

CHAPTER – I

INTRODUCTION

BACKGROUND OF THE STUDY

“Emotional intelligence is the key to improve the personal effectiveness. It is the foundation for dealing with impulses, dealing with stress and responding to it in a dignified kind of way”

Human beings experience a variety of emotions throughout their life. An **emotion** is a subjective state of describing as feelings. Emotions result from the combination of subjective experience, expression, cognitive appraisal and physiological responses (Levenson et al, 1991). An emotion often begins with a subjective individual experience, which is a stimulus. Often the stimulus is external, but it does not have to be from the outside world.

Emotions are an important part of human life. Emotions play an important role in a Nursing profession. It requires not only technical expertise but also psychologically oriented care. Knowledge about self and emotions in Nursing would be crucial for further development and growth of profession. Emotions happen instantly in response to a situation. Emotions can be occurrences (e.g., panic) or dispositions (e.g., hostility), and short-lived (e.g., anger) or long-lived (e.g., grief). Psychotherapist Michael C. Graham describes all emotions as existing on a continuum of intensity. Thus fear might range from mild concern to terror or shame might range from simple embarrassment to toxic shame. Emotions have been described as consisting of a coordinated set of responses, which may include verbal, physiological, behavioral, and neural mechanisms.

According to Scherer's component process model (CPM) of emotion, there are five crucial elements of emotion. From the component process perspective, emotional experience requires all of these processes that become coordinated and synchronized for a short period of time, driven by appraisal processes. Although the inclusion of cognitive appraisal as one of the elements is slightly controversial, since some theorists make the assumption that emotion and cognition are separate but interacting

systems, the CPM provides a sequence of events that effectively describes the coordination involved during an emotional episode. (Scherer et al, 2009)

Emotional intelligence (EI)/ emotional quotient (EQ) /emotional intelligence quotient (EIQ), is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behavior, and adjust emotions to adapt to environments. Although the term was first appeared in 1964, it gained popularity in 1995 in the best-selling book “Emotional Intelligence”, written by science journalist, Daniel Goleman.

EI is typically associated with empathy because it involves an individual connecting their personal experiences with those of others. Since its popularization in recent decades, methods of developing EI have become widely sought by individuals seeking to become more effective people.

A longitudinal quasi experimental study was conducted among 598 samples by purposive sampling to examine impact of previous caring experience, emotional intelligence, social connection scores on performance and retention among the final year Nursing students at a Scottish university. In this study, the researcher used Trait emotional intelligence questionnaire and Schutte emotional intelligence scale. Then, posttest was conducted and the findings showed that the mean pretest previous caring experience score was (54.87 ± 11.19) and the posttest score was (57.33 ± 11.38) , emotional intelligence score was not associated with performance, and the mean posttest social connection score was 304.75. The emotional intelligence improving sessions were effective in improving previous caring experience, emotional intelligence and social connection among final year Nursing students. (Carver et al, 2016)

A descriptive study was conducted among 207 samples by non- probability convenient sampling to assess the effectiveness of emotional intelligence educative session on the knowledge on emotional intelligence among the Nursing students in a College of Nursing in JIPMER, Pondicherry. In this study, the researcher collected socio-demographic data and the level of emotional intelligence by Emotional Maturity Scale (EMS) questionnaire and conducted an educative session on emotional intelligence after conducting pretest. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 37.2% and the mean

posttest score was 62.8%. The emotional intelligence program was effective in improving the knowledge on emotional intelligence among the Nursing students. (Thamizhselvan et al, 2018)

Criticisms have centered on whether EI is a real intelligence, and whether it has incremental validity over IQ and the Big Five personality traits. However, meta-analyses have found that certain measures of EI have some validity even when controlling for IQ and personality. According to Daniel Goleman , an American psychologist who helped to popularize emotional intelligence, EI has five key elements

- Self-awareness.
- Self-regulation.
- Motivation.
- Empathy.
- Social skills.

1. Self-awareness

Self-awareness, or the ability to recognize and understand one's own emotions, is a critical emotional intelligence skill. Beyond just recognizing the emotions, however, is being aware of the effect of the actions, moods, and emotions on other people. To become self-aware, one should be capable of monitoring his/her own emotions, recognizing different emotional reactions, and then correctly identifying each particular emotion. Self-aware individuals also recognize the relationships between the things they feel and how they behave.

These individuals are also capable of recognizing their own strengths and limitations, are open to new information and experiences, and learn from their interactions with others. Goleman et al, suggests that people who possess self-awareness have a good sense of humor, and are confident in themselves and their abilities, and are aware of how other people perceive them.

2. Self-regulation

People who regulate themselves effectively rarely attack others verbally and rush in all aspects of taking emotional decisions, and compromise their values. Self-regulation is all about staying in control.

3. Motivation

Self-motivated people work consistently toward their goals, and they have extremely high standards for the quality of their work.

4. Empathy

Having empathy is critical to manage a successful team or organization. People with empathy have the ability to put themselves in someone else's situation. They help others, challenge others who are acting unfairly, give constructive feedback, and listen to those who need it.

5. Social skills

People who do well in the social skills with element of emotional intelligence are great communicators. People who have good social skills are also good at managing change and resolving conflicts diplomatically. They're rarely satisfied with the things they have, but they don't sit back and make everyone else do the work: they set an example with their own behavior.

NEED OF THE STUDY

Emotional intelligence is at the heart of learning and should be placed at the core of Nursing curriculum. Nursing students are expected to care the patient. They are likely to have qualities that are highly valued in professional Nursing. There has been relatively little research done regarding Emotional intelligence among health professionals, nurses, and particularly Nursing students. The hidden curriculum may teach emotional intelligence but as educators we have to realize this and implement in our daily practice, so that it will be reflected on patient care. Nursing students face burnout situations during their academics, so emotional intelligence will help them to cope personally and professionally. In four years of degree program they are competent in Nursing skills but when they put into practice they find it difficult in applying social skills. Emotional intelligence will help them to balance the professional and personal efficacy by having self-awareness. This research will help to develop emotional intelligence training program for Nursing which can be incorporated during the course of the training.

The 20th Century has been dominated by the importance given to cognitive intelligence. It has become increasingly clear however, that IQ scores are not always good predictors of academic or professional success (McClelland, 1973, Goleman,1995). The inability of traditional measures of cognitive intelligence to predict success in life; led to the development of the concept of Emotional Intelligence (EI), first uttered by Salovy and Mayer (1993). In spite of the technological advances in the last three decades, Nursing students must still acquaint and prepare with aspects that technology cannot address in terms of emotional self-awareness, interpersonal skills, adaptability, impulse control and many other uniquely human challenges.

Emotions play an important role in the overall quality of our personal and professional lives. While tools and technology can help us to learn and master information, nothing can exchange the educational ability to learn, manage, and master our emotions and the emotions of those around us. Nursing students go through emotional ups and down during their course of study. Through emotional Intelligence, Nursing students can learn to access their emotions and understand patients' emotions for assessing situations and facilitating healthy outcomes. This may also continue to develop their emotional intelligence throughout the Nursing course during education.

The core concept of Nursing is "caring", and when care is provided to the patient, it involves emotions. To care someone it, requires understanding of emotions of self and others. The role of a nurse in today's world focuses on physical, mental, social and emotional needs of patients and their family. When the patient is physically sick or injured it affects him emotionally, and changes the physiological parameters and pulls him down emotionally and decreases his emotional strength. This kind of emotional drain not only affects patient but also affects the family members. When the Nursing students seek clinical experience it is taught to them not to get dragged emotionally when patient and his family is going through some emotionally tensed conditions. Nursing educators teach the students to remain emotionally stable when patients go through the emotional trauma. This emotional stability while providing care can be termed as emotional intelligence in Nursing.

Nursing education involves cognitive, psychomotor and affective domain in learning Nursing skills. Cognitive and psychomotor domains of Nursing education are very easy to learn, but affective domain is difficult because it can only be felt not seen.

Emotional Intelligence will make the students realize this in initial period of learning which will help them to lead a successful life after graduation.

The Nursing profession demands that the nurse in the process of care, has to interact with the patients, the medical fraternity and health care workers constantly. Hence “Nurse-patient interaction” is the pulse of the Nursing practice. This interaction is just not a conversation, it is a complex process that involves nurse’s perception, understanding of patients’ emotions and utilization of the perceptions to manage patients’ situation towards the goal of effective patient care.

While conversing about the importance of nurse-patient relationship, the nurse understands the patients and there is a need to focus on the emotional intelligence of the nurse too. A better and professionally sound nurse who would understand patients emotional state must be aware of and in complete control of her own emotional state and able to utilize, manage and modify her emotional state shaping it to suit her professional career. Thus knowledge about emotional intelligence is essential for any student, as they are the people in their own life and drive either their success or failure of obtaining a degree. The present study may help the Nursing College authorities and parents to take appropriate measures to reduce the occurrence of emotional problems in students to help in improving their coping strategies at the time of stressful events.

The investigator while interacting with the final year Nursing students found that the students were lacking in their emotional intelligence and were worrying about their future career of Nursing in mingling with the patients in the hospital settings. The investigator thus planned to provide training programme on emotional intelligence to make them emotionally stable and a holistic nurse in the near future.

STATEMENT OF THE PROBLEM

A pre experimental study to assess the effectiveness of training programme on emotional intelligence among the final year B.Sc (N) students at selected Nursing College, Thanjavur.

OBJECTIVES OF THE STUDY

- To assess the pretest and posttest level of emotional intelligence among the final year B.Sc (N) students .

- To evaluate the effectiveness of training programme on emotional intelligence among the final year B.Sc (N) students.
- To associate the pretest level of emotional intelligence among the final year B.Sc(N) students which the selected demographic variables.

HYPOTHESES

All the hypotheses will be tested at 0.05 level of significance.

H₁- There will be a significant difference between the pretest and posttest level of emotional intelligence among the final year B.Sc (N) students.

H₂ – There will be a significant association between the pretest level of emotional intelligence among the final year B.Sc (N) students and their selected demographic variables.

OPERATIONAL DEFINITIONS

Effectiveness

In this study, it refers to the improvement in the level of emotional intelligence after the administration of training programme on emotional intelligence.

Training programme on emotional intelligence

In this study, it refers to an educational package which comprises of components of emotional intelligence and suggestions for enhancing the same.

Emotional intelligence

In this study, it refers to the ability to understand, use, and manage one's own feelings in a positive way which will be measured by the Schutte self report emotional intelligence test (SSEIT) scale.

Final year B.Sc (N) students

In this study, it refers to the pupils who are studying fourth year Baccalaureate of Science in Nursing program in a College affiliated to Tamil Nadu Dr. M.G.R medical university, Chennai.

DELIMITATIONS

- The data collection period will be delimited for a period of 4 weeks.
- The study will be delimited to 50 samples.
- The study will be delimited to our lady of health College of Nursing.

PROJECTED OUTCOME

The B.Sc (N) final year students will develop emotional intelligence and become as a holistic personality in their professional Nursing career.

CHAPTER-II

REVIEW OF LITERATURE

Review of literature is one of the most important steps in research process. The main purpose of literature review is to convey the readers about the work already done, and the knowledge and ideas that have been already established on a particular topic of research. A literature review is an account of the previous efforts and achievements of scholars and researchers on a phenomenon, under two headings:

- ❖ Theoretical literature
- ❖ Empirical literature

PART I-THEORETICAL LITERATURE

INTRODUCTION

Emotional intelligence is the ability to understand, use, and manage the own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict.

Emotional intelligence helps to build stronger impact on relationships, succeed at school and work, and achieve in the career and personal goals. It can also help to connect with students' feelings, turn intention into action, and make informed decisions about what matters most to students.

DEFINITION

Emotional intelligence refers to the ability to perceive, control, and evaluate emotions. Some researchers report that emotional intelligence can be learned and strengthened, while others claim it is an inborn characteristic. (Daniel Goleman.)

The ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Psychologists refer to this ability as emotional intelligence, and some experts even suggest that it can be more important than IQ in their overall success in life.

ATTRIBUTES OF EMOTIONAL INTELLIGENCE

1. **Self-management** – Students are able to control impulsive feelings and behaviors, manage the emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

2. **Self-awareness** – Students can recognize their own emotions and how they affect student's thoughts and behavior. Students will know their strengths and weaknesses and have self-confidence.
3. **Social awareness** – Students will understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially and recognize the power dynamics in a group or organization.
4. **Relationship management** – Students will know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

HISTORY OF EMOTIONAL INTELLIGENCE

Early Growth

As early as the 1930s, the psychologist Edward Thorndike described the concept of "social intelligence" as the ability to get along with other people. During the 1940s, psychologist David Wechsler proposed that different effective components of intelligence could play an important role in how successful people are in life.

Later Development

The 1950s saw the rise of the school of thought known as humanistic psychology, and thinkers such as Abraham Maslow focused greater attention on the different ways that people could build emotional strength. Another important concept to emerge in the development of emotional intelligence was the notion of multiple intelligences. This concept was put forth in the mid-1970s by Howard Gardner; introducing the idea that intelligence was more than just a single and general ability.

The Emergence of Emotional Intelligence

It was not until 1985 that the term "emotional intelligence" was first used by in a doctoral dissertation by Wayne Payne. In 1987, an article published in *Mensa Magazine*, Keith Beasley uses the term "emotional quotient." In 1990, psychologists Peter Salovey and John Mayer published their landmark article, "Emotional Intelligence," in the *Journal of Personality and Social Psychology*. They defined 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." In 1995, the concept of emotional intelligence was popularized after the publication of Daniel Goleman's book "Emotional Intelligence: Why It Can Matter More Than IQ". The topic of emotional intelligence has continued to capture the public interest since and has become important in fields outside of psychology including education and business.

Intelligence quotient versus emotional intelligence

Human intelligence is marvelously complex. For centuries, researchers and philosophers have attempted to define it. In the modern era, researchers have relied on Intelligence Quotient (IQ) tests to measure both what people know and how quickly they can solve problems using reasoning. But IQ tests alone don't necessarily account for the full range of the thinking abilities. IQ tests don't always predict success in school, life, or business, either. So, in recent decades, researchers have expanded the definition of intelligence to include a wider set of skills. In the last 20 years, the concept of Emotional Intelligence (EI) has emerged as a way to describe another set of thinking skills. Emotional intelligence refers to the ability to recognize and regulate emotion, and to use social awareness in problem-solving. Together, IQ tests and EQ tests may give researchers a complete picture of human intelligence.

Difference between intelligence quotient and emotional intelligence

IQ usually refers to the intellectual ability. Some of the most common elements of students IQ include students' ability to:

- Use logic thinking to solve problems
- Plan and strategize
- Understand abstract ideas
- Learn and adapt to change
- Grasp and use appropriate language skills

Students' emotional quotient (EQ) generally refers to the ability to sense emotion by themselves and in other people. In general, EQ will make the following behaviors easier:

- Identify one's emotions and others
- Empathize with other people
- Adapt students feelings and behavior to different situations

- Control students impulses
- Withstand temptations and delay gratification
- Resolve conflicts with others
- Communicate effectively

Measurement of IQ and EQ

There's a lot of debate about the accuracy of IQ and EQ measurements. Many factors can influence outcomes on tests, which leads some people to question whether these tests really measure innate abilities.

The most commonly used IQ tests include:

- The Stanford- Binet Intelligence Scale
- The Woodcock Johnson III Tests of Cognitive Abilities
- The Wechsler Adult Intelligence Scale
- The Wechsler Individual Achievement Test

These IQ tests typically measure two different intelligence abilities, known as:

- **Crystallized intelligence** : This type of intelligence is based on students verbal ability and knowledge and usually improves as you get older.
- **Fluid intelligence** : This is the ability to reason, think abstractly, and solve problems without pre-existing knowledge.

Emotional intelligence is often measured by tests such as

- The Mayer-Salovey-Caruso Emotional Intelligence Tests
- The Situational Tests of Emotional Management
- The Situational Tests of Emotional Understanding
- The Diagnostic Analysis of Nonverbal Accuracy

IMPORTANCE OF EMOTIONAL INTELLIGENCE

It's not the smartest people who are the most successful or the most fulfilled in life. Students probably know people who are academically brilliant and yet are socially unsuccessful at work or in their personal relationships. Intellectual ability or student's intelligence quotient isn't enough on its own to achieve success in life. High emotional intelligence can help students navigate the social complexities of the workplace, lead

and motivate others, and excel in the career. The other positive effects of EI include the following:

1. Promotes students physical health

Uncontrolled stress raises blood pressure, suppresses the immune system, increases the risk of heart attacks and strokes, contributes to infertility, and speeds up the aging process. The first step to improve emotional intelligence is to learn how to manage stress.

2. Promotes students' mental health

Uncontrolled emotions and stress can also create great impact on mental health, making students vulnerable to anxiety and depression. If student are unable to understand, get comfortable with, or manage their emotions, students also struggle to form strong relationships. This in turn can leave students to feel lonely and isolated and further exacerbate any mental health problems.

3. Improves students' relationships

By understanding students' emotions and how to control them, students will be able to express how students feel and understand the feelings of others. This allows the students to communicate more effectively and build stronger relationships, both at work and in their personal life.

SPIRITUAL INTELLIGENCE

Spiritual intelligence often includes an awareness of:

- Meaning
- Adherence to personal values
- Gratitude
- Faith or devotion
- Commitment to ethics
- Expression of compassion

PHYSICAL INTELLIGENCE

Physical intelligence is often described as an awareness of:

- Posture
- Breathing

- Strength
- Energy levels
- Coordination

Gardner's view is that students with high physical intelligence may learn through movement and physical interactions. While some educators and psychologists question whether PQ is a separate kind of intelligence, others say there's some neurological evidence to support the idea. Intelligence has many factors, some of which are connected to the ability to reason and others to the ability to feel emotion. IQ tests measure the ability to solve problems, use logic, and grasp or communicate complex ideas. EQ tests measure the ability to recognize emotion in themselves and others, and to use that awareness to guide the decisions. Both kinds of intelligence can influence the job performance, relationships, and overall well-being. Understanding and developing both kinds of intelligence may be the key to success in many areas of the life.

SKILLS OF EMOTIONAL INTELLIGENCE

The skills that make up emotional intelligence can be learned at any time. However, it's important to remember that there is a difference between simply learning about EQ and applying that knowledge to students' life. In order to permanently change behavior in ways that stand up under pressure, students need to learn how to overcome stress in the moment, and in students' relationships, in order to remain emotionally aware.

The key skills for building the EQ and improving students' ability to manage emotions and connect with others are:

1. Self-management
2. Self-awareness
3. Social awareness
4. Relationship management

Measurement of emotional intelligence

A number of different assessments have emerged to measure levels of emotional intelligence. Such tests generally fall into one of two types: self-report tests and ability tests. Self-report tests are the most common because they are the easiest to

administer and score. On such tests, respondents respond to questions or statements by rating their own behaviors.

Ability tests, on the other hand, involve having students respond to situations and then assessing their skills. Such tests often require students to demonstrate their abilities, which are then rated by a third party. If students are taking an emotional intelligence test administered by a mental health professional, here are two measures that might be used:

- **Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT)** : is an ability-based test that measures. Students ability to perceive, identify, understand, and manage emotions.
- **Emotional and Social Competence Inventory (ESCI)** : is based on an older instrument known as the self-assessment questionnaire .The test is designed to evaluate the social and emotional abilities that help distinguish students as strong leaders.

COMPONENTS OF EMOTIONAL INTELLIGENCE

There are different levels of emotional intelligence including emotional perception, the ability to reason using emotions, the ability to understand emotions, and the ability to manage emotions.

1. **Perceiving emotions:** The first step in understanding emotions is to perceive them accurately. In many cases, this might involve understanding nonverbal signals such as body language and facial expressions.
2. **Reasoning with emotions:** The next step is to promote thinking and cognitive activity. Emotions help prioritize what we pay attention and react to students respond emotionally to things that garner their attention.
3. **Understanding emotions:** The emotions that students' perceive can carry a wide variety of meanings. If someone is expressing angry emotions, the observer must interpret the cause of the person's anger and what it could mean.
4. **Managing emotions:** The ability to manage emotions effectively is a crucial part of emotional intelligence and the highest level. Regulating emotions and responding

appropriately as well as responding to the emotions of others are all important aspects of emotional management.

IMPACT OF EMOTIONAL INTELLIGENCE ON THE STUDENTS

Interest in teaching and learning social and emotional intelligence has grown in recent years. Social and emotional learning (SEL) programs have become a standard part of the curriculum for many schools. The goal of these initiatives is not only to improve health and well-being but also to help students succeed academically and prevent bullying. There are many examples of how emotional intelligence can play a role in daily life.

Think before reacting

Emotionally intelligent students know that emotions are not only powerful, but also temporary. When a highly charged emotional event happens, such as becoming angry with a co-worker, the emotionally intelligent response would take some time before responding. This allows everyone to calm their emotions and think more rationally about all the factors surrounding the argument.

Greater Self-Awareness

Emotionally intelligent students are not only good at thinking about how other students might feel but there are also adept at understanding their own feelings. Self-awareness allows people to consider many different factors that contribute to their emotions.

Empathy for others

A large part of emotional intelligence is being able to think about and empathize with how other students are feeling. This often involves considering how will respond if students were in the same situation. Students who have strong emotional intelligence are able to consider the perspectives, experiences, and emotions of other people and use this information to explain why people behave the way that they do.

HOW TO USE EQ IN STUDENTS LIFE

Emotional intelligence can be used in many different ways in students' daily life. Some different ways to practice emotional intelligence include:

- Being able to accept criticism and responsibility
- Being able to move on after making a mistake

- Being able to say no when you need to
- Being able to share students feelings with others
- Being able to solve problems in ways that work for everyone
- Having empathy for other people
- Having great listening skills
- Not being judgmental of others

TIPS FOR IMPROVING EMOTIONAL INTELIGENCE

Listen

The students must first of all pay attention so that they could understand the feelings of other people. The students should take time to listen to what people are trying to tell students, both verbally and non-verbally. Body language can carry a great deal of meaning.

Empathize

Picking up on emotions is critical, but students always need to put the self into someone else's shoes in order to truly understand their point of view. Practice empathizing with other people. Imagine how you would feel in their situation. Such activities can help you build an emotional understanding of a specific situation as well as develop stronger emotional skills in the long-term.

Reflect

The ability to reason with emotions is an important part of emotional intelligence. This reflection considers how students' emotions influence their decision making abilities and behaviors.

Potential Pitfalls

Having lower emotional intelligence skills can lead to a number of potential pitfalls that can affect multiple areas of life including work and relationships. Students have fewer emotional skills tend to get in more arguments, have lower quality relationships, and have poor emotional coping skills. Being low on emotional intelligence can have a number of drawbacks, but having a very high level of emotional skills can overcome all the challenges of life.

PART II

EMPIRICAL LITERATURE

Kumar et al, (2020) conducted a descriptive study among 140 samples by purposive sampling to assess the level of emotional intelligence among the B.Sc Nursing students in a Selected Nursing College, Haldwani. In this study, the researcher validated questionnaire tool on emotional intelligence and academic stress was used to collect data. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 47.2% and the mean posttest score was 86.4%. The emotional intelligence program was effective in improving emotional intelligence among the Nursing students.

Mahmoud et al, (2020) conducted a descriptive study among 274 samples by purposive sampling to assess the correlations and divergences between emotional intelligence and perceived stress among the health science students in Saudi. In this study , the researcher collected demographic data and the self report questionnaire on emotional intelligence (mind tools test) and perceived stress scale to test the emotional intelligence. Posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 38. 6% and the mean posttest score was 70.4%. The emotional intelligence mind tools test and perceived stress scale was effective in improving the higher level of emotional intelligence were associated with lower level of perceived stress among the Nursing students.

Manuel et al, (2020) conducted a quasi experimental study among 60 samples selected by convenient sampling to assess the effectiveness of structured teaching programme regarding knowledge and level of emotional intelligence among B.Sc Nursing students of selected Nursing College at Bangalore. In this study, the researcher used standardized schutte's emotional intelligence test (SSEIT) to test the emotional intelligence. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 32.6% and the posttest score was 67.2%. The structured teaching programme was improved with knowledge about emotional intelligence to empower the B.Sc Nursing students.

Mohamed et al, (2019) conducted a descriptive cross-sectional study among 400 samples by random sampling to Relationship between emotional intelligence and

self-esteem among Nursing students Kafrelsheikh University, Egypt. In this study, the researcher collected socio demographic and academic data sheet and Schutte Emotional Intelligence Scale and Cooper-Smith Self-Esteem Inventory to assess the emotional intelligence. Then the study findings showed that students had moderate levels of emotional intelligence and the majority had problematic level of self-esteem (low and moderate). Therefore the study showed a positive significant relation between emotional intelligence level and self-esteem among Nursing students.

Aydın et al, (2019) done a descriptive cross sectional study on 295 samples by stratified random sampling to determine the relationship between the ability of Nursing students to use intuition in Nursing care and their emotional intelligence levels among the Nursing students. In this study, the researcher used the Use of Intuition by Nursing Students Scale (UINSS), and the Emotional Intelligence Level Assessment Scale (EILAS). It was observed that the level of emotional intelligence was at a normal level, although the ability to use intuition was low in Nursing students. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 52.4% and the posttest score was 69.8%. As a result of the research, it was observed that the level of emotional intelligence was at a normal level, although the ability to use intuition was low in Nursing students. There was a positive relation between intuition usage and emotional intelligence sub-scales.

Thamizhselvan et al, (2018) conducted a descriptive study among 207 samples by non- probability convenient sampling to assess the effectiveness of emotional intelligence educative session on the knowledge on emotional intelligence among the Nursing students in a College of Nursing in JIPMER, Pondicherry. In this study, the researcher collected socio-demographic data and the level of emotional intelligence by Emotional Maturity Scale (EMS) questionnaire and conducted an educative session on emotional intelligence after conducting pretest. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 37.2% and the mean posttest score was 62.8%. The emotional intelligence program was effective in improving the knowledge on emotional intelligence among the Nursing students.

Sharon et al , (2018) conducted a descriptive study among 110 samples by convenience sampling to assess the effectiveness of the relationship between emotional intelligence level among the Nursing studies. In this study, the researcher collected

socio demographic data and used modified Schutte self report inventory (SSRI) to test the emotional intelligence. Then , posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 38.9% and the mean posttest score was 59.3% . The emotional intelligence program was effective in improving emotional intelligence among the Nursing students.

Hajibabae et al, (2018) performed a cross- sectional descriptive study among 120 samples by stratified random sampling to assess the relationship between empathy and emotional intelligence among the Nursing students. In this study, the researcher used the Jefferson scale of empathy and The schutte self report to test the emotional intelligence. Then , posttest was conducted and the findings showed that the mean pretest empathy and emotional intelligence score was (M=109.16, SD=10.16) and the posttest score was (M= 151.68, SD= 17.47) . The empathy and emotional intelligence program was effective in improving the empathy and emotional intelligence among the Nursing students.

Hendra et al, (2018) conducted an observational study on 333 samples by cluster random sampling to assess Correlation Between Emotional Intelligence and Problem Solving Skill of Health Students of Faculty of Medicine University Hasanuddin. In this study, the researcher used the data were analyzed with Spearman's Rho test . The posttest was conducted and the findings showed that the mean score had a low emotional intelligence (58.3%) and medium level of problem solving skill (51,4%). Therefore this study was a weak correlation between emotional intelligence with problem solving skill of health student of Faculty of Medicine Hasanuddin University. The student had higher emotional intelligence and higher level of problem solving skill.

Mohammed et al, (2018) conducted a cross sectional study among 200 samples by convenient sampling to assess the emotional intelligence among undergraduate medical students at University of Baghdad. In this study, the researcher used to demographic variable of the students and Emotional Intelligence Scale [EIS] was used to assess the emotional intelligence. The data was collected through the utilization of the self-administrative report as a mean of data collection and analyzed by application of statistical package for social science IBM SPSS. Then the posttest was conducted

and the findings showed that the result had moderate level of emotional intelligence [63.5%].

Motlagh et al, (2018) conducted a cross sectional study among 500 samples by multistage cluster sampling to assess The Relationship between Emotional Intelligence and Job Stress among Nurses in Shiraz, Iran. In this study, the researcher used siberia schering's standard questionnaire was emotional intelligence and hospital job stress standard questionnaire was completed through the self-report . The study used quantitative method approach and the data were analyzed using spss 22 software. The mean scores of emotional intelligence and job stress were 113.59 ± 14.70 (total score = 165) and 97.10 ± 14.27 (total score = 175), respectively. The correlation test showed that there was an inverse relationship between emotional intelligence and job stress ($r = -0.474$, $P < 0.001$). Therefore, the relationship between the nurses' emotional intelligence and job stress suggested that EI workshops should be included in in-service education program.

Kyung et al, (2018) conducted a descriptive correlational study among 409 samples by simple random sampling to The Relationship among Emotional Intelligence, Stress and Coping Strategies among Nursing Students at Menoufia University. In this study, the researcher collect socio demographic data, The Schutte Self-Report Emotional Intelligence Test (SSEIT) was used to assess the Nursing students general emotional intelligence by Salovey and Mayer and The Perceived Stress Scale (PSS) was used to examine the participants' level of perceived stress. Then the posttest was conducted findings that showed that the study was majority of Nursing students (73.4%) experienced moderate to high levels of stress in spite of having average and above average levels of emotional intelligence. Therefore the study was that emotional intelligence was higher among older students than younger students and among female students than male students .

Ranasinghe et al, (2017) conducted a descriptive cross sectional study among 471 samples by stratified random sampling to explore the relationship between emotional intelligence, perceived stress and academic performance among the Nursing undergraduates of Colombo university. In this study, the researcher used perceived stress scale (PSS) and Schutte self report emotional intelligence test (SEIT). Then, posttest was conducted and the findings showed that the mean pretest emotional

intelligence score was 34.6% and the posttest score was 67.8% . The perceived stress and emotional intelligence program was effective in improving emotional intelligence and reduce the stress level among the Nursing undergraduate.

Kaur et al, (2017) conducted a cross sectional study among 60 samples by purposive sampling to assess the effect of emotional intelligence on job performance among staff nurses working in selected hospitals of Jalandhar, punjab. In this study, the researcher used socio demographic variables, Rating scale was to assess emotional intelligence of staff nurses and Likert scale was to assess job performance of staff nurses. Then, posttest was conducted and the findings showed that the mean score of Emotional Intelligence was 44.63 and mean score of job performance was 68.56. Therefore the results was weak positive correlation between Emotional Intelligence and job performance. Hence, it was inferred that with increase in Emotional Intelligence of staff nurses their job performance also increases.

Movaghari et al, (2017) conducted a descriptive correlational study among 350 samples by quota and simple sampling to assess the relationship between emotional intelligence and coping styles against stress among nurses working in the hospitals of Kermanshah city in Iran. In this study, the researcher used data collection the questionnaires was demographic information, Ender and parker questionnaire was coping styles to be analyzed in stressful conditions, Likert scale was to assess the emotional intelligence. Data were analyzed by using SPSS version 12. The results showed that there was a meaningful statistical difference between the nurses' emotional intelligence and coping styles ($P < 0.001$). The results showed that emotional intelligence was increasing the application of problem-focused coping style against stress. Therefore, the study was recommended to use emotional intelligence as a training priority in both academic and clinical fields in order to increase the utilizing of problem-focused coping style.

Gemeay et al, (2017) conducted a comparative study among 400 samples by convenient sampling to assess the emotional intelligence among Nursing students. In this study , the researcher used Socio-demographic and Academic Data Questionnaire to collect the data, Emotional intelligence scale to assess the students emotional inelegance was 33- item scale. Then the posttest, was conducted and the findings

showed that the participant ages ranged from (M=40.5 SD=10). Therefore the study results showed that the EI was needed for the programme upliftment of the students.

Carver et al, (2016) conducted a longitudinal quasi experimental study among 598 samples by purposive sampling to examine impact of previous caring experience, emotional intelligence, social connection scores on performance and retention among the final year Nursing students at a Scottish university. In this study, the researcher used Trait emotional intelligence questionnaire and Schutte emotional intelligence scale. Then, posttest was conducted and the findings showed that the mean pretest previous caring experience score was (54.87±11.19) and the posttest score was (57.33±11.38), emotional intelligence score were not associated with performance, mean posttest social connection score was 304.75. The emotional intelligence questionnaire and scale was effective in improving previous caring experience, emotional intelligence and social connection among final year Nursing students.

Odell et al , (2016) conducted an descriptive study on 72 samples by stratified sampling to assess the effectiveness and to explore the relationship between measured emotional intelligence ability and grade point average among the final year Nursing students. In this study, the researcher used Mayer –Salovey- Caruso emotional intelligence test version 2 was measured the emotional intelligence. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence score (r=.24) and the posttest score was (r=.25) correlated significantly (>.05) with grade point average. This exploratory, descriptive study provided evidence for some relationship between GPA and measured emotional intelligence ability, but also demonstrated lower than average range scores in several emotional intelligence score.

Fang et al, (2016) conducted a cross sectional study among 131 samples by purposive sampling to investigate emotional intelligence and conflict management among the Nursing students in china. In this study, the researcher used Wong and Law Emotional Intelligence Scale was used to measure emotional intelligence level, and Dutch Test for Conflict Handling was used to measure conflict management style. Then , posttest was conducted and the findings showed that the mean pretest emotional intelligence score was (=4.90, SD = 0.80) and the posttest score was (=5.34, SD = 0.97) .The emotional intelligence programme was important for improving Nursing students' emotional intelligence which can enhance conflict manage skill.

Chowdhury et al, (2016) conducted a cross sectional study among 150 samples by random sampling to assess the association between emotional intelligence and academic achievement among Nursing students in Pune city, India. In this study, the researcher collected demographic data and used self-assessment checklist developed by Sterrett was assessed emotional intelligence. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence and academic achievement score was 24% and the posttest score was 66% .

Bajbeir et al, (2016) conducted a descriptive correlational study among 300 samples by convenient sampling to Emotional Intelligence among Saudi Nursing Students and Its Relationship to Their Critical Thinking Disposition among College of Nursing, at Saudi Arabia . In this study, the researcher used Emotional Intelligence Scale and Critical Thinking Disposition Scale were used to collect the data after obtaining the official and ethical approvals. Then, posttest was conducted and the findings showed that the mean score of Emotional Intelligence was high level of emotional intelligence (54.9%) and moderate (66.4%) disposition towards critical thinking. Emotional intelligence was significantly correlated to critical thinking disposition ($r = 0.594$, $p < 0.001$) and can predict it where the regression model is significant ($F = 52.404$, $p < 0.001$). Therefore , EI program was needed to improve EI.

Haley et al, (2015) conducted a descriptive study among 85 samples selected by purposive sampling to Comparing traditional measures of academic success with emotional intelligence scores among the Nursing students. In this study, the researcher used Mayer- Salovey -Caruso Emotional Intelligence Test (MSCEIT) to measure the emotional intelligence. The results of the statistical analysis (MANOVA, ANOVA and Pearson correlational coefficient) found no significant relationships or correlations with the current methods of evaluation for admission to Nursing school or the evaluation methods used once students are in the Nursing program.

Areshtanab et al, (2014) had conducted a correlational descriptive study among 338 samples by stratified random sampling to The relationship between emotional intelligence and perception of job Performance among nurses in north west of Iran. In this study, the researcher collected personal-socio demographic data and used Bar-On Questionnaire to measure emotional intelligence and the third part measured nurses' perception of job performance. Then , posttest was conducted and the

findings showed that the mean pretest emotional intelligence score was (157.63±33.23) and the posttest score was (235.83±37.98). The results of the study was there was no significant relationship between nurses' emotional intelligence and their perception of job performance.

Jdaitawi et al, (2011) conducted a quasi-experimental study among 289 samples by purposive sampling to effectiveness of emotional intelligence training program on social and academic adjustment among first year university students from two universities in north Jordan. .In this study, the experimental group was exposed to ten days of emotional intelligence training, control groups was only given pre-post questionnaires. ANCOVA analysis results among the groups showed that the training program was effective in significantly raising the level of emotional intelligence, but the improvements of social and academic adjustment were not significant. Overall, female and elder students showed better scores of all dependent variables than their younger counterparts, but the results were not significant for social and academic adjustment. It was recommended that emotional intelligence training should be used as adjunct strategy to improve student social and academic adjustment among adolescents and adult students.

Jayakrishnan et al, (2001) conducted a Quasi experimental study among 62 samples by purposive sampling to assess the effectiveness of emotional intelligence educative session on emotional intelligence and self-compassion among the Nursing students of a selected Nursing school, Bhubaneswar. In this study, the researcher used modified structured Genos emotional intelligence scale to test the emotional intelligence. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 51.85% and the mean posttest score was 62.96%. The emotional intelligence program was effective in improving emotional intelligence among the Nursing school students.

PART III

CONCEPTUAL FRAME WORK

A conceptual framework is an analytical tool with several variations and contexts. it can be applied in different categories of work where an overall picture is needed. it is used to make conceptual distinctions and organize ideas. Strong conceptual frameworks capture something real and do this in a way that is easy to remember and apply. Conceptual framework deals with abstraction or concepts that are assembled by virtue of their relevance to a common theme. Conceptualization is a process of forming ideas which is utilized and forms conceptual framework for development of research design. It helps the researchers by giving direction to go about entire research process.

The conceptual framework used for this study was derived from wiedenbach's helping art theory (1970). The theory states that the each person, whether a nurse or patient, has a unique potential to develop self sustaining resources. People tend to be independent and fulfill their own responsibilities. In Wiedenbach's theory, self awareness and self acceptance are essential to personal integrity and self worth.

MAJOR CONCEPTS OF THE THEORY

The theory has 3 components.

1. Identification of the needs.
2. Ministration of help needed.
3. Validation of the action taken.

IDENTIFICATION

Nurses observe the patient, looking for an inconsistency between the expected behavior and apparent behavior. In this study, researcher assessed the level of emotional intelligence among final year B.Sc (N) students in selected Nursing College, using Schutte self report.

ADMINISTRATION

In this study the researcher administered emotional intelligence program to improve their level of emotional intelligence from low to high emotional intelligence.

VALIDATION

Nurses validates that actions were indeed helpful. Evidence must come from the students that the purpose for the Nursing actions has been fulfilled. In this study, the researcher collected the evidence by assessing the level of emotional intelligence by using modified Schutte self report emotional intelligence scale. After the administration of emotional intelligence program, the emotional intelligence need was achieved for the Nursing students. Feedback should be considered if the final year B.Sc (N) Students did not have improvement in emotional intelligence. As, they had increase of emotional intelligence, feedback process was not initiated.

CHAPTER – III

RESEARCH METHODOLOGY

The methodology of research indicates the general pattern of organizing the procedure for assembling valid and reliable data for investigation. This chapter provides a brief explanation of the method adopted by the investigator in this study. It includes the research approach, research design, variables of the study, setting of the study, population, sample, sample size, sampling technique, interpretation of tool, validity and reliability of the tool, report of the pilot study, data collection procedure, plan for data analysis and ethical consideration.

RESEARCH APPROACH

Quantitative research approach was used in this study.

RESEARCH DESIGN

Pre-experimental design (One group pretest posttest research design) was used in this study.

O₁	X	O₂
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O₁-Pretest

X-Intervention

O₂-Posttest

VARIABLES

Independent variable: Training programme on emotional intelligence.

Dependent variable : Level of emotional intelligence.

Demographic variables: Age of the student, education of the father, occupation of the father, education of the mother, occupation of the mother, order of birth, residential area, monthly income, type of family, history of health issues (yes / no), history of death of a family member within a year (yes/ no) and history of psychiatric illness in the family (yes/no), history of smoking and alcoholism of the father.

SETTING OF THE STUDY

The study was conducted at Our Lady of Health College of Nursing, Thanjavur.

POPULATION

The study population comprised of the Nursing students.

SAMPLE

The sample comprised of final year B.Sc(N) students.

SAMPLE SIZE

The sample size comprised of 50 final year B.Sc Nursing students.

SAMPLING TECHNIQUE

Non- probability (purposive) sampling technique was used to select the B.Sc (N) final year students.

CRITERIA FOR SAMPLE SELECTION

Inclusion criteria

Final year B.Sc (N) students,

- Who were willing to participate in the study.
- Who were available at the time of data collection.

Exclusion criteria

- Final year B.Sc(N) students who had already attended training programme on emotional intelligence.

DESCRIPTION AND INTERPRETATION OF DATA COLLECTION TOOL

PART –I Demographic variables (Age of the student, education of the father, occupation of the father, education of the mother, occupation of the mother, order of birth, residential area, monthly income, type of family, history of health issues, history of death of a family member within a year, history of psychiatric illness in the family, history of smoking and alcoholism of the father.

PART – II - LIKERT SCALE TO ASSESS EMOTIONAL INTELLIGENCE

The Schutte Self Report Emotional Intelligence Test (SSEIT) scale was used.

Scoring of the tool

For positive statement (1-4, 6-27, 29-32)

- 1= Strongly disagree
- 2= Disagree
- 3= Neither disagree nor agree
- 4= Agree
- 5= Strongly agree

For Negative statement (5, 28, 33)

- 1=Strongly agree
- 2=Agree
- 3=Neither disagree nor agree
- 4=Disagree
- 5=Strongly disagree

INTERPRETATION AND SCORING OF THE TOOL

LEVEL OF EMOTIONAL INTELLIGENCE	SCORING OF THE SCALE
Low emotional intelligence.	1-111
Moderate emotional intelligence	112-136
High emotional intelligence	137-165

VALIDATION OF THE DATA COLLECTION TOOL

Content validity was obtained from five Nursing experts from the various Colleges. Based on their suggestions the content and tool were modified and the main study was proceeded.

Report of the pilot study

Pilot study was conducted among 1/10th of the main study population. The investigator selected 5 samples in the setting other than the setting of the main study. Pilot study was conducted for a period of 15 days. The investigator obtained a written consent from the principal of Sacred Heart College of Nursing, kumbakonam. Non-

probability (purposive) sampling technique was used to select the College of final year B.Sc (N) students. On day 1, after collecting demographic variables from the sample, the investigator assessed the level of emotional intelligence by using Schutte self-report emotional intelligence scale. From day 2- day 8 the investigator conducted the training programme sessions for a period of seven days to improve the emotional intelligence of the participants. On day 15, the investigator assessed the posttest level of emotional intelligence by using the same likert scale. The level of emotional intelligence was calculated by paired 't' test .This proved that there was a significant difference in the pre test and posttest levels of emotional intelligence among B.Sc (N) final year students. at 0.05 levels. It indicated that the given emotional intelligence program was effective in emotional intelligence.

VALIDITY AND RELIABILITY OF THE TOOL

The data collection tool was modified according to their suggestions and recommendations of the Nursing experts. The reliability of the tool was done by test-retest method (Karl Pearson co-efficient formula). $r = 0.81$.

METHOD OF DATA COLLECTION

Formal permission was obtained from the principal of our lady of Health College of Nursing. The samples were selected by purposive sampling method. Self introduction and explanation regarding the nature, purpose and benefits of the study were explained to the participants by the investigator. Oral and written consent was obtained from the samples. On day 1, after collecting demographic variables from the sample, the investigator assessed the level of emotional intelligence by using Schutte self-report emotional intelligence scale. From day 2- day 8 the investigator conducted the training programme sessions for a period of seven days to improve the emotional intelligence of the participants. On day 15, the investigator assessed the posttest level of emotional intelligence by using the same likert scale. The results were analyzed by using descriptive and inferential statistics.

REPORT OF THE MAIN STUDY

Main study was conducted to test the reliability, validity, practicability and feasibility of the tool. Main study was conducted for a period of 15 days. The investigator obtained a written consent from the principal of Our lady College of

Nursing, Thanjavur. Non-probability (purposive) sampling technique was used to select the College of final year B.Sc (N) students. On day 1, after collecting demographic variables from the sample, the investigator assessed the level of emotional intelligence by using Schutte self-report emotional intelligence scale. From day 2- day 8 the investigator conducted the training programme sessions for a period of seven days to improve the emotional intelligence of the participants. On day 15, the investigator assessed the posttest level of emotional intelligence by using the same questionnaire. The level of emotional intelligence was calculated by paired 't' test .This proved that there was a significant difference in the pre test and posttest levels of emotional intelligence among B.Sc (N) final year students at 0.05 level. It indicated that the given emotional intelligence program was effective.

EMOTIONAL INTELLIGENCE PROGRAMME MODULE:

The aim of the programme is to:

- Develop self awareness and self management of personal emotions.
- Explore ways to advance personal emotional intelligence.
- Behave effectively to the colleagues and to others.
- Know how to communicate in an emotionally intelligent way.
- Understand how to demonstrate empathy in a wide range of situations.

SESSIONS	CONTENT	DURATION
I	Self introduction.	1 hour/ 1 st day.
II	Introduce about emotional intelligence.	1 hour/ 2 nd day
III	Understanding about others.	1 hour/3 rd day
IV	Identifying self confidence.	1 hour / 4 th day
V	Understanding their strength and weakness.	1 hour/ 5 th day
VI	Story building (brain) game.	1 hour / 6 th day
VII	Displaying Inspirational video	1 hour / 7 th day

PLAN FOR DATA ANALYSIS

S. NO	DATA ANALYSIS	METHODS	REMARKS
1.	Descriptive statistics	Frequency and percentage.	To assess the demographic variables of the final year B.Sc(N) students and the level of emotional intelligence.
		Mean and standard deviation	To assess the pre test and post test levels of emotional intelligence among the final year B.Sc(N) students.
2.	Inferential statistics	paired 't' test	To compare the pre-post test levels of emotional intelligence among the final year B.Sc (N) students.
		Chi – square test	To find out the association between the levels of emotional intelligence among the final B.Sc (N) students with demographic variables.

ETHICAL CONSIDERATIONS:

- Formal permission was obtained from the principal of selected College of Nursing.
- Ethical approval of the study was obtained from the Institutional Ethical Committee.
- An oral consent was obtained from participants before starting the data collection.
- Privacy and confidentiality of the participants were maintained.

CHAPTER-IV

DATA ANALYSIS AND INTERPRETATION

This chapter deals with the analysis and interpretations of the collected data related to emotional intelligence. The collected data were grouped and analyzed by using descriptive and inferential statistics. The findings of the study were presented on the basis of the following sections.

ORGANIZATION OF DATA

The data has been organized and tabulated as follows

Section: 1

Assessment of demographic variables of the final year B.Sc (N) students.

Section: 2

Assessment of pretest level of emotional intelligence among the final year B.Sc (N) students.

Section: 3

Assessment of posttest level of emotional intelligence among the final year B.Sc (N) students.

Section: 4

Evaluate the effectiveness of emotional intelligence program on emotional intelligence among the final year B.Sc (N) students.

Section: 5

Association between the pretest levels of emotional intelligence among the final year B.Sc (N) students with their selected demographic variables.

Section 1: Assessment of demographic variables of the final year B.Sc (N) students

Table 4.1: Frequency and percentage distribution of demographic variables among the final year B.Sc (N) students.

N=50

S.NO	DEMOGRAPHIC VARIABLES	(F)	(%)
1.	Age of the student a)18 years. b) 19 years. c) 20 years.	0 6 44	0 12 88
2.	Education of the father a)Post graduate. b)Graduate. c)Primary education. d)Illiterate.	0 11 38 1	0 22 76 2
3.	Occupation of the father a)Government sector. b)Private sector. c)Self. d)Unemployed.	7 11 31 1	14 22 62 2
4.	Education of the mother a)Post graduate. b)Graduate. c)Primary education. d)Illiterate.	0 5 40 5	0 10 80 10
5.	Occupation of the mother a)Government sector. b)Private sector. c)Self employed. d)House wife.	2 3 6 39	4 6 12 78

6.	Order of birth a)1. b)2. c)3.	25 17 8	50 34 16
7.	Residential area a)Urban. b)Rural.	35 15	70 30
8.	Type of family a)Nuclear family. b)Joint family.	39 11	78 22
9.	History of any health issues a)Yes. b)No.	4 46	8 92
10.	History of death of a family member within a year a)Yes. b)No.	10 40	20 80
11.	History of psychiatric illness in the family a)Yes. b)No.	2 48	4 96
12.	History of smoking and alcoholism of the father a)Yes. b)No.	24 26	48 52
13.	Monthly income. a) Less than 5000. b) 5001-10000. c) Above 10001.	0 17 33	0 34 66

Table: 4.1 implies that among the 50 final year B.Sc (N) students, 6 (12%) were in the age group of 19 years and 44(88%) were in the age group of 20 years. Regarding

the education of the father, 11 (22%) of them were graduate, 38 (76%) of them did their primary education and 1 (2%) of them were illiterate.

With reference to the occupation of the father, 7 (14%) of them were working in the government sector, 11 (22%) of them were in private sector, 31 (62%) of them were self-employed and 1 (2%) of them were unemployed. Regarding the education of the mother, 5 (10%) of them were graduate, 40 (80%) of them did their primary education and 5 (10%) of them were illiterate. With reference to the occupation of the mother, 2 (4%) of them were working in the government sector, 3(6%) of them were working in the private sector, 6 (12%) of them were self-employed, 39 (78%) of them are house wife.

Regarding order of birth, 25 (50%) of them were first child, 17 (34%) of them were second and 8 (16%) of them were born as a third child. In terms of residential area, 35 (70%) of them were from urban area and 15 (30%) were from rural area. With regard to type of family, 39 (78%) of them were living as a nuclear family and 11 (22%) of them were from joint family.

With reference to the history of any health issues, 4 (8%) of them were having health issues and 46 (92%) of them were not having any health issue. With reference to the history of death of a family member within a year, 10 (20%) of them experienced the loss of a family member and 40 (80%) of them didn't experience any loss of a family member.

In terms of history of psychiatric illness in the family, 2 (4%) of them were having a family member with psychiatric illness and 48 (96%) of them didn't have such family members with psychiatric illness. With regard to the history of smoking and alcoholism of the father, 24 (48%) of their fathers had the history of smoking and alcoholism and 26 (52%) of their fathers were not having the history of smoking and alcoholism. In terms of monthly income, 17 (34%) of them were having the income of Rs.5001-10000 and 33 (66%) of them were earning above Rs.10001.

Section 2: Assessment of pretest level of emotional intelligence among the final year B.Sc (N) students.

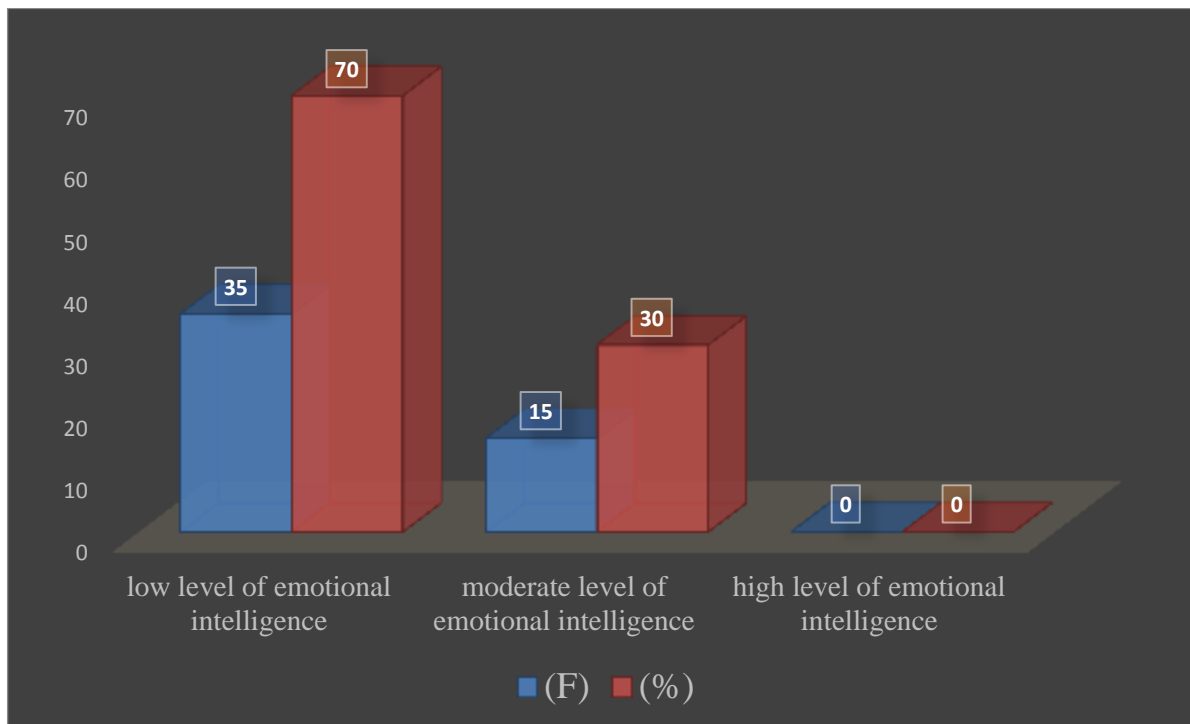
Table 4.2 Frequency and percentage distribution of pretest level of emotional intelligence.

N=50

LEVEL OF EMOTIONAL INTELLIGENCE	(f)	(%)
Low level of emotional intelligence	35	70%
Moderate level of emotional intelligence	15	30%
High level of emotional intelligence	0	0%

Table 4.2 Reveals the pretest level of emotional intelligence which signifies that 35(70%) of the students had low level of emotional intelligence, 15(30%) of the students had moderate level of emotional intelligence and none had high level of emotional intelligence.

Figure 1 : Pretest level emotional intelligence among the final year B.Sc (N) students.



Section 3: Assessment of posttest level of emotional intelligence among the final year B.Sc (N) students.

Table 4.3 Frequency and percentage distribution of posttest level of emotional intelligence.

N= 50

LEVEL OF EMOTIONAL INTELLIGENCE	(f)	(%)
Low level of emotional intelligence	0	0%
Moderate level of emotional intelligence	0	0%
High level of emotional intelligence	50	100%

Table 4.3 depicts the posttest level of emotional intelligence that signifies none had low level of emotional intelligence and moderate level of emotional intelligence and all students 50(100%) had high level of emotional intelligence.

Figure 4.2 Posttest level emotional intelligence among the final year B.Sc (N) students.

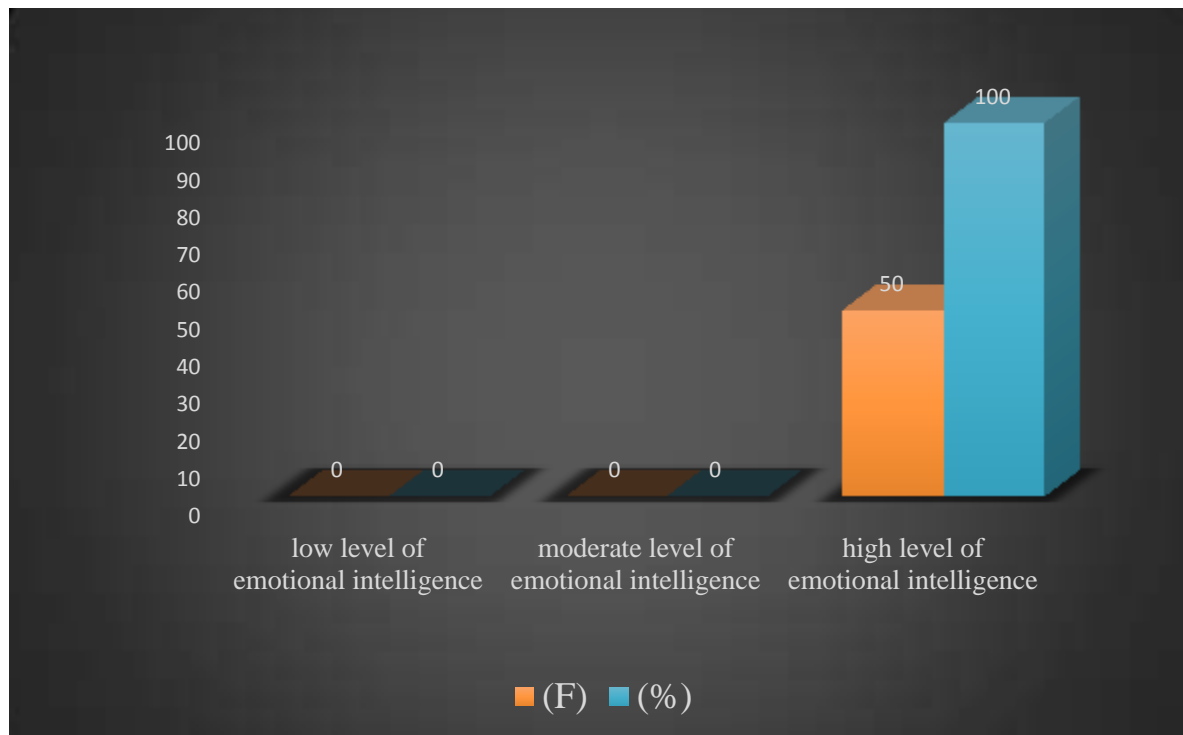


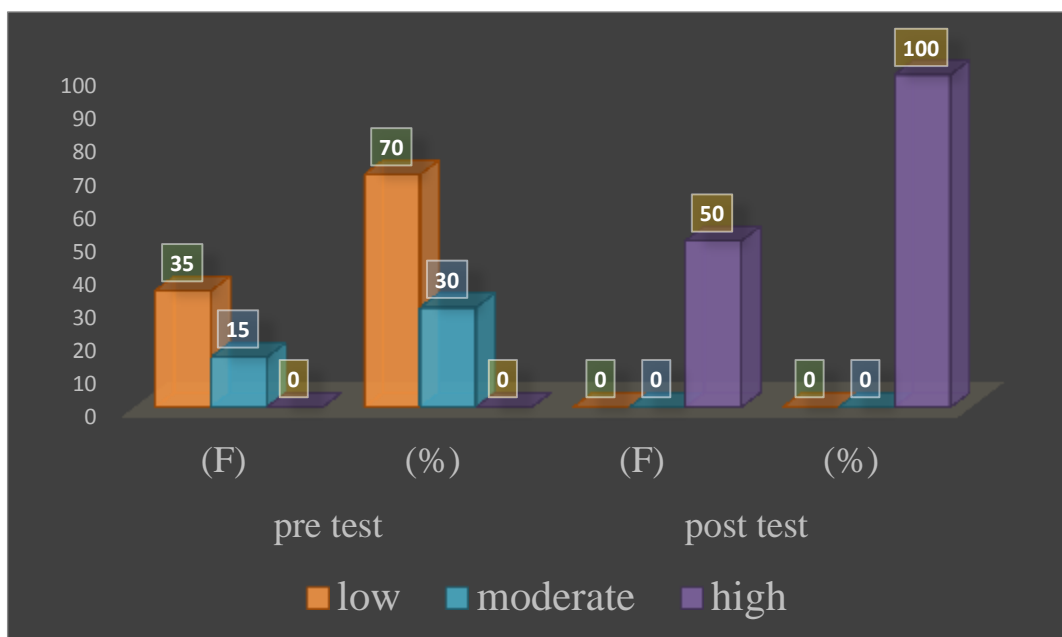
Table 4.4: Comparison of frequency and percentage distribution of level of emotional intelligence among final year B.Sc (N) students before and after giving emotional intelligence training program.

N=50

CATEGORY	LEVEL OF EMOTIONAL INTELLIGENCE			
	Pretest		Post test	
	(f)	(%)	(f)	(%)
Low	35	70%	0	0%
Moderate	15	30%	0	0%
High	0	0%	50	100%

Table 4.4 shows that before emotional intelligence program intervention 35(70%) had low emotional intelligence, 15(30%) had moderate emotional intelligence and none had high emotional intelligence. After intervention none had low and moderate emotional intelligence and all students 50(100%) had high emotional intelligence.

Figure 4.3 Comparison of frequency and percentage distribution of level of emotional intelligence among final year B.Sc (N) students before and after giving emotional intelligence training program.



Section 4: Evaluate the effectiveness of emotional intelligence program on emotional intelligence among final year B.Sc (N) students.

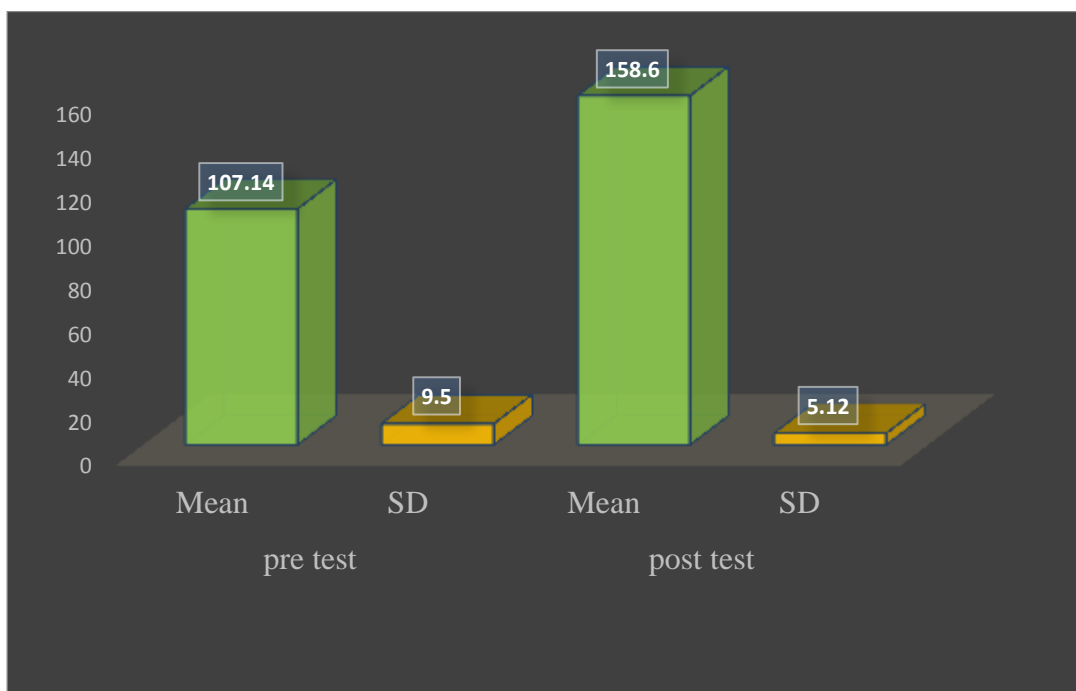
Table 4.5: Comparison of mean, standard deviation and paired ‘t’ test score of emotional intelligence level of pretest and posttest.

N= 50

S.no	Variables	Mean	SD	Paired ‘t’ test	Table value
1.	Pre test	107.14	9.5	34.3 (S)	2.0
2.	Post test	158.6	5.12		

Table 4.5 shows that the mean score of the pretest and posttest level of emotional intelligence among final year B.Sc (N) students were 107.14(SD+9.5) and 158.6 (SD + 5.12) respectively with the paired ‘t’ value is 34.3 which was significant at 0.05 level.

Figure 4.4: Comparison of mean, standard deviation & paired ‘t’ test score of emotional intelligence level of pretest and posttest.



Section 5: Association between the pretest levels of emotional intelligence among the final year B.Sc (N) students with their selected demographic variables.

Table 4.6: Association of the pretest level of emotional intelligence with their selected demographic variables.

N=50

S. No	DEMOGRAPHIC VARIABLES	LEVEL OF EMOTIONAL INTELLIGENCE						λ^2
		LOW		MODERATE		HIGH		
		f	%	F	%	f	%	
1.	Age of the student	-	-	-	-	-	-	9.6 NS
	a) 18 years.	6	12	-	-	-	-	
	b) 19 years.	29	58	15	30	-	-	
	c) 20 years.							
2.	Education of the father	-	-	-	-	-	-	12.6 NS
	a) Post graduate	9	18	2	4	-	-	
	b) Graduate	25	50	13	26	-	-	
	c) Primary education	1	2	-	-	-	-	
3.	Occupation of the father	5	10	2	4	-	-	12.6 NS
	a) Government sector.	9	18	2	4	-	-	
	b) Private sector.	20	40	11	22	-	-	
	c) Self.	1	2	-	-	-	-	
4.	Education of the mother	-	-	-	-	-	-	12.6 NS
	a) Post graduate.	3	6	2	4	-	-	
	b) Graduate.	29	58	11	22	-	-	
	c) Primary education.	3	6	2	4	-	-	
5.	Occupation of the mother	1	2	1	2	-	-	15.51 S
	a) Government sector.	3	6	-	-	-	-	
	b) Private sector.	22	44	4	8	-	-	
	c) Self employed	29	58	10	20	-	-	
	d) House wife.							

6.	Order of birth							
	a) 1.	16	32	9	18	-	-	9.5
	b) 2.	13	26	5	10	-	-	NS
	c) 3	6	12	1	2	-	-	
7.	Residential area							
	a) Urban.	11	22	3	6	-	-	5.9
	b) Rural.	24	48	12	24	-	-	NS
8.	Type of family							
	a) Nuclear family.	24	48	15	30	-	-	5.9
	b) Joint family.	11	22	-	-	-	-	NS
9.	History of any health issues							
	a) Yes.	3	6	1	2	-	-	5.9
	b) No.	32	64	14	28	-	-	NS
10.	History of death of a family member within a year							
	a) Yes.	8	16	2	4	-	-	5.9
	b) No.	27	54	13	26	-	-	NS
11.	History of psychiatric illness in the family							
	a) Yes.	-	-	2	4	-	-	5.9
	b) No.	35	70	13	26	-	-	NS
12.	History of smoking & alcoholism							
	a) Yes.	19	38	5	10	-	-	5.9
	b) No.	16	32	10	20	-	-	NS
13.	Monthly income.							
	d) Less than 5000.	-	-	-	-	-	-	9.5
	e) 5001-10000.	13	26	4	8	-	-	NS
	f) Above 10001.	22	44	11	22	-	-	

Table 4.6 depicts that there is a significant association between the pretest level of emotional intelligence among the final year B.Sc(N) students with their selected demographic variables such as, occupation of the mother.

CHAPTER-V

DISCUSSION

This chapter deals with the discussion of the study based on the objectives and the hypotheses with the appropriate statistical analysis and the findings of the study. A pre-experimental study was conducted to assess the effectiveness of training programme on emotional intelligence among the final year B.Sc (N) students at selected Nursing College, Thanjavur. The study was conducted among 50 final year B.Sc (N) students at selected Nursing College in Thanjavur district.

The research participants were selected by purposive sampling method. Pre-test was conducted by using Schutte self-report emotional intelligence scale to assess the emotional intelligence levels of the final year B.Sc (N) students.

The first objective was to assess the pretest and posttest level of emotional intelligence among final year B.Sc(N) students.

The assessment of pretest level of emotional intelligence shows that 35(70%) of the students had low level of emotional intelligence, 15(30%) of the students had moderate level of emotional intelligence and none had high level of emotional intelligence.

The assessment of posttest levels of emotional intelligence shows that none had low and moderate level of emotional intelligence and all the students 50(100%) had high level of emotional intelligence.

This findings of the pretest level of emotional intelligence was supported by the following studies

Dasila et al, (2019) had conducted a study among 30 samples by simple stratified random sampling to assess the emotional intelligence among Nursing students of a selected Nursing College, Pune. In this study, the researcher used tool for collecting demographic data and Standard tool on Emotional intelligence, Self structured clinical evaluation tool was used for assessing the level of emotional intelligence as a pretest followed an educative session on emotional intelligence. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 45% and the mean posttest score was 57.4%. The emotional

intelligence program was effective in improving emotional intelligence among the Nursing College students.

Thamizhselvan et al, (2018) had conducted a study among 207 samples by non- probability convenient sampling to assess the effectiveness of emotional intelligence educative session on the knowledge regarding emotional intelligence among the Nursing students in a College of Nursing in JIPMER, Pondicherry. In this study, the researcher collected socio-demographic data and the level of emotional intelligence by Emotional Maturity Scale (EMS) questionnaire and conducted an educative session on emotional intelligence after conducting pretest. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 37.2% and the mean posttest score was 62.8%. The emotional intelligence program was effective in improving the knowledge on emotional intelligence among the Nursing students.

Jayakrishnan et al, (2001) conducted a quasi experimental study among 62 samples by purposive sampling to assess the effectiveness of emotional intelligence educative session on emotional intelligence and self-compassion among the Nursing students of a selected Nursing school, Bhubaneswar. In this study, the researcher used modified structured Genos emotional intelligence scale to test the emotional intelligence. Then, posttest was conducted and the findings showed that the mean pretest emotional intelligence score was 51.85% and the mean posttest score was 62.96%. The emotional intelligence program was effective in improving emotional intelligence among the Nursing school students.

The second objective of the study was to evaluate the effectiveness of emotional intelligence program on emotional intelligence among final year B.Sc (N) students at selected Nursing College , Thanjavur.

The assessment of pretest levels of emotional intelligence displayed that 35 (70%) of the final year B.Sc (N) students had low level of emotional intelligence, 15(30%) of the students had moderate level of emotional intelligence and had no high level of emotional intelligence.

The assessment of posttest levels of emotional intelligence revealed that all the students 50(100%) had high level of emotional intelligence. The mean score of the

pretest and posttest level of emotional intelligence among final year B.Sc (N) students were 107.14 (SD \pm 9.5) and 158.6 (SD \pm 5.12) respectively. Paired 't' test value was 34.3 which was significant at 0.05 level.

There was significant difference in the pretest and posttest levels of emotional intelligence among final year B.Sc (N) students which revealed that the given emotional intelligence program was effective. Hence the research hypothesis H_1 was accepted.

The third objective of the study was to determine the association between pretest level of emotional intelligence among final year B.Sc (N) students with their selected demographic variables.

Chi square value was calculated to determine the association between the pretest level of emotional intelligence among the final year B.Sc (N) students with low emotional intelligence and their selected demographic variables.

The second hypothesis stated that there would be a significant association between the pretest level of emotional intelligence among final year B.Sc (N) students and their selected demographic variables. In this study, it was found that there was a significant association between the pretest level of emotional intelligence and the occupation of the mother and there was no significant association between the age of the student, education of the father, occupation of father, education of mother, order of birth, residential area, history of any health issue, history of death of family member within a year, history of psychiatric illness in the family, history of smoking & alcoholism of father, monthly income at the significance of 0.05 levels. Hence the research hypothesis H_2 was rejected as there was an association of the pretest level of emotional intelligence and the occupation of the mother.

CHAPTER VI

SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, conclusion, the limitations of the study, the implications of the study and the recommendations.

SUMMARY OF THE STUDY

The present study was undertaken to evaluate the effectiveness of emotional intelligence program on emotional intelligence among final year B.Sc (N) students at selected Nursing College, Thanjavur.

THE OBJECTIVES OF THE STUDY WERE

- a) To assess the pretest and posttest level of emotional intelligence among the final year B.Sc (N) students.
- b) To evaluate the effectiveness of training programme on emotional intelligence among the final year B.Sc (N) students.
- c) To associate the pretest level of emotional intelligence among the final year B.Sc (N) students with the selected demographic variables.

The following hypotheses were tested at 0.05 level of significance

- ❖ H₁- There will be a significant difference between the pretest and posttest level of emotional intelligence among the final year B.Sc (N) students.
- ❖ H₂- There will be a significant association between the pretest level of emotional intelligence among the final year B.Sc (N) students and their selected demographic variables.

MAJOR FINDINGS OF THE STUDY

- The statistical analysis of pretest level of emotional intelligence signified that 35(70%) of the students had low level of emotional intelligence, 15(30%) of the students had moderate level of emotional intelligence and none had high level of emotional intelligence.

- The posttest level of emotional intelligence showed that none had low level of emotional intelligence and moderate level of emotional intelligence and all students 50(100%) had high level of emotional intelligence.

The mean score of the pretest and posttest level of emotional intelligence among final year B.Sc (N) students were 107.14(SD+9.5) and 158.6 (SD + 5.12) respectively with the paired 't' value is 34.3 which was significant at 0.05 level.

Hence the research hypothesis H_1 was accepted, as is a significant difference in pretest and posttest levels of emotional intelligence.

IMPLICATIONS FOR NURSING

The findings of the study have several implications on Nursing practice, Nursing administration, Nursing education and Nursing research that can be used in the following areas of profession.

Nursing practice

As a result, Nursing instructors who contribute to the student's emotional intelligence development will ultimately contribute to the students' emerging nurse-patient relationships. Improving emotional intelligence skills may benefit Nursing students to cope with the emotional demands of the healthcare environment which can be stressful and exhausting and can potentially lead to burnout easily. In recognizing the importance of emotional intelligence as a prerequisite for effective Nursing leadership, competent Nursing performance and quality clinical outcomes, the results of these reviewed studies offer support that undergraduate Nursing education must provide a learning environment that emphasizes the importance of emotional intelligence by nurturing and facilitating the development of these qualities.

Nursing administration

Nurse administrators can conduct in-service education on emotional intelligence program and application of emotional intelligence program scale to improve the emotional intelligence among nurses. Nurse administrator can provide an opportunity for nurses to attend emotional intelligence program to improve emotional intelligence among Nursing students. Nursing administrator should be a role model in emotional intelligence program.

Nursing education

Emotions are essential in creating and maintaining a caring environment in Nursing education . The Nursing students ability to establish rapport with peer groups, manage their own emotions, and empathize with colleague is essential to provide quality care of Nursing. If emotional intelligence is introduced at the commencement of the Nursing program, emotional intelligence development should hopefully grow and enhance as they matriculate through the Nursing curriculum, thus, producing professional nurses who are emotionally competent following graduation. When implemented, Nursing education should incorporate the concepts of emotional intelligence into the curriculum. Improving emotional intelligence competency correlates success within the Nursing profession.

Nursing research

The study findings will encourage, further research studies on the effectiveness of emotional intelligence program in improving emotional intelligence among Nursing students. Based on the same study, more research can be conducted on the effectiveness of emotional intelligence program in improving emotional intelligence among Nursing students. Nurse researchers have to develop newer tools to determine emotional intelligence levels among Nursing students. The nurse researchers have to find out novel and interactive methods to disseminate emotional intelligence. Research studies can be conducted Nursing students, nurses, and teachers in bringing awareness about other innovative activities to improve the emotional intelligence among the final year Nursing students so that they can achieve optimal life satisfaction.

Recommendations

Based on the findings of the study, the recommendations offered for future research are:

- The study can be conducted to assess the effect of emotional intelligence training program on psychosocial skills of Nursing students.
- The study can be conducted to assess the effect of emotional intelligence training program on clinical performance of Nursing students.
- The study can be conducted as the comparative study among Nursing and non-Nursing students so that both will be benefitted later.

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RESEARCH TOOL

Questionnaire to assess the effectiveness of emotional intelligence program on emotional intelligence among final year B.Sc (N) students.

PART 1- DEMOGRAPHIC DATA

The samples are requested to tick (✓) in the corresponding detail:

1. Age of the student
 - a) 18 years.
 - b) 19 years.
 - c) 20 years.

2. Education of the father
 - a) Post graduate.
 - b) Graduate.
 - c) Primary education.
 - d) Illiterate.

3. Occupation of the father
 - a) Government sector.
 - b) Private sector.
 - c) Self.
 - d) Unemployed.

4. Education of the mother
 - a) Post graduate.
 - b) Graduate.
 - c) Primary education.
 - d) Illiterate.

5. Occupation of the mother
 - a) Government sector.
 - b) Private sector.
 - c) Self.
 - d) House wife.

6. Order of birth
- a) 1.
 - b) 2.
 - c) 3.
7. Residential area
- a) Urban.
 - b) Rural.
8. Type of family
- a) Nuclear family.
 - b) Joint family.
9. History of any health issues
- a) Yes.
 - b) No.
- If yes, Specify, _____
10. History of death of a family member within a year
- a) Yes.
 - b) No.
11. History of psychiatric illness in the family
- a) Yes.
 - b) No.
12. History of smoking and alcoholism of father
- a) Yes.
 - b) No.
13. Monthly income in rupees
- a) Less than 5000.
 - b) 5001-10000.
 - c) Above 10001.

PART 2- LIKERT SCALE TO ASSESS EMOTIONAL INTELLIGENCE

The Schutte Self Report Emotional Intelligence Test (SSEIT) scale was used.

For positive statement (1-4, 6-27, 29-32)

1= Strongly disagree

2= Disagree

3= Neither disagree nor agree

4= Agree

5= Strongly agree

For Negative statement (5,28,33)

1=Strongly agree

2=Agree

3=Neither disagree nor agree

4=Disagree

5=Strongly disagree

INTERPRETATION OF THE SCORING OF THE SCALE:

- Low Emotional intelligence - 1-111
- Moderate Emotional intelligence – 112 - 136
- High Emotional intelligence - 137-165

S. NO	FACTORS	1 STRONGLY DISAGREE	2 DISAGREE	3 NEITHER DISAGREE NOR AGREE	4 AGREE	5 STRONGLY AGREE
1	I know when to speak about my personal problems to others.					
2	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.					
3	I expect that I will do well on most things I try.					
4	Other people find it easy to confide in me.					
5	I find it hard to understand the non-verbal messages of other people.					
6	Some of the major events of my life have led me to re-evaluate what is important and not important.					
7	When my mood changes, I see new possibilities.					
8	Emotions are one of the things that make my life worth living.					
9	I am aware of my emotions as I experience them.					
10	I expect good things to happen.					
11	I like to share my emotions with others.					
12	When I experience a positive emotion, I know how to make it last.					

13	I arrange events others enjoy.					
14	I seek out activities that make me happy.					
15	I am aware of the non-verbal messages I send to others.					
16	I present myself in a way that makes a good impression on others.					
17	When I am in a positive mood, solving problems is easy for me.					
18	By looking at their facial expressions, I recognize the emotions people are experiencing.					
19	I know why my emotions change.					
20	When I am in a positive mood, I am able to come up with new ideas.					
21	I have control over my emotions.					
22	I easily recognize my emotions as I experience them.					
23	I motivate myself by imagining a good outcome to tasks I take on.					
24	I compliment others when they have done something well.					
25	I am aware of the non-verbal messages other people send.					
26	When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself.					

27	When I feel a change in emotions, I tend to come up with new ideas.					
28	When I am faced with a challenge, I give up because I believe I will fail.					
29	I know what other people are feeling just by looking at them.					
30	I help other people feel better when they are down.					
31	I use good moods to help myself keep trying in the face of obstacles.					
32	I can tell how people are feeling by listening to the tone of their voice.					
33	It is difficult for me to understand why people feel the way they do.					