



What happens to students' trait emotional intelligence during pre-registration nurse education?

ALLISON EVANS



- Angels
- Villains
- Heroes

or simply human?

The student nurse journey – what happens on the way?

Wash hands

Don't cry

I can't touch that

Grim

Does my supervisor hate me?



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Need sleep!

Must finish that essay

Wash hands again!

I need a drink

This is too tough!

Just keep smiling 😊

Emotional Intelligence: an NMC requirement

“In order to respond to the impact and demands of professional nursing practice, they must be emotionally intelligent and resilient individuals, who are able to manage their own personal health and wellbeing, and know when and how to access support.” (NMC, 2018 p.3)

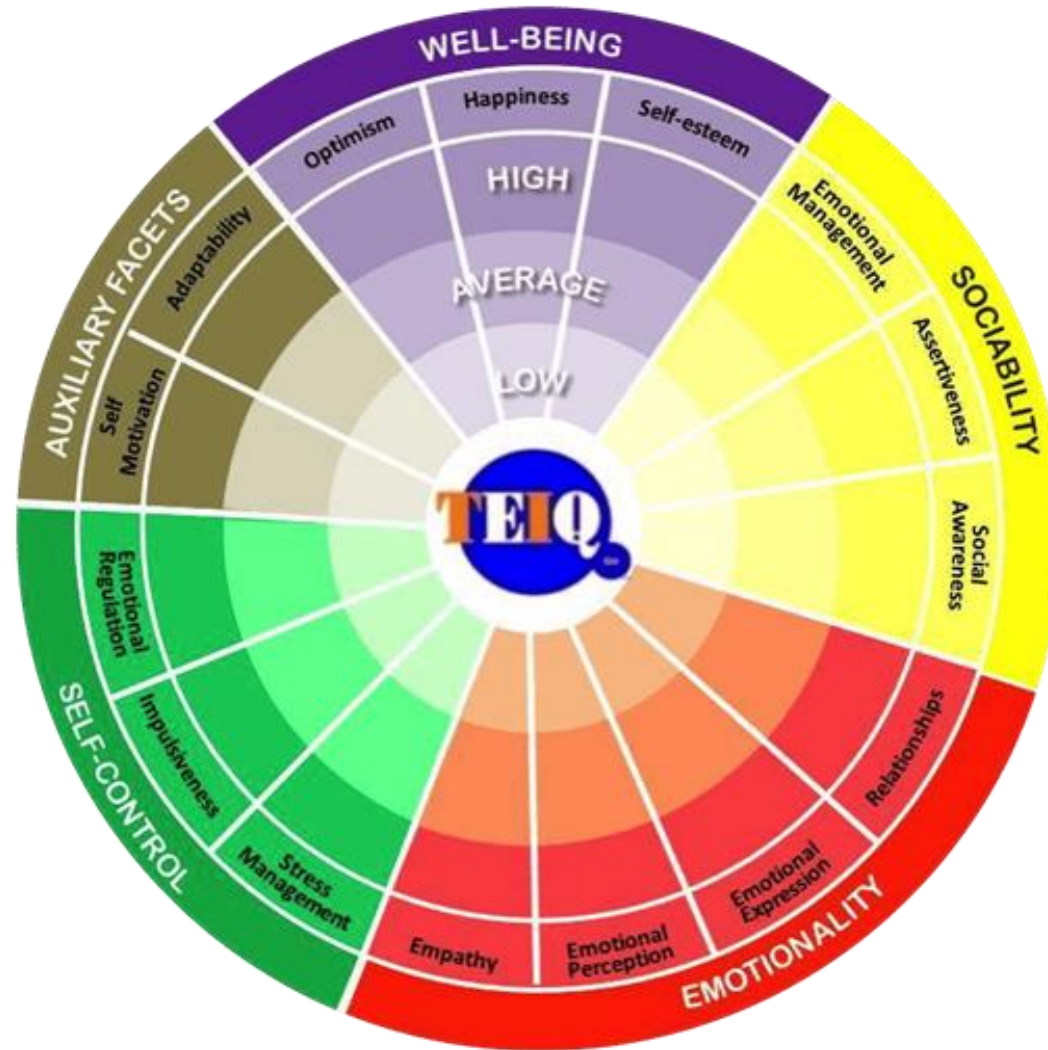


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“1.10 demonstrate resilience and emotional intelligence and be capable of explaining the rationale that influences their judgments and decisions in routine, complex and challenging situations” (NMC, 2018 p.8)

Nursing and Midwifery Council (NMC) (2018) Future Nurse: Standards of proficiency for registered nurses. Available at: [future-nurse-proficiencies.pdf \(nmc.org.uk\)](#)

Trait Emotional Intelligence (TEI) – TEIQue tool



Petrides, K. V. (2009) Technical manual for the Trait Emotional Intelligence Questionnaires (TEIQue) 1st edition, 4th printing. London: London Psychometric Laboratory pp. 63.

Scoping hypotheses

1. There will be no significant differences in TEI scores at global, factor or facet levels between genders.
2. TEI scores will increase with age at global, factor and facet levels.
3. There will be significant differences in TEI scores at global, factor or facet levels between students across the four fields of nursing.
4. There will be significant differences in students TEI scores at global, factor and facet levels between year 1, year 2 and year 3 of study.

Quantitative study design

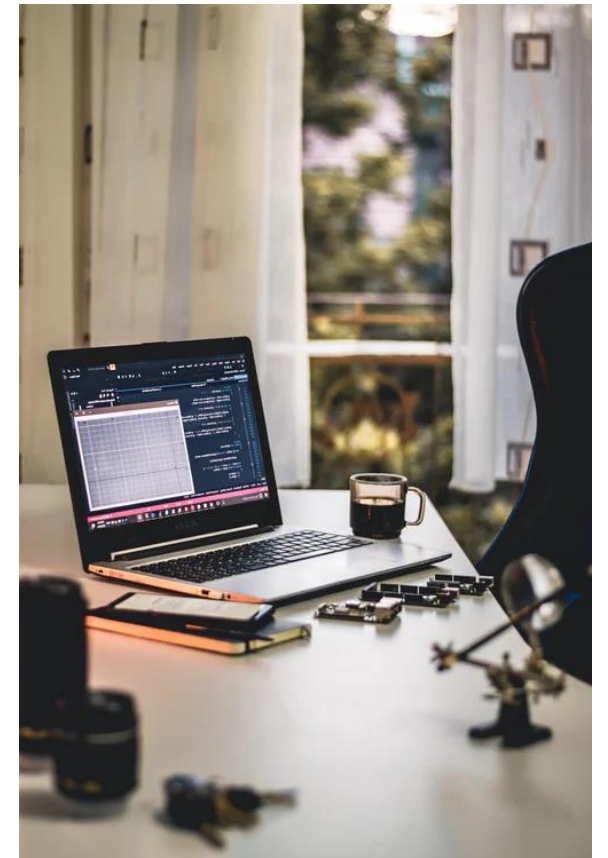
- ▶ Data collected from same sample of students over a three year period
- ▶ 187 participants recruited from a single cohort of 467 nursing students across all four fields
 - 90% female and 10% male
 - Ages ranged from 18-56 years, mean age 28 years
 - Adult 67%, Child 14%, Mental Health 11%, Learning Disability 8%
 - White 66%; Black, Asian and minority ethnic groups (BAME) 34%
- ▶ Completed on three occasions
 - beginning of the BSc Nursing course (T1)
 - beginning of year two (T2)
 - end of the third year (T3)



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Analytical approach

- ▶ All data entered into SPSS and a range of accuracy checks undertaken
- ▶ Descriptive statistics considered including checks for normality and outliers
- ▶ No extreme outliers for total TEI at T1, T2 or T3 subsequently cases all retained.
- ▶ Total TEI and at factor level normally distributed
- ▶ Non-parametric testing for hypotheses 1-3 due to unequal group sizes
- ▶ Parametric testing pursued for scoping hypothesis 4



Hypotheses 1 and 2: Differences in TEI associated with gender and age

Gender

- No significant differences between genders associated with total TEI or at factor level
- Women had lower self-esteem than men at T1 and higher relationship scores at T2, resolved by T3
- Women had higher empathy scores than men at T2 and T3
- Men had higher scores for stress management at T3

Age

- No significant differences between age groups for total TEI or at factor level
- Students aged 18-20 and 21-25 years had lower self esteem than their colleagues aged 26-30 at T1, differences no longer apparent by T2

Hypothesis 3: Differences in TEI between fields

Multiple differences in TEI at T2 between mental health students and their peers.

- ▶ Lower total TEI than adult students
- ▶ Lower scores for self-control and emotionality than adult and child students
- ▶ Lower scores for emotional expression than child students
- ▶ Lower self-motivation scores than learning disability students
- ▶ Lower scores for adaptability than adult students
- ▶ Lower impulse control scores than all other fields



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Hypothesis 4: Differences in TEI at 3 points of nurse education

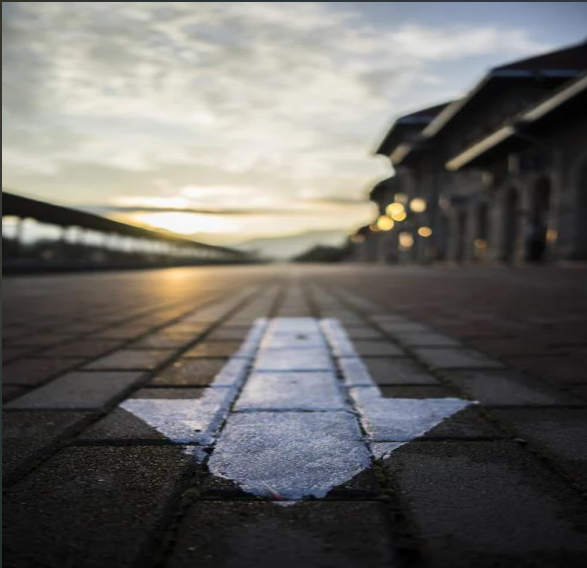


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Significant reductions in:

Overall TEI

TEI factors

- Wellbeing
- Self-control
- Emotionality
- Sociability

TEI facets

- Self-motivation
- Emotion regulation
- Happiness
- Impulse control
- Relationships
- Self-esteem
- Social awareness
- Stress management
- Optimism
- Empathy
- Adaptability

Summary of differences demonstrating a reduction in students TEI during nurse education (One way repeated measure ANOVA)-

Variable	T1		T2		T3		F(2,185)	η²	Pairwise Comparisons (p)			
	M	SD	M	SD	M	SD			T1-T2	T2-T3	T1-T3	
Facet level												
Self-esteem	4.63	0.89	4.51	0.95	4.50	0.91	5.43**	.06	.008**	1.000	.026*	
Self-motivation	4.94	0.71	4.60	0.69	4.39	0.79	49.68**	.35	.001**	.001**	.001**	
Emotion regulation	4.50	0.86	4.25	0.77	4.25	0.74	16.14***	.15	.001**	1.000	.001 **	
Happiness	5.86	0.91	5.67	0.99	5.51	1.03	17.70***	.16	.001**	.011*	.001 **	
Empathy	5.34	0.73	5.19	0.79	5.12	0.70	10.09***	.10	.007**	.235	.001 **	
Social awareness	4.90	0.78	4.82	0.77	4.71	0.71	9.06***	.09	.055	.018	.001 **	
Impulse control	4.81	0.85	4.55	0.84	4.45	0.81	21.91***	.19	.000***	.050	.000***	
Stress management	4.47	0.92	4.28	0.88	4.26	0.91	6.92**	.07	.003**	1.000	.003**	
Optimism	5.33	0.94	5.18	1.02	5.08	0.96	10.34***	.10	.019*	.170	.000***	
Relationships	5.86	0.65	5.68	0.70	5.52	0.72	21.38***	.19	.000***	.001**	.000***	
Adaptability	4.63	0.77	4.47	0.70	4.51	0.71	4.94**	.05	.007**	1.000	.059	
Factor level												
Wellbeing	5.27	0.79	5.12	0.86	5.03	0.85	16.40***	.15	.000***	.090	.000***	
Self-control	4.59	0.69	4.36	0.66	4.32	0.63	25.29***	.22	.000***	.766	.000***	
Emotionality	5.23	0.66	5.12	0.67	5.03	0.60	12.19***	.12	.003**	.091	.003**	
Sociability	4.62	0.68	4.54	0.63	4.53	0.59	3.53*	.04	.057	1.000	.054	
Total TEI	4.93	0.52	4.77	0.52	4.71	0.50	28.17***	.23	.000***	.057	.000***	

Note: N = 187; T = time; **p* < .05. ***p* < .01. ****p* < .001

4. Changes in TEI at facet level

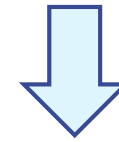
There were statistically significant reductions in student's scores for most facets of TEI over time.



Self-motivation
Emotion regulation
Happiness
Impulse control
Relationships



Self-esteem
Social awareness
Stress management
Optimism



Empathy
Adaptability

There were no differences observed in emotion perception, emotion expression, emotion management or assertiveness.

Conclusions and recommendations



- ▶ TEI is a useful construct for exploring student nurses perceptions of their emotional self-efficacy.
- ▶ Further research is required to explore the impact of nurse education according to field of practice.
- ▶ An incremental reduction in TEI at every level during nurse education is a cause for concern.
- ▶ It cannot be assumed that TEI will be enhanced or maintained simply through exposure to academic and practice settings, purposeful, intentional activity is required.
- ▶ The development of evidence based methods to enhance TEI, and its associated facets, is necessary to ensure the development of emotionally intelligent future nurses.