Emotional Intelligence: A Key for Nurses' Performance

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Abstract: Today, emotional intelligence (EI) is probed as an important characteristic for building successful nursing leadership, enhancing nursing performance and reducing nurse burnout. In nursing profession nurse-patient interaction is the pulse of the nursing practice. This interaction is not just conversation. It is a complex process that involves nurse perception, understanding of the patient emotions and utilization of the perceptions to manage patient situations towards the goal of effective patient care. Nurses with higher EI contribute to a higher-performing and more harmonious workplace. **The aim of the study**: is to examine the relationship between emotional intelligence & Job performance among the nurses. **Material and methods**: this study was conducted at Shebin Elkom University Hospital a convenience sample of 143 staff nurses and total number of nurse mangers (20) were recruited from Shebin El Kom University Hospital working in different units and departments, at least having two years of experience**.** Two tools were used: first tool, structured questionnaire sheet developed by the researchers to assess nurses emotional intelligence and second tool, job performance questionnaire to determine their level of job performance. **Results:** the main findings of this study revealed that: there is a statistical significant between overall score of job performance & emotional intelligence. The total score of the emotional intelligence of studied nurses were low level, with a mean115.2 ranging 64- 178 while the total score of job performance of studied nurses were a moderate level with a mean 145.8 ranging between 69-199**. Conclusion**: It was concluded that there was a positive correlation between overall score of job performance & emotional intelligence**. Recommendations:** several recommendations have been drown in nursing practice, nursing education and nursing research. Emotional intelligence based training program must be held and focus on up to date knowledge, relevant skills and good moral values for nurses and nurse mangers. Educational preparation of nurses by incorporating emotional intelligence lessons into the nursing curricula for graduate and undergraduate, and further nursing research is needed to explore the model of emotional intelligence which is most appropriate for nursing practices.

Key words: Emotional Intelligence (EI), Nursing Performance

1. Introduction

In nursing profession nurse-patient interaction is the pulse of the nursing practice. This interaction is not just conversation. It is a complex process that involves nurse perception, understanding of the patient emotions and utilization of the perceptions to manage patient situations towards the goal of effective patient care. Concept of Emotional intelligence (EI) increasingly recognized in the social psychology literature and is making an appearance in nursing journals.[1] This concept is often included in the discussion of skills necessary for career and personal success. (EI) is defined as a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" Emotional Intelligence has four main components, namely, the ability to, perceive emotions; utilize these emotional perceptions to accomplish various activities or tasks; understand emotional variations; and. manage emotions to achieve goals.[2]

Perceiving emotions: denotes the ability to perceive emotions in oneself and others as well as in objects, art, stories, music, and other stimuli ; facilitating thought: denotes the ability to generate, use, and feel emotion as necessary to communicate feelings or employ them in other cognitive processes; understanding emotions: denotes the ability to understand emotional information, to understand how emotions combine and progress through relationship transitions, and to appreciate such emotional meanings; managing emotions: denotes the ability to be open to feelings, and to modulate them in oneself and others so as to promote personal understanding and growth. Emotional intelligence as a set of abilities enable individuals to analyze their emotions and use them in the reasoning process**.** [2,3].

Emotional intelligence has attracted increasing attention over the past decade in both academic and popular media.[3] Its relevant concept to health care, for practitioners to understand patients' perspectives and for nursing leaders to engage in relationships that will facilitate successful management**.** [2] The enthusiasm generated around EI to date appears to far exceed the empirical support for its use in organizational settings.

EI is continue to demand our attention for applications in work settings, it is critical to establish its incremental validity beyond more established constructs.[4]

Emotional Intelligence should be viewed in two dimensions: first, the nurse's perception and understanding of the patient's emotions, second the nurse's utilization of these perceptions to achieve the goal of managing complex situations towards quality patient care. Hence today, patient care not only includes quality medical care but also a care that encompasses respecting patient's goals, preferences and choices, obliging their emotional, social and spiritual needs using the strengths of interdisciplinary resources. Patients suffer only when they do not receive adequate care for the symptoms accompanying their serious illness. Thus, care cannot be confined to the physical aliment but also the psychological and spiritual needs.[5].

Furthermore, many (EI) models was used to help nurses to mange their own emotion and others emotions and the most widely accepted models is emotional intelligence and social competence have been influenced by several researchers. And all models, share a common core of basic concepts including self-Awareness, self-management, social awareness, and relationship management. Emotional Intelligence View 360 was developed to measure a view of emotional and social competence by measuring key competencies associated with job performance.[5] These emotional competencies will help you effectively respond to the circumstances you'll face in the nursing profession.

The importance of emotions, provide meaningful information which can change attention and thought, change our physical feelings, influence what people think about and how people think.[6] Also, emotional intelligence has important impact on managerial performance, a manager who understands that anger tends to lead people to underestimate the degree of risk in situations, he may suppress anger before making an important financial decision and exhibit good task performance. In a profession where nurses can be faced with life-and-death decisions, all data, including the data obtained from emotions, considered critical. Improved decision making and problem solving is one reason that emotional intelligence has been identified as a characteristic of effective nursing performance.[7]

Nursing performance defined as the ability of nurses to accomplish their respective work goals, meet their expectations, achieve benchmarks or attain their organizational goals. And if (EI) is properly managed this may motivate employees to properly handle external demands and pressures and lead to better performance.[8] In addition the nurses should be prepared to safely and effectively perform nursing in a complex, ever-changing healthcare environment. One's level of emotional intelligence is a better predictor of job performance than IQ. Hunter and Hunter estimated that, at best, IQ accounts for about 25% of the variance while emotional intelligence (EI) accounts for the rest.[9]

Moreover, effective nursing performance related to emotional intelligence because numerous reasons have been reported,. One such reason is that emotions are essential to creating and maintaining a caring environment. The nurse's ability to establish a rapport with patients, manage their own emotions, and empathize with patients is essential to providing quality care.[6] Enhancing emotional intelligence skills help nurses to cope with the emotional demands of the healthcare environment which can be stressful and exhausting and lead to burnout. EI offer a framework to enhance collaboration, positive conflict behaviors, and healthy relationships in the clinical care environment.[10]

Furthermore, nurses performance improved by preparing nursing students to not only critically think but also to integrate emotional intelligence into clinical practice. Some scholars have proposed that the educational preparation of nurses improved by incorporating emotional intelligence lessons into the nursing curricula. In addition to a continuing education course on EI. "Those good clinical skills often progress well through the early stages of their careers. Some researches suggests that the nurses with higher EI display strong self-awareness and high levels of interpersonal skills; they are empathetic and adaptable; and they're more likely to connect easily with patients and meet their psychological needs. Thus, staff with these abilities can contribute to a higher-job performance.[11]

Significance of the study

Today, emotional intelligence is probed as an important characteristic for building successful nursing leadership, enhancing nursing performance and reducing nurse burnout. However in Egypt, few researches handled (EI). but still nurses in Egypt hospitals have no idea about emotional intelligence and it's applications in their workplace. And this is contrasted to the international organizations that have incorporated emotional intelligence into their nurses development programs and some schools have added the training of emotional competencies to their curriculums. So Egypt nurses need to become expertise in a broad range of skills and abilities that necessary for career and personal success to face many challenges. For that reasons we conducted to this study.

Aim of the study

This study examined the relationship between emotional intelligence & job performance among the nurses.

The following research questions were developed to conduct this study.

1- Are the nurses having emotional intelligence?
2- Is the job position of nurses affect on their emotional intelligence?
3- Is the job position of nurses associated to their performance?
4- Is the gender of nurses affect on their emotional intelligence?
5- Is the gender of nurses associated to their performance?
6- Is there a relationship between emotional intelligence and job performance among nurses?

Through

Assess nurses emotional intelligence, assess nurses' job performance and investigate the relationship between emotional intelligence and job performance among nurses.

Theoretical framework

The theoretical framework underlying the study was based on the work of Mayer and Salovey regarding the four branch ability based model of emotional intelligence which are related but distinct abilities: (a) perceiving emotions, (b) using emotions, (c) understanding emotions, and (d) managing emotions. The four branch ability based model of emotional intelligence is in accordance with the scientific writings in the area of intelligence.[3] The model defines emotional intelligence theory, which posit that individuals who have sufficient interpersonal and intrapersonal competencies can properly handle their emotions (self-awareness, self-regulation, and motivation)and regulate other employee emotions (empathy and social skills) to cope with environmental challenges, decrease environmental strains and increase leadership effectiveness in organizations. Model of emotional-social intelligence posits that the level of emotional intelligence will increase individuals' competencies and this may help them to decrease external demands and pressures, as well as increase human well-being & positive individual attitudes and behaviors.[12]

2. Material and Methods

Design:

A descriptive cross-sectional correctional design was used

Setting:

The study was carried out in Menoufyia university hospital.

Subjects:

The subjects included in this study were composed of two groups, namely staff nurses and nurse mangers.

Nurses manger group:

Included all nurses manger (20) working in different units and departments, at least having two years of experience in Menoufyia university hospital.

Staff nurses group:

Included a convenience sample of nurses (143) working in different units and departments, at least having two years of experience

Tools: in order to fulfill the objective of the study, the following tools were used.

Tool I: emotional intelligence questionnaire.

This tool was structured questionnaire developed by the researchers based on literature review to assess nurses emotional intelligence. It was included the following parts:

Part I: socio demographic data as age, gender, level of education, marital status and job position.

Part II: emotional intelligence questionnaire developed by Schutte et al.[13] As proposed by Salovey & Mayer[14] in their theory of emotional intelligence, the scale contains five parameters, appraisal of others emotions with 6 items, appraisal of own emotions with 6 items, regulation with 5 items, social skills with 5 items, utilization of emotions with 6 items, optimism with 4 items. these parameters underlying three broad dimension: the appraisal and expression of emotion with (13) items; the regulation of emotion with (10) items; and, the utilization of emotion consisting of (10) items. The questionnaire items have 5 points Likert- like format with the following coding: Not at all (1), Rarely (2), Sometimes(3), usually (4), and always (5).

Tool II: Job performance questionnaire:

This tool derived from Borman & Motowidlo.[15] And a detailed taxonomy of performance competencies developed by Tett et al.[16] The tool consisted of eight parameters, productivity with 7 items, project management with 7 items, professionalism with 8 items, flexibility with 8 items, positive thinking with initiative 2 items, normative supportive with 4 items, loyalty with 3 items, extra effort with 5 items. Questionnaire items have 5 points Likert- like format with the following coding: Never (1), Rarely (2), Sometimes (3), Often(4), and Always (5).

Methods

1. The written consent was taken from the study subjects and the approval of the ethical committee was obtained. The researcher explained to nurses the objectives of the study, informed confidentiality and anonymity being assured.
2. An interview schedule was developed by the researcher after extensive review of related and

recent literature. The tools were revised for content validity by 5 juries, who were experts in the related field.

3. The tools were tested for reliability by test-retest technique by 10 students who were interviewed twice at an interval of one week period and data was analyzed and compared.

4. The collection of data was started at July 2010 and ended on 30 September 2010, covered three months.

Statistical analysis

Data entry and analysis were done by using statistical package for the social sciences (SPSS Version 12.0). Data was presented using frequencies and percentage, mean and standard deviation and correlation.

3. Results

Table 1. displays the personal and job characteristics of nurses in the study sample. As indicated in the table the highest percentage were staff nurses with diploma qualification (63.2 %), while about (35.6%) had a bachelor degree in nursing. while the lower percentage of the sample (12.3%) was male nurses. The most respondent characteristics were female (87.7%).Also, the higher percentage of the sample (68.7%) was married and their age ranged between 30 to 39 years old (31.3 %).Regarding years of experience, about (40.5 %) had 10-20 years of experience

Table 2. illustrates means and standard deviations of each of the component parameters and the total score of the job performance. As table shows that task performance (Professionalism, productivity, flexibility, and project management was higher mean than contextual performance (positive thinking, initiative normative, extra effort and loyalty).The total mean score of Job performance of studied sample 145.8 ranging between 69-199 which indicated a moderate level of performance.

Table 3. describes Means and standard deviations of component & the total score of the emotional intelligence. As table shows appraisal of own emotions as one component of emotional intelligence have had the high mean followed by appraisal of others emotions. Regulation and optimism were the fewest components of emotional intelligence. Concerning total mean score of the emotional intelligence, the studied nurses have low emotional intelligence with mean 115.2 ranging 64- 178.

Table 4. describes correlation among each overall and component score of the job performance scale & emotional intelligence. As noticed from the table that productivity has a significant correlation with all emotional intelligence components except

regulation & optimism. Loyalty has a significant correlation with all emotional intelligence components except regulation. Also regulation of emotion in others highlighted by relations with job performance components except flexibility and project management. Flexibility as a key outcome of emotional intelligence has significant correlation with all emotional intelligence components except appraisal of others emotion.

Table (5) illustrates correlation between overall score of job performance and the emotional intelligence. There is a positive & statistical significant related to overall score of job performance & emotional intelligence.

Table 6. describes the difference between the job performance and emotional intelligence regarding the nurse's gender. As noticed from the table, Females have a higher rate related to job performance and emotional intelligence than males. However, there is statistically significant difference between males & females P-value (< 0.001).

Table 7. describes difference between job performance and emotional intelligence regarding to nurse's job position. staff nurses have a higher rate related to job performance & emotional intelligence than nurse mangers however, there were a statistical difference between staff nurses and nurses mangers regarding to job performance & emotional intelligence. P-value (< 0.05) &(<0.01).

4. Discussion

Emotional intelligence (EI) has attracted increasing attention over the past decade in both academic and popular media.[3] Evidence supports a positive effect of emotional intelligence on the success of the individual at work.[12] This is of particularly importance if we believe that a management skills lie at the heart of leadership. He recognize the need to develop and acquire skills for managing people and that emotional intelligence may have a critical role in the creation of effective leadership.

Overall performance can be split into what have become widely regarded as task and contextual performance. task performance defined as work behaviors that "contribute to the organization's technical core either by directly implementing a part of its technological process, or indirectly by providing it with needed materials or services".contextual performance as work behaviors that "contribute to organizational effectiveness in ways that shape the organizational, social, and psychological context that serves as the catalyst for task activities and processes.[15]

Table (1). Distribution of Demographic characteristics of study sample in Menoufiya University Hospital

Sociodemographic characteristics	Number (163)	%
Gender:		
Male	20	12.3
Female	143	87.7
Marital status:		
Single	51	31.3
Married	112	68.7
Divorced/ widowed	0	0.0
Age:		
<30 years	45	27.6
30-40 years	51	31.3
40-50 years	48	29.4
Above 50	19	11.7
Level of education:		41.7
Diploma	97	35.6
Bachelor	85	6.7
Technical	26	16.0
Years of work experience:		
10-20 years	66	40.5
20-30 years	28	17.2
30-40 years	45	27.6
40 and over	24	14.7
Job position:		
Nurse staff	105	64.4
Nurse manager	58	35.6
Total	163	100.0

Table (2). Means and standard deviations of each of the component parameters and the total score of the job performance

Parameters	Mean	SD	Range
Productivity ($\bar{X}\pm SD$)	20.3	5.65	(7-32)
Project management ($\bar{X}\pm SD$)	20.3	4.77	(9-29)
Professionalism ($\bar{X}\pm SD$)	27.2	4.90	(9-39)
Flexibility ($\bar{X}\pm SD$)	21.1	3.76	(12-29)
Positive thinking ($\bar{X}\pm SD$)	7.1	1.92	(4-10)
Initiative ($\bar{X}\pm SD$)	6.9	1.78	(3-10)
Normative support ($\bar{X}\pm SD$)	14.3	3.02	(8-36)
Loyalty ($\bar{X}\pm SD$)	10.8	2.44	(6-16)
Extra effort ($\bar{X}\pm SD$)	17.8	3.35	(10-23)
Total score of the job performance scale ($\bar{X}\pm SD$)	145.8	19.65	(69-199)

Table (3). Means and standard deviations of component & the total score of the emotional intelligence

Parameters	Mean	SD	Range
Appraisal of others emotions ($\bar{X}\pm SD$)	22.5	9.72	(12-76)
Appraisal of own emotions ($\bar{X}\pm SD$)	23.0	9.39	(6-75)
Regulation ($\bar{X}\pm SD$)	17.4	4.03	(7-52)
Social skills ($\bar{X}\pm SD$)	18.0	3.63	(7-42)
Utilization of emotions ($\bar{X}\pm SD$)	21.0	4.22	(8-28)
Optimism ($\bar{X}\pm SD$)	13.4	3.23	(8-28)
Total score of the emotional intelligence scale ($\bar{X}\pm SD$)	115.2	20.39	(64-178)

Table (4). Correlation among each overall and component score of the job performance scale& Emotional intelligence

Job performance scale	Emotional intelligence scale						
	Appraisal of others emotions	Appraisal of own emotions	Regulation	Social skills	Utilization of emotions	Optimism	Total score
	*r (p-value)	*r (p-value)	*r (p-value)	*r (p-value)	*r (p-value)	*r (p-value)	*r (p-value)
Productivity	0.18 (< 0.05)	0.24 (< 0.005)	0.07 (> 0.05)	0.31 (< 0.0001)		-0.03 (> 0.05)	0.30 (<0.0001)
Project management	0.15 (> 0.05)	0.10 (> 0.05)	-0.05 (> 0.05)	0.23 (< 0.005)	0.29 (< 0.0001)	0.14 (> 0.05)	0.23 (<0.005)
Professionalism	0.27 (< 0.001)	0.17 (< 0.05)	0.22 (< 0.01)	0.28 (< 0.0001)	0.38 (< 0.0001)	0.19 (< 0.05)	0.41 (<0.0001)
Flexibility	0.14 (> 0.05)	0.16 (< 0.05)	0.26 (< 0.001)	0.34 (< 0.0001)	0.51 (< 0.0001)	0.28 (< 0.0001)	0.40 (<0.0001)
Positive thinking	0.24 (< 0.005)	0.27 (<0.0001)	0.30 (<0.0001)	0.20 (< 0.01)	0.18 (< 0.05)	0.27 (< 0.001)	0.41 (<0.0001)
Initiative	0.26 (< 0.001)	0.15 (> 0.05)	0.42 (<0.0001)	0.45 (< 0.0001)	0.43 (< 0.0001)	0.15 (> 0.05)	0.47 (<0.0001)
Normative support	0.19 (< 0.05)	0.17 (< 0.05)	0.23 (< 0.005)	0.36 (< 0.0001)	0.42 (< 0.0001)	0.25 (< 0.001)	0.40 (<0.0001)
Loyalty	0.22 (< 0.005)	0.18 (< 0.05)	0.14 (> 0.05)	0.31 (< 0.0001)	0.37 (< 0.0001)	0.28 (<0.0001)	0.39 (<0.0001)
Extra effort	0.27 (< 0.001)	0.16 (< 0.05)	0.16 (< 0.05)	0.45 (< 0.0001)	0.63 (< 0.0001)	0.16 (< 0.05)	0.47 (<0.0001)
Total score of the job performance scale	0.33 (<0.0001)	0.28 (<0.0001)	0.26 (< 0.001)	0.51 (< 0.0001)	0.59 (< 0.0001)	0.27 (< 0.001)	0.59 (<0.0001)

Table (5). Correlation between Overall score of job performance & emotional intelligence

Parameters	Overall score of the job performance questionnaire	
	Pearson's correlation coefficient (r)	p-value
Overall score of the emotional intelligence questionnaire	0.59	< 0.0001

Table (6). Difference between the job performance and emotional intelligence regarding the nurse's gender

Parameters	Gender			
	Males (n=20)	Females (n=143)		
Job performance ($\bar{X}\pm$ SD)	119.5±27.66	149.5±15.05	7.38	< 0.0001
Emotional intelligence ($\bar{X}\pm$ SD)	100.8±31.08	117.3±17.64	3.51	< 0.001

Table (7). Difference between job performance and emotional intelligence regarding nurse's job position

variables	Job position		Student t-test	p-value
	Nurse staff (n=)	Nurse manager (n=)		
Level of performance ($\bar{X}\pm SD$)	148.5±14.29	141.2±25.94	2.32	< 0.05
Level emotional intelligence ($\bar{X}\pm SD$)	118.4±18.04	109.7±23.01	2.68	< 0.01

The present study has revealed that the highest percentage were staff nurses with diploma qualification (63.2 %), while about (36.8%) had a bachelor degree in nursing. while the lower percentage of the sample (12) was male nurses. The most respondent characteristics were female (87.7%). Also, the higher percentage of the sample (31, 3) was married and their age ranged between 30 to 39 years old (31.3 %). Regarding years of experience, about (40.5 %) had 10-20 years of experience. this result is in congruent with Palmer et al.[23] who have claimed that the relatively short duration of experience might be reflected on staff performance. Also Ismail et al [17] have stated that most respondent characteristics were female (59.6 percent), aged between 26 to 30 years old (38.5 percent), bachelor degree holders (72.1 percent), lecturers (79.8 percent) and length of service from 2 to 5 years (41.3 percent).

Regarding job performance, the present study has revealed that task performance (professionalism, productivity, flexibility, and project management) was higher mean than contextual performance (positive thinking, initiative, normative, extra effort and loyalty). Total job performance of studied sample had a moderate level with mean score145.8 ranging between 69-199. This result is similar to Borman, & Motowido[15] who had identified contextual performance as less likely than task performance to be regarded as formally required. In other wise the pattern for contextual behaviors was slightly stronger than that for task behaviors (54% vs. 47%, respectively). [16]

Concerning to emotional intelligence, the present study has revealed that appraisal of own emotions as one component of emotional intelligence have had the high mean followed by appraisal of others emotions. This result is congruent with Kevin et al. [18] who state that recognizing one's emotions at work may be an important in managing them effectively and communicating to others one's reactions to work situations. Recognition of emotion in the self (emotion in the self – verbal)was the first component of EI denotes the degree to which one is in touch with his or her feelings and can describe those feelings in words.

Regulation of emotion in the self. control of one's feelings is fundamental to EI for several reasons. First, emotions can overpower rational thinking, which can lead to errors in judgment.[12] refers to this as "emotional hijacking. Second, strong negative emotions are stressful if not sufficiently regulated, and prolonged stress can be detrimental to both physiological and psychological well-being. Third, failing to control one's negative reactions can affect others negatively, possibly interfering with their maintaining task focus and productivity.

Also the present study has revealed regulation and optimism were the fewest components of emotional intelligence. This result wasn't agree with Quoidbach, & Hansenne[19] who had showed that optimism/mood regulation was the most important sub dimension to favor cohesion in a group. Team members' ability to seek for or to maintain positive emotional states in self and others helps them in getting along and pursuing common goals.

Concerning total score of the emotional intelligence, the studied nurses had low emotional intelligence with a mean115.2 ranging 64- 178. The present study results are in accordance with Codier et. al [10] who have demonstrated that high percentage of nurses in his study scored below average on both total EI score and important sub scores (perceiving emotions, experiencing emotions). These are in opposite to Ashkanasy and Daus.[7] who pointed to the individuals with high emotional intelligence are more likely to inspire and motivate others in team efforts, offer assistance to co-workers when they need it, communicate more effectively through self-expression and recognition of other's emotions, and manage others feelings toward increasing job satisfaction and commitment.

The current study was offered that productivity had a significant correlation with all emotional intelligence components except regulation & optimism. loyalty had a significant correlation with all emotional intelligence components except regulation. This result is in congruent with Kevin et

al. [18] who has stated that productivity was found to be predicted only by regulation of emotion in others, but failed to contribute uniquely beyond personality and ability. Loyalty was most consistently related emotional intelligence those targeting the primary emotional intelligence dimensions. Correlations with factor scores revealed that emotionality component of emotional intelligence (empathy, nonverbal emotional expression, emotional appropriateness, and recognition of emotion in others) largely summarize the more specific relations.

Meanwhile flexibility as a key outcome of EI had significant correlation with all emotional intelligence components except appraisal of others emotion this result is in the same line of George& Jones [20] a key outcome of EI, was found that flexibility was to be an expression of several EI facets, including regulation of emotion in others, creative thinking, motivating emotions, and nonverbal emotional expression. Although recognition of emotion in both the Self and others failed to demonstrate significant relations with flexibility

The pattern of results for Regulation of Emotion in others highlighted by relations with job performance components except flexibility and Project management. This result is in congruent with Fox & Spector[21] who stated that regulation of emotion in others, highlighted by relations with flexibility (r =.31), loyalty (.29), initiative (.22), extra effort (.22), and Productivity (.19),but less relations with Professionalism and Positive thinking, raises interesting issues regarding how this dimension might contribute to higher performance ratings.

Concerning the correlation between job performance and the emotional intelligence, there had found that there was a positive correlation between them, this result are corresponding with Codier et al. [10] who examined the relationship between emotional intelligence and nursing performance in clinical staff nurses and reported a significant correlation between these two variables in 27 clinical staff nurses in the United States. However this result not corresponding with studied was done on undergraduate nursing students, relationship between emotional intelligence and nursing performance has not been established in undergraduate and graduate nursing students.

Moreover, and in disagreement with the present study findings Austin et al.[22] who have demonstrated that there is no relation or an inconsistent relation between emotional intelligence and performance on particular tasks. The present study has revealed that there was a positive correlation between genders and emotional intelligence and performance as observed the women had higher rate related to job performance and emotional intelligence than men. This result

agreement with Palmer et al [23] who stated that demographic correlates of trait-EI suggest that, women score higher than do men on social skills but lower on emotional self-regulation.

Conclusion and Recommendations

On the light of the current study findings, it is concluded that there is a positive & statistical significant difference between overall score of job performance & emotional intelligence. The total score of the emotional intelligence of studied nurses were low level. While the total score of job performance of studied nurses were a moderate level and there was a statistical difference between staff nurses and nurses mangers regarding to job performance & emotional intelligence where, the staff nurses have a higher rate for both job performance & emotional intelligence than nurses mangers. Females nurses have a higher rate related to job performance and emotional intelligence than males nurses. However, there is a statistically significant difference between males nurses &females nurses.

From this study several recommendations have been drown in nursing practice, nursing education and nursing research: in nursing practice: emotional competencies are not mere innate talents, but learned capabilities that must be developed to achieve outstanding performance. So emotional intelligence based training program must be held and focus on up to date knowledge, relevant skills and good moral values for nurses and nurse mangers ; further investigation of the attributes of emotional intelligence as they apply to specific clinical practice outcomes must be done.

Educational preparation of nurses by incorporating emotional intelligence lessons into the nursing curricula for graduate and undergraduate students; the topic of emotional intelligence must be included as a basic component of the psychiatric, mental health nursing and nursing administration courses; emotional intelligence coaching can be accomplished with the inclusion of reflective learning experiences, supportive supervision, mentorship, modeling, and the use of video for observation; emotional intelligence should be more realistically and appropriately integrated into the nursing profession by a model of transformatory learning for nurse education.

Future research is needed to examine if mentioned educated strategies above can facilitate the process of increasing nursing performance using emotional intelligence education and training with a test re-test design; also Further nursing research is required to explore the model of emotional intelligence which is most appropriate for nursing.

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