demographic details were collected from the participants. Data collection was done using the Emotional Intelligence Scale by S K Mangal. After baseline data collection 12 participants dropped out due to lack of time. Thus, life skill intervention was given to 120 participants. Intervention was provided to the participants for 3 months. In total 6 sessions were taken (2 sessions each month). The time duration for each session was 60 minutes. 20 more participants did not undergo post intervention testing. Thus 100 participants completed the intervention and pre-test and post-test as per the protocol.

Statistical Analysis

Data was entered in Excel spreadsheet and was double checked for errors. Data was analyzed using SPSS 25.0. Normalcy of the data was checked using descriptive statistics. Effect size of the intervention (gain or loss in EI) was analyzed by paired t-test and 95% confidence intervals (CI).

Ethical Considerations

The study was approved by the ethical committee of the Hospital. Ethical committee is registered with the Government of India. Registration code is EC/755/INST/MH/2015/RR-18.

Informed consent was taken from all the participants before conducting the study. With scrutiny it was made sure that any content in the questionnaire does not cause any harm to the participants at any point. The intervention period lasted for 3 months. There were 6 sessions (2 sessions each month) and each session lasted at least 1 hour.

RESULTS

Figure-1 shows the flow chart of Sample selection

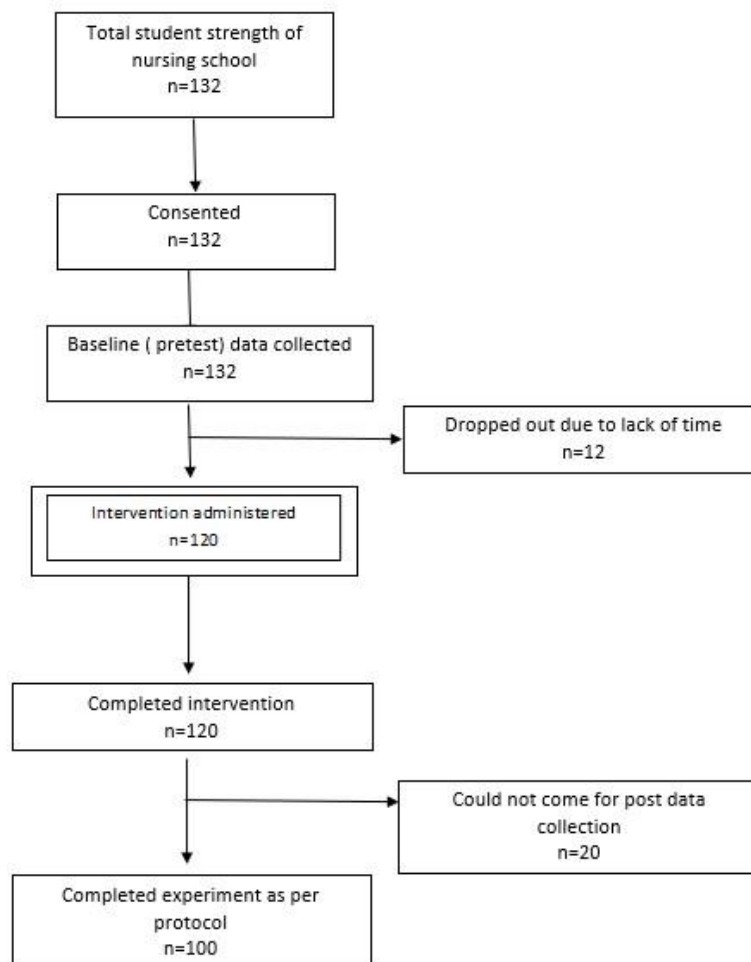


Figure-1 describes the intervention using a flowchart. The total strength of the nursing school was 132. After initial briefing all 132 gave their consent to participate by signing the informed consent document. After baseline data collection 12 students dropped out due to lack of time. Life skills intervention was given to 120 participants. But 20 more did not undergo post intervention testing. Thus 100 participants completed the intervention and pre-test post-test as per protocol.

Table-1 shows the demographics of the participants. (n=100)

Age (y)*	20.9 (2.6)
Education (y)*	12.8 (1.3)
Marital status (n)	
Single	94
Married	6
Family size (n)	
3	6
4-6	86
>6	8
Siblings (n)	
0-1	39
2	39
>2	32

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Occupation of father	
Farmer	44
Service/self employed	56
Occupation of mother	
Housewife	95
Service	5
Education of parents*	
Father	10.1 (2.4)
Mother	7.8 (2.9)

*: mean (standard deviation) otherwise numbers

Table-1 shows the characteristics of the subject. Mean age was 20.9y and mean years of education was 12.8. Six were married. About 94% had a family size of at least 4 and 32% had more than 2 siblings. Mean year of education was 10.1y for fathers and 7.8y for mothers. Little less than 50% fathers were farmers while 95% mothers were housewives.

Table 2 shows the effects of the life skills intervention and the scores of pre-tests and post-test on Emotional Intelligence.

Pre	Post	Mean Change (Post-Pre)	95% CI	p
64.9 (9.7)	66.9 (10.6)	2.03	(0.27, 3.8)	0.024

CI: confidence interval

The Pre-test scores of the participant were 64.9 (9.7) and the Post-test scores of the participants were 66.9 (10.6). The overall mean gain in EI was 2.03 with 95% CI as (0.27, 3.8)

DISCUSSION

It is very important to understand that having a good emotional intelligence plays a major role in providing the warmth and care to the patients. A health care professional need to be empathetic towards the patients. There have been many life skills programmes which are been conducted to enhance the EI of the individuals. The present study saw the effect of life skill intervention programmes on the emotional intelligence of the nurses. There was a difference found on the pre-test and post-test scores of the nurses on the emotional intelligence.

Life skill intervention found the improvement in the Emotional Intelligence scores of the nurses. A similar study in Iran has used life skill intervention among medical college students. There are few studies in India who have used this intervention technique among adolescents in college and among adolescents in nuclear families.

The purpose of the study was not to study EI among rural population but since the college is situated in the rural area, all the students in the sample came from rural families. Thus, this could be interpreted as a study among rural population. The experiment was done on nurses who attends the patients in their professional life. From patients' perspective life is critical so the role of nurse becomes very important after the doctor.

Strengths and limitations

There are many shortcomings to the study. Sampling was by convenience. Boys were not a part of this study hence the gender difference in EI couldn't be studied. Intervention effect

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on 4 sub domains was not tested due to small sample size. The positive aspect of our study is the rural setting of the hospital campus.

CONCLUSION

The findings of the study showed an effect of life skill intervention on the Emotional Intelligence of the Nurses.

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Conflict of Interest

The author(s) declared no conflict of interest.

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