

Leading with Emotional Intelligence - Empowering Nursing Professionals

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Abstract: ***Background:** Emotions and human relationships play a crucial role in improving the standard of care in nursing staff. Nursing education needs to address this aspect of the profession to handle both their own and the patient's emotions. Particularly in recent years research on emotional intelligence in nursing has grown as it has an influence on their clinical performance. **Material and methods:** Present cross-sectional and observational study was conducted with 100 nursing faculty of Yashoda and other hospitals of Telangana, from 21 March 24 to 22 March 24. Each participant was given a five-point self-assessment questionnaire based on self-awareness, empathy, social skills, motivation, and emotion management and scores were calculated on five-point scale. Scores between 18 and 34 indicate an attention is required, 10 and 17 indicate the need of development and scores between 35 and 50 indicate strength. **Results:** More than 90% of the nursing faculty have strength in self-awareness, managing emotions and empathy whereas social skills and self-motivation are the areas where more than 40% need improvement. Nearly 10% of the Nursing faculty require proper guidance to develop their social skills. Results also depicts that, 50% participants have both self-awareness and managing emotions, 30% participants have both motivating ability and empathy whereas 40% participants have only social skills. **Conclusion:** Emotional intelligence is essential in enhancing the clinical ability of nursing faculty and the training should focus on incorporating the concepts of emotional expression and regulation, self-awareness, motivation, empathy, social skills.*

Keywords: Emotional intelligence, Self-awareness, Managing emotions, Motivating oneself, Empathy and Social skills

1. Introduction

Emotion is a major driving force behind decision-making and action, and nurse's emotional intelligence (EI) influences each and every nursing intervention. Emotional intelligence (EI) is a psychosocial ability that has the power to alter both academic and professional outcomes (1). It can be developed and enhanced through instruction and training, and it may have an effect on nursing faculty learning outcomes, the ability to take moral decisions, critical thinking, implementation of evidence and knowledge in their practice, patient care and patient outcomes (2). Emotional Intelligence (EI) in education is defined as the ability to regulate one's feelings and emotions and use information as a supplementary tool to direct one's own thoughts and behaviours (3). Research has indicated that emotional intelligence (EI) is crucial for the nursing profession. This includes fostering therapeutic relationships between nurses and patients, delivering high-quality care, and effectively utilizing the role of consultants. (4). Also, Emotional Intelligence (EI) supports nurses in understanding and managing the complexities of interpersonal relationships in a composed manner as well as in adjusting to changes in their surroundings and managing stress (5). The relationship between nursing faculty emotional intelligence and the clinical ability has been shown in numerous studies however, it is unclear how faculty emotional intelligence influences their clinical ability and how much their demographic background matters in the process.

The five characteristics that defined emotional intelligence were motivation, self-control, social awareness, self-awareness, and relationship management. Being able to

manage demanding circumstances, competitive environments is correlated with high emotional intelligence (6).

Emotional intelligence (EI) starts with self-awareness, which is the capacity to reflect on and objectively assess one's own feelings, responses, and actions. By examining their stresses, biases, and emotional reactions, nurses may be better able to comprehend their emotional environments who adeptly employs self-regulation techniques to maintain the mental toughness under extreme pressure (7). Managing one's emotions is understanding and expressing one's own emotions, being able to recognize and understand the emotions of others, and being able to use one's own emotions constructively in actual conditions (8). Exhibiting the proper empathy, a nurse can interact with a distressed patient and understand their worries and fears. When a patient feels that the nurse understands them, they are more satisfied and adhere to the treatment plan. Thus, the main pillars of healthy relationships with friends, family, and other loved ones are emotional control, empathy, and effective communication. (9). A nurse's mental health, hope, optimism, flexibility, and ability to communicate effectively are additional factors that impact the quality-of-care services that nurses provide to their patients (10). The capacity to direct and motivate toward objectives by drawing on most profound feelings will take the initiative and persevere the face of challenges and setbacks with this ability.

The current study aims to determine the relative strengths and weaknesses of different emotional intelligence

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parameters that nursing faculty attended the conference and on addressing this nursing care quality can be enhanced.

2. Material and Methods

Research design - Cross sectional study

Study sample - This study included 100 nursing faculty from Yashoda and other hospitals of Telangana.

Inclusion criteria

The study includes male and female nursing faculty in an age group of 21 - 60 years with full - time nursing experience and able to fill the questionnaire.

Exclusion criteria

The study excludes the nursing faculty who do not meet the inclusion criteria

Study site

The current study is single centric conducted from March 21, 2024 to March 22, 2024 at Yashoda hospitals.

A five - point self - assessment questionnaire was given to each participant to know about the importance of emotional intelligence (EI). Self - awareness, managing emotions, motivating oneself, empathy, and social skills are among the questionnaire parameters. There are 1, 2, 3, 4, and 5 scores for each question. Those who scored between 35 - 50 indicate strength, who scored between 18 - 34 indicate that they need attention, and who scored between 10 - 17 indicate that they should undergo proper training and guidance for further development.

Statistical analysis

The IBM SPSS V21 was used for statistical analysis. Results on continuous measurements were presented on Mean \pm SD and results on categorical measurements are presented in number (%). Each assay was replicated three times.

3. Results

In the present study 21 to 60 years of age group people were participated. Table 1 displays the findings of the questionnaire given to the participants presented at the workshop. Results show that 96%, 92% and 95% of individuals have strength in self - awareness, managing emotions and empathy. Self - awareness is the area where no nursing faculty requires proper guidance and support for further development. Although 42% and 60% of nursing faculty members are strong in social skills and self - motivation respectively, 40% and 30% of people need proper attention in these areas for further improvement. It is also shown that 10% of nursing faculty require guidance for further development in social skills.

The results also show that 50% of 96% and 94% of participants are capable of both self - awareness and emotion management. Of the 60% and 95%, 30% of participants are empathetic and have the ability to motivate others, while only 40% of participants are socially skilled. Of the 60 % and 95%, 30% participants have both motivating ability and

empathy whereas 40% participants have only social skills (Fig 1).

4. Discussion

Emotional intelligence (EI) can assist nursing faculty in better preparing for the emotionally taxing nature of the career (11). The reason behind this could be the exposure to challenging circumstances and the work experience of nursing managers.

Table 1: Analysis of emotional intelligence through the questionnaire on five - point scale

Parameters studied	Total Number of individuals (N)	Strength (35 - 50)	Needs Attention (18 - 34)	Developmental Priority (10 - 17)
Self - awareness	100	96 \pm 1	2 \pm 1	NA
Managing emotions	100	92 \pm 2	3 \pm 1	1 \pm 1
Motivating oneself	100	60 \pm 4	30 \pm 2	3 \pm 1
Empathy	100	95 \pm 3	3 \pm 1	2 \pm 1
Social skills	100	42 \pm 3	40 \pm 3	10 \pm 2

Each assay was replicated three times. Values were expressed as mean \pm SD

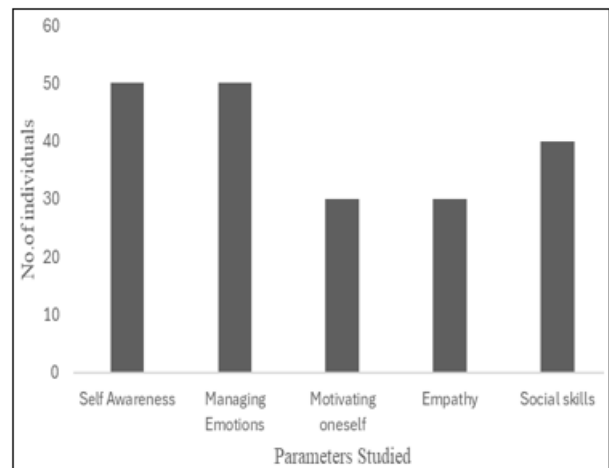


Figure 1: Number of individuals with various parameters studied for emotional intelligence

In the workplace, emotional intelligence is crucial and success as an employee in a career can be determined by an individual's ability to comprehend, perceive, and express emotions in a suitable manner (12). Emotional intelligence has an impact on both employee job satisfaction and healthcare organizational performance and is regarded as one of the most crucial competencies for nurses in the healthcare sector (13).

A nurse is self - aware and has the capacity to reflect, they become empowered and assume personal responsibility for their own lives (14). Our study revealed that the emotional intelligence competencies of nurses, namely self - awareness, managing emotions and empathy were reported high in the nursing faculty. A nurse self - awareness is closely linked to his or her ability to therapeutically handle interpersonal conflicts. EI has been shown to promote connection, rapport and trust within a healthcare team (15). In nursing,

interpersonal relationship skills are the capacity to empathize, manage emotional support and builds a close relationship with each other (16). Our study shows that nearly fifty percent of nursing faculty attended the conference will need proper guidance for social skill development as it effects the communication skills of nursing faculty. The anthropocentric nature of nursing requires emotional Intelligence as a high - level social skill that contributes to effective patient centered care (17). Individual's emotional intelligence level will directly affect the communication skills and conflict management strategies (18). Higher Emotional intelligence nurses are better to manage their emotions and make more logical choices, both of which are important for improving communication and productivity for both the leader and the follower. Nurses are more attuned to their own and others feelings and emotions, and with high emotional intelligence and emotional management are more likely to offer reward in the form of psychological benefits (19). High emotional intelligence is an indicator of being able to handle stressful situations and competitive environments (20).

Most importantly, the primary goals of the nursing profession are to prevent illness, promote health, and provide care for people who are physically ill or mentally disturbed. As a result, in order to fulfill their many responsibilities, nurses must possess emotional intelligence skills. More importantly, the main aim of the work nature of nursing as a profession is to promote health and prevent disease as well as to provide healthcare for those who are physically ill and mentally disturbed. Thus, the work requires the nurses to have skills related to emotional intelligence for the purpose to respond to their multifarious duties.

1. Conclusion

In conclusion Emotional intelligence is correlated with better clinical communication, good conflict management skills with supervisors, and better relationships with patients and their families which form the core competencies of the nursing profession.

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