Unlocking Resilience: The Crucial Role Of Spiritual And Emotional Intelligence In Student Success

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Abstract:
This bibliometric analysis paper examines the burgeoning literature surrounding the role of spiritual and emotional intelligence in shaping student resilience. With the recognition of resilience as a vital component of student well-being and academic success, researchers have increasingly turned their attention to understanding the intricate interplay between spiritual and emotional intelligence in fostering resilience among students. Through a systematic examination of scholarly publications spanning various disciplines, including psychology, education, and sociology, this paper aims to provide a comprehensive overview of the existing research landscape. Utilizing bibliometric techniques, such as citation analysis and co-citation mapping, we explore the key themes, seminal works, and emerging trends in this field. Additionally, we identify gaps in the literature and propose future research directions to advance our understanding of how spiritual and emotional intelligence contribute to student resilience. By synthesizing the collective insights from a diverse array of scholarly contributions, this paper offers valuable insights for researchers, educators, and practitioners seeking to promote resilience and well-being among students in educational settings.

Keywords: Spiritual Intelligence, Emotional Intelligence, Resilience,Well-being

Introduction:
In an era marked by unprecedented challenges and rapid change, the resilience of students has become an increasingly crucial focus in educational discourse. Within this context, the interplay between spiritual and emotional intelligence emerges as a compelling area of exploration. This research delves into the intricate relationship between these two constructs and their collective impact on student resilience. By illuminating the nuanced connections between spirituality, emotional intelligence, and resilience, this study aims to offer valuable insights for educators, psychologists, and policymakers seeking to foster the holistic development and well-being of students in academic settings.

Spiritual intelligence, a construct initially conceptualized by philosopher Danah Zohar in the 1990s, has garnered increasing interest across various academic disciplines due to its profound implications for human cognition, behavior, and well-being (Zohar & Marshall, 2000). Rooted in philosophical and religious traditions, spiritual intelligence extends beyond conventional measures of intelligence, encompassing individuals' capacity to transcend the self, seek meaning and purpose in life, and foster a sense of interconnectedness with others and the cosmos (Emmons, 2000). This multifaceted construct has been explored through diverse theoretical lenses, drawing insights from psychology, philosophy, and spirituality, among other disciplines.

While spiritual intelligence has been linked to positive outcomes such as resilience, well-being, and personal growth (King & DeCicco, 2009), its precise nature and operationalization remain subjects of ongoing debate and inquiry. Despite this, empirical research has begun to shed light on the role of spiritual intelligence in various domains of human functioning, including mental health, leadership, and ethical decision-making (Fry, 2003; Emmons &Paloutzian, 2003). Furthermore, the application of spiritual intelligence in practical contexts, such as education, healthcare, and organizational development, has gained traction, highlighting its relevance beyond theoretical discourse (Vaughan, 2002).

This research article aims to provide a comprehensive overview of spiritual intelligence, synthesizing theoretical perspectives, empirical findings, and practical implications from existing literature. By exploring the conceptual

underpinnings of spiritual intelligence and its implications for personal development and societal well-being, this study seeks to contribute to a deeper understanding of this intriguing construct. Additionally, by examining the methodologies employed in measuring spiritual intelligence and the challenges inherent in its assessment, this article endeavors to stimulate further inquiry and dialogue within the field of psychology and related disciplines. Through a critical examination of existing research and avenues for future exploration, this study aims to advance our understanding of spiritual intelligence and its significance in contemporary society.

Emotional intelligence (EI) has emerged as a significant construct in psychology, encompassing individuals' ability to perceive, understand, regulate, and express emotions effectively (Mayer & Salovey, 1997). This multifaceted concept goes beyond traditional measures of intelligence, such as IQ, by emphasizing the importance of emotional awareness and interpersonal skills in personal and professional success (Goleman, 1995). Over the past few decades, research on emotional intelligence has gained momentum, with scholars exploring its implications for various aspects of human behavior, including leadership, relationship satisfaction, and mental health outcomes (Brackett & Salovey, 2006; Mayer, Roberts, &Barsade, 2008).

Emotional intelligence comprises several components, including self-awareness, self-regulation, social awareness, and relationship management (Salovey & Mayer, 1990). Individuals high in emotional intelligence are better equipped to recognize and manage their own emotions, empathize with others' feelings, and navigate social interactions effectively (Goleman, 1998). Moreover, research suggests that emotional intelligence plays a crucial role in adaptive functioning and resilience, allowing individuals to cope with stress, regulate mood, and maintain psychological well-being (Brackett &Katulak, 2006; Mayer, Caruso, & Salovey, 2016).

Despite its growing prominence, the conceptualization and measurement of emotional intelligence remain subjects of ongoing debate and inquiry within the field of psychology (Matthews, Zeidner, & Roberts, 2002). Moreover, researchers have explored the cultural and developmental factors that influence the development of emotional intelligence across different populations (Brackett & Mayer, 2003; Wong & Law, 2002). This research article aims to provide a comprehensive overview of emotional intelligence, drawing upon theoretical frameworks, empirical research, and practical applications from diverse disciplinary perspectives. By synthesizing insights from psychology, education, and organizational behavior, this study seeks to elucidate the nature, correlates, and implications of emotional intelligence in human cognition and behavior. Additionally, through a critical examination of existing literature and methodologies for assessing emotional intelligence, this article aims to contribute to ongoing discussions within the field and identify avenues for future research. By shedding light on the significance of emotional intelligence in contemporary society, this study endeavors to promote a deeper understanding of human emotion and its impact on individual and collective well-being.

Literature Review:

Higher levels of emotional intelligence are associated with greater academic success, well-being, and resilience among first-year forestry students. Additionally, students with higher levels of emotional intelligence tend to report better overall well-being and higher resilience in the face of challenges. Lubis, A., & Maliki, A. (2022)

This research contributes to the existing literature by shedding light on gender variations in trait emotional intelligence and resilience among university students. The findings underscore the importance of considering gender dynamics in understanding emotional intelligence and resilience among young adults in academic settings.

The findings indicate several significant determinants of resilience among young adults in Pakistan, including social support, coping strategies, self-esteem, and perceived stress.This research contributes to a deeper understanding of the psychosocial factors that contribute to resilience among young adults in Pakistan. By identifying these determinants, the study provides valuable insights for policymakers, educators, and practitioners seeking to develop interventions and support systems to enhance resilience and well-being among young adults in the country.

The findings of the study suggest a bidirectional relationship between emotional intelligence and perceptions of resilience among young adolescents. Specifically, higher levels of emotional intelligence were associated with greater perceptions of resilience over time, and vice versa. This reciprocal relationship highlights the interplay between emotional intelligence and resilience in shaping adolescents' psychological well-being and adaptive functioning.This research contributes to the understanding of the dynamic nature of emotional intelligence and resilience during adolescence. By examining the longitudinal relationship between these constructs, the study provides insights into potential mechanisms and pathways through which emotional intelligence and resilience influence each other over time.

The findings indicate that participation in the Emotional Intelligence and Resilience Program led to improvements in the well-being and stress management skills of preclinical medical students. Specifically, students reported enhanced emotional intelligence, increased resilience, and improved abilities to manage stress and cope with academic demands. Qualitative data further supported these findings, with students expressing appreciation for the program's content and its positive impact on their personal and professional development.This research contributes to the growing body of literature on interventions aimed at promoting well-being and resilience among medical students. By demonstrating the effectiveness of an Emotional Intelligence and Resilience Program, the study underscores the importance of incorporating such interventions into medical education curricula to support students' mental health and overall success.

The findings suggest that cultural background, gender, and involvement in competitive sports can significantly impact emotional intelligence and resilience among university students. Specifically, cultural differences were found to influence students' emotional intelligence and resilience levels, with variations observed across different cultural

groups. Additionally, gender differences were identified, with female students generally reporting higher levels of emotional intelligence and resilience compared to male students. Participation in competitive sports also played a role, with athletes demonstrating different patterns of emotional intelligence and resilience compared to non-athletes. This research contributes to our understanding of the complex interplay between culture, gender, competitive sports, emotional intelligence, and resilience among university students. By highlighting the diverse factors that influence these constructs, the study provides insights for educators, policymakers, and practitioners seeking to support the mental health and well-being of university students across various cultural and gender contexts.

The findings suggest that both emotional intelligence and self-efficacy serve as significant predictor factors of student resilience in online learning contexts during the pandemic era. Higher levels of emotional intelligence and self-efficacy are associated with greater resilience among students facing the challenges of remote learning. These results highlight the importance of these psychological factors in buffering the adverse effects of the pandemic on students' academic and psychological well-being.This research contributes to our understanding of the factors that contribute to student resilience in online learning environments, particularly during times of crisis such as the COVID-19 pandemic. By identifying emotional intelligence and self-efficacy as key predictors of resilience, the study provides valuable insights for educators and policymakers seeking to support students' adaptation and success in remote learning settings.

The findings suggest that the COVID-19 pandemic has had a significant impact on university students, influencing their emotional intelligence, resilience, and engagement in ESD. Specifically, the study reveals a decrease in emotional intelligence among students during the pandemic, potentially due to heightened stress and uncertainty. However, despite these challenges, students demonstrate resilience by maintaining a strong sense of engagement in ESD-related activities, indicating their commitment to sustainability despite the disruptions caused by the pandemic. This research contributes to our understanding of the multifaceted effects of the COVID-19 pandemic on university students and their engagement in ESD. By highlighting the importance of emotional intelligence and resilience in navigating challenges and fostering sustainable behavior, the study provides insights for educators and policymakers seeking to support students' well-being and promote sustainability in higher education.

Spiritual Intelligence:
Spiritual intelligence, rooted in philosophical and religious traditions, encompasses individuals' capacity to seek meaning, purpose, and understanding beyond the material realm (Zohar & Marshall, 2000). It offers a unique perspective on human cognition and behavior, extending beyond conventional measures of intelligence to encompass dimensions of wisdom, compassion, and interconnectedness (Emmons, 2000). Scholars have recognized its significance in shaping individuals' well-being, resilience, and sense of fulfillment (Fry, 2003; Zohar & Marshall, 2000).

Emotional Intelligence:
Emotional intelligence (EI) is defined as the ability to perceive, understand, regulate, and express emotions effectively (Mayer & Salovey, 1997). It includes components such as self-awareness, self-regulation, social awareness, and relationship management (Salovey & Mayer, 1990). Research indicates that higher levels of EI are associated with better coping strategies, interpersonal relationships, and overall psychological well-being (Brackett & Salovey, 2006; Mayer, Roberts, &Barsade, 2008).

Student Resilience:
Resilience, defined as the ability to bounce back from adversity, adapt to challenges, and thrive in the face of setbacks, plays a crucial role in students' academic success and overall well-being (Fergus & Zimmerman, 2005). It is influenced by various factors, including social support, coping strategies, self-esteem, and perceived stress (Masten & Obradović, 2006; Shah et al., 2022). Research suggests that interventions targeting emotional intelligence and spiritual intelligence can enhance student resilience and well-being (Taha et al., 2022; Zhai & Cao, 2021).

Interplay Between Spiritual and Emotional Intelligence in Resilience:
The interplay between spiritual and emotional intelligence in fostering student resilience is a topic of growing interest. Spiritual intelligence, with its emphasis on meaning-making and interconnectedness, may complement emotional intelligence by providing individuals with a sense of purpose and transcendence in the face of adversity (Vaughan, 2002). Moreover, research indicates that spiritual practices such as mindfulness and compassion can enhance emotional regulation and coping skills, thus promoting resilience (Romer et al., 2016; Vaughan, 2002).

2. Methodology
The research employs bibliometric methodology, which involves the use of statistical analytical tools to examine and interpret bibliometric information and bibliographic data. The literature pertaining to Spiritual intelligencec, Emotional Intelligence and student resilience was examined analysing the articles, authors, journals, etc. and the publication trends.

The methodology adheres to the procedural steps outlined by Donthu et al. (2021), which include: (1) defining the aims and scope of the review; (2) selecting the appropriate analysis technique; (3) gathering data; and (4) cleansing the data through inclusion and exclusion techniques before conducting the bibliometric analysis..

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2.1 AnalysisTechnique

The data was analyzed by applying bibliometric analysis to understand the Role of Spiritual and Emotional Intelligence in Student's Resilience .

The research employed performance analysis and scientific mapping techniques to analyze the data. These included co-citation analysis, which was used to identify fundamental data (Boyack and Klavans, 2010); bibliographic coupling, which helped to elucidate prevalent themes in the related research area (Andersen, 2019); and co-occurrence of words, aiding in deciphering topical trajectories (Cheng et al., 2018). The identification of these techniques utilized the Louvain algorithm-based modularity of network nodes (Blondel et al., 2008).

For bibliometric analysis, both VOSviewer (van Eck and Waltman, 2010) and R-Studio were utilized as tools. Specifically, the Bibliometrix package of R was installed and activated, and the command Biblioshiny() was employed. This approach provided "substantial, effective statistical algorithms as well as visualization tools that are perhaps the strongest qualities to prefer R to other languages for scientific computation" (Aria and Cuccurullo, 2017).

2.2 Literature Search

Scopus database was utilized to gather database using a wide range of keywords (Mustak et al., 2021; Toorajipour et al., 2021). Scopus was chosen for its reputation for high-quality content, extensive coverage, and ease of data retrieval (Harzing&Alakangas, 2016). Scopus is preferred for its broader index of publications, particularly in the social sciences field relevant to this research, leading to higher average citation counts (Stahlschmidt & Stephen, 2020). Additionally, Scopus stands out as the largest peer-reviewed database for scientific research (Burnham, 2006). Before analysis, the data underwent cleaning to remove inappropriate selections, aiming to improve visualization and interpretation of the results (Donthu et al., 2021). Following a systematic procedure detailed in Table 1, the final dataset comprised 618 articles.

Table 1 Search criteria & article selection

Filtering/Searchcriteria		
SearchEngine	Scopus	
SearchDate	12April'24	
Searchterms*	(''Emotional Intelligence'' OR ''Spiritual Intelligence'') AND (''Student") AND("resilience")	203
SearchYears	2010-2024	198
Language	English	181
Documenttype	''Articles'',''Conferencepapers'',''Reviews'', "Book", "Book Chapter"	176
Contentscreening:Inclusionofarticlesif''Titles,abstracts, and keywords'' indicate relevance toscopeof study (i.e., SI,EI & ResilienceinStudents) only		166

*Thesearchitemswerederivedbyliteraturereviewandbrainstormingbyauthorsandsubject-matterexperts(Source: Author Compilation)

3. Findings & Analysis

Table 2 summarizes the main information about the 618 articles that were in the corpus.

Table 2 Main Information about the documents

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2010:2024
Sources (Journals, Books, etc)	166
Documents	205
Annual Growth Rate %	16.99
Document Average Age	3.95

Average citations per doc	14.65
References	0
DOCUMENT CONTENTS	
Keywords Plus (ID)	809
Author's Keywords (DE)	559
AUTHORS	
Authors	657
Authors of single-authored docs	34
AUTHORS COLLABORATION	
Single-authored docs	36
Co-Authors per Doc	3.46
International co-authorships %	18.54
DOCUMENT TYPES	
article	160
article article	2
book	11
book chapter	6
conference paper	12
conference review	2
editorial	1
erratum	1
letter	2
review	8

Source: Author Compilation based on R Studio
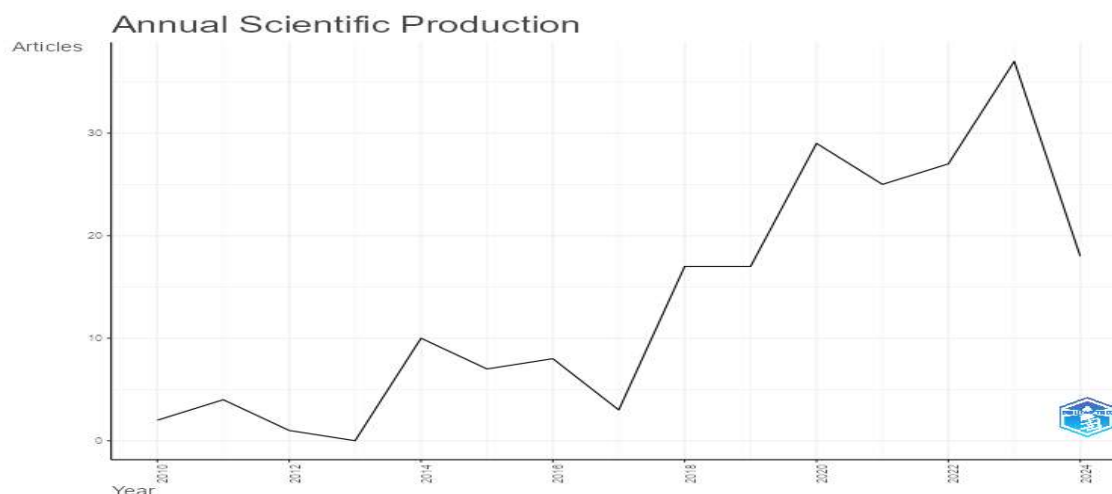
AnnualScientificProduction

Figure1: Publication trendofSpiritual and Emotional Intelligence in Student's Resilience
(Source: R Software)

Publication Trend of Spiritual and Emotional Intelligence in Student's Resilience: Fig. 1 presents publication trends on the Spiritual Intelligence, Emotional Intelligence and Student Resilience topic. The mapping ofthe number of documents with the year represents exponential growth in the area after 2017. 2023 has seen the highest number of articles being published in this domain.

PerformanceAnalysis
Top authors and countries on the research landscape of EI, SI & Student Resilience: To grasp the trend, it was crucial to examine the most influential authors, countries, affiliations, and keywords. Table 3 showcases the leading countries, authors, and affiliations. While GARCÍA-MARTÍNEZ I emerged as the top author with maximum number of papers(6) to his credit, University of Granada was the institution with highest contribution(13, n=166). The USA emerged as the top pioneer in the field(103, n=166) followed by Spain(80, n=166).

Table 3: Top authors, countries and institutions of EI, SI & Student Resilience based on Production

Author	Total Production	Institution	Total Production	Region	Total Production
García-Martínez I	6	University of Granada	13	USA	103
León Sp	4	University of Jaén	9	Spain	80
Lay Yf	3	Western University of Health Sciences	7	UK	32
Na Na	3	Shiraz University of Medical Sciences	5	China	30
Ngui Gk	3	University of The Basque Country	5	Australia	27
Quijano-López R	3	Almería	4	South Korea	18
Tomás-Sábado J	3	KonkukUniversity	4	India	17
Trigueros R	3	University of Granada	13	Iran	14

Source: Author Compilation based on R Studio
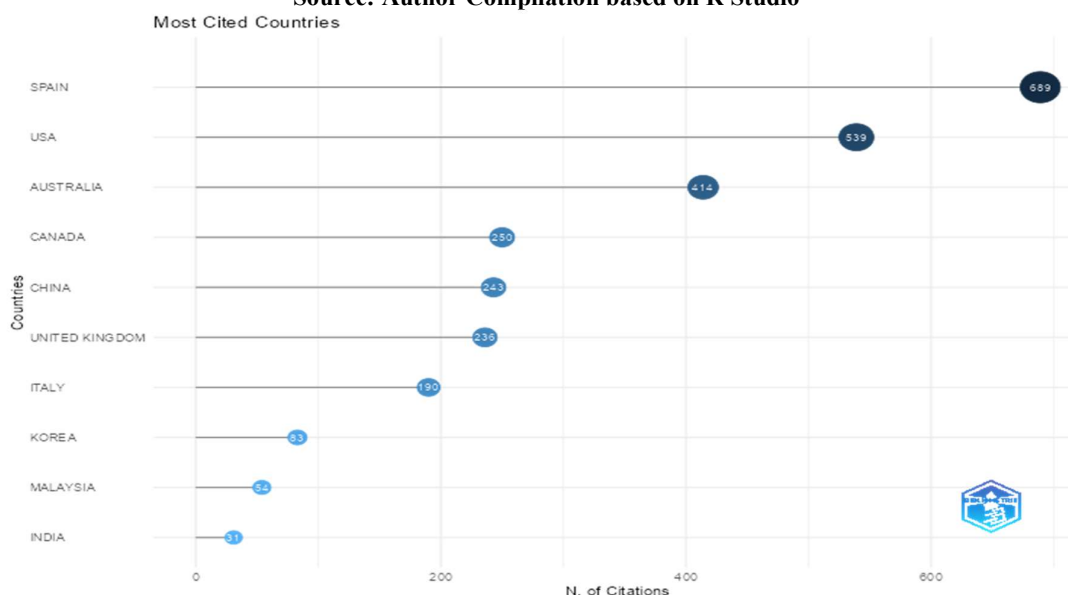
Figure 2: Most Cited Countries (Source: R Software)

As depicted in Fig.2 Spain is the most cited author country with 689 citations followed by USA with 539 citations. Australia and Canada rank third and fourth with 414 and 250 cirations respectively. Table 4 illustrates the top journals and the articles.

Top Journals and Articles

Table 4: Top Journals & Articles on EI, SI & Student Resilience based on citations

Paper	DOI	Total Citations
DI FABIO A, 2015, J. Career Dev.	10.1177/0894845314533420	142
FENWICK-SMITH A, 2018, BMC Psychol.	10.1186/s40359-018-0242-3	132
BEAUVAIS AM, 2014, Nurse Educ. Today	10.1016/j.nedt.2013.12.005	132
DI FABIO A, 2014, Personal. Individ. Differ.	10.1016/j.paid.2014.01.026	127
CLEARY M, 2018, Nurse Educ. Today	10.1016/j.nedt.2018.05.018	107
LOU NM, 2019, SYSTEM	10.1016/j.system.2019.102126	99
HOWELL KH, 2014, CHILD Abus. Negl.	10.1016/j.chiabu.2014.10.010	92
ORCUTT HK, 2014, J. Trauma. Stress	10.1002/jts.21914	87
LI Y, 2015, J. Psychiatr. Ment. Health Nurs.	10.1111/jpm.12192	86

TRIGUEROS R, 2019, Int. J. Environ. Res. Public Health	10.3390/ijerph16162810	83

<div align="center">(Source: R Software)</div>

Science Mapping Analysis

The science mapping analysis, focusing on the thematic and social dimensions of the research area, was conducted using bibliometric methods. The author employed these methods to investigate the relationships between various disciplines, specialties, and individual papers. The analytical tools used in this process included co-word analysis, thematic mapping, co-authorship analysis, and country collaboration analysis. Additionally, network analysis was performed in conjunction with these tools.

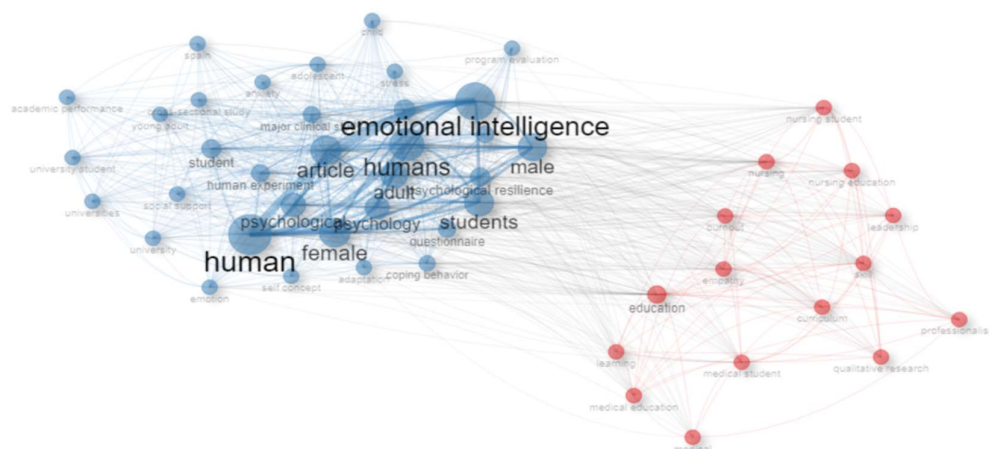## Co-occurrence of keywords

Figure 3: Network Visualization based on link weights ofco-occurrences of author's key words using VOSviewer

In **Figure 3**, the dimension of the circles reflects the occurrences of keywords. The figure displays, the keyword"human" (blue-colored circle) and "emotional intelligence" (blue-colored)havethestrongeststrength, linkedto"psychological resilience".Two major clusters have been identified "education" and "emotional intelligence".
To enhance co-occurrence analysis, a PageRank calculation was performed to measure popularity (Kumar et al., 2020). PageRank analysis, initially developed to provide insights similar to web searches (Liang & Liu, 2018), helps illustrate the connectivity and citation relationships between web pages. This method generates a probability distribution over articles.
Table 5 lists the 2 clusters of keywords based on betweeness and closeness. The PageRank analysis as shown in table 2 ranges between 0.00664and 0.02453, making the results significant (Leeet al., 2013;Kumar etal., 2020).
The first cluster comprises of 15 keywords based on the concept of spiritual intelligence in student resilience illustrated by words like "education", "burnout", and "learning. Cluster 2 comprises of keywords under the theme of emotional intelligence. The cluster has 34 keywords including words like "emotional intelligence" and "psychology".

<div align="center">

Table 5: Cluster of keywords (betweeness, closeness ,and PageRank

</div>

Node	Cluster	Betweenness	Closeness	PageRank
education	1	9.104649377	0.019230769	0.02453047
nursing	1	1.760346386	0.015873016	0.01907311
nursing student	1	0.538727543	0.014925373	0.01609588
empathy	1	1.692270824	0.016666667	0.01366069
burnout	1	0.341609062	0.015151515	0.01056662
medical student	1	1.674748479	0.015151515	0.01214294
curriculum	1	0.553511803	0.014925373	0.00978317

nursing education	1	0.34408722	0.014492754	0.0126745
medical	1	0.062803272	0.012658228	0.00697439
professionalism	1	0.06420824	0.012987013	0.00698593
leadership	1	0.215090668	0.014084507	0.00811915
skill	1	1.229981617	0.015873016	0.01270334
learning	1	0.071844956	0.012987013	0.00664461
qualitative research	1	0.059087694	0.012820513	0.00716029
medical education	1	0.604098122	0.014084507	0.00949536
emotional intelligence	2	46.70178833	0.020833333	0.05647689
human	2	61.24019067	0.020833333	0.06265894
female	2	20.68853361	0.020833333	0.04412807
male	2	18.41676051	0.020833333	0.04090402
humans	2	36.97956396	0.020833333	0.05041225
adult	2	16.65978333	0.02	0.03794802
students	2	23.05943528	0.020833333	0.04103152
article	2	29.0514332	0.020833333	0.04427632
psychological	2	11.8227273	0.019607843	0.03449767
psychology	2	15.71019452	0.020408163	0.03375523
student	2	3.733437742	0.016949153	0.02526076
adolescent	2	1.856292772	0.016949153	0.01880978
resilience	2	5.938472497	0.018181818	0.02772888
psychological resilience	2	8.453714305	0.02	0.02613365
young adult	2	0.809245829	0.015625	0.0168139
human experiment	2	3.527366631	0.018181818	0.02316087
controlled study	2	1.978463435	0.016949153	0.02233068
questionnaire	2	2.933645638	0.017857143	0.02240317
major clinical study	2	4.05751699	0.018181818	0.02176576
coping behavior	2	3.94535256	0.018181818	0.02114554
social support	2	0.299453768	0.014925373	0.00965476
cross-sectional study	2	0.280835282	0.015151515	0.01165793
emotion	2	0.727549184	0.015625	0.01345665
self concept	2	0.248061962	0.015625	0.01137503
spain	2	0.06098745	0.01369863	0.00780129
university	2	0.814848178	0.015384615	0.01514717
adaptation	2	1.403279113	0.016393443	0.01416498
child	2	0.091759882	0.013888889	0.00908067
anxiety	2	0.263748071	0.014492754	0.00810029
program evaluation	2	0.010328804	0.013333333	0.00709234
universities	2	0.266158191	0.014705882	0.01334985
university student	2	0.360327645	0.014925373	0.01319113
academic performance	2	0.046570569	0.013157895	0.0071476
stress	2	0.245107513	0.014705882	0.01052796

Source: Author compilation based on R Studio

4. Conclusion

In conclusion, both spiritual and emotional intelligence play crucial roles in shaping student resilience. By cultivating a deeper sense of meaning, purpose, and interconnectedness, spiritual intelligence can complement the intrapersonal and interpersonal skills fostered by emotional intelligence, thereby enhancing students' ability to navigate challenges and thrive in academic and personal domains. Thde paer adds to thee scientific research on the significant area od factors

influencing reseilent behaviour amongst young population. Future studies can focus on empirical evidence for enhancing resilience amongst students . More factors that influence reseilent beahavior along with spirituality and emotional intelligence may be studied.

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