Research Article

The Effect of Emotional Intelligence Training on Self-Efficacy in Nursing Students

Diwa Agus Sudrajat[1,*], Frida Mailani[1], Masdum Ibrahim[1], and Tria Firza Kumala[2]

[1]STIKep PPNI West Java,
[2]UNJANI, Cimahi

ORCID
Diwa Agus Sudrajat: https://orcid.org/0000-0001-6188-6122

Abstract. Students who are in the last semester of their degree often experience stress because of their academic tasks. Stress that cannot be controlled can have a negative impact, especially emotionally, which can result in a decrease in self-efficacy. The objective of this research was to identify the effect of emotional intelligence training on self-efficacy in nursing students. This research was quasi-experimental (pre-test post-test with a control group), and 60 undergraduate nursing students at level 3 were recruited using purposive sampling. The measuring instrument used was the General Self Efficacy questionnaire. The results showed that the majority of respondents in this study were women (81.7%) with an average age of 20-21 years. The paired t test showed that in the intervention group there was a significant difference in the average values of the pre-test and post-test ($p < 0.001$), whereas in the control group there was no significant different ($p = 0.549$). The ANCOVA test results produced a p-value < 0.001, showing that emotional intelligence training led to increased self-efficacy in nursing students at STIKep PPNI West Java. It is hoped that with this research, the campus can conduct an assessment of the level of student self-efficacy on a regular basis, so that self-efficacy in students can always be monitored.

Keywords: Emotional Intelligence Training, Self-Efficacy, nursing, students

Corresponding Author: Diwa Agus Sudrajat; email: diwasudrajat75@gmail.com

1. Introduction

Students are individuals who are currently studying and registered are undergoing the educational process at higher education institutions and the equivalent [1]. Student is categorized as a developmental stage whose ages range from 18 to 25 years. This stage is included in late adolescence and entering early adulthood, at this time students are usually in a search and reproductive period, which is a period full of problems, emotional tension, a period of social isolation, a period of dependence, changes in values, creativity. and adjustment to a new lifestyle [2]. According to [3] that students are social people who are never separated from a problem, both related to personal problems and social problems.

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Currently, many students are faced with various problems, one of which is academic assignments, especially for final students or students who are getting higher levels. These tasks require more effort, energy, and time compared to the academic tasks of the previous semester. So that students are usually inseparable from stress even though they have adapted to the college environment [3]. Stress that is not able to be controlled and overcome by students can have negative impacts, especially emotionally such as difficulty in motivating themselves, frustration with tasks that cannot be completed which can result in a decrease in self-efficacy in a person and other negative effects [4].

Student self-efficacy is the self-confidence that students have such as feeling confident about success, being able to do assignments well, and being optimistic about the future. Self-efficacy is also an assessment of oneself, whether one can take good or bad actions, right or wrong [5]. According to [6], students who have high self-efficacy will show a more persistent attitude, are not anxious and do not experience pressure in dealing with problems. Individuals who have high self-efficacy will achieve a better performance because these individuals have strong motivation, clear goals, stable emotions [7].

The factors that influence self-efficacy are physiological and emotional states, achievement, experiences of others, verbal persuasion, physical and affective conditions, gender, external incentives and information about self-ability. One of them is an emotional state, because the emotional state is a reaction to stimuli both from outside and from within the individual that can affect emotional intelligence [8]. Emotional intelligence is a person's way of controlling themselves, surviving when facing a problem, being able to control impulses, being able to motivate themselves, being able to regulate moods (joy, sadness, and anger), the ability to empathize, and build relationships with others [9, 10]. According to [11], individuals who can understand and manage their own emotions will be able to cope with stress in the workplace well. In addition, the ability to control emotions also helps students to control themselves when experiencing stress during the study period [12].

Based on the research conducted by [13] entitled "*The impact of a training intervention on emotional intelligence, leadership styles, self-efficacy and perception of sense of power in a university nursing faculty in Saudi Arabia*", that in this study it is stated that if Researchers provide material interventions using training methods where the results show that interventions in the form of emotional intelligence training programs can affect several aspects of transformational leadership and *self-efficacy*

TABLE 1: Frequency Distribution of Respondent Demographic Data (N=60)

Characteristics	Intervention	Control	Total
	(N = 30)	(N = 30)	(N = 60)
Gender Male -Male Female	6 (10.0%) 24 (40.0%)	5 (8.3%) 25 (41.7%)	11 (18.3%) 49 (81.7%)
Age (Mean ± SD) Min = 19 Years Max = 23 Years	20.43 ± 0.728	20.57 ± 0.817	
Information on emotional intelligence No Yes	19 (31.7%) 11 (18.3%)	13 (21.7%) 17 (28,3%)	32 (53.3%) 28 (46.7%)
Experience of Others No Yes	5 (8.3%) 25 (41.7%)	1 (1.7%) 29 (48.3%)	6 (10.0%) 54 (90.0%)
Emotional State No Yes	12 (20.0%) 18 (30.0%)	8 (13.3%) 22 (36.7%)	20 (33, 3%) 40 (66.7%)

2. Research Methods

This study was a quasi-experimental design (Pretest-Posttest with control group). The location used in this research is STIKep PPNI West Java. The study was carried out for 13 days starting from April 20, 2021 until May 2, 2021. The population to be taken in this study were Nursing Students at STIKep PPNI West Java. The population were nursing students at STIKep PPNI West Java, Indonesia. The sample was selected by using purposive sampling technique. The instrument that I use is the GSE (General Self Efficacy) questionnaire, which uses a Likert scale. for the results of this questionnaire score, the higher the score, the better the self-efficacy and has 3 categories, namely the level of task difficulty (magnitude), strength (strength), and generalization (generalization). This questionnaire has been tested for validity and reliability with the results of Cronbach's Alpha 0.896 where this questionnaire is declared reliable.

3. Results

3.1. Univariate Analysis

Following are the results of univariate data analysis which includes frequency distribution, as follows:

Overall, there were 60 participants participating in this study. Where, participants were divided into two groups, namely the intervention group and the control group. In this study, the intervention and control groups were dominated by female with an average age of 20-21 years. Meanwhile, when viewed from the information about

_{TABLE} 2: Domain Results in the Intervention Group

No Item	Question	Answers			
		Pre Test		Post Test	
		F	%	F	%
1	Level of Task Difficulty (magnitude) Low Medium High	1 3	26 3% 87% 10%	0 3	27 0% 90% 10%
2	Strength(Strength) Low Medium High	1 3	26 3% 87% 10%	2 4	24 7% 80% 13%
3	generalization(generalization) Low Medium High	2 3	25 7% 83% 10%	1 6	23 3% 77% 20%

_{TABLE} 3: Results Perdomain In Control group

No. Item	Question	Answer			
		Pre Test		Post Test	
		F	%	F	%
1	Difficulty Instructions*(Magnitude)* Low Medium High	1 27 2	3% 90% 7%	1 27 2	3% 90% 7%
2	Strength(Strength) Low Medium High	1 3	26 3% 87% 10%	3 1	26 10% 87% 3%
3	Generalization (*Generalization*) Low Medium High	1 27 2	3% 90% 7%	0 1	29 0% 97% 3%

emotional intelligence in the intervention group 19 people (31.7%) answered that they never received information about emotional intelligence, whereas when viewed from the experiences of others, the majority of the intervention group and control group had doubts about their ability to see others have failed at something similar. Furthermore, if you look at the emotional state of the majority of the intervention group and the control group, including people who are quick to emotion when the task being done is not finished,

Based on table 1.2 we can see that in the intervention group to do main task difficulty level *(magnitude)* there is an increase from *pretest* to *posttest* seen from the medium category, where at the time of *pretest* as many as 26 people and at the time of *posttest* to 27 people. Then for the domain generalization*(generalization)*there is an increase was also seen from the high category which was originally only three people, at the time of *the posttest* to 6 people. While in table 1.3 for the category of task difficulty level there is no change from *pretest* to *posttest*, only in the generalization domain there is an increase for the medium category from 27 people to 29 people.

TABLE 4: Paired T-test Results (N=60)

Variables	Pre-test (Mean± SD)	Post-test (Mean± SD)	t	Mean Difference	Sig .	Significant Level of
Total ScoreSelf Efficacy						
Intervention Group	29.835.180 ±	32.833.281±	3.895	3.00000	0.001	0.05
Control group	29.30± 4.836	28.63± 3.828	-, 607	-0.66667	0.549	0.05

TABLE 5: ANCOVA Test Results

Dependent Variable: POST_TEST						
Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Model Corrected	332.066,[a]	2	166.033	14.132		000,331
Intercept,	962.736	1	962.736	81.945		000,590
PRE_TEST	67.466	1,	67.466	5.742		020,092
GROUP	249.603,	1	249.603	21.245		000,272
Error	669.668	57	11.749			
Total	57674.000	60				
Corrected Total	1001,733	59				

1. **Differences in Self-Efficacy Scores Before and After Emotional Intelligence Training in the Intervention and Control Group**

Source: Primary Data, 2021

Based on the table above, 30 respondents were taken as a sample of the intervention group. *The post-test scores* of the intervention group had a fairly large difference of 3, thus the difference was significant. This can be interpreted by providing emotional intelligence training so that it can increase self-efficacy in nursing students.

Meanwhile, based on the table above, 30 respondents were taken as a sample of the control group. The *post-test score* of the control group has a difference of -0.67, thus the difference is not significant. This means that by not providing emotional intelligence training, there is no increase in self-efficacy for nursing students.

1. **Effect of Emotional Intelligence on Increasing Self-Efficacy before and after in the intervention and control groups**

Conclusion: the results of Ancova's calculation showed a difference in scores after the intervention, which showed that the score of the group that received the intervention was significantly different from the group that did not receive the intervention with a

p-value of 0.000 <0.05, which means that emotional intelligence training has an effect on increasing self-efficacy in nursing students.

4. Discussion

Based on the calculation results of several domains, it was found that the results of the intervention group in the domain of the level of task difficulty *(magnitude)* increased from *pretest* to *posttest* seen from the moderate category, where at the *pretest* there were 26 people and at the *posttest* 27 people. Then for the domain generalization*(generalization)*there is an increase was also seen from the high category which was originally only three people, at the time of *the posttest* to 6 people. So it can be concluded that in this domain there was an increase after being given emotional intelligence training. Because according to [8] says that the emotional state that is being faced by individuals will affect individual beliefs in carrying out tasks and will affect individual beliefs when completing tasks.

While in the control group for the domain of task difficulty, there was no change from *pretest* to *posttest*, only in the generalization domain there was an increase for the moderate category from 27 people to 29 people. Where according to [7] for the domain of task difficulty, usually someone with high self-efficacy tends to choose tasks that are more challenging in nature with a high level of difficulty and will be more diligent in improving their business even though they encounter experiences that can weaken them. On the other hand, someone with low self-efficacy will choose a task with a low level of difficulty, and is easily shaken by experiences that weaken him. As for the domain of generalization or *generality, it* relates to how wide an individual's field of mastery is in dealing with a task. Individual mastery of a field will differ from one another. There are individuals whose mastery covers various fields. Individuals who have high self-efficacy usually tend to always want to increase their experience and knowledge and someone with high self-efficacy will be able to master several areas of work at once to complete certain tasks.

The results of the *paired t-test* prove that emotional intelligence training results in an increase in self-efficacy in nursing students through the training materials provided both on personal competence and social competence after receiving training (see table 4.4). Where according to [14] that broadly emotional intelligence is divided into two, namely personal (personal) competence which includes self-awareness (recognizing self-emotions), self-regulation (managing emotions), self-motivation, and social competence which consists of empathy and social skills. These results were strengthened

by the comparison of the average *pretest-posttest scores* between the subjects of the intervention group and the control group which showed that the respondents in the intervention group had a higher average score increase than the control group with a difference of 3 points.

Based on the results of Ancova stated that the effect of emotional intelligence training on increasing self-efficacy in nursing students can be seen through the score of the group that received the intervention there was a significant difference with the group that did not get the intervention with a *p-value of* 0.000 <0.05 which means that emotional intelligence training has an effect on increasing self-efficacy in nursing students. This agrees with what was expressed by [8], stating that *self-efficacy is* influenced by several factors, one of which is the emotional state *(physiological and emotional state).* Where the emotional state is a reaction to a stimulus both from outside and from within the individual that can affect his emotional intelligence. In this study it can also be shown that emotional intelligence training can be considered as one of the factors that can increase self-efficacy in nursing students at STIKEP PPNI West Java. Where these results are in line with research conducted by Maha Sanat Alrehsidi in 2018 which proved that interventions in the form of emotional intelligence training programs can affect *self-efficacy*.

The qualities that are embodied in the construction of emotional intelligence are indispensable for professional nursing. Nursing values caring and supports practitioners to retrieve information about self including intrapersonal and interpersonal skills, to deal with emotions, and to create empathy as well as, restorative nurse-client connections. Nurses since some time ago have encouraged a strong and positive community-oriented workplace as well, have used the characteristics of emotional intelligence as part of their interactions with colleagues, partners, and customers [15]. In addition, emotional intelligence is critical to the advancement of nursing leaders to manage the ever-changing human services scene and to stem the tide of burnout among professional nurses.

5. Conclusion

Based on the results of the study, it can be concluded that there is an effect of emotional intelligence training on increasing self-efficacy in nursing students at STIKep PPNI West Java, Indonesia.

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