

## Self-Compassion and Emotional Intelligence among Nursing Students

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### Abstract

**Background:** Nursing students have high levels of perceived stress, anxiety, and depression, that may be attributed to many factors such as academic workload, clinical practice experiences, competing priorities, inadequate social support, ineffective coping skills. **Aim of the study:** Is to identify the relationship between self compassion and emotional intelligence among technical nursing students. **Research design:** description correlational design was used to achieve aim of the study. **Subject:** A convenient 72 nursing students studying at technical nursing institute Ain shams university. **Setting:** The study was conducted in technical nursing institute, faculty of nursing affiliated to Ain Shams University Cairo/Egypt. **Tools of data collection:** Three tools utilized for data collection(1) demographics questionnaire (2) self compassion scale to assess self compassion level among technical nursing students (3) emotional intelligence questionnaire to assess emotional intelligence levels of technical nursing students Nurses **Results:** The findings revealed that nursing students had moderate self compassion level and moderate emotional intelligence level. **Conclusion:** There was a highly statistically significant relationship between self compassion and emotional intelligence among technical nursing student. **Recommendation:** Necessary actions that support the improvement of self-compassion and emotional intelligence should betaken through both university courses blended with related content and seminars that could be held within the scope of individual development.

**Keywords:** self-compassion, nursing students, emotional intelligence

### Introduction

Studying nursing is often regarded as more stressful than other healthcare studies, leading to compromised mental well-being in students (Kotera, Cockerill & Dysonet, 2021). In addition, Nursing students have high levels of perceived stress, anxiety, and depression, that may be attributed to many factors such as academic workload, clinical practice experiences, competing priorities, inadequate social support, ineffective coping skills (Walter, et Al., 2022).

Stress and anxiety in the learning environment require the utilization of coping mechanisms by nursing students. A positive attitude correlated positively with emotional coping strategy is self-compassion, which involves being open and moved by one's suffering, caring and being kind to oneself, understanding, not judging one's shortcomings and failures, and recognizing that self-experience is part of the general human experience (Salafi., Widiанти, & Praptiwi, 2023). Additionally, self-compassion is important for students not only to cope with

academic tasks and the pressures they experience during their education but also to develop their emotional abilities and skills in demonstrating compassion and caring for others (Zhao, Yang, & Qin, 2022).

Emotional intelligence is the ability to observe one's own and others' emotions and use emotions to guide thought and action (Ergin, Koçak Uyaroğlu, & Altınel, 2022). EI may be an important factor for nursing students' success and retention. It can allow nursing students to face challenges in clinical placements effectively, improve their leadership skills, performance in practice, and enhance patient safety (Budler., 2022).

Nursing students with higher emotional intelligence can quickly find solutions and coping strategies to lessen the negative effects of stress when faced with challenges, thus maintaining good mental health and academic achievement in education settings (Xu, Song, & Guo., 2023).

self-compassion and emotional intelligence are consequential characteristics of

students nursing, there is little information about these characteristics in students nursing (**Samaneh Bajelan, 2023**).in addition, the role of emotional intelligence and its relationship with selfcompassion is very important theoretically and practically, furthermore understanding the relationship between these two components increases mental health level and decrease stress (**Di Fabio & Saklofske, 2021**).

### Significant

Nursing students experience intense emotions and stress because of their clinical practice and rotations. The rigors of nursing practice, such as growing workloads, coping with illness or death, tight deadlines, and contempt for hierarchy, cause substantial perceived stress in this profession (**Batran, et al., 2024**). Nursing students can join a health team in a helpful and beneficial way with the use of emotional intelligence. Nurses who can identify, control, and interpret both their own emotions and those of their patients provide better patient care (**Xu, Song, & Guo., 2023**).

Emotional Intelligence (EI) is the ability of a person to interpret and discern feelings and ideas of their own and others. It is the EI that plays an important role in the overall development of an individual, especially in dealing with the emotional aspects of life. Moreover, EI had a beneficial impact on the coping processes, conflict resolution strategies and academic success of nursing students (**Thomas, Natarajan, & Valsaraj., 2021**).

Self-compassion is a quality and an essential part of nursing care because it represents the human and moral aspects of care. Self-compassion is essential for nurses to provide excellent patient care, as well as for nursing students because they have responsibilities of dealing with academic work and clinical work rapidly (**Alquwez, et al., 2021**). In addition self-compassion can reduce the levels of anxiety and stress, risk of compassion fatigue, and burnout and can generally improve well-being (**Steen, et al., 2022**).

Emotional intelligence and compassion are the characteristics that nurses should have to

create helpful relationships with people and society. Empirical studies have shown that self-compassion can help nurses because it may play a meaningful role in mental health. Then increases compassion towards patients and reduces fatigue caused by helping patients (**Nobahar, et al., 2022**).

So that this study assesses relationship between self-compassion and emotional intelligence among technical nursing students.

### Aim Of The Study

- Assess the relationship between self-compassion and emotional intelligence among technical nursing students through:
- Assessing the self-compassion levels among technical nursing students
- Assessing emotional intelligence levels among technical nursing students

### Research questions

- 1.What is the self compassion and emotional intelligence levels of technical nursing students?
- 2.What are the relationship between self compassion and emotional intelligence in technical nursing students?

### SUBJECTS AND METHODS

The subject and methods of the current study were designed under the following main four designs:

- I. Technical Design
- II. Operational Design
- III. Administrative Design
- IV. Statistical Design

### Technical Design

It included research design, study settings, subject, and tools of data collection.

### Research Design

Description correlational design was used to conduct this study.

### Study Settings

The study was conducted in the Ain Shams Technical Nursing Institute which affiliated to Ain Shams University. Egypt

The nursing institute consists of two buildings. The first building includes a ground floor with a classroom that can accommodate 200 students and another classroom with a capacity of 40 students. The main building is a two-story structure, with the ground floor housing a large classroom that can accommodate 250 students. The first floor includes the control room for the first and second batches, administrative offices, the student affairs office, a library, two laboratories, and the second floor has two practical rooms, three laboratories, and administrative offices.

### Subject:

A purposive sampling composed from 72 nursing students from total newly admitted (185), The subjects of the study included the second grade of technical nursing students, who were regularly attendants the academic year 2022-2023 in the selected setting. according to the following criteria and agree to participated in the study.

### Sample size:

Sample size was calculated using NCSS PASS 11.0 and based on a study carried out by Heffernan et al., 2010 who mentioned that there is a positive correlation between self-compassion and emotional intelligence ( $r = 0.55$ ). A sample size of 72 nursing students achieves 99% power to detect a difference of -0.55000 between the null hypothesis. correlation of 0.00000 and the alternative hypothesis correlation of 0.55000 using a two-sided hypothesis test with a significance level of 0.00500.

**Tools of data collection:** Three tools were used in current study for data collections as following:

### Tool I: A Pre-designed Questionnaire

It was designed by the researcher after reviewing the related literature.

It was written in the Arabic language for gathering data in relation to the following where parts.

Student' characteristics as: age, sex, marital status, residence, Grade point average, etc.....

### Tool II: The Self compassion scale

It original developed by Neff (2022) and was adopted by researcher to assesses trait levels of self-compassion, the scale consists of (26) items classified into six dimensions: Self-kindness dimension (5), Self-judgment dimension (5), Common humanity dimension (4), Isolation dimension (4), Mindfulness dimension (4), Overidentified dimension (4).

### Scoring system:

Each item was rated on five-point Likert scale ranging from 1-5 which (1=almost never), (2=never), (3=neutral), (4=always) and (5=almost always). Higher scores correspond to higher levels of self-compassion.

Reverse score for self judgment sub items, isolation sub items and overidentified sub items. Total score ranged from (26 to 78) these score were summed and classified into three level as lower self compassion if (1\_26), , moderate self compassion if score (27\_52) and high self compassion if score (53 \_ 78).

### Tool III: Emotional intelligence questionnaire:

It was originally developed by Schutte (1998) and was adopted by the researcher for assessing general emotional intelligence. The scale consists of (33) items divided into using four sub-scales: emotion perception (10), utilizing emotions (6), managing self- relevant emotions (9), and managing others' emotions (8).

### Scoring system:

Each item was rated on five-point Likert scale ranging (1=strongly agree), (2=agree), (3=natural), (4=disagree), (5=strongly disagree) for negative items and vice versa for positive items, each sub-test score is graded and then added together to give the total score. Higher scores correspond to higher levels of emotional

intelligence. Total score ranged from (33 to 165) these score were summed and classified into three level as lower emotional intelligence if ( $33 < 66$ ), , moderate emotional intelligence if score ( $66 < 99$ ) and high emotional intelligence if score ( $99 < 165$ ).

### Preparatory Phase:

This phase involves reviewing the recent national and international related literatures, articles; internet magazines to develop the study tools and to get a clear picture of all aspect related the research problem. The modifications of the tools will be under supervisor's guidance and experts' opinions will be considered.

### Validity

The tools are original and have not been modified.

### Reliability

Reliability analysis by measuring of internal consistency of the tool through Cronbach's Alpha test.

Items	Cronbach alpha
The Self compassion scale	0.834
Emotional intelligence questionnaire	0.879

### A- Pilot study:

The pilot study was carried out on 10% those represent (7) of students in order to test the applicability of the constructed tools and the clarity of the questions. The pilot has also served to estimate the time needed for each subject to fill in the questionnaire. According to the results of the pilot, no corrections and omissions of items were performed, so the students were included in the study sample and the tools were very clear with students, it didn't needed to modify.

### B- Field work

The study's data was collected over three months of the second semester, from March 2023 and ending in June 2023 by using the previously mentioned study tools. The

researcher spent two days weekly (Sunday and Wednesday) from 9 am to 1 pm in technical nursing institute at Ain shams university.

The purpose of the study was explained by the researcher to students inside the classroom who agreed to participate in the study. The researcher identified herself to the students, the researcher first collect data regarding student's demographic data then the items of self compassion scale was explained to the students to clarify more, as well as emotional intelligence questionnaire was explained too. The time needed for filling the questionnaire ranged between 15 to 30 minutes, a full class for 10 to 15 students was interviewed per day. After completing the filing in each tool, the researcher reviewed every point in each sheet in front of the student to be sure that no points were missed.

### 1.Administrative design:

An official permission was obtained by submission of a formal letter issued from the Dean of faculty of nursing, Ain Shams University to the director of hospital. collect the necessary data for current study after a brief explanation of the purpose of the study and its expected outcomes.

### 2.Ethical Considerations:

The research approval was obtained from the ethical committee of the faculty of nursing Ain Shams University. The researcher was clarified the objectives and aim of the study to students included in the study before starting. Verbal consent was obtained from the students before inclusion in the study; a clear and simple explanation was given according to their level of understanding. They secured that all the gathered data was confidential and used for research purpose only. The researcher was assuring maintaining anonymity and confidentiality of subjects' data included in the study. The students were informed that allowed to choose to participate or not in the study and have the right to withdrawal from the study at any time.

### 4. Statistical Analysis

The data collected from the studied sample were reviewed, coded, and entered using a personal computer (PC). Computerized data entry and statistical analysis were conducted using the Statistical Package for Social Sciences (SPSS) version 22. Descriptive statistics, such as frequencies, percentages, and mean with standard deviation (Mean SD), were utilized to present the data. A Chi-square test was employed to assess the association between categorical variables. Additionally, the Pearson correlation coefficient was used as a numerical measure of correlation, indicating a statistical relationship between two variables.

Significance of the results:

Highly significant at  $p\text{-value} < 0.01$ .

Statistically significant was considered at  $p\text{-value} < 0.05$ .

Non-significant at  $p\text{-value} \geq 0.05$

## Results

**Table (1)** As shown in table (1a), most of the studied students (88.9%) are 19 years old with mean age is S.D  $19.11 \pm 3.68$  years. In addition, more than half of them (58.3%) are females. As well, most of them (84.7%) are single. Also, more than three quarters of them (76.4%) are rural residents. Additionally, most of them (87.5%) live with family.

In addition, illustrates that, more than two thirds of the studied students (70.8%) their fathers are employed. In addition, more than half of them (59.8%, 54.2%, 59.8%) their fathers have Secondary education; their mothers are Housewives and have Secondary education, respectively. As well, slightly more than three fifths of them (61.1%) have not enough income. As regard the student's arrangement within the family, more than two fifths of them (44.4%) are the second. Additionally, more than half of them (51.4%) estimated Excellent last year.

**Table (2)** As observed from the table (47.2% and 40.3%) of students have high level

of common humanity and self judgment and show that (44.4%, 38.9 % and 37.5%) of students have moderate level of overtime identified, mindfulness and isolation means while 41.7% have low level of self kindness.

**Figure (1)** shows that, more than one third of the studied students (36.1%) have moderate total Self compassion.

**Table (3)** shows that (47.2% and 41.7%) of the studied students have moderate level of total Managing self-relevant emotions and utilizing emotions. As observed from the table (41.7%) of them have high level of total managing self relevant emotions, mean while that (36.1%) of them have low level of total emotion perception.

**Figure (2)** shows that, slightly more than two fifths of the studied students (40.3%) have moderate total emotional intelligence. Also, more than one third of them (34.70%) have high level, whilst one quarter (25.00%) have low level.

**Table (4)** illustrates that there was a highly statistically significant relation between total self-compassion of the studied students and their residence ( $p < 0.01$ ). As well, there were statistically significant relations with their sex and living with ( $p < 0.05$ ), while no statistically significant relation exists with their age and marital status ( $p > 0.05$ ).

**Table (5)** reveals that there is a highly statistically significant relation between total emotional intelligence of the studied students and their gender and living with ( $p < 0.01$ ). Additionally, there is statistically significant relation with their marital status and residence ( $p < 0.05$ ), but no statistically significant relation exists with their age ( $p > 0.05$ )

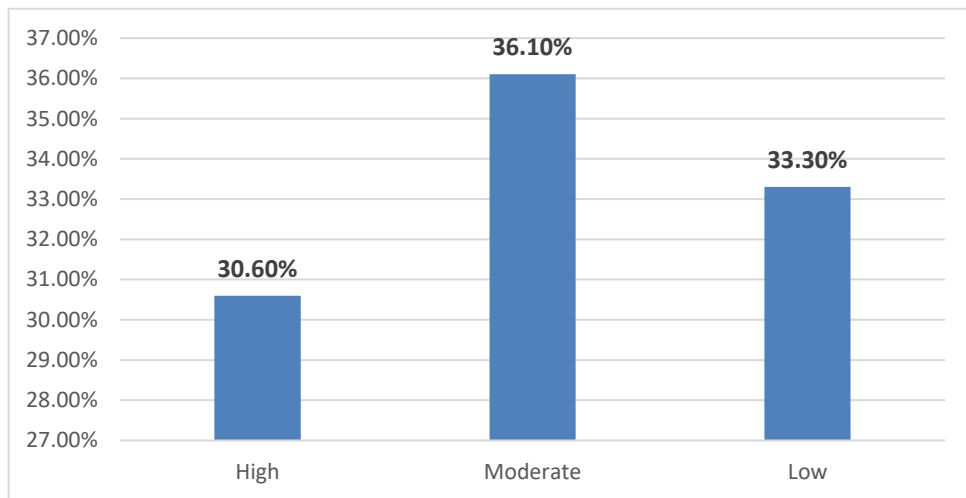
**Table (6)** declares that there is a highly significant positive correlation between the studied students' Total emotional intelligence and Total self-compassion ( $p = 0.000$ ).

**Table (1):** Distribution of the studied nursing students according to their demographic characteristics (n=72).

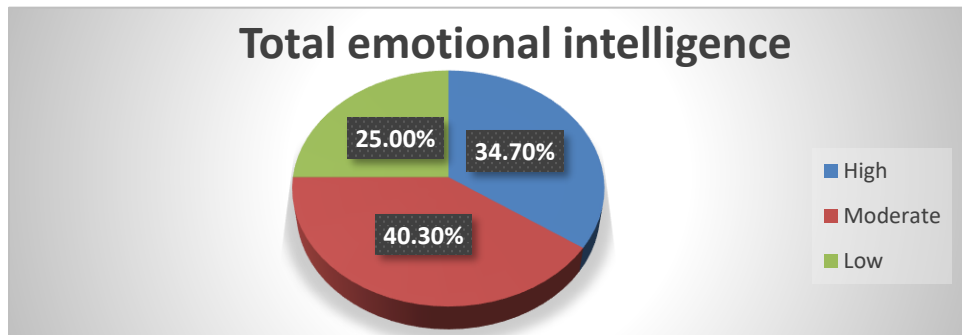
<b>Sociodemographic characteristics of nursing students</b>	<b>N</b>	<b>%</b>
<b>Age</b>		
19	64	88.9
20	8	11.1
$\bar{x}$ S.D 19.11±3.68		
<b>Gender</b>		
Male	30	41.7
Female	42	58.3
<b>Marital status</b>		
Single	61	84.7
Married	11	15.3
<b>Residence</b>		
Urban	17	23.6
Rural	55	76.4
<b>Living during study with</b>		
Family	63	87.5
Private housing	9	12.5
University hostel	0	0
<b>Demographic characteristics of nursing students</b>	<b>N</b>	<b>%</b>
<b>Father job</b>		
Worker	21	29.2
Employed	51	70.8
<b>Education level</b>		
Primary school	5	6.9
Secondary school	43	59.8
University	24	33.3
<b>Mother job</b>		
Housewife	39	54.2
Worker	33	45.8
<b>Educational level</b>		
Primary education	9	12.4
Secondary education	43	59.8
University education	20	27.8
<b>Income</b>		
Enough	28	38.9
Not enough	44	61.1
<b>The student's ranking within the family</b>		
First	23	31.9
Second	32	44.4
Last	17	23.7
<b>Grade point average last year</b>		
Acceptable	2	2.8
Good	7	9.7
Very good	26	36.1
Excellent	37	51.4

**Table (2):** Percentage distribution of the studied students according to their total dimensions of self-compassion (n=72).

Total dimensions of self compassion	High		Moderate		Low	
	N	%	N	%	N	%
Self-kindness	25	34.7	17	23.6	30	<b>41.7</b>
Self-judgment	29	40.3	26	36.1	17	23.6
Common humanity	34	<b>47.2</b>	12	16.7	26	36.1
Isolation	22	30.6	27	37.5	23	31.9
Mindfulness	18	25.0	28	38.9	26	36.1
Over identified	24	33.3	32	<b>44.4</b>	16	22.3

**Figure (1):** Percentage distribution of the studied students according to their total self-compassion (n=72).**Table (3):** Percentage distribution of the studied nursing students according to their emotion perception (n=72).

Total dimensions of emotional intelligence	High		Moderate		Low	
	N	%	N	%	N	%
Emotion perception	24	33.3	22	30.6	26	<b>36.1</b>
Managing self-relevant emotions	30	41.7	34	<b>47.2</b>	8	11.1
Managing others' emotions	23	31.9	28	38.9	21	29.2
Utilizing emotions	22	30.6	30	41.7	20	27.7

**Figure (2):**Percentage distribution of the studied students according to their total emotional intelligence questionnaire (n=72).

**Table (4):** Relationship between socio-demographic characteristics of studied nursing students and their total self-compassion (n=72).

Items of total self compassion		Total self-compassion						X <sup>2</sup>	P- Value
		High N=22		Moderate N=26		Low N=24			
		N	%	N	%	N	%		
Age	19	20	90.9	23	88.5	21	87.5	1.124	.062
	20	2	9.1	3	11.5	3	12.5		
Gender	Male	1	4.5	6	23.1	23	95.8	4.278	.012*
	Female	21	95.5	20	76.9	1	4.2		
Marital status	Single	19	86.4	22	84.6	20	83.3	1.936	.057
	Married	3	13.6	4	15.4	4	16.7		
Residence	Urban	0	0	1	3.8	16	66.7	9.865	.003**
	Rural	22	100.0	25	96.2	8	33.3		
Living with	Family	20	90.9	22	84.6	21	87.5	3.024	.021*
	Private housing	2	9.1	4	15.4	3	12.5		
	University housing	0	0	0	0	0	0		

**Table (5):** Relationship between socio-demographic characteristics of studied students and their total emotional intelligence (n=72).

Items of total emotional intelligence		Total emotional intelligence						X <sup>2</sup>	P-Value
		High N=25		Moderate N=29		Low N=18			
		N	%	N	%	N	%		
Age	19	22	88.0	25	86.2	17	94.4	.957	.084
	20	3	12.0	4	13.8	1	5.6		
Gender	Male	2	8.0	14	48.3	14	77.8	7.308	.001**
	Female	23	92.0	15	51.7	4	22.2		
Marital status	Single	18	72.0	26	89.7	17	94.4	4.377	.015*
	Married	7	28.0	3	10.3	1	5.6		
Residence	Urban	1	4.0	2	6.9	14	77.8	3.982	.036*
	Rural	24	96.0	27	93.1	4	22.2		
Living with	Family	25	100.0	28	96.6	10	55.6	6.578	.002**
	Private housing	0	0	1	3.4	8	44.4		
	University housing	0	0	0	0	0	0		

**Table (6):**Correlation between the studied variable (n=72).

		Total emotional intelligence
Total self-compassion	R	0.645
	p	.000**

## Discussion

### Part I. Demographic characteristics of technical nursing students

The present study clarified that more than half of the studied nursing students were females. As

well, most of them were single. This high percentage of the female nurses may be related to nursing is a female dominated profession in Egypt. These results were supported by a study conducted by **Mohamed et al., (2022)** to examine “The relationship between Emotional Intelligence and Problem-Solving Skills on



Nursing Students” and stated that more than half of nursing students were females and most of them were single. Likewise, a study performed by **Joshi et al., (2020)** entitled “Descriptive Study on Emotional Intelligence Among Nursing Undergraduates of Choose Nursing Institute” and stated that most of the studied participants were females and single.

As well, the present study indicated that more than three quarters of the studied nursing students were rural residents and most of them lived with their family. From the researcher's point of view, this may be related that our culture prefer the students stay in their family home.

This results in the same line, **Lee, & Kim, (2021)** who carried out a study to examine mediating effects of emotional intelligence and resilience on the relationship between type D personality and caring ability in nursing students and mentioned that more than half of the studied nurses were from rural areas and lived with family. On the other hand, this result was inconsistent with **Ireland, (2022)** who carried out a study about emotional intelligence competencies in the undergraduate nursing curriculum, and reported that most of the studied subjects were urban residents.

Besides, the present study show that parents of students were educated these reflect the Egyptian culture emphasis on the education for all. This result was consistent with a study conducted by **Almansour, (2023)** to assess the level of emotional intelligence among Saudi nursing students, and reported that the highest percentage of the studied students' fathers were employed and had high school/diploma.

Further, the current study result show that more than half of the studied nursing students had Excellent last year. This may be related to different reasons the students are interest in study, frequent supervision, academic, staff guidance and peer support. the result in the opposite line, **ALmegewly et al., (2022)** conducted a study about correlation between emotional intelligence and academic achievement among undergraduate nursing students, and declared that more than half of the studied nurses' Grade Point Average was very good. On the other hand, a study carried out by

**Oh, (2021)**, to examine mediating effect of communication ability on relationships among self-awareness, empathy, emotional intelligence and interpersonal competence of nursing students, and reported that about one fifth of the studied students' academic achievement was excellent.

## Part II. The Self compassion

Regarding the studied nursing students' total dimensions of self-compassion, the present study reflected that nearly half of them had high level of total Common humanity and self judgment. As well, more proportion of them had moderate level of total Over-identified, mindfulness and isolation, whilst slightly more percentage of them had low level of total Self-kindness. From researcher point of view, this have a high prevalence of total Common humanity and self judgment related to different factors, nature of study nursing, interacting with patients and staff personality their supportive relationship, awareness by personality strength and weakness and some students have moderate level of overidentified, mindfulness and isolation related to different factors, nursing students communicate with patients under control staff, spend critical time at clinical area and exposure to stress most of the time in exams and clinical tasks, lack of time to spend funny time for them but some students have low level of total self kindness related to they face unique challenges such as the high emotional pressures of working in a hospital or emergency care, dealing with patients'problems, and their lengthy academic term.

This result agreed with **Juniarta et al., (2023)** who conducted a study entitled "Nurses' self-compassion and professional quality of life during COVID-19 pandemic" and mentioned that high score was observed on the self-compassion scale (SCS) for common humanity. This result was in agreement with a study performed by **Hamdy et al. (2019)** found nursing students had moderate over-identification.

This finding is consistent with that of **Wilson et al. (2020)** who concluded that undergraduate students with higher levels of perceived support were more mindful. This result was supported by **Zhao et al. (2022)**, this

study entitled “Path analysis of the association between self-compassion and depressive symptoms among nursing and medical students” found that most nursing students had moderate to high mindfulness levels.

According to the studied students according to their total self-compassion, the current study illustrated that more than one third of the studied students had moderate total Self compassion. from researcher point of view this results may be related to different factors they have a stable mental health condition, they understand their emotions and abilities and trying that without self judgment, they have family, peer and staff support by hearing them with respect their feelings and give them advice without criticism.

This result was in agreement with a study performed by **Hamdy et al., (2019)** whose study found that majority of nursing students had moderate total of self-compassion. On contrary, **Joy et al., (2023)** who conducted a study to assess “Nurses' self-esteem, self-compassion and psychological resilience during COVID-19 pandemic” and reported that participants expressed a high of self-compassion. This result was consistent with **Atharyan et al., (2018)** assess the relationship between self-compassion and occupational stress. Results indicated that the majority of the study sample had a moderate total of self-compassion, This contradiction may be related to different study subjects characteristics and different cultures

### **Part III. Emotional intelligence :**

The result of present study due to that one third of student had low level of emotional perception, while nearly half of student had moderate level managing self relevant emotion, managing other, utilizing emotion this may be due to different factor, they are in young age, have a limited life experience, their life circumstance under family control as well as their interaction with patients under supervision of academic staff, but some students have high level of managing self relevant emotions related to Nursing Students are have clinical team work which enhances the student's personality development, and prepares them for a broader scope of practice. Therefore, the student nurse

allowed to a better understanding of their abilities and capabilities.

This result was consistent with a study conducted by **Yu et al., (2023)** entitled “Associations among emotional intelligence, resilience and humanistic caring ability in nursing postgraduates”, and reported that the highest percentage of the studied subjects reported moderate level of emotional intelligence and the highest percentage of them had moderate Managing self-relevant emotions followed by Utilizing emotions. this result was agreement with **Vargas, et al., (2022)**, “Self-perceived emotional intelligence levels in nursing students in times of a pandemic” found that most students had low emotion perception.

Pertaining the studied students' total emotional intelligence questionnaire, the present study clarified that slightly more than two fifths of students had moderate total emotional intelligence. Point of view, that may be due to different reasons, such as deal with other on day to day basis, there was clear guidance with interacting with staff and student are struggle to manage emotion with dealing with patients and staff.

These study results were in harmony with **Talman et al., (2020)** who carried out a cross sectional study of Emotional intelligence of nursing applicants and factors related to it and reported that nursing applicants' level of emotional intelligence was found to be average. On the other hand, this result was against **Meti, (2022)** who conducted “A Cross Sectional Study of Emotional Intelligence among Nursing Students in Selected Nursing College at Bagalko” and found that majority of respondents had high emotional intelligence, while minority of them had average emotional intelligence.

### **Part IV. Relationship between the students' their total self compassion and their total emotional intelligence:**

According to relation between socio-demographic characteristics of studied nursing students and their total self-compassion, the present study displayed that there was highly statistically significant relation between total self-compassion and their residence. Also, there

was statistically significant relation with their gender and living during study with, while no statistically significant relation exists with their age and marital status. Point of view, this that may be related to family support during stressful situation and the females have the ability to talk about their weakness and their emotions more than males.also, the recurrent study found the age no statistically significant with self compassion may be related to that the self-compassion is to protect students from further declines in emotional well-being.

In the same line, **Alquwez et al., (2021)** whose study mentioned that there was significant association between the studied students' gender and living with family and their level of self-compassion. On the other hand, this result was inconsistent with **Joy et al., (2023)** who carried out a study reported that there were no significant relations between the studied nurses' self-compassion and their socio-demographic characteristics.

Regarding relationship between socio-demographic characteristics of studied students and their total emotional intelligence, the current study result showed that there was highly statistically significant relation between total emotional intelligence of the studied students and their gender and living during study with. Additionally, there was statistically significant relation with their marital status and residence, but no statistically significant relation exists with their age. Point of researcher view, this may be related to females have the ability to express their feelings, family and peer support and stability leads to making the appropriate decision. Correspondingly **Varghese et al., (2024)** whose study declared that there was significant association between level of emotional intelligence and selected demographic variables such as gender, residence, marital status, and family type. In the opposite line, a study carried out by **Meti, (2022)**, reported that there was no significant association found between emotional intelligence and any socio-demographic variables of nursing students.

Concerning the relationship between the studied nursing students' self-compassion and emotional intelligence, the current study highlighted that there was highly significant

positive relationship between total emotional intelligence and total self-compassion. from researcher point of view, may be related to different factors the student have been aware by their emotion, weakness and strength, they spent more time interacting with different patient and staff in clinical practice, have harmony relationship with family and peers, and the a set attainable objective towards career development

These study results were in harmony with **Samaneh Bajelan et al. (2023)** found that emotional intelligence positively impacted nurses' self-compassion. Self-compassion, which involves managing negative emotions and recognising them, seems to be linked to emotional intelligence. According to **(Jacob, et al., 2021)** was a significant and positive correlation between emotional intelligence and self-compassion.

This study agreement with **Mamman, & Elias, (2018)** Reported that "there is a high significant relationship between self-compassion and emotional intelligence". This result agreement with **(Asyiyah, & Purwani, 2018)** stated that "very significant relationship between self-compassion and emotional intelligence on nurses". This result is consistent **Castilho, et al (2017)** show that "self-compassion is positive and significantly correlated with emotional "intelligence.. According to **(Kousar, et al., 2017)** reported that "significant positive relationship between self\_compassion and emotional intelligence".

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## Conclusion

Most of technical nursing students had a moderate level of self-compassion and emotional intelligence. there was a highly significant positive relationship between total self compassion and emotional intelligence among technical nursing students.

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## Recommendations :

**In the light of these results, it was recommended that:-**

- Conducting training workshop to improve level of emotional intelligence and self compassion.

- The technical institute of nursing should integrate the emotional intelligence in educational approach

- Conduct periodical counselling sessions to help nursing students verbalize their emotions.

- Future research about relationship between self compassion and academic achievement for nursing study.

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