

EMOTIONAL INTELLIGENCE AS A PREDICTOR OF ACADEMIC SUCCESS IN NURSING STUDENTS: A NARRATIVE REVIEW

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Abstract - Emotional intelligence is an essential component of all fundamental nursing education programs and the nursing profession as a whole. Its implementation in nursing is critical because it provides nurses with the skills they need to manage stress, negotiate emotions, and develop connections with patients, families, and other healthcare providers. A high level of emotional intelligence can help nurses retain self-control and build confidence. Furthermore, by using emotional intelligence—which includes cognitive and physiological behaviours—students can better engage with their learning settings.

Aim – This literature review aimed to check the relationship between emotional intelligence and academic performance of nursing students.

Method – The narrative review process involved a thorough search and many assessments of peer-reviewed literature. Journals pertaining to nursing students' academic achievement and emotional intelligence were obtained from the PubMed, Scopus, and Research Gate databases.

Result – The search yielded twelve studies showing relation between emotional intelligence and academic performance that shows that emotional intelligence can contribute to improved academic outcomes and better preparation for professional responsibilities.

Conclusion - This research review focuses on the importance of emotional intelligence in nursing students' academic achievement. Increasing emotional intelligence can help students perform better in school and prepare them for professional obligations. These findings highlight the necessity of incorporating emotional intelligence training into nursing education and practice.

Keywords: Emotional intelligence, Academic performance, Nursing students, Relationship and Correlation

Introduction - The significant responsibility of nurturing life and helping the larger society falls on "nursing students," who are vital foundations of the healthcare industry. One But in addition to being essential to achieving their goals, their time in college is also a time of great stress and difficulty.

By drawing comparisons to general intelligence, Salovey and Mayer were the first to present and conceptualize emotional intelligence (EI) as an ability-based category. They proposed that people with high EI have unique abilities in evaluating and controlling emotions, which allow them to control both their own and other people's emotions and promote a variety of adaptive outcomes. Because of its important theoretical and practical ramifications for daily life, this idea has attracted increasing attention from academics and the general public. "The ability to accurately reason about emotions and the ability to utilize emotions and emotional knowledge to enhance thought" is another way the same writers defined emotional intelligence.

Emotional intelligence is an essential component of all fundamental nursing education programs and the nursing profession as a whole. Its implementation in nursing is critical because it provides nurses with the skills they need to manage stress, negotiate emotions, and develop connections with patients, families, and other healthcare providers. A high level of emotional intelligence can help nurses retain self-control and build confidence. Furthermore, by using emotional intelligence—which includes cognitive and physiological behaviors—students can better engage with their learning settings.

The foundation of all basic nursing education programs and the nursing profession in general is emotional intelligence. Its use in nursing is essential because it gives nurses the tools, they need to control their stress, deal with emotions, and establish rapport with patients, families, and other medical professionals. A nurse who possesses a high degree of emotional intelligence may be better able to control themselves and build their confidence. Additionally, students can interact with their learning settings more successfully if they use emotional intelligence, which includes both cognitive and physiological actions.

The idea that social and emotional adjustment in the classroom is directly related to academic achievement has attracted a lot of interest from a variety of disciplines, including positive psychology, social and emotional learning, and economics.⁹ Self-regulated learning techniques, constant work, efficient time management, and the capacity to manage academic stress while skilfully navigating social situations are all necessary for achieving academic success. Emotional intelligence (EI) and coping strategies are two important concepts that are thought to affect academic achievement through social and motivational routes.

The majority of early studies in this field focused on the relationship between EI and coping mechanisms and academic performance¹⁰. The focus of more recent studies on emotional intelligence (EI) in educational settings has switched to examining how cognitive ability, EI, coping strategies, and other relevant characteristics interact to shape performance outcomes.

The relationship between emotional intelligence and academic success can be explained in a number of ways. First, pupils who successfully control their negative emotions are probably less likely to be disturbed by them during tests and educational settings. These kids may even produce good feelings that improve their performance, depending on how well they can manage their emotions. Second, teamwork—such as in group projects and presentations—is becoming more and more important for academic success.

Better social interactions have been associated with emotional intelligence, especially the ability to control one's emotions. This suggests that people with high emotional intelligence are better able to maintain the social ties required for productive group projects. Third, the capacity to establish and preserve social connections may enhance general social support and wellbeing in the classroom in addition to resulting in improved scores on group tests.

At the procedural level, these routes imply that greater Salovey and Mayer proposed in the 1990s that it was possible to quantify and research a person's capacity to comprehend, control, and utilize emotions. A new trend began in 1995 with the release of Goleman's book on emotional intelligence. Consequently, this idea gained a lot more recognition. There is widespread agreement that emotional intelligence exists and plays a role in both personal and professional success, even though not everyone shares Goleman's model of emotional intelligence. Emotional intelligence, or EQ, is described in Goleman's prototype as five domains divided into four divisions. While some of these domains are associated with social competencies, two are associated with personal competencies.

Five Domains of Emotional Intelligence

Daniel Goleman's model of emotional intelligence includes five realms.

1. Know your emotions.
2. Manage your emotions.
3. Motivate yourself.
4. Recognize and understand other people's emotions.
5. Manage relationships (others' emotions)

These five realms are broken down into four quadrants:

1. Self-Awareness.
2. Social Awareness.
3. Self-Management.

4. Relationship Management.

Due to its potential for development and improvement, the concept of emotional intelligence is generally accepted as a positive trend.

Research indicates that emotional intelligence is something that can be developed over time, even though not everyone would agree with this.

- Personal competence is comprised of self-awareness and self-management.

Self-confidence, emotional state awareness, identifying the effects of your actions on other people, and observing how other people affect your emotional state are all components of self-awareness.

Controlling disruptive emotions and impulses, behaving in accordance with your values, adapting to change, and pursuing chances and goals in spite of failures and hurdles are all components of self-management.

- Relationship management and social awareness make up social competency. The ability to sense other people's emotions, care about their experiences, and pay attention to what they have to say are examples of social awareness competencies.

Relationship management skills include managing conflict, communicating ideas properly, managing others' emotions with sensitivity, and getting along with people.

	Recognition	Regulation
Personal Competence	<p>Self-Awareness</p> <ul style="list-style-type: none"> • Self-confidence • Awareness of your emotional state • Recognizing how your behavior impacts others • Paying attention to how others influence your emotional state 	<p>Self-Management</p> <ul style="list-style-type: none"> • Keeping disruptive emotions and impulses in check • Acting in congruence with your values • Handling change flexibly • Pursuing goals and opportunities despite obstacles and setbacks
Social Competence	<p>Social Awareness</p> <ul style="list-style-type: none"> • Picking up on the mood in the room • Caring what others are going through • Hearing what the other person is "really" saying 	<p>Relationship Management</p> <ul style="list-style-type: none"> • Getting along well with others • Handling conflict effectively • Clearly expressing ideas/information • Using sensitivity to another person's feeling (empathy) to manage interactions successfully

In terms of emotional intelligence, self-awareness and self-management have to do with our ability to relate to ourselves. Social awareness and relationship management have to do with our ability to relate to others.

Self-Awareness

"If you understand your own feelings, you get a really great handle on how you're going to interact and perform with others....So one of the first starting points is, 'what's going on inside of me?'"

Chuck Wolfe President, C.J. Wolfe Associates, LLC

Being self-aware is being able to interpret your own feelings and understand their effects. It also entails having self-confidence and understanding your skills and limitations. Having the capacity to identify and comprehend moods and emotions, as well as knowing what motivates them and how they impact other people, is the goal.

In order to practice this skill, you must develop an awareness of your own emotional states.

Self-Management

Having a sense of accomplishment, acting with honesty, integrity, and reliability, and controlling erratic emotions are all components of self-management competences.

It also entails feeling upbeat, being flexible and adaptive, and spotting and grasping opportunities as they present themselves. This ability teaches people to take charge of their emotions and make their own decisions. Learning to reframe stressful events as just tough is another aspect of self-management. You can improve your ability to control your emotions by being aware of those emotional triggers.

Social Awareness

Social awareness competencies involve being able to sense other people’s emotions, understanding their unique perspectives and learning to take an active interest in things they are concerned about.

It also involves having a sense of organizational awareness and a sense of service.

Relationship Management

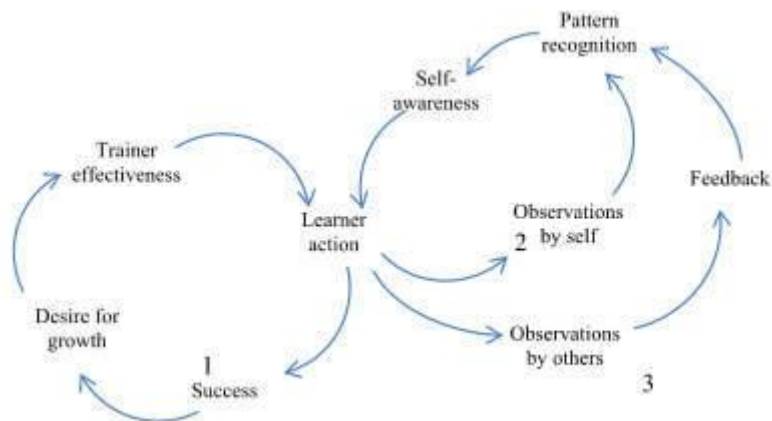
Being an inspirational leader, resolving conflicts, and fostering a sense of teamwork and collaboration are all components of relationship management. People that are proficient in this ability are able to lead and inspire others and employ a variety of persuasion techniques.

Relationship management also entails knowing how to support others' skills through advice and criticism, as well as being able to take others and lead them in new directions.

Gill, Ramsey, and Leberman (2015) used the self-awareness competency to explore the perspectives of successful emotional intelligence trainers.

Causal Loop of Self-Awareness

In the research, the team examined a process they deemed essential in terms of emotional intelligence skills, the idea of a self-awareness causal loop diagram.



Source: Gill et al., 2015

This diagram above explores a unique way of thinking, the idea that there is a relationship between different learning themes.

This self-awareness growth model is intended to communicate the broad view of emotional intelligence training.

The model provides a guide for establishing a process of development while retaining a sense of freedom for the trainer to bring his or her own talents and methods to the learning experience.

The repetitive nature of this model explores the sometimes-chaotic nature of self-awareness development (Gill et al., 2015).

EQ Competencies

Another model of emotional intelligence, developed by Freedman and Fariselli (2016), is also a good model. This model provides a set of unique measures that can help one develop their emotional intelligence (Freedman, Ghini, & Jensen, 2004).

The tools in this model are utilized for a wide range of coaching, training, hiring and developmental needs, and they are focused on eight key EQ skills for leadership and life.

The model includes eight EQ competencies divided into three major realms or “pursuits” (Freedman, 2015).

These pursuits are:

1. Know Yourself: Be more aware of emotions and reactions.
2. Choose Yourself: Be more intentional in responding.
3. Give Yourself: Be more purposeful as you move forward.

In addition to the EQ scales, the assessment also includes a questionnaire on key performance outcomes.

These success factors include four-component scales:

- Effectiveness: The capacity to generate results (includes Influence and Decision-Making).
- Relationships: The capacity to build and maintain networks (includes Network and Community).

- Wellbeing: The capacity to function optimally and preserve energy (Balance and Health).
- Quality of Life: The capacity to maintain a healthy balance and be fulfilled (Achievement and Satisfaction).

Search strategy for identification of studies of studies. The search strategy was designed to access published and were comprise three stages-

- A limited search of PubMed, Scopus Google Scholar and research gate to identify relevant keywords contained in and subject the title, abstract descriptors.
- Terms identified in this way, and the synonyms used by respective databases, was used in an extensive search of the literature.
- References lists and bibliographies of the articles collected from those identified in stage two above was searched.

Table 1: Literature search details

Search Strategy	List of Databases and e- journals searched
Keywords used: emotional intelligence, academic performance, self-emotional evaluation, Decision making, Nursing Students and Correlation Used with MESH terms OR, AND & OF Search was limited to publication year 2023-2024	<ul style="list-style-type: none"> • PubMed • Scopus • Research Gate • Google Scholar • Journal of Nursing and Health Science • International Journal of Africa Nursing Sciences

Table 2: Studie related to relation between emotional intelligence and academic performance of nursing students

Author	Findings of the study
Merino-Soto <i>et al.</i> (2024)	investigated the relationship between academic fatigue, emotional intelligence, and academic performance using a cross-sectional methodology. In order to evaluate the four components of emotional intelligence—self-emotional evaluation, others' emotional appraisal, use of emotion, and regulation of emotion—the study employed a multiple mediation approach and the Wong-Law Emotional Intelligence Scale. The results showed that academic burnout was positively impacted by course failures, and the only emotional intelligence dimension that buffered this link was emotion control. Emotional regulation had a very strong mediating influence, whilst other aspects made only a minor contribution. Furthermore, the study found that there were statistically significant gender variations in burnout levels, with male participants scoring somewhat higher than female ones.
Benjamin <i>et al.</i> (2024)	used a descriptive-comparative research methodology to test and compare emotional intelligence (EI) and self-esteem among 660 nursing students from Saudi Arabia and India. The study found substantial disparities in EI scores based on the year of study, age, place of residence, and academic success. Students in their senior years, those above the age of 20, those who live in cities, and those with superior academic achievements all had higher EI scores. When analyzing self-esteem, only age was found to be a relevant determinant, with no significant influence from year of study, residence, or academic success. Furthermore, the research indicated that urban location and excellent academic performance were important predictors of EI, but no demographic characteristics predicted self-esteem.
Paneru <i>et al.</i> (2024)	conducted a cross-sectional study to investigate the association between emotional intelligence and academic performance among nursing students. The study was conducted with third-year PCL Nursing students using a non-probability purposive sampling technique. To measure emotional intelligence, data were collected using the standardized Assessing Emotions Scale, and students' final exam scores were utilized as markers of academic performance. The study discovered that the majority of nursing students possessed high levels of emotional intelligence. There was no statistically significant relationship between overall emotional intelligence and academic achievement. Only the ability to control one's own emotions was found to be statistically significant in relation to academic performance, but managing others' emotions, perception of emotion, and utilization of emotion were not. Furthermore, the study discovered that nursing students' emotional intelligence scores did not differ significantly based on race or parental education background. However, age and type of family were characteristics that influenced EI scores.
Harrafa <i>et al.</i> (2024)	The study looked into the impact of emotional intelligence on academic burnout among master's students studying nursing science pedagogy and health approaches. Data were acquired using a questionnaire distributed to participants. The study discovered that academic burnout was prevalent in this cohort at 36.1%, with particular components

	including weariness (19.4%), cynicism (21.3%), and decreased efficacy (2.8%). Furthermore, 53.7% of the pupils exhibited strong levels of emotional intelligence. Multivariate research found that tiredness was substantially linked with gender and age, with males and younger students being more likely to feel it. Cynicism was found to be substantially associated with engagement in sports activities. Emotional intelligence was found to be an independent predictor of weariness, with a positive correlation with cynicism and a negative correlation with decreased efficacy. These data indicate that, while emotional intelligence can help alleviate some symptoms of burnout, it may potentially exacerbate others.
Jawabreh (2024)	A cross-sectional study was done to investigate the link between emotional intelligence and clinical decision-making among nursing students. The study used a convenience sample of 225 fourth-year nursing students to collect data on the Schutte Self-Report Emotional Intelligence Test (SSEIT) and a clinical decision-making scale. The investigation found that the individuals had a high level of emotional intelligence, with an average score of 151.3. Similarly, the students' clinical decision-making abilities were graded highly, with an average score of 177.1. The study discovered a strong positive link between emotional intelligence and clinical decision-making ($r = .70$, $p = 0.001$), implying that higher emotional intelligence was related with superior clinical decision-making abilities. Furthermore, the study found that emotional intelligence was a strong predictor of clinical decision-making among nursing students.
Amponsah et al. (2024)	A study was done to investigate the relationships between emotional intelligence (EI), learning styles (LS), science and technology self-efficacy (STSE), gender, and academic performance (AP) among preservice science instructors. The study found that STSE had a substantial impact on AP, particularly among male students, emphasizing the need of instilling confidence in STEM fields. Surprisingly, the study indicated that gender disparities in STSE were not statistically significant, defying traditional gender preconceptions in STEM education. While the study found a slight negative relationship between total EI scores and AP, it also discovered a favorable relationship between LS and AP. There was no substantial relationship between STSE in STEM classes and AP. When gender was regarded as a moderating variable, the study discovered no significant differences in the correlations between EI, LS, STSE, and AP. Despite these findings, the study sheds light on the intricate interactions between these variables and urges for additional research to improve our understanding of academic success among preservice science teachers.
Javaid et al. (2024)	undertook a study to investigate the impact of emotional intelligence (EI) and self-concept on academic achievement. The researchers conducted a systematic assessment of 15 studies to investigate the procedures and instruments utilized for data collection and analysis, as well as the participants' ages. The review also looked into the nature of the structures under investigation. The research found that in the majority of studies, EI and self-concept were considered as independent variables, with academic achievement as the dependent variable. The MSCIT, TMMS-24, and self-concept measures were often used instruments, with quantitative study designs being the most prevalent. The data repeatedly revealed that both EI and self-concept have a significant impact on academic performance, with females showing higher levels of academic self-concept and EI than males. Males, on the other hand, had better emotional clarity and restoration. The study also found that improving self-concept and emotional intelligence could assist reduce academic stress and improve academic achievement, which could lead to an increase in self-concept.
Zoromski (2024)	investigated the link between emotional intelligence and rigorous clinical experience among nursing students in their last semester of an associate degree program. The study included nursing students from a technical college who voluntarily completed the Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT) before and after clinical experience. The findings demonstrated a significant decrease in specific emotional intelligence scores in the post-clinical evaluation, implying that variables such as increased stress or exhaustion may have harmed the participants' performance.
Xu J et al. (2023)	A cross-sectional study was done to investigate the relationships between emotional empathy, emotional intelligence, and stress linked to higher education among nursing students. The study, which used a multi-stage sample approach, ran from March to June 2023 and involved 1,126 nursing students. The self-administered questionnaire measured participants' basic features as well as scores assessing emotional empathy, emotional intelligence, and stress associated with higher education. The study found that emotional empathy was positively associated with both the challenges and dissatisfaction components of stress, but emotional intelligence had a negative association with the

	<p>challenges dimension and a positive correlation with the dissatisfaction dimension. Stratified multiple regression analyses revealed that emotional empathy and emotional intelligence are important predictors of higher education-related stress characteristics among nursing students.</p>
Hwang <i>et al.</i> (2023)	<p>The study investigated the relationship between optimism, emotional intelligence, and academic resilience in nursing students, with a focus on the mediating effect of self-directed learning competency. The study included 195 nursing students from South Korea, selected via convenience sampling. The study found substantial positive relationships between self-directed learning competency, optimism, emotional intelligence, and academic resilience. Furthermore, self-directed learning competency acted as a moderator in the associations between optimism, emotional intelligence and academic resilience.</p> <p>The study found strong positive relationships between self-directed learning competency, optimism, emotional intelligence, and academic resilience. Furthermore, self-directed learning competency served as a moderator, emphasizing the links between optimism, emotional intelligence, and academic resilience.</p>
Sanchis-Giménez <i>et al.</i> (2023)	<p>Given the importance of communication in patient health outcomes, this study looked into the impact of emotional intelligence and social skills on communication attitudes (ACO) among nurses and nursing students. The study included two distinct cohorts: 312 nursing professionals and 1,369 nursing students, the majority of whom were female. Participants' emotional intelligence, social skills, and communication attitudes were measured using standardized instruments.</p> <p>According to the findings, emotional repair was a significant predictor of ACO in nursing professionals using linear regression models, whereas attentiveness, emotional repair, and deficient social skills in academic or work environments, combined with high empathy, predicted ACO in students. Comparative qualitative models revealed that a combination of emotional intelligence and social skills contributed to higher levels of ACO, whereas their absence was associated with lower ACO levels. The study emphasizes the necessity of building emotional intelligence, particularly emotional repair and empathy, and recommends incorporating the formal teaching of these abilities into nursing education.</p>
Rodríguez-Leal <i>et al.</i> (2023)	<p>A multicentre observational study was done to investigate the relationship between nursing students' evaluations of emotional intelligence and clinical practice stressors. The survey included 377 students, predominantly women, from four Spanish universities, with an average age of 23 years. The students' perceptions of emotional intelligence were judged to be acceptable, with the most significant stressors reported as the risk of being attacked by patients, a lack of competence, and feelings of helplessness and uncertainty. The findings reveal that emotional intelligence has a minor impact on stress management during clinical practice, with emotional clarity having an inverse association with some stressors. However, the study found no consistent association between the attention and repair dimensions of emotional intelligence and stressors, confirming prior research's conflicting findings in this area.</p>

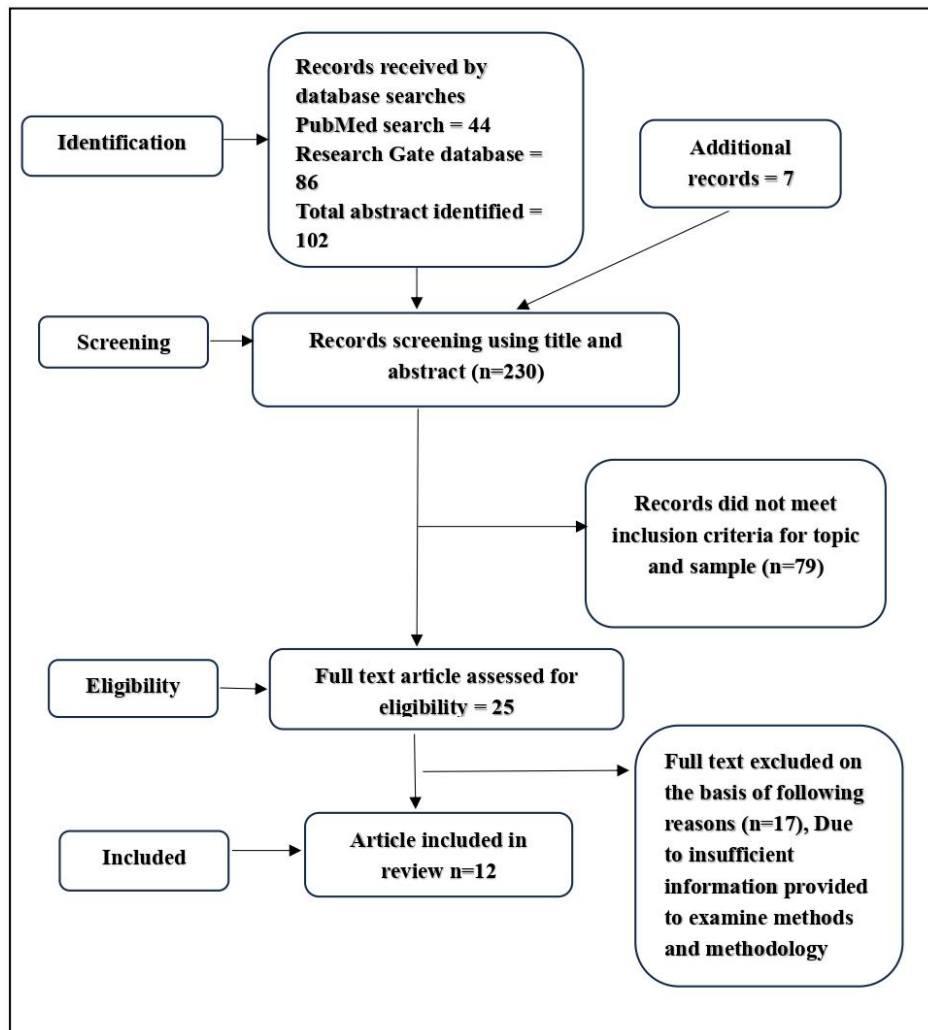


Fig 2: Flow diagram of screening and selection of reviews

Conclusion - This research review focuses on the importance of emotional intelligence in nursing students' academic achievement. Increasing emotional intelligence can help students perform better in school and prepare them for professional obligations. These findings highlight the necessity of incorporating emotional intelligence training into nursing education and practice. The research review discovered a high positive correlation between academic resilience, optimism, emotional intelligence, and self-directed learning ability. Additionally, self-directed learning competency acted as a moderator, highlighting the connections among academic resilience, optimism, and emotional intelligence.

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