Relation between Emotional Intelligence, Personal Meaning and Psychological Well-being among Nursing Students

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Abstract: Background: The nursing graduates must not only possess technical and critical thinking skills, but also be equipped to manage soft people skills such as communication skills, character traits, attitudes, career attributes in addition to emotional intelligence skills. *The aim of the study:* So the current study aimed at assessing the relation between emotional intelligence, personal meaning and psychological well-being among nursing students. *Methods:* A cross-sectional descriptive design was utilized in this study. The study was conducted at College of Nursing, King Saud University. College of Nursing follows the credit hours system. The present study was held at the second term of the academic year 2014-2015. *Subjects:* A representative sample 50% of the registered students were randomly selected using simple random sampling method. Four tools were used to collect data for the current study. *Tools of data collection:* A Socio-demographic and academic data questionnaire, Emotional Intelligence Scale and Personal Meaning Scale and Psychological Well-being Scale. *Results:* The current study verified that there was significant statistical relation between students' emotional intelligence and their age. Also there were significant statistical differences between students' emotional intelligence, personal meaning and the students' grades. While, there was no significant statistical relationship between students wellbeing and their academic grade level. *Conclusion:* It was concluded that there were significant statistical differences between students' emotional intelligence, personal meaning and the students' grades. While, there was no significant statistical relationship between students' wellbeing and their academic grade level. *Recommendation:* Further research was recommended to compare wellbeing and intelligence levels in nursing students as they progress through the transitions of accelerating independence that comes with graduation.

Keywords: Emotional intelligence, personal meaning and psychological well-being

INTRODUCTION

Meaning in life facilitates student's interpretation and organization for accomplishment of their goals, and categorization of important objects (Steger, et al., 2006) [1], also meaning in life has been found to be a strong and consistent predictor of psychological well-being. Nursing students' well-being is important as it provides feedback for different activities, well-being does not mean that students feeling good all the time as they experience of painful emotions (e.g. disappointment, failure, grief…etc,) is a normal part of life, and being able to manage these negative or painful emotions is essential for long-term well-being and results in emotional intelligence may in turn improve personal meaning.

Emotional intelligence plays an important role in student's psychological wellbeing and personal meaning (Ruiz-Aranda, et. al., 2014) [2]. Emotional intelligence is important because the ability to observe one's own and alternative people's emotions, to differentiate between different emotions and label them appropriately. It also means abilities to bond intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics (Smith & Mark 2008) [3].

Emotional intelligence support nursing students in handling their own and others' emotions, showing genuine emotional responses, being empathetic and communicate emotions without introducing conflict and managing spontaneous emotions, like disgust, anger and disappointment, in student-patient interactions. By attempting to look at the situation from patients' views and empathizing with their emotions, nursing students can manage many clinical situations (Janet, 2014) [4].

Nursing students are expected to appreciate the patients' emotions and use cognitive information to assess patients' needs and then establish emotional interventions that convey caring and empathy toward patients and their families (Hein, 2008) [5]. Finding meaning of life has been a central feature of philosophy since the Socratic era and most recently in existentialism. A profession such as nursing which need high demands in terms of extended care and interpersonal contact with vulnerable patients, the need for a workplace that fosters personal growth through meaning and mentorship is very important.

Existentialism hypothesis that the individual has the potential for free will and is finally responsible for personal performance (Man's search for Meaning) additionally existentialism disagree that not solely do Man's have the capability to set tle on their behavior, however they even have the capability to settle on their which means in life. Frankl, (2010) [6] advise that individuals try this in what they create or what they give' to the world through their careers (e.g., nursing), existentialism develop the thought of "hardiness" or "existential courage" has additionally been

found to cut back feelings of alienation, turnover rate, powerlessness and burnout and improve drawback resolution, designing skills, and overall job performance (Maddi, 2002; Abdollahi, et. al., 2014; Hart et. al.,2014) [7; 8; 9].

Psychological well-being in terms of definition is described as -the combination of feeling sensible and functioning effectively (Huppert, 2009) [10]. Historically, research on psychological well-being focuses on personal growth and challenges of life like self-actualization (Maslow, 1968) [11] and life stage virtues (Erikson, 1959) [12]. In recent decades, scholars tend to explain psychological well-being in an exceptionally theoretical and philosophical perspective. For example, Ryff (1998) [13] suggested a dimensional model for explaining psychological well-being with stress given to self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Psychological well-being is a very important part within the development of nurses (Ratanasiripong & Wang, 2011) [14]. Nursing students and graduated nurses add a large kind of settings that make them faced various levels of challenges to provide good patient care. a number of the present challenges that nursing students face embrace changes within the health care delivery system, nursing shortages, emotional exhaustion, stress and fatigue from school of nursing (Andrews &Wan, 2009; Nayeri, et. al., 2009) [15; 16]. Moreover, the evolution of health care and also the presence of a lot of acutely sick patients need changes to be created to nursing curricula to accommodate for the advancements. One of the foremost vital models conceptualizing psychological well-being is multi- dimensional Ryff Scales of Psychological Well-being. Ryff adopts that psychological well-being as individuals' fight to satisfy their potential true talents. (Shecari, et. al., 2008) [17].

Encompass a definition and goal in life is one of core psychological issues. That nurses with no plan why they chose nursing as a profession have a problem in relationship with their patients, classmates, and their family. To succeed in life and career, nurses must possess the ability to react appropriately with the surroundings. Therefore development of emotional intelligence is needed for better communicating with and handling various types of human behavior and challenging environments (Stamatopoulou, et. al., 2015) [18].

Emotional intelligence involves the ability to perceive emotions, incorporate attitudes related to emotions, comprehend the meaning of those emotions, and deal with them also it affects the ultimate meaning of life and therefore the integrated relationship between them and the world in which they live. It results in an increase in psychological well- being of as well as nursing students having a goal in their life.

Aim:

The current study was conducted to assess the relation between emotional intelligence, personal meaning and psychological well-being among nursing students

SUBJECTS AND METHODS

Research Design:

A cross-sectional descriptive correlational design was used for the current study.

Setting:

The study was conducted at College of Nursing, King Saud University. The College of Nursing follows the credit hours system in which the curriculums were distributed along six semesters added to two semesters (preparatory year).

Subjects:

The present study was held at the second term of the academic year 2015-2016. The total number of the students enrolled at college of nursing during this academic year amounted to 299 registered students. A representative subjects constituted of (50%) were randomly selected using simple random sampling method registered in the third, fourth, fifth, sixth, seventh and eighth levels.

Data Collection Tools:

Four tools were used to collect data for the current study.

Tool 1: A Socio-demographic and Academic Data Questionnaire: developed by the researchers to elicit information about the socio-demographic and academic characteristics of the studied subjects such as student's age, gender, and the current academic semester.

Tool 2: Emotional Intelligence Scale (EIS): Originally developed by Hunsaker (2001) [19] to assess emotional intelligence in workplace. Then, it was adapted by Vanderpol (2011) [20] to assess the degree of emotional intelligence of different populations. The scale consisted of 25 items, which were rated on a five-point Likert scale that ranged from 1 (very slight ability) to 5 (extreme ability). The EIS included five components which were self-awareness, managing emotions, motivation, empathy, and socialskills.Scoring system: The total score of EIS rangedfrom 25 to 125, with a score ranging from 101to 125 indicating high, from 50 to 100 indicating moderate, and below 50 indicating low emotionalintelligence.

Tool 3: Personal Meaning of Life Profile (PMP): developed by (Wong, 1998) [21], it consisted of 57 item scale and contain 7 subscales namely, Achievement (ACH- 16 items) Relationship (RLT - 9 items), Religion (RLG - 9 items), Self-transcendence (ST - 8 items)

Self-acceptance (SA - 6 items, Intimacy (INT - 5 items) & Fair treatment or perceived justice

(FT 4 items) Scoring key for the PMP (no items are reversed; scores calculated as means of items

Tool 4: Ryff's Psychological Wellbeing (RPWB) Scale: It was developed by (Ryff, 1989) [22]. It assessed the students' psychological wellbeing and comprised of 42 items with 21 reversed items, each item consisted of a sequence of statements assess six area of psychological wellbeing namely autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. Respondents rated statements on a scale of 1 to

6, with 1 indicating strong disagreement and 6 indicating strong agreement. Autonomy:‒I tend to be influenced by people with strong opinion, Environmental Mastery: ‒I am quite good at managing the a lot of responsibilities of my daily life, Personal Growth: ‒I think it is important to have new experiences that challenge how one think about oneself and the world, Positive relations with others: People would describe me as a openhanded person, willing to contribute to time with others, Purpose in Life: Some people wander aimlessly through life, but I am not one of them, and Self-

Acceptance: In many ways I feel disappointed about my achievements in life (reverse scored).

Responses were sum for each of the six areas. Where, a high score indicated that the respondent have a mastery of that area in his or her life. On the other hand, a low score showed that the respondent fight to feel secure with specific area. The reliability are (Alpha=0.70–0.84) (Ryff, et al., 2006) [23].

Validity and Reliability:

The tools submitted to three members of psychiatric nursing experts for assessing the face and content validity. Modifications on the tool made in response to panel`s

judgment on the appropriateness of the content and grouping of statements regarding each subscale and accuracy of scoring and recording items.

To test internal consistency Cronbach's Alpha for three scales were done:

Variables	N of Items	Cronbach's Alpha
EI Scale	25	0.86
Personal Meaning Scale	57	0.79
Wellbeing Scale	25	0.81

Procedure:

An official permission was obtained from the responsible authorities of the college of Nursing, King Saud University. The socio-demographic and academic data questionnaire was developed by the researchers; (tool 2, 3 & 4) was translated into Arabic language. Before embarking on the actual study, a pilot study was carried out on 15 nursing students who were not included in the actual studylater.Studysubjects were met on a group basis in their classes at the beginning of each semester, during the theoretical parts (lectures) of nursing courses, to explain thepurpose of the study, reassure them about anonymity and confidentiality of their responses and then instructions regarding answering the study tools were given.The students' answering of the study tools in the presence of one from the researchers to ensure that all information pertain

the sheets were completed.

Ethical considerations:

Informed consent was obtained from the nursing students after explanation of the purpose and importance of the study and reassuring them that these responses would not affect their grades and they have the right to withdraw from the study at any time. Confidentiality of any obtained information was ensured. Anonymity of the study subjects wasassured by coded sheets

Statistical Analysis:

The collected data was tabulated, and summarized. Data was computerized and analyzed using appropriate descriptive and inferential statistical tests to answer the research questions. SPSS program version 21 was used. Level of significance was at $P < 0.05$.

RESULTS

Table (1): Socio-demographic characteristics for nursing students (n=150)

Variables	Frequency	Percent
Age		
20>	122	81.3
+20	28	18.7
Mean+ SD	2.6+17.2	
Median	17.5	
Range	24-14	
Gender		
Male	83	55.3
Female	67	44.7
Grade level		
3	19	12.7
4	42	28.0
5	24	16.0
6	14	9.3
7	25	16.7
8	26	17.3
(GPA) Grad Point Average		
Mean+ SD	0.75+3.63	
Median	4.00	
Range	5.00-2.00	

Table (1): showed that majority of participants (81.3 %0) were under 20 years old and the mean age was (17.2±2.6). In relation to gender almost half of participants (55.3 %) were males while (44.7%) were females and the mean GPA (3.63±0.75).

Table (2): Survey of mean scores and standard deviation of emotional intelligence, personal meaning and wellbeing among nursing students (n=150)

Variables	Scores					Quartiles	
	Mean	SD	Min	Max	Median	1st	3rd
Emotional intelligence (5=max)	3.93	0.51	2.45	4.88	3.94	3.64	4.33
Personal meaning (7=max)							
Achievement	5.54	0.70	3.50	6.50	5.75	5.25	6.06
Acceptance-self	5.32	0.83	2.83	7.00	5.50	4.83	5.83
Fair Treatment	5.06	1.10	1.50	7.00	5.25	4.25	5.75
Religion	5.58	0.68	3.78	7.00	5.67	5.19	6.22
Intimacy	5.11	0.96	2.80	6.80	5.20	4.55	5.80
Relationship	5.53	0.62	3.56	7.00	5.67	5.11	5.89
Transcendence-Self	5.20	0.84	3.50	7.00	5.25	4.63	5.75
Total	5.40	0.50	4.12	6.51	5.51	5.19	5.72
Wellbeing (5=max)							
Esteem-Self	3.84	0.71	2.00	5.00	3.75	3.50	4.25
Mental balance	3.63	0.75	1.75	5.00	3.75	3.25	4.25
Social involvement	3.75	0.80	2.00	5.00	4.00	3.25	4.50
Sociability	3.91	0.79	2.00	5.00	4.00	3.50	4.50
Control of self and events	3.37	0.91	1.75	5.00	3.50	2.75	4.25
Happiness	3.79	0.90	1.60	5.00	3.80	3.20	4.60
Total	3.72	0.53	2.20	4.60	3.74	3.40	4.16

Table (2): displayed various means scores of the main variables, the mean scores of the subscale emotional intelligence is 3.93. In relation to the subscale personal meaning the item religion had the highest mean score followed by achievement and the

item fair treatment had the lowest mean score. Regarding wellbeing subscale it was found that the item sociability took the highest score, followed by the item self-esteem and the lowest mean score was for the item control of self and events.

Table (3): Comparison between nursing students' emotional intelligence, personal meaning and wellbeing in relation to their age and gender (n=150)

Variables		Mean	SD	Median	Mann-Whitney Test	P-Value
	Age					
Emotional intelligence	20>	3.88	0.50	3.83		
	+20	4.13	0.47	4.03	2.286	*0.022
	Age					
Personal meaning	20>	5.39	0.48	5.49		
	+20	5.44	0.57	5.63	0.876	0.381
	Age					
Wellbeing	20>	3.71	0.52	3.72		
	+20	3.75	0.57	3.78	0.384	0.791
	Gender	1				
Emotional intelligence	Male	3.95	0.50	4.00		
	Female	3.90	0.51	3.76	0.515	0.607
	Gender					
Personal meaning	Male	5.42	0.48	5.54		
	Female	5.38	0.53	5.44	0.715	0.475
	Gender					
Wellbeing	Male	3.78	0.52	3.80		
	Female	3.64	0.53	3.64	1.663	0.096

Table (3): showed that there was a significant statistical difference between students' emotional intelligence and

their age as (p=0.022). While there were no significant statistical difference between the other variables.

Table (4): Comparison between nursing students' emotional intelligence, personal meaning and wellbeing and their grade level (n=150)

Variables	Grade	Mean	SD	Median	Kruskal -Wallis	Value-p
	3	3.64	0.43	3.64		
Emotional intelligence	4	3.68	0.48	3.65		
	5	4.14	0.47	4.21		
	6	4.12	0.45	4.24		
	7	4.08	0.40	4.03		
	8	4.09	0.51	4.18	27.767	*0.001>
	Grade					
Personal Meaning	3	5.34	0.36	5.44		
	4	5.30	0.49	5.46		
	5	5.48	0.46	5.54		
	6	5.28	0.61	5.42		
	7	5.36	0.55	5.44		
	8	5.65	0.46	5.68	12.504	*0.028
	Grade					
Wellbeing	3	3.83	0.62	4.00		
	4	3.78	0.46	3.82		
	5	3.60	0.52	3.60		
	6	3.61	0.57	3.58		
	7	3.73	0.57	3.64		
	8	3.69	0.52	3.74	5.347	0.375

Significance level at p<0.05(*)

Table (4): clarified that there were significant statistical differences between students' emotional intelligence, personal meaning and the student's grade level as (p=0.001);

(p=0.028) respectively. While, there was no significant statistical difference between students' wellbeing and their grade level.

Table (5): Correlation matrix of emotional intelligence, personal meaning and wellbeing scales (n=150)

Variables	ranks correlation coefficient' Spearman		
	Emotional intelligence	Personal Meaning	Wellbeing
Emotional intelligence			
Personal Meaning	**389.	1.00	
Wellbeing	0.05-	**378.	

Significance level at p<0.01(**)

Table (5): revealed that there was positive correlation between emotional intelligence and personal meaning (r= .389), also there was positive correlation between personal meaning and wellbeing (r= .378).

Table (6): Correlation between nursing students' emotional intelligence, personal meaning and wellbeing and their age, grade level, and GPA (n=150)

Variables	ranks correlation coefficient Spearman		
	Emotional intelligence	Personal Meaning	Wellbeing
Age	**302.	0.16	0.06-
Grade level	**371.	**236.	0.11-
GPA	0.10	0.10-	0.09-

Significance level at p<0.01(**)

Table (6): showed that there were positive statistical correlation between students' emotional intelligence and their age and grade level as (r= .302; .371) respectively. It was found that personal meaning had positive statistical correlation with students' grade level only as (r= .236).

Table (7): Best fitting multiple linear regression model for the EQ score (n=150)

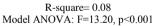| Variables	Unstandardized Coefficients		Standardized Coefficients	t-test	P-Value	Confidence % 95 Interval for B	
	B	Std. Error				Lower	Upper
Constant	3.67	0.08		47.609	0.001>	3.52	3.82
Grade level	0.07	0.02	0.30	3.864	0.001>	0.03	0.10

Model ANOVA: F=14.93, p<0.001

Variables entered and excluded: age, sex, GPA

Table (7): showed that the grade level (dependent variable) has association with emotional intelligence (independent variable) but the regression model is very weak as (r-square=0.09).

Table (8): Best fitting multiple linear regression model for the personal meaning score (n=150)

Variables	Unstandardized Coefficients		Standardized Coefficients	t-test	P-Value	Confidence % 95 Interval for B	
	B	Std. Error				Lower	Upper
Constant	4.29	0.31		13.953	0.001>	3.68	4.90
Emotional intelligence Score	0.28	0.08	0.29	3.634	0.001>	0.13	0.44

R-square= 0.08
Model ANOVA: F=13.20, p<0.001
Variables entered and excluded: age, sex, grade, GPA

Table (8): showed that the emotional intelligence as (dependent variable) has association with personal meaning as (independent variable) but the regression model is very weak as (r-square=0.09).

Table (9): Best fitting multiple linear regression model for the wellbeing score (n=150)

Variables	Unstandardized Coefficients		Standardized Coefficients	t-test	P-value	Confidence %95 Interval for B	
	B	Std. Error				Lower	Upper
Constant	0.78	0.40		1.940	0.054	0.01-	1.58
Grade level	0.04-	0.02	0.17-	2.450-	0.015	0.08-	0.01-
Personal meaning score	0.57	0.08	0.54	7.555	0.001>	0.42	0.72

Model ANOVA: F=29.03, p<0.001
Variables entered and excluded: age, sex, GPA, EQ score

Table (9): declared that the wellbeing as (a dependent variable) has association with grade level and Personal meaning as (independent variables) but the regression model is very weak to have impact on very huge different aspect of our daily life as (r-square=0.027).

DISCUSSION

Emotional intelligence is significant not only in personal but also in professional aspects of life because nursing is a

profession which deals with people directly on a day to day basis. Emphasis should not only be put on the academic achievement but should also be put onthree important psychological variables namely emotional intelligence, meaning and psychological wellbeing. When students are emotionally stable and psychologically healthy, have a meaning in life they stand a better chance of adjusting successfully to the demands and challenges of academic activities.

Many psychological variables have been linked to the concept of psychological wellbeing. However, few studies have looked into the dynamic roles that meaning of life and emotional intelligence play in the psychological well-being of nurses' undergraduates and this is the gap that this study attempts to accomplish.

Results displayed in relation to the subscale personal meaning the item religion had the highest mean score. In this regard Sahebalzamani, et. al., (2013) [24] concluded that elevation of the level of emotional intelligence in nurses aid them to enhance their psychological well-being and have a purpose in life, which may result in the health stipulation of them and their patients. There was a fundamental association between emotional intelligence and life success. High emotional intelligence enables the person toward getting positive sense of self, which contribute to developing high level of self-esteem. Students who have high level of self-esteem are more open and assertive and handle needs more effectively and logically, which lead toward excellent performance and leading to happy life. Cazan and Năstasă (2015) [25] stated that emotional intelligence is expounded to higher adjustment or success in educational settings. Regarding personal meaning scale domains, achievement showed good significant correlation with self-transcendence, intimacy and fair treatment. Self-transcendence is taken into account a spiritual method, the process of maturity in adulthood, and is a significant source of well-being. Hence it will improve intimacy and fair treatment, self-transcendence means students' belief that he/she can make a vital contributions to the world and to society so this trait is most important for student nurses to possess because nursing is a profession of giving in turn the students feel satisfied (Haugan , et al.2012) [26].

These results went in the same line with Andrea, et. al., (2016) [27] who concluded that satisfaction with life was best predicted by fair treatment, achievement and intimacy, with the overall model being statistically significant, also highlighted that achievement emerged as the second most important predictor of students' wellbeing, since this source of meaning in life along with fair treatment contributed to the prediction of both of the dimensions of well-being.The current study revealed that the religion item of personal meaning subscale had the highest mean score followed by achievement and the item fair treatment had the lowest mean score this result may be because of rearing of Saudi culture and their life style.

Regarding wellbeing subscale it was found that the item sociability took the highest score, followed by the item self-esteem and the lowest mean score was for the item control of self and events. Shaheen (2016) [28] clarified concerning wellbeing scale domains that self-esteem has a good correlation with mental balance, social involvement and sociability, happiness has a good significant correlation with sociability and control of self and events. This may be ascribed to that people who had emotional wellbeing by the nature of their traits will have high level of Self-esteem, consequently this will enhance their mental balance and enable them to be sociable and produce happiness. Studies have also confirmed links between meaning in life and various measures of global happiness and areas reflecting positive functioning.

The current study revealed that there was positive correlation between emotional intelligence and personal meaning; also there was positive correlation between personal meaning and wellbeing. The positive correlation indicated that emotional intelligence predicts positive personal meaning and psychological wellbeing. In other words the higher the emotional intelligence, the higher personal meaning and the psychological well-being and vice versa also that mean emotional intelligence, determines the personal meaning of an individual and improve psychological wellbeing.

Emotional intelligence plays an important role in one's psychological wellbeing such as (Ruiz-Aranda, et. al., 2014) [2] studied emotional intelligence, life satisfaction and subjective happiness in female student health professionals: the mediating effect of perceived stress in a 12-week follow-up study. They found that participants with higher emotional intelligence reported less perceived stress and higher levels of life satisfaction and happiness. Their results suggest that perceived stress mediates the relationship between emotional intelligence and well-being indicators, specifically life satisfaction and happiness. Further their findings suggest an underlying process by which high emotional intelligence may increase well-being in female students in nursing and allied health sciences by reducing the experience of stress.

Mehmood & Gulzar (2014) [29] assessed the connection of emotional intelligence with adolescent's psychological well-being (depression and self-esteem) and found significant positive relationship between variables of emotional intelligence and self-esteem and showed negative association between emotional intelligence and depression which indicate emotionally intelligent people adopt flexible patterns of life, which allow a person to adopt attitudinal changes, which protect a person to feel failure, neglected and development of depression. There is a stepwise structural chain between emotional intelligence and life success. High emotional intelligence facilitates or pushes the person toward getting positive sense of self, which contribute to developing high level of self-esteem. People who have high level of self-esteem are more open and assertive, and handle hardships more effectively and intelligently, which lead toward excellent performance and leading happy life.

Cazan & Năstasă (2015) [25] showed that emotional intelligence is supposed to higher adjustment or success in educational settings. Also, high levels of emotional intelligence are linked with lower levels of anxiety, stress,

and burnout and with higher levels of satisfaction with life. Also results went in the same line with Sahebalzamani, et. al., (2013) [24] concluded that there was a significant statistical relationship between spiritual intelligence and psychological well-being and having a purpose in life. Similarly Ciarrochi, Chan and Caputi (2000) [30] found that college students with high levels of emotional intelligence showed improved empathy, a better satisfaction with life and better quality in their social relations. In a study assessing the concept of emotional intelligence and its relationship with hedonic and eudaimonic well-being Extremera, et. al. (2011) [31] concluded that ability emotional intelligence predicted both levels of hedonic and eudaimonic well- being. The study showed that the explained variance of emotional intelligence was higher for eudaimonic (psychological wellbeing) (Brackett & Mayer, 2003; Brackett et al. 2006) [32; 33].

CONCLUSION & RECOMMENDATIONS

It was concluded that there were significant statistical differences between students' emotional intelligence, personal meaning and the students' grades. While, there was no significant statistical relation between students' wellbeing and their academic grade level. Further research suggested checking wellbeing and intelligence levels in nursing students before graduation to prepare them to the role of graduate nurse. Regular educational workshops and seminars should be also conducted for the nursing educators to provide enough training on how to develop and improve their own and students' emotional intelligence skills. In addition, further research is required to study the effect of implementing intervention programs to develop and improve nursing students' emotional intelligence skills.

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