

Effectiveness of Video-based Scenarios on Knowledge and Attitude Regarding Emotional Intelligence Among Final Year B.Sc. (Nursing) Students in a Selected Nursing College at Puducherry

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ABSTRACT

Introduction: Emotional intelligence (EI) is defined as “the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships”. The aim of the study was to determine the effectiveness of video-based scenarios on knowledge and attitude regarding EI among final year B.Sc. (Nursing) students in a selected Nursing College at Puducherry.

Materials and methods: Quantitative research approach was adopted for the study. The pre-experimental research design was used. In total, 80 final year B.Sc. (Nursing) students participated in the study based on the inclusion criteria. The data were collected using structured questionnaire to assess the knowledge and attitude. A pre-test following by video-based scenarios that covered the different aspects of the EI such as self-awareness, self-management, motivation, empathy, and relationship management were displayed. After 7 days, post-test was done to assess the knowledge and attitude. The data were analyzed using descriptive and inferential statistics.

Result: The results revealed that the video-based scenario was effective in improving the level of knowledge and attitude, and the Wilcoxon signed-rank test was significant at $p < 0.001$ for all variables. In knowledge, the mean value of pre-test was 8.26, and post-test was 12.26, with a standard deviation of 1.87 and 1.73, respectively. In attitude, the mean value of pre-test was 23.12, and post-test was 35.95, with a standard deviation of 2.75 and 6.31, respectively.

Conclusion: The study suggests that training on EI is essential to establish good human relations, and also helps individuals to cope personally and professionally.

Keywords: Attitude, Emotional intelligence, Knowledge, Video-based scenarios.

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INTRODUCTION

The ability to motivate oneself, recognize one’s own feelings and those of others, and effectively manage emotions in one’s relationships is known as EI.¹ Emotional intelligence skills include the ability to demonstrate empathy and self-awareness, along with motivating others, and demonstrating excellent interpersonal skills.²

Nursing is a discipline that is closely related to an individual’s health and requires interpersonal, intergroup communications as well as other varied tasks. Due to growing complexity in the healthcare environment, and rising demands from the consumers of health care, nursing graduates must not only be competent in technical and critical thinking skills, but also be equipped to manage “soft” people skills. “Soft” people skills have been identified as EI skills.³

According to several studies, nurses who score higher on EI have excellent interpersonal skills, strong self-awareness, and are empathic and adaptable. They are also more likely to connect with patients and address their psychological needs. As a result, employees with these skills can contribute to better job performance.⁴

Nursing students are expected to understand patients’ emotions, evaluate patients’ needs using cognitive knowledge, and then engage in emotional interventions that show compassion for patients and their families.⁵ Among nursing students, EI has

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been linked to successful outcomes. Higher EI is linked to better mental health, better ability to manage stress, better academic success, and increased patient safety. There has been relatively little research done regarding EI among health professionals, nurses, and particularly nursing students.⁶

This research is undertaken among the final year B.Sc. (Nursing) students, as they would be taking the next step in their professional career as a Nurse. Understanding their own emotions, as well as those around them will help them to progress in their career successfully. Hence, the investigators were interested to undertake the research.

Statement of the Problem

Effectiveness of video-based scenarios on knowledge and attitude regarding EI among final year B.Sc. (Nursing) students in a selected Nursing College at Puducherry.

Objectives of the Study

- To assess the knowledge and attitude regarding EI.
- To determine the effectiveness of video-based scenarios on knowledge and attitude regarding EI.

MATERIALS AND METHODS

The research approach was quantitative, and a pre-experimental one group pre-test and post-test research design were used. Ethical clearance was obtained from the Institutional Human Ethics Committee. A total of 80 final year B.Sc. (Nursing) students were recruited by convenient sampling technique. The tool consisted of a structured questionnaire to assess the knowledge and a Five-Point Likert's Scale to assess the level of attitude regarding EI. Initially, a pre-test was carried out to assess knowledge and attitude regarding EI. Followed by this, video-based scenarios were played for nearly 30 minutes that covered the different aspects of EI such as self-awareness, self-management, motivation, empathy, and relationship management through LCD Projector. After 7 days, post-test was done by using the same tool. Descriptive statistics, frequency percentage, mean, standard deviation, and inferential statistics–Wilcoxon signed-rank test was used to analyze the data.

RESULTS

Socio-demographic Variables

Out of 80 study participants, with regard to age, the majority of 74 (92.5%) belonged to the age-group of 21–22 years and nearly 45 (56.2%) were females. Three-fourth of the participants 60 (75%) had no previous knowledge about EI.

During the post-test, 67 (83.8%) had adequate knowledge and 13 (16.2%) possessed moderately adequate knowledge toward EI. There was a significant increase in the level of knowledge, which was statistically significant at $p < 0.001$ (Table 1).

With regard to attitude, during the pre-test, out of 80 participants, 73 (91.2%) had a less favorable attitude whereas in the post-test, 68 (85.0%) had favorable attitude toward EI (Fig. 1). The obtained Wilcoxon signed-rank test was 7.726, which was highly significant at $p < 0.001$, which implied that the video-based scenarios were effective in improving the level of attitude (Table 2).

DISCUSSION

The findings of the current study imply that the knowledge level regarding EI was inadequate during pre-test, whereas in post-test, the knowledge level improved. The study findings are consistent with a similar study done among the nursing students, where the students gained adequate knowledge regarding EI after a training program.⁷ The results also indicated that initially, students had less

Table 1: Comparison of knowledge regarding emotional intelligence during pre-test and post-test ($N = 80$)

Knowledge	Mean	Standard deviation	Wilcoxon signed-rank test	p-value
Pre-test	8.26	1.87	7.829	<0.001***
Post-test	12.26	1.73		

***Highly significant

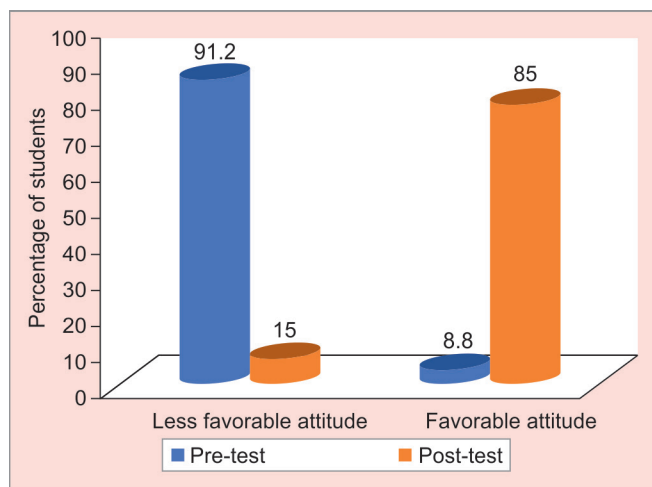


Fig. 1: Frequency distribution of level of attitude

Table 2: Comparison of attitude regarding emotional intelligence during pre-test and post-test ($N = 80$)

Attitude	Mean	Standard deviation	Wilcoxon signed-rank test	p-value
Pre-test	23.12	2.75	7.726	<0.001***
Post-test	35.95	6.31		

***Highly significant

favorable attitude during pre-test, whereas in post-test showed a favorable attitude. It is supported by a similar study where students who have been trained on EI significantly improved their level of EI.⁸

CONCLUSION

The study concludes that the participants had a lesser understanding and attitude regarding EI. Sensitization, training programs, and workshops go a long way in improving their understanding and would help them to have a successful start in their career.

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