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## The Relationship between Faculty Staff Members and Their Assistants' Emotional Intelligence and Their Clinical Teaching Effectiveness

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### ABSTRACT

**Background:** Nursing faculty staff members and their assistants play an important role in facilitating nursing student learning and shaping student experience in the clinical setting. Emotional intelligence in clinical nursing faculty may be one avenue to develop clinical teaching effectiveness. **The aim** was to investigate the relationship between faculty staff members and their assistants' emotional intelligence and their clinical teaching effectiveness. **Design:** descriptive correlational research design was used. **Setting:** the study was conducted at Faculty of Nursing, Helwan University. **Sample:** all faculty staff members and their assistants (N = 53). **Tools:** Emotional Intelligence Scale (EIS), Nursing Clinical Teacher Effectiveness Inventory (NCTEI) and Socio - demographic data page. **Results:** the majority of nursing educators had higher perceptions about themselves regarding emotional intelligence and clinical teaching effectiveness. **Conclusion:** the study indicated a statistical positive significant relationship between emotional intelligence and clinical teaching effectiveness ( $r = 0.52$   $p=0.000$ ). **Recommendations:** Providing faculty staff members and their assistants with regular educational workshops and seminars to provide enough training on how to develop and improve their own and students' emotional intelligence skills which have a positive impact in clinical teaching. Possibilities for future researches were discussed.

**Key words:** Emotional intelligence and Clinical teaching effectiveness

## INTRODUCTION

Education plays an important role in success of human in each and every discipline (*Johansoon et al., 2010*). It provides students with skills, prepares them physically, and develops them mentally (*O'Neill & Palmer, 2004*). It is also the process, which contributes to the natural, harmonious and holistic development of students (*Patrick, 2011*).

The quality of any educational institution depends mainly on the professional competence and emotional stability of educators because their emotional stability affects their students (*Asrar-ul-Haqa et al., 2016*). Educators are the backbone of the educational institutions. Without educators, these institutions are considered a body without soul (*Hans et al., 2013*). They are the moderators, through them the knowledge can be transferred to the students who, in turn, represent the foundation of the society. Educators are the center figure of the educational process. They help in making better students by acquiring the subject knowledge and necessary skills (*Mohamadkhani, 2011; Caruth & Caruth, 2013*).

Teaching profession needs professional knowledge, communication skills, time management skills, commitment ethic, empathy, leadership skills, stress management skills, and emotional intelligence skills (*Anderson, 2016*). Faculty staff members and their assistants who performed superior in overall emotional intelligence skills, is evident that they tend to achieve higher teaching effectiveness (*Hwang, 2006; Billings & Halstead, 2012; Farshi et al., 2015*).

The importance of emotional intelligence involves the motivation of a person to capture his/her inner most potential values and aspirations and transforming them from things that is thought about, to what it is done (*Patrick, 2011*). Emotional intelligence is now considered to have a greater impact on educational field particularly nursing education. It influences the performance of educators. Emotionally intelligent educators help to have better overall teaching effectiveness because they have better understanding and relations to students (*Farshi et al. 2015; Rice, 2015; Anderson, 2016*).

Emotional Intelligence plays a vital role in nursing education. It has a direct impact on teachers' behavior and it is important for the success of their profession (*Codier et al., 2015*;

**Fitzpatrick, 2016**). Emotional intelligence of a nursing educator plays a significant role because the educators, who have high level of emotional intelligence, can handle their students with love and care. Emotionally intelligent teachers help students to have balanced personality and improve their leadership quality to achieve performance (**Jennings & Greenberg, 2009; Beauvais et al., 2011; Allen et al., 2012; Nisha & Budhisagar, 2013**).

Teaching effectiveness in higher education is a complex interplay of the knowledge, skills, attitudes, and personal characteristics of faculty staff, but clinical teaching encompasses unique competencies that may differ from those needed in a classroom setting (**Foster et al., 2015**). Clinical educators help students to synthesize theoretical and experiential knowledge (**Billings & Halstead, 2012**). Effective clinical teaching helps students to integrate knowledge acquisition, knowledge use, clinical imagination, and ethical comportment (**Benner et al., 2010**). Thus, it is essential that clinical teaching can be effectively evaluated in the clinical setting where students are socialized into the profession (**Allen et al., 2012**). Clinical practice remains a significant component and critical part of nursing education which is considered as the heart of professional practice and bridging the theory-practice gap (**Mehmood et al., 2013**). The quality of clinical practice, delivered by clinical educators, is dynamic to the success of clinical education. It has a direct impact on the quality of nursing care, and ensure students' achievement of positive outcomes in the clinical settings as well as in future practice (**Liebrecht, 2016**).

Therefore, the clinical educators, as a cornerstone of nursing education, plays an essential role in preparing nursing graduates for their role as competent, capable and caring nurses (**Madhavanprabhakaran et al., 2013; Law-Ham, 2014; Ismail et al., 2015**). In nursing, several researches had recognized that clinical educators' knowledge, giving immediately feedback on students' performance, remaining accessible, having active listening to students and demonstrating a breadth of knowledge in nursing are some of the efficient clinical educators' characteristics to change nursing clinical education (**Ismail et al., 2015; D'Costa & Swarnadas, 2016; Mosca, 2017**).

## **AIM OF THE STUDY:**

The study aimed to investigate the relationship between faculty staff members and their assistants' emotional intelligence and their clinical teaching effectiveness.

### **Research question**

Is there a relationship between faculty staff members and their assistants' emotional intelligence and their clinical teaching effectiveness?

### **Operational definitions**

**Emotional intelligence:** understanding one's own feelings, empathy for the feelings of others and the regulation of emotion in a way that enhances living (*Goleman, 2011*).

**Clinical Teaching effectiveness:** how effectively a clinical educator's actions, activities and verbalizations prepare nursing students to practice well across the lifespan and across the continuum of health care environments in which the student understands and accepts the variations in care and increase the use of health care resources inherent in caring for patients (*American Association of Colleges of Nursing (AACN), 2014*).

## **SUBJECTS AND METHODS:**

### **Research design:**

Descriptive correlational research design was used in this study.

### **Setting:**

The study was conducted at the Faculty of Nursing, Helwan University; in all the scientific departments, namely (Nursing Administration, Adult Health Care Nursing, Community Health Nursing, Psychiatric Health Nursing, Pediatrics Health Nursing and Maternity Health Nursing and New Born).

### **Subjects:**

All faculty staff members and their assistants (lecturers, assistant lecturers, and clinical instructors) who are working at the previously mentioned setting, and who have at least one year of experience, were included in the study. The total number of faculty staff members and their assistants who participated in the study was (N=53).

## **Tools of data collection**

Two tools were used to collect the necessary data:

### **Tool 1: Emotional Intelligence Scale (EIS)**

It consisted of two parts:

**Part 1: Demographic data of participants.** This included faculty staff members and their assistants' demographic characteristics, as: (age, gender, scientific department, educational position, and years of experience

### **Part 2: Component of Emotional Intelligence Scale**

Emotional Intelligence Scale was developed by *Dhar et al. (2002)* to measure emotional intelligence (**EI**) of faculty staff members and their assistants, using a multi-rater design.

It is composed of (34 items), in order to measure ten dimensions of emotional intelligence: (1) **managing relations** (4 items); (2) **self-motivation** (6 items); (3) **altruistic behavior** (2 items); (4) **self-awareness** (4 items); (5) **empathy** (5 items); (6) **emotional stability** (4 items); (7) **value orientation** (2 items); (8) **commitment** (2 items); (9) **integrity** (3 items) and (10) **self-development** (2 items). **Responses** were measured on 5-point Likert rating scale ranging from (1) strongly disagree to (5) strongly agree.

### **Scoring system:**

The emotional intelligence scale scoring system ranged from (34-170). It was calculated according to three levels:

- **High** ( $\geq 133-170$ )
- **Moderate** ( $\geq 109 - <133$ )
- **Low** (34 -  $<109$ )

### **Tool 2: The Nursing Clinical Teacher Effectiveness Inventory (NCTEI)**

The (NCTEI) was developed by *Knox and Mogan (1985)* to assess nursing clinical teacher effectiveness. The (NCTEI) is composed of (47 items). Items were grouped into five dimensions: (1) **teaching ability** (17 items); (2) **nursing competence** (9 items); (3) **evaluation** (8 items); (4) **interpersonal relations** (6 items); and (5) **personality traits** (7 items). **Responses** were measured on 7-point Likert rating scale ranging from (1) not at all descriptive to (7) very descriptive. Two forms of (NCTEI) were prepared.

### **Scoring system:**

The nursing clinical teacher effectiveness inventory scoring system ranged from (47-329). It was calculated based on three levels:

- **High** ( $\geq 253$ - 329)
- **Moderate** ( $\geq 191$ - <253)
- **Low** (47- <191)

- An official permission including the title and purpose of the study submitted from the Dean of faculty of nursing Helwan University to get an approval for data collection.
- The two tools were tested by 7 experts specialized in nursing administration from different three universities namely; Helwan, Ain Shams, and Damnhour for their content validity through an opinionnaire sheet. Accordingly, the necessary modifications had been done.
- The pilot study was carried out after translation of the tools and before starting the actual data collection. The aim of the pilot study was to confirm understanding, clarity, and applicability of the tools, to determine required time to fulfil the tools. The pilot study was carried out on 10% of the total sample size, (7) from faculty staff members and their assistants and (70) from nursing faculty students.
- Test of reliability for two tools yielded (0.87) for emotional intelligence scale and (0.90) for nursing clinical teacher effectiveness inventory, indicating a very good to excellent level of internal consistency or homogeneity among the items under each construct.
- After obtaining permission for data collection. The researcher explains the aim of the study to participants. All participants were assured that anonymity and confidentiality guaranteed and the right to withdraw from the study at any time.
- Data entry and statistical analysis were performed using personal computer software, the statistical package for social sciences (**SPSS**), version 20.

## **RESULTS:**

**Table (1):** depicts the demographic characteristics of faculty staff members and their assistants, the majority of them (88.7%) were females; and only (11.3%) were males. Pertaining to age, approximately two thirds of them (62.3%) had from 25 to less than 35 years old; whereas (37.7%) had equal to and more than 35 years old. According to their educational position,

(43.4%) were clinical instructors; while only (18.9%) of them were assistant lecturers and slightly more than one third (37.7%) of them were lecturers.

As regards the number of nursing educators in scientific departments, approximately one third of them (33.7%) worked in adult health care nursing department; whereas only (9.4%) of them were from psychiatric health nursing department. Concerning years of working experience, less than half of them (43.4%) had from 1 to less than 5 years of experience, whereas only (13.2%) of them had more than or equal 15 years of experience.

**Table (2):** reveals the correlation between faculty staff members and their assistants' emotional intelligence (**EI**) and their clinical teaching effectiveness (**CTE**). According to total (**EI**), there was moderate significant correlation with total (**CTE**) and all dimensions. Regarding managing relation, there was a statistical weak significant correlation with teaching ability, nursing competence, evaluation and total (**CTE**) ( $p=.019, .022, .021, \& .016$ ) respectively.

Concerning self- motivation, it had a moderate significant correlation with total (**CTE**), teaching ability, nursing competence, evaluation, and personality; as well, it had a weak significant correlation with interpersonal relations. As regards altruistic-behavior, there was a weak significant correlation with evaluation, interpersonal relation, personality, and total (**CTE**) ( $p=.028, .032, .010, \text{ and } .011$ ) respectively. Also, it had a moderate correlation with nursing competence ( $p= .004$ ).

According to self- awareness, it had a weak significant correlation with interpersonal relation and total (**CTE**) ( $p=.044 \& .030$ ) respectively. Also, it had a moderate significant correlation with personality ( $p= .007$ ). Pertaining to empathy, it had a significant weak correlation with teaching ability and total (**CTE**) ( $p = .049 \& .011$ ) respectively. Also, it had a moderate correlation with nursing competence and personality ( $p= .002 \& .007$ ) respectively.

As regards emotional stability, it had a moderate correlation with evaluation, personality, and total **CTE** ( $p= .000$ ). As well, it had a moderate correlation with teaching ability, nursing competence, and interpersonal relation ( $p= .007, .001, \& .004$ ) respectively. Value orientation had a weak correlation with evaluation ( $p=.032$ ). Commitment had a moderate correlation with total (**CTE**) and all dimensions except personality, it had a weak correlation. Regarding integrity, it had a moderate correlation with total (**CTE**) and its dimensions and weak correlation with

interpersonal relations. Self-development had a moderate correlation with total (CTE) and its dimensions and weak correlation with teaching ability.

**Figure (1):** traces the levels of emotional intelligence among the studied nursing faculty staff members and their assistants. The majority (83 %) of nursing educators' emotional intelligence were high, whereas only (15.1%) of nursing educators were moderate, and only (1.9%) of them were low.

**Figure (2):** depicts the levels of the faculty staff members and their assistants' clinical teaching effectiveness. The majority of them (83%) were high, whereas (17 %) of them were moderate.

**Table (1): Demographic characteristics of faculty staff members and their assistants (N=53)**

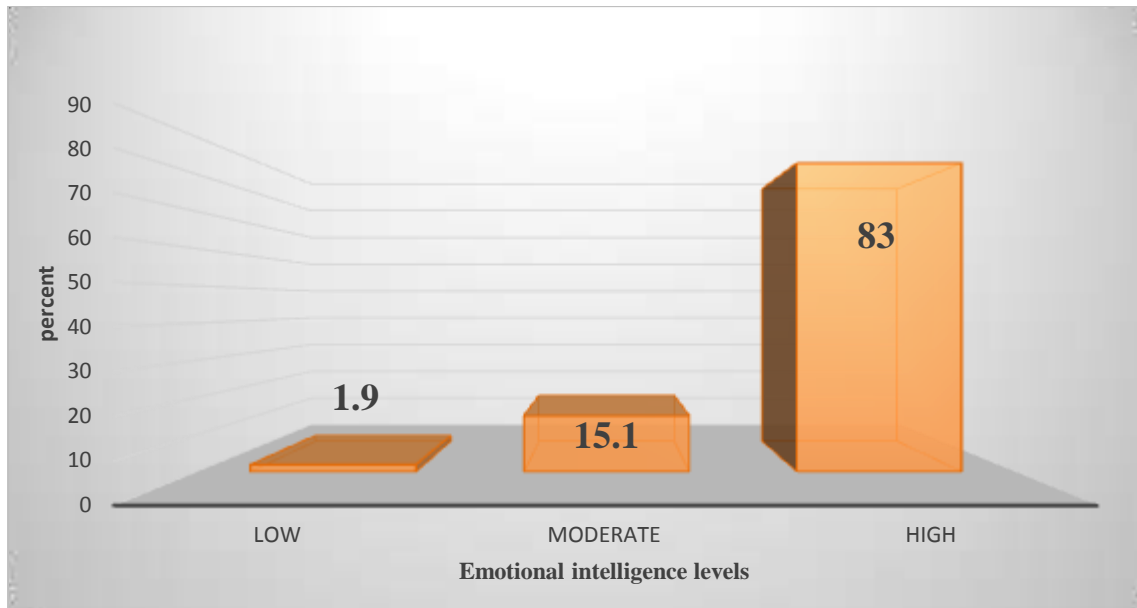
Demographic characteristics	No	%
<b>Gender</b>		
Male	6	11.3
Female	47	88.7
<b>Age (years)</b>		
25 - < 35	33	62.3
≥35	20	37.7
<b>Educational position</b>		
Clinical instructor	23	43.4
Assist. Lecturer	10	18.9
Lecturer	20	37.7
<b>Scientific departments</b>		
Nursing administration	8	15
Adult health care nursing	18	33.7
Maternity health nursing and new born	8	15
Pediatric health nursing	7	13.2
Psychiatric health nursing	5	9.4
Community health nursing	7	13.2
<b>Years of experience</b>		
1- <5 years	23	43.4
≥5 - <10 years	9	17
≥10 - < 15 years	14	26.4
≥ 15 years	7	13.2



**Table (2):** Correlation between faculty staff members and their assistants’ emotional intelligence (EI) and their clinical teaching effectiveness (CTE) (N=53)

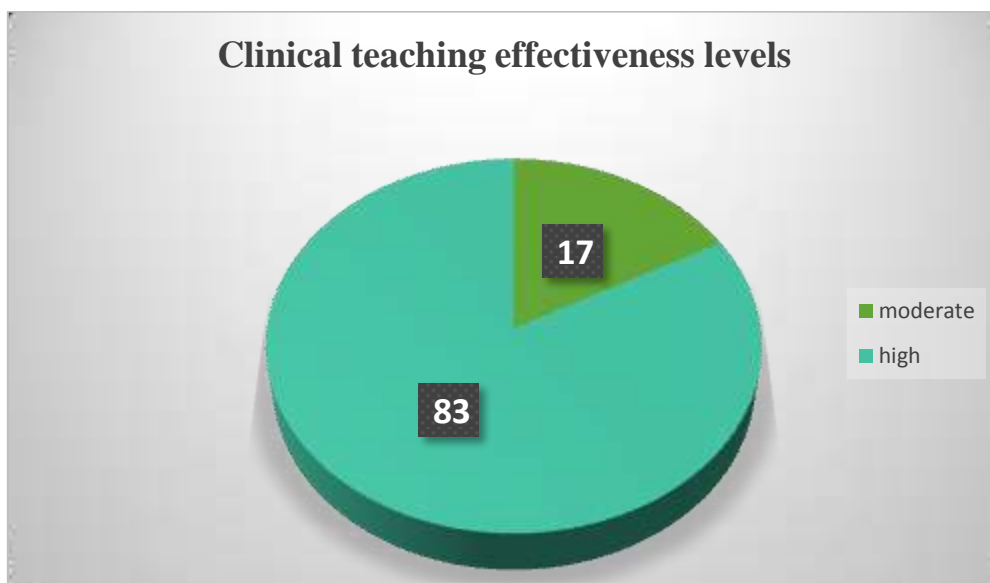
Emotional Intelligence Clinical Teaching Effectiveness		Managing Relation	Self- motivation	Altruistic-behavior	Self-awareness	Empathy	Emotional stability	Value orientation	Commitment	Integrity	Self-development	Total EI
Teaching ability	“r”	.322	.357	.235	.224	.271	.367	.153	.391	.432	.339	.437
	p	.019*	.010*	.090	.106	.049*	.007**	.275	.004**	.001**	.013*	.001**
Nursing competence	“r”	.315	.530	.392	.248	.422	.457	.141	.425	.417	.372	.548
	p	.022*	.000**	.004**	.068	.002**	.001**	.313	.002**	.002**	.006**	.000**
Evaluation	“r”	.316	.459	.302	.236	.242	.501	.295	.414	.420	.402	.504
	p	.021*	.001**	.028*	.088	.081	.000**	.032*	.002**	.002**	.003**	.000**
Interpersonal relation	“r”	.201	.329	.295	.278	.247	.387	.227	.389	.274	.455	.433
	p	.149	.016*	.032*	.044*	.068	.004**	.102	.004**	.047*	.001**	.001**
Personality	“r”	.248	.440	.351	.369	.365	.489	.084	.334	.479	.434	.524
	p	.068	.001**	.010*	.007**	.007**	.000**	.552	.015*	.000**	.001**	.000**
Total CTE	“r”	.331	.478	.345	.298	.347	.486	.196	.442	.465	.437	.547
	p	.016*	.000**	.011*	.030*	.011*	.000**	.159	.001**	.000**	.001**	.000**

\*= weak significance (p<0.05); \*\*= moderate significance (p<0.01)“r”= Pearson correlation



Low (34 - <109); Moderate ( $\geq 109$  - <133); and High ( $\geq 133$ -170)

**Figure (1):** Levels of emotional intelligence (EI) among faculty staff members and their assistants (N=53)



Low (47 < 191); Moderate ( $\geq 191$  < 253); and High ( $\geq 253$  - 329)

**Figure (2):** Levels of the faculty staff members and their assistants' clinical teaching effectiveness (N=53)

**DISCUSSION:**

Emotional intelligence has been associated with teacher effectiveness and improved student outcomes in higher education (*Anderson, 2016*). The study results showed a significant relationship between emotional intelligence and clinical teaching effectiveness. These findings were in agreement with (*Bar-On, 2002; Wolf et al., 2004; Ghosh, 2015; Hassan et al., 2015; Shahid et al., 2017*), who reported that there was a significant relationship between the emotional intelligence and clinical teaching effectiveness of nursing faculty staff members. While that was in contrast with the findings of (*Corcoran & Tormey, 2013; Mosca, 2017*), who stated that no significant relationship between emotional intelligence and clinical teaching effectiveness.

Emotional intelligence could have implications for clinical nursing education (*Allen et al., 2012*). The current study revealed a relationship between emotional intelligence and clinical teaching effectiveness dimensions. These findings were consistent with (*Singh & Jha, 2012; Allen et al., 2012*), who presented a relationship between emotional intelligence and the individual dimensions of the clinical teaching effectiveness (evaluation, personality trait, teaching ability, interpersonal relationship, and nursing competence). They stated that higher emotional intelligence scores were associated with more effective evaluation skills and included individual items such as clear communication of expectations and giving students constructive feedback.

The study results showed a relationship between emotional intelligence and personality trait. This finding was consistent with the finding of (*Bar-On, 2002; Wolf et al., 2004; Singh and Jha, 2012; Allen et al., 2012*), who indicated that nursing faculty staff who reported higher emotional intelligence reported more positive personality traits, such as having a positive outlook on life. They added that faculty staff with these traits would be more likely to demonstrate enthusiasm and confidence in the clinical tutor role and be nonjudgmental with students. They revealed that faculty staff with positive personality traits such as a sense of humor and enthusiasm can promote their learning.

The present study revealed a relationship between emotional intelligence and teaching ability. This finding was congruent with the finding of *Allen et al. (2012)*, who discussed that nursing faculty staff who reported higher emotional intelligence tended to report a higher degree of teaching ability. Such individuals exhibit a joy in teaching and can inspire students to learn. They mentioned that strong teaching ability could promote a connected student– teacher relationship where students feel supported. They suggested that this association is worthy as a mean to improve the student learning experience and the relationship between faculty members and students.

There was a relationship between emotional intelligence and interpersonal skills in the current study. This finding was in harmony with the findings of *Allen et al. (2012)*, who viewed that nursing faculty staff who reported higher emotional intelligence tended to be more competent teachers. Building mutual respect with students and facilitating the development of student/staff rapport in the clinical setting assist faculty staff to promote a positive learning environment.

The clinical educator is responsible for managing, educating and supporting the student during clinical practice (*Mosca, 2017*). There was a relationship between emotional intelligence and nursing competence in the current study. This finding was consistent with the findings of *Allen et al. (2012)*, who presented that nursing faculty staff who reported higher emotional intelligence were more likely to report a higher level of nursing competence. They demonstrated that higher functioning individuals will likely show optimism along with strong clinical skills. They will also demonstrate assistive behaviors such as helping students with skills and coaching students without taking over.

## **CONCLUSION AND RECOMMENDATIONS:**

**In the light of the study findings, it can be conclude that,**

There was positive significant correlation between emotional intelligence and clinical teaching effectiveness.

**Based on the study findings, the following recommendations are suggested:**

**Nursing faculty** needs to provide the faculty staff members and their assistants with regular educational workshops and seminars about emotional intelligence. Nursing faculty should incorporate emotional intelligence concept into the nursing curriculum. **Further studies** can be conducted as study the effect of students' emotional intelligence in teaching effectiveness. Examine the effectiveness of strategies to improve emotional intelligence and clinical teaching effectiveness.

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## العلاقة بين الذكاء العاطفي لأعضاء هيئة التدريس ومعاونيهم وفعاليتهم التدريسية في الجانب العملي

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### الخلاصة

هذه الرسالة تهدف الى دراسة العلاقة بين الذكاء العاطفي لدى أعضاء هيئة التدريس ومعاونيهم وفعاليتهم التدريسية في الجانب العملي. وقد استخدمت الرسالة المنهج الوصفي التلازمي. وقد أجريت الدراسة في كلية التمريض جامعة حلوان. تكونت عينة البحث من جميع أعضاء هيئة التدريس ومعاونيهم (العدد=53). تم استخدام مقياس الذكاء العاطفي و استبيان فعالية التدريس لدى اعضاء هيئة التدريس و معاونيهم في التمريض كأدوات للبحث. وقد أسفرت نتائج البحث عن وجود علاقة ذات دلالة احصائية بين الذكاء العاطفي وفعالية التدريس في الجانب العملي. تلخص نتائج البحث أن هناك علاقة بين الذكاء العاطفي وفعالية التدريس في الجانب العملي فيما قد يؤثر على العملية التعليمية. وبناء على نتائج البحث تم التوصيل للتوصيات الاتية: علي كلية التمريض توفير برامج تدريبية لأعضاء هيئة التدريس ومعاونيهم علي استخدام جدارات الذكاء العاطفي و دمج الذكاء العاطفي ضمن مقررات التمريض. عمل دراسات أخرى عن العلاقة بين الذكاء العاطفي وفعالية التدريس في أماكن مختلفة.

الكلمات المرشدة : الذكاء العاطفي و فعالية التدريس في الجانب العملي