

## Research Article

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## Relationship between the Spiritual Score with the Academic Score, General Well Being, Compassion Score among Nursing Students

Geeta Parwanda\* Rahul Bansal and Dushyant Tyagi

Swami Vivekanand Subharti university, Meerut, Uttar Pradesh, India

### ABSTRACT

**Background:** Today spiritual care is considered an essential part of the overall care provided to improve the quality of life for the patient and their families. Today health is no longer viewed as a passive state of being, but as a dynamic process of attaining higher levels of wellness within each dimension. Spirituality and spiritual care are not new to nursing and healthcare system. The meaning of spirituality and spiritual care among nurses is culturally constituted and influenced by many factors such as the nurse's ethnic background, religious affiliation, level of education and clinical experience. (Wu LF) Nursing students must receive appropriate training to develop their abilities to provide spiritual care.

**Method:** A Quasi experimental one group pretest and posttest design. Participants were first Year nursing student, studying the diploma course in nursing was chosen as the study sample. Total Enumeration method was used in the present study.

**Results:** There is significant positive correlation between academic score, knowledge score and compassionate score and significant negative correlation with General wellbeing score of nursing students. Compassionate score has a significant positive correlation between the knowledge score and academic score but has significant weak negative correlation with general wellbeing score. It means that the compassionate care has directly impact on both the spiritual knowledge and academic performance.

**Conclusion:** In the present study, the nursing student had shown acceptance towards spiritual health. There is significant relationship between knowledge score, academic score and compassionate score but no significance with GHQ score which states that the spiritual knowledge do have impact on academic and clinical performance of nursing students as they are positively correlated which directly has impact on quality patient care.

### \*Corresponding author

Geeta Parwanda, Swami Vivekanand Subharti university, Meerut, Uttar Pradesh, India.

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### Introduction

Spirituality is the untying life four biological psychological and social components which include or exclude the religious component according to individual belief system [1]. Spirituality is not alternative medicine. If demonstrate sensitivity to an integral part of the whole person, a part that exists independently from consideration of Health and Illness [2].

Chung Wangschan agree about teaching importance of teaching spirituality to nursing student's recognition of patients' spiritual care needs will improve overall nursing care quality. Research exploring nursing students' preparations and perceptions of education in this important area are rare. Spiritual development is an ongoing, continuous component of overall learning. The identification of a student's spiritual perspectives is part of the educational journey and contributes to holistic personal development.

### Purpose

This study is to find out the relationship between the spiritual knowledge score, academic score, general wellbeing, compassion score among nursing students [3-5].

### Material & Method

**Design:** In present study A Quasi experimental one group pretest and posttest design was selected . Participants were first Year nursing student studying the diploma course in nursing was chosen as the study sample. Total enumeration method was used in sampling process having 80% female & 20% male ratio from three educational institutions. A total 100 students were enrolled as participants in experimental group and 77 were enrolled as Control.

**Instrument:** A data sheet was designed to collect information on participant's demographics including age, gender, educations, Religious, Occupation, Personal Habits and Source of Information. Structured questionnaires were administered to assess the knowledge on spiritual health and spiritual assessment scale by O'Brien 2014 to evaluate the attitude of nursing students regarding spiritual health. GHQ 28 instrument was used to assess the general wellbeing and compassionate care assessment tool CCAT to assess the clinical practice score rating of nursing students as per the patient and clinical supervisor.

**Data Collection and Analysis:** The researcher communicated with the heads of nursing school through official and personal channel. Questionnaire and informed consent were handed over

to school personal teaching faculty. In experimental group ten hours of structured teaching program me on spiritual health was administered to nursing students including practical demonstration of deep breathing exercise .The faculty in school helped in collection of questionnaire and total data collection period was over 48 weeks.

Confidentiality was maintained throughout the process. A total of 100 (experimental) and 90 (control) questionnaire was distributed and 99 (experimental) and 77 (control) completed questionnaire were received. Response rate was 92.63%. Data analysis was conducted using SPSS version 26 Descriptive statistics included frequency; mean and standard deviation were used to describe the sociographic details of the participants.

Karl Pearson correlation test was applied to find out relationship between spiritual score and academic performance, compassion scale and general wellbeing scale among nursing students

## Findings

### Quantitative Findings

Socio demographic characteristics of samples findings revealed that majority of respondent in experimental and control group are females (87%) with age 17-19 years and belonging to Hindu religion and resident of nuclear family and majority of respondents (86%) receive source of information on spirituality from parents as illustrated in table 1.

**Table 1: Socio Demographic Profile of the Study Participant (Experimental & Control Group)**

S. No.	Demographic Variable	Sample	Experimental Group (N=99)		Control Group (N=77)	
			Frequency	%	Frequency	%
1	Age in Years	17-19	46	46	41	53
		20-22	31	31	23	30
		23-25	14	14	9	12
		26-28	8	8	4	5
2	Gender	Male	11	11	18	23
		Female	88	88	59	77
3	Education	Intermediate	77	77	61	79
		Graduation	14	14	11	14
		Post Graduate	8	8	5	6
4	Previous Education Score	50-60%	37	37	30	39
		61-70%	44	44	27	35
		71-80%	14	14	16	21
		Above 80%	4	4	4	5
5	Personal Habit	Teatotaler	5	5	6	8
		Tobacco, Smoke & Smokeless Usage	6	6	2	3
		Non User	88	88	69	89
6	Source of Information regarding spirituality	Parents	86	86	44	57
		Friends	4	4	6	8
		Media	7	7	22	29
		Any other	2	2	5	6
7	Parents Education	No Formal	9	9	6	8
		Primary	28	28	29	38
		Secondary	27	27	25	32
		Higher	35	35	17	22
8	Parents Occupation	Employed	41	41	29	38
		Self Employed	50	50	33	43
		Unemployed	8	8	15	19
9	Types of Family	Nuclear	73	73	47	61
		Joint Family	26	26	30	39
10	Religion	Hindu	88	88	56	73
		Muslim	8	8	9	12

	Sikh	2	2	2	3
	Christian	1	1	10	13

The findings of relationship between knowledge score on spirituality ,academic score ,general wellbeing score and compassionate score of the nursing students are illustrated in table 2 A and B in experimental and control group with the explanation of result score at the level of 0.01 of significance (2 –tailed) as computed by the Pearson’s r correlation method

**Table 2 A: Relationship between Academic Score, Knowledge Score, GHQ-28 and Compassionate Score (Experimental Group)**

	Knowledge Score	Academic Score	GHQ Score	Compassionate Score
Knowledge Score Pearson correlation	1	.442**	-.765**	.444**
Sig. (2-tailed)		.000	.000	.000
N	99	99	99	99
Academic Score Pearson correlation	.442**	1	-.630**	.401**
Sig. (2-tailed)	.000		.000	.000
N	99	99	99	99
GHQ Score Pearson correlation	-.765**	-.630**	1	-.679**
Sig. (2-tailed)	.000	.000		.000
N	99	99	99	99
Compassionate score Pearson correlation	.444**	.401**	-.679**	1
Sig. (2-tailed)	.000	.000	.000	
N	99	99	99	99

**\*\* Correlation is significant at the 0.01 level (2-tailed)**

- Knowledge score is significant moderately positively correlated to academic score (.442) and compassionate score (.444) at 0.01 level whereas GHQ score is significant negatively correlated (-.465) at 0.01 level significant with knowledge score
- Academic score is significantly moderate positive correlated to knowledge score (.442) and with compassionate score (.401) at 0.01 level whereas GHQ score is significant negative correlated (-.630) with academic score at 0.01 level.
- GHQ score is significant negative correlated with knowledge score (-.765) , academic score (-.630) and compassionate score (-.679) at 0.01 level.
- Compassionate score is positive correlated with knowledge score (.444) and academic score (.401) at 0.01 level , whereas it is negatively correlated with GHQ Score (-.679) at 0.01 level .

**Table 3: Relationship between Academic Score, Knowledge Score, GHQ Score and Compassionate Score (Control Group)**

	Knowledge Score	Academic Score	GHQ Score	Compassionate Score
Knowledge Score Pearson correlation	1	.508**	-.600**	.386**
Sig. (2-tailed)		.000	.000	.001
N	77	77	77	77
Academic Score Pearson correlation	.508**	1	-.671**	.973**
Sig. (2-tailed)	.000		.000	.004
N	77	77	77	77
GHQ Score Pearson correlation	-.600**	-.671**	1	.221**
Sig. (2-tailed)	.000	.000		.053
N	77	77	77	77
Compassionate score Pearson correlation	.386**	.973**	-.221**	1
Sig. (2-tailed)	.001	.004	.053	
N	77	77	77	77

**\*\* Correlation is significant at the 0.01 level (2-tailed)**

- Knowledge score is positively correlated to Academic score (.508) and Compassionate score (.386) at 0.01 level, whereas it is negatively correlated to GHQ score (-.600) at 0.01 level
- Academic score is positively correlated to knowledge score (.508) and Compassionate score (.973) at 0.01 level, whereas it is negatively correlated to GHQ score (-.671) at 0.01 level
- GHQ score is negatively correlated to knowledge score (-.600) and Compassionate score (-.671) at 0.01 level, whereas it is positively correlated to compassionate score (.221) at 0.01 level.
- Compassionate Score is positively correlated to knowledge score (.386), academic score (.973) and GHQ score (.221)

## Discussion

There is significant relationship between academic score, knowledge score and compassionate score and no significance with GHQ score. It states that the academic score have impact on the spiritual knowledge as well as the clinical performance of nursing students.

There is no significant relationship of general wellbeing with the knowledge score and academic score and have a significant relationship with compassionate score. It states that the general wellbeing of a nursing student doesn't have any impact on his spiritual knowledge, academic performance but has impact on clinical performance clinical performance [6].

Compassionate score has a significant relationship between the knowledge score and academic score but has no significance with GHQ. It means that the compassionate care has impact on both the spiritual knowledge and academic performance. The data in this section describes the correlation between the spiritual scores ie, the post knowledge score, academic performance based on yearly examination results of nursing student conducted by state nursing council, Post General Wellbeing -28 score and the compassionate score determined by the clinical supervisors during the clinical postings in their training period in experimental and control group [7].

Nahid Mazloom Bafrooi Etall conducted a study to evaluate the relationship between spirituality and general health and mean and standard deviation of spirituality was 251.50 and general health had a significant negative correlation (p-value=0.03). The result is supported by the present study where the GHQ score is negatively correlated (-.630) with academic score at 1.01 level [8].

Duygu Hicdurmaz study the relationship between nursing student self-compassion with demographic factors determined there was no statistically difference in the compassion scale by educational level even the negative correlation between self-compassion and perfectionism subscale. The result is supported by the present study where the Compassionate score of nursing students is positively correlated with knowledge score (.444) and academic score (.401) at 0.01 level, whereas it is negatively correlated with GHQ Score (.679) at 0.01 level [9].

## Limitations

This study is considered with newer concept on spiritual health for nursing students. Due to its novelty the research studies on the statement of the problem are lacking. The study samples were taken from the nursing colleges of a particular state may have caused the findings to be culturally biased, therefore limiting their generalizability.

## Conclusion

In the present study, the nursing student had shown acceptance towards spiritual health. There is significant relationship between knowledge score, academic score and compassionate score but no significance with GHQ score which states that the spiritual knowledge do have impact on academic and clinical performance of nursing students as they are positively correlated which directly has impact on quality patient care [10,11].

## Implications

The finding of the present research has emphasis on spiritual needs of client to effectively implement the structured training programme and improve clinical practice and aimed at fresher nursing students not only modify their competency but also

empower them to regain their compassionate care. It also focus on the importance of spiritual aspect in the total wellbeing of an individual and nursing student once achieve complete health they can promote it for clinical and community settings and impact in holistic nursing care. Spiritual health course can be incorporated in the curriculum at various levels of nursing education.

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