THE ASSOCIATION BETWEEN SOCIAL INTELLIGENCE, SELF-ESTEEM AND ACADEMIC SELF-EFFICACY STATES OF NURSING STUDENTS

Hemşirelik Öğrencilerinin Sosyal Zekâ İle Benlik Saygısı Ve Akademik Özyeterlik Durumları Arasındaki İlişki

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ABSTRACT

Introduction: This study was conducted to find out the association between social intelligence, self-esteem and academic self-efficacy states of nursing students.

Material and Method: The population of this descriptive study consisted of 420 nursing students studying at a state university in the fall semester of 2020. The sample was not selected and 259 students who agreed to participate in the study and who filled in the data collection forms completely formed the sample. The data were collected by the researcher through face-to-face interview technique by using "Personal Qualities Form", "Tromso Social Intelligence Scale", "Rosenberg Self-esteem Scale" and "Academic Self-efficacy Scale". SPSS 23.0 package program was used in the statistical analysis of the data.

Results: Negative and moderate significant association was found between the participants' "Tromso Social Intelligence Scale" scores and their "Rosenberg Self-esteem Scale" scores (r= -.445), while positive and weak significant association was found between their "Tromso Social Intelligence Scale" scores and their "Academic Self-efficacy Scale" scores (r= .257) and negative and weak significant association was found between their "Academic Self-efficacy Scale" scores and "Rosenberg Self-esteem Scale"

ÖZET

Giriş: Bu çalışma, hemşirelik öğrencilerinin sosyal zekâ, benlik saygısı ve akademik özyeterlik durumları arasındaki ilişkiyi belirlemek amacıyla gerçekleştirildi.

Gereç ve yöntem: Tanımlayıcı tipteki bu çalışmanın evrenini bir devlet üniversitesinde 2020 yılı Güz döneminde öğrenimini sürdüren 420 hemşirelik öğrencisi oluşturdu. Örneklem seçimine gidilmemiş olup, çalışmaya katılmayı kabul eden ve veri toplama formlarını eksiksiz dolduran 259 öğrenci örneklemi oluşturdu. Veriler araştırmacı tarafından yüz yüze görüşme tekniği ile "Bireysel Özellikler Formu", "Tromso Sosyal Zekâ Ölçeği", "Rosenberg Benlik Saygısı Ölçeği" ve "Akademik Özyeterlik Ölçeği" kullanılarak toplandı. Verilerin istatistik analizinde SPSS 23.0 paket programı kullanıldı.

Bulgular: Katılımcıların "Tromso Sosyal Zekâ Ölçeği" ve "Rosenberg Benlik Saygısı Ölçeği" puanları arasında negatif yönde orta düzeyde (r= -;445) "Tromso Sosyal Zekâ Ölçeği" ve "Akademik Özyeterlik Ölçeği"puanları arasında pozitif yönde zayıf düzeyde (r= ,257); "Akademik Özyeterlik Ölçeği"ile "Rosenberg Benlik Saygısı Ölçeği" puanları arasında negatif yönde zayıf düzeyde (r= -,323) anlamlı ilişki belirlendi (p<0,01).

scores (r= -.323) (p<0.01).

Discussion and Conclusion: Social intelligence, self-esteem and academic self-efficacy of nursing students are correlated. Nursing students with high social intelligence and better self-esteem have high academic self-efficacy. It can be seen that nursing students with high social intelligence have more positive self-esteem.

Keywords: academic self-efficacy, nursing, self-esteem, social intelligence.

Tartışma ve Sonuç: Hemşirelik öğrencilerinde sosyal zekâ, benlik saygısı ve akademik özyeterlik birbiri ile ilişkilidir. Sosyal zekâsı yüksek ve benlik saygıları daha iyi olan hemşirelik öğrencilerinin akademik özyeterlikleri daha yüksektir. Sosyal zekâsı yüksek olan hemşirelik öğrencilerinin daha olumlu benlik saygısına sahip oldukları görülmektedir.

Anahtar Kelimeler: akademik özyeterlik, benlik saygısı, hemşirelik, sosyal zeka.

1. INTRODUCTION

Social intelligence is defined as the ability to understand the feelings, thoughts and behaviours of other people and the self, and to act in accordance with that understanding and as social interaction skills. Individuals with high social intelligence can realize the changes in other people's feelings and the effects of these changes on their behaviours, they can adapt easily to bilateral relations and group relations and see the dynamic sides of relationships (Anwer, Malik, Maqsood, & Rehman, 2017; Gkonou & Mercer, 2017). Marlowe (1986) emphasized the dimensions of social self-efficacy and social skills in the social intelligence model he put forward. Buzan (2002) emphasized the dimensions of sociability, influencing others and being active in a social environment in the concept of social intelligence he described with eight factors (Buzan, 2002; Marlowe, 1986). The dimensions mentioned in both models are associated with self-esteem.

Self-esteem refers to the individual's approach toward himself/herself. Individuals with high self-esteem respect themselves, consider themselves as valuable and think that they are accepted by their environment. Individuals with low self-esteem, on the other hand, have a negative perception of themselves. Although self-esteem is open to lifelong development, it is severely affected during young adulthood and adolescence. In these processes, self-esteem is of great importance for the individual, who is highly affected by the environment, to take a social position, to have a place in dialogues with adults and to develop a sense of identity. In general, it is reported that the ability to establish social relationships is associated with high self-esteem. In this sense, it can be said that positive self-esteem is associated with high social intelligence (Aktaş, Bulduk, Çelik, & Ensarioğlu, 2018; Clucas, 2020; Liu, Zhang, Chang, & Wang, 2017; Rahmatika & Hernawati, 2016).

It has been reported that social intelligence influences academic performance positively. An individual's being academically successful creates a more positive perception towards himself/herself. As a matter of fact, it has been found that students with positive self-esteem are more effective in interpersonal relationships and more successful academically (E. Akça, Sürücü, Akbaş, & Şenoğlu, 2019; Dil & Bulantekin, 2011; Rahmatika & Hernawati, 2016; Tekin, 2019).

Nursing profession is a profession that should be in direct contact with the group they provide care for. Therefore, it can be said that interpersonal relationships are among the building blocks of nursing profession. Definitions of social intelligence state that empathic skills and effective communication are the compounds of this concept. Some of the most important features that nursing students should have in order to provide quality care are having effective communicative skills and having high self-confidence and self-esteem to be able to perform potentially risky nursing interventions. Although there are studies conducted in literature which examine the relationship between social intelligence, self-esteem and academic self-efficacy separately, no studies were found which examine these three concepts on nursing students. Determining the relationship between the level of social intelligence, self-esteem and academic self-efficacy in nursing profession, which is the most critical element of patient care, and therefore nursing students, is important in terms of planning the required interventions to educate nurses to give more qualified care and to contribute to the professional development of this group.

For these reasons, the present study was conducted to find out the association between social intelligence, self-esteem and academic self-efficacy states of nursing students before graduation.

The research questions were;

✓ What are the social intelligence levels of nursing students?

✓ What are the self-esteem levels of nursing students?

- ✓ What are the academic self-efficacy levels of nursing students?

- ✓ Is there a relationship between levels of social intelligence and levels of self-esteem and academic self-efficacy in nursing students?

2. METHOD

2.1. Type of Study

This study has a descriptive and correlational type.

2.2. Setting and Time of the Study

The study was conducted with the nursing department students of a state university between September 2020 and October 2020.

2.3. Dependent-Independent Variable

The independent variable of the study is Tromso social intelligence scale scores; while the dependent variables are Rosenberg self-esteem scale scores and academic self-efficacy scale scores. The control variable is the personal qualities of the participants.

2.4. Population and Sample

The population of the study consists of all nursing department students (n=476) studying in a state university during the 2020-2021 Academic Year Fall semester. As a result of power analysis conducted, the sample group was determined as at least 213 (for each variable Power (testing power) was taken as 0.80 and first type error 0.05). The sample of the study consisted of 259 students who agreed to participate in the study and who filled in the data collection forms completely.

2.5. Data Collection Instruments

The data were collected with "Personal Qualities Form", "Tromso Social Intelligence Scale", "Rosenberg Self-esteem Scale" and "Academic Self-efficacy Scale".

2.5.1. Personal qualities form

It was a form consisting of 7 questions that included information about the participants' gender, parental attitude, self-evaluation, feelings of the environment, tendency towards loneliness, where they lived outside of school and their artistic or sporting activities.

2.5.2. Tromso Social Intelligence Scale (TSIS)

'Tromso Social Intelligence Scale', which was developed by Silvera et al. (2001) to measure the social intelligence levels of individuals and tested for Turkish validity and reliability by Doğan (2006), is a 5-Likert type scale consisting of 21 items to find out social intelligence level. The highest score one can get from the scale is 105, while the lowest score one can get is 21 (Doğan & Çetin, 2006; Silvera, Martinussen, & Dahl, 2001). In this study, total score of the scale was evaluated. Cronbach alpha coefficient of the scale was found as 0.88 in this study.

2.5.3. Rosenberg Self-esteem Scale (RSES)

It is a 4-Likert type measurement instrument consisting of 10 items developed by Rosenberg (1965) and tested for Turkish validity and reliability by Çuhadaroğlu (1986) and evaluates the self-esteem of individuals. Items 1,2,4,6,7 are positive, while items 3,5,8,9,10 are negative. High scores taken from the scale indicate low self-esteem, while low scores indicate high self-esteem (Çuhadaroğlu, 1986; Rosenberg, 1965). In the present study, Cronbach alpha coefficient was found as 0.77.

2.5.4. Academic Self-efficacy Scale (ASES)

The scale, which was developed by Owen-Froman (1988) and which was tested for Turkish validity and reliability by Ekici (2012), consists of 33 items. The scale is a 5-Likert type scale and the maximum score one can get is 165, while the minimum score one can get is 33 (Ekici, 2012; Owen & Froman, 1988). Total score was evaluated in the present study. Cronbach alpha coefficient of the scale was found as 0.89 in the present study.

2.6. Ethical Considerations

Approval was taken from Van Yüzüncü Yıl University Non-interventional Clinical Research Publications Ethics Committee (18/09/2020 dated and 2020/06-01 numbered) for the study. Institutional permissions were taken from the unit the study was conducted in. In addition, consents of the participants were taken after they were explained about the purpose of the study.

2.7. Data Analysis

Percentage, arithmetic mean±standard deviation, t-test, Anova and Kruskal Wallis were used to summarize the data obtained from the study. Correlation analysis was used to evaluate the relationship between the variables. Statistical analyses were conducted with SPSS 23.0 program and level of significance was taken as $p<0.05$.

2.8. Limitations of the Study:

The fact that the evaluation of all data depended on the relevant scales and the data were collected from the nursing students of a single university is the limitation of the present study.

3. RESULTS

3.1. Distribution of Personal Qualities of Nursing Students

Table 1. Distribution of Personal Qualities of Nursing Students (n:259)

FEATURES	N	%
Gender		
Female	160	61.8
Male	99	38.2
Parental Attitude		
Indifferent	22	8.5
Authoritarian	70	27.0
Democratic	34	13.1
Protective	133	51.4
The feeling of being loved by community	162	62.5
Mostly	88	34.0
Sometimes	9	3.5
Never		
Tendency to be a lonely person		
Mostly	73	28.2
Sometimes	141	54.4
Never	45	17.4
How would you evaluate yourself	103	
Optimistic	53	39.8
Pessimistic	103	20.5
Normal		39.8
Are you involved in artistic or sportive activities	43	16.6
Yes	216	83.4
No		
Where do you live outside of school?		
Village	43	16.6
Town	64	24.7
City	152	58.7

Table 1 shows the distribution of the participants' personal qualities. Of the 259 nursing students in the study, 61.8% (n=160) were female, 38.2% (n=99) were male. 51.4% of the participants reported that their parents' attitude was democratic, 62.5% stated that they felt loved by the community most of the time, 54.4% reported that they sometimes tended to be a lonely person, 37% stated that they evaluated themselves as optimistic, 16.6% reported that they were involved in an artistic or sportive activity and 58.7% stated that they lived in the city (Table 1).

3.2. The Comparison Of Nursing Students' Personal Qualities And Their Mean TSIS, RSES And ASES Scores

Table 2. The comparison of nursing students' personal qualities and their mean TSIS, RSES and ASES scores

FEATURES	SCALES		
	TSIS	RSES	ASES
Gender			
Female	7.30±8.94	20.11±5.08	112.43±17.48
Male	69.36±8.60	20.23±4.34	114.42±20.09
	p >0.05	p >0.05	p>0.05
	t= 2.605	t= -0.184	t= -.840
Parental Attitude			
Indifferent	69.85±8.58	21.31±4.81	111.76±15.35
Authoritarian	67.45±9.79	21.97±4.47	112.63±22.88
Democratic	72.11±8.12	19.61±4.58	112.19±17.91
Protective	71.21±9.97	19.69±4.91	115.92±19.57
	p<0.05	**p<0.05**	p>0.05
	KW =2.043	KW= 7.541	KW =0.709
The feeling of being loved by community			
Mostly	73.62±8.83	18.80±4.72	115.20±18.01
Sometimes	67.17±7.74	22.42±3.66	109.94±18.88
Never	66.33±3.84	22.44±7.16	113.18±18.50
	p<0.05	**p<0.05**	p>0.05
	KW=18.540	KW=33.856	KW = 2.583
Tendency to be a lonely person			
Mostly	67.58±7.93	22.28±4.78	108.56±22.24
Sometimes	72.31±8.67	19.68±4.40	113.80±16.12
Never	73.42±9.61	18.20±4.91	118.66±17.53
	p<0.05	**p<0.05**	**p<0.05**
	F=9.028	F=12.614	F=4.406
How would you evaluate yourself			
Optimistic	73.16±9.42	18.54±4.56	115.42±17.30
Pessimistic	68.39±8.99	22.73±4.92	110.52±20.40
Normal	70.62±7.90	20.45±4.36	112.31±18.57
	p<0.05	**p<0.05**	p>0.05
	F=5.529	F=15.120	F=1.420
Are you involved in artistic or sportive activities			
Yes	73.72±9.10	20.55±4.64	115.41±18.40
No	70.67±8.80	20.08±4.84	112.74±18.53
	p<0.05	p>0.05	p>0.05
	t=-2.062	t= -0.591	t=-0.865
Where do you live outside of school?			
Village	72.32±9.40	20.16±4.80	112.90±19.65
Town	69.84±8.33	20.32±4.68	112.92±16.87
City	69.11±7.35	20.09±4.86	114.64±16.84
	p<0.05	p>0.05	p>0.05
	F=3.173	F=0.054	F=0.154

TSIS: Tromso Social Intelligence Scale, RSES: Rosenberg Self-esteem Scale, ASES: Academic Self-efficacy Scale

Table 2 shows the relationship between mean TSIS, RSES and ASES total scores and the variables according to the personal qualities of the sample group. In terms of TSIS and RSES total scores, significant differences were found in parental attitude, the feeling of being loved by the community, self-assessment, tendency to be lonely; while significant differences were found in where the participants lived, artistic or sportive activities participants were involved in in terms of TSIS total scores and in the tendency to be lonely in terms of ASES total scores (p<0.05) (Table 2).

3.3. The association between TSIS, RSES and ASES scores

Table 3. The association between TSIS, RSES and ASES scores

SCALES	RSES	TSIS	ASES
RSES			-.323**
TSIS	-.445**		
ASES		.257**	

TSIS: Tromso Social Intelligence Scale, RSES: Rosenberg Self-esteem Scale, ASES: Academic Self-efficacy Scale, *<0.05, **<0.001

Table 3 shows the association between TSIS, RSES and ASES in the participants of the study. Negative and moderate association was found between TSIS and RSES; while positive and weak association was found between TSIS and ASES scores and negative and weak association was found between ASES and RSES scores (p<0.001) (Table 3).

4. DISCUSSION

The present study was conducted to find out the associations between nursing students' social intelligence, self-esteem and academic self-efficacy states. No studies were found in literature in which the association between nursing students' social intelligence, self-esteem and academic self-efficacy was evaluated, while studies were found in which the associations of these concepts with each other were examined separately. The study conducted was supported with the results in existing studies.

The association between the participants' mean Tromso Social Intelligence Scale (TSIS), Rosenberg Self-esteem Scale (RSES) and Academic Self-efficacy Scale (ASES) scores and their personal characteristics will be discussed in this section.

In the present study, TSIS mean scores of female students were found to be significantly higher than those of male students. According to this result, it can be said that female nursing students have higher social intelligence. In the study, no significant difference was found in RSES and ASES scores in terms of gender. Although there are studies in literature which report that gender affects self-esteem, social intelligence and academic achievement, there are also studies which report that these concepts do not differ in terms of gender (Ali, Ahmad, & Khan, 2019; Olenik-Shemesh, Heiman, & Keshet, 2018; Rocchino, Dever, Telesford, & Fletcher, 2017; Sachitra & Bandara, 2017; Szkody, Steele, & McKinney, 2020; Terwase, Ibaishwa, & Enemari, 2016). It is thought that the difference between the present study and the studies conducted results from the differences in the sample group and the assessment tools used.

In the present study, statistically significant difference was found in mean TSIS and RSES scores in terms of parental attitude, the state of being loved by the community, tendency towards loneliness and self-evaluation states. Democratic parental attitude, feeling that one is loved by the community, tendency towards loneliness and evaluating oneself as optimistic were found to be associated with high social intelligence and high self-esteem. Based on this result, it can be said that democratic parental attitude, having positive interpersonal relationships and self-perception have positive effects on social intelligence and self-esteem and individuals with high social intelligence and self-esteem are optimistic individuals accepted by the community who have good social relationships. Social intelligence is accepted as the ability of the individual to understand and evaluate the behaviours of oneself and others sufficiently (Yermentaeyeva, Aurenova, Uaidullakyzy, Ayapbergenova, & Muldabekova, 2014). It is stated in literature that individuals with high social intelligence are successful in making friends and maintaining their friendships and understanding others' feelings (Albrecht, 2006; Buzan, 2002; Hançer & Tanrisevdi, 2003). Democratic and supportive parental attitude have a positive effect on self-recovery and self-perception. Studies conducted have reported that democratic parental attitude, open communication in the family and understanding others' feelings, feelings of belonging to a group and positive feelings for the self are associated with high self-esteem (Z. K. Akça, 2012; Aktaş et al., 2018; Fanaj, Melonashi, & Shkëmbi, 2015; Mogonea & Mogonea, 2014; Onat, 2010; Troshikhina & Manukyan, 2016; M. Y. Yüksel, Tunçer, & Barış, 2020; Zakeri & Karimpour, 2011). This result is associated with the results in studies conducted.

It can be seen that the participants who had a tendency to be lonely had significantly higher ASES scores. In this sense, it can be said that individuals who perceive their social relationships as good have better academic self-efficacy. In a study conducted on university students, Özkaya (2017) reported that levels of loneliness decreased with the increase in school achievement (Özkaya, 2017). In their study on adolescents,

Demir and Tarhan (2001) stated that academic achievement increased as loneliness decreased (Demir & Tarhan, 2001). The results of the present study are in parallel with the studies conducted.

TSIS scores of individuals who were involved in any sportive or artistic activities and those who lived in the city were found to be significantly higher. It can be said that being involved in a sportive or artistic activity affects the individual's interpersonal relationships and self-assessment and thus has a positive effect on social intelligence. It is thought that social intelligence is affected since living in a city requires interaction with more people and thus more complex relationships and provides more means to socialize. No studies were found which basically examined the association between social intelligence and place of residence and social activities. However, it is reported that one of the dimensions of social intelligence is social skills. Yüksel et al. (2019) reported that nursing students who had any social activity had higher social skills when compared with the others (A. Yüksel & Erzincanlı, 2020). Similarly, studies conducted report that students' social skills are affected by social activities they have (Fuadah, 2018; Soykan & Mİrzeoğlu, 2020). Ekşi et al. (2020) reported that place of residence was associated with social skills (Ekşi, Yalçın, Kirazlı, Kalyoncu, & Kantarlı, 2019). This result of the study is in parallel with the literature.

The association between TSIS, RSES and ASES will be discussed in this section.

Negative and moderately significant association was found between TSIS and RSES scores. Low RSES scores indicate high self-esteem. In this sense, it can be said that high social intelligence is associated with high self-esteem. While social intelligence is associated with social performance skills, influencing others and being effective in social environments, self-esteem is associated with the individual's self-perception. In this respect, it is seen that the two concepts have common points. While self-esteem expresses personal and holistic feelings of self-value, self-confidence and self-acceptance, it is also important for our social interactions (Aktaş et al., 2018). It has been found that individuals with positive self-perception open up themselves more, show their feelings more and have more active roles in social events (Dil & Bulantekin, 2011). In their study on adolescents' self-esteem, defence strategies and social intelligence, Maltese et al. (2012) reported association between self-esteem and social intelligence (Maltese, Alesi, & Alù, 2012). In their study on the association between self-esteem, forgiveness and social intelligence, Yüksel et al. (2020) reported association between self-esteem and social intelligence (M. Y. Yüksel et al., 2020). Similar results were also found in a study examining social skills and self-esteem in nurses (Losa-Iglesias, López López, Rodriguez Vazquez, & Becerro de Bengoa-Vallejo, 2017). This result of the study is similar to the results of studies conducted.

Positive and weak association was found between TSIS and ASES scores in the present study. It can be said that social intelligence is associated with academic self-efficacy and individuals with good social intelligence have higher academic self-efficacy. In a study on the regulatory role of cultural intelligence in the influence of social intelligence on academic performance, Tekin (2019) concluded that social intelligence had a positive effect on academic performance (Tekin, 2019). Studies were found in which the association between emotional intelligence and academic achievement of nursing students were examined and it was found that the studies which examined the association between social intelligence and academic achievement were conducted on students of different departments and that they were limited in number (Cleary, Visentin, West, Lopez, & Kornhaber, 2018; Kouchakzadeh Talami, Namazi, & Alizadeh, 2016; Pérez-Fuentes, Molero, del Pino, & Gázquez, 2019; Sharon & Grinberg, 2018; Suleman et al., 2019; Talman, Hupli, Rankin, Engblom, & Haavisto, 2020).

Negative and weak association was found between ASES and RSES scores in the present study. It is reported that self-esteem increases as the scores of RSES decrease. It can be said that positive self-esteem is associated with higher academic self-efficacy. It is thought that individuals who have more positive thoughts of themselves have confidence in themselves academically and this in turn affects them academically. Dil and Bulantekin (2011) reported that individuals with positive self-perception were academically more successful (Dil & Bulantekin, 2011). In their meta-analysis on the association between self-esteem and academic performance in nursing and medicine students, Sayeshmiri et a. (2019) reported that self-esteem was a significant factor that influenced academic performance in nursing students (Sayehmiri, Valizadeh, & Tavan, 2019). In their study examining the structures that affected academic performance in nursing students, Johargy et al. (2019) reported that self-esteem affected academic development in nursing students (Johargy, Pushpamala Ramaiah, Nomani, Elsayed, & Lindsey, 2019). This result of the study supports previously conducted studies.

5. CONCLUSION

In line with the results obtained from the study, doing social activities and where individuals live affect social intelligence; parental attitude, loneliness perception, ways of evaluating the feelings of the self and others affect social intelligence and self-esteem and tendency towards loneliness affect academic self-efficacy in nursing students. Social intelligence is correlated with self-esteem and academic self-efficacy in nursing students.

Young adulthood is very important in terms of the development of self-esteem. In this sense, nursing students' self-esteem and academic self-efficacy can be increased by increasing their social intelligence levels. It is thought that it will be useful to support nursing education with intelligence enhancement methods. It is recommended to plan short-term programs to increase social intelligence and to conduct studies to evaluate the results of these interventions. Academic self-efficacy and self-esteem are correlated in nursing students. Academic self-efficacy of nursing students can be increased by increasing their self-esteem. Nurses with developed professional self-esteem can provide safe patient care and developed general self-esteem. In addition, it is also recommended to make public service advertisements to develop young people's social intelligence and self-esteem and to create awareness about the importance of this and to conduct the study with larger sample groups.

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