Relationship between Marketing of the Nursing Profession and Emotional Intelligence among Student Nurses

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ABSTRACT

Background: The promotion of the nursing profession is essential in shaping public perception and influencing career choices. Student nurses represent the foundation of healthcare systems, and their emotional intelligence plays a key role in professional development and job satisfaction. Understanding the relationship between nursing profession marketing and emotional intelligence can help improve nursing education and career preparedness. **Aim:** This study aims to explore the relationship between marketing of the nursing profession and emotional intelligence among student nurses. **Subjects and Method:** A descriptive correlational research design was employed in this study, a cross-sectional approach stratified at the College of Nursing, Misr University for Science and Technology. The study sample consisted of 266 student nurses. Two instruments were utilized for data collection; the nursing profession Marketing Questionnaire and the Emotional Intelligence Scale. **Results:** The current study revealed that 53.8% of student nurses had a low perception of nursing profession marketing, and 29.3% had a moderate perception. Also, 16.9% had a high perception. Regarding emotional intelligence, 30% of participants had a low level, while 50% demonstrated a moderate level. A statistically significant positive relationship was found between perceptions of nursing profession marketing and emotional intelligence ($p < 0.05$). **Conclusion:** The study highlights the importance of promoting the nursing profession and enhancing emotional intelligence among student nurses. Strengthening these aspects may contribute to improved professional identity, job satisfaction, and career retention. **Recommendations:** Nursing education should incorporate self-marketing strategies and emotional intelligence training. A supportive learning environment, increased student engagement in decision-making and targeted training programs focused on self-awareness and interpersonal skills should be implemented. Future research should explore employer expectations regarding self-marketing skills among nursing graduates.

*Keywords***:** Emotional intelligence, marketing, nursing profession, nursing students.

INTRODUCTION

The Egyptian healthcare sector is experiencing a critical shortage of skilled nurses due to rising demand outpacing supply. One proposed solution is the strategic marketing of the nursing profession to reduce turnover and improve workforce retention. Marketing in nursing involves structured strategies and communication processes aimed at enhancing the profession's visibility and value to individuals, institutions, and society at large (Boukis & Kabadayi, 2020).

Marketing plays a fundamental role in shaping public perceptions, influencing patient care quality, resource allocation, and healthcare policies. Additionally, the sustainability of healthcare funding at institutional and governmental levels is dependent on a comprehensive understanding of public health needs and the requirements of the nursing profession (Gounaris et al., 2020). Furthermore, organizational commitment is defined as an individual's psychological connection to their workplace, impacting professional engagement and motivation (Abdel Mageed et al., 2021).

For marketing efforts to be effective, nurses must assess patient needs, analyze satisfaction factors, and identify areas for improvement in healthcare services. This process requires a clear understanding of nursing's mission, goals, and contributions to patient care and institutional performance (Ibrahim & Elsabahy, 2020).

Emotional Intelligence in Nursing As frontline healthcare professionals, nurses must develop emotional intelligence, critical thinking skills, and self-awareness to navigate complex clinical situations effectively (Suleman et al., 2020). Emotional intelligence enables nurses to recognize and regulate their emotions, build meaningful relationships, and enhance patient-centered care. Nursing students must acquire these skills to prepare for professional practice (Frye et al., 2020).

Nursing education presents various challenges, such as high-pressure clinical environments, adapting to different teaching methodologies, and managing interpersonal conflicts. These factors necessitate strong emotional regulation. Therefore, nursing

curricula should incorporate emotional intelligence training to equip students with essential interpersonal and self-management skills (Mohamed, 2022).

Significance of the Study

Effective marketing strategies are essential in enhancing the public perception of the nursing profession, attracting prospective students, and improving career retention. A well-promoted nursing profession can encourage individuals to pursue nursing as a career, address workforce shortages, and elevate the profession's status in society. Emotional intelligence, on the other hand, is a critical factor in shaping students' professional behaviors, leadership potential, and decision-making abilities (Goleman et al., 2021). Developing emotional intelligence among student nurses enhances their ability to handle workplace challenges, interact effectively with colleagues and patients, and maintain job satisfaction.

Despite the importance of nursing profession marketing and emotional intelligence, limited research has explored their relationship, particularly among student nurses. This study addresses this gap by investigating how perceptions of nursing profession marketing influence emotional intelligence levels in student nurses. Understanding this relationship can inform nursing education strategies, helping institutions develop targeted interventions that enhance both self-marketing skills and emotional intelligence.

By integrating emotional intelligence training and marketing awareness into nursing curricula, educators can empower student nurses with essential skills for professional success. The findings of this study may provide valuable insights for nursing policymakers, educators, and healthcare institutions aiming to improve nursing recruitment, job satisfaction, and retention rates.

The study problem lies in the lack of research on the relationship between nursing profession marketing and emotional intelligence among student nurses. While both factors individually impact career development and professional satisfaction, their combined influence remains unexplored. Addressing this knowledge gap can help

improve nursing education, career preparedness, and the overall professional image of nursing.

AIM OF THE STUDY

This study aims to explore the relationship between marketing of the nursing profession and emotional intelligence among student nurses.

Objectives

1. Assess levels of nursing students' perceptions of marketing within the nursing profession.
2. Evaluate the perceived levels of emotional intelligence among student nurses.
3. Find out the relationship between marketing the nursing profession and emotional intelligence among student nurses.

Research question:

Is there a significant relationship between the marketing of the nursing profession and emotional intelligence among student nurses?

SUBJECTS AND METHODS

Study Design

This study utilized a quantitative research design with a cross-sectional approach, aiming to collect data at a single point in time. A stratified random sampling technique was used to ensure representation from different subgroups within the student nurse population, making the findings more generalizable.

Study Setting:

The study was conducted at the College of Nursing, Misr University for Science and Technology, 6th October City, Egypt. The university is a private sector affiliated with the Ministry of Higher Education and existed for more than 25 years as one of the best

private universities in Egypt that involves 14 colleges, the university is internationally competitive and distinguished with its electronic system of online learning and rated as one of the top universities from QS Stars in 2020.

Study Participants:

A stratified random sampling technique .The sample size of 266 student nurses was calculated using the following formula for determining an appropriate sample size in stratified sampling:

$$n = \frac{NZ^2 p(1-p)}{E^2(N-1) + Z^2 p(1-p)}$$

Where:

- n= required sample size
- N= total student nurse population
- Z = z-score corresponding to the desired confidence level (e.g., 1.96 for 95% confidence)
- p = estimated proportion of the characteristic in the population (typically 0.5 for maximum variability)
- E = margin of error (e.g., 5% or 0.05)

Data Collection Tools

The study utilized two tools for data collection:

Tool I: Nursing Profession Marketing Questionnaire This questionnaire was originally developed by Kagan et al. (2015) in an English language and later adapted by Nehad & Hussein (2018) in Arabic language to evaluate nursing students' perceptions of marketing within the nursing profession. The questionnaire consists of two sections:

1. Personal Characteristics: This section collects demographic data, including age, gender, marital status, academic level, and scholarship status.

2. Perception of Nursing Profession Marketing: Designed to assess students' perception of marketing in nursing, this section comprises 17 items categorized into three subgroups: Nursing community (6 items), General public (4 items), and Physicians and healthcare colleagues (7 items).

Scoring System

Responses were measured using a three-point Likert scale (1) = strongly disagree, (2) = agree, and (3) = strongly agree

Scores were then converted into percentages. Based on Nehad & Hussein (2018), perception levels were classified as follows: Low: Below 60%, Moderate: Between 60-75% and High: Above 75%

Tool II: Emotional Intelligence Scale: This tool, adapted from Goleman et al. (2002) in Arabic language, was used to measure the perceived level of emotional intelligence (EI) among nursing students. The scale consists of 50 items distributed across five dimensions: Self-awareness (10 items), Self-regulation (10 items), Self-motivation (10 items), Social awareness (10 items), and Social skills (10 items)

Scoring System

Responses were assessed using a three-point Likert scale: (1) = rarely, (2) = sometimes, and (3) = Always. Total scores ranged from 50 to 150 and were categorized based on Landau & Everett (2003) into three levels: High: Above 75%, Moderate: Between 60-75% and Low: Below 60%.

B. Operational Design

Validity of Tools:

The research tools were initially translated into Arabic by the investigator and then back-translated into English to ensure accuracy. A panel of five nursing

administration experts reviewed the tools to assess their clarity, relevance, applicability, comprehensibility, and ease of use in data collection.

Reliability of Tools

To evaluate the reliability of the research instruments, Cronbach's Alpha coefficient was calculated to determine internal consistency. The tools demonstrated strong reliability, with Cronbach's alpha values of 0.879 for the Emotional Intelligence Scale and 0.959 for the Nursing Profession Marketing Scale.

Fieldwork

The data collection process commenced after obtaining official approval from the Dean of the Nursing College. The researcher then met with department heads to outline the study's objectives and procedures, securing their consent and cooperation for data collection. The research instruments were sent via email to student nurses across different academic levels, allowing them to choose a suitable time for participation.

To ensure clarity, the researcher introduced herself to the student nurses at their workplace, explained the purpose of the study, and provided guidance on completing the questionnaires. The questionnaires were distributed electronically at various times to accommodate students' schedules. The researcher remained available online during the data collection period to address any uncertainties, provide clarifications, and respond to inquiries.

Data collection was conducted daily, with the researcher gathering approximately 30 to 40 completed questionnaires per day. Each returned questionnaire was carefully reviewed to ensure completeness and accuracy. The entire data collection process spanned approximately one month, from the end of October 2024 to the end of November 2024.

Pilot Study

A pilot study was conducted using a randomly selected 10% sample of the total student nurse population, equating to 27 participants. This preliminary study aimed to assess the feasibility, applicability, and reliability of the data collection tools, as well as to estimate the time required to complete the questionnaires. The collected data were analyzed, and modifications were made as necessary. The pilot study was conducted at the end of October 2024, ensuring that any identified issues were addressed before proceeding with the full-scale research.

C. Administrative Design

An official request for study approval was submitted to the Dean and Vice Dean of the Nursing College. Following approval, the researcher met with department heads to discuss the study's objectives and procedures. Their consent and cooperation were obtained to facilitate data collection.

Ethical Considerations

Prior to data collection, ethical approval was granted by the Research Ethics Committee of the Faculty of Nursing at Port-Said University (Approval ID: 42, issued on October 10, 2024). The study ensured that all participants provided informed consent, guaranteeing the confidentiality and anonymity of their data. Participation was entirely voluntary. Additionally, the study results were intended for use in research publications and for advancing nursing education and practice.

D. Statistical Design

Data entry and statistical analysis were performed using SPSS 27.0 statistical software. A combination of descriptive statistics, Cronbach's alpha coefficient, and multiple variance analyses was utilized to address the research questions. The descriptive statistical methods included frequency distributions, percentages, minimum and maximum values, arithmetic mean, and standard deviation to summarize participant

characteristics. The correlations between the quantitative variables were evaluated using person correlation analysis. A significance level of $p < 0.05$ was considered statistically meaningful.

RESULTS

Table 1: Displays demographic characteristics of the student nurses. The majority (90.2%) were single, and over **three-quarters (74.4%)** were between 20-30 years old. More than half (57.9%) were male, with 55.6% of the students enrolled in their fourth academic year. Additionally, 54.1% of the students had received a scholarship.

Figure 1: Illustrates student nurses' perceptions of nursing profession marketing. The results indicate that 53.8% had a low perception level, while 29.3% had a moderate perception level. A smaller proportion (16.9%) demonstrated a high perception of marketing within the profession.

Figure 2: Depicts the levels of emotional intelligence among student nurses. Findings show that 20% of students exhibited high emotional intelligence, whereas 50% had a moderate level, and 30% scored at a low level.

Table 2: Highlights significant relationships between nursing profession marketing and students' characteristics. Additionally, emotional intelligence was significantly associated with all personal characteristics, except marital status.

Table 3: Demonstrates a strong positive correlation between nursing profession marketing and emotional intelligence among student nurses, with a highly significant statistical association.

Table 1: Percentage distribution of student nurses' according to personal characteristics of student nurses (n= 266).

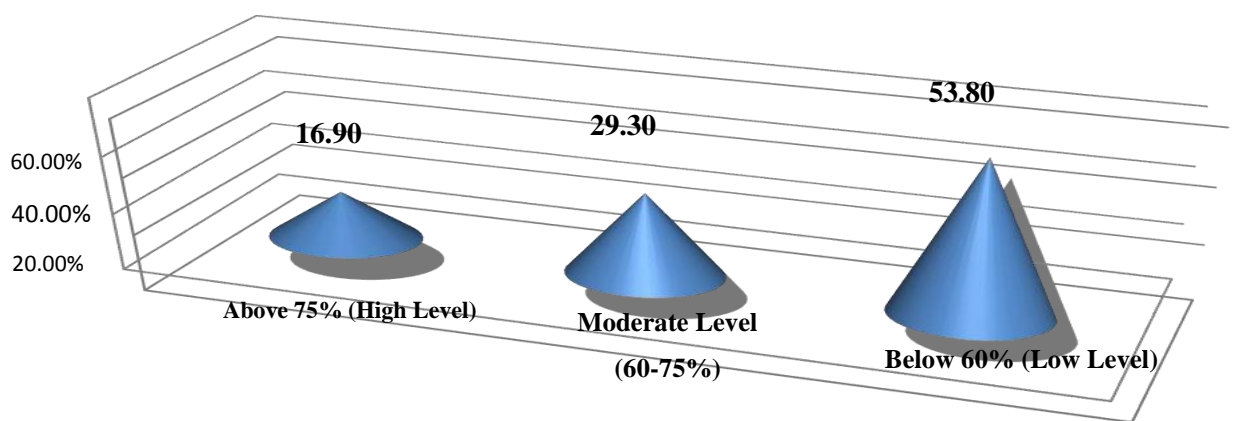| Personal Characteristics	Frequency	%
Age		
< 20 years	68	25.6
20-30Years	198	**74.4**
Gender		
Male	154	**57.9**
Female	112	42.1
Marital status		
Married	19	9.7
Single	240	**90.2**
Academic level		
level I	33	12 .4
level II	27	10.2
Level III	27	10.2
Level IV	148	**55.6**
Internship	31	11.6
Scholarship		
Yes	144	**54.1**
No	122	45.9

Figure 1: Percentage distribution of student nurses' overall perception of nursing
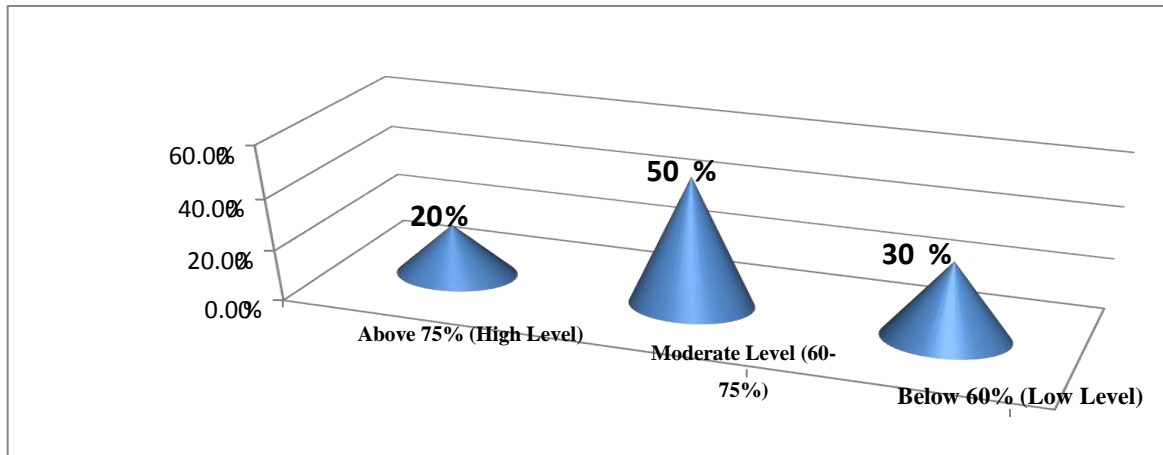
Figure 2: Distribution of student nurses' perception levels of emotional intelligence

(n=266)

Table 2: Association between Student nurses' personal characteristics, nursing profession marketing, and emotional intelligence.

Items	Marketing of nursing profession		Emotional intelligence	
	T test	**Sig.**	**T test**	**Sig.**
Age	-3.989	0.000*	1.91	0.05*
Gender	3.224	0.001*	4.22	0.000*
Marital status	22.74	0.00*	1.59	0.20
Academic level	12.855	0.00*	3.13	0.015*

A statistical significant difference $P \leq 0.05$ & a highly statistical significant difference $P \leq 0.001$

Table 3: Relationship between nursing profession marketing and emotional intelligence among student nurses

Correlations		Marketing of the nursing profession	Emotional intelligence
Marketing of the nursing profession	Pearson Correlation	1	.457[**]
	Sig. (2-tailed)		.000
	N	266	266
Emotional intelligence	Pearson Correlation	.457[**]	1
	Sig. (2-tailed)	.000	
	N	266	266

** Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

Marketing involves the processes and strategies used to create, communicate, deliver, and exchange services or offerings that benefit nurses, clients, partners, and society (Mohamed, Diab, & ELkholy, 2021). It is a tool that influences how organizations perceive, attract, and retain stakeholders. In the nursing field, marketing highlights the role of nurses, their professionalism, and their contributions to national and global healthcare (Saeed, 2022). Furthermore, emotional intelligence is vital in developing student nurses' competencies, fostering strong social connections within healthcare leadership. Research underscores the importance of emotional intelligence in cultivating positive work environments, where leaders display empathy, recognize contributions, and emphasize relationship-building (Saeed, Abd Elazeem, & Badran, 2023). This study aimed to examine the link between marketing in the nursing profession and emotional intelligence among student nurses.

Personal Characteristics and Study Findings

The results revealed that most student nurses were single, with over three-fifths between 20-30 years old. Additionally, more than half were male and enrolled in the leadership academic level. These findings align with Tasi & Wang Wu (2011) at Taiwan University, who reported that the majority of nurses were younger than 30. Similarly, Demirel (2013) found that more than half of nursing employees were male. However, these results contrast with a study by Saeed (2022) at Ain Shams University

in Egypt, where the majority of staff nurses were female and three-quarters were married. Additionally, Lai et al. (2020) reported that two-thirds of their study participants were female. The higher number of male nursing students in this study may be attributed to increased demand for nursing positions among men.

Findings also indicated that more than half of the student nurses had a low perception of nursing profession marketing. This could be due to the lack of training programs focusing on marketing within the nursing profession. This observation is consistent with research by Nehad & Hussein (2018) who found that staff nurses exhibited low awareness regarding professional marketing. However, Mohamed (2022) reported contrasting findings, showing that the majority of studied nurses had high marketing awareness, while only a small portion had low levels, and nearly one-third exhibited a moderate level of internal marketing.

Perception of Emotional Intelligence

Regarding emotional intelligence, half of the student nurses demonstrated a moderate level of perception, while approximately one-fifth displayed a high level. This could be attributed to their awareness of self-regulation, motivation, social awareness, and relationship management. These results align with Saleh & Eldeep (2020) who found that nearly half of the nurse managers at Suhag and Damanhur University hospitals had a moderate level of emotions.

Similarly, Tyczkowski et al. (2015) examined emotional intelligence and leadership styles among nurse managers, concluding that nurse managers employed in six major Midwestern health systems had high emotional intelligence. In contrast, Prufeta (2017) assessed emotional intelligence levels among nurse managers at an academic medical center in the Northeast United States and found that they had low emotional intelligence, requiring further development. Emotional intelligence encompasses an individual's mental, emotional, and social abilities, influencing how they manage relationships (Saleh & Eldeep, 2020).

Correlation between Emotional Intelligence and Personal Characteristics

This study found no statistically significant correlation between student nurses' socio-demographic characteristics and emotional intelligence, except for

marital status. Marital status may contribute to an enhanced awareness of others' emotions. This finding is consistent with Singh & Jha (2012) and Bhat, Joshi, & Wani (2016) who studied the relationship between emotional intelligence and personal attributes among educators in medical and engineering institutions. Their results similarly showed a connection between marital status and emotional intelligence among student nurses.

The study also found significant relationships between nursing profession marketing and demographic factors such as age, gender, marital status, and academic level. These findings align with research conducted by Jack & Cronin (2000) which established significant correlations between demographic variables and professional marketing perceptions.

CONCLUSION

The study results indicate that over half of the student nurses had a low perception of nursing profession marketing, while half of the participants exhibited a moderate level of emotional intelligence. Furthermore, the research demonstrated a strong and highly significant positive correlation between nursing profession marketing and emotional intelligence.

RECOMMENDATIONS

Based on the study findings, the following recommendations are proposed:

Administrative Level

- Nursing education programs should emphasize self-marketing skills to enhance graduates' employability.
- Nursing students should be encouraged to actively participate in decision-making by sharing goals and strategies for achieving them.
- Institutions should foster a supportive and respectful work environment, ensuring open communication and treating student nurses with dignity.
- Policies should be improved to offer greater benefits and incentives to nursing students, enhancing job satisfaction.

Educational Level

- Develop training programs to strengthen nurses' self-awareness and self-regulation as essential components of emotional intelligence.

- Integrate emotional intelligence and marketing concepts into nursing school curricula to improve technical skills and professional development.

- Conduct further research to explore employer expectations regarding the self-marketing skills that nursing graduates should possess.

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تسويق مهنة التمريض والذكاء العاطفي بين طلاب التمريض

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الخلاصة

الخلفية: يعد الترويج لمهنة التمريض أمرًا أساسيًا في تشكيل التصور العام والتأثير على اختيارات المسار المهني. يمثل طلاب التمريض حجر الأساس في أنظمة الرعاية الصحية، حيث يلعب الذكاء العاطفي دورًا رئيسيًا في تطويرهم المهني ورضاهم الوظيفي. يمكن أن يساعد فهم العلاقة بين تسويق مهنة التمريض والذكاء العاطفي في تحسين التعليم التمريضي والاستعداد الوظيفي.**الهدف:** تهدف هذه الدراسة إلى استكشاف العلاقة بين تسويق مهنة التمريض والذكاء العاطفي بين طلاب التمريض. **المنهجية:** تم استخدام تصميم بحثي وصفي ارتباطي في هذه الدراسة، وذلك من خلال نهج مقطعي طبقي في كلية التمريض بجامعة مصر للعلوم والتكنولوجيا. تكونت عينة الدراسة من 266 طالب تمريض. تم استخدام أداتين لجمع البيانات؛ استبيان تسويق مهنة التمريض ومقياس الذكاء العاطفي.**النتائج:** أظهرت الدراسة أن 53.8% من طلاب التمريض لديهم إدراك منخفض لتسويق مهنة التمريض، بينما كان لدى 29.3% إدراك معتدل، في حين أظهر 16.9% إدراكًا مرتفعًا. أما بالنسبة لمستويات الذكاء العاطفي، فقد كان 30% من المشاركين في مستوى منخفض، بينما أظهر 50% مستوى معتدل. كما كشفت النتائج عن وجود علاقة ارتباطية إيجابية ذات دلالة إحصائية بين إدراك تسويق مهنة التمريض والذكاء العاطفي($p < 0.05$) **الاستنتاج:** تؤكد الدراسة على أهمية الترويج لمهنة التمريض وتعزيز الذكاء العاطفي بين طلاب التمريض. يمكن أن يسهم تعزيز هذه الجوانب في تحسين الهوية المهنية، وزيادة الرضا الوظيفي، وتعزيز الاستبقاء الوظيفي في المجال.**التوصيات:** ينبغي أن يتضمن التعليم التمريضي استراتيجيات التسويق الذاتي وتدريبات على الذكاء العاطفي. كما يجب توفير بيئة تعليمية داعمة، وتعزيز مشاركة الطلاب في اتخاذ القرارات، وتنفيذ برامج تدريبية تستهدف تنمية الوعي الذاتي والمهارات الشخصية. بالإضافة إلى ذلك، يجب أن تستكشف الأبحاث المستقبلية توقعات أصحاب العمل بشأن مهارات التسويق الذاتي التي ينبغي أن يمتلكها خريجو التمريض.

الكلمات المرشدة: الذكاء العاطفي، التسويق، مهنة التمريض، طلاب التمريض.