

# “Effectiveness Of Emotional Intelligence Enhancement Interventions On Occupational Stress Among Nurses: A Review Article”

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## **Abstract:**

Emotional intelligence (EI) refers to the ability to perceive, control, and evaluate emotions. The aim of this review is to summarize the available literatures pertaining to any interventions on emotional intelligence enhancement and evaluate its effectiveness on occupational stress among staff nurses. This review includes quantitative studies published as well as unpublished articles. **Methodology:** - Computerized literature searches were performed on the Pub med, Research Gate, Medline, DELNET and CINHALL, Science direct, Shodhganga, NDL databases to locate all the articles on emotional intelligence enhancement interventions on nurse's occupational stress. The nurses working in hospitals are the population. Only articles related to interventional studies were discussed. Articles available in English only were identified. This approach integrates study findings conducted within the country and outside the country published in time period from 2010 to 2020. **Results:07 studies** were selected which depict specific information about the interventions done on nurse's occupational stress. Results are analyzed into themes i.e. emotional intelligence interventions increases Emotional Intelligence Score of nurses, bring Positive effect on general health and Improves nursing care and patient care. The review had concluded that these forms of training program are very effective in decreasing the occupational stress of the nurses.

**Key-words:** Emotional intelligence, Staff nurses, Emotional intelligences training, Intervention. Occupational stress.

## **INTRODUCTION**

Intelligence is a very important aspect of human personality. It has been all through defined in many ways understanding the logic, awareness and various other perspectives of human beings. Some consider intelligence as amount of knowledge on worldly affairs and others consider intelligence as the smartness to overcome problems or the logic applied at necessary situations. Emotional intelligence (EI) is a new concept which helps the individuals to recognize their own emotions, and other people's emotions, to understand own feelings and define it appropriately and guide own thinking and behavior. Thus by managing own emotions it

helps to handle situations and solve problems. Emotional intelligence is defined as being able to evaluate and control emotions as well as assess their co-workers emotion. Those with higher levels of emotional intelligence are more satisfied with and dedicated to their jobs (**Brian Anthony, 2010**)<sup>1</sup>.

According to the 2009 A Dictionary of Psychology, emotional intelligence (EI) or emotional quotient (EQ) can be defined as “the ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behaviour”.The term “emotional intelligence” has been knocking about since the 1960s, but became mainstream in the mid-1990s after the bestselling book by that title, written by Daniel Goleman. In it, he proposed the “mixed model” of EI, which mixed one’s own innate EI ability with personality traits broken down into self-awareness, self-regulation, social skill, empathy and motivation. The 1980s-centric “ability model”, on the other hand, had taken the view that EI was a more static or preordained mental ability, somewhat like logic or IQ, that centered upon perceiving, using, understanding and managing your emotions. Emotional intelligence (EI) refers to the ability to identify, assess, manage and control self and reactions to others’ emotions (Meyer et al. 2008). A series of studies have shown that individuals with high EI more successfully handle work demands (Bar-On 2002).<sup>2</sup>

The employees face occupation related stress a lot. It has proved itself as a major health hazard. The occupation related stress is due to increased workloads, downsizing, overtime, hostile work environments, and shift work. Individual’s psychological well-being is a concept that encloses a well-rounded, balanced, and extensive experience of life. It includes health in social, physical, mental, emotional, career, and spiritual domains. To increase psychological well-being every person should have some characteristics ie Self-acceptance, Self-growth, Purpose and meaning, Autonomy Connectedness, Mastery.Eachperson should adoptit to have wellbeing and attain maximum success in life.

Nurses is an important part of health care system but they also suffer fromextreme stress due to work. Each individual handle stress situations differently. The level of Emotional intelligence (EI) explain the individual’s differences in dealing with work stress.

Since nurses are physically and emotionally exposed to different working conditions compared to other occupations, they have to increase their emotional skills to adapt themselves to the abnormal conditions of the work environment. If nurses do not have adequate skills to control their emotions, they will not be able to maintain their peace of mind when communicating with patients, especially in different crises situations. Those who use their emotional intelligence are more compatible with their surroundings and have greater self-

confidence and awareness of their abilities.<sup>3</sup>

Nurse fatigue and disengagement can pose serious problems for healthcare organizations, and a recent survey from Kronos found 63% of nurses say their job has caused burnout. The survey also found that more than 4 out of 5 nurses think hospitals today are losing good staff because other employers offer a better work/life balance. Many nurses work 12-hour shifts, and being on several days in a row inevitably leads to high levels of fatigue. In the Kronos survey, 55% of nurses said having more control of their schedule would reduce fatigue, and 60% said they would have a better work/life balance if they were more involved in their shift scheduling<sup>4</sup>. Nurses play varied roles and responsibilities. The primary goal is to provide high quality service to the patient. The care should be in cooperated with empathy as main ingredient which develops the trustful nurse patient relationship. Research links emotional intelligence to patient safety. In "A Model for the Role of Emotional Intelligence in Patient Safety," Estelle Codier, MSN, RN, and David Codier, BSN, RHSO, explain that communication and emotional intelligence are clearly linked. Because of this connection, EI has been called "one of the largest drivers of patient safety"<sup>5</sup>.

EI has become an important facet in nursing practice in recent years, as sensitivity to mood and emotions is an integral part of care and should not be taken in isolation from how we think and act as professionals. While a great deal of work has been done to understand, and expose EI as a concept, there remains much work to be done, specifically with regards to the inconsistency of attributes. In the context of advance nursing practice, EI helps to facilitates emotional well-being among APNs and helps to enhance the ability to practice competencies in a way that will benefit patients, patient's families, colleagues and themselves as working professionals and as individuals. Ultimately, EI promotes much more than simply awareness of emotions, it allows for nurses to be more equipped to provide quality care and support to their patients, their families, and colleagues. Despite the confusion and misapprehension regarding EI as a concept, it is clear that the ability to recognize and understand EI will remain a vital part of nursing practice moving forward.<sup>6</sup>

A study aiming to identify the emotional intelligence skills of Turkish clinical nurses according to socio demographic and professional variables. They designed a descriptive cross-sectional study. The study was conducted with 312 nurses from 37 hospitals located within the borders of the metropolitan municipality in Ankara. There were no significant differences between emotional intelligence scores of the nurses according to demographic variables such as age, gender, marital status, having children. Thus, socio demographic factors did not appear to be key factors, but some professional variables did. Higher total emotional intelligence scores were observed in those who had 10 years or longer experience, who found oneself successful in professional life, who stated that emotional intelligence is an improbable skill and who previously received

Self-improvement training. Interpersonal skills were higher in those with a graduate degree and in nurses working in polyclinics and paediatric units .Implementation of emotional intelligence improvement programmes targeting the determined clinical nursing groups by nursing administrations can help the increase in emotional intelligence<sup>7</sup>.

Researcher felt that Nurses ability to adapt to situations and understand the needs of their patients is high. They can also better cope with the stress emotionally and improve their social skills, leading to long-term benefits in their occupational health. Healthcare settings are challenging and have stressful work environments, therefore, Emotional intelligence is important to decrease stress and improve well-being among health professionals and nurses.

**Aim of the review:** The aim of this review is to summarize the available literatures pertaining to any interventions on emotional intelligence enhancement interventions and evaluate its effectiveness on occupational stress of staff nurses

**Methodology:** -Computerized literature searches were performed on the Pub med, Research Gate, Medline, DELNET and CINHAL, Science direct, Shodhganga, NDL databases to locate all the articles on emotional intelligence enhancement interventions on nurse's stress. The nurses working in hospitals are the population. The search items were emotional intelligence skills, effect of intervention and occupational stress. The reference list of articles were further checked for relevant publications. Only articles related to interventional studies were discussed .Articles available in English only were identified .The review was done to identify papers that clearly described the effectiveness of emotional intelligence interventions on nurse's stress. This approach integrates study findings conducted within the country and outside the country. Studies were identified from researches published in time period between 2010to 2020.

**Study Identification:** - All the available studies were based on interview and self-reporting method.

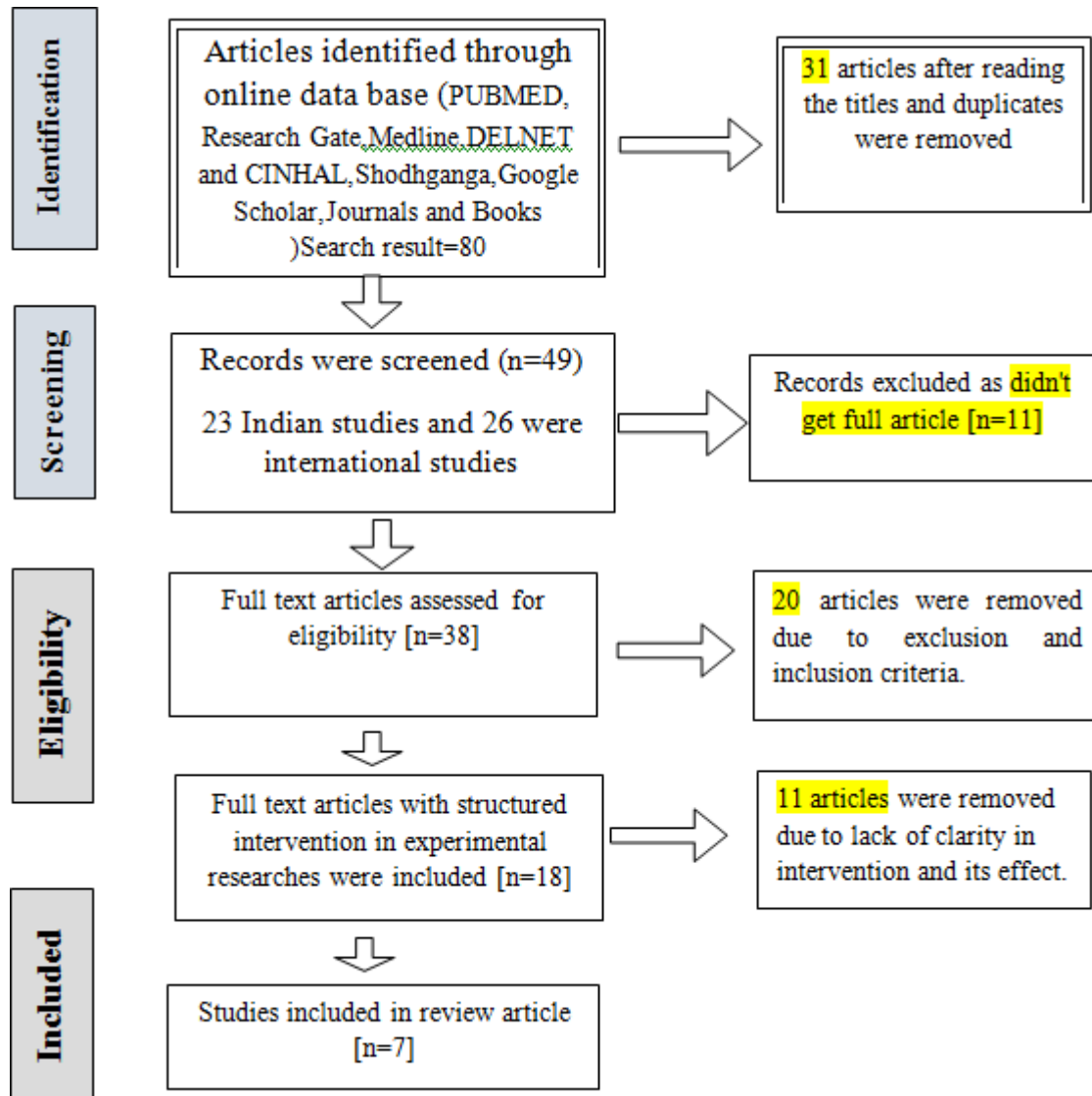
**Inclusion Criteria**

- Studies conducted between 2010-2020.
- Studies conducted on staff nurses.
- All interventional studies related to emotional intelligence
- Interventional studies showing effect on occupational stress.

**Exclusion Criteria**

- Studies published in other languages other than English.

Flow Chart 1. Study design



The intensive search of articles related to emotional intelligence enhancement techniques on occupational stress were done and 80 articles were selected. All articles were identified through online data base (PUBMED, Research Gate, Medline, DELNET and CINHAL, Shodhganga, Google Scholar, Journals and Books). After reading the titles 31 articles were removed due to duplicity.49 articles were selected in which 23 were Indian studies and 26 were international studies.Thesearticles were searched for their full text availability and only 38 articles were selected. 11 articles were excluded as didn't get full article. Among the 38 articles, 20 articles were removed due to exclusion and inclusion criteria and 18 articles were eligible for review article.All the interventions of the experimental studies included in study were deeply analyzed and only 7 articles were included in the review article.

**Table I**  
*Description of the reviews*

s. no	Purpose	Author	Title of the study	Method / Tool/setting	Intervention	Findings of the study	Authors conclusion
1	To find out the Relationship between Nurses stress, professional competence with emotional intelligence training.	Inche Kikanlo, Jalali K, Asadi Z, Shokrpour N, Amiri M,Bazrafkan L. July 2019.	Emotional Intelligence Skills: Is Nurses' Stress and Professional Competence Related to their Emotional Intelligence Training ? A quasi experimental study	-100 samples. -stratified random sampling method  -They were randomly categorized into two intervention and control groups including 50 subjects. Setting: -Shiraz, Iran -Tool used to assess stress was gadzellas inventory, to asses professional competence CIRN (competency inventory for registered nurses) was used	Emotional Intelligence training. The educational program was developed based on pattern of emotional intelligence by Salovey and Mayer. 6 training sessions of 90 minutes in form of lectures, group discussion, role-play, question answers. Posttest was done after 2 weeks	Result showed that The mean age of the participants was $20 \pm 2.14$ years old. According to the results, the mean difference of the changes in the professional competence ( $P<0.001$ ), total academic stress ( $P<0.001$ ), and the four areas of academic stress such as emotional response ( $P<0.001$ ), physical response ( $P<0.001$ ) and physiological response ( $p<0.001$ ) were significant. The intervention group, as compared with the control group, showed no significant effect on the other factors of academic stress such as frustration, conflict, academic pressure, changes and self-imposed stress.	Study concluded that the education of emotional intelligence components can improve the efficiency of nursing care services and professional competence due to decreased stress.
2	To evaluate The effectiveness of training on nurses emotional intelligence.	Kozlowski D, Hutchinson M, Hurley J3, Browne G 2018	Increasing nurses' emotional intelligence with a brief intervention	A cross-site quasi-experimental study at Australia n=60	Emotional intelligence training Measuring nurses' EI pre- (T1) and three months post- (T2) EI training with a matched (untrained) control group. EI training consisted of a five-hour workshop, a 30minute one-on-one feedback session, and an individualized follow-up reminder sent via SMS	Result showed that Training resulted in a significant increase in EI scores over baseline levels for the trained group while scores for the control group did not increase	The study concluded that study has provided clear evidence of the applicability and efficacy of a low-cost training intervention for nursing staff in a real world setting.



3	To evaluate the effectiveness of emotional intelligence training on general Health among nurses	<a href="#">Samira Foji</a> , <a href="#">Marjan Vejdani</a> , Hamid Salehini 2020	The Effect of Emotional Intelligence Training on General Health Promotion Among Nurse.	Experimental study, field trial with a random control group. The sample group was 135 nurses of Sabzevar, Iran Hospitals. They were then divided randomly into experimental and control groups. General Health Questionnaire (GHQ) of 28 questions, and Bar-On Emotional Intelligence Questionnaire of 90 questions were used after and before the intervention.	Emotional intelligence training on components. The first group (intervention) was trained by giving the speech, and the second group (control) did not receive any intervention about the subject of study. The members of the intervention group learned 15 components of emotional intelligence. 6 sessions of 2 h, 2 days a week	Findings showed that emotional intelligence at the beginning in the intervention and control groups were $25.03 \pm 32$ and $30.89 \pm 33$ , respectively, and after the intervention, it was $29.68 \pm 35$ and $42.89 \pm 34$ , respectively. Total general health was $19.76 \pm 84$ and $18.77 \pm 77$ in the case group before intervention and $14.55 \pm 56$ in the case group and $17.68 \pm 52$ in the control group, respectively ( $P < 0.001$ ). The scores of emotional intelligence in the intervention group had a significant and inverse relationship, meaning that the score of emotional intelligence decreased with the score of general health and the rate of general health increases	It clearly showed that emotional intelligence affects health; therefore, using educational models and appropriate strategies for increasing the emotional intelligence of nurses to improve their health can be taken.
4	To evaluate the effectiveness of emotion regulation training on occupational stress of nurses.	<a href="#">Darya Saedpanah</a> , Shiva Salehi, <a href="#">Ladan Fattah Moghaddam</a>	The Effect of Emotion Regulation Training on Occupational Stress of Critical Care Nurses	Quasi-experimental study with control and intervention group 60 nurses working in ICU and Critical Care Unit (CCU) of, Sanandaj, Iran. March 2016. Expanded Nursing Stress Scale (ENSS) developed by Gray-Toft and Anderson which was used	Intervention group was trained by lecturing in eight sessions of two hours. Training sessions were held for three weeks. In the first and second week three sessions and in the third week two sessions were held. Training was given by a psychologist.	Mean occupation stress score in the intervention group before emotion regulation training was $136.6 \pm 24.6$ and after training was $113.02 \pm 16.2$ . Based on the paired t-test there were statistically significant difference ( $p = 0.001$ ). Mean occupation stress score in the control group was $136.06 \pm 28.7$ and $136.32 \pm 28.5$ , there was no significant difference statistically ( $p = .165$ ).	Emotion regulation training is effective in reducing occupation stress of critical care nurses.
5	To evaluate the effectiveness of emotional intelligence ability development program on nurses.	Estelle Codier, et. Al (2013)	Developing Emotional Intelligence Ability in Oncology Nurses: A Clinical Rounds Approach.	A mixed method, pre/post-test design used. Study conducted at tertiary care hospital in urban Honolulu, HI. Rounds took place on a 24-bed inpatient oncology unit. Data collection done on 33 RNs in an oncology unit. 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.	Emotional intelligence ability development program on staff.	The low test response rate prevented comparison of scores pre- and post-intervention. Study concluded that the staff's 94% participation in rounds, the positive (100%) evaluation of rounds, and post study improvements in emotional care documentation and emotional care planning suggest a positive effect from the intervention.	Result showed that The ability to identify emotions in self and others was demonstrated less frequently than expected in this population
6	To evaluate the	<a href="#">Ellen Bamberger</a> , Jac	A Pilot Study of an	17 physicians and 10 nurses .The EI of 17 physicians and 10	EI training comprising group discussions,	Results showed that The mean overall EI score of the study sample rose from $99.0 \pm 99.6$ at	EI intervention led to an overall

	effectiveness of emotional intelligence training intervention for nurses.	<u>Ab Genizi</u> , <u>Nogah Kerem</u> et al (2017)	Emotional Intelligence Training Intervention for a Pediatric Team	nurses in pediatric ward was prospectively evaluated with BarOo's EI at baseline and after 18 months. 11 physicians who did not undergo the intervention served as controls. Pre-emotional quotient inventory (EQ-i) and post-EQ-i scores and patient satisfaction surveys of nurse and physicians pre-intervention and post-intervention were analyzed.	simulations and case studies	baseline to 105.4±10 (p<0.000) after 18 months, with the most robust increase (nearly 6%; p<0.003) manifested among physicians. In contrast, the control group's EI scores did not change over this period. Within the intervention group, physicians displayed a statistically significant increase in three of the five EI dimensions, compared with only one of the five EI dimensions for nurses. Patient satisfaction scores relating to physician care rose from 4.4 pre-intervention to 4.7 post-intervention (p=0.03).	increase in EI scores, with a significant improvement in patient satisfaction. These findings suggest important potential benefits for both staff and their patients
7	To evaluate The effectiveness of emotional intelligence training intervention on job stress for nurses	Nooryan Kh., Gasparyan Kh., Sharif F, Zoladl M.	The Effect of Teaching Emotional Intelligence (EI) Items on Job Related Stress in Physicians and Nurses Working in ICU Wards in Hospitals, Yerevan, Armenia	Cross interventional, pre-post, case and control group design was used 106 participant	Emotional intelligence items training programme in 3 sessions.	Results showed that nurses experienced high level of stress. The level of stress experienced at work by this occupational case was higher than control group.	Emotional intelligence items education decreased situational and personal anxiety of nurses in case group more than those in control group Therefore, it should be developed in stress managing trainings

**Note:** the above table 1 describes the 7 review articles which were selected by the researcher for analysis .All

above articles explains the various emotional intelligence interventions or programs for reducing job stress among nurses.

All the above articles explain the studies its purpose, titles, methodology, interventions and outcomes.

**Studies showing the effect of emotional intelligence training effect on occupational stress of nurse**

- 1. Inche Kikanloo A, Jalali K, Asadi Z, (2019)<sup>8</sup>** conducted the study on Emotional Intelligence Skills: Is Nurses' Stress and Professional Competence Related to their Emotional Intelligence Training? A quasi experimental study at Shiraj,Iran.Data collection done on 100 sample by using stratified random sampling from both genders. Result showed that the intervention group, as compared with the control group, showed no significant effect on the other factors of academic stress such as frustration, conflict, academic pressure, changes and self-imposed stress. Study concluded that the education of emotional intelligence components can improve the efficiency of nursing care services and professional competence due to decreased stress.

**Limitations:** Individual differences were found between the subjects and the ability to respond to some questions and receive instructional knowledge. Also study can be done in other professionals so that the results are compared and effectiveness of intervention can be compared.

- 2. Kozlowski D, et.al. (2018)<sup>9</sup>** was conducted the study on Increasing nurses' emotional intelligence with a brief intervention. a cross-site quasi-experimental study at Australia , measuring nurses' EI pre- (T1) and three months post- (T2) EI training with a matched (untrained) control group (total n = 60). EI training consisted of a five-hour workshop, a 30-minute one-on-one feedback session, and an individualised follow-up reminder sent via SMS. Result showed that Training resulted in a significant increase in EI scores over baseline levels for the trained group while scores for the control group did not increase. The study concluded that study has provided clear evidence of the applicability and efficacy of a low-cost training intervention for nursing staff in a real world setting.

**Limitation:** self-report method was used to collect data. The data can also be collected by interview to reduce bias.

3. **Samira Foji, et al (2020)**<sup>10</sup> conducted current study to investigate the effect of emotional intelligence training on health promotion of nurses in Sabzevar Hospitals. The current study is a field trial with a random control group. The sample group was 135 nurses of Sabzevar Hospitals. They were then divided randomly into experimental and control groups. First, all of the samples answered the questionnaire of personal information, Bar-On Emotional Intelligence, and General Health Questionnaire. Findings indicated the significant mutual effect of emotional intelligence changes and general health variables. It means as the score of emotional intelligence gets more, health score decreases and the rate of general health increases.

**Limitations:** Using other measurement methods, such as observation and interviewing, can provide more complete data. However, due to the size of the sample size, it was not possible to do so.

4. **Darya Saedpanah et al (2016)**<sup>11</sup> conducted the study to investigate the effect of emotion regulation training of occupational stress on critical care nurses in two teaching hospitals in Sanandaj, Iran. This interventional study was conducted on 60 nurses working in the Intensive Care Unit (ICU) and Critical Care Unit (CCU) in two teaching hospitals in Sanandaj, Iran. Data were collected using Expanded Nursing Stress Scale (ENSS) questionnaire. Occupational stress dimensions including; conflict with physicians, problems with peers, workload, uncertainty concerning treatment and problems related to patients and their families in the intervention group compared with the control group was statistically significant ( $p < 0.05$ ). Thus Emotion regulation training is effective in reducing occupation stress of critical care nurses.

**Limitation:** Individual differences and personality traits as well as cultural, social and motivation of nurses could affect their opinion, so they may respond to questions with some considerations. Psychological state of nurses as well as information seeking from other sources other than those stated by researcher during training sessions may have an impact on emotional intelligence.

5. Estelle Codier, et. al.( 2013)<sup>12</sup> was conducted the study on Developing Emotional Intelligence Ability in Oncology Nurses: A Clinical Rounds Approach. Aim of the study was to explore the feasibility and impact of an emotional intelligence ability development program on staff and patient care. A mixed method, pre/post-test design used. Study conducted at tertiary care hospital in urban Honolulu, HI on 33 RNs in an oncology unit during a 10-month period. Result showed that the ability to identify emotions in self and others was demonstrated less frequently than expected in this population. The low test response rate prevented comparison of scores pre- and post -intervention. Study concluded that the staff's 94% participation in rounds, the positive (100%) evaluation of rounds, and post study improvements in emotional care documentation and emotional care planning suggest a positive effect from the intervention

Limitations: Additional research is recommended over a longer period of time to evaluate the impact of EI specifically has on the staffs identification of emotions. Because of the minimal time and resources the feasibility for continuation of intervention post study was rated high by research team.

6. Ellen Bamberger , Jacob Genizi · Nogah Kerem. (2017) <sup>13</sup> examined the degree to which EI training may be associated with a change in EI among different medical personnel and patient satisfaction. A pilot study was carried on among 17 physicians and 10 nurses and evaluated with Bar-On's EI at baseline and after 18 months. 11 physicians who did not undergo the intervention served as controls. The intervention consisted of a training programme comprising group discussions, simulations and case studies. Findings show that EI intervention led to an overall increase in EI scores, with a significant improvement in patient satisfaction. These findings suggest important potential benefits for both staff and their patients.
- Limitations:** Due to heterogeneous group ie physicians and nurses the factors contributing to change of emotional intelligence cannot be clarified. Individual groups can be reassessed for effect of EI Intervention effectiveness.

7. **Nooryan Kh., Gasparyan Kh., Sharif F, Zoladl M.(2011)**<sup>14</sup> conducted study to assess the Effect of Teaching Emotional Intelligence (EI) Items on Job Related Stress in Physicians and Nurses Working in ICU Wards in Hospitals, Yerevan. The study used pre-post, case and control group design. 106 participant were selected. The Emotional intelligence items training programme was planned in 3 sessions. Results showed that nurses experienced high level of stress. The level of stress experienced at work by this occupational case was higher than control group. Emotional intelligence items education decreased situational and personal anxiety of nurses in case group more than those in control group Therefore, it should be developed in stress managing trainings.

**Limitations:** it was noted that considering novelty of concept of emotional intelligence on controlling anxiety and stress, limitation of research background regarding the impact of EI on anxiety of physicians and nurses and lack of support from supporting systems were the limitations of the study.

## **RESULTS**

Emotional intelligence skills interventions or trainings on occupational stress are categorized into following themes.

### **Increases Emotional Intelligence Score**

Emotional intelligence training or program improves the components of emotional intelligence among staff nurses. The components include self-awareness, self-regulation, motivation, empathy, social skills.

### **Positive effect on general health.**

It also effects the overall general health of the nurses and decreases the occupational stress among nurses. It decreases the personal anxiety among nurses and thus they can manage stress and increase their efficiency for patient care.

### **Improves nursing care and patient care**

It improves the efficiency of nursing care and services and increases the professional competencies due to decreased stress. It also helps to improve the patient's satisfaction.

## DISCUSSION

The systemic review was undertaken to provide with the necessary information on the problem reviewed. The investigator summarized available literature on various emotional intelligence related skills, items, training sessions or interventions which were planned on nurses with occupational stress. The various intervention sessions or training on various aspects of emotional intelligence enhancement were reviewed so that the nurses are able to decrease the stress related to work by themselves. Among all the studies discussed below the majority of the studies were done outside India. The emotional intelligence enhancement Interventions were well structured and planned in multiple sessions for 2 hours in a week for 3 to 4 weeks and then the post test was planned after 1 to 3 months as per various studies.

A study was conducted by [Oi Sun Lee](#) , [Mee Ock Gu](#) (2014) to develop and test the effects of an emotional intelligence program for undergraduate nursing students. The study design was a mixed method research. Participants were 36 nursing students (intervention group: 17, control group: 19). The emotional intelligence program was provided for 4 weeks (8 sessions, 20 hours). Data were collected between August 6 and October 4, 2013. Quantitative results showed that emotional intelligence, communication skills, resilience, stress coping strategy, and clinical competence were significantly better in the experimental group compared to the control group. According to the qualitative results, the nursing students experienced improvement in emotional intelligence, interpersonal relationships, and empowerment, as well as a reduction in clinical practice stress after participation in the emotional intelligence program. Study findings indicate that the emotional intelligence program for undergraduate nursing students is effective and can be recommended as an intervention for improving the clinical competence of undergraduate students in a nursing curriculum<sup>15</sup>.

Another study by [Carmen María Sarabia-Cobo](#) et al indicates a relationship between EI, stress, coping strategies, well-being and mental health. Emotional intelligence skills and knowledge, and coping strategies can be increased with training. The aims of this study were to use a controlled design to test the impact of theoretically based training on the different components of EI and coping styles in a sample of nurses working with older adults. A group of 92 professionals (RN and CAN) who attended a workshop on EI were included in the study. They completed a self-reported measure of EI and coping styles on three occasions: pre- and post-workshop and at one year follow-up. The EI workshop consisted of four 4-h sessions conducted over a four-week period. Each session was held at the one-week interval. This interval allowed participants to apply what was taught during the

session to their daily life. Results showed a significant differences between the pre- and post-workshop measures both at the end of the workshop and up to one year. There was a significant increase in the EI and coping styles after the workshop and one year thereafter. The workshop was useful for developing EI in the professionals. The immediate impact of the emotional consciousness of individuals was particularly significant for all participants. The long-term impact was notable for the significant increase in EI and most coping styles<sup>16</sup>. The study results clearly explains the interventions to be effective and the nurses learn to be self-aware about the situation and take control over the situation and thus avoid unnecessary outcomes. Hence such training and intervention programs should be a part of the hospitals to render quality nursing care.

#### **GENERAL LIMITATION**

- Indian studies are less
- All of the studies were self-reporting.
- Sampling bias due to non-random sampling technique used.
- Lack of generalization.

#### **RECOMMENDATIONS**

- The systematic review analysis can be done for in depth analysis of the methodology of various experimental study.
- More training programs on large scale population can be studied.
- Relationship of emotional intelligence techniques with psychological wellbeing can be done among nurses.

#### **CONCLUSION**

Studies are carefully appraised for quality and validity. The review had concluded that these forms of training program are very effective in decreasing the occupational stress of the nurses. The emotional intelligence skills developed in nurses helps them to be self-aware, aware about the situation and take control over the situation. And these techniques are applied in their daily job .The intervention programs should be part of any hospitals to increase the efficiency of the nurses.



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