# EFFECTIVENESS OF SELF-INSTRUCTIONAL MODULE ON KNOWLEDGE REGARDING "EMOTIONAL INTELLIGENCE AND ITS RELATION WITH PROFESSIONAL SUCCESS" AMONG STAFF NURSES IN PUNE CITY.

1 Jayesh Gaykar, 2nd Year M.Sc. Nursing, Symbiosis College of Nursing, Symbiosis International Deemed University, Pune.
2. Mrs. Manisha Mistry, Asst. Professor, Symbiosis College of Nursing, Symbiosis International Deemed University, Pune.


1st Author:Mr. Jayesh Gaykar
A-2 Sparklet Megapollis Circle, Hinjewadi Phase 3, Pune-057.


2nd Author: Mrs. Manisha Mistry
Symbiosis College of Nursing, Pune


**Corresponding author** Mrs. Manisha Mistry
Symbiosis College of Nursing, Pune

**ABSTRACT**

**INTRODUCTION:** The capacity to sense, utilise, comprehend, manage, and control emotions is often referred to as emotional intelligence (EI). The notion of emotional intelligence may be used to anticipate and enhance people's life abilities. Professional job success is dependent on emotional intelligence, which will undoubtedly assist a teenager in reducing stress while in school and in the future by reducing conflict, increasing relationships, and understanding.

**AIM OF STUDY:** To assess the effectiveness of self-instructional module on knowledge regarding emotional intelligence and its relation with professional success among staff nurses of a selected hospital in Pune.

**METHODOLOGY**: Given the nature of the problem under examination and the desired outcome, quantitative research was considered. The sample size was set at 100 staff nurses using a non-probability purposive sampling approach.

**RESULT:** The outcome revealed that Knowledge mean score of post-test of staff nurses was 21.43, ± 4.86, which was considerably higher than average pre-test knowledge score of 10.02, ±4.77. The null hypothesis is rejected as t test calculated value is 16.66 and the p-value is 0.0001, (less than 0.05). It demonstrates efficiency of a self-instructional module on emotional intelligence and its relationship with professional achievement among staff nurses.

**CONCLUSION**: Study result concludes that post-test mean value are more than pre-test levels of knowledge among Staff nurses so self-instructional module was effective in improving knowledge of emotional maturity and so its relationship to professional success and found associated with emotional insight and its relationship to professional success.

**KEY WORDS:** effectiveness, self-instructional module, emotional intelligence, professional success, staff nurses

**INTRODUCTION:**

The capacity to sense, utilise, comprehend, manage, and control emotions is often referred to as Emotional Intelligence (EI). [1]

The notion of emotional intelligence may be used to anticipate and enhance people's life abilities. Proponents of the theory think that the key to enhancing one's quality of living is to understand, analyse, and manage one's own and others' emotions.[2]

People bring distinct skills and limitations to the emotional intelligence task. Some individuals find it simpler to develop self-awareness and sensitivity, whereas other struggle or are unaware of the requirement. Social skills (as well as management of emotions) may be learnt and enhanced, fortunately. We may improve our mental, physical, and social heath by learning to engage with emotions more effectively.[3]

Many psychologists have advocated a range of notions for people to build good views of themselves, preserve mental health, deal with stress, and form healthy relationships, including ego, self-efficacy, moral qualities, and

self-compassion. Self-empathy is the capacity to be nice and sympathetic to oneself when confronted with difficult feelings. 4

Person with greater EQs have great social abilities, according to emotion psychology research. In the workplace, communication relationships are also highly appreciated since they contribute to enhancing coordination and a more favourable business culture. 5

Self-control has been associated to higher staff retention and patient/client outcomes, and researchers have hypothesised that it might be a valuable concept for finding aspects in professional nursing stories that are connected to improved nurse engagement and patient/client results.

Success may be defined in a number of ways, but Campbell et al. (1993) gave a more precise definition: "an employee's goal relevant behaviours." To put it another way, whether employee behaviour is in line with the organization's goals and capable of attaining the desired results. Employment status, as one of the performance categories, demonstrates how effectively a person utilises influence opportunities, i.e., if the employees' job is successful or whether they can exhibit exceptional expertise.[7]

**NEED OF THE STUDY**

Simon Salovey with John Mayer, psychologists, published "Emotional Control" as in book Creative, Cognition, and Personality in 1990. "The capacity to notice one's own as well as others' emotions and opinions, to discern between them, and to utilise this knowledge to influence one's thoughts and actions," they described emotional intelligence.[8]

Emotional intelligence is critical for professional growth, and it will surely help a teenager reduce stress in school and in the future by minimising conflict, improving relationships, and understanding. How can a person be the driver of higher educational achievement without self-belief, just as a vehicle remains stationary without fuel? [9]

The nursing profession necessitates the nurse's frequent interaction with patients, medical professionals, and health-care staff while providing care. As a result, the pulse of nursing practise is "Nurse-Patient contact." [10]

Mental and Clinical Quality of B.Sc. Nurses Working in Obstetrics and Genitourinary Nursing Practice, South West Ethiopia. This research found that nursing students' emotional intelligence had a substantial impact on their clinical performance. This discovery raises crucial concerns for educators in both didactic and administrative settings who are accountable for nursing education. More study is required to figure out what factors influence EI in nursing students. [11]

The aforementioned facts suggested that significant competencies are learnt qualities that must be cultivated in order to reach exceptional performance. Emotional maturity is a critical trait for both managers and members, as we have learnt. Emotional intelligence is a critical component in coping with everyday stress, developing competence skills in the workplace among staff nurses, and achieving professional success. As a result, the investigator felt compelled to analyse staff nurses' sense of human intelligence and its link to professional achievement, as well as discover if the Self-instructional Module might be utilised to improve staff nurses' knowledge.

**AIMS OF THE STUDY:** The study's major goal was to evaluate the impact of a self-instructional module on knowledge about emotional intelligence and its relation with professional success among staff nurses of a selected hospital in Pune

**MATERIAL AND METHODS**: Quantitative research approval was used. The research was carried out at a selected Pune-based hospital. A total of 100 working nurses were chosen as the sample size. This group consists of staff nurses from few hospital in Pune. The sampling technique used was non-probability purposive sampling. The specific used in this research consisted of two parts: demographic variables and integrated questions that assess emotional intelligence (EQ) as well as its link to professional success. The individuals were interviewed.

The sample characteristics were described using frequency and percentage. The effectiveness of SIM was assessed using Pearson's correlation coefficient. The instrument's content validity was assessed, indicating that it was trustworthy. The pilot study was completed, and the entire study was judged to be feasible.

Descriptive and inferential statistics were used to analyse the data. With the assistance of healthcare and analysis experts

**MAJOR FINDING OF STUDY:**

**SECTION 1 DEMOGRAPHIC VARIABLES**

Majority of the respondent belonged to the (51%) staff nurses were from age group of 21-30 years, (57 %) are female nurse .(33%) are Muslims,(53%) are unmarried,(43%) are living in nuclear family, (38%) did ANM, (61%) having 35000 to 50000 monthly income, (54%) of staff nurses working in ward, (51%) are ward nurse,(53%) says no, they don't have any Previous knowledge regarding Emotional Intelligence (EI) and its relation with professional success

**SECTION-II TO ASSESS THE PRE TEST KNOWLEDGE LEVEL REGARDING 'EMOTIONAL INTELLIGENCE AND ITS RELATION WITH PROFESSIONAL SUCCESS'**

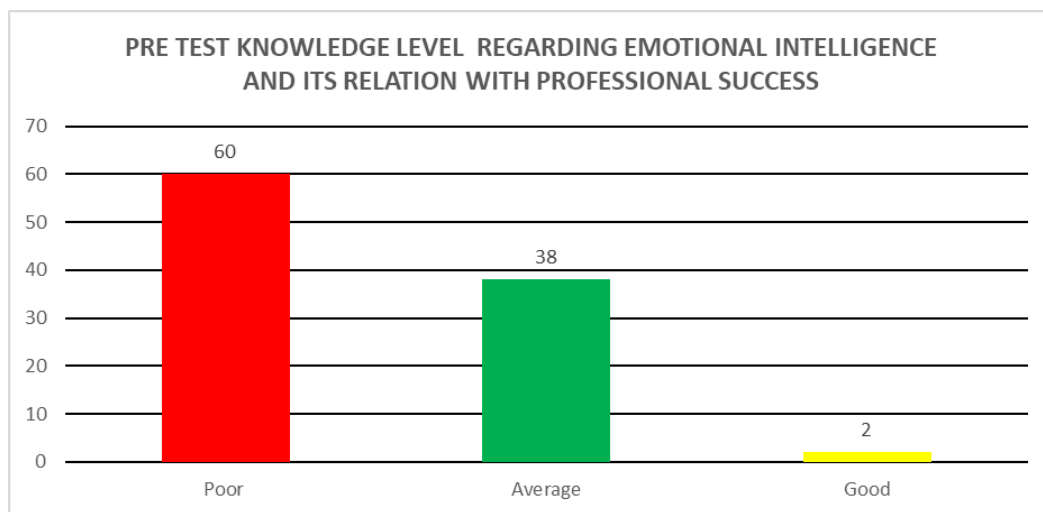| Knowledge | f | % | Mean | SD |
|---|---|---|---|---|
| Poor (0-10) | 60 | 60 | | |
| Average(11-20) | 38 | 38 | 10.02 | 4.77 |
| Good(21-30) | 2 | 2 | | |

**Table 1**



**Figure 1: Distribution of pre-test knowledge level regarding emotional intelligence and its relation with professional success.**

Table 1 and fig 1 shows that pre-test level of knowledge regarding "emotional intelligence and its relation with professional success "among the staff nurses**.** The major findings are (60%) of staff nurses having poor knowledge, the remaining (38%) having average knowledge and (2%) having good knowledge. The mean of the level of knowledge regarding emotional intelligence and its relation with professional success among the staff nurses is 10.2% with SD ± 4.7.

**SECTION-II TO ASSESS THE POST TEST KNOWLEDGE LEVEL REGARDING "EMOTIONAL INTELLIGENCE AND ITS RELATION WITH PROFESSIONAL SUCCESS"**

**Table 2**

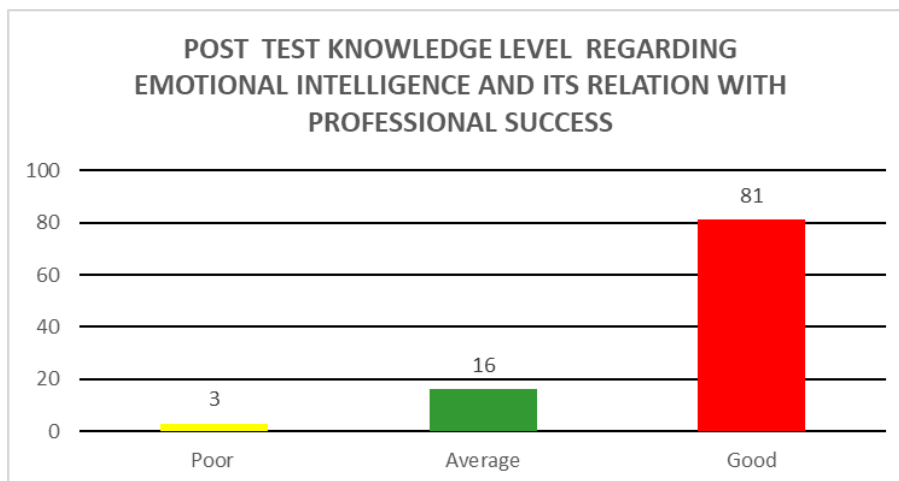| Knowledge | f | % | Mean | SD |
|---|---|---|---|---|
| Poor (0-10) | 3 | 3.00 | | |
| Average(11-20) | 16 | 16.00 | 21.43 | 4.86 |
| Good(21-30) | 81 | 81.00 | | |

**Figure 2: Distribution of post-test knowledge level regarding emotional intelligence and its relation with professional success.**

Table 1 and figure 1 shows The post-test level of knowledge of emotional intelligence and its relationship with professional achievement among staff nurses is shown Table. The primary results are that 81 percent of staff nurses have excellent knowledge, 16% have moderate knowledge, and 3% have inadequate understanding. The mean of the level of knowledge regarding emotional intelligence and its relation with professional success among the staff nurses is 21.43% with SD is ± 4.86.

**SECTION IV: FINDINGS RELATED TO EFFECTIVENESS OF SELF-INSTRUCTIONAL MODULE ON KNOWLEDGE REGARDING EMOTIONAL INTELLIGENCE AND ITS RELATION WITH PROFESSIONAL SUCCESS AMONG STAFF NURSES**
Staff nurses' post-test scores increased significantly, according to the data. Staff nurses had a considerably better post-test knowledge score of 21.43.86 than their pre-test education level of 10.024.77. The null hypothesis is rejected since the estimated t-test calculated value is 16.66 and the corresponding p-value is 0.0001, which is tiny (less than 0.05). It demonstrates the efficiency of a self-instructional module on emotional intelligence (EQ) and its relationship with professional achievement among staff nurses.

**SECTION-V ASSOCIATION BETWEEN THE POST TEST KNOWLEDGE SCORE AND SELECTED DEMOGRAPHIC VARIABLES.**
There was no any relationship among post-test overall score and selected demographic characteristics, according to the findings.

**DISCUSSION:** The study aimed to attain objectives with quantitative research approach.The study was conducted at comprising 100 samples. Data was collected by Probability purposive sampling technique by tool consisting demographic data and to assess knowledge self-structured Questionnaire. The research instrument was filled out by interviewing the subjects. The results of this study revealed that the majority of the respondents are from the age group of 21-30 years, 57% are female nurses, 33 % are Muslims, 53 % are unmarried, 43% are living in a nuclear family, 38 % did ANM, 61% have 35000 to 50000 monthly salary, 54 %of staff nurses work in wards, 51 (51 percent) are ward nurses, 53 (The knowledge level of staff nurses showed a considerable rise in post-test scores. The calculated t-test test statistic is 16.66, Corresponding p-value was 0.0001, which is tiny (less than 0.05), and thus the null hypothesis will be rejected. It demonstrates the usefulness of a self-instructional programme on knowledge about emotional intelligence and its relationship to professional achievement among staff nurses. Furthermore, no significant link of post-test scores and specific demographic factors was identified.

**CONLUSION:** The purpose of this research is to see how efficient a self-instructional module is in teaching staff nurses about emotional intelligence (EQ) and how it relates to professional performance. The major outcomes of the pre-test revealed that staff nurses lacked sense of human intelligence and its relationship to professional performance. The usefulness of the self-instructional module was evaluated by comparing pre-test 10.02, ±4.77  and post-test 21.43, ± 4.86 knowledge scores, and the results revealed that the difference was scientifically significant at the 0.05 level of relevance. The study's results demonstrated that self-instructional modules are an effective teaching technique for boosting staff nurses' understanding of emotional Quotient and its relationship to professional performance. As a result, the investigator's self-instructional module assisted the staff nurses in improving their knowledge.

**Conflict of Interest**: There is no conflict of authors with anyone.

## References

1. Emotional intelligence - Oxford Reference. Accessed February 6, 2022. https://www.oxfordreference.com/view/10.1093/acref/9780199534067.001.0001/acref-9780199534067-e-2728

2. Neff KD. Buddhism in particular-and Western psychology (Epstein. Published online 1995. doi:10.1080/15298860390209035

3. Neff KD, Mcgehee P. Self-compassion and Psychological Resilience Among Adolescents and Young Adults. *Self Identity*. 2010;9(3):225-240. doi:10.1080/15298860902979307

4. Neff K. Self-Compassion: An Alternative Conceptualization of a HealthyAttitudeToward Oneself. Published online 1996. doi:10.1080/15298860390129863

5. Brackett MA, Rivers SE, Salovey P. Emotional intelligence: Implications for personal, social, academic, and workplace success. *Soc Personal Psychol Compass*. 2011;5(1):88-103. doi:10.1111/J.1751-9004.2010.00334.X

6. Kooker BM, Shoultz J, Codier EE. Identifying emotional intelligence in professional nursing practice. *J Prof Nurs*. 2007;23(1):30-36. doi:10.1016/J.PROFNURS.2006.12.004

7. Shah MK, Gandrakota N, Cimiotti JP, Ghose N, Moore M, Ali MK. Prevalence of and Factors Associated With Nurse Burnout in the US. *JAMA Netw Open*. 2021;4(2):e2036469-e2036469. doi:10.1001/JAMANETWORKOPEN.2020.36469

8. Shah MK, Gandrakota N, Cimiotti JP, Ghose N, Moore M, Ali MK. Prevalence of and Factors Associated With Nurse Burnout in the US. *JAMA Netw Open*. 2021;4(2):e2036469-e2036469. doi:10.1001/JAMANETWORKOPEN.2020.36469

9. The Importance of Emotional Intelligence in the Workplace | Business Blog Article | Ottawa University. Accessed March 4, 2022. https://www.ottawa.edu/online-and-evening/blog/october-2020/the-importance-of-emotional-intelligence-in-the-wo

10. Birks YF, Watt IS. Emotional intelligence and patient-centred care. *J R Soc Med*. 2007;100(8):368. doi:10.1258/JRSM.100.8.368

11. Benson G, Ploeg J, Brown B. A cross-sectional study of emotional intelligence in baccalaureate nursing students. *Nurse Educ Today*. 2010;30(1):49-53. doi:10.1016/J.NEDT.2009.06.006

12. Belay AS, Kassie A. Emotional Intelligence and Clinical Performance of Undergraduate Nursing Students During Obstetrics and Gynecology Nursing Practice; Mizan-Tepi University, South West Ethiopia. *Adv Med Educ Pract*. 2021;12:913. doi:10.2147/AMEP.S325212