

Emotional Intelligent Workshop: Its Effect on Nursing Interns' Self-Confidence and Their Quality of Work Life

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Abstract: Background: Emotional intelligence is an important factor in achieving success in life including jobs and education. It affects not only success in the workplace and increase the quality of work life but it also, seems that emotions affect all our performance and abilities. **Aim:** The aim of the study was to investigate the effect of emotional intelligent workshop on nursing interns' self-confidence and their quality of work life. **Method:** A quasi-experimental research design with one-group pre-, post-, and follow-up test was used in conducting the present study. **Sample:** A simple random sample of 78 nursing interns was selected to be included in the study (7 males and 71 females) and have at least three months internship training period. **Tool:** The following tools were used: I: Emotional Intelligent Scale, II: Self-Confidence Scale, III: Quality of Work Life Scale. **Results:** the finding of the study indicated that there was low level of emotional intelligent, self confidence, and quality of work life among nursing interns at a pre-test phase. Also, there was statistically significant improvement in the nursing interns' emotional intelligent, self confidence, and quality of work life throughout the study phases (post- and follow-up test). Furthermore, there was statistically significant positive correlation between emotional intelligent and self-confidence from one side and between emotional intelligent and quality of work life from another side among nursing interns. **Conclusion:** Emotional intelligent workshop has succeeded in achieving significant improvement in nursing interns' emotional intelligent, which was reflected on improvement of their self-confidence and quality of work life. **Recommendation:** Nursing Faculty should adopt non-traditional method of teaching as, problem based learning curriculum, which improve nursing students' emotional intelligent that on turn increase their self-confidence and their quality of work life.

Keywords: Emotional intelligence, Self confidence, Nursing interns, and Quality of work life. .

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I. Introduction

Through internship year, undergraduate students take their first steps into their career path and begin to apply the theoretical knowledge which acquired during their academic study years to the real life situations. The skills which taught at the university do not go outside theories unless it was manipulated. However, students may not know how to use the knowledge gained from a definite subject because the knowledge that is not used is elapsed. Internship year afford students with chances to practice what they have learned in the laboratory, gain better understanding of the industries' requirements, test occupation choices, and develop important practical workplace skills^[1].

Additionally, the internship year can be viewed as a complement to nursing students basic education. Hence, it is essential that, the internship process be revealed as part of students' education which focus on improving their practical experiences. If the students gain experience through the two parts of their education, then educational goals will be easier to attain and students will be well prepared to walk steadily in their career. Also, internship year is significantly contributed to their professional lives, career plans, and self confidence^[2]. Contemporary, nursing practice involves hospital's complex procedures concerning not only technical skills, but also complete care which includes the emotional, social and spiritual needs of patients. Acceptable understanding of one's own emotions and others' emotions and the ability to manage stress is of highest priority while working in the health care sector^[3].

Emotional intelligence is central to the nursing profession because it smooths the processing of emotional information for individual and enhanced patient care through effective communication and therapeutic relationships^[4]. Emotional intelligence plays a main role in determining success in life and it becomes more and more important as people progress up the career ladder^[5,6]. Emotional intelligence defined by Goleman (2013)^[7] as recognizing and managing feelings, self-action, the ability of understanding the others' feelings and to conduct the relationships. In nursing profession, it has been accompanying with job performance^[8], successful managerial styles^[9], and effective teamwork^[10]. Furthermore, emotional intelligence is related to positive ways of dealing with work-related conflicts and coping styles^[11,12]

Emotional intelligence is a confluence of developed abilities to: know and value self; build and maintain a variety of strong, productive and healthy relationships; get along and work well with others in accomplishing positive results; and effectively cope with the pressures and demands of daily life and work^[13]. Emotional intelligence does not have influence only on success but also on selection and development of career path. The process and outcomes of emotional intelligence development also encompass many elements known to reduce stress for individuals and therefore organizations by controlling conflict; encouraging understanding and relationships; and fostering stability, continuity, and harmony. Last but not least, it links strongly with concepts of love and spirituality.^[14] Effective learning occurs when students have an understanding of how to learn and this understanding requires emotional skills such as self-control, the ability to communicate, the ability to cooperate with others and confidence^[15].

Self confidence is at the heart of good psychological adjustment, personal happiness and effective functioning in children and adults. Self Concept is one's image in one's eyes. It is defined as a belief or view that each person has of self. Self-confidence refers to an individual's ability to act effectively in a situation to overcome obstacles and to get things to go all right. It is an aspect of every individual's self-representation which will play out in a range of performance indicators and is linked to the individual's impression of his/her competence in a specific domain, context or situation. The self is a composite of a person's thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, what he might become, and his attitude pertaining to his worth. Self-Confidence is a positive attitude of oneself towards one's self-concept. It is an attribute of perceived self^[16].

Self-confidence is one of the six important facts of emotional intelligence. It consists of a main belief that, we can do what is required to produce the desired outcome. When obstacles occur, a person with a confident attitude remains to work to overcome the obstacles, whereas someone lacking in self-confidence is not likely to persevere and might not even begin something. People who lack true self-confidence leave clues: difficulty confessing mistakes, unwillingness to apologize, pushiness, and bragging are all signs of a confidence problem^[17]. A realistic self concept helps an individual to grow professionally and also helps in appropriate emotional adjustment with the environment^[18].

Quality of work life is a process in an organization which enables its members at all levels to participate actively and effectively in shaping organizational environment, methods and outcomes. Quality of work life is the degree to which individuals are able to satisfy their important personal needs while employed by the organization. Good quality of work life leads to an atmosphere of good impersonal relations and highly motivated employees who endeavor to their development^[19]. Quality of work life is complex and multidimensional construct^[20]. It is affected with many aspects of work and personal life like salary, financial benefits, equity pay, lack of work life balance, nursing management aspects, training and development activities and intent to stay or leave etc^[20,21]

1.1. Significant of the study

Emotional intelligent is an important factor in determining personal success as a student, teacher, parent, and leader. In the same time, internship year can be considered one of the most serious period that nursing students pass through and it can be totally affect their career path. Through closed observation to nursing interns, it was founded that most of them are hesitated, unable to take patient related decisions and they become more confused which in turn affect on their self confidence and quality of work life. When individuals develop their emotional intelligent, they can become productive and successful at what they do, and help others become more productive and successful too. Therefore, the present study will be conducted to investigate the effect of emotional intelligent workshop on nursing interns' self-confidence and their quality of work life.

1.2. Aim of the study

The aim of the study was to investigate the effect of emotional intelligent workshop on nursing interns' self-confidence and their quality of work life

1.3. Research hypotheses

1. Nursing interns' emotional intelligent will be low in the pretest phase.
2. There will be a significant improvement of nursing interns' emotional intelligent, self-confidence, and quality of work life after implementing workshop than before.
3. There will be a positive correlation between nursing interns' emotional intelligent, and their self confidence from one side, and between emotional intelligent and their quality of work life from another side.

II. Subjects and Methods

2.1. Research design:

A quasi-experimental research design with one-group pre-, post-, and follow-up test was used in conducting the present study.

2.2. Setting:

The study was conducted at the Faculty of Nursing, Menofia University, Egypt. It was conducted at the nursing administration department which responsible for supervising the training of the nursing interns at different hospitals in and outside Menofia governorate. The training setting were composed of one governmental hospital and six private hospitals. The nursing interns trained in the various areas in the different hospitals as (ICUs, hemodialysis, operating room, emergency, neonatal intensive care unit, and premature unit).

2.3. Subjects:

A simple random sample of nursing interns was selected to be included in the study during the academic year 2016/2017 and have at least three months internship training period. The sample size was 78 students: 7 males and 71 females. The total number of the present nursing interns was 204 in the academic year 2016/2017.

2.4. Tools of data collection:

Three tools were utilized in the current study to collect the data:

First one: Emotional Intelligent Scale was used to measure emotional intelligent among nursing intern' students. It was developed by Al-AIWan (2010)^[22] and used by Negma (2014)^[23] to assess emotional intelligent among university students. It consisted of two parts:

Part one: Items related to personal characteristics of the study subjects as age and gender.

Part two: consisted of 41 items that measure emotional intelligent which divided into four subscales namely: Emotional Self-Awareness, Empathy, Emotional Self Control, and Social Awareness domain that contains 9, 13, 10, and 9 items, respectively. Each item is rated from 1 to 5 in which 1 indicating never, 2 indicating rarely, 3 indicating sometimes, 4 indicating usually and 5 indicating always. Scoring system: High score should correspond to high level of emotional intelligence. Total score of the scale was 123. Score more than or equal to 82 indicates high level of emotional intelligent, while score less than 82 indicates low level of emotional intelligent. The reliability of the scale as reported by Negma^[23] was ($r = .84$) that indicates reliable scale.

Second one: Self-Confidence scale was used to assess level of self confidence among nursing intern' students. It was developed by Krista Alaine White (2011)^[24]. It consisted of 10 items and each item is rated from 1 to 5 (1: not at all confident, 2:somewhat confident, 3:equally confident and not confident, 4:mostly confident, 5:totally confident). Scoring system: The total score of the scale equals the sum of the scores of the 10 items. The total score was 50. This score was converted to a percentage. The percentage more than or equal to 60% indicates high level of self confidence. While low percentage (<60%) indicates low level of self confidence.

Third one: Quality of Work Life scale is the third tool used in the study. The quality of work life was assessed through a scale developed by Karl Albrecht (2013)^[25]. Slight changes were introduced with some items to make it easier for the participants to comprehend. Scoring system: The scale comprised of 30 items asked on 5 point Likert scale, where 1: refers to strongly disagree, 2: refers to disagree, 3: refers to neutral, 4: refers to agree, 5: refers to strongly agree. The scores of quality of work life range from 30 to 150. The score equal to or more than 90 indicates high quality of work life, while score less than 90 indicates low quality of work life.

2.5. Content validity and reliability:

2.5.1. Validity

Bilingual group of five experts was selected to test the content and face validity of the tools. Necessary modifications and deleting of some questions were done to reach the final valid version of the tools. The tools were considered valid from the experts' perspective.

2.5.2. Reliability

The tools were tested to reliability by measuring their internal consistency using Cronbach's alpha coefficient method. This turned to be ($\alpha = 0.92$) for Emotional Intelligent scale; ($\alpha = 0.90$) for Self-Confidence scale, and ($\alpha = 0.90$) for Quality of Work Life scale. Thus, this indicates a high degree of reliability for the study tools.

2.6. Administrative approval:

An official permission was obtained from the Dean of Faculty of Nursing, Menofia University to conduct the study. The letter contained the title, aim of the study and method of data collection. The actual data collection took eight months beginning from the first of January until the end of August 2017 .

2.7. Pilot study:

Before collecting the data, the research questionnaires administered to 10% of the study sample to test clarity of the tool. Many changes were done on many statements based on the results of the pilot study. Students included in the pilot study excluded from data analysis. Additionally, pilot study done to estimate time needed for each student to complete the tools. The first one required 10-15 minutes, Second and third one required 10 minutes.

2.8. Data collection procedure:

1. Before beginning the workshop, a pre-test was done on nursing interns to assess level of emotional intelligent, self confidence, and quality of work life. The data were collected in the morning for a period of one month and half.
2. Based on the results of the pre-test and after extensive review of literature, the workshop on emotional intelligent was designed.
3. The workshop was given on 6 sessions within the duration of one month. The session was given one time each five days for about two hours. The workshop was carried out through series of lectures, demonstration, discussion, and experimental methods such as role-play. The workshop covers the following outlines:
 - Importance of emotional intelligent.
 - Component of emotional intelligent.
 - Emotional intelligent in the workplace.
 - Benefits of having higher level of emotional intelligence.
 - Skills required to practice emotional intelligence.
 - Tools to regulate and gain control of your own emotions.
 - Approaches about how to articulate your emotions using the right verbal and non-verbal language
 - Practical steps to increasing your self-confidence
 - Tools to regulate emotions.
 - Understand emotions and how to manage them in the workplace.
 - Quality of work life and factors affecting it .
4. After implementing the workshop on emotional intelligent, the post-test was done to examine to what extent the workshop affect nursing interns' level of self confidence and their quality of work life.
5. After three months, a follow-up test was conducted to evaluate the effectiveness of the workshop on emotional intelligent in improving the nursing interns' self confidence, and their quality of work life.

2.9. Statistical Analysis

The collected data were coded and fed to statistical software SPSS version 21. Qualitative data were analyzed in terms of frequencies and percentages. Quantitative data were analyzed using means and standard deviations analyzed by applying student t-test for comparison of two groups of normally distributed variables. Paired sample T-test was used to test the statistical significant differences between means of the pre test and post test.

III. Results

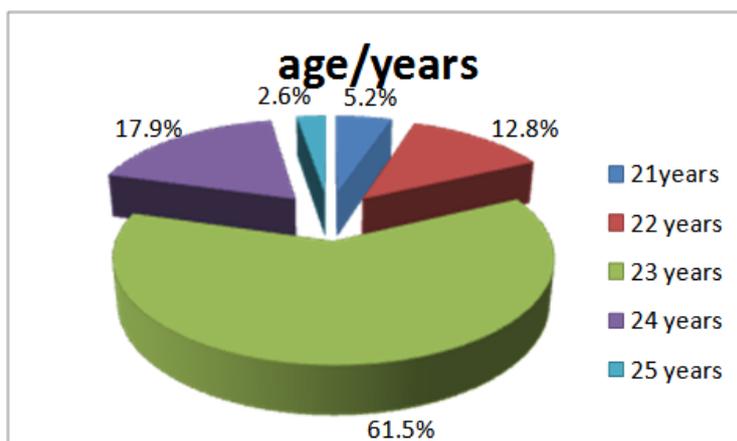


Figure (1): distribution of studied sample according to age (n =78)

Fig. (1): displayed distribution of studied sample according to age. As shown in the Fig., the highest percentage of the studied subjects (61.5%) have 23 years old, while (2.6%) of the studied subjects has 25 years old.

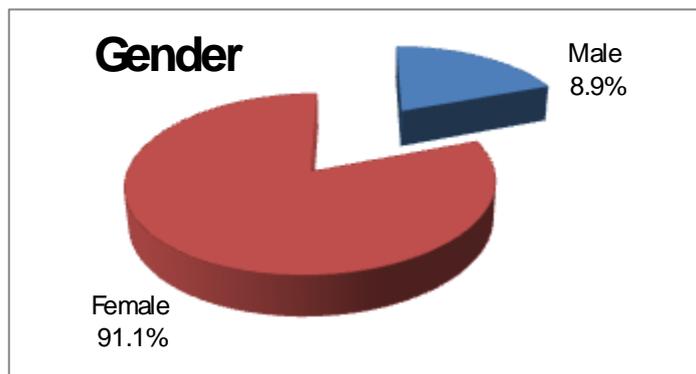


Figure (2): distribution of studied sample according to gender (n =78)

Fig. (2) shows distribution of studied sample according to the gender. As displayed in the Fig., the majority of the studied sample were females (91.1%).

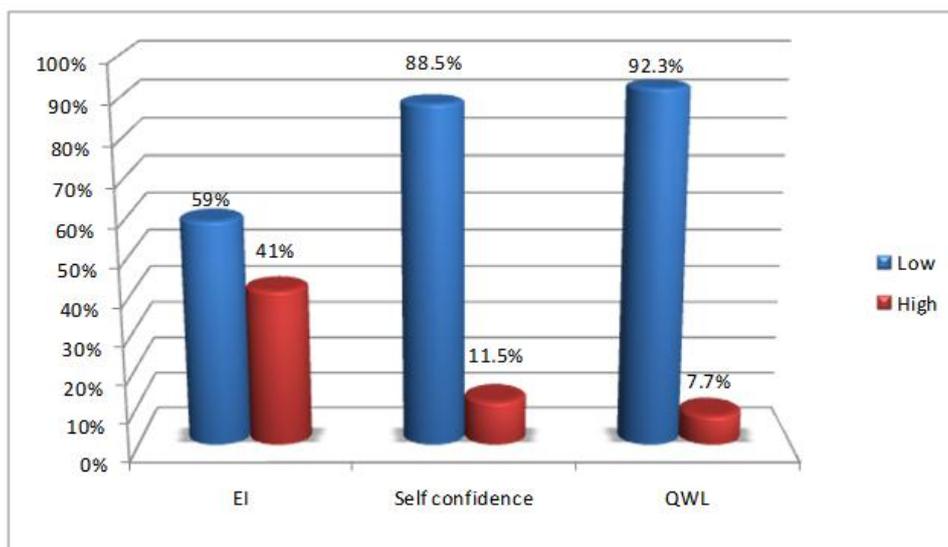


Figure (3): pre-test scores percentage of emotional intelligent, self-confidence, and quality of work life among nursing interns (n = 78)

Fig. (3) Illustrates pre-test scores percentage of emotional intelligent, self-confidence, and quality of work life among nursing interns. As illustrated from the Fig., the highest percentage of the studied nursing interns have a low level of emotional intelligent, self-confidence, and quality of work life in the pre-test phase (59%, 88.5%, 92.3%), respectively.

Table (1): Comparison between Mean scores of Emotional Intelligent, Self-Confidence, and Quality of Work Life throughout the Study Phases (Pre-, Post, and Follow-up test) (n=78)

Study items	Studied phases			Paired t-test	P value
	Pre-test	Post-test	Follow up test		
	$\bar{x} \pm SD$	$\bar{x} \pm SD$	$\bar{x} \pm SD$		
Emotional intelligent	78.47 ± 15.6	97.64 ± 19.26	90.37 ± 19.61	-7.7 -4.8	P1: <.000 P2: <.000
Self confidence	19.42 ± 8.1	35.77 ± 7.39	34.19 ± 9.2	-13.5 -10.3	P1: <.000 P2: <.000
Quality of work life	52.22 ± 18.08	94.19 ± 21.64	94.64 ± 21.79	-15.8 -14.7	P1: <.000 P2: <.000

P1: between pre and post-test, p2: between pre and follow-up test

Table (1): shows comparison between mean scores of emotional intelligent, self-confidence, and quality of work life throughout the study phases (pre-, post-, and follow-up test). As noticed from the table, there was an improvement in studied nursing interns' emotional intelligent, self confidence, and quality of work life at post-test (97.64 ± 19.26 , 35.77 ± 7.39 , and 94.19 ± 21.64) than pre-test phase (78.47 ± 15.6 , 19.42 ± 8.1 , and 52.22 ± 18.08), respectively. Whereas, there was a slight declines in the follow-up scores but they didn't reach to the pre-test level (90.37 ± 19.61 , 34.19 ± 9.2 , 94.64 ± 21.79), respectively. Additionally, There was a statistically significant differences in emotional intelligent, self confidence, and quality of work life in studied sample throughout the study phases (pre-, post-, and follow-up) ($p < .000$).

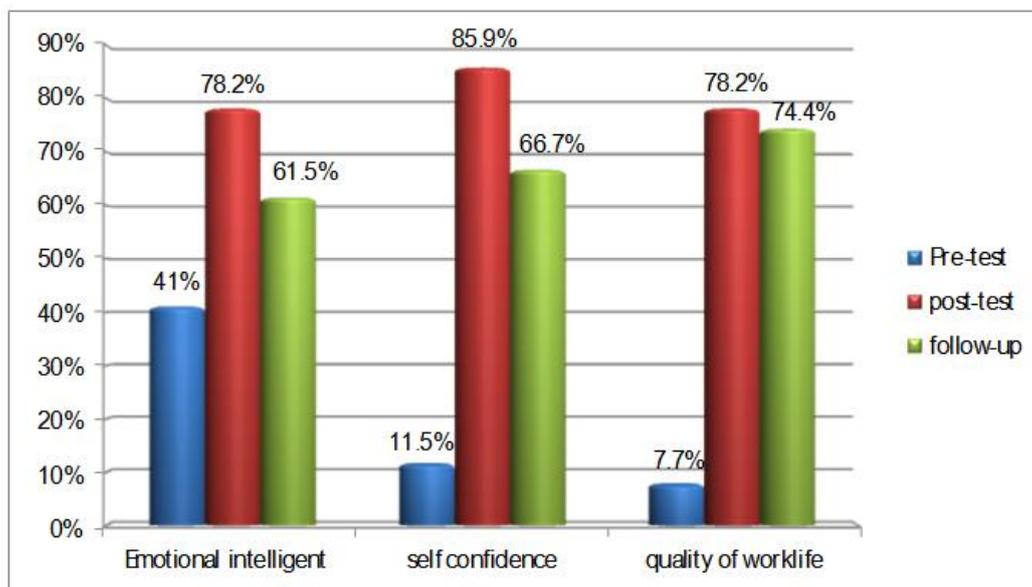


Figure (4): Emotional intelligent, self confidence, and quality of work life score percentage of the nursing interns throughout the study phases (pre-, post-, and follow-up test) (n = 78).

Fig. (4) shows emotional intelligent, self-confidence, and quality of work life' score percentage of the nursing interns throughout the study phases (pre, post, and follow-up). This Fig. illustrated that there was an improvement in nursing interns' emotional intelligent, self-confidence, and quality of work life score percentages throughout the study phases (pre, post, and follow-up test).

Table (2): Distribution of Nursing Interns' Emotional Intelligent, Self-Confidence, and Quality of Work Life Mean Scores Throughout the Study Phases Regarding to Gender (n=78)

Study phases Gender	Pre-test			Post-test			Follow-up test		
	Mean ± SD	t	P-value	Mean ± SD	t	P-value	Mean ± SD	T	P-value
Emotional intelligent									
Male (7)	69.6 ± 7.28	3.9	.000	98.00 ± 20.3	.08	.937	86.66 ± 19.23	.81	.419
Female (71)	80.58 ± 16.33	41		97.55 ± 19.17	0		91.25 ± 19.75	2	
Self confidence									
Male (7)	16.46 ± 3.73	1.4	.141	33.60 ± 6.54	1.2	.208	32.46 ± 8.25	.80	.423
Female (71)	19.9 ± 8.72	89		36.28 ± 7.52	71		34.6 ± 9.42	6	
Quality of work life									
Male (7)	41.13 ± 7.27	4.5	.000	96.26 ± 19.76	.41	.682	98.8 ± 17.82	.18	.414
Female (71)	54.85 ± 18.9	23		93.69 ± 19.75	1		93.65 ± 22.65	8	

Table (2): clarifies distribution of nursing interns' emotional intelligent, self-confidence, and quality of work life mean scores throughout the study phases regarding to gender. As shown in the table, there was a statistically significant difference between male and female nursing interns in pre-test mean scores of emotional intelligent and quality of work life ($t = 3.94$, $p = .000$ & $t = 4.52$, $p = .000$), respectively.

Table (3): Correlation Among Emotional Intelligent, Self-Confidence, and Quality of Work Life Total Scores Among Nursing Interns (N = 78).

Study Phases	Emotional intelligent		Self-confidence	
	r	P-value	r	P-value
Emotional intelligent				
Self-confidence	.433**	.000		
Quality of work life	.346**	.001	.348**	.002

Table (3): shows correlation among emotional intelligent, self-confidence, and quality of work life total scores among nursing interns. As shown in the table, there was a statistically significant positive correlations between each two variables of the study (p<0.05).

IV. Discussion

Internship period is one of the most challenging and critical period, during which nursing students really practice in a real working setting. Internship nursing students must train and work together at the same time, learn how to control their emotions, and how to deal with others' emotions including their patients. The aspects of emotional intelligent are important for overall well-being and it can be effected on our ability to succeed in life. Student nurses need to improve the ability to control their emotions and channel their moods positively. Since, an failure to self-regulate emotions can lead to an increase in stress and anxiety. As a consequence, it would appear that individuals with high emotional intelligent are better able to regulate and express their own emotions and read the deeper emotional meanings of others with whom they interact. They are less likely to be overwhelmed by stress and are at a lower risk of developing mental health problems [26].

Therefore, The aim of the current study was to investigate the effect of emotional intelligent workshop on nursing interns' self-confidence and their quality of work life. Firstly, take a look at the personal characteristic data of the study subjects. The study included 78 nursing intern students and the majority of the them were females who have 23 years old.

As revealed from the study finding, the highest percentage of the study sample have a low level of emotional intelligent in the pre-test phase, which is somehow in accordance with the study conducted by Ahmed (2016) [27] who portrays more than half of university students have low scores showing weakness in emotional intelligence skills. This study finding is contradicting with the study conducted to reveal the emotional intelligence of intermediate high achievers and intermediate ordinary students of the Saudi area of Al-Qaseem by Al-Gharaibeh, Jdaitawi, Ishak, Taammeh, and Rababah (2011) [28]. The sample consisted of (144 high achievers and 72 ordinary students). The study revealed that the emotional intelligence of high achievers was high. Therefore, the first hypothesis, nursing interns' emotional intelligent will be low in the pretest phase, is accepted.

Moreover, in contradicting to the present study finding, the study conducted by Mohamed, Mohmoud, and Mohamed (2017) [29] to investigate the relationship between psychological empowerment, emotional intelligence, and professional behavior among nursing interns. The results revealed that, the majority of participants had an acceptable and adequate level of emotional intelligence. This is somehow in accordance with Delpasand, Nasiripoor, Raiisi, and Shahabi (2011) [30] who conducted the study of emotional intelligence and occupational burnout among nurses in critical care units in Tehran. The finding revealed that the study participants had moderate emotional intelligence. The same findings were reported by Senyuva, Kaya, Isik, and Bodur (2014) [31] who concluded that nursing students had fair emotional intelligence. Moreover, Nosek (2015) [32] illuminated that nursing students had a high level of emotional intelligence.

Additionally, The study finding shows that the highest percentage of the study subjects were perceived a low level of self-confidence in the pre-test phase. This may be attributed to the fact that, nursing curriculums are not encourage students centered study activities which in turn passively affect students' self confidence level in clinical setting. Additionally, this somehow may be related to the fact that, clinical instructors are not spend long time in clinical areas to guide nursing intern students toward clinical decision making which affect on the students' self confidence.

The results of current study are in the same line with the results conducted by Panduragana, Abdullah, Hassana, and Mata (2011) [33] on 189 nursing students in a nursing college. The results revealed that 90.5% of the sample were not confident in providing and handling care for patients. Furthermore, another study conducted by Ibrahim (2015) [34] revealed that, approximately one third of the study has high self-esteem level, while more than half of the study sample have moderate self-esteem level and only 49 students with low self-esteem level. On contrast, the results of the present study are disagreement with Serap (2003) [35] who has

indicated that the highest percentage of nursing students (88.6 %) had a high self-confidence level, while (11.4 %) had a low self-confidence level.

The assessment of quality of life among nursing students is very vital in the educational settings^[36]. Therefore, quality of work life was assessed among nursing interns in the present study which revealed a low level in the pre-test phase. This can be explained by the fact that the quality of life among university students may be affected by several factors such as the academic overload^[37], in addition to the students' non-school activities^[36] which in turn lead to low level of quality of work life. Additionally, there is no chance for nursing interns to share in decision making (work schedule, patient care plan,etc), no flexibility in work schedules and low salary.

Similarly, The findings of the study conducted by Thakre, Thakre, and Thakre (2017)^[38] on 100 randomly selected nurses working at tertiary health care institution to measure their quality of work life. This study finding showed that the majority of nurses (58%) had unsatisfied quality of work life. In the same line, a descriptive study carried out by Nayeri, Salehi, Noghabi (2011)^[39] to investigate the relationship between quality of work life and productivity among 360 clinical nurses working in the hospitals of Tehran University of medical sciences. Their findings showed that, quality of work life was at a moderate level among 61.4% of the participants. Moreover, Dargahi, Changizi, Gharabagh (2012)^[40] reported that most nurses were unsatisfied with all components of their quality of work life.

Additionally, study conducted by Almalki, Gerald, Clark (2012)^[20] whose findings suggested that, the respondents were dissatisfied with their work life. The major influencing factors were unsuitable working hours, lack of facilities for nurses, failure to balance work with family needs, insufficiency of vacations time for nurses and their families, poor staffing, management and supervision practices, lack of professional growth opportunities, and an inappropriate working environment in terms of the level of security, patient care supplies and equipment, and recreation facilities (break-area).

Emotional intelligence appears to be an essential component that, when developed and well employed, has wide ranging benefits for learning, relationships, and wellness^[41]. Regarding skills about emotional intelligent among nursing interns through the post- and follow-up phases, the present study revealed statistical significant improvement after implementing emotional intelligent workshop. This was noticed both at post- and follow-up phases compared to pre-test phase. In the same time, there are improvements in self-confidence and quality of work life in the post-test and follow-up phase in comparing to pre-test phase. This finding may be related to the fact that nurses as a health care professional seek to continually refresh their knowledge and skills to provide quality patient and community care and to satisfy their quality of work life. So, the second hypothesis, there will be a significant improvement of nursing interns' emotional intelligent, self-confidence, and quality of work life after implementing workshop than before, is accepted in the present study.

This study is go with the line with Al-Gharaibeh, Jdaitawi, Ishak, Taamneh, and Rababah (2011)^[28] who investigate the effectiveness of emotional intelligence training program on social and academic adjustment among first year university students. The results showed that there was a significant difference between experimental and control group on emotional intelligence after they participated in the emotional intelligence training program. In a related program, The American express program^[42] is one of the pioneering intelligence training programs aimed at increasing the trainees' understanding of their own emotions and to find ways to manage their emotional reactions. Findings revealed that approximately 90% of the training participants claimed positive job-related benefits from the program. Moreover, the company's growth sales revenue increased by 11% when compared to other units whose management did not take part in the training program.

Finally, in the present finding, there was a statistically significant positive correlation between emotional intelligent and self-confidence from one side and between emotional intelligent and quality of work life from another side. This finding may be explained by the fact that emotionally intelligent people express their emotions in a meaningful way; therefore they acquire affirmative response by the society and people around them, which developed and improve person's confidence and enhance their self-image. Subsequently, the third hypothesis, There will be a positive correlation between nursing interns' emotional intelligent, and their self confidence from one side, and between emotional intelligent and their quality of work life from another side, is also accepted in the current study.

The current study finding is agreement with study conducted by Apte, Khandagle (2016)^[43] who showed a highly significant correlation between emotional intelligence and quality of life. Additionally, Khokhar, and Kush (2009)^[44] found that high emotional intelligence leads to better quality of work performance. These results are in line with the outcomes of the study conducted on 100 senior secondary school students by Saxena and Singhvi (2015)^[16] to study the relationship between emotional intelligence and self-confidence. The findings of the study implies that emotional intelligence is faithfully related to self-confidence in senior secondary students.

Moreover, This is very similar to findings reported by Deshmukh, and Sawalakhe (2010)^[45] who stated that, there is a significant positive and low correlation between self concept and emotional intelligence. This

implies that the self-concept maintains the development of emotional intelligence. If an individual has higher level of self-concept, he/she is able to have knowledge of his capabilities, limitations, make judgments, take decisions which in turn are the vital characteristics of an emotionally intelligent individual. A person with high self concept may naturally have more self confidence and deals with other persons and situations in life in a positive way. Thus high self concept has a positive correlation with emotional intelligence.

V. Conclusion

Study concluded that emotional intelligent workshop has succeeded in achieving significant improvement in nursing interns' emotional intelligent, This improvement in emotional intelligent was also associated with improvement in their self-confidence and quality of work life.

Recommendation

In the light of the present study the following recommendations were suggested:

1. Nursing Faculty should adopt non-traditional method of teaching (problem based learning curriculum) which improve nursing students' emotional intelligent that in turn increase their self-confidence and quality of work life .
2. Training programs or workshops should be conducted and provided on regular basis for nursing interns students that covers important skills that lead to better attitude as emotional intelligent, academic confidence, assertiveness and strategies to improve them.
3. Theoretical and practical course outline of emotional intelligent skills must be emphasized in the undergraduate by using different educational strategies to prepare nursing interns student to apply this skills where they work.
4. Clinical instructors must spend long time in clinical areas to guide nursing intern students toward clinical decision making which affect on the students self confidence.
5. Learn nursing intern students how to be assertive, and express difficult emotions when necessary.
6. Strategies to improve nursing interns' quality of work life through implementing some changes in intern training program as autonomous work redesign, opportunities for growth, administrative justice flexibility in work schedules, and interns participation.
7. Further research should be conducted on the same topic by using experimental design (control and experimental group) to enable the results to be generalized.

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