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EFFECTIVENESS OF CRASH COURSE ON EMOTIONAL INTELLIGENCE IN EMPATHY AMONG NURSING STUDENTS IN SELECTED NURSING EDUCATIONAL INSTITUTIONS AT KOLLAM

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Abstract

BACKGROUND: Empathy is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. Essentially, it is putting yourself in their place. Essentially, it is putting yourself in someone else's position and feeling what they are feeling.¹

AIM : To assess the effectiveness of Crash Course on Emotional Intelligence in empathy among Nursing Students

MATERIALS AND METHODS : A pre experimental study was conducted TO assess the effectiveness of Crash Course on Emotional Intelligence in empathy among Nursing Students in Selected Nursing Educational Institutions. One group pretest post test design was adopted in this study. Purposive sampling was used to select 100 samples .Pretest was conducted and crash course was administered .

RESULTS: Result shows that study showed for GNM students that mean Pre test score was 87.8936 and post test mean 110.0426 .and t value 12.6999 calculated value is greater than table value at 0.05 level of significance .Similarly For BSc nursing students 90.61224 mean pretest and post test mean was 110.918 and t value 7.332. As calculated value was greater than table value at 0.05 level of significance.

CONCLUSION: Crash course on empathy was effective in improving the knowledge emotional intelligence of nursing students.

KEYWORDS: Empathy, Emotional Intelligence, Crash course, Nursing students

INTRODUCTION

Empathy is the ability to emotionally understand what other people feel, see things from their point of view, and imagine yourself in their place. Essentially, it is putting yourself in their place. Essentially, it is putting yourself in someone else's position and feeling what they are feeling.¹

Empathy means that when you see another person suffering, such as after they've lost a loved one, you are able to instantly envision yourself going through that same experience and feel what they are going through.

Emotional intelligence (EI) can be defined as the ability to identify, express, understand, manage and use emotions. Emotional intelligence has been shown to have an important impact on health, relationships and work¹. Emotional intelligence has taken an important place in nursing. Because caring with compassion are the basic qualities required in nursing profession. To provide compassionate care nurses need to equip themselves with the abilities to identify, use, manage and understand emotions in themselves and in others. so Emotions occupy a vital role in nursing.

Empathy is a skill to understand or feel what other person experiences from their perspective, the word Empathy means the ability to understand the feelings of another. Nursing is a noble profession with accountability towards caring relationship of clients Nurses are the frontline members of health care profession and they are always in contact with people they need to be acquainted with attribute of E I in particular in empathy .

Researchers claim that students need early Emotional intelligence programme in order to meet with success in their environment, as it is linked with many abilities. Including the abilities to be aware of one's own and emotions of others².

Emotions are essential to create and maintain a caring environment in nursing education. The ability of Nurses to establish rapport with patients, manage own emotions and empathize with patients is essential to provide quality care. Enhancing Emotional intelligence skills may help nursing students to cope up with emotional demands of health care environment which can be stressful and exhausting and can potentially lead to burnout easily³. Emotional intelligence skills are rarely promoted in nursing curriculum. Thus it is important for nurse educators to appreciate the concept of Emotional Intelligence to be able to provide holistic care to patients The integration of Emotional intelligence concept in nursing education may offer fresh insight into academic and clinical performance³

REVIEW OF LITERATURE

A cross-sectional study was conducted to assess the relationship between Emotional intelligence and clinical performance of nursing students during Obstetrics and Gynaecology nursing students during their nursing practice in Ethiopia. Emotional intelligence was assessed using SSEIT scale, and result showed that Emotional Intelligence was strongly correlated with clinical performance⁴.

A quasiexperimental study was conducted in Egypt (2020) to evaluate the effect of Emotional intelligence programme in nursing students during their community health nursing practice. A convenience sampling was adopted for 100 students. Structured interview schedule was used to collect data on knowledge of Emotional intelligence. The Schutte Self-report Emotional intelligence Test was used for the study. The Six-dimension scale of nursing performance used for evaluating their clinical performance. Result showed that there were statistically significant progresses towards nursing students' Emotional intelligence and knowledge and their clinical performance after the programme⁵.

A quasi-experimental study was done by Ahmad A, et al;2020 with a non-equivalent group design and incorporated empathy training, pre- and post-training empathy measurements of participants in a private nursing college (N = 64). Empathy scores were measured using the Jefferson's Scale of Physician Empathy (2001) and the educational intervention used was Wlodkowski and Ginsberg's Motivational Framework for Culturally Responsive Teaching (1995). Descriptive analysis and paired T-test were used to determine the effect of intervention applied. The results found increased mean score for both control and experimental group during post-intervention as compared to pre-intervention mean score.⁷

NEED FOR THE STUDY

Nurses have infinite opportunities in India and abroad, and as soon as course completed they are seeking for their carrier, and nursing curriculum does not give priority for the emotional intelligence area. So, the faculty of nursing has felt the urgent need to provide a crash course to enhance the knowledge in nursing students, to equip them and enable them on Emotional intelligence skill through the crash course. So, they become efficient in their profession.

OBJECTIVE OF THE STUDY

AIM :To assess the effectiveness of Crash Course on Emotional Intelligence in empathy among Nursing Students in Selected Nursing Educational Institutions at Kollam

OBJECTIVES OF THE STUDY

PRIMARY OBJECTIVES

- Assess the Emotional Intelligence on empathy among nursing students
- To evaluate the effectiveness of Crash Course on Emotional Intelligence in empathy among Nursing Students

SECONDARY OBJECTIVES

- To find out the association between pretest knowledge scores on emotional intelligence in empathy among nursing students with selected socio demographic variables
- To compare the Scores of emotional intelligence in empathy among the degree students and diploma nursing students

RESEARCH METHODOLOGY

A Quantitative study was conducted for one week duration .Data collection refers to identification of subjects and collection of data according to the objectives of the study with the hypotheses Pre –experimental design –one group pretest posttest design was adopted . The study was conducted in Holy Cross Nursing Educational institutions at Kollam district .100 Sample selected using purposive sampling technique as per inclusion and exclusion criteria .The investigator introduced herself and gave a short information of the of the Research .Baseline data was collected from the participants and **Modified Jefferson Scale of Empathy Health Profession Students’ version (JSPE-HPS) used to collect data on empathy .after pretest** The crash course was administered in 5 sessions in a week with the aim to teach on Emotional Intelligence skills on empathy. Sessions included introduction, importance ,need for communication, Empathy and communication. Some exercises, discussions, group sharing and Videos added to make the session interactive. Role play done by the students on empathy on a given scenario. Post test was conducted after 21 days.

RESULTS

Distribution of subjects based on the pretest scores of knowledge deals with the analysis and interpretation of data to determine pretest and posttest scores of knowledge regarding emotional intelligence in empathy. In pretest, it was found that out of 49 BSc subjects, 46.94% students had poor knowledge scores, 46.94% students had average knowledge scores and 6.12% students had good knowledge scores regarding emotional intelligences in empathy. In the posttest, 61.22% students had average knowledge scores and 38.78% students had good knowledge scores regarding emotional intelligences in empathy.

Distribution of subjects based on the pretest scores of knowledge deals with the analysis and interpretation of data to determine pretest and posttest scores of knowledge regarding emotional intelligence in empathy. In pretest, it was found that out of 47 GNM subjects, 46.81% students had poor knowledge scores, 51.06% students had average knowledge scores and 2.13% students had good knowledge scores regarding emotional intelligences in empathy. In the posttest, 65.96% students had average knowledge scores and 34.04% students had good knowledge scores regarding emotional intelligences in empathy. Association of pretest knowledge scores with sociodemographic variables only in previous enrolment of course and type of family there was association. To compare the Scores of emotional intelligence in empathy among the degree students and diploma nursing students BSc nursing students have mean value is higher than the GNM students.

DISCUSSION

Effectiveness of Crash Course on Emotional Intelligence in empathy among BSc Nursing Students, the average scores of knowledge before and after Crash Course on Emotional Intelligence in the subjects were 90.61224 and 110.918 respectively. Mean difference in scores of knowledge was 20.306. The computed 't' value of knowledge regarding Crash Course on Emotional Intelligence was 7.332 with 'p' value of 1.67. Since calculated p value (1.67) of knowledge regarding Crash Course on Emotional Intelligence was less than 0.05, aforementioned that increase in the scores of knowledge regarding Crash Course on Emotional Intelligence in empathy among Nursing Students as a result of the Crash Course is

statistically significant at 0.05 level. So null hypothesis (H_{01}) is rejected and research hypothesis (H_1) is accepted. There was no association with selected demographic variables and pretest knowledge score on empathy among nursing students.

Effectiveness of Crash Course on Emotional Intelligence in empathy among General Nursing and midwifery Students, the average scores of knowledge before and after Crash Course on Emotional Intelligence in the subjects were 87.89362 and 110.0426 respectively. Mean difference in scores of knowledge was 22.15 The computed 't' value of knowledge regarding Crash Course on Emotional Intelligence was 12.6999 with 'p' value of 1.67866. Since calculated p value (1.67866) of knowledge regarding Crash Course on Emotional Intelligence was less than 0.05, aforementioned that increase in the scores of knowledge regarding Crash Course on Emotional Intelligence in empathy among Nursing Students as a result of the Crash Course is statistically significant at 0.05 level. So null hypothesis (H_{01}) is rejected and research hypothesis (H_1) is accepted.

Table 1: Effectiveness of Crash Course on Emotional Intelligence in empathy among BSc Nursing Students

n =49

Knowledge	Mean	SD	Mean Difference	Paired t test	p value
Pre test	90.61224	16.038	20.306	7.332	1.67
Post test	110.918	10.53			

*=Significant at 0.05 level

Table 1 shows that an emotional intelligence before and after Crash Course in the subjects were 90.61224 and 110.918 respectively. Mean difference in score of emotional intelligence was 20.3. The computed t value of emotional intelligence was 7.332 with 'p' value of 1.67. Since calculated p value (1.67) of emotional

intelligence was less than 0.05, above mentioned that increase in the scores of Emotional intelligence empathy among nursing students as a result of the Crash Course is statistically significant at 0.05 level. So null hypothesis (H_{01}) is rejected and research hypothesis (H_1) is accepted.

Table 2: Effectiveness of Crash Course on Emotional Intelligence in empathy among General Nursing and Midwifery students

n =47

Knowledge	Mean	SD	Mean Difference	Paired t test	p value
Pre test	87.89362	11.455	22.15	12.6999	1.67866
Post test	110.0426	6.871			

*=Significant at 0.05 level

Table shows that an average scores of emotional intelligence before and after emotional intelligence in the subject were 87.89362 and 110.0426 respectively. Mean difference in score of knowledge was 22.15. The computed t value emotional intelligence was 12.6999 with 'p' value of 1.67866. Since calculate p value (1.67866) of emotional intelligence was less than 0.05, above mentioned that increase in the score of Emotional intelligence in empathy among nursing students as a result of Crash Course is statistically significant at 0.05 level. So null hypothesis (H_{01}) is rejected and research hypothesis (H_1) is accepted.

CONCLUSION

The present study aimed to assess the effectiveness of Crash Course on Emotional Intelligence in empathy among Nursing Students in kollam .Study was effective in improving the knowledge of students Emotional intelligence in Empathy.

SUMMARY

The present study was aimed to evaluate the effectiveness of effectiveness of Crash Course on Emotional Intelligence in empathy among Nursing Students in Selected Nursing Educational Institutions at Kollam. The result of the study showed for GNM students that mean Pre test score was 87.89362 and post test mean 110.0426 .and t value 12.6999 calculated value is greater than table value at 0.05 level of significance .Similarly For BSc nursing students 90.61224 mean pretest and post test mean was 110.918 and t value 7.332. As calculated value was greater than table value at 0.05 level of significance .Hence H₁ is accepted as there is significant difference in the post test after crash course on empathy in emotional intelligence. .This shows that the intervention on Crash course on empathy in emotional intelligence was effective in enhancing the empathy skill among nursing students .

Recommendations

- A study can be conducted on various components of emotional intelligence among nursing staff
- Study can be conducted using true experimental design
- An awareness programme can be conducted for nursing students.
- Nursing curriculum can include emotional Intelligence in Empathy.

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