Original Paper

Emotion Managing among Nurse Educators

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Abstract

Most people do not consciously manage their emotions but arbitrarily that expressed in spontaneous behavior according to the person's character and the situation he is in. Emotion is very complex. There are rational people and there are emotional people. Every person acts by these two "minds" every day. Minds that sometimes compete for attention and behavior. Sometimes emotion surpass thinking and vice versa. Emotion management is a deliberate, conscious act (Keidar & Yagoda, 2015).

In an interview of nurse educators at the Nursing School in the center of Israel, it was found that many emotions affect the work processes and coping with the duty tasks. The nurse educators' staff have quite a difficult task with a lot of responsibility to be in teaching role and have target audience that is a student who will be the future nurse. The double role of a nurse and a teacher raise emotions in this team in its daily activities. The article will examine the arising emotions within their role and its reasons and how the organizational level can affect these emotions.

Keywords

emotion, nurse educator, positive emotion, negative emotion, emotion managing, employee's welfare, needs, organization

1. Introduction

The word "emotion" is derived from the Latin word "movere", which means moving. Every emotion has a unique function. Emotion is expressed in our behavior and physical signs in our bodies as: during anger the pulse raises, large amount of adrenalin passes into the bloodstream and causes an impulse to act. A tremendous amount of blood flows into the hands, allowing a person to fight (Golman, 1995).

"Emotion" is complex of responses passing in psychological, physiological, cognitive, motivational, and experiential systems. Emotion is a response to an internal and external event in which the individual immediately interprets positively or negatively in the short or long term that is called "mood". Emotion is important in social processes as a person's communication with himself and with others (Salovey & Mayer, 1990).

Usually the heart and the head work together in an exceptional interaction and harmony. These two systems are completely independent and yet feed each other. There are situations where there is a "conflict" between the emotional brain and the "rational" brain. The stronger the feeling, the rational brain loses his importance (Golman, 1995). Harpaz (2011) writes that emotions have strong motivational power. Fear will lead to flight and passion drives to rapprochement. In order to manage emotions it is important to understand them first.

The philosopher Aristotle spoke about five senses a person has: sight, hearing, taste, smell, and touch. Aristotle also spoke of a sixth sense he called a "general sense" and referred to our emotions. While the usual five senses give an answer to the question: What happens outside? The emotional sixth sense is the sense that reflects what is happening in us. Since the middle of the 20th century, the psychology world suggests six basic emotions: happiness, fear, anger, surprise, disgust and sadness. These emotions are called basic emotions since people in all cultures understand (Briner & Totterdell, 2002).

Parkinson (in Briner & Totterdell, 2002) identified five components in in the term "emotion": 1. Cognitive evaluation of the situation (the individual identifies the situation as a threat / fear), 2. A change in the response to action (avoidance or intention to take action), 3. A physical response appears (change in pulse, blood pressure rise), 4. There is physical movement (changes in facial features / physical position), 5. There is progress towards the goal.

The emotions may be characterized in many different words. Trying to divide and classify emotions in groups. There are basic emotions and feelings that are close to base. The groups include close emotions. The emotions world is characterized by a clear dichotomy of pleasant or unpleasant feelings, which also called "negative" or "positive" (Damti, 2016). Andries (2011) notes in her article that good feelings in work environment are expressed in motivation, creativity, open-mindedness, good communication and even improves negotiating abilities. There is a desire and enthusiasm to come to work. Negative emotions in work environment will lead to results as lack of flexibility, inability to achieve goals, negative thinking, resentment, lack of cooperation, and tendency to leave work. Keidar and Yagoda (2015) confirm that a person's emotions manage his reactions and behavior. Most emotions float and arise as an automatic reaction.

Positive emotions like: joy, happiness, and pleasure, arise as a result of fulfilling and satisfying needs. Negative emotions like anger are caused by not fulfilling a need that arose or block and inability to achieve the goals set (Andries, 2011). A need that has not been filled for a long time may lead to fading, anger and frustration. Therefore, it is important to manage emotions and channel the energy to conscious action. "Emotion management" is the ability to lead a person to conscious responses and intelligent integration in the emotional and cognitive processes and be aware to different situations as the ability to convert negative thoughts to positive ones, identifying changes in moods, and ability to channel moods (Keidar & Yagoda, 2015). Harpaz (2011) adds that "emotion management" means the way a person can empower positive emotions and moderate negative emotions. Situations of "change arouse emotion in a person". "Change" is a situation where routine has been undermined.

Employers must take care of the employees' welfare. Part of this welfare is looking at the emotional part that may be expressed as pressure, fatigue or desire to please. It actually meet some of a person's needs. A specific event may be interpret by one employee as pressure while the same event will be interpret as a challenge and will stimulate another employee. Therefore, it is important to identify and recognize which emotion arises in the employee and make the correct intervention accordingly (Briner & Totterdell, 2002).

2. Method

13 members of the nurse educators' staff were interviewed. The interview were in school's framework and the staff members agreed to be interviewed. The interview took half an hour and was recorded for transcription. The interviewees agreed.

The research tool: open interview in order to allow the interviewees to express themselves

The research population: all the interviewees are nurse educators working 75% to full time.

Gender:	Male		Female	
Number of interviewees	1		12	
Seniority as nurse educator:	Over 10 years	3-10 years	1-2 years
Number of interviewees	5	6	2
Education:	PHD	MA	BA
Number of interviewees	3	9	1

3. Findings

During the interview the interviewees described the emotions on a scale from pride to frustration or from pleasure to anger.

In the question asked: What emotions this role arouses in you? See Appendix 1.

Examining the interviewees' answers there are two types of emotions may be seen among the nurse educators' staff:

1.   Positive emotions as: interest, responsibility, love, pride, faith, challenge, mission, enthusiasm, compassion, pleasure, appreciation and satisfaction.

2.   Negative emotions as: nerves, anger, frustration, disappointment, despair.

3.   Some do not yet know: in the contemplation process, ambivalence

The reasons for positive emotions that appear from the interviews are:

1.   Inner enthusiasm of the staff members:

"Because when I teach something that I am passionate about like woman nursing I see that the students also know more" (Numb 2)

2.   Love of the profession:

"I love the profession, so I am happy to have partners who also love and certainly the new ones"

(Numb 5)

3. Attention and interest:

"When people pay attention to me and I see their eyes and their interest in the material, I leave class in a very high feeling, I really enjoy" (Numb 8)

The reasons for negative emotions that appear from the interviews are:

1. Lack of knowledge and skills:

"I do not have all the required skills … to an organization that does not give me enough tools to be a teacher, I did not study teaching…" (Numb 1)

2. Lack of knowledge in transmitting a message/information:

"You dot always understand if they did not understand because you did not explained well or it is about the students or both" (Numb 6)

3. The students:

"When the students are not what I expect them to be. I expect the students to be different, sometimes I do not understand their behavior and how we let them finish school…" (Numb 10)

"I look at today's students, I look at the present generation that came to study so yes … it is discouraging" (Numb 13)

4. Lack of interest:

"It feels today like I am on autopilot, kind of autopilot running" (Numb 11)

5. Competitiveness of professionals:

"Another thing that frustrates me is when I see low grades in nursing … It is not enough for me to have 100% pass, I look also for a level. I am competitive and it disturbs me…" (Numb 12)

General: an additional general cause for positive and negative emotions is the employee's connection to the values leading his doing. In the interview the following values were mentioned: faith, success, appreciation, listening, and professionalism.

An additional question asked: What helps you keep/improve your emotions in this role? (See Appendix 2).

The interviews showed that the reasons to keep and improve emotions are divided to internal and external factors.

Internal factors:

1. Improving yourself:

Checking yourself about the manner of imparting the material, how to change and improve:

"To improve is a lot of work on myself" (Numb 12)

"See how it can be done differently in the next course i.e. trying to draw lessons from one course to another…" (Numb 6)

2. In the situation level:

"To repeat the experience, as good experience" (Numb 8)

"Succeed in my missions" (Numb 7)

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"I do not know what helps me because I am still enthusiastic" (Numb 2)

"I love very much what I do therefore it helps me" (Numb 6)

External factors:

1. In the student level:

Positive feedback you get from the students:

"The students themselves tell me during studies it is good you are there, and thanks to you I got to where I am…" (Numb 10)

The fact that nurse educators feel they help and support the students in difficult moments and not only in the studies:

"They share me at the very personal level how to organize their life and even share the results of tests that it has nothing to do with studies at all. The very fact that I accompany them and with them in this way give me a lot of satisfaction. They need me and I am not just teaching" (Numb 10)

The faith in the students and their abilities:

"I want to believe that the student assimilate what I do". (Numb 9)

"The change I see in the student I received when I began my role and now he finishes…" (Numb 3)

"I really appreciate their desire, this motivation to develop and succeed and learn and seeing them gives me a lot of strength…" (Numb 5)

2. In the organization's level:

Doing and establishing new and different things:

"Do new things. I really like to set up things. I have no problem to establish the center and deal with developing new things" (Numb 11)

"My colleagues. It may be said the organization itself…" (Numb 9)

The knowledge itself keeps the emotion's boundaries: "I know it is the nature of this work" (Numb 9)

Values are also involved in the factors that help to preserve and improve the emotions in the organization. Once an employee is connected to his professional values and his inner beliefs, it helps him to cope with the emotional situation.

Analyzing these data may show that understanding the employee's needs and goals may influence the emotions in the organization. The employee has a need and in order to meet this need, he works to achieve a goal. An achieved goal raises positive emotions and vice versa. A goal that has not been achieved raises negative emotions.
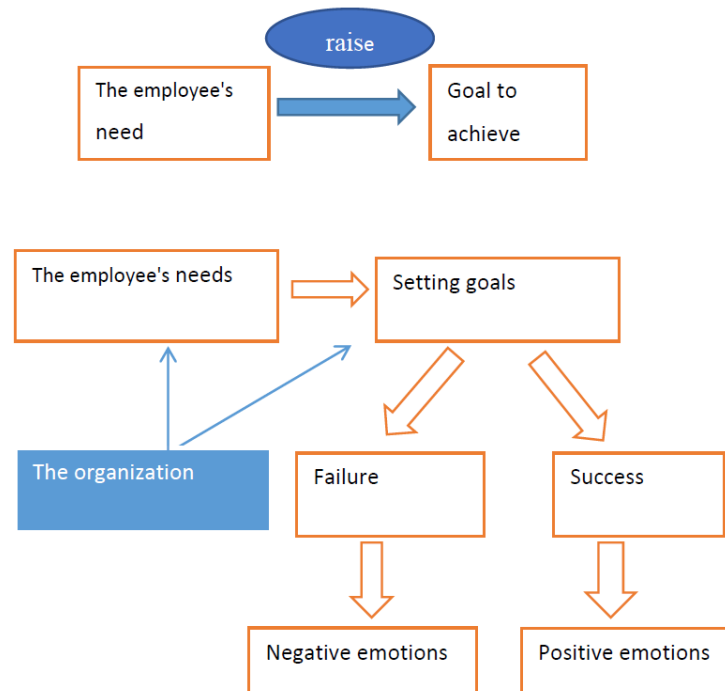
4. Conclusions

Influencing emotions in the organization may be done in early stages of the employee's work in two time points:

a.   In the stage of identifying the employee's needs:

In knowledge: giving information regarding the job, giving professional information and tools through designated training

Need in change/ diversity in the job, adapting the work character / style to the employee

b.   In the stage of setting goals to the employee:

Hear / advise or even offer assistance to the employee in order to achieve the goals he has set. Maybe the goals the employee has set are too high and unrealistic and therefore will not be achieved in the set period and therefore can lead to negative feelings.

4.1 Summary

An intervention process may be done by awareness and leading an organizational culture of listening to the employee, mutual assistance and cooperation. In this way, the organization moves forward when the basis (the employees) are treated, connect to the values they act by to achieve their needs and goals and their resulting emotions will be are positive emotions. Responding the employee's goals will lead the employee to respect and evaluate his work place.

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Appendix

Appendix 1. Question: What Emotions This Role Arouses in You?

The respondent:	The answer: (quote)	The emotion's cause (quote)
Numb 1	Occasionally nerves, interest, occasionally anger.	I do not have all the skills I need ... For an organization that does not give me enough tools to be a teacher, I did not study teaching.
Numb 2	Responsibility, independence. I like independence that is why I chose to be obstetrician, and… no, not frustration but maybe enthusiasm.	Because when I teach something that I am passionate about like woman nursing I see that the students also know more.
Numb 3	Pride, I am very proud of myself	I love and believe in what I do.
Numb 4	It challenges me, creates a sense of mission.	
Numb 5	Because I love the profession so I am happy that I have partners that also love it and especially the new, the young ones.	A lot of compassion towards the students, appreciation, I am very proud they came to this profession.
Numb 6	Appreciation, additional feelings may be frustration.	I believe that teachers are usually appreciated, not necessarily by the students but also, and also a kind of leader. Because you expect the students to do something or they do not understand … you dot always understand if they did not understand because you

		did not explained well or it is about the students or both.
Numb 7	Thought	I study now.
Numb 8	When people pay attention to me and I see their eyes and their interest in the material, I leave class in a very high feeling, I really enjoy. I enjoy talking with them. Even if they claim they do not agree with me, everything is fine. We talk about it and disassemble It, or not, or continue to disagree.	The conversation, the experience of seeing the students' eyes and their interest in the material, it makes me happy, give me a very good feeling.
Numb 9	Ambivalent. There are moments of satisfaction but they are few. It motivates me and but there is also anger and frustration.	In the individual aspect I like very much what I do and it gives me hope and value to my professionalism. Professionalism is not an emotion, but I do not know how to call it.
Numb 10	Satisfaction and pried. Sometimes it frustrates me. It is a range of emotions but mostly satisfaction and pride.	When the students are not what I expect them to be. I expect the students to be different, sometimes I do not understand their behavior and how we let them finish school. Because they graduate and when you see how they work in the field. You see where they have started and where are they now. The graduators are in the departments. It is fun to see this. They work differently than in practice. They have confidence, knowledge.
Numb 11	At first I was very enthusiastic and invested in the students, much, much more than what I am today.	It feels today like I am on autopilot, kind of autopilot running.
Numb 12	Very extreme. Sometimes I leave class smiling and satisfied and sometimes I get frustrated.	For example, I check a very low level paper and did not succeed in getting the students to write work at an academic level, especially since I taught this field. Another thing that frustrates me is when I see low grades. It bothers me. I do not know where we are compared to others at the

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		university. I know that there are in total 15 that failed and one of them is from our school out of six schools. One of the students told me that our school is ranked one place before the last and it means that the class average is very low. Although only one failed but the majority of students passed in a low grade and that's a pity. It is not enough for me to have 100% pass, I look also for a level. I am competitive and it disturbs me.
Numb 13	Responsibility. emotion of pride, disappointment.	I look at today's students, I look at the present generation that came to study so yes ... it is discouraging, but it is my duty in front of this kind of people, of the population that come to study today, it was different in the past.

Appendix 2. Question: What Helps You Keep/Improve Your Emotions in This Role?

Numb 1	Was not mentioned
Numb 2	I do not know what helps me because I am still excited, maybe in 3-4 years I will have to think about it.
Numb 3	The students
Numb 4	The feedback I get from the students. The change I see in the student I received when I began my role and now he finishes.
Numb 5	Every time I fall in love with the students again. I always have groups of students that I know that it is hard for them and I really appreciate their desire, this motivation to develop and succeed and learn and seeing them gives me a lot of strength.
Numb 6	Preserve, I really like what I do and therefore it help me to improve. I always try very hard to see what was in a course or a test that was less successful in a course and see how it can be done differently in the next course, i.e., I try to draw lessons from one course to another.
Numb 7	Repeat the experience as a good experience and not as an experience of fatigue and slackness. A discussion on the subject of difficulties in teaching. A discourse on the subject of creative solutions to deal with the phenomenon of the Z generation. It is also possible to ventilate not to steam but for searching solutions together.

	Maybe it was necessary, just throwing an idea, to move those lessons to the early morning hours. I feel lonely in my experiences and if it comes up then it is more as a steam than as something concrete for improvement.
Numb 8	Succeed in my missions but it is a process that will take time maybe until my training is over.
Numb 9	My colleagues. It may be said the organization itself. I know it is the nature of this work. A student is a student and the training system is a training system. There is a gap between the training system and the field, i.e., even if I have a vision, I know there is no one that will continue it in the field, they do not continue my way. So my work is for nothing. I want to believe that the student assimilate what I do. If I hear at least one graduator who took something it makes me feel good and motivated. I know that because of what he learned here he behaved the way I see in my world view.
Numb 10	In moments like graduation ceremony you really feel it. The students themselves tell me during studies it is good you are there, and thanks to you I got to where I am... They call to me on Friday Saturday evening, sending messages and share their personal things. There are students that I accompany on a personal level because there are very complicated family situations with children or parents who have surgery and they share me at the very personal level how to organize their life and even share the results of tests that it has nothing to do with studies at all. The very fact that I accompany them and with them in this way give me a lot of satisfaction. They need me and I am not just teaching.
Numb 11	Interviewee: Move to another place. Interviewer: OK. This is a decision. Obviously. But if staying here so to change, move in roles. Do new things. I really like to set up things. I have no problem to establish the center and deal with developing new things.
Numb 12	Improve is a lot of self-work. I always say I cannot be responsible for the student's learning. My maximum is to do and give exercises and go with him on a briefing. I cannot make him study.
Numb 13	Was not mentioned