

**Emotional Stability and Its' Relation with Decision Making Skills among Nursing Educators at Beni Suif Nursing Schools**

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**Abstract**

Background: In nursing career, high level of emotional intensity of the teacher's work hinders their professional development. Educators have many difficulties during their career as career decision making difficulties. So, nursing educators that high in emotional stability are more competent and report having more self-control and fewer career decision-making difficulties. Aim: the aim of this study was to assess the relation between emotional stability and decision making skills among nursing educators at Beni Suif nursing schools. Design: A descriptive design was utilized in the current study sample. Sample: (105) nursing educators working at Beni Suif nursing schools at period of data collection. Setting: Beni Suif nursing schools. Tools: three tools were formulated and tested to collect data pertinent to the study; A) Personal data sheet, B) emotional stability questionnaire sheet; C) decision making questionnaire sheet were utilized for data collection. Results: The study results revealed that, a low emotional stability score (81%) of the studied subjects, a low decision making scores of (75.2%) of the studied subjects. Conclusion: this study concluded that, there was a weak positive relation between emotional stability and decision making skills; low emotional stability level lead to low in decision making skills. Recommendations: Conduction of further studies in order to assess the relation between emotional stability and decision making skills with replication of this study on a larger probability sample from different geographical locations at the Arab Republic of Egypt, in addition to establishment of training courses to nursing educators for the development of their emotional stability and decision making skills.

Key words: Emotional Stability, Decision Making Skills, Nursing Educators, Nursing Schools.

**Introduction**

Today it is recognized that aspects of cognition that are the focus of schooling – learning, attention, memory, decision making, motivation and social functioning are not only affected by emotion but intertwined within emotion processes. In addition, application of knowledge, facts and logical reasoning skills learnt at school to real world situations requires emotion processes. The new directions in thinking about emotions have contributed to a greater understanding of student and teacher experiences of emotion, in particular, an enhanced knowledge of how emotion can be regulated. Researchers now know that emotion regulation is associated with favorable education outcomes (Fried, 2011).

Emotional stability plays an important role in the academic profession. It has the direct impact on the educator's behavior and teaching method. Educators are considered as the pillars of any institution, which directly or indirectly affects the standards of the institution. A more recent approach to the study of the educator's effectiveness acknowledges the many differentiated roles that teacher play and examines effectiveness across the various roles (Muijs, et al, 2005)

Research about the educator's effectiveness traditionally has focused on identifying the generic characteristics of effective educators as measured by classroom practice and cognitive students' outcomes. Educators who are competent about their subject matter are more likely to have better educational outcomes than educators who are apathetic towards their subject. Educators who successfully fulfill the role of competency have been shown to consistently identify resilient quality in their students, use effective communication, empathy and support in their everyday interaction with students (Khatoun, 2015).

Another author stated that features of educators' decisions are based on students' characteristics and teaching strategies. Educators are changing many decisions during the activities through micro-decisions that they take in a very short lapse of time. They are mainly based on students' feedback and micro-assessments, indicating that teachers have to

change something to better carry out the lesson. For this reason, it is convenient to design some reflective and meta-cognitive times during lessons, to improve the effectiveness of instant decisions for teachers and students. Likewise, the self-evaluation after lessons might help teachers in arranging a new way for planning, avoiding biases (Parmigiani, 2012).

**Aim of the study**

The aim of the current study is to assess the relation between emotional stability and decision making skills among nursing educators at Beni suif nursing schools.

**Significance of the Study**

Through one of the researchers was working in Beni Suif nursing school, The researcher was found that most nursing educators have their decisions by their feelings and emotions. As when they are anger, stressed or depressed, their decisions affected negatively. They have no emotional stability appears in lacking in communication, and inability to cope with daily challenges, etc. All these issues may affect the teaching process at the nursing schools negatively. So the researcher introducing this study about emotional stability and its' relation with decision making skills because it is vital for the nursing educators. In which maintaining emotional stability during decision making helps nursing educators to take good decision during the teaching process and their training of the students in the hospital.

**Subjects & Methods**

**Research design**

A descriptive correlation design was used to achieve the aim of the present study and answer the research question.

**Research Questions:**

- What are the emotional stability among nursing educators at Beni suif nursing schools?

- Are there relationship between emotional stability and decision making skills among nursing educators at Beni Suif nursing schools?

#### Study area and settings:

The study was carried out at Beni Suif nursing schools, there are seven schools at Beni Suif governorate, Egypt. The study was conducted during the period from August 2017 to September 2017.

#### Study subjects

The subjects of the study sample included all nursing educators working in all nursing schools at Beni Suif governorate schools during the period of data collection equal to (105 nursing educators) working in different schools.

#### Exclusion Criteria:

Nursing educators less than one year in nursing education experience and worked on an irregular basis in the schools.

#### Tools and technique of data collection:

Data was collected through the utilization of three tools as follows:

Tool (1) Personal data sheet that was used to collect data about the personal characteristics of the study participants. It was included seven items related to name, age, nursing qualification, area of work, current position, years of experience and residence.

Tool (2) - Emotional Stability Questionnaire:

This tool developed by Hamdan, (2010) to test emotional stability of individuals, it consisted of (56) items with five point Likert scale ranged from 1 (always), 2 (often), 3 (sometimes), 4 (rarely), and 5 (never).

It consisted of two dimensions:

1. The first dimension: ability to control on their different emotion. This dimension consisted of (26) items.
2. Second dimension: flexibility in dealing with life situations. This dimension consisted of (30) items.

The scoring system: The total score of emotional stability test ranged from (56 to 280), it is divided into three levels from (56 to 130) low, from (131 to 205) moderate, and from (206 to 280) high in emotional stability level.

Tool (3) - Decision Making Questionnaire

This tool developed by Hamdan, (2010) to assess how individuals approach decision situations. It consisted of (38) items with five point Likert scale ranged from 1 (completely disagree), 2 (disagree), 3 (not sure), 4 (agree), and 5 (completely agree). For a positive statement from (1 to 27) the score was reversed in the negative statements. The negative statements from (28 to 38).

#### Validity and reliability of the study tools:

The study tools were tested for the content validity by a jury of 5 experts in the field of Nursing Administration, the jury composed of two assistant professors in Nursing Administration Department - Faculty of Nursing- Minia University, and three assistant professors Nursing Administration Department - Faculty of Nursing- Assuit University. Each expert on the panel was asked to examine

the instrument for content coverage, clarity, wording, length, format and overall appearance. The tools were translated to English and a necessary modification was done.

#### Reliability

Also, the study tools were tested for internal reliability with cronbach' alpha for emotional stability was ( $=0.01$ ) and decision making skills was ( $=0.60$ ). (Reliability referred to the consistency of measurement and was frequently assessed using the test-retest reliability method).

#### Ethical Considerations:

A written initial approval was obtained from the research ethics committee of the faculty of nursing, and then another approval to conduct the study was obtained from the Undersecretary of the Directorate of health asking for the permission to collect data. The aim and process of study were explained through direct personal communication with the nursing educators, as well as to assess their approval prior starting their participation in the study to gain their cooperation, voluntary participation and confidentiality was assured. After that, data collection was started.

#### Study procedure:

An official permission to conduct the present study was obtained from each of the following; the Vice Dean of post graduate studies and Research at Faculty of Nursing, then another approval to conduct the study was obtained from the Undersecretary of the Directorate of health asking for the permission to collect data and ethical committee. After explaining the purpose and the nature of the study, the researcher informed the study nursing educators that their participation in the study is voluntary and confidential. Then the researcher interviewed with them daily through morning except Saturdays and Fridays for about 2 months in August and September 2017, handed the questionnaire for the nursing educators and wait with them during their working hours to fill it and it was collected after filling. The time required for filling the tools was thirty minutes approximately.

#### Statistical analysis of data

Data obtained from the study tools were categorized, tabulated, analyzed and data entry was performed using the SPSS software (statistical package for social Sciences version (22.0). Descriptive statistics were applied in the form of (e.g. Mean, Standard deviation, frequency and percentage). Tests of significance were performed to test the study hypotheses (i.e. t- test, and ANOVA test). Pearson's correlation coefficient was applied between quantitative variables. A significant level value was considered when  $p < 0.05$ .

Results

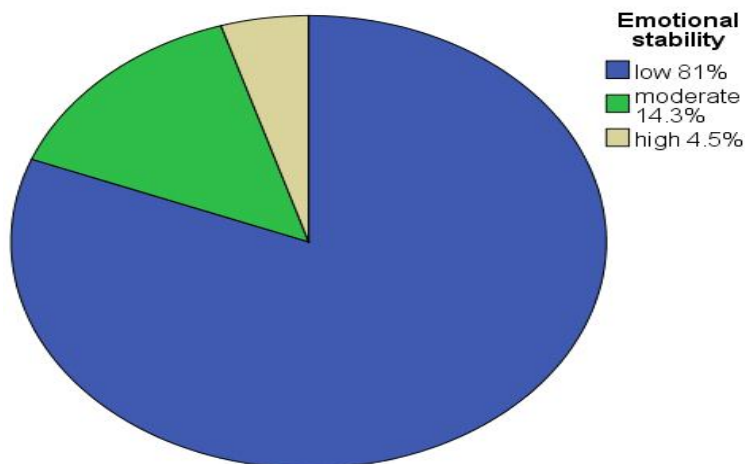


Figure (1): Levels of emotional stability among nursing educators in Beni Suif Nursing Schools (N=105)

Figure (1) Indicated that, the (81%) of the nursing educators had low level in their emotional stability. In contrast, about (4.5%) of the nursing educators had high level in their emotional stability.

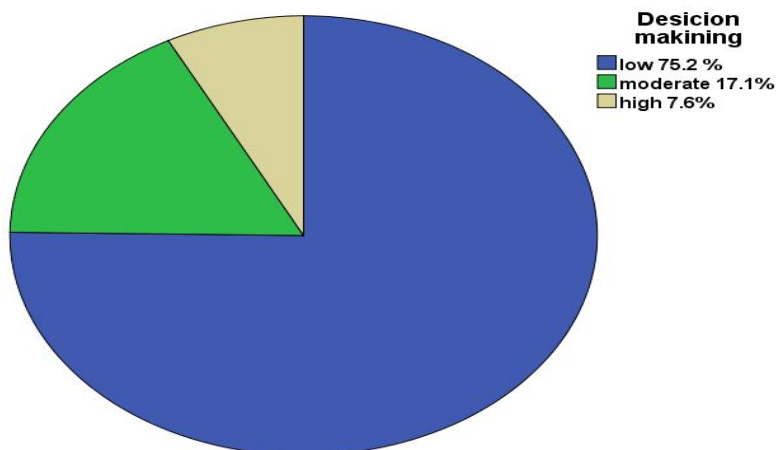


Figure (2): Levels of decision making skills among nursing educators at Beni Suif Nursing Schools. (N=105)

Figure (2): Revealed that the (75.2%) of the nursing educators had low level in their decision making skills. In contrast, (7.6%) of the nursing educators had high level in their decision making skills.

**Table(1):Correlation between emotional stability and decision making skills among nursing educators in Beni Suif Nursing Schools (N=105)**

Variable	Emotional stability	Decision making
Emotional stability	1	0.401**
Decision making	0.401**	1

\*\* high statistical significance difference (P=0.000)

Table(1) as observed from table (1) that, there were a weak positive correlation between emotional stability and decision making skills among nursing educators.

**Discussion**

Emotional processing and decision-making are integral aspects of daily life. However, our understanding of the interaction between these constructs is limited. Some of researches link emotion and decision-making, and focus on anxious or depressed individuals to show how emotions can interfere with decision- making (Paulus, 2012).

Current study presented that the majority of the nursing educators (81%) had low level in their emotional stability. In contrast, about (4.5%) of the nursing educators had high level in their emotional stability. This may be a

result of a very shortage in the nursing educators this was leading to increasing in the workload of each educator. Every nursing educator may work from (5 to 7) session every day in a different classroom and this putting them in a high work stress .This also might be due to lack of training programs about how to be emotionally stable person stress and workload prevent them from attending these training courses all of this was leading to low in the emotional stability level of them.

This study was also in the same line with Shehata, (2017) who stated that work stress is a state resulting from

the interaction between the work conditions and the worker characteristics leading to physical and emotional instability.

In contrast with our study, the study of Hamadan, (2010) who found in his study at Gaza university that 81.6% from statistical analysis stated that participants were having a high emotional stability level. Also, This result in contrast with the study of Zapata, (2015) in research article entitled "The emotional stability and emotional maturity of fourth year teacher education students of the Bulacan state university" was having a high sense of emotional stability.

In this regard, study of Serebryakova, et al., (2016) supported the results of the current study in his study entitled "Emotional stability as a condition of students' adaptation to studying in a higher educational institution" indicated that 50% of respondents have a lower level of stability on emotional expressions who found that emotional stability is one of the main individual and psychological characteristics that determine the personality's stability to stress-producing effects of difficult life situations

The finding of the current study regarding to decision making revealed that (75.2%) of the nursing educators were lower in their decision making skills. In contrast (7.6%) of the nursing educators were higher in their decision making skills. This may be a result of the workload on them, make them low in emotional stability level this was leading to low in decision making skill level. Also, this could be due to lack of knowledge and training programs about decision making skills

This study was also in the same line with Elsaqa, (2009) who found that the workload is every psychological or moral effect takes many forms effect on decision maker behavior and hinder his emotional stability leading to emotional worry drive them to be unable to make a good decision .

In contrast with our study, the study of Hamadan, (2010) at Gaza University about (75. 6%) for statistical analysis of participants were had high in their decision making capacity, he found in his study that participants who have emotional stability be more able to making a good decision because they use their minds, control in their emotions and dealing with flexibility with life situations during the decision making process.

This study was also agreed with Baxter, (2003) who found in his study at MC master university on his study that entitled "the development of nurse decision making a case study of a four year baccalaureate in nursing programm "that participants were having difficulty in their decision making skills leading to low level of their decision making skills.

Finally, Results of the present study showed that there was a weak positive relation between emotional stability and decision making skills, as observed, this may a result of low level in the emotional stability this was leading to low in the decision making skills. Also this may be because of a very shortage in the nursing educator's numbers which increase the workload, stress and due to reducing the knowledge of them this was leading to low emotional stability during their decision making. Also workload prevented them from attending these training courses that would increase their emotional stability this may reveal to the requirement for numbers of training programs.

In contrast with our study, the study of Hamadan, (2010), who indicated that there was a strong positive relation between emotional stability and decision making.

Contradicting this TRAN, (2004) in a study entitled by "The influence of emotions on decisions-making process

in management teams" reported that, there were relative relationships between each class of emotions and decision making processes.

This agreed with Rajasekher, (2011) who reported that people, who are high on emotional stability are rational decision-makers and are less judgmental in their behavior; therefore, bringing in emotionally stable candidates will serve as a step forward to sound development of workplace interpersonal connections and in maintaining cordial-friendly relations.

This result consistent with Arora et al., (2015) who stated that low scores on emotional stability are labeled as neurotic individuals, who have a tendency to display ineffective coping mechanisms, and they lack the ability to find a constructive solution to a problem (low decision making skills).

### **Conclusion**

The results of the present study indicated that more than three quarters (81%) of the nursing educators were low in their emotional stability, three quarters (75.2%) of the nursing educators were low in their decision making skills, and there was a weak positive correlation between emotional stability and decision making skills among nursing educators.

### **Recommendations**

Based on the findings of the present study the following recommendations were proposed:

- Establishment of training courses for all nursing educators to emotional stability and decision making skills.
- Expansion in the numbers of Arabic researches related to emotional stability and taking the foreign researches and it's translation where the researcher observes decreasing in thesis related to the emotional stability field.
- Improving organizational polices and rules to provide encouragement and support to the nursing educators to be emotional stable in their work.
- Role-play teaching strategy can form a vital component of displaying and teaching decision making skills and how to be emotionally stable in the faculty and schools of nursing .
- Further researches to investigate the socio-cultural circumstances that may hinder or enhance the individual to be emotionally stable.

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