Nursing Student' Emotional Intelligence and Their Self-Determination in Faculty of Nursing at Port Said University

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ABSTRACT

Background: Emotional intelligence is vital to learning process and emotional intelligence may be reflected as significant attribute of nurse student which impact the quality of student performance. Therefore, the student nurse allowed to a better understanding of their self-determination. **Aim of study:** To explore their relation between nursing student' emotional intelligence and their self-determination. **Subjects and Method:** Descriptive correlation research. **Setting**: conducted in Faculty of Nursing at Pore Said University. **Subject:** All nursing student. **Tools:** Data for this study were collected by using two tools emotional intelligence scale and self-determination scale. **Results:** Revealed a high level emotional intelligence of student nurses. There was statistically significant correlation between nursing student emotional intelligence and their self-determination. **Conclusion:** Nursing students had high total emotional intelligence competencies with high percentage in personal competencies. Also, there was positive significant correlation was detected between nursing students' emotional intelligence and their self-determination. **Recommendations:** Develop training program on emotional intelligence and self-determination as a managerial skill for nursing students. Create a positive nurses students emotional intelligence and their self-determination atmosphere at work through empathy, healthy, social dialogue, confidence and recognition.

Keywords: Emotional intelligence, Nurses student, Self-determination.

INTRODUCTION

Emotional intelligence assists nursing student in working to become cooperative and effective members on a health team. Also, it considers to be twice as important as technical skills (Vitello-Cicciu, 2002). Moreover, that emotional intelligence and properly controlled emotion at work place which cause an improved level of quality plans in coping with job insecurity and job pressure(Meyer, Fletcher and Parker 2004).

In addition, Reeves, (2005) mentioned emotional intelligence well-being is exceptionally important for nursing student as they contribute both physical and emotional support to an individual a birth, death and other health moments in one's life. While Molter, (2001)defined emotional intelligence as a provocative construct that may be useful in helping nursing student to develop abilities to work and manage emotions in their work. Nursing student with high emotional intelligence ability, will face intense level of emotional labor and consequences of being overwhelmed include burnout, withdrawal behavior, absenteeism and illness.

Emotional intelligence also known as emotional quotient. Broadly emotional intelligence reflects capacity to recognize, know, and regulate one's self emotional and others. Age play a significant role during the emotional intelligence process that it contains three steps. First, evaluating, stating both own emotions with others. Second, controlling own emotions and other. Finally, conducting emotion in adaptive behaviors (Maraquis and Huston, 2015).

Also managing emotions ability can be considered as a part of personality, the awareness of how feeling sac inside our minds and the talent of used feelings efficiently is a task of emotional intelligence. It was reflected by individuals to be more serious related to improved performance is elementary intelligence's result, a lot of nurses judging their emotional intelligence in advance of employment of that person into vital place in the organization or pre-promotions. Interest emotional intelligence grew when leaders (Stegen and Sowerby, 2019). Emotional intelligence qualification dimensions are self-interest, interactive relationship, instinct control,

problem solving, emotional self-awareness, flexibility, reality testing, stress acceptance, empathy, and assertiveness (Bar-on, 2012).

Emotional intelligence consists of five competencies; self-awareness, managing emotions, motivating oneself, empathy and social skills. Self-awareness includes performing correct individual evaluation to detect positive and negative feelings and its impacts. This assistance confirms self-assurance of self-worth and competences. Self-regulation includes avoiding upsetting emotions and instincts under control, keep morality and honor, accepting responsibility for self-performance, being flexible in dealing with change, and becoming happy with new information and approaches (Maraquis and Huston, 2017).

Managing emotions ability was hypothesized to be a work performance predictor and indicator for self-control aspect. Also, managing emotions ability expects institutional citizenship attitude, and organizational deviation behavior. Besides that, to be virtually significant, handling emotions must forecast those essential structural outcomes after the impacts of mental process thinking (Donald, Timothy and Sungwon, 2013). In light of, Cox, Hill and Lack, (2012) were concluded that motivating oneself moves him to do hard effort to achieve goal. Empathy is includes capabilityof someone to recognize and agree to receive other people's emotions and moods. Social Abilities include capacity to build relations and connections using mutual cultural aspects.

Self-determination believes may manage own intention. It's a mixture between attitudes and behaviors which drives employees putting their goals, taking actions to achieve those goals, moreover it's unnecessary the same thing occur as self-dependence or individuality. Self-determination benefits in thinking at our alternatives, understanding how to solve problems, and making decisions then control one's life. Practicing self-determination also means one experiences the consequences of making choices (Leuchovius and Ziemke, 2019). Self-determination is the power or ability to make a decision for oneself without influence from outside and the act or power of making up one's own mind about what to think or do, without outside influence or compulsion (Times, 2011).

Study done by Messineo, Allegra and Seta, (2019)was stated that motives of nursing students' may be controlled with only one factor, in alliance with the difference between autonomous and controlled motivation models of self-determination(Messineo, Allegraand Seta, 2019). Also, determination of social manner, may impact the self-determined reaction of pre-registration

students of nursing about methods of dealing with stress and involving in relations (Cregan, Perlman and Moxham, 2016).Self-determination, as a psychological concept, refers to "volitional activities done by individuals based on their own abilities, and self-determined behavior comes from intentional, conscious choices, and decisions. Self-determination is defined as the capacity to choose and to have those choices is the resolves of one's behavior" (Hui and Tsang, 2012).

Significance of the study

The purpose and role of emotional intelligence are huge in standings of individual level and academic success. It is a central capability in numerous conditions, also may strength the progression forwards personal and certified success, enhance relations, and improve communication abilities (Houston, 2020). Self-determination is more significant for most of persons, containing students. The activities guiding to improved self-determination, like goal setting, problem solving, and decision making, can motivating both senior and junior students to accept more responsibility and accountability. Also, students can show they can responsibility for planning and decision-making, others change how they view them and what they expect from them (Wehmeyer, 2002)

AIM OF STUDY:

The study aimed to explore the relation between nursing student' emotional intelligence and their self-determination in Faculty of Nursing at Port Said University:

1-Assesses emotional intelligence among nursing students in Faculty of Nursing at Port-Said University.

2-Identify nursing students' self-determination in Faculty of Nursing at Port Said University.

3- Find out the relationship between nursing student' emotional intelligence and their Self-determination in Faculty of Nursing at Port Said University.

Research Question

To achieve the purpose of this study the following questions will be answered:

1- What are the levels of emotional intelligence among nursing students in faculty of nursing at Port Said University?

2-What are nursing students' self-determination in faculty of nursing at Port-Said University?

3-What are the relationship between nursing student' emotional intelligence and their self-determination in Faculty of nursing at Port Said University?

SUBJECTS AND METHOD:

I. Technical design:

Technical design of this study contains the research design, setting, subjects, and tools of data collection.

•Research design:

A descriptive correlation research design will be utilized in this study.

• Study Setting:

This study will be conducted in Faculty of Nursing at Pore-Said University.

• Study Subjects:

All nursing students Faculty of Nursing at Pore Said, Pore Said University. Who were regularly attendants all academic year in the selected setting, the total sample of this study was (317) students from faculties'. These faculties provide a program of four years: the number of students in the first academic year was (81) and (73) students participated in the study, the number of the second academic year was (81) and (66) student participated in the study. The number of students in the third academic year

was (117) and (106) students participated in the study. The number of students in the fourth academic year was (89) and (74) students participated in the study.

•**Tools of data collection:**

Data for this study will be collected by using two tools:

Tool I: **Emotional Intelligence Scale.**

It consists of two parts to assess nursing students' emotional intelligence.

Part I: It includes nursing student personal characteristics as age in years, educational level and years of experiences.

Part II: Emotional Intelligence Scale:

This part used for evaluating nursing student emotional intelligence. It consists of 50 questions, it was develop by researcher based on **Goldman (1995)** and **Othman and Adul-Samea, (2001)**, and **Mahmud, (2002)** and **Abdel-Aleem, (2013)**. This tool consists of five dimensions as following:

- Self-awareness: as the ability to recognize what he are feeling.
- Managing emotions: as being able to manage his own emotional state.
- Motivating oneself: as the ability to use his deepest emotions to move toward his goal.
- Empathy: as the ability to sense and understand what other people are feeling.
- Social Skills: as the ability to influence and inspire emotions in others.

Scoring System:

Emotional intelligence questions were scored 1, 2, 3, 4, and 5 for the responses "never, rarely, sometimes, often, and always" respectively. The emotional intelligence was considered to three levels strength, needs attention and development priority.

Tool II: Self-Determination Scale

It was develop by researcher based on **Jeannine Rainbolt, (2017)** and other literatures to assess nursing students' self-determination.

It consists of 24 items which are grouped under five groups namely: things I do as set goals to get what he want, how I feel as feel good about what he like, what happens at college as people at college encourage him to start working and what happens at home as people at home listen to him.

Scoring System:

Self-determination questions were scored 1, 2, 3, 4, and 5 for the responses "never, rarely, sometimes, often, and always" respectively.

II. Operational Design:

The operational design includes the preparatory phase validity, reliability and pilot study and field work.

Preparatory phase:

Review of current national and international related literatures, articles, periodicals, magazines and internet of the various aspects concerning information technology systems.

Validity:

The two tools were ascertained by a jury consisting of five academic experts in the Nursing Administration and Psychological & Mental Health in Faculty of Nursing Pore Said University.

Reliability:

Reliability of emotional intelligence tool was tested by Cronbach Alpha confficient and it was 0.871, and Reliability of self-determination tool was tested by Cronbach Alpha coefficient and it was0, 825.

Pilot study:

Before entering the actual study, pilot study will be carried out on 10% (40) students. It will be done in order to test clarity, applicability and practicability of data collection tools and assessment of the required time to fill in the tools. Required modification will be done according to the results of pilot study.

Field work:

The data were collected from all nursing students in faculty, after and before student were approached in classroom and at break time. Needed instructions were given before the distribution of the questionnaire. The researcher remained with the students until questionnaires were completed to ensure objectivity of the responses and to check that all items were answered. The time needed to fill the questionnaire

was from 20 to 30 minutes. Data collection period extended for four months, from 12/2019 to 4/2020. Some student refused participation of research (51).

III. Administrative Design:

A letter from the Dean of the Faculty of Nursing and Vice Dean for Post-graduate Studies and Researches will be sent to the last mentioned setting of study. Also, manager of the setting will be communicated and informed in order to obtain permission to include the student on the present research.

IV. Ethical Considerations:

-Approval letter from the dean of the faculty to the directors of selected setting to take their permission to do this study.

-The research will clarify the objective and aim of the study to each student to ensure her awareness about study.

-Oral consent will be obtained after brief explanation of study to the student o assure that the information obtained will be confidential, used only for the purpose of the study, and will be maintain their privacy.

-The study tools did not harm or touch culture, relation or relegation on the study.

- Each participant has the right to withdraw from the study at any time.

V. Statistical Design:

Data were fed to the computer and analyzed using IBM SPSS software package version 20.0. (Armonk, NY: IBM Corp)Qualitative data were described using number and percent. Quantitative data were described using range (minimum and maximum), mean, and standard deviation. Significance of the obtained results was judged at the 5% level. Suitable tables and graphs will be used to describe emotional Intelligence and self- determination variables and assess the relationship between emotional Intelligence and self- determination among students at faculty of nursing in Port Said University.

RESULTS:

Table (1): Indicates nursing students according to levels of their emotional intelligence. The table shows that, 79.8% of nursing student' had a strength of self-awareness. Also, 35.0% and 27.45%, of nursing student' needs attention about managing emotions and motivating oneself respectively. Moreover, more than three quarter (79, 5%) of nursing student' had social skills strength.

Table (2): Shows mean score of nursing students' self-determination. According to the table, nurse student had high overall self-determination with the mean 74.49±15.35. The highest mean score (77.48±16.73) of self-determination was shown about what the nurse student do, followed by what the nurse student feel (76.25±19.10), and then followed by what happens at home with mean (74.70±22.28), while the lowest camper of self-determination mean (69.52±19.43) showed in what happened to nursing student at collage.

Table (3): Represents correlation between total nursing students emotional intelligence and their self–determination dimensions. As shown in this table, a statistically positive significant relation was found between overall nursing student emotional intelligence and all their self determination dimensions at $p \leq 0.05$ when arranged between 0.623 to 0.423. In additional, positive correlation between overall nursing student emotional intelligence and overall their self determination ($p < 0.001$) and r= 0.651*

Table(4): Illustrated correlation between overall nursing student's self–determination and their emotional intelligence dimension. Acceding to the table, positive statistically significant relation was found between nursing student overall self-determination and their emotional intelligence dimension at $p \leq 0.05$.when ranged between 0.614 to 0.480. In additional to positive correlation between overall nursing student self–determination and their overall emotional intelligence at ($p < 0.001$) and r= 0,651.

Table 1: Distribution of nursing students according to levels of their emotional intelligence (n = 317)

Emotional intelligence	Nursing students emotional intelligence levels			
	Strength		Needs attention	
	No.	%	No.	%
Self-awareness	253	79.8	64	20.2
Managing emotions	206	65.0	111	35.0
Motivating oneself	230	72.6	87	27.4
Empathy	243	76.7	74	23.3
Social Skills	252	79.5	65	20.5

Table 2: Mean score of nursing students self-determination (n = 317)

Self determination	Percent Score
	Mean ± SD.
Things I do	77.48±16.73
Things I feel	76.25±19.10
What happens at collage	69.52±19.43
What happened at home	74.70±22.28
Overall Self determination	74.49±15.35

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Table 3: Correlation between total nursing students emotional intelligence and their self–determination dimensions (n = 317)

Nursing student self determination	Overall nursing student emotional intelligence	
	r	p
Things I do	0.591*	<0.001*
Things I feel	0.632*	<0.001*
What happens at collage	0.423*	<0.001*
What happened at home	0.439*	<0.001*
Overall Self-determination	0.651*	<0.001*

r: Pearson coefficient

*: Statistically significant at p ≤ 0.05.

Table 4: Correlation between overall nursing students self–determination and their emotional intelligence dimension (n = 317)

Nursing student emotional intelligence	Overall nursing student Self determination	
	r	p
Self-awareness	0.608*	<0.001*
Managing emotions	0.480*	<0.001*
Motivating oneself	0.614*	<0.001*
Empathy	0.511*	<0.001*
Social Skill	0.599*	<0.001*
Overall emotional intelligence	0.651*	<0.001*

r: Pearson coefficient

*: Statistically significant at p ≤ 0.05

DISCUSSION:

Emotional intelligence is obligatory for managers of organizations to create, preserve individual and public atmosphere of positive work environment. Persons who can keep emotionally and social environment intelligent can be an operative and competent manager in achieving both own and work objectives (Venkatesh&Balaji, 2011).

Self-determination is the capability in detecting and attaining the benefits according to knowledge and the evaluation of person against himself. Three parts of self-determination contain autonomy, competence and relations which converted to be vital elements for learners to be capable to understand competences of them, going into a positive competitiveness to other pupils and cooperate healthy between Colleagues which may be determined by building education more exciting for learners so that, it also improve the student self-determination skill (Wilujeng, 2018).

Nursing student emotional intelligence

The findings of the present study revealed that, the greatest percentage of nurses' student hade high emotional intelligence. This result may be due to student nurses who studying at Faculty of Nursing were used self-study learning method and clinical team work which enhances the student's personality development, and prepares them for a broader scope of practice. Therefore, the student nurse allowed to   a better understanding of their abilities and capabilities. The study result go in the same line with Moawed, Gemeay and Esayes, (2018) who reported that emotions are significant element to the practice of nursing and emotional intelligence is considered as an vital attributes of student nurses which impact the quality of student outcome including clinical decision-making, critical thinking, evidence and knowledge use in practice. They concluded that nursing student at Riyadh University got high total emotional intelligence scores compared to nursing students at Tahta University.

Nursing student self-determination

The findings of the present study revealed that, the greatest percentage of nurses' student hade high self-determination with highest mean percentage, this result may be due to nurses' student were used Visual learning as learning method, which enhances

the student's self-assessment, determines their defects and improving the mental health nursing members. Therefore, the student nurse allowed to   a better understanding of their abilities and capabilities. The study result goes in the same line with Cregan, Perlman and Moxham (2016) who reported that self-determinationhave impaction the motivation of novel nursing students. In their study they findings that use different of teaching methods increase the novel nursing students' self-determination toward mental health nursing as a profession to be chosen. Also, novel nursing students sensed maintained in their emotional needs and in turn their self-determination.

The findings of the present study revealed that, the greatest percentage of nurses' student hade high autonomy in personal competence of self-determination with highest mean percentage this result may be due to nurses' student were used Kinesthetic learning as learning method, which enhances the student's autonomy, which determines their defects and they handled with positive and constructive ways. Therefore, the student nurse allowed to ability to the improvement in the quality of nursing care. The study result goes in the same line with Messineo, Allegra and Seta, **(2019)** who carried out a study about investigate the relations between motivations for choosing nursing studies their self-determination perspective, with implementation of an individual-centered model, motivating factors remained recognized of the learners with high independent and low controlled learners.

urfindings regarding the potential beneficial influ-ence of health care providers can be found in research examining the influence ofphysicians on their patient's PA. In a UK-based study, doctors used motivationalinterviewing (MI) techniques during a 30 min consultation with patients toencourage them to increase their PA (Hillsdon, Thorogood, White, & Foster,2002). MI is a client centered approach that seeks to increase intrinsic motivurfindings regarding the potential beneficial influ-ence of health care providers can be found in research examining the influence of physicians on their patient's PA. In a UK-based study, doctors used motivational interviewing (MI) techniques during a 30 min consultation with patients to encourage them to increase their PA (Hillsdon, Thorogood, White, & Foster,2002). MI is a client centered approach that seeks to increase intrinsic motiv A set of 18 categories was developed. The factor analysis has shown that nursing students' motivations can be organized along one dimension, in alignment

with the differentiation of the autonomous and controlled forms of motivation of self-determination theory. Through adoption of a person-centred approach, four motivational profiles were identified: a) students with good quality motivation profile (high autonomous and low controlled); b) students with poor quality motivation profile (low autonomous and high controlled); c) students with low quantity motivation

profile (low autonomous and low controlled); d) students with low quantity and poor quality motivation profile (i.e. prevalence of controlled motivation

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Correlation between nursing student emotional intelligence and their self-determination

The present study revealed that there was statistically significant correlation between nursing student emotional intelligence and their self-determination in relation to total outcome factors. This result may be due to student nurses who studying at Faculty of Nursing were inquiry-based learning, brain storming and personalized learning which enhances the student's personality development, motivated behaviors, enhanced self-awareness, and prepares them for a broader scope of practice. The study results go in the same line with   Bunce, Lonsdale, King, Childs and Bennie (2019) who reported that emotional intelligence and self-determined behavior decrease the psychological stress attitudes in social students at UK. The study revealed that emotional forecasters of resilience, which include emotional intelligence, reflective ability, social competence, and empathy, enhance the student self-determination.

Also, the study result was in congruence with Galarraga, Saies, Cechini ,Arruza and De cose, (2017) who study the correlation between emotional intelligence, self-determined motivation and performance. They found that the differences are limited; that they could be mediated by other variables and regarding the aforementioned is not conclusive and therefore further research is needed. They examine these relationships with measures of performance correlations between emotional intelligence and self-determined were very high.

In addition, the study result was in congruence with Trigueros, Rocamora, Aguilar-parra and Lopez-liria, (2019) they noted that black view of the self-determination and its effect on their emotional intelligence and intellectual practices of learners in physical education. They stated that supposed control definitely expects blocking of some one of the psychological needs autonomy, competence, and relatedness with others.

Also, the result was congruence with Kurtoglu, (2018) who explain elements of relation between emotional intelligence degree and decision making approaches used by learners. He concluded that students, with higher degree of emotional intelligence than others, recognize their self and others' emotional circumstances can deal with difficult conditions and situations, proper solving their problems and enhance their self-determination. Also, the finding was agreement with Lung Ho, Terjestam and

Ozolins, (2016) who study student self-determination the roles of emotion intelligence and trait mindfulness in motivation. They found that self-determination influences of their emotion intelligence and the roles of emotional intelligence and mindfulness on motivation significant with their self-determination. Study the results go in the same line with Rumahlewang, (2020) who study the influence of student emotional intelligence and self-determination of statistics a learning outcome. He found that there are a direct positive relation between self-concept and emotional intelligence, toward student's statistics achievement.

CONCLUSION:

There was about three quarter of nursing students had high level of emotional intelligence in Faculty of Nursing at Port Said University and they had high overall self-determination. Nursing students had high total emotional intelligence competencies with high percentage in personal competencies. Also, there was positive significant correlation was detected between nursing students' emotional intelligence and their self-determination.

RECOMMENDATIONS:

For academic members in nursing faculties

•Develop training program on emotional intelligence and self-determination as a managerial skill for nursing students.

• Integrate emotional intelligence and self-determination courses into the nursing curriculum to increase nurse's student development.

• Apply critical thinking approach and decision-making process to prepare their students.

• Create a positive nurses student emotional intelligence and their self-determination atmosphere at work through empathy, healthy, social dialogue, confidence and recognition.

• Encourage nursing students to learn new skills and to be up to date.

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الذكاء العاطفى لدى طلاب التمريض وتقرير مصيرهم بكلية التمريض جامعة بورسعيد

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الخلاصة

الذكاء العاطفي أمر حيوي لعملية التعلم وقد ينعكس الذكاء العاطفي كسمة مهمة لطلاب التمريض والتي تؤثر على جودة أداء الطالب. لذلك سمحت لطلاب التمريض بفهم أفضل لتقرير المصيرهم. الهدف من هذة الدراسة تقيم العلاقة بين الذكاء العاطفي وتقرير المصير. الموضوعات والطريقة بحث ارتباط وصفي. الإعداد أجريت في كلية التمريض بجامعة بور سعيد. الموضوع لكل طلاب التمريض. الأدوات تم جمع البيانات الخاصة بهذه الدراسة باستخدام أداتين من مقياس الذكاء العاطفي ومقياس تقرير المصير. النتائج وقد كشفت عن مستوى عالى من الذكاء العاطفي لدى طلاب التمريض. وتوجد علاقة ذات دلالة إحصائية بين الذكاء العاطفي لطلاب التمريض وتقرير مصيرهم. الخلاصة امتلك طلاب التمريض كفاءات ذكاء عاطفي إجمالية عالية مع نسبة عالية في الكفاءات الشخصية. كما تم الكشف عن ارتباط موجب معنوي بين الذكاء العاطفي لدى طلاب التمريض وتقرير مصيرهم. التوصيات واستنادا إلى نتائج هذه الدراسة توصى الدراسة بتطوير برنامج تدريبي حول الذكاء العاطفي وتقرير المصير كمهارة إدارية لطلاب التمريض. وخلق ذكاء عاطفي إيجابي لطلاب التمريض وتقرير مصيرهم في العمل من خلال التعاطف والحوار الاجتماعي والصحي والثقة والتقدير.

الكلمات المرشده : الذكاء العاطفي ،طلاب التمريض،تقرير المصير