

The Effect of Emotional Intelligence Training Program on Stress among Nurse Students

Thesis

*Submitted For Partial Fulfillment of Doctorate Degree
In Nursing Sciences (Nursing Administration)*

By

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**Faculty of Nursing
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Dedications

To

My husband/ Ahmed Helmy

My lovely daughter/ Malk

My family

*For their support, care, and encouragement that
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List of Abbreviations

ADN	:	Associate Degree Nursing
APA	:	American Psychological Association
CEU	:	Continuing Education Units
CNE	:	Continuing Nursing Education
EI	:	Emotional Intelligence
EQ-I	:	Emotional Quotient Inventory
ESI	:	Emotional-Social Intelligence
FU	:	Follow Up
HR	:	Human Resources
IPE	:	Inter Professional Education
IQR	:	Interquartile Range
N S	:	Nursing Student
PS	:	Perceived Stress
TIN	:	Technical Institute of Nursing
WHO	:	World Health Organization

The Effect of Emotional Intelligence Training Program on Stress among Nurse Students

Abstract

Emotional Intelligence (EI) means a person's ability to monitor their own and others' emotions, which guide his/her thinking and actions. It has the potential to enable individuals for better coping with stress. **Aim of the study:** determine the effect of emotional intelligence training program on stress among nurse students. **Design:** Quasi-experimental design. **Setting:** Technical Institute of Nursing, which affiliated to faculty of nursing, Ain Shams University. **Subjects:** 200 nurse students were participated in the study. **Tools of data collection:** Trait Emotional Intelligence Questionnaire, Perceived Stress Scale, and Pre and posttest. **Result:** less than one fifth of study subjects had satisfactory knowledge about emotional intelligence. There is a highly statistically significant improvement in all dimensions of emotional intelligence among nursing students throughout program phases. Highly statistically significant improvement in stress dimensions among nursing students throughout program phases, and there is statistically significant correlation between emotional intelligence score and stress score among nursing students throughout program phases. **Conclusion:** Improving nurse students' emotional intelligence decreased stress after implementation of training program. **Recommendations:** enhance nurse students' participation in social and cultural activities, conduct training program about stress management strategies, improving nurse students' relations with peers, teachers, and staff.

Keywords: Emotional Intelligence, Nurse Students, Stress.

Introduction

The concept of emotional intelligence (EI) deals with the person ability to understand and express emotions constructively, the ability to understand others feelings and establish cooperative interpersonal relationships, it also deals with the ability to manage and regulate emotions in an effective manner, the ability to cope realistically with new situations and ability to be sufficiently optimistic, positive and self-motivated in order to set and achieve goals (**Kumar, 2016**).

Traditional nursing programs have often encouraged students to conceal their emotions to maintain a professional barrier between the nurse and the patient (**McQueen, 2014**). **Hamrin (2014)** observed that "current thinking in health care education overemphasizes the importance of achieving outcomes. Thereby failing to recognize the emerging body of evidence to suggest that care and 'connection' have equal importance in effective, high quality patient care".

There is often a lack of coursework that focuses on arming future nurses with skills that are vitally needed to confront the stressful work environment imposed upon them by their new career. Nursing education programs not prepared new graduates to form empathetic relationships

with their peers, staff, corresponding related bodies and patients (**Reynolds, 2012**).

Although instruction in the technical skills to maintain patient safety is of the utmost importance, there is still a need for the incorporation of EI instructions into the curriculum of undergraduate programs. This could be addressed through the standardization of a formalized course in EI as a requirement in nursing programs. "Recognizing the potential for significant contributions of emotional intelligence to patient outcomes, some suggest that it is important to expect, recognize, develop, and assess emotional intelligence within health professions education" (**Akerjordet & Severinsson, 2013**).

While undergraduate nursing programs may not provide a formal course about EI as part of their required curriculum, the concept of caring is emphasized throughout the nursing literature. Despite this fact, "some believe that recent proliferations in technological advances have resulted in an overemphasis on clinical competence and a disproportionate emphasis on service and caring within the health professions" (**Romanelli, Cain, & Smith, 2014**).

Improving nurse students EI, help in preparing them for successful entry into nursing practice and survival in this

emotionally demanding profession. Instructions in the art of EI during nursing education could equip newly graduated nurses with soft skills that are required in order to successfully manage the challenges they face in a stressful healthcare environment, resulting in better self and patient outcomes. As ability to work effectively in teams, the ability to recognize and respond appropriately to one's own and others' feelings and the ability to motivate oneself and others (*Cadman & Brewer, 2011*).

Freshwater, (2013) stated that EI needs to be placed at the center of any health-related training, however, cautioned that for such an initiative to be successful, a greater effort needed to be put towards the support of stressed and discouraged teachers, who need to train these student and finds them in an equally uncaring environment. The educational institutions have focused on the intellectual competence of health practitioners through the using of assessment and academic results as prerequisite to entering the profession. Unfortunately it would seem that the emotional competencies of such individuals are being ignored (*Stickley, 2014*).

Stress is a part of day-to-day living. In daily base, people often exposed to situations that produce stress. The interpretation and reaction to events that make stress is