

Assess the correlation between level of Emotional intelligence and Spiritual intelligence among the Nursing students in selected college of Bhubaneswar

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ABSTRACT

Background : Emotional Intelligence and Spiritual Intelligence are two unique bits of intelligence and two distinct forms of intelligence that relate to different aspects of the human experience. This relationship is very important in field of nursing ,where emotional and spiritual well being are crucial for effective patient care and personal resilience .

Objectives : The study aimed to identify the Correlation between emotional intelligence (EI) and spiritual intelligence (SI) among the nursing of students of SUM Nursing college , Bhubaneswar, Odisha .

Materials and Methods: A descriptive correlational comparative research design was conducted among nursing students .Two Hundred and fifty (250) nursing students 'were selected from BSC 1st-year and 2nd-year and GNM 1st-year students were selected conveniently as study samples and data were analysed using descriptive and inferential statistics with SPSS 21 version .

Result : According to the finding of the study the scale frequency and percentage of Emotional Intelligence and Spiritual Intelligence ,the highest percentage (97.60%) of student had average emotional intelligence , (1.6%) had very Low Emotional Intelligence and (0.80%) had low emotional intelligence respectively ,where as (57.60%) had medium spiritual intelligence ,(42.40%) had high level spiritual intelligence respectively .The present study shows positive correlation between emotional intelligence and Spiritual Intelligence and is extremely significant at 0.01 level of significance (p=0.00) . The Chi square association between study variables and socio demographic variables shows that the emotional intelligence having significant association with Gender (chi-square-7.933, p value-0.05) , Marital Status (chi-square – 12.616, p value-0.00) ,Type of course (chi-square – 35.668, p value-0.000) at 0.05 level of significance where as in Spiritual Intelligence their significant association with Type of course (chi square -9.642 ,p value -0.047) , Family Income (chi square -17.838 , p value -0.007) respectively .

Conclusion: The result of this study concluded that there is positive correlation between Emotional intelligence and spiritual intelligence. Emotional intelligence and spiritual intelligence are both important skills that we need in our lives to lead fulfilling and satisfying lives. Based on finding, it is important to create programs and activities that would enhance the spiritual intelligence and emotional intelligence of nursing students .

KEYWORDS: Emotional Intelligence, Spiritual Intelligence , Nursing Students.

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INTRODUCTION

Emotional intelligence (EQ) is the ability to recognize, understand, manage and use emotion effectively. Individuals with high EQ can identify their own and other's emotion, use emotional insight to guide thoughts and actions, label emotions accurately and adapt their emotional response to different situations (1). Spiritual intelligence (SQ) is the knowledge about spirituality and with which we access our deeper meaning, purpose and highest (2).

Nursing is a dynamic and noble profession that encompasses the art and science of caring for individuals, families, and communities. A nursing course serves as a gateway to this remarkable profession, providing students with a comprehensive education and practical training that molds them into competent and compassionate caregivers (3).

Emotional intelligence (EQ) is an essential skill for nursing students as it directly influences their ability to provide compassionate and patient-centered care (4). Spiritual intelligence can foster compassion and empathy in nursing students. Emotional intelligence and spiritual intelligence are both important skills that we need in our lives to lead fulfilling and satisfying lives. EQ and SQ are essential for healthcare professionals, as they play a significant role in providing holistic and patient-centered care (5). Emotional intelligence helps recognize and manage emotions in ourselves and others. Spiritual intelligence connects us to deeper human experiences, such as meaning, purpose, and transcendence. Both are essential for personal growth, relationships, and overall well-being. (6).

Emotional and spiritual intelligence in nursing enhance patient care, improve communication, and support ethical practices. They help nurses manage stress, make ethical decisions, and provide holistic, compassionate care, leading to better outcomes for patients and healthcare providers (7). Emotional Intelligence (EQ) and Spiritual Intelligence (SQ) are interconnected, enhancing personal development and well-being. EQ involves understanding and managing emotions, empathizing with others, and effective communication. SQ seeks meaning, purpose, and connection, guiding ethical decision-making and resilience. Together, they foster holistic growth and well-being (8).

Emotional intelligence fosters self-awareness, a key component of spiritual intelligence. By recognizing and managing emotions, individuals can develop a deeper understanding of their values, beliefs, and goals, leading to a stronger sense of purpose and meaning in life. This connection enables greater fulfillment, personal growth, and harmonious relationships, ultimately enriching spiritual lives (9).

A cross-sectional study was conducted to see the impact of emotional and spiritual intelligence on academic performance. The result reveals that the spiritual intelligence is higher in terms of critical existential thinking ($M = 19.39$, $SD = 4.65$) and lowest with conscious state expansion subscale ($M = 13.65$, $SD = 3.55$). Overall, the students exhibited a moderate level of spiritual intelligence ($M = 66.16$, $SD = 3.82$). Moreover, Nursing students perceived a very positive experience ($M = 4.60$, $SD = 1.26$) in providing spiritual care. There is a moderate relationship between spiritual intelligence and the ability to give spiritual care ($r_s = 0.515$, $p = 0.000$), which was statistically significant. This study found that emotional intelligence and spiritual intelligence has the most demanding and significant effect on the academic performance, therefore it needs better integration in academic practices, routine and culture (10).

Further a cross-sectional study was conducted to determine the relationship between spiritual and emotional intelligence among Iranian medical students. The result reveals that significant correlation was found between emotional and spiritual intelligence ($r = 0.48$; $P < 0.05$) (11). There is a significant correlation between Emotional Intelligence and Spiritual Intelligence because the spiritual intelligence ($r = 0.59$) and emotional intelligence ($r = 0.55$) with spiritual well-being among students ($P < 0.05$). Based on the findings, students' emotional intelligence can be fostered by reinforcing their spiritual intelligence, and correct behaviors can be promoted in accordance with social values. Also, the results of stepwise regression showed that spiritual intelligence and emotional intelligence in students predict their spiritual well-being ($P < 0.05$) (12).

All above mentioned arguments explain that emotional and spiritual intelligence has intrinsic motivation and plays a critical role in developing and learning domain. In modern teaching and learning techniques, emotional and spiritual intelligence are not given its due weightage. After carefully analyzing various research studies on EQ and SQ, this study aimed at introducing the concept of nursing students to measure both variables and their impact on academic achievement.

METHODOLOGY

Design and sample

A descriptive correlational research design was conducted among nursing students between April and May 2022. Total two hundred fifty Nursing students (BSC 1st year, BSC 2nd Year, GNM 1ST Year) of SUM Nursing college were selected conveniently as study sample.

Inclusion and exclusion Criteria

All the Nursing student who can understand the English language and were available during the data collection period were included and Students absent the time of data collection period are excluded from the study.

Procedure and instruments

Institutional Ethical Committee (IEC) and administrative permission was taken from SUM Nursing College research committee.

and further from SOA University Authorities .The tools used to collect the data were as follows: 1) Self Structured Questionnaire to assess the demographic variables and research variables 2) Standardized Schutte Self Report Emotional Intelligence (SSEIT) to assess emotional intelligence 3) Standardized Spiritual Intelligence Self Report Inventory (SIRI-24) to assess Spiritual Intelligence . Data were collected by Pen paper method.

Data analysis

The data analysis was planned on the basis of objectives of the study using descriptive and inferential statistics. Socio demographic data and research Variables were analysed by descriptive statistics i.e. frequency and percentage distribution of variables. Frequency and percentage distribution to assess the level of Emotional Intelligence and Spiritual Intelligence. Asses the Correlation between Emotional Intelligence and Spiritual Intelligence with Pearson's correlation coefficient formula .Association was done between emotional intelligence and spiritual intelligence with selected socio-demographic variables by Chi-Square . The data were analyzed using descriptive and inferential statics with SPSS 21 version .

RESULTS

Table 1 : Demographic characteristics of nursing Student .

N =250			
S. No	Socio demographic data	Frequency	Percentage (%)
1.	Age in years		
	17	35	14.0
	18	61	24.4
	19	73	29.2
	20	64	25.6
	21	17	6.8
2.	Gender		
	Male	96	38.4
	Female	154	61.6
3.	Marital Status		
	married	24	9.6
	Un married	226	90.4
4.	Family Income		
	below Rs10000	36	14.4
	between Rs10001 to 20000	63	25.2
	between 20001 to 30000	70	28.0
	above Rs30000	81	32.4
5.	Higher Secondary percentage		
	(40-50)%	35	14.0
	(51-60)%	65	26.0
	(61-70)%	80	32.0
	(Above 70)%	70	28.0
6.	Native place		
	Rural	102	40.8
	Urban	74	29.6
	Semi rural	18	7.2
	Semi Urban	56	22.4
7.	Type of course		
	Bsc 1 st year	105	42
	Bsc 2 nd yea	100	40
	GNM 1 st yea	45	18
8.	No of Siblings		
	One	80	32.0
	Two	95	38.0
	Three	58	23.2
	More than three	17	6.8
9.	Type of Family		
	extended family	82	32.8
	Nuclear Family	100	40.0
	Single Parents Family	40	16.0

	Grand Parent Family	28	11.2
10.	Father Educational Status		
	Illiterate	6	2.4
	secondary Education	15	6.0
	Higher secondary Education	46	18.4
	Graduated	92	36.8
	post graduation	91	36.4
11.	Mother Educational Status		
	Illiterate	14	5.6
	secondary Education	70	28.0
	Higher secondary Education	59	23.6
	Graduated	37	14.8
	post graduation	70	28.0
12.	Fathers Occupational Status		
	Unemployed	14	5.6
	Government	81	32.4
	Private	84	33.6
	Business	71	28.4
13.	Mother Occupational Status		
	Unemployed	129	41.2
	Government	38	12.1
	Private	35	11.2
	Business	48	15.3

Table 1 shows the demographic characteristic of nursing student that highest percentage (29.2 %) were belonging to the age group 19 years , Majority (61.6%) were Female and (90.4%) of the students were unmarried . Regarding Family income, highest percentage (32.4%) reported an annual income Rs30000 . In terms of secondary education Percentage shows that highest percentage (32%) of the students scored between 61-70% ,Most of the students (40.8%) were from rural area , in terms of type of course of 42% of the students were from Bsc 1st year .The most common number of siblings was two (38%), highest percentage (40.0%) of the students were from nuclear Family , students Father education shows that highest percentage (36.8%) of the student's Fathers are Graduated , while the highest percentage (28.0%) of the student's Mother had completed post graduation . Regarding occupation students Father Occupational status shows that highest percentage (33.6%) of students father employed in Private sector and Mother Occupational status shows that (15.3%) of the Mothers are engaged in Business.

Fig 1: Level of Emotional Intelligence among nursing students .

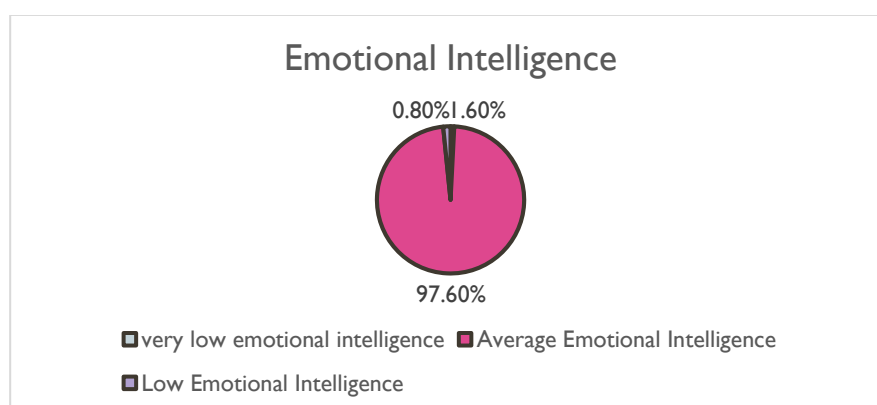


Fig No 1 : pie chart shows the percentage distribution of nursing students that 97.60% represents Average Emotional Intelligence , 1.6% represent very Low Emotional Intelligence and 0.80% represent low emotional intelligence respectively among the 1st year 2nd year Bsc nursing and 1st year GNM students of Bhubaneswar

Fig 2 : Level of Spiritual Intelligence among nursing students .

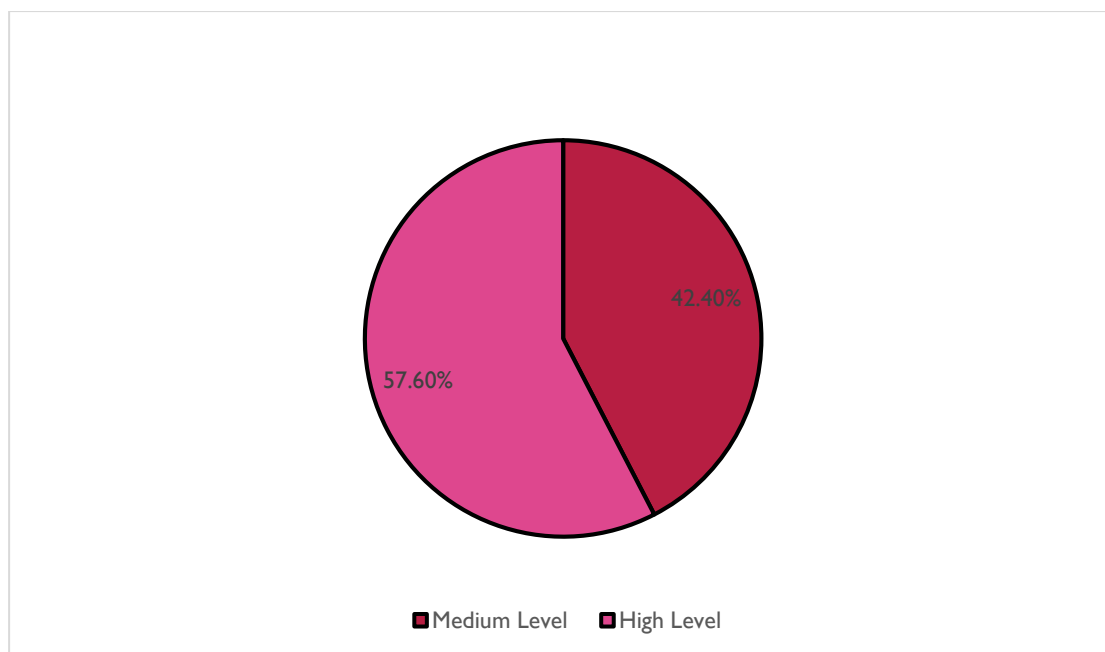


Fig No 2: Pie chart shows the percentage distribution of nursing students that 57.60% represents Medium level Spiritual Intelligence , 42.40 % represents High level Spiritual Intelligence respectively among the 1st year 2nd year B.sc nursing and 1st year GNM students of Bhubaneswar.

Table -2 : Correlation between Emotional Intelligence and Spiritual Intelligence with Pearson's correlation coefficient formula

Hypothesis:

H01: There is no significant relationship between emotional intelligence and Spiritual Intelligence

Correlational Variable	R value	df	P value
Emotional Intelligence and Spiritual Intelligence	0.327	1	00.00

*p <0.01 is significant

The above data in shows that there is significant correlation between emotional intelligence and Spiritual Intelligence. So, null hypothesis for H01, will not be accepted and their respective hypothesis will be accepted.

Table -2 shows that there is significant correlation between emotional intelligence and Spiritual Intelligence. The null hypothesis for H01, will not be accepted and their respective hypothesis will be accepted.

Association between Emotional Intelligence and spiritual intelligence with selected socio-demographic variables.

Chi-square test was computed to find out association between socio-demographic characteristics and Emotional Intelligence of nursing students. There was a significant association found between Emotional Intelligence and Gender ($\chi^2 = -7.933$, $p = 0.05$), Marital Status ($\chi^2 = -12.616$, $p \text{ value} = 0.00$) and Type of course ($\chi^2 = -35.668$, $p \text{ value} = 0.000$) respectively . And there was significant association found between spiritual intelligence and family income ($\chi^2 = 17.838$, $p = .007$ and type of course ($\chi^2 = 9.462$, $P = .047$) respectively .

DISCUSSION

Regarding socio demographic variables

In present study most of students (29.2%) belong to the age group of 19 years and majority of the gender of nursing student (61.6%) were female participated in the study most of (33.6%) Nursing student's father were employee as private servant . .

V Monisha et.al (2023), found that the most of the students (72%) between the age group of 18-20 years and most of the Nursing

students (76%) are female participated in the study (13). **Jiwan T et.al (2014)**, in his study found that the most of the students (62%) between the age group of 18-20 years (14). **Raisi M et.al (2024)**, in his study found that the most of the Nursing students (68.3%) are female participated in the study (15). **Bsharat F et.al (2024)** that most of (32.9%) Nursing student's father were employed and that most of (48.0%) Nursing student's mother were House wife (16).

Regarding percentage distribution of level of Emotional Intelligence :

In present study (97.60%) represents Average Emotional Intelligence, (1.6%) represent very Low Emotional Intelligence and (0.80%) represent low emotional intelligence.

Batran A et.al (2024), found that most of the analysis indicated that the most of the Nursing students had (91.3%) average Emotional intelligence level (17). **Sahin et. al (2020)**, he found that nearly all Saudi nursing student had (97.1%) supported average Level of Emotional Intelligence (18). **P S Sobha et. al (2024)**, this study shows that (88.5%) of the BSC nursing student exhibited a average level of emotional intelligence and (4.97%) of the students have low level of Emotional Intelligence (19).

Regarding percentage distribution of level of Spiritual Intelligence

In this study (57.60%) represents Medium Spiritual Intelligence, (42.40%) represent High level Spiritual Intelligence. **J Smitha et.al (2023)**, this study found that the majority of the samples (51.66 %) of the first group possess Average level of spiritual intelligence whereas the (46.33%) of the second group possess high levels of spiritual intelligence and nursing students are in need of improving their spiritual intelligence (20).

Regarding correlation between Emotional Intelligence and Spiritual Intelligence

The result of the study shows that there is a positive correlation between emotional intelligence and Spiritual Intelligence and is extremely significant at 0.01 level of significance ($p=0.00$, r value -0.327). **G Heidari Alimorad et.al (2017)**, the study found that the mean total scores of emotional and spiritual intelligence were 110.52 and 89.37, respectively. A significant correlation was found between emotional and spiritual intelligence (r , 0.48; $P < 0.05$) (21). **Afgajani seyfullah et.al (2019)** this study found that there was a significant correlation between spiritual intelligence ($r=0.59$) and emotional intelligence ($r=0.55$) with spiritual well-being among students ($P < 0.05$) (22).

Regarding the association between study variables and socio-demographic variables

There was a significant association found between Emotional Intelligence and Gender ($\chi^2 = -7.933$, $p=0.05$), Marital Status ($\chi^2 = -12.616$, p value-0.00) and Type of course ($\chi^2 = -35.668$, p value-0.000) respectively. **Thomas K (2021)**, show that there is a significant association of Emotional Intelligence with marital status ($F(4, 107) = 3.643$, $p = 0.08$) (23).

CONCLUSION

This study found a significant positive correlation between Emotional intelligence (EI) and Spiritual Intelligence (SI) among nursing students in Bhubaneswar. By integrating Emotional Intelligence and Spiritual Intelligence development programs in nursing education can enhance students wellbeing and patient care skill.

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