

The Relationship between Emotional Intelligence, Self Efficacy and Academic Achievement among KAU Nursing Students

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ABSTRACT

Acne Emotional Intelligence (EI) is a non - cognitive ability set that influences knowledge, skill, and the individual's ability to succeed in many different conditions. EI is also coping mechanisms that increases the individual ability to appropriately response and manage life demands. Self - Efficacy (SE) can be described as an evaluation of self - competence to successfully execute an action that is necessary to reach desired outcomes. SE has been considered as an important factor to improve academic achievement. In addition, student's confidence to their ability to fulfill their academic tasks (e.g. exam preparation and writing a term paper) can be measured by their SE. Furthermore, people with high self - efficacy believe that they can challenge difficulties and succeed unlike people with low SE, they believe that they are unable to succeed. Giving the role of EI together with SE on Academic Achievement (AA), this study aims to assess the relationship between the three variables on nursing students in King Abdulaziz University. This study used two tools, the General Self - Efficacy Scale (GSES) and The Trait Emotional Intelligence Questionnaire (TEIQue) to collect the data. For data analysis, SPSS version 16 was used to conduct descriptive and inferential analysis. The study found that there was no significant relationship between EI, SE and GPA. However, it found that there was a significant relationship between EI and SE. Also, there were significant differences between SE and GPA but no significant differences between EI and GPA.

KEYWORDS

Emotional Intelligence (EI), Self - Efficacy (SE), Academic Achievement (AA), Nursing student

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INTRODUCTION

Acne Emotional Intelligence (EI) is a non - cognitive ability set that influences knowledge, skill, and the individual's ability to succeed in many different conditions. EI is also coping mechanisms that increases the individual ability to appropriately response and manage life demands. Self - Efficacy (SE) can be described as an evaluation of self - competence to successfully execute an action that is necessary to reach desired outcomes.¹ SE has been considered as an important factor to improve academic achievement. In addition, student's confidence to their ability to fulfill their academic tasks (e.g. exam preparation and writing a term paper) can be measured by their SE.² Furthermore, people with high self - efficacy believe that they can challenge difficulties and succeed unlike people with low SE, they believe that they are unable to succeed.³ The Emotional Intelligence (EI) has a significant role in formation, development, and effective interaction. EI is generally an important factor to enable the individual to know how, when, and what form is better in using communication strategies. The first whom introduced the term EI, in response to why two people having the same Intelligence Quotient (IQ) can reach different progress and prosperity levels.⁴ Emotional intelligence can be developed over time and trained.⁵ EI is a success predictor, as people with higher EI have a larger potential to achieve leadership roles successfully. In addition, EI means the aspects that underline the individual behavior that differs from rational behavior and thinking capability.⁶ Thus, people with high EI score were well suited in high stress careers.^{7,8} Self - Efficacy (SE) is the belief in person's ability to do the task required to reach a specific goal and it plays an important role in self - learning. Self-efficacy has been considered an important factor to improve academic achievement. Also, SE considered an emerged approach from determination and improves operation ability.⁹

In what concerns the connection between emotional intelligence and academic self - efficacy, the study found by using "Bar - On EI test" and "the learners' Self - Efficacy survey" on 100 students from English as a Foreign Language (EFL) university students that there is a strong indicator about the fundamental relationship between emotional intelligence and self - efficacy beliefs, stress tolerance and self - actualization on the learners' self - efficacy.¹⁰ Affirming these outcomes, the people who scored high on emotional intelligence have high self - efficacy.¹¹ Moreover, academic achievements are based on a set of complex elements that include personal elements and physical elements, which play an important role in students' academic achievements or failure.¹² Recently, growing evidence indicates the emotional and social factors play a significant role in students' academic success, highlighting the fact that students who have received a high degree in the trait emotional intelligence measure are better performed in academic tasks.¹³ Supportingly, other study found that a high academic success among secondary school students was associated with a high level of EI.¹⁴ Likewise, another study stated that EI was the essential indicator of academic success in an online course, associate with GPA among online students, but the combination of EI and personality was a strong indicator of success academics for students in online courses.¹⁵

LITERATURE REVIEW

Emotional intelligence: Emotional Intelligence (EI) includes the human skills of empathy, motivation, self -

awareness, and control. It reflects the potential for intellectual and emotional growth as cognitive components.¹⁶ A study conducted in Egypt (2016) with a sample of 346 nursing school students showed that EI contributes to the ability of nurses to control their emotions, then they can avoid job stress and provide better care which would effected their sense of professionalism.¹⁷ Another study that conducted on 100 university students in Sanadaj city using Ann - Bar questionnaire, that there is a positive relationship between emotional intelligence and many types of self - esteem (e.g. social self - esteem, family self - esteem, total self - esteem, public self - esteem, academic self - esteem) with academic achievement. In both EI and self - esteem, there is no difference between both gender students.¹⁸ another study done in Israel, with sample of 287 college students. The result indicated that EI has a significant negative relationship with academic procrastination ($\beta = -.25$; $p < .05$), which means higher EI lead to lower academic procrastination and indirect significant positive relationship of GPA ($\beta = .17$; $p < .05$) with EI. This result suggests that EI has no direct relationship with GPA and academic procrastination. The finding indicated that academic self - efficacy serve as a full mediator between EI, GPA and academic procrastination.¹⁹ Moreover, some components of emotional intelligence such as problem solving, social responsibility, flexibility, and self - fulfillment were seen to have an influence on academic achievement.²⁰ Additionally, only three components of emotional intelligence such as self - awareness, self - motivation and empathy were impactful on academic achievement.²¹ Similarly, a study of a secondary school concluded that there was a significant low positive relationship between the emotional intelligence and academic achievement.²² Also, emotional intelligence was a better and significant predictor of academic achievement.²³ However, some literature indicated that the relationship between emotional intelligence and academic achievement still debatable. An example of this is a study concluded that emotional intelligence cannot predict academic success instead the general intelligence and conscientiousness can predict academic success.²⁴ Another study found that there is no significant relationship between emotional intelligence and students' achievement scores.²⁵ Also, a study from United Arab Emirates University found that academic success was not associated to emotional intelligence.²⁶ Another recent study found that the relationships between emotional - social intelligence and academic success are negative relationships. Likewise, the study found that EI does not appear to reliability predict future academic performance.²⁷

Self - efficacy: Self - Efficacy (SE) affects thinking, emotions and coping with the negative event.²⁸ SE refers to the belief of the person own ability to arrange and execute courses of action depending on the person interpretations of life events and the coping skills the person has.²⁹ SE is a predictor of an individual's quality of life, well - being, happiness or overall adaptation and health.³⁰ A study suggested that there is a link between academic self - efficacy and achievement among university students.³¹ Others study found that people with high level of self - efficacy believe in their mathematical problems resolving ability and in creating a strong commitment to purpose ability and refer failure to incomplete knowledge.³² Another study stated that there have been many researches relating important concepts such as EI and SE with academic success. In this study, he found that emotional intelligence score for nursing student's increases significantly by age, but E - sociability increase significantly by age. Indicating that GPA tends to increase significantly

among higher classes or by getting older. In relation to age and gender, different studies found that being female and increasing age were both associated with significant increase in emotional intelligence.³³⁻³⁶ Also, a study conducted in Roman with sample of 92 college students, showed that EI has a relationship with academic self - efficacy. These findings indicated that there is a positive relationship between manage their emotions and academic self - efficacy. Thus, students with high level of academic self - efficacy imagine themselves as having high level of EI, then they are able to use and manage their emotions.³⁷ Moreover, another descriptive correlation study in Iran with a sample of 129 students of public health school. Found a significant correlation between EI and SE with level of Academic Achievement (AA), which means that students with high academic achievement show high EI unlike the students with low AA. Also, stated that SE interpreted through (self - motivation, self - awareness, social consciousness) for students with high AA and (self - motivation, self - awareness) for students with low AA. The study showed the important of EI and SE to AA and it is recommended to teach it to the students with low AA.³⁸

Academic Achievement: One of the major issues in the education aspect is academic achievement, because of how much it is closely related to university quality improvement.³⁹ In 2011, a cross - sectional study of 407 high school students in Turkey showed that there is negative predictor of the AA with both gender and age. Also, this study found that there is significance difference between students' socio - economic status and their academic achievements. The higher economic status level of the student the high academic achievement.⁴⁰ In 2013, a research studied the relationship between emotional intelligence, academic self - efficacy, and academic performance of 400 high school students noticed a positive significant relationship between academic involvement and academic performance. Thus, a student who is closely involved in their academic pursuits, it is easier to cope with their academic responsibilities and to excel in their academic performance.⁴¹

Emotional Intelligence, Self - Efficacy, and Academic Achievement: In the most recent years, researchers started to focus on the connection between the three variables, emotional intelligence, and academic self - efficacy and academic achievement. This relationship starting to be investigated in various studies e.g. study that found that although student's emotional intelligence and academic success were not directly linked together, there was enhanced academic performance in higher levels of emotional intelligence students who also had more self - efficacy.⁴² Also, study that examined the impact of emotional intelligence on the correlation between self - efficacy and academic achievement among university students. It indicated that emotional intelligence and academic self - efficiency were largely linked to academic achievement, a moderate impact of emotional intelligence has also been established on the relationship between academic self - efficacy and academic achievement. Moreover, the study conducted on 150 students, demonstrated that emotional intelligence, academic self - efficacy essentially associated with academic achievement.⁴³ Furthermore, In Nigeria, a study with 300 students participate showed a significant relationship between emotional intelligence and academic achievement also between academic self - efficacy and academic achievement. Therefore, in this study, the relationship between emotional intelligence, self - efficacy and academic

achievement of nursing students is going to be investigated.

Problem: The nursing students face a lot of issues and stress and most of them do not have the ability to manage their emotions which may affect their academic achievement. Also, the students with low efficiency feel that everything is beyond their capabilities which may affect their academic achievement. The consequences of this issue are that the student can't handle their issues and stress of daily life well if they lack the emotional intelligence and self - efficiency which might affect their academic achievement. The result of this study is important because it may help the students to achieve higher academic GPA by recommending them to improve their self - efficacy and emotional intelligence skills.

MATERIALS AND METHODS

Design

This study used quantitative approach, descriptive - correlational design. Two questionnaires have been used to assess the relationship between emotional intelligence, self - efficiency and academic achievement from nursing students in King Abdulaziz University. Quantitative research is conducted to describe new situations, concepts, and events in the world, to examine relationships among variables, and to determine the effectiveness of treatment.⁴⁴ It describes the characteristics of specific individuals, circumstances, or groups. This design provides information from respondents by means of self - report; that is, the respondents respond to a series of questions.⁴⁵

Setting

The study was conducted in nursing college, King Abdulaziz University to assess the relationship between emotional intelligence, self - efficacy and academic achievement among nursing students in second, third and fourth year of nursing baccalaureate program.

Sample and Sample Size

The study used random convenient sampling process. Participants included all nursing students in second, third and fourth year in the nursing baccalaureate program, aged from 19 to 23 years old. The participants were asked to complete an online questionnaire to assess the relationship between emotional intelligence, self - efficiency and academic achievement. The total number of nursing students in King Abdulaziz University (n = 393). The total sample size was (n = 181). The students who were in second year (70 Students), Third year (53 Students) and the fourth year (65 Students). The students who were in second year aged 18 - 19 years at the time of the questionnaire, in 2020. Third year student aged 20 - 21 years and the fourth year student aged from 22 to up 23 years.

Tool

In this study, the data collection tool is General Self - Efficacy Scale (GSES) and The Trait emotional intelligence questionnaire.⁴⁶ The online electronic questionnaire consists of three sections. Section one includes demographic characteristics which they are five - items (age, gender, academic level, ID number and GPA). Section two includes General Self - efficacy Scale, which they are ten - items. Scoring for each item there is a four - choice response from "Not at all true" which scores 1 to "Exactly true" which scores 4. Section three includes Trait Emotional Intelligence Questionnaire (TEIQue), it consists of 30 items. There are

seven possible responses to each statement ranging from "completely disagree" (score of 1) to "completely agree" (score of 7).

Data Collection Process

For this study, after getting the ethical approval from nursing postgraduate studies department, King Abdulaziz University, the data was collected through online link questionnaire using the Google Drive Application. The researchers introduced this study to participants in WhatsApp group. Researchers explained the study to the participants and informed them that their participation is voluntary, and they have the right to not participate in this study.^{47,48}

Data analysis

Data analysis means choosing the appropriate analysis procedures in order to achieve the study aims and answer the question. In this study for data analysis, SPSS version 16 (statistical package for social science) was used. Descriptive and inferential analysis have been applied to assess the relationship between the emotional intelligence, self - efficiency and academic achievement. A qualified statistician oversaw data analysis. When the data were coded and entered into SPSS, data cleaning was conducted to check the accuracy of entry and missing data were coded as missing and excluded from analysis.

Ethical considerations

Ethical approval was obtained from nursing postgraduate studies department, King Abdulaziz University. After a brief electronic explanatory statement about the study, the participants were asked to agree to participate by clicking on I agree icon (as a form of consent) before starting the questionnaire. Moreover, the confidentiality of data collected from the participants and anonymity have been guaranteed throughout the study process.

RESULTS

Descriptive Analysis of the Demographic Variables

Table 1 show that 61.7 % of the sample study their age lies between 21 and 22 years old. 31.9 % of the sample study their age lies between 19 and 20 years. 6.4 % of the sample study has at least 23 years. 100 % of the sample was females. Moreover, 37.2% of the sample studies in the second year, 28.2 % in the third year, and 34.6 % in the fourth year. About the sample GPA, 6.9% of the sample study have GPA less than or equal 4, and 93.1 % of them have GPA greater than 4 (Figures 1 and 2).

		No.	Percentage %
1. Age	19 - 20	60	31.9
	21 - 22	116	61.7
	23 or older	12	6.4
2. Gender	Male	0	0
	Female	188	100
3. Academic Level	Second Level	70	37.2
	Third Level	53	28.2
	Fourth Level	65	34.6
5. GPA	Less than or equal 4	13	6.9
	More than 4	175	93.1

Table 1. Descriptive Analysis of the Demographic Variables.

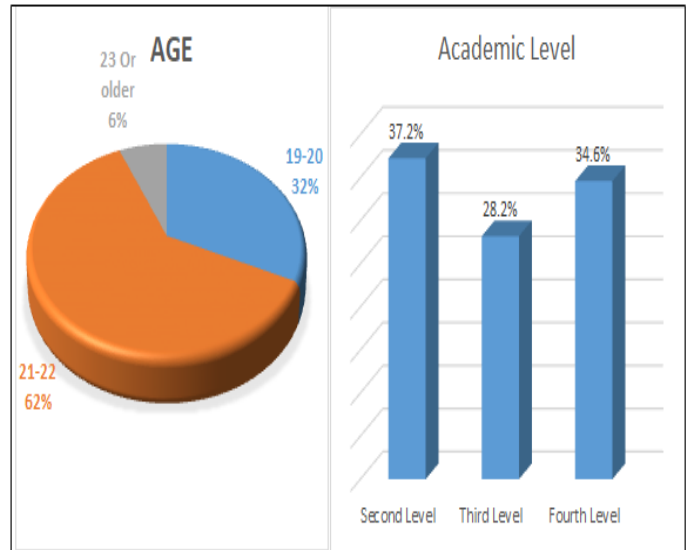


Figure 1. The Age and Academic Level of the Participants.

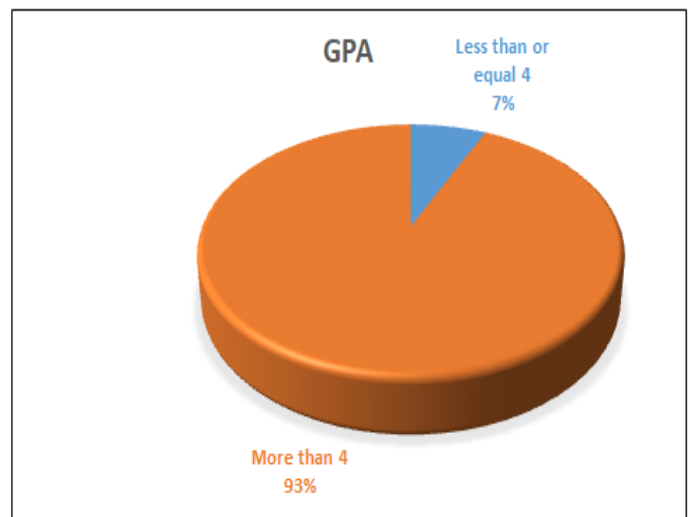


Figure 2. The GPA of the Participants.

Table 2 shows that the statement "I feel that I have a number of good qualities" have the highest score with mean (6.14) and SD (1.04), that means the higher score of this statement show the higher well - being for individual. However, the statement "I generally don't find life enjoyable" have the lowest score with mean (2.72) and SD (1.64) so the lower score of this statement indicate the higher well - being for individual.

	Completely Disagree		very Disagree		Disagree		Neutral		Agree		very Agree		Completely Agree		Mean	Standard deviation	range
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%			
I feel that I have a number of good qualities.	0	0.00 %	1	0.50 %	4	2.10 %	9	4.80 %	29	15.40 %	56	29.80 %	89	47.30 %	6.1383	1.04037	1
I generally believe that things will work out fine in my life.	3	1.60 %	1	0.50 %	7	3.70 %	36	19.10 %	38	20.20 %	53	28.2 %	50	26.60 %	5.46809	1.33406	2
On the whole, I'm pleased with my life.	7	3.70 %	8	4.30 %	12	6.40 %	24	12.80 %	38	20.20 %	33	17.60 %	66	35.10 %	5.34575	1.68435	3
I believe I'm full of personal strengths.	3	1.60 %	11	5.90 %	9	4.80 %	28	14.90 %	48	25.50 %	41	21.80 %	48	25.50 %	5.24468	1.52123	4
I can deal effectively with people.	3	1.60 %	3	1.60 %	15	8.00 %	29	15.40 %	56	29.80 %	40	21.30 %	42	22.30 %	5.23404	1.39077	5
On the whole, I'm able to deal with stress.	4	2.10 %	7	3.70 %	16	8.50 %	31	16.50 %	47	25.00 %	37	19.70 %	46	24.50 %	5.15426	1.53136	6
I'm usually able to influence the way other people feel.	1	0.50 %	4	2.10 %	16	8.50 %	39	20.70 %	51	27.10 %	45	23.90 %	32	17.00 %	5.11702	1.31918	7
Generally, I'm able to adapt to new environments.	4	2.10 %	8	4.30 %	22	11.70 %	29	15.40 %	44	23.40 %	42	22.30 %	39	20.70 %	5.03723	1.55254	8
I often pause and think about my feelings.	7	3.70 %	8	4.30 %	14	7.40 %	37	19.70 %	46	24.50 %	35	18.60 %	41	21.80 %	5	1.59545	9
I'm usually able to find ways to control my emotions when I want to.	5	2.70 %	11	5.90 %	15	8.00 %	39	20.70 %	41	21.80 %	37	19.70 %	40	21.30 %	4.9734	1.59355	10
On the whole, I'm a highly motivated person.	6	3.20 %	7	3.70 %	18	9.60 %	37	19.70 %	49	26.10 %	34	18.10 %	37	19.70 %	4.94681	1.55035	11
Others admire me for being relaxed.	7	3.70 %	10	5.30 %	14	7.40 %	39	20.70 %	50	26.60 %	38	20.20 %	30	16.00 %	4.85638	1.5532	12
tend to change my mind frequently.	10	5.30 %	9	4.80 %	24	12.80 %	29	15.40 %	49	26.10 %	30	16.00 %	37	19.70 %	4.78723	1.69221	13
I would describe myself as a good negotiator.	10	5.30 %	9	4.80 %	27	14.40 %	33	17.60 %	55	29.30 %	32	17.00 %	22	11.70 %	4.58511	1.58475	14
Expressing my emotions with words is not a problem for me.	19	10.10 %	14	7.40 %	29	15.40 %	32	17.00 %	25	13.30 %	21	11.20 %	48	25.50 %	4.51596	1.9986	15
Many times, I can't figure out what emotion I'm feeling.	13	6.90 %	23	12.20 %	23	12.20 %	33	17.60 %	43	22.90 %	22	11.70 %	31	16.50 %	4.38298	1.81265	16
I tend to get involved in things I later wish I could get out of.	14	7.40 %	23	12.20 %	26	13.80 %	38	20.20 %	38	20.20 %	21	11.20 %	28	14.90 %	4.26596	1.79825	17
I generally don't find life enjoyable.	39	20.70 %	16	8.50 %	15	8.00 %	27	14.40 %	37	19.70 %	28	14.90 %	26	13.80 %	4.03723	2.08475	18
I'm normally able to "get into someone's shoes" and experience their emotions.	21	11.20 %	14	7.40 %	29	15.40 %	54	28.70 %	33	17.60 %	18	9.60 %	19	10.10 %	4.03192	1.71469	19
"I usually find it difficult to regulate my emotions.	23	12.20 %	24	12.80 %	38	20.20 %	30	16.00 %	33	17.60 %	22	11.70 %	18	9.60 %	3.87234	1.82223	20
I tend to "back down" even if I know I'm right.	29	15.40 %	29	15.40 %	23	12.20 %	32	17.00 %	43	22.9 %	18	9.60 %	14	7.40 %	3.75	1.83439	21
I normally find it difficult to keep myself motivated.	23	12.20 %	32	17.00 %	29	15.40 %	40	21.30 %	30	16.00 %	21	11.20 %	13	6.90 %	3.72872	1.76291	22
I often find it difficult to show my affection to those close to me.	39	20.70 %	36	19.10 %	16	8.50 %	25	13.30 %	25	13.30 %	20	10.60 %	27	14.40 %	3.68617	2.12004	23
I often find it difficult to stand up for my rights.	33	17.60 %	32	17.00 %	20	10.60 %	30	16.00 %	42	22.30 %	14	7.40 %	17	9.00 %	3.67021	1.90068	24
I often find it difficult to adjust my life according to the circumstances.	31	16.50 %	43	22.90 %	23	12.20 %	30	16.00 %	32	17.00 %	12	6.40 %	17	9.00 %	3.49468	1.87724	25
I don't seem to have any power at	34	18.10 %	33	17.60 %	43	22.90 %	39	20.70 %	24	12.80 %	9	4.80 %	6	3.20 %	3.19681	1.59162	26

all over other people's feelings.																	
I find it difficult to bond well even with those close to me.	47	25.00 %	37	19.70 %	35	18.60 %	21	11.20 %	16	8.50 %	15	8.00 %	17	9.00 %	3.18617	1.9492	27
I often find it difficult to see things from another person's viewpoint.	34	18.10 %	48	25.50 %	33	17.60 %	45	23.90 %	22	11.70 %	5	2.70 %	1	0.50 %	2.95745	1.42112	28
On the whole, I have a gloomy perspective on most things.	49	26.10 %	49	26.10 %	29	15.40 %	23	12.20 %	16	8.50 %	11	5.90 %	11	5.90 %	2.92021	1.79989	29
Those close to me often complain that I don't treat them right.	68	36.20 %	46	24.50 %	20	10.60 %	20	10.60 %	21	11.20 %	7	3.70 %	6	3.20 %	2.60106	1.71667	30
Trait Emotional Intelligence															4.33954	0.41768	

Table 2. Statements (Trait Emotional Intelligence).

Descriptive Analysis of the (Generalized Self - Efficacy Scale) Statements

Table 3 indicates that the statement "I can always manage to solve difficult problems if I try hard enough" have the highest score with mean (3.19) and SD (1.67) that means the higher the score, the greater is the individual's Generalized sense of

Self - efficacy. However, the statement "Thanks to my resourcefulness, I know how to handle unforeseen situations" have the lowest score with mean (2.81) and SD (0.79) that means the lower the score, the lower is the individual's generalized sense of self efficacy.

	Not true at all		Barely true		Moderately true		Exactly true		Mean	SD	Range
	N	%	N	%	N	%	N	%			
I can always manage to solve difficult problems if I try hard enough.	4	2	15	8	109	58	60	32	3.1968	0.6691	1
If someone opposes me, I can find means and ways to get what I want.	2	1	34	18	117	62	35	19	2.984	0.6415	2
It is easy for me to stick to my aims and accomplish my goals.	8	4	34	18	116	62	30	16	2.8936	0.7085	3
No matter what comes my way, I'm usually able to handle it.	7	4	32	17	125	67	24	13	2.883	0.6599	4
If I am in a bind, I can usually think of something to do.	7	4	35	18	124	66	22	12	2.8564	0.6586	5
I can remain calm when facing difficulties because I can rely on my coping abilities.	18	10	43	22	76	40	51	27	2.8511	0.9303	6
I am confident that i could deal efficiently with unexpected events.	13	7	32	17	114	61	29	15	2.8457	0.7618	7
When I am confronted with a problem, I can usually find several solutions.	9	5	49	26	97	52	33	18	2.8191	0.7734	8
Thanks to my resourcefulness, I know how to handle unforeseen situations	10	5	50	27	93	50	35	19	2.8138	0.796	9
I can solve most problems if I invest the necessary effort.	33	18	56	30	80	43	19	10	2.4521	0.8973	10
GENERALIZED SELF - EFFICACY SCALE									2.8596	0.4734	

Table 3. Descriptive Analysis of the (Generalized Self - Efficacy Scale) Statements.

Inferential Analysis

Pearson's correlation coefficient test: To check the relation between Trait Emotional Intelligence, and Generalized self-efficacy scale Pearson correlation test have been done, the results were indicated in Table 4.

Correlations		Trait emotional intelligence	Generalized self - efficacy scale
Trait Emotional Intelligence	Pearson Correlation	1	0.411**
	Sig. (2 - tailed)		0
Generalized self - efficacy scale	Pearson Correlation	0.411**	1
	Sig. (2 - tailed)		0

Table 4. Pearson's Correlation Coefficient Test.

The previous table indicates that there is a significant relation between Trait Emotional Intelligence, and generalized self - efficacy scale, where the p - value of the test (less than 0.01)

less than 0.05 which means that there is a significant relation between Trait Emotional Intelligence, and generalized self - efficacy scale with level of significance 95 %.

Inferential Analysis

ANOVA between demographics and questionnaires' statements: To check the significance difference in Trait Emotional Intelligence and Generalized self - efficacy scale that related to the demographic variables, ANOVA test has been done (Table 5).

		ANOVA				
		Sum of squares	df	Mean Square	F	Sig.
Trait emotional intelligence	Between groups	0.04	2	0.02	0.1	0.92
	Within groups	48.3	185	0.26		
	Total	48.3	187			
Generalized self - efficacy scale	Between groups	0.95	2	0.48	2.1	0.12

Within groups	41	185	0.22
Total	41.9	187	

Table 5. ANOVA and Age Test.

Academic Level

Table 6 indicates that the p - value of the test (0.137) for trait emotional intelligence, and (0.223) for generalized self - efficacy scale greater than 0.05, so the results refer to that there was no significant differences between trait emotional intelligence, and generalized self - efficacy scale related to academic level.

		ANOVA				
		Sum of squares	df	Mean square	F	Sig.
Trait emotional intelligence	Between groups	1.03	2	0.513	2.01	0.14
	Within groups	47.3	185	0.256		
	Total	48.3	187			
Generalized self- efficacy scale	Between groups	0.67	2	0.337	1.51	0.22
	Within groups	41.2	185	0.223		
	Total	41.9	187			

Table 6. ANOVA and Academic Level.

GPA

Table 7 indicates that the p - value of the test (0.738) for trait emotional intelligence and (0.043) for generalized self - efficacy scale, so the results refer to that there was no significant differences between trait emotional intelligence related to GPA. However, the results found that there was a significant relationship between generalized self - efficacy scale related to GPA.

		ANOVA				
		Sum of squares	df	Mean square	F	Sig.
Trait emotional intelligence	Between groups	0.029	1	0.029	0.11	0.73
	Within groups	48.288	18	0.26	2	8
	Total	48.317	19			
Generalized self - efficacy scale	Between groups	0.914	1	0.914	4.14	0.04
	Within Groups	40.999	18	0.22	6	3
	Total	41.913	19			

Table 7. ANOVA and GPA

DISCUSSION

The study aimed to assess the relationship between emotional intelligence, self - efficacy and academic achievement of nursing students in King AbdulAziz University. The results showed that there is a relationship exists between self - efficacy and academic achievement, higher self - efficacy lead to increase the academic achievement. These results correspond to the previous studies. Older studies confirmed these findings, A study stated that self - efficacy helps to achieve accomplishments and confront difficulties and to set difficult goals and reliability in achieving them and help to face failure by improving skills and abilities instead of escaping from them.³⁹⁻⁴⁹ Another study stated that people with low self - efficacy have negative views and do not face difficulties, as they always doubt their capabilities.⁵⁰ Self -

efficacy plays an important role in self - learning, students who are confident in their ability to achieve academic success affect their passion, intelligence, and academic achievement and how they prepare themselves for various future jobs.⁵¹ So self - efficacy is important role in influence the academic achievement and students with high self - efficacy demonstrate decrease the level of anxiety and can accept difficult task and interest in school also increase their self - motivation and self - regulation which lead to high academic achievement. Also, people with high self - efficacy believes that they are able to challenge difficulties and success unlike people with low self - efficacy believes that they are unable to success. On the other hand, results of other studies found no significant relationship between self - efficacy and academic achievement. Moreover, the findings of this study indicate that there is no relationship between emotional intelligence and academic achievement.⁵² these findings are similar to the previous studies. Supporting study by other study stated that the emotional intelligence is not always important for society and even people with high emotional intelligence may face issue in their life.⁵³ Older study argued that emotional intelligence is not the only factor that determines academic success but there are other factors.⁵⁴ these findings are not compatible with studies such as. These studies found that there is a relationship exists between emotional intelligence and academic achievement. The study also indicated that there is a significant relationship between emotional intelligence and self - efficacy. These results are similar to the studies. They found that there is a relationship exists between emotional intelligence and self - efficacy.

Implications of the Study

Based on the findings of the current study the self - efficacy has a strong relationship with academic achievement, so the implication of the study is in creating training program or course for nursing students to encourage self - efficacy to improve the academic success. Also, could be by designing workshops or sessions through the academic advising services to increase the emotional intelligence traits among nursing students to help them control their emotions and reduce future job stress, so they would provide the best care to their patients through establishing a trustworthy relationship with them. Thus, this study has significant implication on the nursing faculty members to better understand factors that can effect academic achievement among nursing students. Moreover, the results of this study can also be used by ministry of education to improve the self - efficacy and emotional intelligence for all students to enhance their academic achievement by introducing these aspects in separate independent courses or within existing courses in the current curriculum for students in all educational levels as applicable.

CONCLUSION

The findings of this study provide evidence to suggest that there are significant differences between self - efficacy and GPA. But there are no significant differences between emotional intelligence and GPA. Therefore, this study has added to the evidence base by clarifying the importance of self - efficacy, emotional intelligence, on the academic achievement among nursing students at King Abdelaziz University. Also, this study provide evidence that it is necessary to develop the self - efficacy and emotional intelligence traits among female nursing students through simple courses or workshops provided within their academic courses or through academic advisory department in the

college. The findings of this study increase the insight to the body of existing knowledge and provide justification for future studies that aim to examine the relationship between self - efficacy and nursing students' achievement success. The main limitation of this study was the small sample size, as it was difficult to collect bigger sample due to the corona virus's crisis. The questionnaire was distributed electronically through what's App application, which made it difficult to communicate directly to the participants and encourage them to participate in this study. This research has recommendations for future research with interest in the relationship between self - efficacy, emotional intelligence, and an academic achievement. While the potential the

relationship between self - efficacy, emotional intelligence, and an academic achievement among nursing students has been assessed in this study, measuring the effect of conducting a course, session, or workshop before and after on nursing students and their academic success. Also, this would be valuable study for education policy makers and academic members who are interested in understanding the factors that may affect their students' academic achievement. Further, well - designed research is required to understand the relationship between self - efficacy, emotional intelligence, and an academic level in younger age students and other population.

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