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**EFFECT OF MULTI INTERVENTIONAL
THERAPY ON EMOTIONAL INTELLIGENCE
AND CLINICAL PERFORMANCE SKILL OF
NURSING STUDENTS**

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Evaluate the effect of multi interventional therapy on emotional intelligence and clinical performance skill of nursing students

By

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under the Guidance of

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2013

DECLARATION BY THE CANDIDATE

I hereby declare that this dissertation/thesis entitled “Evaluate the effect of multi interventional therapy on emotional intelligence and clinical performance skill of nursing students” is a bonafide and genuine research work carried out by me under the guidance of Mrs. Salina.S, Assistant Professor,Community Health Nursing.

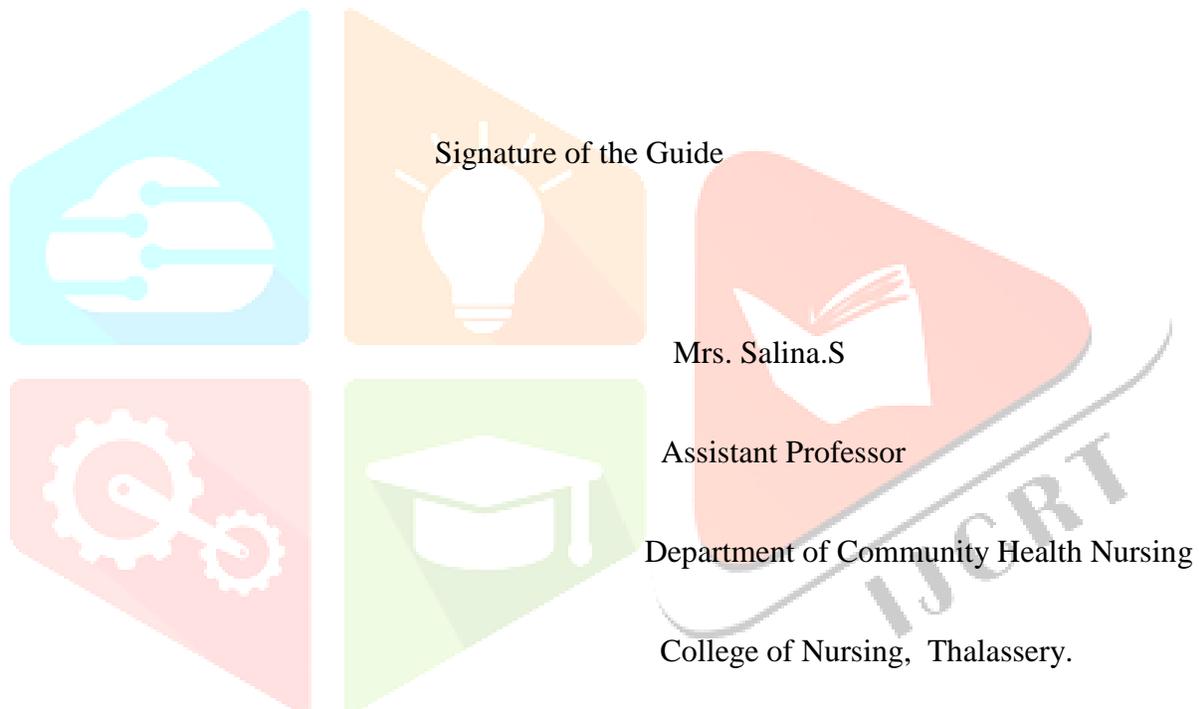
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ABSTRACT

The present study was conducted to evaluate the effect of multi interventional therapy on emotional intelligence and clinical performance skill of nursing students. The objectives of the study are assess the emotional intelligence and clinical performance skill of nursing students, evaluate the effect of multi interventional therapy on emotional intelligence and clinical performance skill of nursing students, Find the association between emotional intelligence and personal variables. The present study was based on general system theory. In this Quasi-Experimental research approach one group pre-test post-test design was used. The sample includes 30 nursing students who are studying second year Bsc nursing in thalassery, college of nursing . The tools used to collect the data include self reporting technique to assess the personal variables and, emotional intelligence assessment rating scale, Clinical performance assessment rating scale. Content validity of tools were established with the help of six experts and reliability established by split half method and karl pearson correlation coefficient found to be reliability of the test is 0.74 and 0.86. A pilot study was conducted and tools were found to be clear, unambiguous and the data were amenable for statistical analysis. The main study was conducted in the month of March at selected college of nursing , Thalassery. The data collected were tabulated and analyzed using descriptive and inferential statistics. The findings revealed there is a significant change in the level of emotional intelligence after multi intervention therapy and there is no significant association between emotional intelligence and personal variables except in case of religion, type of family, no of siblings ,yoga and relaxation technique. The findings of the study concluded that there is significant improvement emotional intelligence after multi intervention therapy. Findings of the study have implications in nursing practice, education, administration and research. The study emphasizes the importance of emotional intelligence in nursing field .

Keywords: effect, multi interventional therapy, emotional intelligence, nursing students, clinical performance skill.

INTRODUCTION

INTRODUCTION

Research has assumed heightened importance for nurses they provide nurses with an increasingly sound evidence base from which to practice and help to improve the health and quality of the life of nurse's clients.

Emotional Intelligence is more than 90% of the world population are lacking. The label "emotional intelligence" is a misnomer, and emotion itself is a grossly misunderstood concept. Most scientists incorrectly consider that emotion is an effect that is observable in other people or animals. The scientists do not view emotion as a conscious experience of the mind. This distinction is important, because emotion can be experienced by the mind even during lucid dreams. In addition to this problem, emotion does not produce intelligence, but only modulates "Emotional Intelligence."

One book about Emotional Intelligence, by Goleman, considered that emotion is consciousness. In the strictest interpretation, emotion is not necessary to exercise good "Emotional Intelligence," but is usually associated with strong influence on decision-making process. Emotion itself does not enter reasoning and cannot be reasoned with. Nevertheless, emotion can influence reasoning indirectly and change the current emotional state. If an emotion persists for a long time, the rational faculties of the mind are unable to change the emotional state or they are not functional. In most situations, emotion only signals how we respond to internal or external environmental stimuli, and how the human organism experiences the world.

Background of the study

Emotion is a complex psycho physiological experience of an individual's state of mind as interacting with biochemical (internal) and environmental (external) influences. In humans, emotion fundamentally involves "physiological arousal, expressive behaviors, and conscious experience. Emotion is associated with mood, temperament, personality, disposition, and motivation. Motivations direct and energize behavior, while emotions provide the affective component to motivation, positive or negative"

Emotional Intelligence often referred as Emotional Intelligence Quotient is the ability of an individual to perceive, assess and manage emotions of his own self and of other people. Salovey and Mayer define 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. Emotional Intelligence has four main components, namely, the ability to

1. Perceive emotions;
2. Utilize these emotional perceptions to accomplish various activities or tasks;
3. Understand emotional variations ;
4. Manage emotions to achieve goals.

Thus, Emotional Intelligence is a measure of an individual's capability and requires tools to assess this capability.¹

Emotional intelligence is more about the relationship between thoughts, feelings and behavior. It may be seen as a measure of the degree to which individuals vary in their ability to perceive, understand and regulate their own emotions and those of others, and integrate these with their thoughts and actions. Therefore, individuals with high EQ display strong self-awareness and interpersonal skill. They are empathic, adaptable and able to cope with pressure, and generally experience less stress and better health and morale. All these attributes are highly desirable for nurses facing various problems, and enhance the type of management required to create a positive service.

The American Nurses Association (ANA) states nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations²

Nursing student is a person who is training to be a nurse at a nursing school or hospital. Nursing identity is a developmental process that evolves throughout professional nurses' careers. Educational systems that prepare nurses include experiences that are important in the early development of nursing identity. Therefore, faculty in nursing programs are interested in understanding how their students perceive and define professional identity.³

The concept of Emotional Intelligence has grown in popularity among nurses over the last two decades, generating interest both at a social and a professional level (Dawn Freshwater and Theodore Stickley, 2004). Today, patient care not only includes quality medical care but also a care concept that encompasses respecting patient's goals, preferences and choices, obliging their emotional, social and spiritual needs using the strengths of interdisciplinary resources. Many patients suffer only when they do not receive adequate care for the symptoms accompanying their serious illness. Thus, care cannot be confined to the physical ailment but also the psychological and spiritual needs. Hence, the role of Emotional Intelligence in the nursing profession should be viewed in two dimensions:⁴

- 1) The nurse's perception and understanding of the patient's emotions, and
- 2) The nurse's utilization of these perceptions to achieve the goal of managing complex situations towards quality patient care.

Nurses should develop skills to assess patient's responses to the illness. This requires active self-introspection of the events, assessment of the events, psychological understanding of the patients and above all a genuine concern for the ill. The perception cannot be universal in the sense that every patient differs and has different attitudes on various issues of life and has varied levels of understanding and withstanding capabilities. A large body of knowledge related to Emotional Intelligence exists outside nursing. Emotional Intelligence theory and research within nursing is a more recent phenomenon. A broad understanding of the nature and direction of theory and research related to Emotional Intelligence is crucial to building knowledge within this field of inquiry.

The literature reveals widespread support of Emotional Intelligence concepts in nursing. Theoretical and editorial literature confirms Emotional Intelligence concepts are central to nursing practice. Emotional Intelligence needs to be explicit within nursing education as Emotional Intelligence might impact the quality of student learning, ethical decision-making, critical thinking, evidence and knowledge use in practice. Emotionally intelligent leaders influence employee retention, quality of patient care and patient outcomes. Emotional

Intelligence research in nursing requires development and careful consideration of criticisms related to Emotional Intelligence outside nursing is recommended.

It should be recognized that emotional competencies are not mere innate talents, but learned capabilities that must be developed to achieve outstanding performance (Goleman, 2001). Nursing empathy, the ability of the nurse to perceive and reason, as well as the capacity to interact are seen as core characteristics of a nurse to build relationship with the ill towards care. ⁴

Dawn Freshwater and Theodore Stickley suggest that Emotional Intelligence should be more realistically and appropriately integrated into the nursing profession by a model of transformatory learning for nurse education. Today, Emotional Intelligence is probed as an important characteristic for building successful nursing leadership enhancing nursing performance and reducing nurse burnout. ⁴

NEED AND SIGNIFICANCE OF THE STUDY:

Many theorists proved that Emotional Intelligence has greater importance in an individual's personal life and work environment than Intelligent quotient.

A study was conducted in Netherlands to assess whether an Emotional Quotient training in combination with a video-feedback training program improves Emotional Intelligence of staff working with clients with Intellectual Disability and challenging behavior. A pretest-posttest control group design was used. Effectiveness was assessed by using the Dutch version of the Bar-On EQ-i and the judgments of experts on Emotional Intelligence. Participants were 60 staff members working with individuals with Intellectual Disability and challenging behavior. Thirty-four staff members participated in a 4-month training program and 26 constituted the control group. Emotional Intelligence of the experimental group changed significantly more than that of the control group. The positive effect of the training program on Emotional Intelligence is consistent with previous research on Emotional Intelligence and suggests that Emotional Intelligence of staff working with clients with intellectual disability and challenging behavior can be influenced by training ⁵.

The study conducted in 120 retail managers from one retail chain. These managers were divided into a control group of 60 and a training group of 60 who were provided with an intervention which was framed upon Cherniss and Adler's suggestion for training Emotional Intelligence. The results indicated that the Emotional Intelligence scores of the training group increased significantly from pre to post training. In terms of performance however, there were no significant increases in performance between the training and control group. The researchers attribute this result to the organizational measure of performance used, which focused more on the cognitive competencies, rather than emotional competencies⁶.

A study to assess Emotional Intelligence quotient in managers undergoing yoga based self management of excessive tension program in Bangalore, India. The method of the study was single group pre test – post test design in 72 managers. The result showed 72.02% increase in Emotional Intelligence after the yoga based program.⁷

The study to examines the relationship between Emotional Intelligence and students' clinical skills in a required, comprehensive performance examination (CPX) in Lexington, among 3rd year students. Prior to taking a 12-station CPX, third-year students in 2003 and 2004 ($n = 165$) completed the Trait Meta-Mood Scale and Davis' Interpersonal Reactivity Index. The result showed that attention to feelings, empathic concern, and perspective taking were significantly positively correlated with communication skills, while the latter two were also significantly *negatively* associated with physical examination skills. Various aspects of Emotional Intelligence are modestly implicated in students' clinical skills as assessed by standardized patients in an OSCE.⁸

A Study conducted to examine the role of perceived Emotional Intelligence (PEI) measured by the Trait Meta-Mood Scale, in the use of stress-coping strategies, in the quantity and quality of social support and in the mental health of nursing students have shown that Emotional Intelligence minimizes the negative stress consequences⁹.

A study was conducted on Emotional Intelligence of clinical staff nurses, in Hawaii among 36 nurses, the results showed there is a relationship between Emotional Intelligence and clinical performance. The study conducted with 180 Dutch nurses using the Bar-On Emotional Quotient Inventory, Utrecht-Coping List, Utrecht-Burnout Scale has revealed the importance of Emotional Intelligence in reducing nurse burnout. A similar study with

mental health nurses has found that Emotional Intelligence stimulates the search for a deeper understanding of a professional mental health nursing identity¹⁰.

A study was to examine Emotional Intelligence and this relationship among nursing students. A descriptive co relational design with non-probability sampling methods of 87 nursing students in a university setting was conducted. The variables of focus were Emotional Intelligence and nursing performance. Emotional Intelligence was measured with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Nursing performance was measured using the Six Dimension Scale of Nursing Performance (6-D Scale). The result showed Emotional Intelligence was related to nursing performance. Four of the six nursing performance subscale scores were significantly correlated with the total Emotional Intelligence scores.¹¹

A literature review aims to present findings of an integrative literature review related to Emotional Intelligence and nursing. It concludes that the modern day demands of nursing depend on the skills of Emotional Intelligence to achieve a patient centered care. There is no doubt that Emotional Intelligence in nursing leads to more positive attitudes, greater adaptability, improved relationships and increased orientation towards positive values. A clear relation between emotional intelligence and adaptive success has been detected in nurses caring for people with mental retardation. 39 articles are included in this integrative literature review (theoretical, $n = 21$; editorial, $n = 5$; opinion, $n = 4$ and empirical, $n = 9$). The literature focuses on Emotional Intelligence and nursing education, Emotional Intelligence and nursing practice, Emotional Intelligence and clinical decision-making, and Emotional Intelligence and clinical leadership. Research that links Emotional Intelligence and nursing are mostly correlation designs using small sample sizes. The study has highlighted the nurse relationship with the patient, supervision, motivation and responsibility as important factors in Emotional Intelligence. Humpel & Caputi have found a significant relationship between emotional competency and nurse's years of experience with the relationship in direct proportion.¹²

Everyone has some degree of Emotional Intelligence; However, some people are naturally very emotionally intelligent, while others (probably most people) may find that at least some of the time, emotions may become overwhelming, cause them to act or speak in ways they later regret, interfere with communication and

relationships, or otherwise cause difficulties. For some people, these difficulties can be persistent and cause major problems at work or at home. The good news is that research indicates Emotional Intelligence can be measured and improved to some degree. A therapist can help to improve one's ability to recognize, understand and deal with emotions in productive ways. The nursing profession demands that the nurse, in the process of care, has to interact with the patients, the medical fraternity and the health care workers constantly. Hence, "Nurse-Patient Interaction" is the pulse of the nursing practice. This interaction is not just conversation. It is a complex process that involves nurse perception, understanding of the patient emotions and utilization of the perceptions to manage patient situations towards the goal of effective patient care.

It should be recognized that the nurses are confronted not only by the patient emotions but also their own. This is especially true in situations where some patients will die despite the best efforts due to diseases like cancer and HIV or various other factors. Nurse have to confront and manage their own emotions also in situations, where, some terminally ill patients request for assistance for suicide in states like Oregon, which have a legal back up for physician assisted deaths. Emotional Intelligence is necessary in the nursing education ,So it is necessary to know whether the students are emotionally intelligent? Is there any influence of Emotional Intelligence and clinical performance? So the researcher selected the topic for research purpose.

PURPOSE OF THE STUDY

The purpose of the study is to find the effectiveness of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students.

STATEMENT OF THE PROBLEM

Evaluate the effect of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students in selected College of Nursing , Kannur district.

OBJECTIVES:

The objectives of the study are :

- Assess the Emotional Intelligence and clinical performance skill of nursing students.

- Evaluate the effect of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students.
- Find the relationship between Emotional Intelligence and clinical performance skill of nursing students.
- Find the association between Emotional Intelligence and selected variables.

OPERATIONAL DEFINITION

Emotional Intelligence:

Salovey and Meyer, the fathers of Emotional Intelligence state that it is : "The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulate emotions to promote personal grow.

In this study it refers to the ability to perceive, evaluate , control, and manage one s own emotions and relationship with that of others and deal effectively with the demands of pressure in daily life, as measured by Emotional Intelligence assessment rating scale.

Multi interventional therapy:

In this study it refers to the program that includes the technique to improve communication skill and self management , yoga to reduce the stress and maintain well being, strategies for improving motivation and leadership skill.

Effect:

Achieving the intended result .(oxford English dictionary, 2003)

In this study effect means to the change in the emotional intelligence and clinical performance skill of nursing students after the multi interventional therapy.

Clinical performance skill:

Clinical skills are defined by NHS Education for Scotland (2007) as any action performed by an NHS involved in direct patient care which impacts on clinical outcome in a measurable way. These include:

- Technical skills such as clinical examination and invasive procedures;
- Non-technical skills such as team working and communication;
- Cognitive skills such as clinical reasoning and decision-making.

In this study it refers to the skill in doing nursing procedure in the clinical settings, as measured by clinical performance assessment scale.

Nursing students :

The nursing student is a part of healthcare profession focused on the care of individuals, families, and communities so they may attain, maintain, or recover optimal health and quality of life from birth to death.

In this study nursing students refers to those who are studying medical surgical nursing and receiving clinical exposure at medical and surgical wards.

HYPOTHESIS

- There is a significant improvement in Emotional Intelligence after multi interventional therapy .
- There is a significant improvement in clinical performance skill after multi interventional therapy .
- There is a significant relationship between Emotional Intelligence and clinical performance skill of nursing students.

CONCEPTUAL FRAME WORK

A concept is defined as a complex mental formulation of an object, property and event that is derived from individual perception & experience. It influence nursing most significantly and determines its practice. Conceptual frame work is a complex whole of interacted concepts or abstracts that are assembled together in some rationale scheme by virtue of their relevance to common theme .A conceptual model provides for logical thinking for systematic observation and interpretation of observed data. The model also gives direction for relevant questions on phenomena and point out solutions to practical problems as well as serves as spring board for the generation of hypothesis to be used .

Conceptual frame work used in this study is based on General Systems Theory. It was proposed in the 1936 by the biologist Ludwig von Bertalanffy, and further developed by Ross Ashby. He emphasized that real systems are open to, and interact with, their environments, and that they can acquire qualitatively new properties through emergence, resulting in continual evolution. Main independent construct factor input, throughput, output, feedback, control, environment, goals. In this theory main dependent factor is output .The function of any system is to convert or process energy, information, or materials into a product or outcome for use within the system, or outside of the system (the environment) or both. Indeed, if a system is to survive, it must save some of the outcome or product to maintain the system.

All systems have common elements. These are: input, output ,throughput or process ,feedback control ,environment ,goal .Input is the energy & raw material transformed by the system. Through put is the processes used by the system to convert raw materials or energy from the environment into products that are usable by either the system itself or the environment. Output is the product or service which results from the system's throughput or processing of technical, social, financial & human input .Feedback is the information about some aspect of data or energy processing that can be used to evaluate and monitor the system and to guide it to more effective performance .Control is the activities and processes used to evaluate input, throughput and output in order to make corrections .Goal is the overall purpose for existence or the desired outcomes. Environment is the all the elements outside the system that have the potential to affect to all part of the system.

The present study intends to identify the effectiveness of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students. Input is the multi intervention therapy for improving Emotional Intelligence , through put refers to process of giving information (multi interventional therapy) to the groups. Output refers to the improvement in Emotional Intelligence after multi interventional therapy. Feedback refers to evaluation of the student performance after implementing the program. Environment refers to the internal and external environment that may influence of the students. Goal is to identify the relationship between Emotional Intelligence and clinical performance.

CHAPTER II

REVIEW OF LITERATURE

The review of literature is the systematic and comprehensive analysis of related literature both published and unpublished to throw light and make clear the whole aspects of the study. It is performed before, during and after the conduct of the study. The researcher reviews the research literature to develop research ideas, to determine the knowledge on topic of interest and to provide context of the study.

For the present study, the literature review is focused on the following aspects.

- Emotional Intelligence in daily life
- Emotional Intelligence in nursing
- Emotional Intelligence and clinical performance skill
- Measures to boost up Emotional Intelligence

EFFECT OF EMOTIONAL INTELLIGENCE IN DAILY LIFE

A meta-analysis conducted to estimate the relationships between Emotional Intelligence and job performance; using more current meta-analytical studies for estimates of relationships among personality variables and for cognitive ability and job performance. Study classified Emotional Intelligence studies into three streams: (1) ability-based models that use objective test items; (2) self-report or peer-report measures based

on the four-branch model of EI; and (3) “mixed models” of emotional competencies. The three streams have corrected correlations ranging from 0.24 to 0.30 with job performance. The three streams correlated differently with cognitive ability and with neuroticism, extraversion, openness, agreeableness, and conscientiousness. Streams 2 and 3 have the largest incremental validity beyond cognitive ability and the Five Factor Model . Dominance analysis demonstrated that all three streams of Emotional Intelligence exhibited substantial relative importance in the presence of Five Factor Model and intelligence when predicting job performance.¹³

A study investigated the effect of an emotional intelligence program on the health-related quality of life and well-being of individuals with type 2 diabetes. Thirty-six patients with the lowest test scores on the World health organization WBQ-22, World health organization Quality Of Life -Bref, and ShortForm-36 were randomized into study and control groups (18 patients each). A 12-week emotional intelligence program was administered to the study group. At the end of the program, scales were re administered to both groups and again at 3 and 6 months. There were no differences between the quality of life, well-being, and emotional intelligence levels of the study and control groups before the commencement of the program ($P > .05$). At the conclusion of the program, quality of life, well-being, and emotional intelligence levels of study group patients increased in comparison with those in the control group ($P < .001$). The positive effect of the program on study groups' quality of life, wellbeing, and emotional intelligence persisted at the 3- and 6-month follow-up.¹⁴

A study was conducted to assess the relationship of mental health with emotional intelligence and self-efficacy among two hundred college students.,(Male=100 and Female=100) were drawn from science and arts streams of Kurukshetra University, Kurukshetra. Data analysis involved the use of product moment method of correlation and t test. The results indicate that emotional intelligence and self-efficacy are positively correlated with mental health. It is also revealed that male students were better than female students in terms of mental health, emotional intelligence and self-efficacy which underline the importance of training in emotional intelligence, self efficacy and mental health for females.¹⁵

A study examined the association between Emotional Intelligence (EI), anxiety, depression, and mental, social, and physical health in university students. The sample was made up of 184 university students (38 men and 146 women). Emotional Intelligence was evaluated by the Trait Meta-Mood Scale (which evaluates

the three dimensions. Anxiety was evaluated with the Trait Anxiety questionnaire and depression with the Beck Depression Inventory. Mental, social, and physical health were evaluated with the SF-12 Health Survey. Results showed that high Emotional attention was positively and significantly related to high anxiety, depression. However, high levels of emotional Clarity and Mood Repair were related to low levels of anxiety and depression, high Role Physical, Social Functioning, Mental Health, Vitality, and General Health.¹⁶

EMOTIONAL INTELLIGENCE IN NURSING

A literature review aims to present an analysis of the literature on emotional intelligence and emotional labour, and consider the value of emotional intelligence to nursing. The CINAHL and MEDLINE databases are used as method to collect data. Search terms used were 'emotions', 'intelligence', 'emotions and intelligence' and 'emotional labour'. A hand-search of relevant journals and significant references added to the data. Result showed Emotional intelligence plays an important part in forming successful human relationships. Emotional labour is important in establishing therapeutic nurse-patient relationships but carries the risk of 'burnout' if prolonged or intense. To prevent this, nurses need to adopt strategies to protect their health. The potential value of emotional intelligence in this emotional work is an issue that still needs to be explored. Analysis of the literature suggests that the modern demands of nursing draw on the skills of emotional intelligence to meet the needs of direct patient care and co-operative negotiations with the multidisciplinary team. The significance of this needs to be recognized in nurse education. The link between emotional intelligence and emotional labour is a fruitful area for further research. The potential benefits of gaining a better understanding of how these concepts interact is largely conjecture until we have more evidence.¹⁷

An integrative literature review was conducted related to emotional intelligence and nursing in University of Alberta, Edmonton, Canada. A broad search of computerized databases focusing on articles published in English during 1995–2007 was completed. Extensive screening sought to determine current literature themes and empirical research evidence completed in nursing focused specifically on emotional intelligence. 39 articles are included in this integrative literature review (theoretical, $n = 21$; editorial, $n = 5$; opinion, $n = 4$ and empirical, $n = 9$). The literature focuses on Emotional Intelligence and nursing education, Emotional Intelligence and

nursing practice, Emotional Intelligence and clinical decision-making, and Emotional Intelligence and clinical leadership. Research that links Emotional Intelligence and nursing are mostly correlation designs using small sample sizes. This literature reveals widespread support of Emotional Intelligence concepts in nursing. Theoretical and editorial literature confirms Emotional Intelligence concepts are central to nursing practice. EI needs to be explicit within nursing education as Emotional Intelligence might impact the quality of student learning, ethical decision-making, critical thinking, evidence and knowledge use in practice. Emotionally intelligent leaders influence employee retention, quality of patient care and patient outcomes. Emotional Intelligence research in nursing requires development and careful consideration of criticisms related to Emotional Intelligence outside nursing is recommended¹⁸

A study conducted to assess the relationship between emotional intelligence and nurses burn out among 380 Dutch nurses caring for people with mental retardation and accompanying severe behavior problems are reported, using the Bar-On Emotional Quotient Inventory, Utrecht-Coping List, Utrecht-Burnout Scale, Minnesota Multiphasic Personality Inventory-2, and GAMA has revealed the importance of emotional intelligence in reducing nurse burnout. Absence due to illness and job change were measured across a 2-year period. A clear relation between emotional intelligence and adaptive success was detected at an .01 level of significance. A negative correlation was found between emotional intelligence and both burnout and psychopathology. Emotional intelligence did not appear to be related to absence or job change. Based on these findings, training programs for nurses can possibly help to avoid employee burnout.¹⁹

A descriptive study was conducted to assess Emotional Intelligence and perceived stress in healthcare students. This study investigated whether Emotional Intelligence and stress differed among students in four health professions (dental, nursing, graduate mental health workers, medical) and whether there was evidence that Emotional Intelligence might serve as a buffer for stress. The Schutte Emotional Intelligence and the Perceived Stress scale instruments were administered to four groups of healthcare students in their first year of study in both the autumn and summer terms of the 2005-6 academic year. The groups were undergraduate dental, nursing and medical students, and postgraduate mental health workers. No significant differences were found between males and females nor among professional groups for the Emotional Intelligence measure. Dental

students reported significantly higher stress than medical students. Emotional Intelligence was found to be only moderately stable in test-retest scores. Some evidence was found for Emotional Intelligence as a possible factor in mediating stress. Students in different health profession courses did not show significant differences in Emotional Intelligence.²⁰

The qualitative study was conducted to assess the perception of Emotional Intelligence in nursing among five district nurses (of different grades), in Morang university ,NHS trust to identify perceptions and experiences of Emotional Intelligence in life. The method used was integrative phenomenological method and semi structured questionnaire. Audio taped interviews also used for data collection. Findings showed that district nurses perceive Emotional Intelligence to be an essential part of their role, regardless of grade or position. Despite being a relatively new concept to nurses, each participant perceived relevant attributes as essential to quality care in the home, especially in relation to palliative care.²¹

A study investigated the interrelationships among Emotional Intelligence , work stress and health, also examined the impact of socio-demographic variables on stress and nurses' health among One hundred and eighty nurses at general public hospital in Spain. A questionnaire survey has been carried out to detect these interrelationships. As far as stress is concerned, the results showed that the nurses who score high in clarity and emotional repair report less stress, Emotional Intelligence and health are not related to age or to length of service. Also, find that married nurses report better general health²²

A study was conducted to explore the feasibility and impact of an Emotional Intelligence ability development program on 33 registered nurse's in an oncology unit,a tertiary care hospital in urban Honolulu, HI. Pre and post-test design was used in the study. After collection of baseline data, the emotional intelligence rounds were conducted in an inpatient oncology nursing unit on all shifts during a 10-month period. The ability to identify emotions in self and others was demonstrated less frequently than expected in this population. Results showed that participants have a positive effect from the intervention on emotional intelligence care documentation and emotional care planning.¹⁰

A study was conducted to assess the relationship between Emotional Intelligence and students' clinical skills in 165 third year nursing students at Lexington. Comprehensive performance examination, Trait Meta-Mood Scale and Davis' Interpersonal Reactivity, Objective Structured Clinical Examination were used for collection of data. Result showed that test ranged from 0.73- 0.90, ($p < 0.05$) So study concluded by stating that various aspects of emotional intelligence like attention to feelings, empathic concern, communication skills positively correlated with clinical performance skill and Emotional Intelligence are modestly implicated in students' clinical skills.²³

A study was conducted to assess the role of Emotional Intelligence on nursing. Sample are both students and professionals by using emotional self-concept scale. Studies with nursing students yield positive relations between the Clarity and Emotional Repair components of Perceived Emotional Intelligence and all scales of the self-concept scale. Nursing professionals that have clear feelings about their emotions and situations are capable of dealing with those emotions, have lower levels of stress in their work. Also, the nurses showed a high ability to curtail their negative emotional states and prolong positive emotional states than those individuals with trouble in regulating their emotions. Results imply that the emotional and cognitive dimensions have to be taken into account in future training programs for nursing profession.²⁴

A study was conducted to assess the correlation between nursing students' emotional intelligence and their success in a nursing program. The predictive ability of emotional intelligence was compared with that of traditional academic variables in the realm of nursing student success. The Trait Emotional Intelligence Questionnaire was used to measure trait emotional intelligence in a sample of 115 baccalaureate nursing students attending a public university in the mid-south United States. No significant relationship was found between emotional intelligence and end-of-semester nursing grade point averages. Emotional intelligence was not found to be a significant predictor of nursing student success.²⁵

A study was investigated to identify the relationship between EI and clinical teaching effectiveness of nursing faculty in an undergraduate nursing program. Using a cross-sectional correlation design, data were collected from a convenience sample of nursing faculty ($N = 47$) using the BarOn Emotional Quotient Inventory:

Short, the Nursing Clinical Teacher Effectiveness Inventory and a demographic data page. The results indicated a statistically significant positive relationship between the Emotional Quotient Inventory: Short and the Nursing Clinical Teacher Effectiveness Inventory total scores ($r_s = .599, P < .01$) and between many subscales of these tools. These findings contribute new knowledge to nursing education, including the following: (a) a significant relationship between Emotional Intelligence and clinical teaching effectiveness exists, (b) faculty exhibit effective overall Emotional Intelligence functioning with room to enhance competencies, and (c) faculty members see themselves as effective in their clinical teaching.²⁶

A study investigated the Emotional Intelligence profile of successful staff nurses to examine correlations among Emotional Intelligence and demographic variables. This descriptive, exploratory study examined the Emotional Intelligence of 42 participants using the Bar-On Emotional Quotient Inventory in Salt Lake City, Utah. Nineteen percent of the participants scored below average on total Emotional Intelligence, whereas 31% scored above average. A negative correlation between age and empathy was found. Relative areas of strength included stress tolerance, problem solving, self-regard, and self-actualization.²⁷

EMOTIONAL INTELLIGENCE AND CLINICAL PERFORMANCE SKILL

A study was conducted to assess the relationship between Emotional Intelligence and clinical interview performance among 116 third year dental students participating in a consultation skills course in Dunedin, New Zealand. This study is on social skill abilities, interview performance and consultation skill. Data collected using standardized psychometric Social Skills Inventory (SSI) and were assessed by tutors, simulated patients, and themselves. Students with higher social skills abilities obtained higher performance scores and demonstrated better interview performance. Patients reported being more likely to return to students for a dental consultation following the second interview, and students' consultation skills were rated (by tutors, patients, and students) higher at the end of the course than the beginning. Female students had higher global social skills abilities and were more emotionally expressive and sensitive than male students, while the latter had better emotional control.

Female students performed better in the first interview than male students, but there was no significant gender difference in the second interview²⁸

A study was conducted to determine the relationship between Emotional Intelligence and clinical performance grade towards the development of a handbook on harnessing emotions in the clinical setting. The study used a descriptive correlation method of research and involved 610 fourth year nursing students of all Colleges of Nursing in Quezon Province, arrived at using the Slovin's formula. A standardized Emotional Intelligence Test developed by the Institute of Health and Human Potential served as the research instrument and review of grades representing the clinical performance of the respondents in three consecutive semesters. The test measures individual's self-awareness, self-management, social awareness and relationship management. Results showed that 311 (51%) had very high Emotional Intelligence of the total population and 34 (5.6%) had low Emotional Intelligence. The clinical performance grade of 380 (62.3%) of 610 selected fourth year nursing students had very satisfactory clinical performance and 1 (0.2%) have unsatisfactory clinical performance. The study concludes that there is a significant relationship between emotional intelligence and clinical performance grade.²⁹

A cross-sectional research study was investigated to assess the inter-relationships between Emotional Intelligence, work stress and burnout among 122 nurses in the Western Cape Province, South Africa. The moderating effect of Emotional intelligence in the stress-burnout relationship and group differences (nurses working in different wards) in burnout were also investigated. Self-report technique were used to collect data and it collected in different wards at four hospitals from a private hospital group. The Swinburne University Emotional Intelligence Test, Sources of Work Stress Inventory and Maslach Burnout Inventory were used to measure Emotional Intelligence, stress and burnout, respectively. Respondents working in maternity, paediatric and Emergency wards reported more feelings of personal accomplishment than those working in general wards. A differential effect of high vs. low Emotional intelligence on the stress-burnout relationship was evident. Workload and the work/family interface emerged as significant predictors of burnout.³⁰

A descriptive correlational design with non-probability sampling methods of 87 nursing students in a university setting was conducted. The variables of focus were emotional intelligence and nursing performance. Emotional intelligence was measured with the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT). Nursing performance was measured using the Six Dimension Scale of Nursing Performance (6-D Scale). The sample was predominately Caucasian (91%), female (93%), mean age 24 years. The mean score for emotional intelligence was 0.53, $SD \pm 0.06$ indicating moderate emotional intelligence. The mean score for nursing performance was 3.14, $SD \pm 0.40$ indicating moderate nursing performance. Emotional intelligence was related to nursing performance. Four of the six nursing performance subscale scores were significantly correlated with the total emotional intelligence scores.¹¹

A study was conducted to examine the association between trait emotional intelligence and learning strategies and their influence on academic performance among 81 first-year accelerated nursing students in Sydney. The study used a prospective survey design. Emotional intelligence was measured by the adapted version of the 144-item Trait Emotional Intelligence Questionnaire. Four subscales of the Motivated Strategies for Learning Questionnaire were used to measure extrinsic goal motivation, peer learning, help seeking and critical thinking among the students. The grade point average score obtained at the end of six months was used to measure academic achievement. The results demonstrated a statistically significant correlation between emotional intelligence scores and critical thinking ($r = 0.41$; $p < 0.001$), help seeking ($r = 0.33$; $p < 0.003$) and peer learning ($r = 0.32$; $p < 0.004$) but not with extrinsic goal orientation ($r = -0.05$; $p < 0.677$). Emotional intelligence emerged as a significant predictor of academic achievement ($\beta = 0.25$; $p = 0.023$). In addition to their learning styles, higher levels of awareness and understanding of their own emotions have a positive impact on students' academic achievement.³¹

A study was aimed to determine the nurses' emotional intelligence impact on the delivered services quality. This descriptive - applied study was carried out through a cross-sectional method in 2010. The research had 2 populations comprising of patients admitted to three academic hospitals of Yazd and the hospital nurses. Sample size was calculated by sample size formula for unlimited (patients) and limited (nursing staff) populations and obtained with stratified- random method. The data was collected by 4 valid questionnaires., Job Satisfaction

Mean \pm SD 3.26 \pm 1.35 2.74 \pm 0.98 3.88 \pm 0.58 73 Emotional intelligence Mean \pm SD 3.41 \pm 0.41 3.17 \pm 1.430 \pm 0.50 Communication Skills, Mean \pm SD 8.13 \pm 1.29 6.62 \pm 1.54 8.97 \pm 1.84 The results of study indicated that nurses' emotional intelligence has a direct effect on the hospital services quality. The study also revealed that nurse's job satisfaction and communication skills have an intermediate role in the emotional intelligence and service quality relation.³²

A study was conducted to describe the development of Emotional Intelligence, leadership, and caring in undergraduate nursing students throughout their educational program. A correlational, repeated measures study design was used. Fifty-two nursing students completed four self-report questionnaires [BarOn Emotional Quotient Inventory: Short (EQ-i:S), Self-Assessment Leadership Instrument (SALI), Caring Ability Inventory (CAI), and Caring Dimensions Inventory (CDI)] on three occasions (T1, T2, T3). Changes in Emotional Intelligence were positively correlated ($r > 0.50$, $p < 0.001$) with changes in Assessment Leadership Instrument, Caring Ability Inventory Knowing, and Caring Ability Inventory Courage. During their undergraduate program, nursing students had significant increases in caring and Emotional Intelligence adaptability but not in overall Emotional Intelligence or leadership.³³

A study was conducted to measure Emotional Intelligence and performance level of clinical staff nurses among thirty-six nurses in 3 urban hospitals at Honolulu, Hawaii. Emotional Intelligence, nursing performance level, and career/organizational variables were measured. Result shows significant positive correlations between clinical performance level and Emotional Intelligence scores were observed. A large percentage of the clinical staff demonstrated below average total Emotional Intelligence scores and sub scores (perceiving emotions, experiencing emotions).³⁴

MEASURES TO BOOST UP EMOTIONAL INTELLIGENCE

A study was conducted to assess the effects of yoga on female adolescents' health was conducted in Prince of Songkla University, HatYai Campus. Experimental research Subjects were female students, Randomization with the computerized minimization program version 2.0 was used to assign female adolescents to a practicing yoga group ($n = 64$) or a control group ($n = 64$). Female adolescents in the experimental group practiced yoga for 12 weeks. Health questionnaires and physical fitness forms were used for data collection.

After intervention, the results showed that the female adolescents who practiced yoga in the experiment group had mean scores for physical health, mental health, social health, and spiritual health were significantly higher than those of female adolescents who did not practice yoga in the control group.³⁵

A study was conducted to assess the effects of an emotional intelligence Education program on the emotional intelligence Of children . The sample group were 6-year-old children attending preschool classes (N = 120). A subgroup of 40 students attended a 12-week emotional intelligence program. After 12 weeks the children were measured using the Sullivan Emotional Intelligence Scale; results showed that an emotional intelligence education program contributed significantly to children's emotional intelligence levels.³⁶

A research study conducted at the University of Kentucky among 21 nurses, Ten were from a neuroscience surgery service unit and eleven worked in trauma and acute care at a hospital. The group of eleven nurses was put through a one-day workshop where they did exercises with five horses. Each exercise was created to foster emotional intelligence facets such as social awareness, self-management, self-awareness and relationship management. For the group that worked with horses their scores on all the four facets listed above increased, whereas they did not for the nurses that did not attend the daylong workshop. (Both groups of nurses were give an emotional intelligence evaluation before the horse workshop took place). It found that working with horses could increase emotional intelligence³⁷

CHAPTER III

METHODOLOGY

This chapter deals with methodology adopted to gather valid and reliable data for the study. It includes a brief description of research approach, research design, the setting, the population, sample and sampling technique, development and description of tools, content validity, reliability of the tool, data collection procedure and the plan for data analysis.

Research approach

The research approach covers the basic procedure for conducting research. The present study aimed to evaluate the effect of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students in selected College of Nursing, Kannur district. The study further aim to find the relationship between Emotional Intelligence and clinical performance skill of nursing students, then to find the association between Emotional Intelligence and selected variables. In view of the nature of the problem and to accomplish the objectives of the study the researcher used quasi experimental approach.

Research design

A research design is the overall plan for obtaining answers to the questions being studied and for handling some of the difficulties encountered during the research process.

In order to achieve the objectives of the study, the researcher adopted one group pre test post test only design.

O1 X O2

Key :

O1 : Pre test on Emotional Intelligence and clinical performance skill of nursing students

X : Multi intervention package

O2 : Post test on Emotional Intelligence and clinical performance skill of nursing students

Variables

A variable is an attribute of a person or subject that varies or taken on different values .

In this study ,

Independent variable : Multi intervention package on Emotional Intelligence

Dependent variable : Emotional intelligence and clinical performance skill of nursing students.

Other variables : Selected variables

Settings of the study

Setting is the physical location and condition in which data collection takes place in a study.

The study will be conducted in selected College of Nursing in Kannur district

Population

Population of a study is the entire set of individuals having some common characteristics.

In the present study population was nursing students.

Sample and Sampling technique

Sample:

A Sample is subsets of population elements.

The sample for the study consists of 2nd year BSc nursing students ,who fulfill the inclusion criteria.

Sampling technique:

Sampling is the process of selecting a portion of the population to represent the entire population.

In this study non probability sampling in which convenience sampling was used to select sample.

Sample size: 30

Inclusion criteria:

Second year BSc nursing students who are willing to participate in the study.

Exclusion criteria:

Students who are taking any psychiatric medications

Tool / instrument**Development / selection of tool**

The investigator reviewed the research and non research literature related to Emotional Intelligence ,clinical performance skill of nursing students and measures to assess Emotional Intelligence and clinical performance skill. Several tools were reviewed for assessing the features of Emotional Intelligence and clinical performance skill. Formal discussion was conducted with nursing experts. Suggestions from the psychologist and nursing experts were received.

Description of tool**Technique**

The means of gathering data with the use of specific tools that are used in given methods are known as techniques of data collection.

In the present study the technique is self reporting and observation. Self reporting is used to collect personal data and Emotional Intelligence , then observation is used to assess clinical performance skill.

Tool

A research instrument / tool is a device used to measure the concept of interest in a research project that an investigator uses to collect data.

In present study the tools are

Research tool

Tool I – Questionnaire to assess personnel variables

Tool II –Emotional Intelligence assessment rating scale

Tool III- Clinical performance assessment rating scale

Tool I – Questionnaire to assess personnel variables.

This tool was developed to collect base line information. It consist of fourteen items namely age, gender, religion, type of family, presence of siblings ,occupation of parents, income per month, opinion about family, place of residence, family members from nursing profession, practice of yoga and other relaxation techniques, percentage of marks in plus two, syllabus, leisure time activities.

Tool II –Emotional Intelligence assessment rating scale.

The investigator modified this tool from trait Emotional Intelligence questionnaire . It consist of total 30 items .It is a 5 point rating scale .The 30 items are prepared from 6 content areas such as self management, awareness, empathy ,self control, communication, relationship with others.

Every item in the tool is scored as (score 1)-strongly disagree, (score 2)-disagree, (score 3)- neither, (score 4)-agree, (score -5)-strongly agree . Items with reverse scoring was also included.

The grading of Emotional Intelligence will be do as

Very high—120-150

High-- 90-119

Average ---60-89

Low ---30-59

Tool III- Clinical performance assessment rating scale.

The researcher developed this tool. It consist of total 46 items .It is a five point rating scale .The 46 items are prepare from 4 areas such as patient centered care- nursing process assessment, professionalism, attitude.

Every item in the tool is scored as (score 1)- poor ,(score 2)- below average, (score 3)- average, (score 4)- good ,(score -5)- excellent.

The grading of Clinical performance will be do as

Excellent – 90%

Very good – 75%- 90%

Good- 60%-75%

Average-50%-60%

Poor – below 50%

Development of the tool

Based on the review of literature following tools are developed

- Questionnaire to assess personal variables
- Emotional Intelligence assessment rating scale
- Clinical performance assessment rating scale

The entire tool is presented before a group of experts , made necessary correction and send for validation to the subject experts.

Intervention

Multi interventional package will be used as an intervention for this study. It refers to the program that includes the technique to improve communication skill and self management yoga to reduce the stress ,strategies for improving motivation and leadership skill.

Content validity

The tool along with statement of the problem, and objectives send to six experts. The experts were from various fields like nursing, psychology and psychiatry . The necessary modifications and addition of the items were done as per suggestions.

Reliability

Reliability of the Emotional intelligence assessment rating scale

Reliability of a tool is the degree of consistency or dependability with which an instrument measures what is supposed to measure.

The reliability of the Emotional Intelligence assessment scale assessed by split half method. Here 30 items in the research instrument divided in to two equal parts based on the even and odd number questions ,then scored the item independently, and assessed the correlation by using formula. $r^2 = 2r / 1+r$, r = the correlation coefficient computed on split half method, r^2 =the estimated reliability of the entire test.

Reliability of the tool is 0.74

Reliability of the Clinical performance assessment rating scale

The reliability of the clinical performance assessment rating scale assessed by inter rater method. Here two observer observed the same sample at the same time , then assessed the score of each student by the two observer by using Karl spearson's correlation coefficient then calculated the reliability.

Reliability of the tool is 0.83

Pilot study

Pilot study was conducted in ten 2nd year Bsc nursing students in College of Nursing, Anjarakandy, Kannur district. Pilot study was conducted for one week. After getting permission from concerned authority researcher selected 10 sample conveniently according to inclusion criteria. Pre test was done on 7/12/12. The group was provided with multi interventional therapy including yoga and activities to improving Emotional Intelligence for one week. Then the group were subjected to post test on 20/12/12. The data were tabulated and analyzed using descriptive and inferential statistics. It was found that the data were amenable to statistical analysis and the study was found feasible.

Plan for data collection:

After getting permission from concerned authorities. Sample selected using convenience sampling technique and informed consent obtained. Data obtained from the group by using effective tool. The researcher administered multi interventional therapy on Emotional Intelligence for 1hr every day up to one weeks and reassessment done on next week for the group.

Plan for data analysis

Descriptive statistics methods like frequency, percentage, mean, standard deviation, and inferential statistical methods like t 'test , chi square test , karl pearson's correlation coefficient will be used in this study.

The following scheme of analysis was formulated with the help of experts.

- The demographic data will be analyzed by using frequencies and percentages.
- The effect of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students will be analyzed by using paired ' t ' test
- The relationship between Emotional Intelligence and clinical performance skill of nursing students will be analyzed by using karl pearson's correlation coefficient .
- The association between Emotional Intelligence and selected variables will be analyzed by using 'chi square' test.

ANALYSIS AND INTERPRETATION OF MAIN STUDY

The present study is intended to evaluate the effect of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students in selected College of Nursing , Kannur district.

Data collected from 30 samples were tabulated and analyzed and interpreted using descriptive and inferential statistics .The findings of study are presented under the following sections.

- Section I : Sample characteristics.
- Section II : Emotional Intelligence of nursing students.
- Section III : Clinical performance skill of nursing students.
- Section IV : Effect of multi interventional therapy on Emotional Intelligence of nursing students.
- Section V : Effect of multi interventional therapy on clinical performance skill of nursing students.
- Section VI : Relationship between Emotional Intelligence and clinical performance skill of nursing students.
- Section VII : Association between Emotional Intelligence and selected variables.

Section 1: Sample characteristics .

N=30

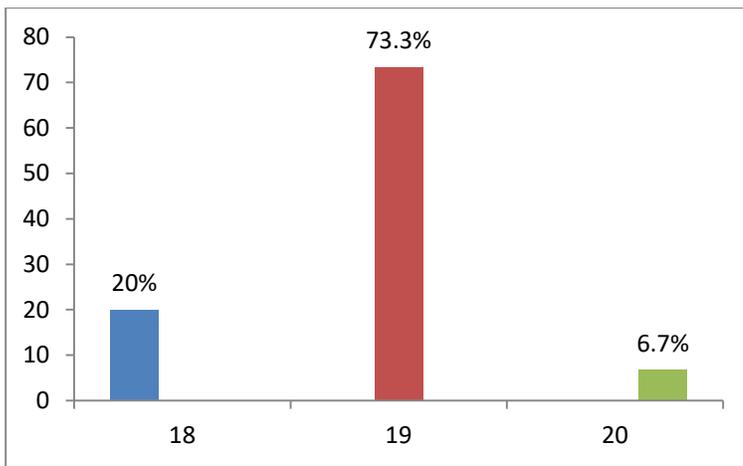


Figure 3: bar diagram showing distribution of sample based on age .

Data presented in figure 3 shows that majority ,22 (73.3%) of the sample were 19 years old.

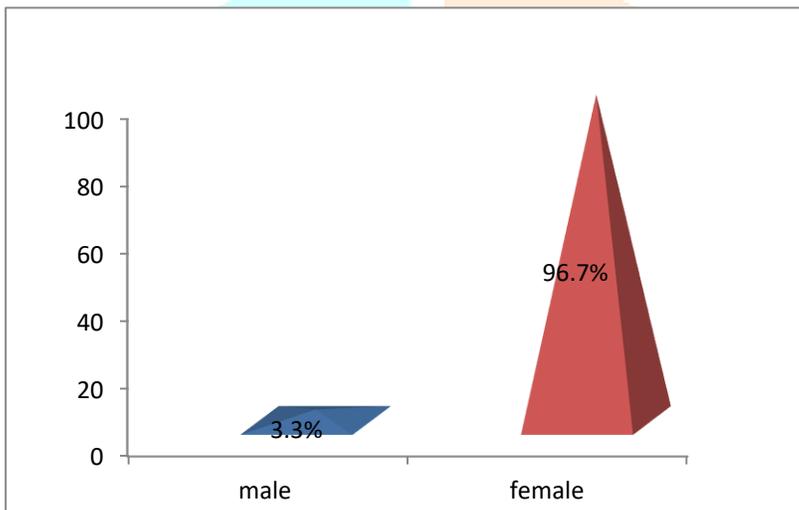


Figure 4 : Cone diagram showing distribution of sample based on gender.

Data presented in figure 4 shows that majority , 29 (96.7 %) of the sample were females.

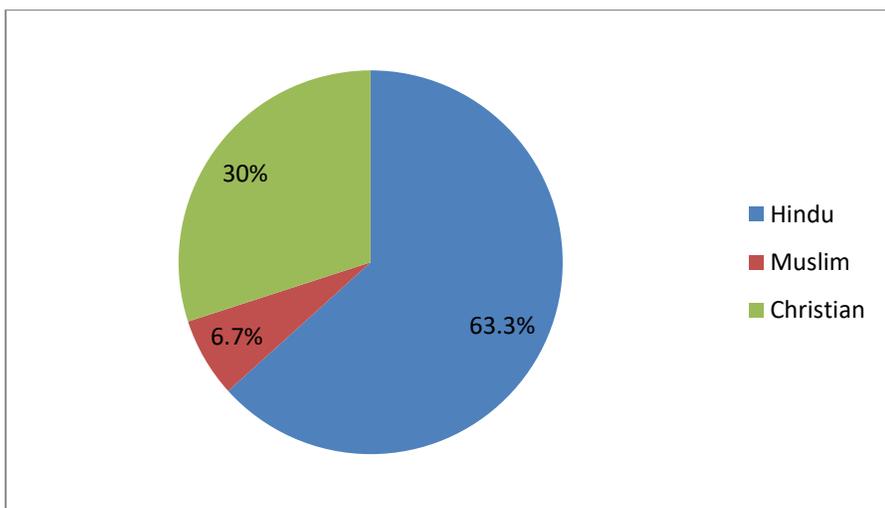


Figure 5 : Pie diagram showing distribution of sample based on religion.

Data presented in figure 5 shows that majority , 19 (63.3%) of the sample were Hindu's .

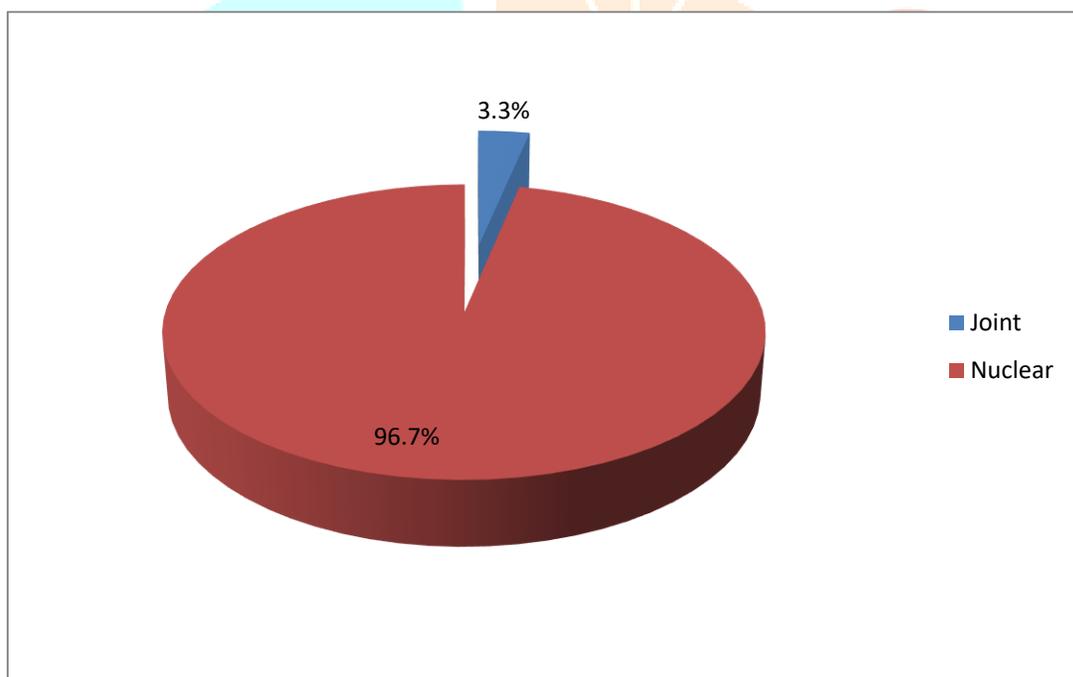


Figure 6 : Split Pie diagram showing distribution of sample based on type of family.

Data presented in figure 6 shows that majority, 29(96.7%)of the sample were from nuclear family.

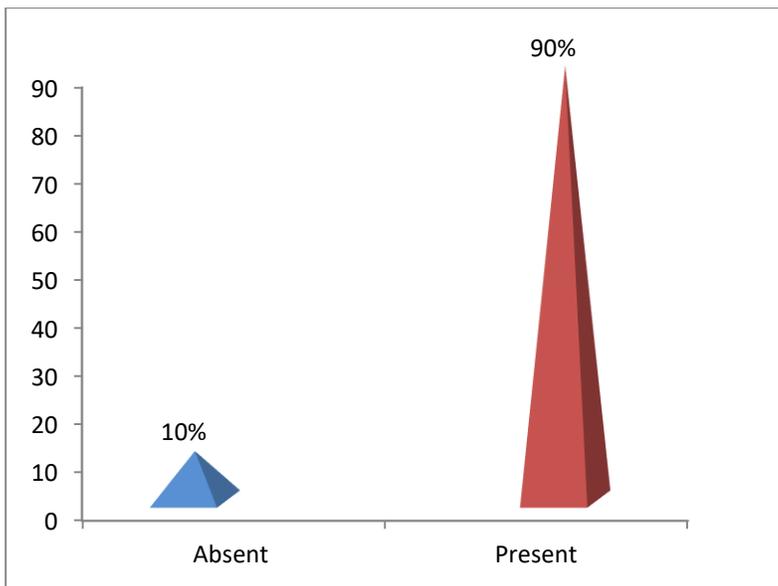


Figure 7 : Cone diagram showing distribution of sample based on siblings.

Data presented in figure 7 shows that majority, 27 (90%)of the sample had siblings.

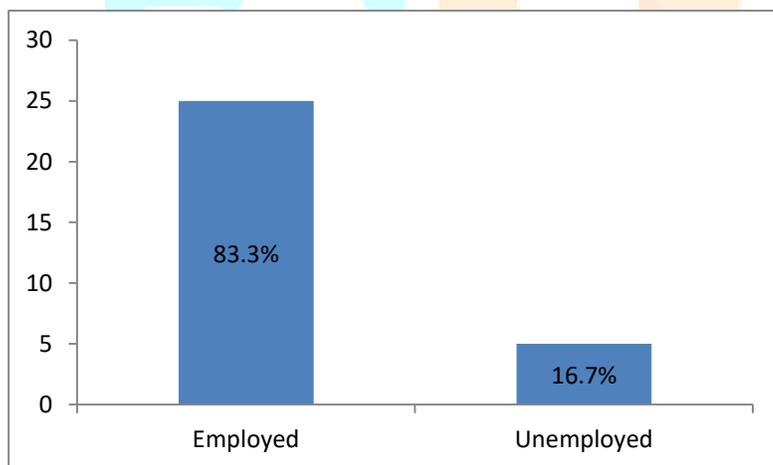


Figure 8 : Bar diagram showing distribution of sample based on occupation of father.

Data presented in figure 8 shows that majority ,25(83.3%) of the sample had employed father.

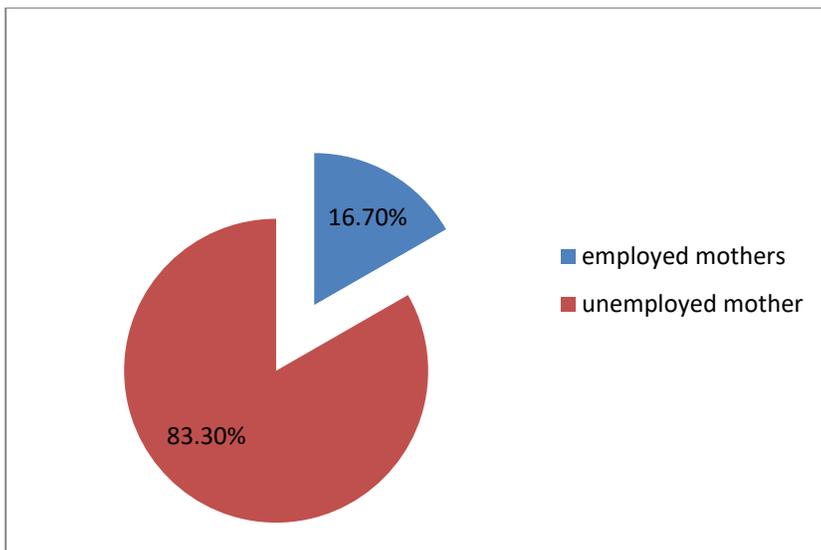


Figure 9: Split Pie diagram showing distribution of sample based on occupation of mother.

Data presented in figure 9 shows that majority, 25 (83.3%) of the sample had unemployed mother.

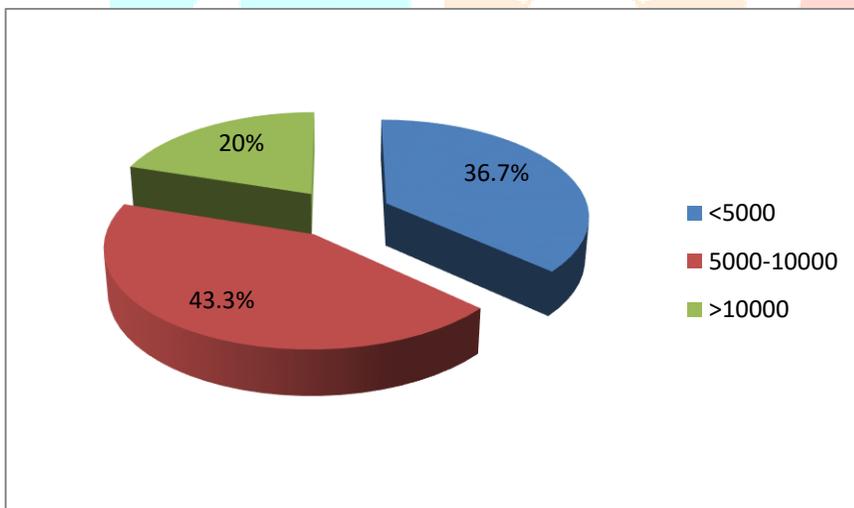


Figure 10: Split pie diagram showing distribution of sample based on monthly income .Data presented in

figure 10 shows that most, 13 (43.3%) of the sample had monthly income between 5000-10000.

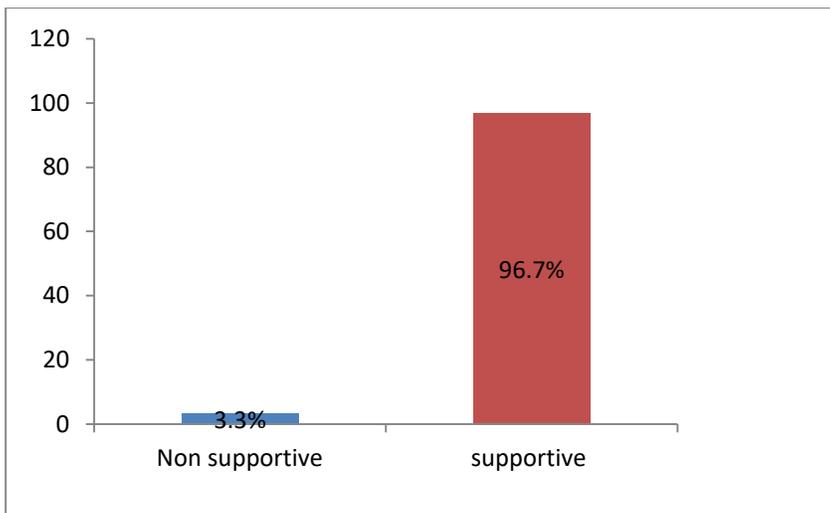


Figure 11: Bar diagram showing family support of the sample .

Data presented in figure 11 shows that majority , 29 (96.7 %) of the sample had supporting family.

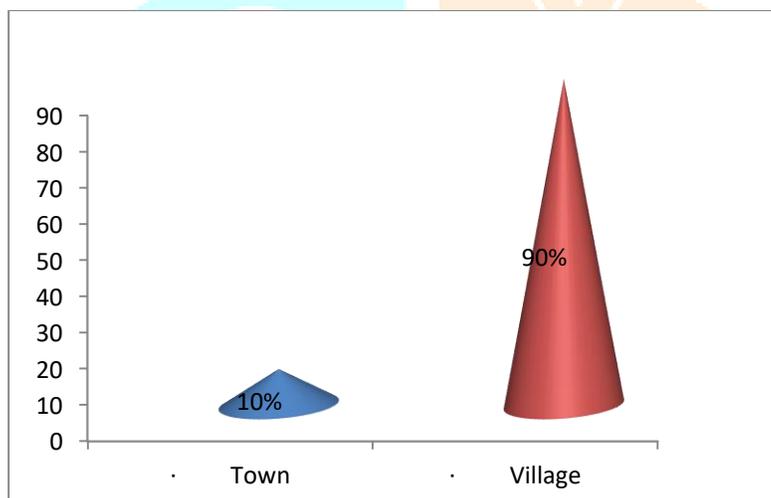


Figure 12: Cone diagram showing distribution of sample based on place of residence.

Data presented in figure 12 shows that majority, 29 (90 %) of the sample were living in village.

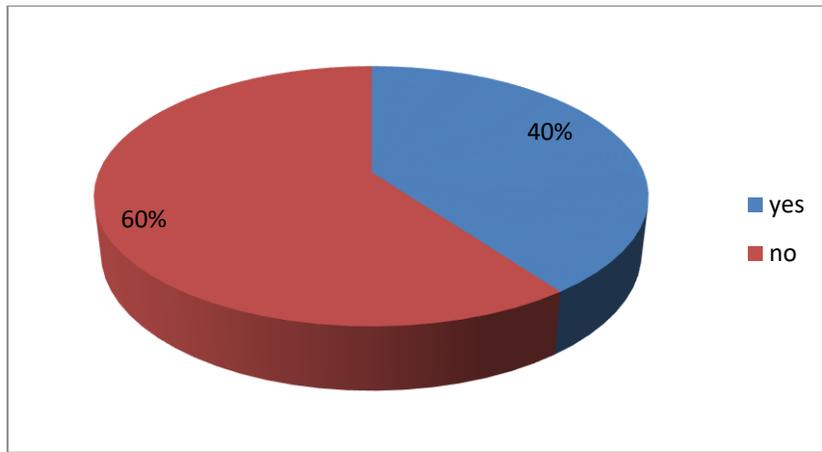


Figure 13 : Pie diagram showing distribution of sample based on family members from nursing profession.

Data presented in figure 13 shows that majority, 18 (60%) of the sample had family members from nursing profession.

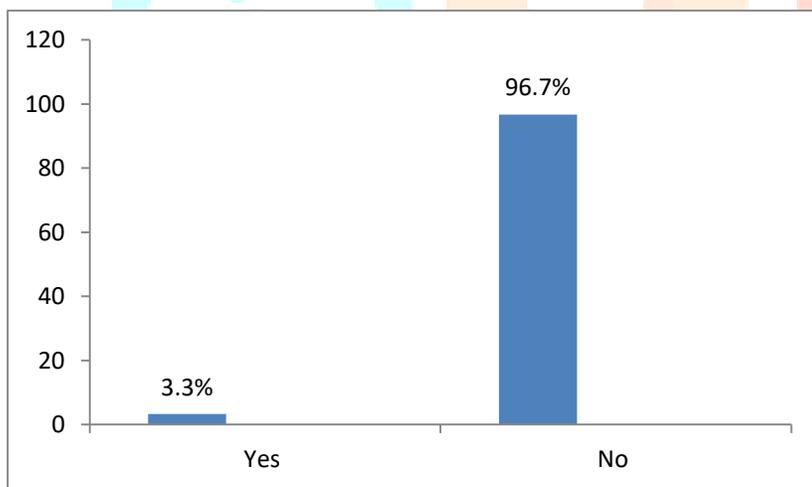


Figure 14: Bar diagram showing distribution of sample based on the practice of yoga and relaxation technique.

Data presented in figure 14 shows that majority, 29 (96.7%) of the sample had no practice of yoga and relaxation techniques .

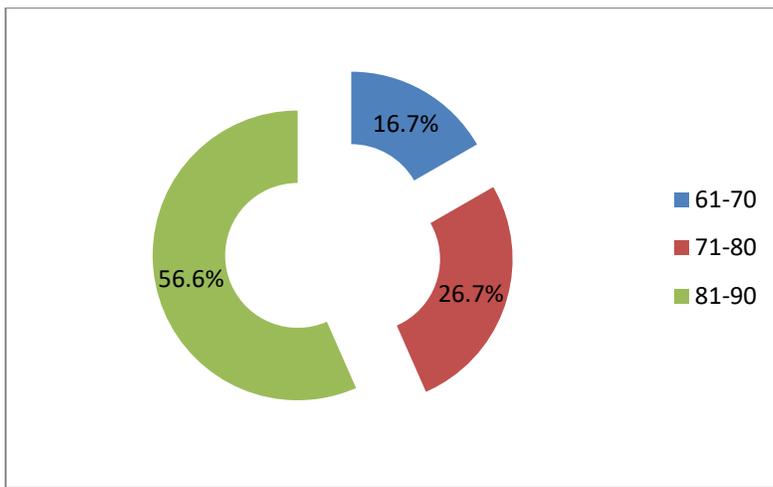


Figure 15 : Split pie diagram showing distribution of sample based on percentage of marks in plus two.

Data presented in figure 15 shows that most, 17 (56.6%) of the sample had the percentage of marks between 81-90

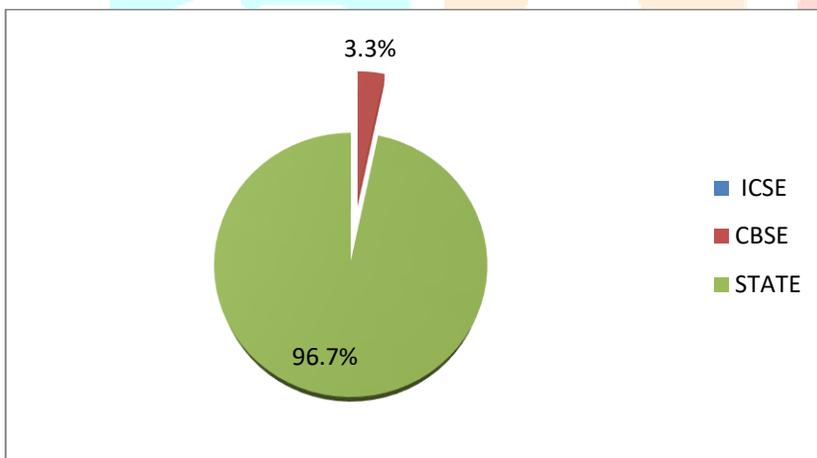


Figure 16: Split Pie diagram showing distribution of sample based on syllabus studied .

Data presented in figure 16 shows that majority, 29 (96.7%) of the sample studied state syllabus.

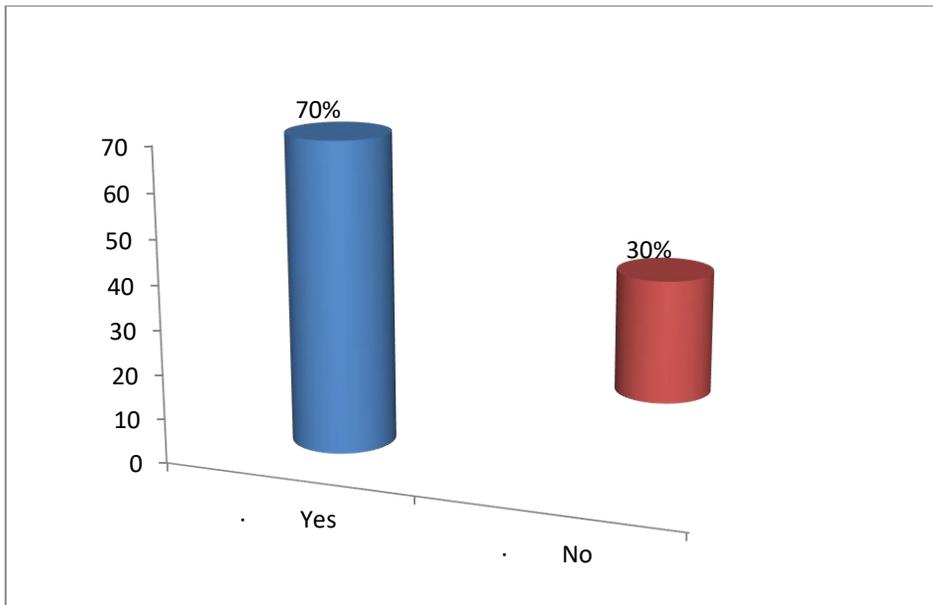
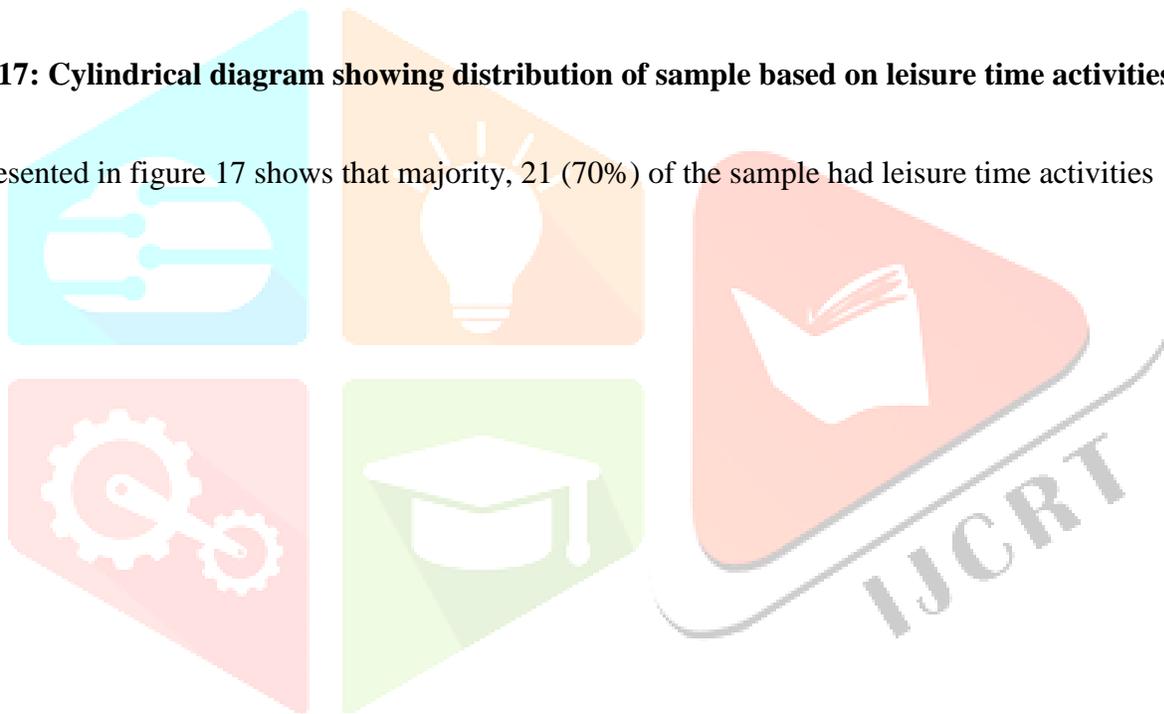


Figure 17: Cylindrical diagram showing distribution of sample based on leisure time activities.

Data presented in figure 17 shows that majority, 21 (70%) of the sample had leisure time activities



Section II: Emotional Intelligence of nursing students

Table 2: Frequency and percentage distribution of sample based on Emotional Intelligence.

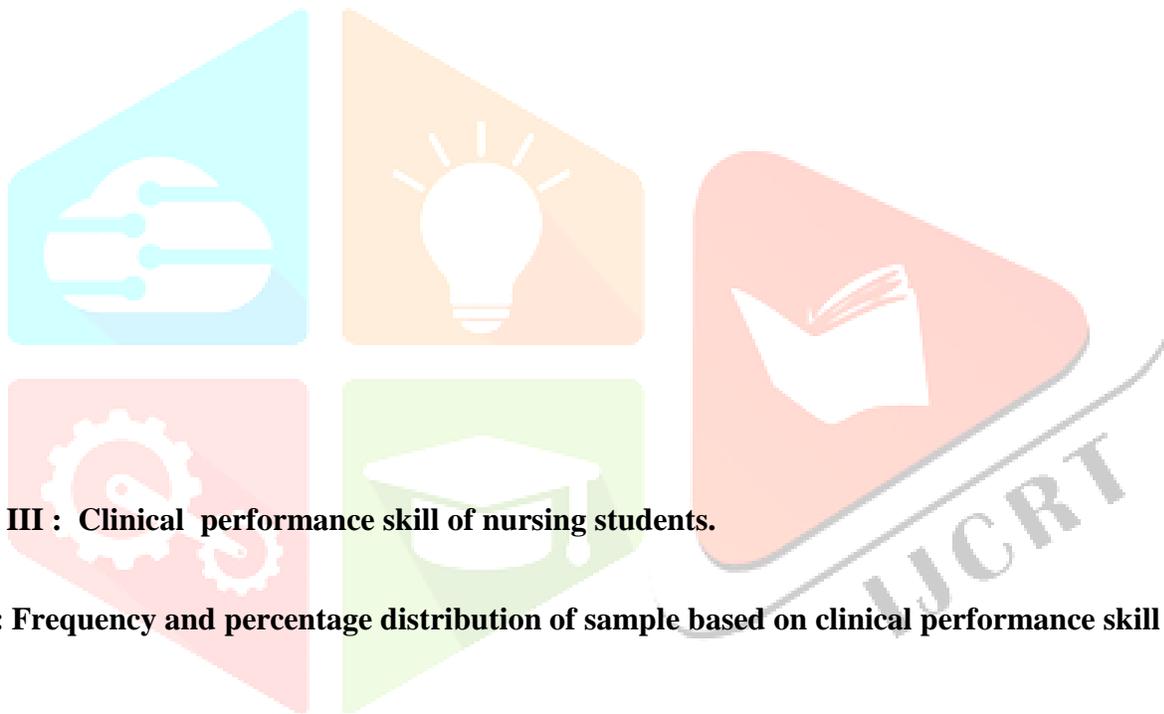
N=30

Level of emotional	Frequency	%
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intelligence

Very high	0	0
High	18	60
Average	12	40
Low	0	0

Data presented in table 2 shows that majority ,(60 %) of sample had high Emotional Intelligence .



Section III : Clinical performance skill of nursing students.

Table3: Frequency and percentage distribution of sample based on clinical performance skill .

N=30

Level of clinical performance skill	Frequency	%
Excellent	0	0
Very good	0	0
Good	15	50
Average	15	50
Poor		0

Data presented in the table 3 shows that 50% of sample had good clinical performance skill .

Section IV: Effect of multi interventional therapy on Emotional Intelligence of nursing students .

H1- There is significant improvement in Emotional Intelligence after multi interventional therapy.

H01 –There is no significant improvement in Emotional Intelligence after multi interventional therapy.

Table 4: Comparison of pre test and post test scores of Emotional Intelligence of nursing students.

	Mean	SD	df	t	P
Emotional Intelligence of nursing students					
Pretest	95	11.01	29	3.08	0.004
Posttest	105.6	18.77			

N=30

P < 0.05 level

Data presented in table 4 shows that calculated t value is more than the table value (2.05) is statistically significant at 0.05 level. Hence null hypothesis rejected and research hypothesis accepted by stating that there is a significant improvement in Emotional Intelligence after multi interventional therapy.

Section V: Effect of multi interventional therapy on clinical performance skill of nursing students.

H2- There is significant improvement in clinical performance skill after multi interventional therapy.

H02–There is no significant improvement in clinical performance skill after multi interventional therapy.

Table 5: Comparison of pre test and post test scores of clinical performance skill of nursing students.

N=30

Clinical performance skill of nursing students	Mean	SD	df	t	P
Pre test	136.83	6.7	29	8.394	0.00
Post test	148.86	10.7			

Significant at < 0.05 level

Data presented in table 5 shows that calculated t value is more than the table value (2.05) is statistically significant at 0.05 level. Hence null hypothesis rejected and research hypothesis accepted by stating that there is a significant improvement in clinical performance skill after multi interventional therapy.

Section VI: Relationship between Emotional Intelligence and clinical performance skill of nursing students.

H2: There is a significant relationship between Emotional Intelligence and clinical performance skill of nursing students.

H02 : There is no significant relationship between Emotional Intelligence and clinical performance skill of nursing students.

Table 5: Relationship between emotional intelligence and clinical performance skill of nursing students .

N=30

Variables	R	df	Significance	P
Emotional intelligence Clinical performance skill	0.323	28	S	0.081

P > 0.05

Data presented in table 5 shows that there is positive correlation between Emotional Intelligence and clinical performance skill of nursing students. Hence null hypothesis rejected and research hypothesis accepted by stating that there is a positive relationship between Emotional Intelligence and clinical performance skill of nursing students.

Section VII : Association between Emotional Intelligence and selected variables.

H3: There is a significant association between Emotional Intelligence and selected variables. H03: There is no significant association between Emotional Intelligence and selected variables.

Table 6: Association between emotional intelligence and selected variables.

N=30

Personal variable	<median	>_median	df	χ^2	Significance
1) Age					
18	3	3	2	0.241	NS

19 12 10

20 1 1

2)Gender NS

• Male 1 0 1 0.004

• Female 15 14

3)Religion

• Hindu 12 7

• Muslim 1 1 2 9.65 S

• Christian 3 6

4) Type of Family

• Joint 1 0 1 3.88 S

• Nuclear 15 14

5)Do you have siblings?

• Yes 11 16 1 6.525 S

• No 3 0

6)Occupation of your

parents

Father

• Employed 12 13 1 0.96 NS

• Unemployed 3 2

Mother

• Employed	4	1	1	0.96	NS
• Unemployed	11	14			

7)Income per month

• <5000	5	6			
• 5001-1000	6	7	2	0.826	NS
• >10001	4	2			

8)Your opinion about family

• Supportive	15	14	1	0	NS
• Non supportive	0	1			

9)Place of residence

• Town	1	2			
• village	14	13	1	0.888	NS

10)Is there anyone in your family from nursing profession

• Yes	4	8	1	3.47	NS
• No	11	7			

11) Do you practice
yoga and other
relaxation techniques?

• Yes	0	1	1	4.438	S
• No	16	13			

12)Percentage of mark
in plus two

• <70	2	3			
• 70-80	5	3	2	0.65	NS
• >80	9	8			

13)Syllabus you have
studied

ICSE	0	0	2	1.02	NS
CBSE	1	0			
STATE syllabus	15	14			

14)Do you have any
Leisure time activities

• Yes					
• No	11	10	1	0.182	NS
	5	4			

P= 0.05

The data presented in table 6 shows that calculated chi square value is less than the table value except for religion, type of family, no of siblings ,yoga and relaxation technique . Hence null hypothesis partially accepted .

CHAPTER V

RESULTS

The study was conducted to evaluate the effect of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students in selected College of Nursing , Kannur district.

OBJECTIVES:

The objectives of the study are :

- Assess the Emotional Intelligence and clinical performance skill of nursing students.
- Evaluate the effect of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students.
- Find the relationship between Emotional Intelligence and clinical performance skill of nursing students.

HYPOTHESES

- There is a significant improvement in Emotional Intelligence after multi interventional therapy .
- There is a significant improvement in clinical performance skill after multi interventional therapy .
- There is a significant relationship between Emotional Intelligence and clinical performance skill of nursing students.

RESULTS

- Section I : Sample characteristics.

The majority (73.3 %)of the sample were 19 years old and 20 % of the sample were 18 years old. In gender majority, 29 (96.7 %) of the sample were females. In religion majority , 19 (63.3%) of the sample were Hindu's and 10,(30%)were Christians. Majority, 29(96.7%)of the sample were from nuclear family. The majority, 27 (90%)of the sample had siblings . Based on occupation majority , 25 (83.3%)of the sample had employed

father and majority, 25 (83.3%) of the sample had unemployed mother. Most, 13 (43.3%) of the sample had monthly income between 5000-10000 and (36.6 %) had income below 5000. Majority, 29 (96.7 %) of the sample had supporting family. Based on place of residence majority, 29 (90 %) of the sample were living in village. In the practice of yoga and relaxation technique majority, 29 (96.7%) of the sample had no practice of yoga and relaxation techniques. Majority, 18 (60%) of the sample had family members from nursing profession. Majority, 21 (70%) of the sample had leisure time activities. Regarding the percentage of marks in plus two most, 17 (56.6%) of the sample had the percentage of marks between 81-90, 26.7% belong to the percentage of marks between 71-80. The majority, 29 (96.7%) of the sample studied state syllabus.

- Section II : Emotional Intelligence of nursing students.

The majority, 60% of sample had high Emotional Intelligence, and 40% of the sample had average Emotional Intelligence

- Section III : Clinical performance skill of nursing students.

The 50% of sample had good clinical performance skill and other 50% of the sample had average clinical performance skill

- Section IV : Effect of multi interventional therapy on Emotional Intelligence of nursing students.

Mean of the pre test score of Emotional Intelligence was 95 and mean of post test score was 105.61. The calculated t value is more than the table value (2.05) is statistically significant at 0.05 level. Hence null hypothesis rejected and research hypothesis accepted by stating that there is a significant improvement in Emotional Intelligence after multi interventional therapy.

- Section V : Effect of multi interventional therapy on clinical performance skill of nursing students.

Mean of the pre test score of the clinical performance skill was 136.83 and mean of the post test score was 148.86. The calculated t value is more than the table value (2.05) is statistically significant at 0.05 level. Hence null hypothesis rejected and research hypothesis accepted by stating that there is a significant improvement in clinical performance skill after multi interventional therapy.

- Section VI : Relationship between Emotional Intelligence and clinical performance skill of nursing students.

The r value of Emotional intelligence and clinical performance skill was 0.323. It shows that there is positive correlation between Emotional Intelligence and clinical performance skill of nursing students. Hence null hypothesis rejected and research hypothesis accepted by stating that there is a significant relationship between Emotional Intelligence and clinical performance skill of nursing students.

- Section VII : Association between Emotional Intelligence and selected variables.

It consists of fourteen items namely age, gender, religion, type of family, presence of siblings, occupation of parents, income per month, opinion about family, place of residence, family members from nursing profession, practice of yoga and other relaxation techniques, percentage of marks in plus two, syllabus, leisure time activities. There is a significant association between Emotional Intelligence and selected variables such as religion ($\chi^2 = 8.325, df = 2, p = 0.05$), type of family ($\chi^2 = 3.88, df = 1, p = 0.05$), presence of siblings ($\chi^2 = 6.525, df = 1, p = 0.05$), practice of yoga and relaxation techniques ($\chi^2 = 4.438, df = 1, p = 0.05$). So the calculated chi square value is less than the table value except religion, type of family, no of siblings, yoga and relaxation technique. Hence null hypothesis partially accepted by stating that there is a significant association between Emotional Intelligence and selected variables.

CHAPTER VI

DISCUSSION, SUMMARY AND CONCLUSION

Discussion

The study was conducted to evaluate the effect of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students in selected College of Nursing , Kannur district.

The findings of the study discussed in this chapter.

The majority (73.3 %)of the sample were 19 years old and 20 % of the sample were 18 years old. In gender majority, 29 (96.7 %) of the sample were females. In religion majority , 19 (63.3%) of the sample were Hindu's and 10,(30%)were Christians. Majority, 29(96.7%)of the sample were from nuclear family. The majority, 27 (90%)of the sample had siblings . Based on occupation majority , 25 (83.3%)of the sample had employed father and majority , 25 (83.3%)of the sample had unemployed mother. Most, 13 (43.3%) of the sample had monthly income between 5000-10000 and (36.6 %) had income below 5000.Majority , 29 (96.7 %) of the sample had supporting family .Based on place of residence majority, 29 (90 %) of the sample were living in village. In the practice of yoga and relaxation technique majority, 29 (96.7%) of the sample had no practice of yoga and relaxation techniques .Majority, 18 (60%) of the sample had family members from nursing profession. Majority, 21 (70%) of the sample had leisure time activities . Regarding the percentage of marks in plus two most ,17 (56.6%) of the sample had the percentage of marks between 81-90,26.7% belong to the percentage of marks between 71- 80.The majority , 29 (96.7%)of the sample studied state syllabus.

A study was conducted to examine the emotional intelligence and its relationship to student achievement . The study samples were 200 students in 11th and 12th grade in South Texas .Each subject were asked to report emotional intelligence assessment measure and Texas learning index and result showed $r=-.123,.218$ at .05 level So study concluded by stating that there is a relationship between gender, socioeconomic status with emotional intelligence and also revealed that there is relationship with emotional intelligence and achievement of students

Present study shows that null hypothesis partially accepted except in case of religion, type of family, no of siblings ,yoga and relaxation technique so study concluded by stating that there is no significant association between Emotional Intelligence and selected variables.

Summary

The study was conducted to evaluate the effect of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students in selected College of Nursing , Kannur district.

Objectives:

The objectives of the study are :

- Assess the Emotional Intelligence and clinical performance skill of nursing students.
- Evaluate the effect of multi interventional therapy on Emotional Intelligence and clinical performance skill of nursing students.
- Find the relationship between Emotional Intelligence and clinical performance skill of nursing students.
- Find the association between Emotional Intelligence and selected variables.

Vast related literatures were collected by the investigator to support the study. The conceptual framework applied for the study is based on General Systems Theory. Input is the multi intervention therapy for improving Emotional Intelligence , through put refers to process of giving information (multi interventional therapy) to the groups. Output refers to the improvement in Emotional Intelligence after multi interventional therapy. Feedback refers to evaluation of the student performance after implementing the program. Environment refers to the internal and external environment that may influence of the students. Goal is to identify the relationship between Emotional Intelligence and clinical performance.

In this quasi experimental approach, one group pre test post test design was used.

The population selected for the study was nursing students in College of nursing ,Thalassery.

The data were collected by the help of self reporting and observation Self reporting is used to collect personal data and Emotional Intelligence , then observation is used to assess clinical performance skill.

The tool along with statement of the problem, and objectives send to experts from various fields like nursing, psychology and medical surgical nursing

To ensure reliability, the tool were administered to 10 nursing students . The reliability of the Emotional Intelligence assessment scale assessed by split half method and it was found to be 0.74. The reliability of the clinical performance assessment rating scale assessed by inter rater method and the reliability of the tool is 0 .83

Pilot study was conducted in ten 2nd year Bsc nursing students in College of Nursing, Anjarakandy, Kannur

Data collection for the main study in the month of February 2013. Quasi experimental study was conducted among 30 nursing students in college of nursing thalassery. Sample selected using convenience sampling technique and informed consent obtained. The pretest was done to assess emotional intelligence . The researcher administered multi interventional therapy on Emotional Intelligence for 1hr every day up to two weeks and reassessment done on next week for the group. The analysis of the obtained data were planned based on the objectives of the study. Both descriptive and inferential were used for the analysis and interpretations. Descriptive statistics were used for calculating frequency and percentage. t-test was used to find out the effectiveness of multi interventional therapy on Emotional Intelligence and clinical performance skill. karl pearson's correlation coefficient was used to find the relationship between Emotional Intelligence and clinical performance skill of nursing students . Chi square test was used to find the association Emotional Intelligence between and selected variables

Conclusion

The study finding showed that the majority of (60%) of nursing students have good Emotional Intelligence and 50% of sample had good clinical performance skill . Null hypothesis is partially accepted by stating there is no significant association between Emotional Intelligence between and selected variables. The study concluded that there is significant improvement in clinical performance skill and Emotional Intelligence after multi

interventional therapy also concluded that there is positive correlation between Emotional Intelligence and clinical performance skill of nursing students.

Nursing implications

The findings of the study have implications in the nursing practice, nursing administration, nursing education and nursing research.

Nursing practice

The nursing profession demands that the nurse, in the process of care, has to interact with the patients, the medical fraternity and the health care workers constantly. This interaction is not just conversation. It is a complex process that involves nurse perception, understanding of the patient emotions and utilization of the perceptions to manage patient situations towards the goal of effective patient care. Today, patient care not only includes quality medical care but also a care concept that encompasses respecting patient's goals, preferences and choices, obliging their emotional, social and spiritual needs using the strengths of interdisciplinary resources. Many patients suffer only when they do not receive adequate care for the symptoms accompanying their serious illness. Thus, care cannot be confined to the physical ailment but also the psychological and spiritual needs. The study provide an insight into the Emotional Intelligence and its relationship with clinical performance . Hence it is important to know the various aspects of emotional intelligence . Findings of the study depict the fact that there is a improvement in emotional intelligence after multi interventional therapy. So it will help the students to perform very well in clinical as well as in their daily life. Nurses should develop skills to assess patient's responses to the illness. This requires active self-introspection of the events, assessment of the events, psychological understanding of the patients and above all a genuine concern for the ill. The perception cannot be universal in the sense that every patient differs and has different attitudes on various issues of life and has varied levels of understanding and withstanding capabilities. It should be recognized that the nurses are confronted not only by the patient emotions but also their own. This is especially true in situations where some patients will die despite the best efforts due to diseases like cancer and HIV or various other factors. Nurse have to confront and

manage their own emotions also in situations, where, some terminally ill patients request for assistance for suicide in states like Oregon, which have a legal back up for physician assisted deaths.

Nursing education

This study showed that an emotional intelligence education program can influence students emotional intelligence. Supporting the development of the emotional intelligence of students will also assist the development of their academic abilities. Furthermore, enhancing emotional abilities in early years may provide students with a useful tool in achieving success during adulthood. Therefore, when designing a curriculum for nursing students, the inclusion of an emotional intelligence development program should be seriously considered. Teachers may also add to an existing curriculum a series of activities aimed at enhancing the students' emotional abilities. Finally, parents should be aware that success in life for their children is dependent not only on cognitive ability but also on the affective skills such as self-awareness, motive control, collaborative working and sensitivity to one's own emotions and to those of others.

Nursing administration

Nurse administrators should take initiative to arrange educational program for students, teachers and parents regarding emotional intelligence. Nurse administrators should arrange mass training programs on emotional intelligence for nurses because it will help to deal with patients also manage any situations very effectively. Administrators must be able to listen and understand differing viewpoints among nursing team members. Trust is a cornerstone for all effective relationships and EI can help establish the foundation. Administrators build trust by listening and understanding their team member's viewpoints and their underlying reasoning. EI also helps resolve issues within teams by removing the emotion from differences and disagreements. Teams that function at a high level have mastered the ability to create and manage agreements, which is paramount for accomplishing group goals and projects.

Nursing research

Indian studies are less at present and more studies regarding this topic should be encouraged. The results of the conducted studies may be disseminated and utilized for practical purposes. Clinical nurses and health nurses

should take initiatives in these areas of research which will be much beneficial for managements of patients . Nurses should do researches to assess the knowledge level of the students regarding Emotional Intelligence to improve their academic performance. And also should do experimental research to assess the effectiveness of interventions like training program to develop Emotional Intelligence.. Hence research in this area should be promoted by providing funds, personnel and material to improve the evidence based practices in students to improve care.

Limitations

1. Generalization was restricted due to small sample size.
2. Study was conducted in nursing students who is studying in BSc 2nd year
3. One group pre test post test was used

Recommendations

1. Similar study can conduct in larger sample.
2. Replication of study on a larger sample can be undertaken to find out various factors which are associated Emotional Intelligence and clinical performance skill.
3. Studies can be conducted on Emotional Intelligence and academic performance
4. A comparative study can be conducted on Emotional Intelligence among nursing and engineering students.
5. A follow up study can be conducted to evaluate the effectiveness of the multi intervention therapy on emotional intelligence.

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Mohammad Ranjbar Ezzatabadi,¹ Mohammad Amin Bahrami,^{1,*} Farzaneh Hadizadeh,¹ Masoomeh Arab,¹ Soheyla NasiriMohammadreza AmiresmailiNurses' Emotional Intelligence Impact on the Quality of Hospital Services¹ Shahid Sadoughi University of Medical Sciences, Yazd, IR Iran² Medical Informatics Research Center, Kerman University of Medical Sciences, Kerman, IR Iran*Corresponding author: Mohammad Amin Bahrami, Imam Hossein Sq., Public Health Faculty, Shahid Sadoughi University of Medical Sciences, Department of Healthcare Management, Yazd, Yazd, IR Iran. Tel.: +98-9132565057, Fax: +98-9132565057,Received: Feb 21, 2011; Revised: Apr 30, 2012; Accepted: May 19, 2012 Running Title: Emotional Intelligence and Service Qualityhttp://ircmj.com/?page=article&article_id=926

- 1.
- 2.





LETTER REQUESTING VALIDATORS TO VALIDATE THE TOOL

From,

Ms.Veena.K.D

1st year M.Sc Nursing

College Of Nursing , Thalassery.

To,

Respected Sir/Madam,

Subject: Request for expert opinion and suggestions to establish content validity of the research tool.

I, Ms.Veena.K.D,1st year MSc Nursing student of college of nursing , thalassery have selected the following topic for my dissertation to be submitted to the university in partial fulfillment of the requirement for award of master of science in nursing.

Topic: Evaluate the Effect of multi interventional therapy on Emotional intelligence and clinical performance skill of nursing students

Here I have enclosed,

- Copy of proposal
- Blue-print of the tool
- Tool with scoring ,grading ,answer key
- Checklist for validation –relevancy, accuracy, appropriateness
- Validation certificate for tool

With regard to this, I humbly request you to go through the items and give your valuable suggestions and opinions to develop the validity of the tool. Kindly suggest modifications , additions and deletions ,if any in the remark column.

Thanking you,

Place:Thalassery

Yours faithfully,

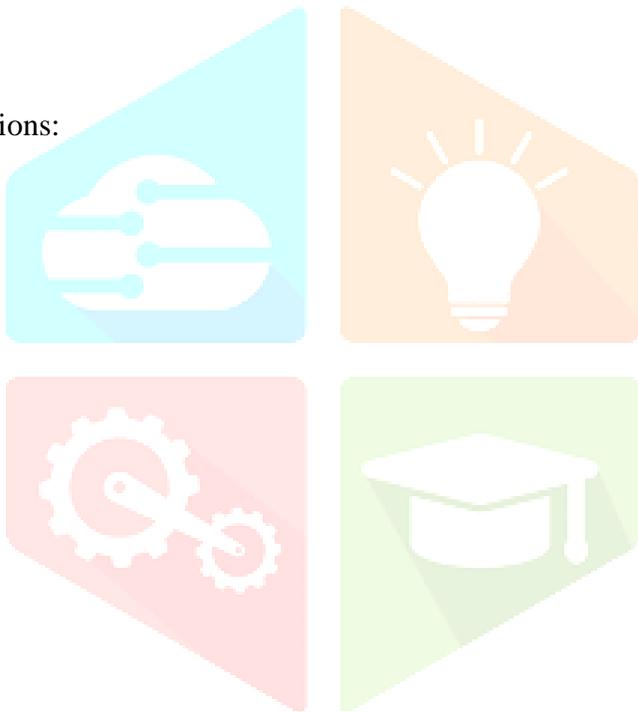
Date:

Veena.K.D

CONTENT VALIDATION CERTIFICATE

I hereby certified that I have validated the research tool , clinical performance assessment scale prepared by Ms. Veena. K.D of 1st Year M Sc Nursing ,College of Nursing Thalassery, for the study, Evaluate the effect of multi interventional therapy on Emotional intelligence and clinical performance skill of nursing students, and recommended that it can be used /used with modification /can't be used for the above study.

Suggestions:



Place:

Date:

Signature:

Name:

Designation:

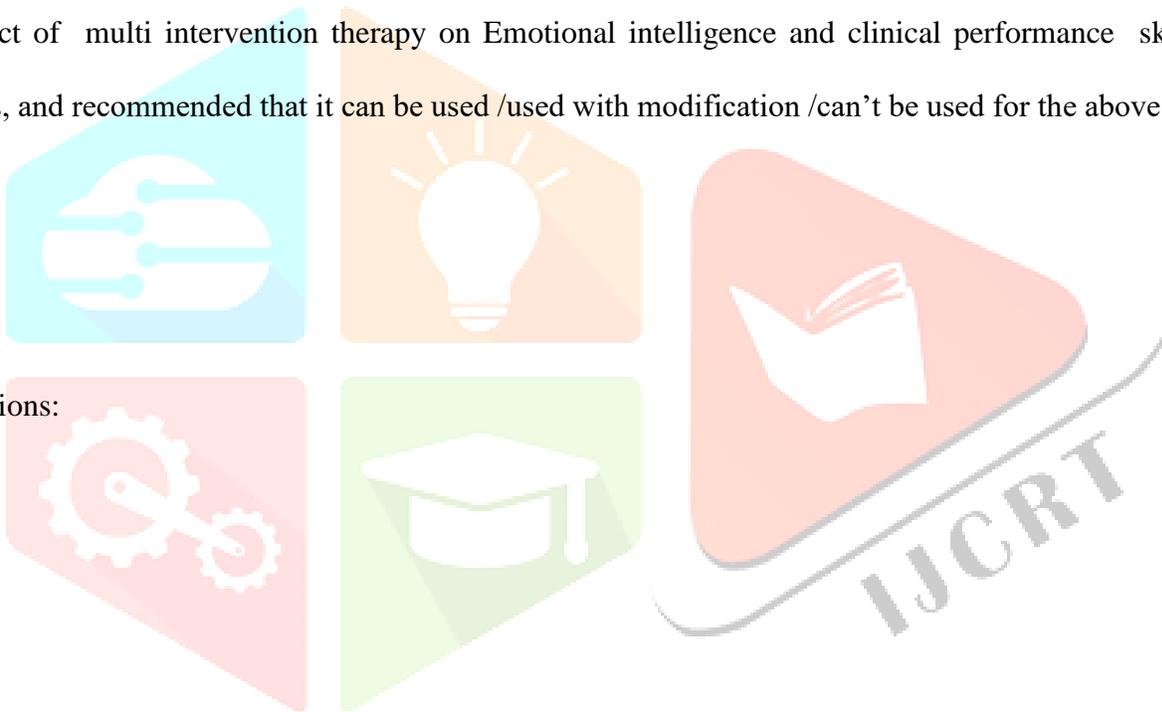
Address:



MULTI INTERVENTION PACKAGE EVALUATION

I hereby declared that I have evaluated multi intervention package for improving emotional intelligence prepared by Ms. Veena. K.D of 1st Year M Sc Nursing ,College of Nursing Thalassery, for the study, Evaluate the effect of multi intervention therapy on Emotional intelligence and clinical performance skill of nursing students, and recommended that it can be used /used with modification /can't be used for the above study.

Suggestions:



Place:

Signature:

Date:

Name:

Designation:

Address:

List of experts consulted for content validity

1. Sheela George
Assistant Professor
CON, ACME
Pariyaram

2. Mrs.Elsamma.C.S
Assistant Professor
Koyil College of Nursing

3. Dr. Sugathen
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Thalassery
Kannur

4. Mrs .Betty .P.K
Assistant Professor
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Alapuzha

5. Dr.Sajeev Kumar.P.B

Assistant professor of psychiatry

KMCH, Anjarakandy

6. Dr.Pramod

Bethal

Sreekrishnapuram

Powdikonam.P.O

TVM



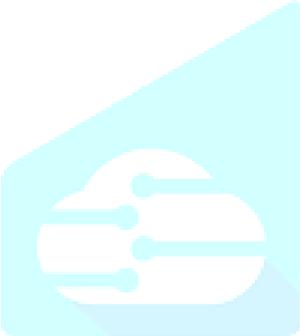
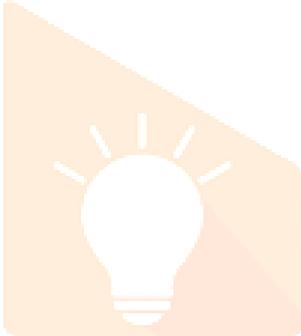
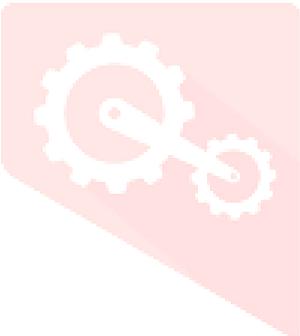
Informed consent

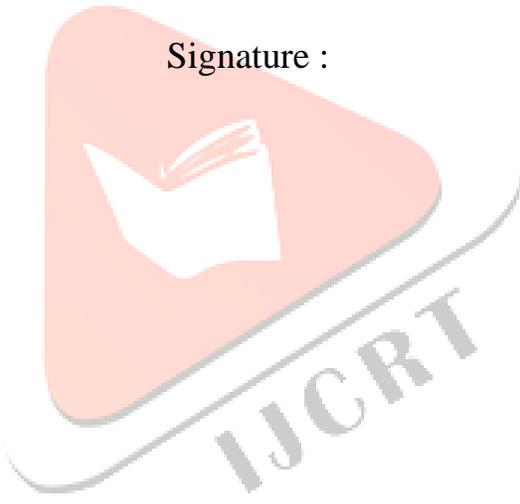
I here declare that I would like to participate in the study titled as ‘ Evaluate the effect of multi intervention therapy on emotional intelligence and clinical performance skill of nursing student’s conducting by Ms Veena .K.D as a part of her Msc nursing program.

I understood that this study will not cause any financial problems to me and I can withdraw from the study at any time, irrespective of the duration of the study. I understood that every information given by me for this study will be kept strictly confidential. I am assured that I have signed this consent myself. I had read and understood the information sheet attached along with us.

Signature of witness:

Name:

Place:			Name:
Date:			Signature :



TOOL-I

CODE NO:-----

QUESTIONNAIRE TO ASSESS PERSONAL VARIABLES**INSTRUCTIONS:** Please read the following items carefully and put a 'tick' mark against suitable option

1. Age in years -----

2. Gender

• Male ()

• Female ()

3. Religion

• Hindu ()

• Muslim ()

• Christian ()

• Any other , specify-----

4. Type of Family

• Joint Family ()

• Nuclear Family ()

5. Do you have siblings ?

• Yes ()

• No ()

6. Occupation of your parents

➤ Father

• Employed ()

• Unemployed ()

➤ Mother

- Employed ()
- Unemployed ()

7. Income per month

- Less than 5000 ()
- 5001-10,000 ()
- Above 10,001 ()

8. Your opinion about family

- Supportive ()
- Non supportive ()

9. Place of residence

- Town ()
- Village ()

10. Is there anyone in your family from nursing profession ?

- Yes ()
- No ()

11. Do you practice yoga and other relaxation techniques?

- Yes ()
- No ()

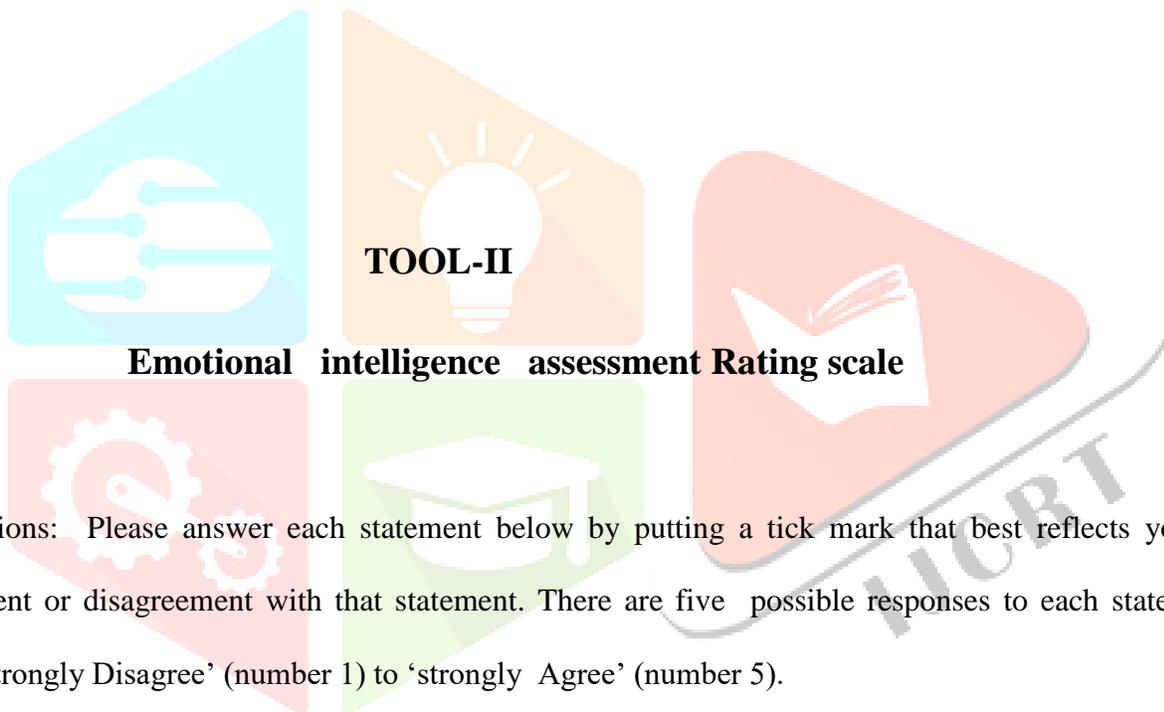
12. Percentage of marks in the plus two? -----

13. Syllabus you have studied?

- ICSE
- CBSE
- State syllabus
- Any other , specify -----

14. Do you have any leisure time activities ?

- Yes ()
- No ()



Instructions: Please answer each statement below by putting a tick mark that best reflects your degree of agreement or disagreement with that statement. There are five possible responses to each statement ranging from 'strongly Disagree' (number 1) to 'strongly Agree' (number 5).

1 2 3 4 5

Strongly Disagree

strongly Agree

ITEMS	Strongly disagree	disagree	Neit her	agree	Strongly agree
1.Expressing my emotions with words is not a problem for me.					

2. I often find it difficult to see things from another person’s viewpoint.					
3. On the whole, I’m a highly motivated person.					
4. I usually find it difficult to control my emotions.					
5. I generally don’t find life enjoyable.					
6. I can deal effectively with people.					
7. I tend to change my mind frequently.					
8. Many times, I can’t figure out what emotion I’m feeling.					
9. I feel that I have a number of good qualities.					
ITEMS	Strongly disagree	disagree	Neither	agree	Strongly agree
10. I often find it difficult to stand up for my rights.					
11. I’m usually able to understand the way other people feel.					
12. On the whole, I have a gloomy perspective on most things.					
13. Those close to me often complain that I don’t treat them properly					

14. I often find it difficult to adjust my life according to the circumstances.					
15. On the whole, I'm able to deal with stress.					
16. I often find it difficult to show my affection to those close to me.					
17. I'm normally able to "get into someone's shoes" and experience their emotions.					
18. I normally find it difficult to keep myself motivated.					
19. I'm usually able to find ways to control my emotions when I want to.					
20. On the whole, I'm pleased with my life.					
21. I would describe myself as a good negotiator.					
22. I tend to get involved in things which I later wish I could get out of.					
23. I often analyse my behavior					
24. I believe I have full personal strengths.					
25. I tend to "back down" even if I know I'm right.					
ITEMS	Strongly disagree	disagree	Neither	agree	Strongly agree

26. I don't seem to have any power at all over other people's feelings.					
27. I generally believe that things will work out fine in my life.					
28. I find it difficult to bond well even with those close to me.					
29. Generally, I'm able to adapt to new environments.					
30. Others admire me for being relaxed.					

Scoring key	1-strongly disagree, 2-disagree, 3- neither 4-agree, 5-storngly agree
Items 1,3,6,9,11,15,17,19,20,21,23,24,27,29,30	1,2,3,4,5
Reverse score for items- 2,4,5,7, 8, 10,12,13,14,16,18,22, 25,26,28	5,4,3,2,1

Grading

Very high—120-150

High-- 90-120

Average ---60-90

Low ---30-60

TOOL -III

Clinical performance assessment rating scale

Instructions: The Investigator observes the participants and put a tick mark against the appropriate action.

CORE ITEMS	Poor	Below average	Average	Good	Excellent
Patient centered care					
1. Collects relevant history of the client					
2. Obtains subjective data					
3. Identifies objective data					
4. Performs physical examination					
5. Assess's the needs of the client					
6. Interprets the investigation report of client					
7. Identify the client problems					
8. Discusses the client problems with team members					
9. Documents assessment data					
10. Prioritizes the patient problems					

11. Sets realistic goals					
12. Formulates appropriate nursing diagnosis					
13. Plan the care according to priority					
14. Organizes the care in orderly manner following guidelines					
15. Selects appropriate nursing interventions according to the problems					
16. Implements the care following scientific principles					
17. Provides care promptly and effectively					
18. Gives care according to the priority					
19. Demonstrates skill in nursing care					
20. Develops good rapport with patient					
21. Provide care in collaborative manner					
22. Delivers the care in cost effective manner					
23. Implements strategies to reduce risk of harm to self or others					
24. Relates nursing actions to client outcomes					
CORE ITEMS	Poor	Below average	Average	Good	Excellent
25. Documents the care with date, time and signature					
26. Provide nursing care based on individual					

needs					
27. Develop individualized plan of care with nursing process					
28. Provide health education to the client					
Professionalism					
29 . Neat and tidy appearance					
30 . Take decision independently according to the situations					
31. Gives explanation before doing any procedures					
32. Calls the patient by name					
33. Provide care irrespective of age, gender, economy, religion					
34. Accept constructive criticism					
35. Supports client rights					
36. Ensures client safety					
37. Avoid harm during the performance of nursing actions					
38. keeps honesty					
39 .Provide privacy while giving care					
Attitude					
40. Readiness in giving care					
41. Interested in learning					

42.Shows patience					
43.Pleasant appearance					
44.Empathize the feeling of others					
45.Shows individual responsibility while giving nursing care					
46..Keeps punctuality					

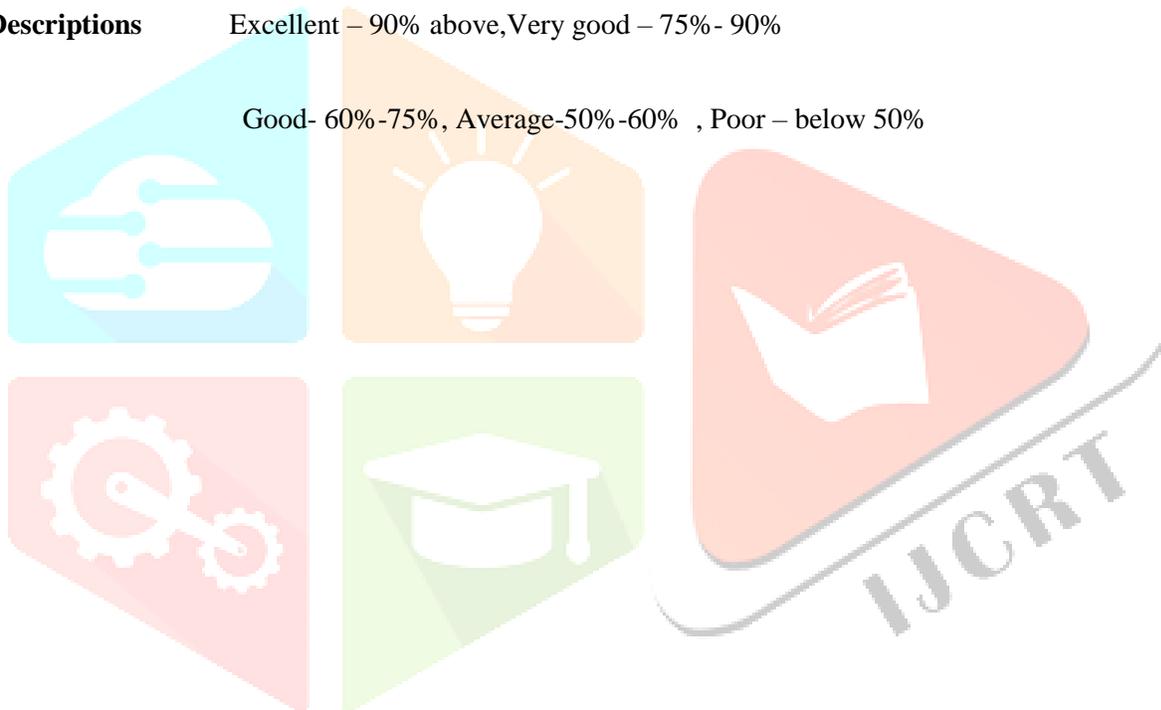
Clinical Performance will be evaluated with a Clinical Performance Tool, and will be scored by 5 point scale . 5

– excellent, 4- good, 3-average, 2- below average, 1-poor.

Grade Descriptions

Excellent – 90% above,Very good – 75%- 90%

Good- 60%-75%, Average-50%-60% , Poor – below 50%



Emotional Intelligence Activities

Self Regard.....Lay It On The Line

Name Game

Emotional Self-AwarenessToday I Feel

Get A Grip On Anger

Independence.....Setting Goals

To Do List

Self-Actualization.....Teen Spotlight

Confidence Exam

Empathy.....Dear Responsible Friend

High Five

Social Responsibility.....Focus Group

Interpersonal Relationship.....Fishing For Compliments

If I Had A Million Dollars

Adaptability Scale

Reality Testing.....Things Are Not Always as They Seem

Understanding Emotions

Flexibility.....Responsibility Journal

But We Always Do It This Way

Problem Solving..... How I See It!

Stress ToleranceTake A Look At This



Stress Journal

General Mood Scale

Optimism.....It's All In Your Head

HappinessHaHa

The Best Day Of My Life



Instructions

In the one of the blank shapes below, vertically, write your first and last name. Using the letters of your name, create words that express your positive traits. (Refer to the example given.) Use the remaining shape to write the first and last name of someone .Who has influenced your life. Using the letters of their name, create words that express why they have influenced you.

Example:

J Joyful

A Assertive

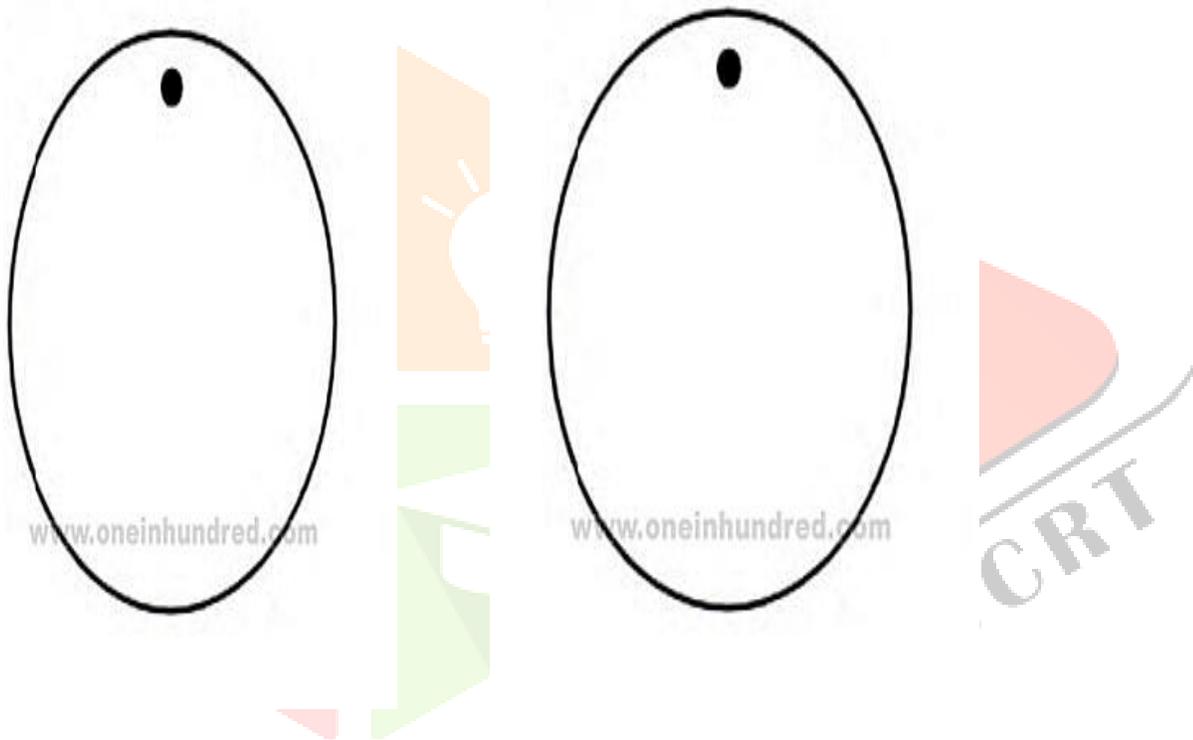
N Nice

E Energetic

D Delightful

O Optimistic

E Even tempered

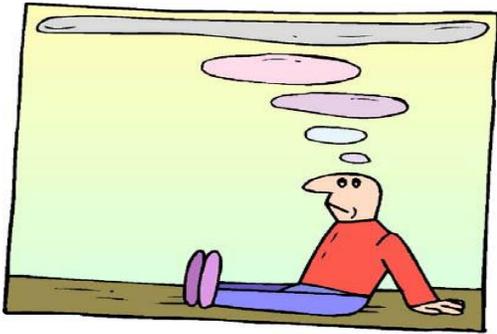


AWARENESS

Instructions

Emotional self-awareness is the ability to recognize one's feelings. In the spaces below complete each statement based on how you feel. Use the blanks to add your own feeling

words.



I Am...

Example:

I am most happy when _____.

I feel embarrassed when _____.

I think negative thoughts about myself when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

I feel _____ when _____.

I think _____ about _____ when _____.

I am _____ when _____.

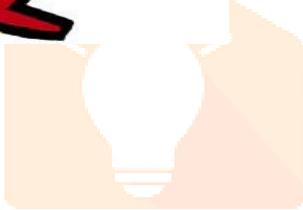
GET A GRIP ON ANGER

Instructions

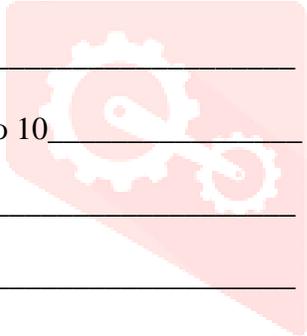
Sometimes people use anger to get their way. Being assertive doesn't mean getting your way; it means that you can express your wishes and beliefs in a positive non-destructive way. Some examples of how people deal with anger are listed below. Brainstorm some ways that are used to deal with anger. Include both good and bad methods. When you have finished with a list, go back and place an asterisk in the boxes of the methods that are healthy ways to deal with anger.



Throw things _____



Scream _____



Count to 10 _____





SETTING GOALS

Instructions

Listed below are guidelines for setting goals that will help you achieve independence. Answer the questions and try setting some reasonable goals for yourself. Goals are easier to accomplish when they are clear, specific, and broken down into steps you can manage and measure.



How to Set Goals?

1. Understand Yourself

What do you do well?

What do you enjoy doing?

What are the most important things in your life?

2. Make Clear, Specific Goals

A goal should tell you exactly what you want and should be measurable. For example, "I want to score ten goals in soccer this season" is both clear and specific.

3. Goals Should Be Positive

Say “I want to lose 5 pounds before the prom” rather than “I will never fit into my dress.”

4. Set Time Limits

Give yourself a reasonable deadline in which to accomplish your goal.

5. Break Your Long Term Goals Down Into Smaller Parts

If your ultimate goal is to be a professional basketball player, a realistic, specific short-term goal would be to make the varsity basketball team this year.

6. Write Your Goals Down

Keeping your written goals where you can see them will help keep you focused on achieving them.

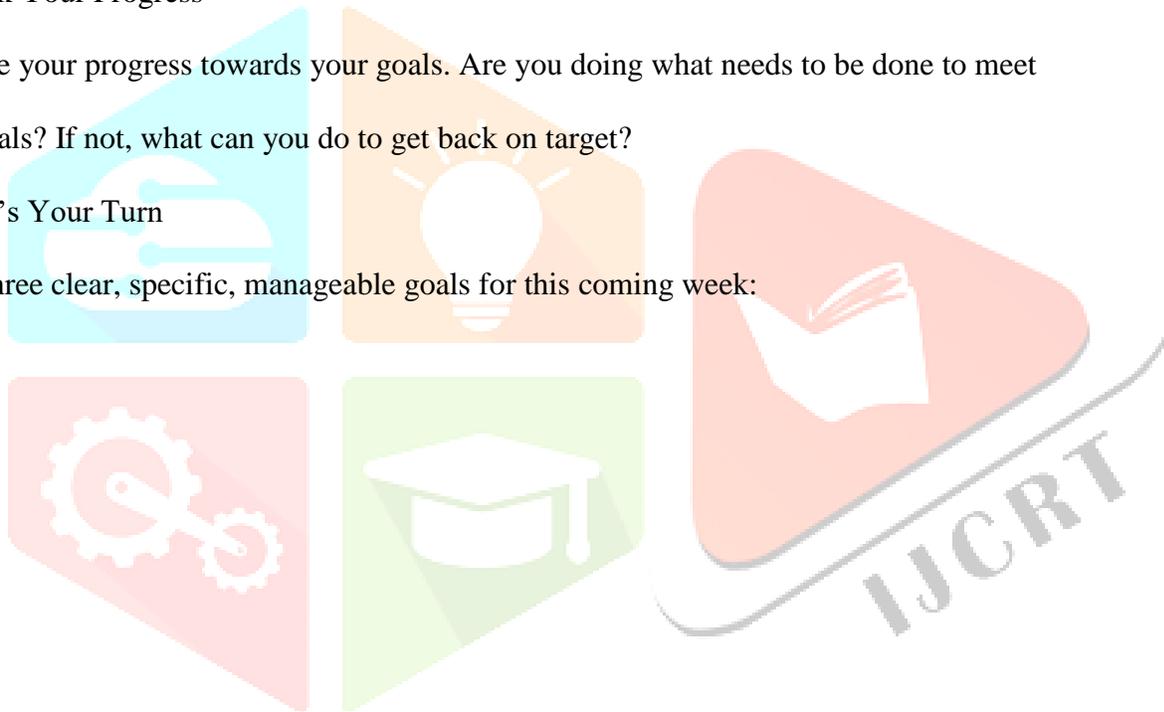
7. Check Your Progress

Evaluate your progress towards your goals. Are you doing what needs to be done to meet your goals? If not, what can you do to get back on target?

Now, It's Your Turn

Write three clear, specific, manageable goals for this coming week:

- 1.
- 2.
- 3.





Instructions

On the form below list all of your assignments, after school activities, practices, community events, appointments, etc. Use the “to do list” as a guide to assist you in managing your time wisely. Include as much information as possible for each event. Draw a line through each item as you finish it.

Monday
Tuesday
Wednesday

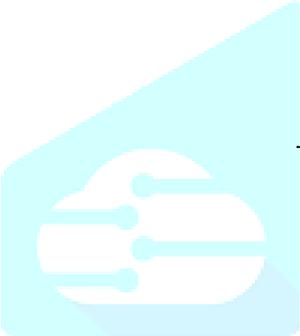
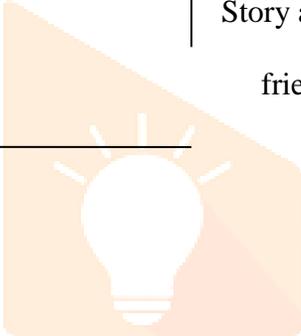
TEEN SPOTLIGHT

Instructions

Self-actualization is the ability to set goals and feel that you are accomplishing those goals. Using the newspaper layout below, design a newspaper highlighting YOURSELF. Include your greatest accomplishment, a self-portrait of you doing something that you enjoy, headlines, etc. In the box at the top, give your newspaper a unique name



Head line

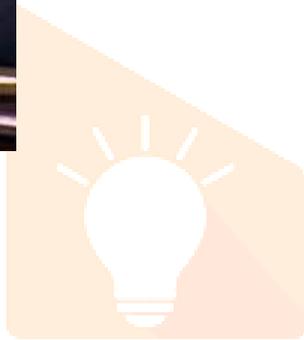
Feature story about foods Your greatest Accomplishment that	self portrait		Favorite
	Favorite songs or groups	Story about your friends	Funniest thing happened to you
plans		 Personal ad listing your strengths	 Your future

CONFIDENCE EXAM

Instructions

Setting and achieving goals builds self actualization. This helps develop good self confidence.

Prepare for this self-confidence exam by taking a close look at yourself. Read each statement then circle the number that indicates where you think you best fit. Total the circled numbers and check your results in the key below



	NEVER	OCCASIONALLY	USUALLY
1. Basically, I am satisfied with myself.	1	2 3 4	5
2. I am happy with the way I look.	1	2 3 4	5
3. I am pleased with my relationships.	1	2 3 4	5
4. I can accept criticism without getting upset.	1	2 3 4	5
5. I keep trying when things don't go my way.	1	2 3 4	5
6. I am glad for others when good things happen.	1	2 3 4	5
7. I am willing to seek help if I need it.	1	2 3 4	5
8. I enjoy the challenge of trying new things.	1	2 3 4	5
9. I feel comfortable meeting new people.	1	2 3 4	5
10. I set goals and expectations for myself.	1	2 3 4	5

total score _____

Do you have the confidence that you desire? If so, good for you! If not,

make some changes and keep trying!

Key: Total Score

41- 50 Your self-confidence is GREAT!

31- 40 You are mostly satisfied with yourself.

21- 30 Your self-confidence is lacking.

10- 20 You need to work on your self-confidence.

DEAR RESPONSIBLE FRIEND...

Instructions

Write a brief letter to someone you really trust. The letter should consist of a request for advice concerning a real problem, present or past. It's ok to describe someone else's problem, as long as you know enough about it to be specific. Please include enough facts and clues as to the emotions of the people involved to allow someone reading the letter to empathize with their feelings and point of view. Sign your letter with a fictitious name. Wait until instructed to pass your letter to another person. Once you receive a letter and read the request you must follow-up with a response in writing. When finished read aloud your letter and response to the group.

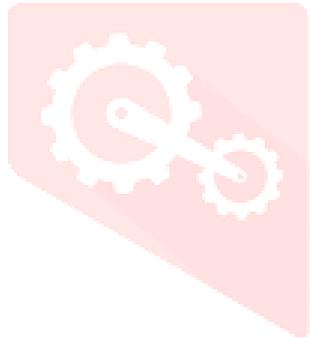
How much empathy did you feel for your correspondent in the situation described?



GROUP ACTIVITY

Instructions

Building self-esteem in yourself and others is an easy task when giving and receiving compliments. You will need a large sheet of colored construction paper taped to the back of each person and a colored marker or crayon. Each person will move around the room and write at least one positive comment on every other person's paper. Comments should draw attention to that person's strengths. When finished, ask each person to remove the paper and read what others have said about him or her. Open discussion should follow based on the comments share



FOCUS GROUP

Instructions

Form a focus group to debate an issue to find a solution. Share your feelings, beliefs and thoughts on one of the following statements. As a group, come to an agreement about the best way to address the topic.

1. Volunteering is a good way to learn responsibility.

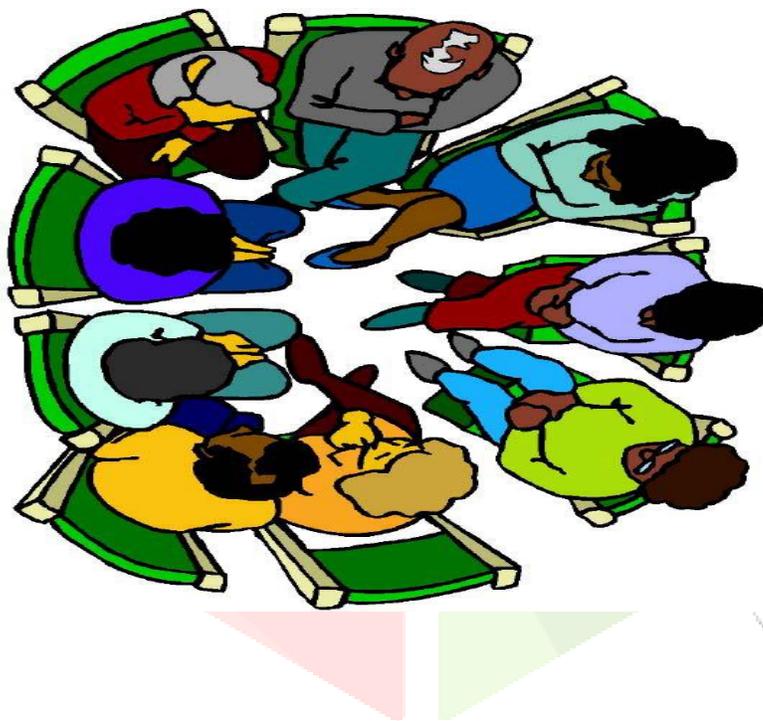
Why and why not?

2. The only person that I should really compete with is myself.

Why and why not?

3. If I am a team member, I should put the good of the team before my own desires.

Why and why not?

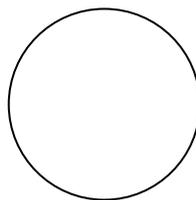
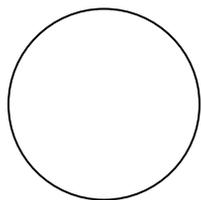
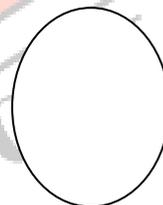
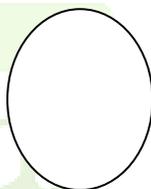


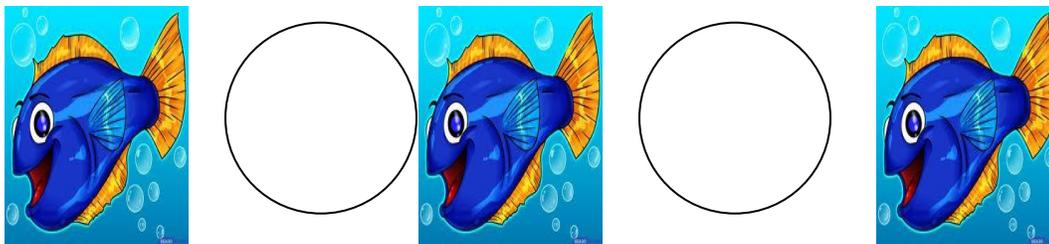
FISHING FOR COMPLIMENTS

Instructions

We all need compliments once in a while. Write your name in the space provided, and then pass this paper around to someone in your group. When you receive a paper, in the spaces provided, write a compliment to the person whose name is at the top. Continue to pass the paper around until it is filled with compliments then return it to the owner. How does it feel to receive so many compliments?

Name



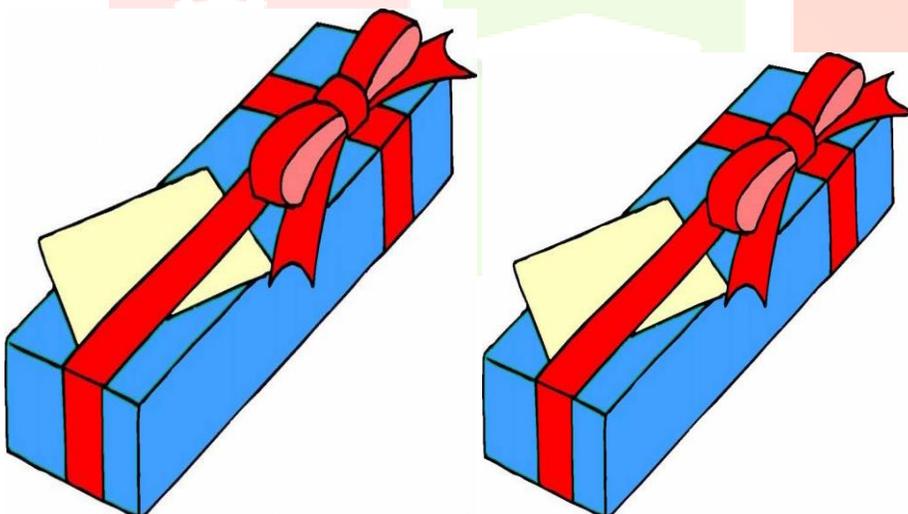


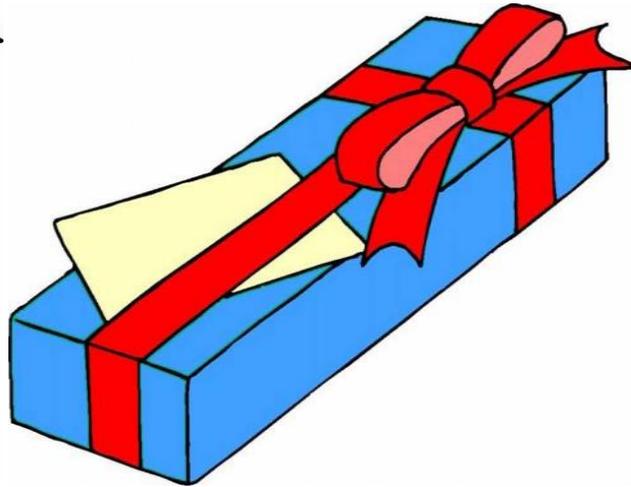
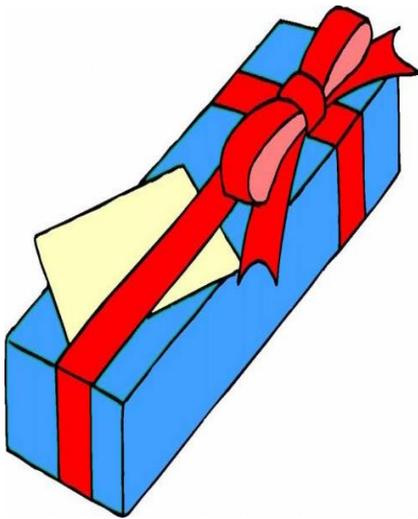
If I Had a Million Dollars!

WAIT A MINUTE! MONEY ISN'T EVERYTHING!

Instructions

On each gift tag below, write the name of a person you would like to give a gift. Around each gift box, write the gift that you would like to give that person. The gift should be something that will help develop a real friendship, like a smile or an encouraging word. Now, think of other gifts you can give to anyone at anytime.





Responsibility Journal

Instructions

What does personal responsibility mean to you? Being flexible means we can change in order to become more responsible. Think about some responsible things that you did during the last week. Write down things you said or did that were responsible. Also, write down things you said or did that you realize were not responsible. Based on your honest answers now, examine your not responsible list. Complete the “what I have learned” section



Responsible:

ACTION	CONSEQUENCE

Not Responsible:

ACTION	CONSEQUENCE

What I have learned...

Thought Questions:

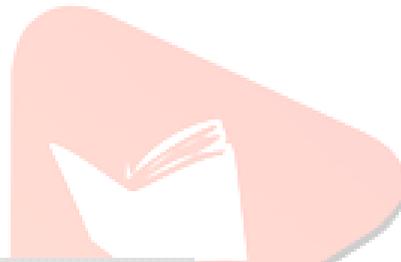
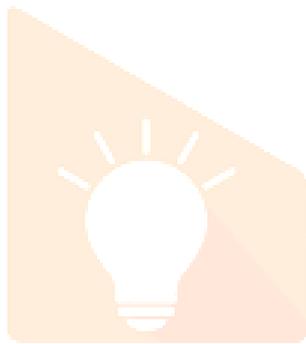
1. Which do I have more of, actions which are responsible or actions which are not responsible?
2. What surprised me?
3. How do I feel about my not responsible actions?
4. What steps will I take to improve

"But We Always Do It This Way"

Instructions

Flexibility means that you are able to adapt to change and sometimes do things differently. flexibility skills can be learned and improved. If we refuse to try new ideas or accept change, we may miss great opportunities to mature. Use this situation: You are a teacher and the Vice-Principal, Counselor and Custodian all have the flu and called in sick. Think of ways that being flexible will be very helpful for you as you make sure your students have a good day. Think of some examples of problems that will occur if you refuse to be flexible.

Write a short story to describe your day.

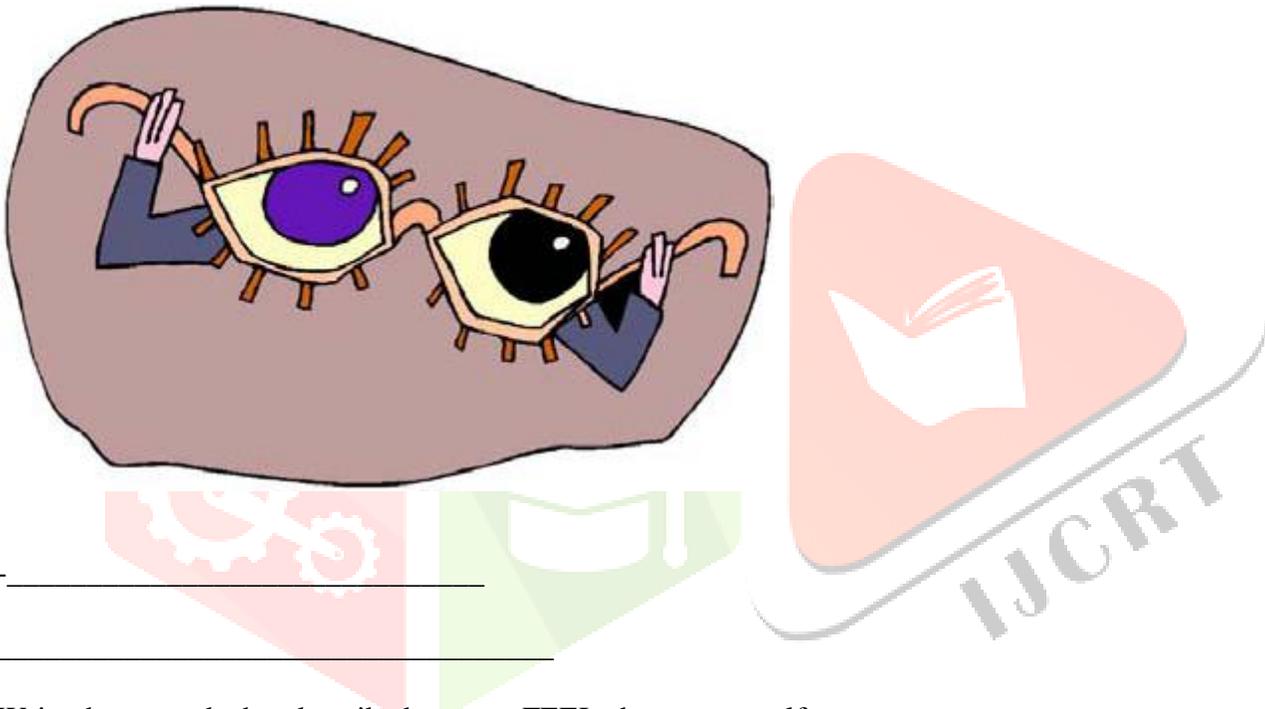


IJCRT

HOW I SEE IT!

Instructions

Are the beliefs that you have about yourself TRUE or FALSE? Do you see yourself as being a loser? Really stupid? Not fitting in with your group of friends? Even though your friends say you are NOT a loser—and tell you how smart you are—and what a wonderful friend you are? It is still hard for you to think that they are being honest and real with you. Our perception is our reality; therefore we must work at changing how we see ourselves. Write three words that describe how you SEE yourself.



Write three words that describe how you FEEL about yourself

Write three reasons why those beliefs about yourself are the RIGHT or WRONG in your eyes.

Now it is time to note your good qualities. Name three of your good qualities.

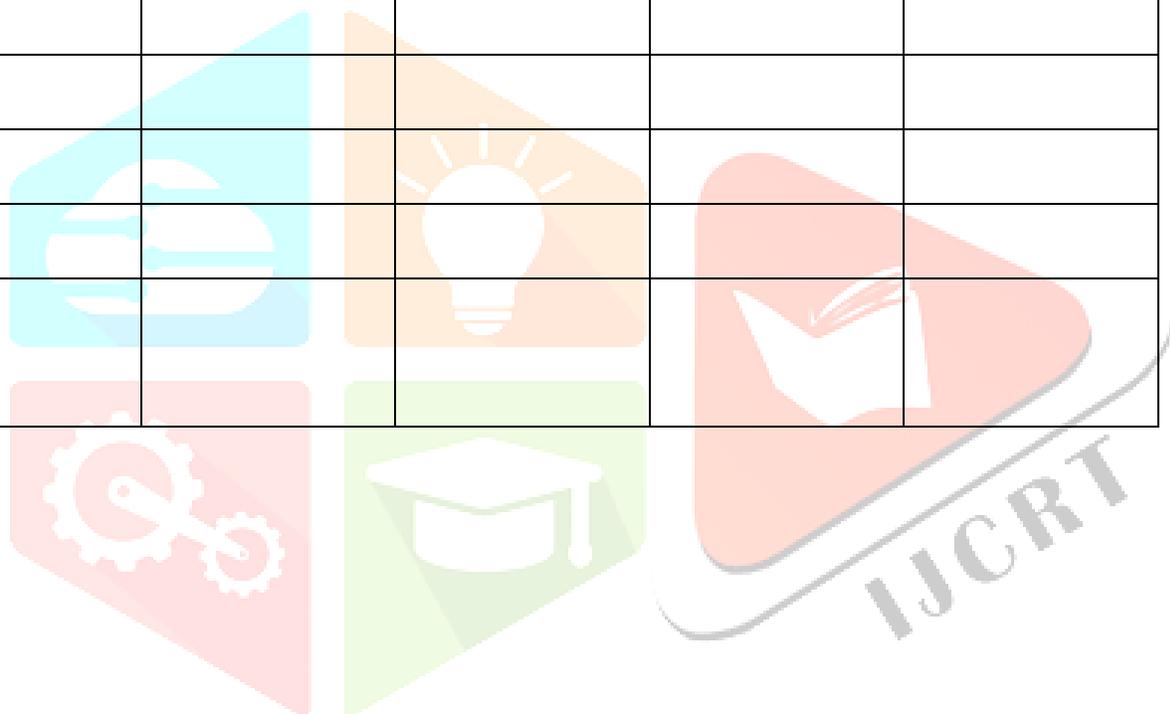
STRESS JOURNAL

Instructions

Before you can deal with stress, you must learn to recognize what causes it. Think about last week and list as many events as you can remember that caused you stress. Use the chart below to record the stressful events. Include all the information that will help you determine if there is a pattern to your stress. This journal will help you recognize what causes the most stress in your life. Be sure to rate each event as "high", "medium", or "low." Think of your reaction to the stress. For example, Did your heart start to pound? or Did you feel your temperature rise? Write your reaction in the space provided. Now, think of some ways to relieve the stress so you can keep your cool!



Date	Time	Event (who, what, where)	Stress Level (high, medium, low)	My Reaction



IT'S ALL IN YOUR HEAD

What does your brain contain? The picture of the head is divided into sections. In each section write or draw what you spend the most time thinking about. Optimism is the ability to look at the brighter side of life and to maintain a positive attitude, even in the face of adversity. Next, using a different color pen or pencil, write positive thoughts to fill your brain.



EXTRA, EXTRA, READ ALL ABOUT IT!

Instructions

On the newspaper below, write a story that highlights the goal that you want to achieve in your life. Be sure to describe the steps you need to take to meet your goal. Now, be honest, every goal is achievable if you take the right steps.



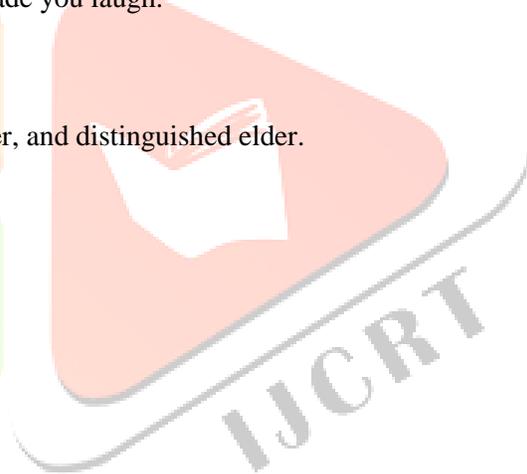
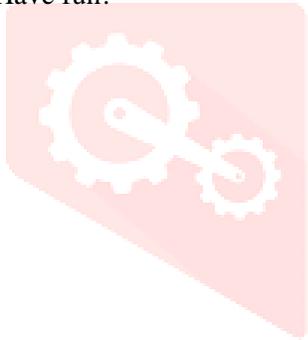


Instructions

Laughter helps us feel good. So, spending time with people who make you laugh is a good way to relax. Answer the questions below and have a laugh or two!



- Who is one of the funniest people you know? What is something this person said or did that made you laugh?
- What is the funniest thing that has ever happened to you? Describe.
- What is the funniest thing that has ever happened to your best friend? Describe.
- Describe something your favorite comedian did that made you laugh.
- Did anything make you laugh today? If so, what?
- Draw a cartoon character of yourself as a baby, teenager, and distinguished elder.
- Have fun!

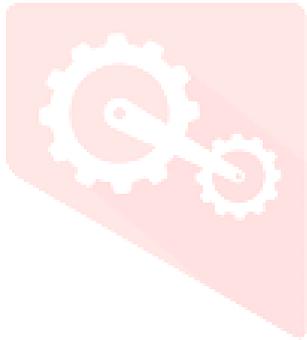


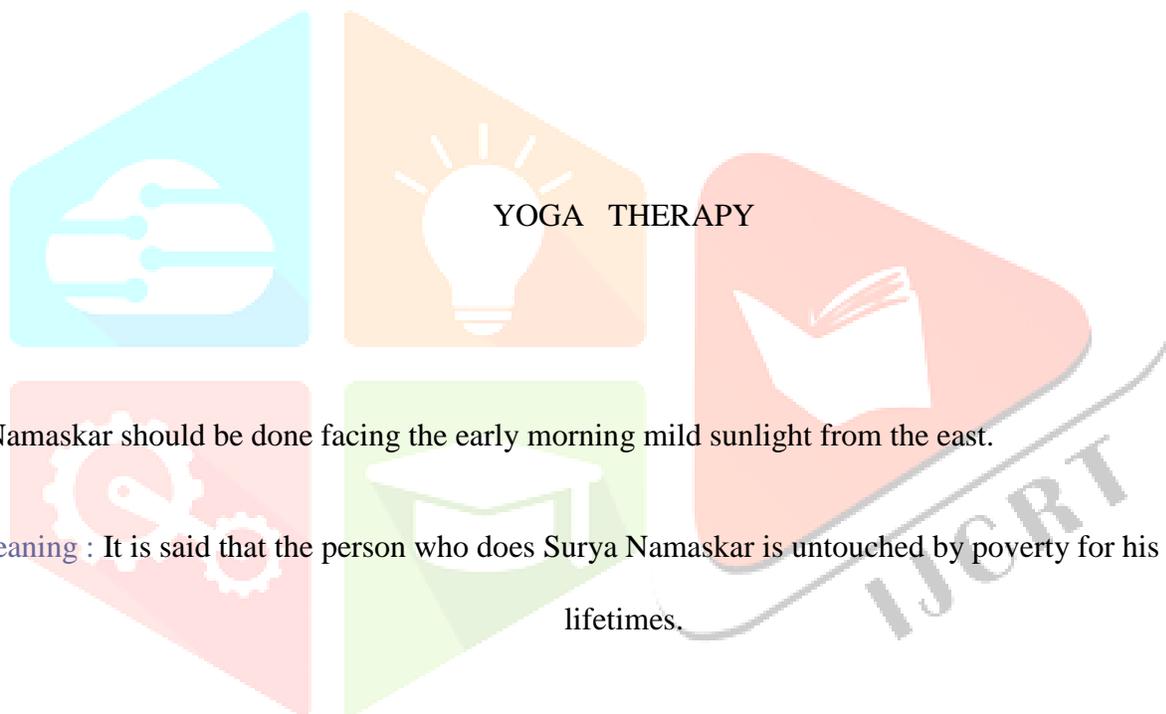
THE BEST DAY OF MY LIFE

Instructions

Spend a few minutes thinking about what the best day of your life would be like. Then write a story describing in detail everything about that day. What makes this one day the best day of your life?







Surya Namaskar should be done facing the early morning mild sunlight from the east.

Meaning : It is said that the person who does Surya Namaskar is untouched by poverty for his thousand lifetimes.

Benefits of Surya Namaskar

- A. It improves the blood circulation of all the important organs of the body.
- B. Improves the functioning of the heart and lungs.
- C. Strengthens the muscles of the arms and waist.
- D. Makes the spine and waist more flexible.

E. Helps in reducing the fat around the abdomen and thus reduces weight.

F. Improves digestion.

G. Improves concentration power .

Way in which pranayama doing

1. Purak – Taking in a long breath .

2. Rechak – Leaving out a long breath.

3. Kumbhak –Holding the breath.

Method of doing Surya Namaskar

There are ten different steps / positions that make a Surya Namaskar. Before doing a Surya Namaskar we should chant all the thirteen chants in the given order starting from “Om Mitraaya namahaa : Every step in Surya Namaskar is a different yoga position. During every step we have to do the ‘purak’ and rechak breathing steps alternately. Eg. Step 2- purak, Step 3- rechak- Step 4 – purak and so on To get the maximum benefit of Surya Namaskar hold yourself stable in every position for at least 10 to 15 seconds.

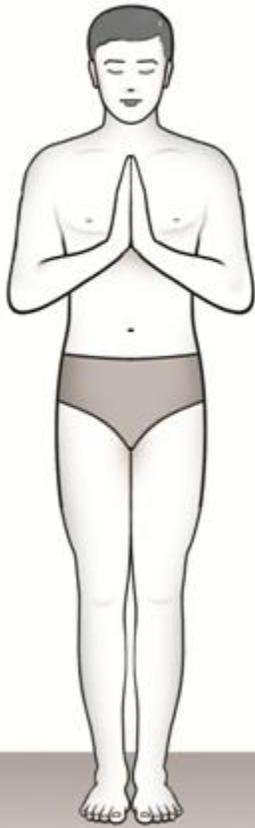


figure 1



Figure 2



Figure 3



Figure 4

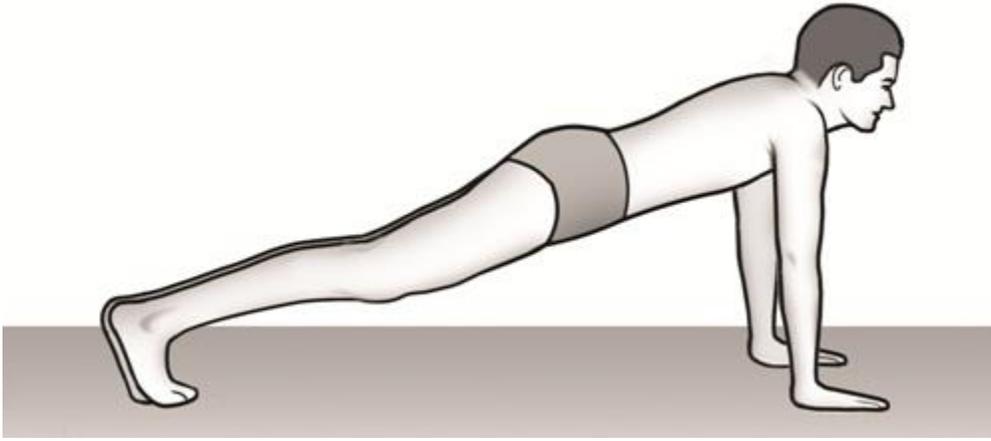


Figure 5

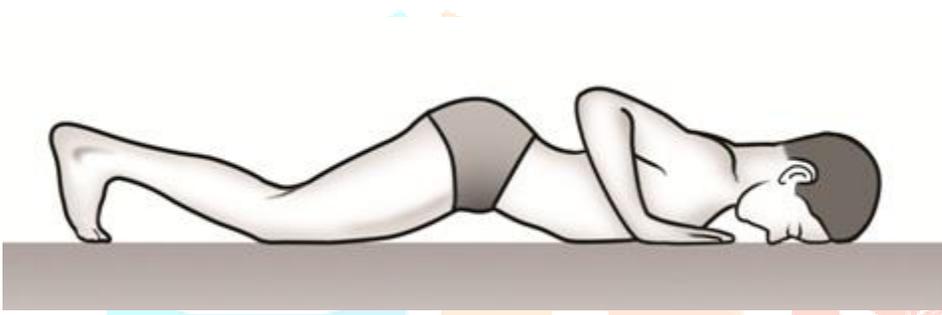


Figure 6

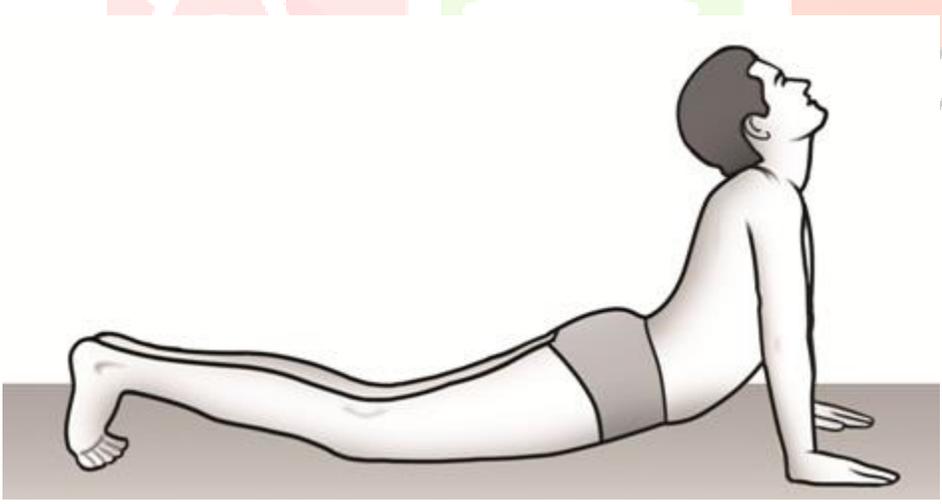


Figure 7



Figure 8





Figure 9

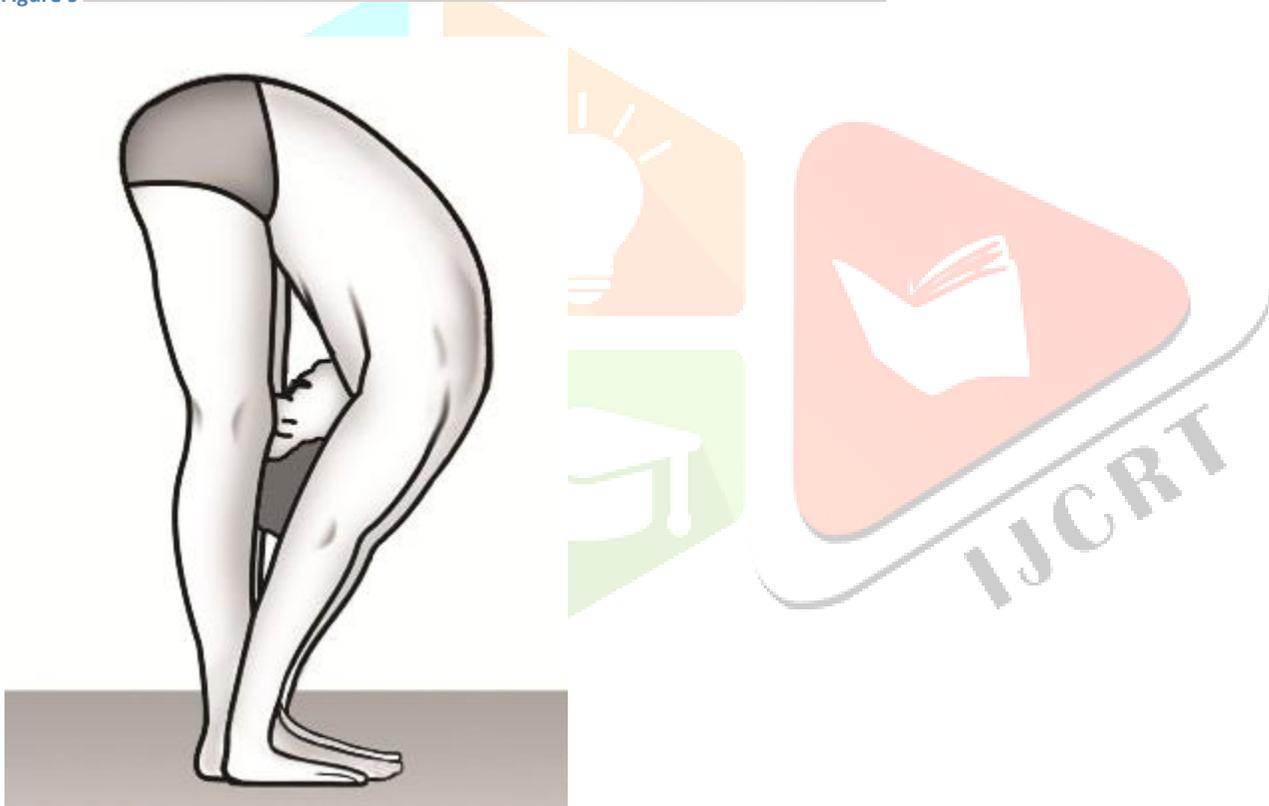
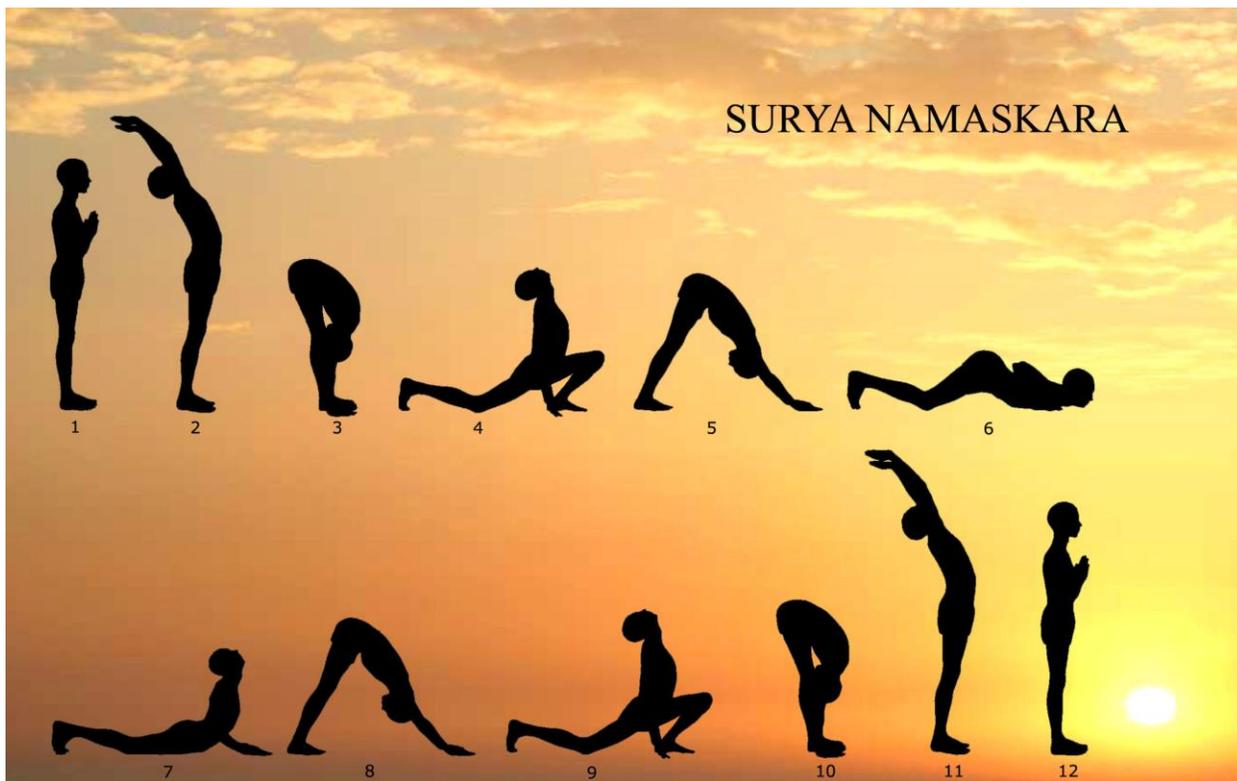


Figure 10



Instructions for Trikonasana :

1. Straighten your front leg (the right leg in this case).
2. Begin to reach the right arm forward, drawing the right thigh upwards and tucking the hip as you come forward.

3. Drop the right hand down onto your shin or ankle, or if you are more open, onto the floor inside or outside the right foot. Do whichever one feels most comfortable.

4. The left shoulder stacks on top of the right one as you open the chest reaching the left fingertips upwards while keeping the left shoulder rooted in the socket.

5. Take your gaze up toward the left fingertips.

6. Draw the right thigh muscle upwards, deepening the right hip crease.

7. Microbend the right knee.

8. Stack the left hip on top of the left.

9. Repeat on the left side.

Beginners: Bring the right hand higher up on your leg or use a block on the floor to rest your hand on. It is more important to keep the right leg straight than to bring the right hand to the floor. Do not rest the hand directly on the knee, though, as this creates too much pressure on the knee.

Pranayama

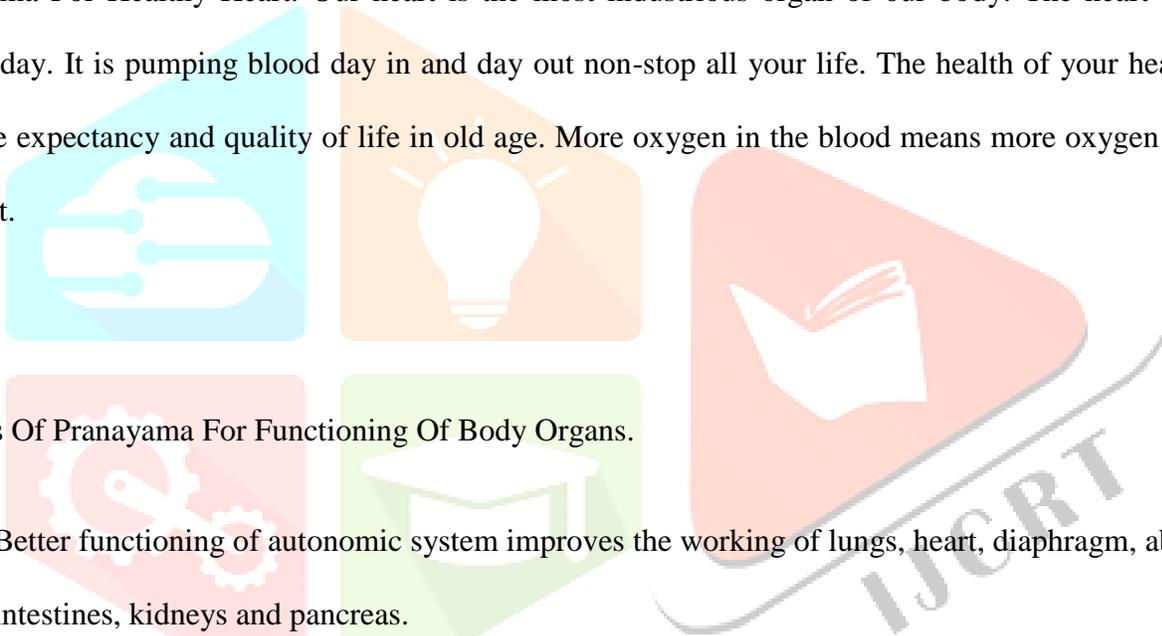
Reduced Breathing Rate. With yoga breathing you can train yourself to breathe more slowly and more deeply. You can reduce your breathing rate from about fifteen breaths a minute to 5-6 breaths a minute, which amounts to reducing the breathing rate by one third. Reduced breathing rate leads to:

- Slowing down the heart rate as more oxygen can be pumped even with less number of breaths. Follow the ration of 1:2 for inhalation:exhalation.
- Reduced wear and tear of internal organs.
- Lowering of blood pressure, relaxation of body tensions and quieter nerves.

Pranayama Practice Increases Life. As per yoga philosophy, longevity depends on your breathing rate. Lowering of breathing rate is likely to increase your life. For example, a tortoise takes four to five breaths in a minute and it lives up to 200 years or more.

Blood Circulation Improves. As a result of breathing, the freshly oxygenated blood (during inhalation) travels from lungs to the heart. The heart pumps it via arteries and blood vessels to every part of the body, where in turn it seeps into every tissue and cell. This improves the blood circulation and more oxygen/ prana or cosmic energy reaches all parts of your body.

Pranayama For Healthy Heart. Our heart is the most industrious organ of our body. The heart beats 100,000 times a day. It is pumping blood day in and day out non-stop all your life. The health of your heart determines your life expectancy and quality of life in old age. More oxygen in the blood means more oxygen to muscles of the heart.



Benefits Of Pranayama For Functioning Of Body Organs.

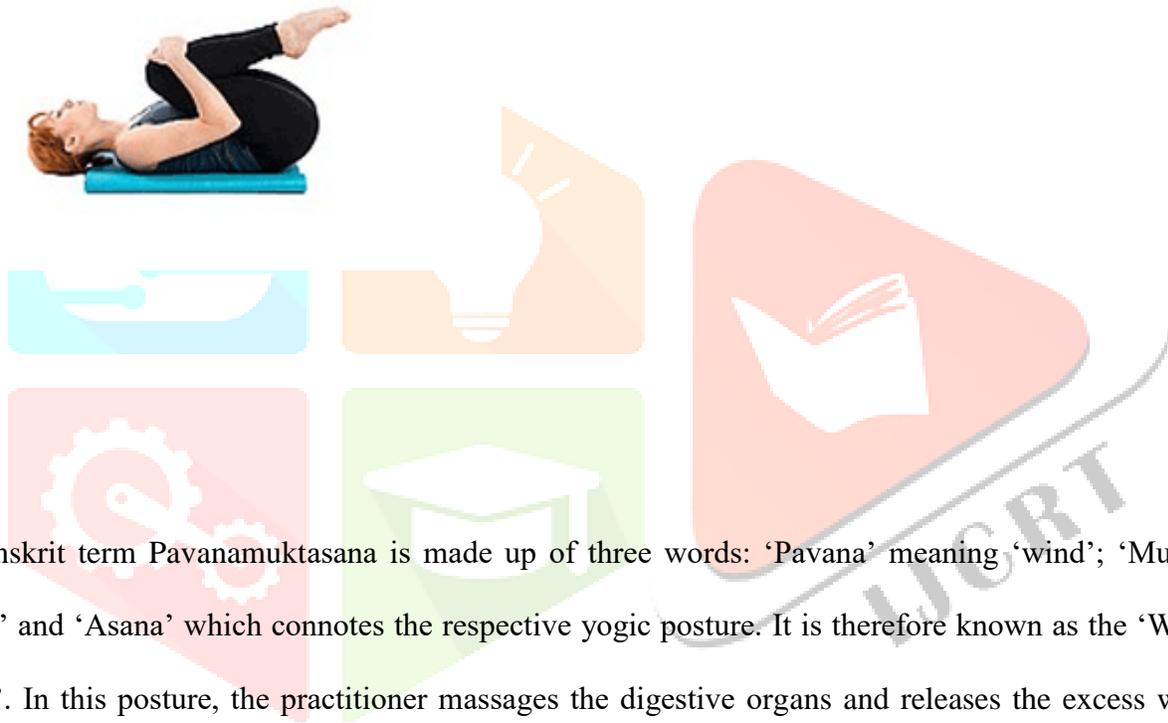
- Better functioning of autonomic system improves the working of lungs, heart, diaphragm, abdomen, intestines, kidneys and pancreas.
- Digestive system improves and diseases pertaining to digestive organs are cured.
- General irritability due to lethargy/ fatigue vanishes.
- By pranayama practice all body organs gets more oxygen, toxins are removed from body, therefore onset of various diseases is prevented. Pranayama strengthens the immune system.

Better Mental Health.

- Pranayama practice provides freedom from negative and harmful mental conditions like anger, depression etc.

- With pranayama fluctuations of mind are controlled and it prepares the mind for meditation. With practice of pranayama, you will start experiencing lightness of body, feeling of inner peace, better sleep, better memory and better concentration whereby improving the spiritual powers/ skills.

PAVANAMUKTASANA



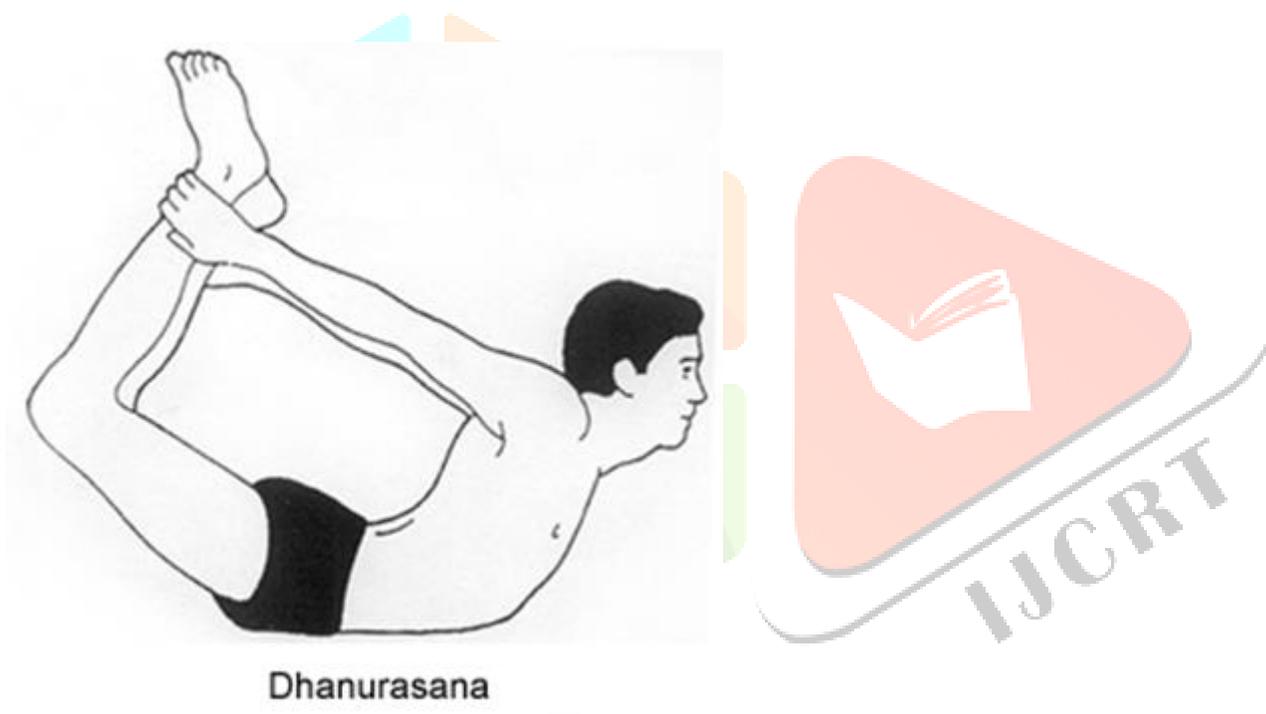
The Sanskrit term Pawanmuktasana is made up of three words: ‘Pavana’ meaning ‘wind’; ‘Mukta’ meaning ‘release’ and ‘Asana’ which connotes the respective yogic posture. It is therefore known as the ‘Wind-releasing posture’. In this posture, the practitioner massages the digestive organs and releases the excess wind from the intestines and the stomach.

Methodology

Remain flat on the back and arms will be stretched out on sides. The palms will be turned downwards. The legs will be folded back. Place the feet flat on the ground. Take a deep breath slowly. Do the following movements as on exhale. The feet will have to be drawn inwards. Fold your legs against the heels. The knees will have to be brought toward the chest. Press down the palms on the floor. Raise the shoulders and the head off the floor. Once again press down the palms against the floor. Lift up buttocks and hips. Move the knees further near the chest.

Knees and feet will have to be kept together. But don't lower the head. Embrace folded legs below the knees with the folded arms. Exhale and press down the knees together atop the chest. Without lowering the head keep together the feet and knees. Hold on to the breath and remain in this position for approximately five seconds. Exhale completely. Once again inhale and bring slowly rest the head on the ground. Simultaneously relax the pressure of arms on the legs. However, arms should keep on folding the legs just below the knees. Slowly stretch out the legs as well as the arms. Remain relaxed!

Dhanurasana



Dhanusha means a bow. The hands are used like a bowstring to pull the head, trunk and legs up and the posture resembles a bent bow. Therefore this asana is called "Dhanurasana". It is a combination of Bhujangasana and Shalabhasana. This asana bends the spine backwards. This trio works contrary to Halasana and Paschimotanasana which bend the spine forward. Dhanurasana is also called Urdhva Chakrasana.

STEPS:

1. Lie prone on the floor on the stomach, face downwards. Relax the muscles. Keep the arms resting alongside the body.

2. Bend the legs at the knees.
3. Raise the arms and hold the ankles with the hands. Raise the chest and the head. Fill the lungs with air.
4. Straighten and stiffen the hands. Stiffen the legs also. The body now assumes the posture of a convex arch.
5. If you lift the legs up, you can raise the chest. Hold the breath.
6. Then exhale slowly. Attempt to keep the knees together.
7. Stay in this position as long as possible. It can be practiced 5-6 times.
8. In this asana, the abdomen supports the whole body. So practice this asana when the stomach is empty.
9. The body in Dhanurasana pose gets good exercise if it is lightly rocked from left to right and forward and backward.

Remember :

- Do not try to bring the toes near ears forcefully if it is difficult.
- Gradually increase the practice.

BENEFITS:

1. One who regularly practices Halasana, Mayurasana and Dhanurasana never becomes lazy. One is always active and energetic.
2. This asana gives a good massage to the abdomen so it cures prolonged constipation, dyspepsia, and other disorders of the stomach.
3. Increases energy and counteracts depression.
4. It cures spinal hump and rheumatism of the legs, the knees and the hands.
5. It reduces fat. It activates the intestines and increases the digestive power.
6. It nourishes all the abdominal organs by supplying blood to them. This asana is a blessing to those who suffer from gas and other intestinal disorders.
7. Stretches the chest and lungs.

8. This asana is very beneficial specially to women because it alleviates the menstrual disorders and improves the reproductive system.
9. This asana rejuvenates the spine . It prevents bones from being untimely degenerated.
10. It activates the pancreas and insulin is produced in proper proportion.

Contraindications :

High and low blood pressure, Migraine, Insomnia, Serious lower back, Neck injury, Diarrhoea, Headache, Heart problem, Peptic ulcer, Hernia, Thyroid or endocrine gland disorders.

Benefits of Tree Pose

- Improves balance and stability in the legs
- On a metaphysical level, helps one to achieve balance in other aspects of life
- Strengthens the ligaments and tendon of the feet
- Strengthens and tones the entire standing leg, up to the buttocks
- Assists the body in establishing pelvic stability
- Strengthen the bones of the hips and legs due to the weight-bearing nature of the pose
- Builds self-confidence and esteem