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Effect of Emotional Intelligence and Self-efficacy on Nursing Students' Academic Performance

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Abstract
Background: Emotional intelligence and self-efficacy are critical factors influencing the academic performance of nursing students. **Aim:** To evaluate the effect of emotional intelligence and self-efficacy on nursing students' academic performance. **Methods:** A convenience sample of 567 nursing undergraduates selected in a quantitative descriptive comparative study design was conducted at Faculty of Nursing, Damietta University's, Egypt. Four tools utilized to collect data, I: Student demographic information and academic achievement. **II:** The Schutte Self Report Emotional Intelligence Test, **III:** General Self-Efficacy Scale, and **IV:** Students' Academic Performance Scale. **Results:** showed that the first and fourth-year students' mean scores on the emotional intelligence, self-efficacy, and academic performance measures were statistically significant (P=.000; P=0.001), gender, emotional intelligence, and self-efficacy all differed statistically significantly (P=0.000). Academic performance and emotional intelligence were significantly correlated (p =.005). Academic achievement and self-efficacy had no significant relationship (p =.286). **Conclusion:** The study showed that academic achievement among the first and fourth years is influenced by emotional intelligence and self-efficacy. Academic achievement and emotional intelligence were significantly correlated. **Recommendations:** Design interventional studies to examine the effectiveness of emotional intelligence training and self-efficacy learning program on academic performance.

Keywords: Academic Performance, Emotional Intelligence, Nursing Student & Self-efficacy

Introduction
Nursing education is a demanding field that requires not only academic excellence but also strong interpersonal skills, emotional resilience, and confidence in clinical practice. As such, emotional intelligence (EI) and self-efficacy have emerged as critical psychological factors influencing nursing students' academic performance **(Dugué, et al., 2021) .**

Emotional intelligence, defined as the ability to recognize, understand, and manage one's own emotions and those of others, plays a significant role in stress management, effective communication, and clinical decision-making. Similarly, self-efficacy refers an evaluation of self - competence to successfully execute an action that is necessary to reach desired outcomes. An individual's belief in their capability to organize and execute courses of action required to achieve specific goals **(Alasmee et al., 2022) .**

Recent studies highlight the growing importance of these constructs in nursing education. Research by **Al-Hamdan et al. (2021)** found that nursing students with higher emotional intelligence demonstrated better academic outcomes due to enhanced coping mechanisms in stressful learning environments. Additionally, a study by **Labrague et al. (2020)** revealed that self-efficacy significantly predicted clinical performance, as confident students were more likely to engage actively in skill acquisition and patient care. Given the rigorous nature of nursing programs, where students must balance theoretical knowledge with practical competencies, understanding how EI and self-efficacy contribute to academic success is essential for curriculum development and student support strategies.

Self-efficacy influences academic performance through multiple mechanisms. First, it affects students' choice of learning activities and their persistence when encountering difficulties **(Bulfone et al., 2020; Mohamed et al., 2024).**

. Highly self-efficacious nursing students are more likely to engage in deep learning approaches, participate actively in clinical simulations, and seek challenging learning opportunities **(Zhang et al., 2021).** Second, self-efficacy impacts emotional regulation, with students demonstrating greater confidence being better equipped to manage stress and anxiety associated with nursing education **(Farsi et al., 2020).** Third, self-efficacy enhances clinical reasoning skills, as confident students are more likely to apply theoretical knowledge in practical settings **(Kim & Shin, 2022).**

Despite the recognized importance of these factors, gaps remain in how they interact to influence academic performance, particularly in diverse educational settings. Some studies suggest that emotional intelligence enhances self-efficacy by improving stress management and interpersonal relationships (**Cherry et al., 2021)**, while others indicate that self-efficacy alone may not suffice without emotional regulation skills **(Smith et al., 2022).** Furthermore, the COVID-19 pandemic has introduced new academic challenges, such as remote learning and heightened anxiety, making it imperative to reassess the role of these psychological attributes in contemporary nursing education **(Duffy et al., 2021).**

Significance of the study

Despite the critical role of emotional intelligence (EI) and self-efficacy in nursing education, there remains a gap in understanding how these factors collectively influence academic performance, particularly in diverse and evolving learning environments. Nursing students face immense academic pressure, including rigorous coursework, clinical rotations, and high-stakes examinations, which can lead to stress, burnout, and decreased performance **(Caboral & Sim, 2020; Al-Hamdan et al., 2021).**

In order to help students develop their EI and equip them to deal with conflict as nursing students and future professional nurses, nurse educators should invest in helping their students learn effective conflict resolution techniques **(Nabil et al., 2020; Mačijauskaitė & Riklikienė, 2020)**

Aim of the study

The aim of the current study was to evaluate the effect of emotional intelligence and self-efficacy on nursing students' academic performance.

Research hypothesis

Whether there will be statistically significant differences in emotional intelligence, self-efficacy, and academic performance scores in nursing students in the first study year compared with the fourth study?

Materials and Methods

Study design: Descriptive comparative analysis. Without modifying the independent variable, a quantitative research strategy intends to identify the variances among groups in a population **(Coccia& Benati, 2018).**

Participants & Setting:

Undergraduate nursing students at Faculty of Nursing, Damietta University, Egypt participated in the study. This study was conducted between December, 2022, to January 30, 2023. 676 undergraduate nursing students were selected as a convenience sample for participating part in the research study. A survey was completed up with 567 students, obtaining an 83.8% response rate .

First- and fourth-year students who were at least eighteen years old, male, and female, and who consented to engage in the study were included in the inclusion criteria. Students who refused to participate, had any disability, or had not completed one or more of the study tools were excluded.

Tools of data collection: After reviewing the related literatures four tools used

Tool (1): Student demographics and academic performance, comprising age, sex, academic year, secondary school type, dominant hand, residence, marital status, sibling order, and current year academic grades.

Tool (2): The Schutte Self Report Emotional Intelligence Test (SSEIT) evaluates an individual's assessments of their capacity to perceive, comprehend, regulate, and control the emotions of themselves and others. There are 33 items on it, and responses were gathered using a five-point Likert scale. 1 denotes "strongly disagree," and 5 denote "strongly agree." Emotion expression, self-emotion management, emotion management of others, and emotion perception compose the four dimensions of the scale. A higher level of emotional intelligence is indicated by higher scores. Its Cronbach's alpha index 0.83 (**Schutte et al., 1998).**

Tool (3): The General Self-Efficacy Scale. Ten items are included to evaluate a person's perceptions of their own capacity to handle challenges that arise when completing activities, such as the capacity to overcome challenging problems, the consistency with which one pursues objectives, or the tendency to rely on one's own ingenuity and positive emotions. Answer choices range from 1 to 4, where 1 denotes "completely untrue" and 4 denotes "perfectly true." The overall scores could be anywhere from 10 to 40. Good self-efficacy is indicated by higher scores. According to reports, the scale has high psychometric qualities; its Cronbach's alpha index values range from 0.79 to 0.93 **(Schwarzer, 1997)**.

Tool (4): Students academic performance scale to evaluate student participation a whole academic achievement. A 5-point Likert-type scale, with 1 denoting "never," 2 "rarely," 3 "sometimes," 4 "often," and 5 "always," is used to respond to the 24 items. There are two subscales: Students' Group Performance (SGP) and Students' Individual Performance (SIP). The scale's total scoring is calculated by totaling the score on each item in the scale. Students perform better academically when

their scores are higher. The scale's Cronbach's alpha index value (α=.74)**. (Jabir &Farooq, 2022).**

Procedure

All participants were given a brief explanation of the study in class prior to their involvement in the research. Data was gathered via an online survey created with Google Forms. Students received links to the survey through WhatsApp groups and emails. The surveys began with an explanation of the study's goals, methods, and findings. To indicate their willingness to engage in the study, potential volunteers were asked to tick the "Agree" box. This was the study participant's informed consent. In the event that there were any queries or worries about the questionnaire-filling procedure, the researchers' contact details were supplied. The survey link was accessible for one month, and data was gathered two weeks after the second semester started.

Ethical consideration

With reference number 23.07.96, ethical approval was acquired from the Institutional Review Board, Scientific Research Ethics Committee, and Faculty of Nursing at Ain Shames University. Participants who were undergraduate students were given a thorough explanation of the study's goal. Every student who agreed to participate clicked the "informed consent" button, which contained information on the study's advantages, secrecy, voluntary nature, anonymity, and the freedom to leave at any moment without facing repercussions.

Pilot study

To assess the tool's applicability, 10% (57students') of the sample size was invited to participate in a pilot test; these participants were not included in the final study sample.

Statistical analysis

The researcher conducted data analysis in the following:

IBM SPSS Statistics was used to analyze the data (IBM, version 20). First, a descriptive level and an evaluation using (Shapiro-Wilk tests) to check for homogeneity and normality of variance were part of the analysis. The first- and fourth-year students' differences in academic performance scores, emotional intelligence, and self-efficacy were examined using a paired-samples t-test. ANOVA and the paired-samples t-test were used to examine the relationship between the mean score of the three scales and a subset of demographic variables. To examine the association between academic achievement and other scales, multiple regression analysis was performed.

Results

Table (1): Distribution of the studied students' demographic data (n=567)

Variables	No.	%
Age in years		
18 - < 20	230	40.6
20 - < 22	273	48.1
≥ 22	64	11.3
Gender:		
Male	140	24.7
Female	427	75.3
Qualification:		
Secondary education	442	78.0
Nursing technical education	125	22.0
Academic year:		
First	165	29.1
Fourth	402	70.9
Residence:		
Urban	198	34.9
Rural	369	65.1
Marital status:		
Single	514	90.7
Married	53	9.3
Arrangement among brothers:		
First	185	32.6
Middle	294	51.9
Last	88	15.5

Table (2): Mean scores for academic performance, self-efficacy, and emotional intelligence in relation to other variables

Variables	Items	Emotional intelligence M±SD	Self–efficacy M±SD	Academic performance M±SD
Age in years	18- < 20	123.58±16.45	33.34±4.72	74.32±11.20
	20- < 22	122.53±15.13	32.38±5.70	75.10±12.01
	≥ 22	121.59±14.30	33.95±5.88	73.53±12.52
	F- test	.520	3.271	.577
	p-value	.595	.039	.562
Gender	Male	127.78±12.98	34.28±4.66	76.20±12.27
	Female	121.23±16.03	32.51±5.519	74.08±11.52
	Independent t	4.78	3.75	1.80
	p-value	0.000	0.000	0.073
Qualification	Secondary education	122.09±15.46	32.85±5.413	75.13±11.85
	Nursing technical education	125.56±15.78	33.29±5.23	72.75±11.16
	Independent t	-2.180	-.830	2.078
	p-value	.030	.408	.039
Academic year	1st	116.01±19.51	31.73±5.89	71.11±1.62
	4th	125.66±12.64	33.44±5.06	76.04±11.05
	Independent t	-5.872	-3.262	-4.374
	p-value	.000	.001	.000
Residence	Urban	121.17±16.83	32.61±5.13	75.20±11.61
	Rural	123.75±14.81	33.13±5.49	74.29±11.81
	Independent t	-1.817	-1.109	.884
	p-value	.070	.268	.377
Marital status	Single	122.79±15.72	33.01±5.38	74.55±11.41
	Married	123.45±14.29	32.43±5.25	75.15±14.64
	Independent t	-.316	.750	-.288
	p-value	.753	.456	.775
Arrangement among brothers	First	122.44±14.23	33.15±5.186	73.62±12.45
	Middle	123.06±16.78	32.83±5.03	75.89±11.02
	Last	123.02±14.21	32.92±6.73	72.38±12.11
	F- test	.096	.200	4.046
	p-value	.909	.819	.018

Note, M =mean; SD = standard deviation

Table (3): Mean academic performance, self-efficacy, and emotional intelligence scores for first- and fourth-year students.

Scales	1st year students Mean ±SD	4th year students Mean ±SD	Independent t test	P value
Emotional intelligence	116.01±19.51	125.66±12.64	-5.872	.000
Self-efficacy	31.73±5.89	33.44±5.06	-3.262	.001
Academic performance				
Sub-dimension One: Students' Individual Performance	47.94±8.36	50.91±7.48	-3.959	.000
Sub-dimension Two: Students' Group Performance	23.16±4.85	25.12±4.35	-4.491	.000
Total academic performance	71.11±1.62	76.04±11.05	-4.374	.000

Table (4): Multi-regression of studied students' academic performance, emotional intelligence and self-efficacy

R	R Square		Adjusted R Square	F	Sig.		
.123[a]	0.015		0.012	4.313	.014[b]		
	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Std. Error	Beta	T	Sig.	Lower Bound	Upper Bound
Academic performance (Constant)	66.912	4.743		14.108	.000	57.596	76.227
Emotional intelligence	.089	.032	.118	2.814	.005	.027	.151
Self-efficacy	-.098	.092	-.045	-1.067	.286	-.278	.082

a. Academic performance is a dependent variable . b. Self-efficacy and emotional intelligence as predictors

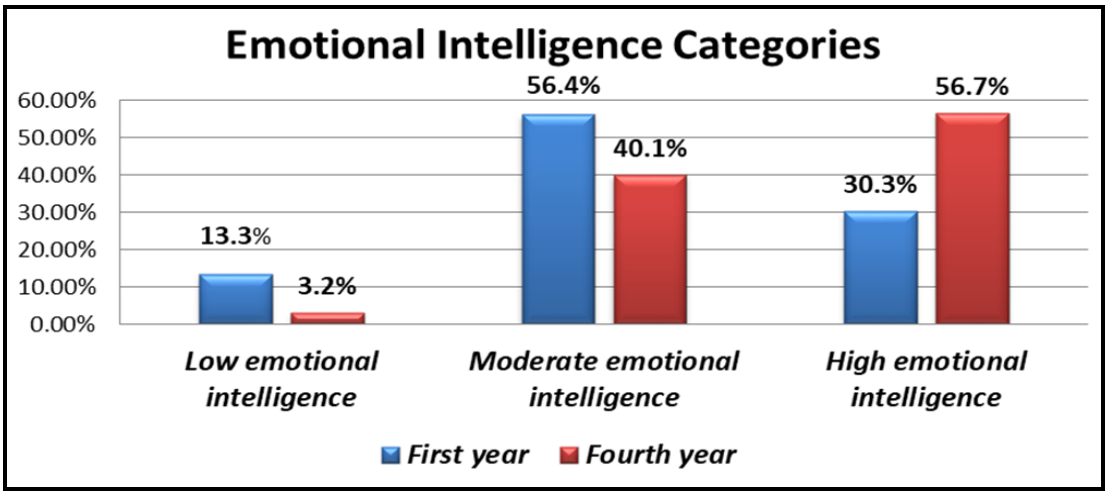

Figure (1): Percentage of emotional intelligence categories of the studied students. (n=567)

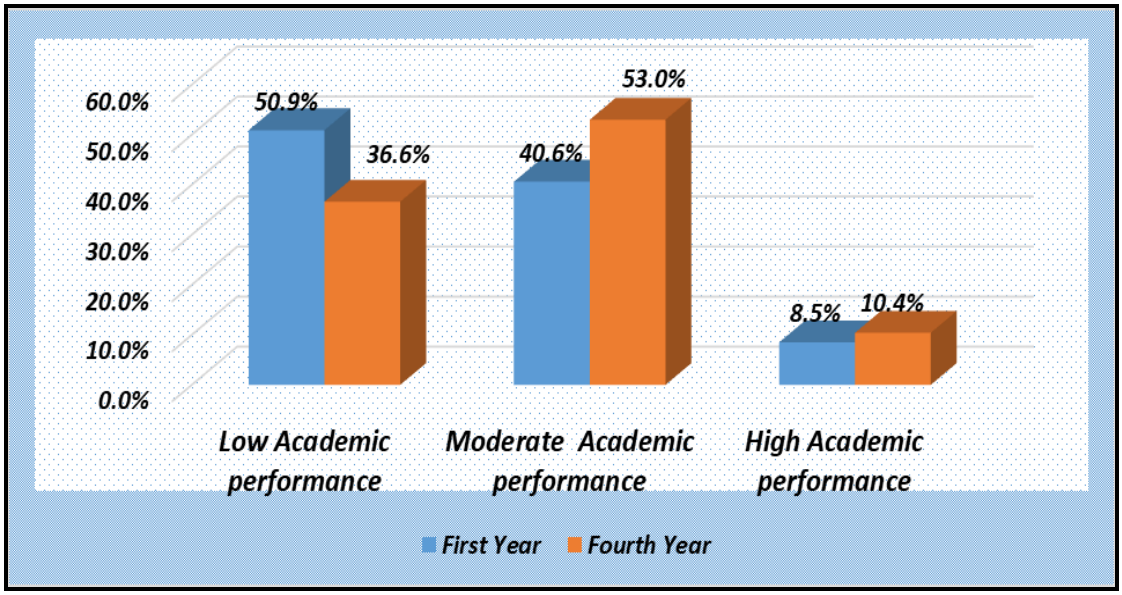

Figure (2): Percentage of total academic performance of the studied students (n=567)

Table (1): Presents the demographic data of students and it was found that the age of students ranged from 18 to more than 22 years old, 75.3% of these students were female, and 78.0% were secondary education graduates. Most of the participants were in their fourth academic year (70.9%), 65.1% were living in the rural area, 90.7% was single and 51.9% were in the middle order among brothers.

Table (2): Shows the average scores for academic performance, self-efficacy, and emotional intelligence are, age significantly affects self-efficacy but not emotional intelligence or academic performance. Gender significantly affects emotional intelligence and self-efficacy but not academic performance. Qualification significantly affects emotional intelligence and academic performance but not self-efficacy. Significant difference between secondary education and nursing technical education ($t = -2.180$, $p = 0.030$). Nursing technical education students have higher EI (125.56±15.78) compared to secondary education students (122.09±15.46). Academic year significantly affects emotional intelligence, self-efficacy, and academic performance. Residence and marital status do not significantly affect emotional intelligence, self-efficacy, or academic performance. Birth order significantly affects academic performance but not emotional intelligence or self-efficacy.

Table (3): Demonstrates that academic performance and its sub-dimensions, emotional intelligence, and self-efficacy were the three scales on which the average sum of scores for first- and fourth-year students differed statistically significantly. (P=.000; P =0.001).

Table (4): Displays academic performance and emotional intelligence were significantly correlated (p =.005). In particular, every 1% improvement in emotional intelligence, the academic performance of the students under study increased by 0.12% (±.032). Academic performance and self-efficacy had no significant relationship (p =.286), with a 0.05% (± 0.092) decrease in the researched students' academic performance for every 1% rise in self-efficacy.

Figure (1): Shows that compared to 30.3% of first-year students, 56.7% of fourth-year students had high emotional intelligence scores. Additionally, compared to 40.1% of fourth-year students, 56.4% of first-year students earned a moderate emotional intelligence score. Additionally, 3.2% of the compared to 13.3% of first-year students, fourth-year students scored lower on emotional intelligence.

Figure (2): Indicates that, in comparison to 36.6% of fourth-year students, 50.9% of first-year students had poor academic performance scores. Additionally, compared to 40.6% of first-year students, 53.0% of fourth-year students received a moderate academic performance score. Furthermore, 8.5% and 10.4% of the academic performance scores of the first and fourth year students were both high respectively.

Discussion

The success and productivity of nursing students are significantly influenced by their emotional intelligence. The findings of several researches on emotional intelligence in nursing students fluctuate according to age, study year, and gender, despite the fact that emotional intelligence rises with age and is generally higher in women**.** Human motivation, wellbeing, and individual achievement are based on self-efficacy beliefs **(Budler et al., 2022)**.

Many people believe that emotional intelligence is crucial in both personal and professional settings. It affects the capacity to control conduct, navigate challenging social circumstances, and make decisions that benefit us personally. Additionally, students with emotional intelligence typically exhibit a greater empathy and communication skill, which fosters better relationships with teachers and peer **(Dhliwayo & Coetzee, 2020)**. This study looked at how self-efficacy and emotional intelligence affected the academic performance of nursing students in their first and fourth years at Damietta University in Egypt.

The results of this study showed that the students' ages ranged from 18 to over 22, that over three-quarters of them were female, and over three-quarters had completed secondary school. Among the participants, less than three-quarters were in fourth year of faculty. Regarding the present result, there are some similarities with the study titled "Students' Emotional Intelligence and Self-efficacy towards Their Academic Performance: A Survey Study on Public Higher Learning Institution" which conducted by **Abdul Aziz et al., (2020**) in Malaysia, it discovered that the respondents' demographic distribution, only 3% came from other sources, while 35% came from the first year, 37% from the second year, and 25% from the third year of study. Furthermore, 91% of the students in the study were female, whereas 59% of the students were male.

Also, a recent cross-sectional study by **El Seifi et al., (2023),** titled "Relationship between Emotional Intelligence and Academic Performance among Medical Students at University of Tabuk," shaded light on the demographic characteristics of university students in Saudi Arabia. The research involved 203 medical students in the clinical phase at the University of Tabuk. The participants had an average age of 23.4 years, with a standard deviation

of 2.6 years. In terms of gender distribution, 59% of the students were female, while 41% were male.

From the researchers' perspective, there were notable patterns in the representation of students based on gender and academic year, with a higher number of older students. This could potentially influence the participants' levels of emotional intelligence and self-efficacy, as their accumulated academic experience may play a role in shaping these traits.

According to the current findings, there was a statistically significant difference between the average sum of scores on the three scales—emotional intelligence, self-efficacy, academic performance, and its sub-dimensions—between first- and fourth-year students (P=.000; P=0.001) and this matched with the study of **Cheshire et al., (2020)** in the study titled " Measured Emotional Intelligence in Baccalaureate Nursing Education: A Longitudinal Study" in USA The study found that nursing students with higher emotional intelligence (EI) tended to be more empathetic, better at building strong relationships with patients and their families, and more skilled at managing their emotions. The lowest score on the Emotional Intelligence Scale (EIS) in this study was related to the ability to "understand emotions," suggesting that these students had more difficulty recognizing and analyzing both their own emotions and those of others.

From the researchers' perspective, nursing students tend to experience an increase in emotional intelligence (EI) as they advance through their studies. As clinical exposure and direct patient care become more central in the later stages of their education, students may further develop their EI, which in turn can improve their academic performance.

According to research published by **Kim, & Sohn, (2019)** entitled "Emotional Intelligence, Problem Solving Ability, Self Efficacy, and Clinical Performance among Nursing Students: A Structural Equation Model" in the Korean Journal of Adult Nursing, stated that a someone with high emotional intelligence is adept at using emotion and motivating others, both of which have a favorable impact on self-efficacy-the capacity to function confidently in any circumstance. Because of this, some research had examined how emotional intelligence subscales affect clinical performance. These studies have found that, although emotional intelligence consistently and significantly influences students' clinical performance, each of its subcategories had an effect. Varying degrees of impact on clinical performance, the subcategories of emotional intelligence must therefore be thoroughly analyzed and applied to the curriculum in order to improve clinical performance.

The average score of academic performance, emotional intelligence, and self-efficacy were shown in the current study based on a few chosen variables, gender, emotional intelligence, and self-efficacy were found to differ statistically significantly (P=0.000). Regarding age and sex, several researches discovered that growing older and being female were both linked to a notable rise in emotional intelligence. In addition, recent studies suggest that emotional intelligence (EI) tends to increase with age, primarily due to the accumulation of life and academic experiences, as the study of **Wong & Law, (2023)** entitled "The impact of age and clinical experience on emotional intelligence among nursing students" which found that as individuals grow older, their ability to recognize and manage emotions improves, largely because of increased exposure to various emotional situations, both personally and professionally. This is especially relevant for nursing students, who often experience significant personal and academic growth during their education, which may enhance their emotional intelligence over time.

Supporting these findings, **Kong & Wang, (2022)** in the study of **"**Emotional intelligence and its relationship with performance outcomes" discovered that older nursing students, particularly those with more years of experience, generally exhibit higher levels of emotional intelligence. This is because they have encountered more emotionally challenging situations and had more opportunities to develop core EI skills such as empathy and emotional regulation.

When it comes to gender differences, numerous studies have shown that females tend to score higher in emotional intelligence compared to males. Recent research further supports this trend. For example, **Snyder et al., (2022)** in the study titled "Gender differences in emotional intelligence among nursing students" found that female nursing students scored notably higher in emotional intelligence, especially in empathy and interpersonal skills, both of which are vital in nursing practice. This finding aligns with socialization theory, which suggests that women are often socialized to develop stronger emotional awareness and interpersonal skills from a young age.

Moreover, **Yang et al., (2021)** in the study of "The role of emotional intelligence in enhancing clinical competence in nursing students" specifically focused on nursing students and confirmed that female students generally display higher emotional intelligence, which enhances their ability to form meaningful relationships with patients and provide compassionate care.

This may be connected to the societal expectation that women, especially in nurturing professions like nursing, are more attuned to emotional cues and better equipped to manage emotions in high-pressure situations.

The connection between emotional intelligence and self-efficacy in nursing students has also been explored in recent research, as in the study of "Emotional intelligence and self-efficacy in nursing students: A comparative study" which conducted by **Patel & Soni., (2024)** who suggested that emotional intelligence plays a crucial role in boosting self-efficacy by helping students manage stress, improve communication, and build stronger relationships with patients and colleagues.

Additionally, our findings showed that academic performance and gender did not differ statistically significantly (0.073). The study by **Yang et al., (2021)** which indicated that gender was the primary predictor of high EI and those females had considerably higher EI scores than males, this outcome may be linked to increased socialization, societal expectations, the maternal nature of girls, and better sentiments of learning in females.

The current study indicated a statistically significant difference between gender, academic performance, emotional intelligence, and self-efficacy with regard to academic year. Another measure of academic success was the grade point average (GPA) of the students. This outcome was comparable to that of a study conducted by **Sanchez et al., (2020)** which found a strong positive link between students' academic success and emotional intelligence. It suggests that students' academic success rises in line with their emotional intelligence.

The findings regarding the association between emotional intelligence and age indicated that the two variables have a statistically significant positive connection. In actuality, emotional intelligence improves with age. This finding is consistent with previous study by **Arockia, (2020)** in the study of **"**The Relationship between Emotional Intelligence and the Academic Performance among Final Year under Graduates" which reported that teenagers who concentrated on controlling other emotions performed well on objective performance measures.

Additionally, this result aligns with **Bereded et al., (2025)** who conducted a study of "Emotional intelligence and academic achievement among first-year undergraduate university students: The mediating role of academic engagement" about the connection between academic performance and emotional intelligence. It has been shown that academic success and emotional intelligence are positively correlated. This finding makes it clear that emotional intelligence has a big impact on college students' academic performance.

From the researcher's perspectives, this makes sense because academic achievement depends on emotional intelligence qualities including problem-solving, emotional management, and interpersonal skills.

The current study, found that more than one-third of first-year students, and half of fourth-year students showed high emotional intelligence scores, as well as, more than half of the first-year students had a moderate emotional intelligence score. According to a study by **ALmansour, (2023)** entitled " The level of emotional intelligence among Saudi nursing students: A cross-sectional study " a minority of fourth-year students scored lower on emotional intelligence than a small percentage of first-year students.

Among nursing students, only E-Sociability increased significantly with age and this similar to the findings of study by **ALmegewly et al., (2022)** entitled " Impact of emotional intelligence on work performance: The mediating role of occupational stress among nurses" which showed that senior students were much more culturally competent than freshmen, confirmed these findings. The study compared the first and fourth years of studies to assess changes in the perspective of self-efficacy towards patients from other cultures during a 4-year educational term. The findings showed that when practicing transcultural nursing skills, senior students felt more confident in their abilities than freshmen students. As they advance through their studies, it shows that students are getting the right kind of support and opportunity to increase their confidence and belief in their own skills.

This may be due to that the fourth-year students in this study had participated in communication skills activities throughout their previous college year. They also got clinical experience, where they worked with patients and their families to develop social skills under the supervision and ongoing evaluation of faculty members. Nursing schools differ from other medical and health professional schools in that they usually start teaching clinical settings and communication skills later.

According to **Rumahlewang, (2020)** who discovered that self-determination influences their emotion intelligence and that emotional intelligence and mindfulness play significant roles in motivation, the actual study showed no difference in the categories of self-efficacy between first and fourth year students. This outcome can be the consequence of inquiry-based learning, brainstorming, and personalized learning, which are used by nursing students at the Faculty of Nursing to develop their

personalities, motivate behaviors, increase their self-awareness, and get them ready for a wider range of practice.

This may be due to students' motivation with high self-efficacy is more likely to adapt to the academic challenges of nursing education.

The study findings are consistent with those of **Bunce et al., (2019**), who found that self-determined behavior and emotional intelligence help social studies students in the UK manage their stress. According to the study, students' self-determination is improved by emotional predictors of resilience, such as emotional intelligence, reflective capacity, social competence, and empathy.

Conclusion

In the light of our study findings, it was concluded that academic achievement in the first and fourth years is influenced by emotional intelligence and self-efficacy, and so is academic performance and emotional intelligence were significantly correlated. In addition, more than fifty percent of fourth-year students scored highly on emotional intelligence tests. In contrast to the first-year pupils, gaining a deeper comprehension of how self-efficacy and emotional intelligence contribute to a student's success could improve academic achievement.

Recommendation

The following recommendations are made in light of the study findings:

1. Integrate emotional intelligence training into nursing curricula to enhance student's emotional intelligence and academic performance.
2. Create a supportive learning environment that encourages nursing students to develop their emotional intelligence and self-efficacy.
3. Design interventional studies to examine the effectiveness of emotional intelligence training and self-efficacy learning program on academic performance.

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