

Exploring Emotional Intelligence Dimensions at Beginning of Their Medical Profession Education

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Abstract

Background and Aim: Emotional Intelligence is a form of interpersonal intelligence. There's evidence that high emotional intelligence (EQ) of a medical student is associated with better coping with the tedious medical training. Present study was planned to evaluate EI and its dimensions of first-year medical school students who are just starting out in their careers.

Material and Methods: we carried out a survey that was based on a quantitative questionnaire in order to determine the level of emotional intelligence possessed by the students. In total, 290 individuals were included in the analysis. Questionnaire-based emotional intelligence test was given to the participants. There was a total of fifteen questions based on situations, five of which were pertaining to sensitivity, five to maturity, and five to competency. The EI and its three dimensions were analyzed. In order to conduct the analysis of the data for this study, both descriptive and inferential statistics were utilized.

Results: A sensitivity score of 89 ± 7.07 was obtained from female subjects, while the sensitivity score for male subjects was 85.12 ± 13.12 . The difference between males and females was found to be statistically significant ($p=0.039$). Mean sensitivity score for individuals aged 19 to 21 years was 87.65 ± 09.88 , while the score for individuals aged 17 to 18 years was 85.06 ± 08.26 . The comparison reveals a significant difference ($p=0.032$) between the two age groups. The score for emotional competency was significantly lower ($p = 0.051$) in the older age group compared to the younger age group where it was significantly higher.

Conclusion: The findings of this study indicated that both male and female students at the college that was investigated possessed satisfactory levels of emotional intelligence. The importance of community-oriented medical education is highlighted by the fact that communitarian education settings have the potential to develop skills related to emotional intelligence.

Keywords: Emotional Competency, Emotional Intelligence, Medical Student, Questionnaire.

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Introduction

It is possible to define emotional intelligence as the capacity of an individual to comprehend and react to their own emotions as well as the emotions of others, and to make use of this capacity to effectively direct their thoughts and actions. Every interaction between a human being requires a certain level of emotional intelligence. Knowledge, the ability to control one's emotions, and the ability to express those emotions are all components of emotional intelligence.

Interpersonal skills, intrapersonal skills, interpersonal skills, adaptation skills, stress management skills, and general mood are the five key components that make up emotional intelligence (EI). EI is a set of non-cognitive abilities and competences that influence the ability to be successful in coping with environmental

demands and pressures. [1,2] Since the beginning of time, the literature in a variety of fields, including the workplace, has acknowledged the significance that academics place on the study of emotional intelligence (EI). Burnout syndrome is a common occurrence, for instance, in occupations that require working with other people.

An increase in emotional exhaustion and indifference, as well as a decrease in professional effectiveness, are all symptoms that are associated with this syndrome. To this day, a multitude of studies have demonstrated that emotional intelligence (EI) has the potential to assist in the modification of employee attitudes and behaviours in jobs that involve emotional demands by enhancing job satisfaction and decreasing job stress. [3,4] In 1995, Daniel Goleman proposed that

emotional intelligence (EI) was more important than intelligence quotient (IQ) in predicting success in life, including academic success. This hypothesis brought to the attention of the general public the connection that exists between educational achievement and emotional and social competence. The idea that emotional intelligence (EI) can be taught and should therefore be a part of school curriculum continues to receive widespread attention in the education literature. This is in addition to the claim that EI is responsible for a significant portion of the variation in what students achieve in their academic endeavours. In today's world, the medical profession has become increasingly stressful not only due to the care that is provided to patients, but also due to a variety of factors that are not associated with the hospital environment. These factors include complex external factors such as insurance and regulation, evolving new technologies, challenging management of a professional workforce, and potentially competing care delivery goals. [5,6]

Furthermore, the evaluation of emotional intelligence (EI) among first-year medical students at the beginning of their medical training and the implementation of instructional strategies based on identified areas of weakness may contribute to the achievement of the objective of medical education, which is to ensure that the learner is enriched with the desired communicative and altruistic skills, along with the appropriate orientation regarding ethics, professionalism, and leadership skills. [7-9] As a result of the fact that the evaluation of emotional intelligence (EI) and its dimensions of students who are just starting out in their medical careers appears to be important and relevant, with the goal of addressing any deficiencies that may be addressed by medical educators throughout the course, this study was planned to evaluate EI and its dimensions of first-year medical school students who are just starting out in their careers.

Material and Methods

In the beginning, we carried out a survey that was based on a quantitative questionnaire in order to determine the level of emotional intelligence possessed by the students. Subsequently, we switched to a qualitative research approach in order to acquire a more in-depth comprehension of the students' perspectives regarding the function of emotions in the practice of medicine.

Study environment Our organization is a teaching hospital and medical college that is situated on the outskirts of the city. Admission to the college is granted to the students through a variety of different channels. The funding that comes from the social welfare health insurance scheme is used to provide a significant amount of subsidy for medical education. College students come from a

wide range of socioeconomic backgrounds, including those from rural and urban areas, the middle socioeconomic class, and even some students from more modest socioeconomic backgrounds. After that, a questionnaire-based emotional intelligence test was given to the participants. This emotional intelligence test measures three psychological dimensions: emotional sensitivity, emotional maturity, and emotional competency. There were a total of fifteen questions based on situations, five of which were pertaining to sensitivity, five to maturity, and five to competency. There was a range of total scores from 110 to 440, sensitivity scores from 25 to 100, maturity scores from 35 to 140, and competency scores from 50 to 200. This test has already been standardised for a variety of categories, including students, and it has a reliability of 0.94 and 0.89 for test retests and split-half reliability, respectively, as well as a validity of 0.89.

In total, 290 individuals were included in the analysis. Comparative analysis was performed between male and female students, as well as between students aged 17-18 years and students aged 19-21 years. The EI and its three dimensions were analyzed. In order to conduct the analysis of the data for this study, both descriptive and inferential statistics were utilized. Frequency, percent, mean, and standard deviation were the statistical measures that were utilized in this study for descriptive purposes. A technique known as analysis of variance (ANOVA) was utilized in order to compare the overall means of two different groups. Both SPSS 20.0 and SPSS 20.0 were utilized in the analysis. The significance level was determined to be $p \leq 0.05$. The total emotional score as well as the dimensions of emotional intelligence were computed, and a comparison was made based on age and gender.

Results

There were 159 females and 136 males among the total of 290 participants. A total of 212 patients were found to be between the ages of 17 and 18, while 68 patients were found to be between the ages of 19 and 21. In 188 of the cases, the type of family that was present was nuclear, while in 102 of the cases, it was joint. A total EI score of 353.01 was the mean, with a range that went from 130 to 405.

Means of emotional quotient (EQ) dimensions are presented in Table 1, which is organized according to gender. A sensitivity score of 89 ± 7.07 was obtained from female subjects, while the sensitivity score for male subjects was 85.12 ± 13.12 . The difference between males and females was found to be statistically significant ($p=0.039$), as indicated by the significance level. Although the maturity score was slightly lower among females ($100.10 \pm$

15.14) compared to males (104.65 ± 14.18), the difference between the two groups was not statistically significant.

Table 2 displays the average score for each of the EI dimensions according to the age of the individual. It was found that the mean sensitivity score for individuals aged 19 to 21 years was 87.65 ± 09.88 , while the score for individuals aged 17 to 18 years was 85.06 ± 08.26 . The comparison reveals a significant difference ($p=0.032$) between

the two age groups. In terms of the maturity dimension, the mean scores for the younger age group were 101.54 ± 12.21 , while the mean scores for the older age group were 98.41 ± 12.02 . The difference between the two groups was not statistically significant ($p=0.74$).

The score for emotional competency was significantly lower ($p = 0.051$) in the older age group compared to the younger age group where it was significantly higher.

Table 1: Mean values for EQ dimensions in male and females

| EQ DIMENSION | Males | Females | P value |
|--------------|--------------------|--------------------|---------|
| Maturity | 104.65 ± 14.18 | 100.10 ± 15.14 | 0.26 |
| Sensitivity | 85.12 ± 13.12 | 89 ± 7.07 | 0.03 |

Table 2: Mean values for EQ dimensions in different age groups

| EQ DIMENSION | 17 – 18 years (212) | 19 – 21 years (78) | P value |
|--------------|---------------------|--------------------|---------|
| Maturity | 101.54 ± 12.21 | 98.41 ± 12.02 | 0.74 |
| Sensitivity | 85.06 ± 08.26 | 87.65 ± 09.88 | 0.032 |

Discussion

Students need to be academically prepared to compete for jobs that are based on knowledge and technology more than ever before. This is more important than it has ever been. It is possible for the economic and social costs to be extremely high for students who are not adequately prepared. In 1995, Daniel Goleman proposed that emotional intelligence (EI) was more important than intelligence quotient (IQ) in predicting success in life, including academic success. This hypothesis brought to the attention of the general public the connection that exists between educational achievement and emotional and social competence. The idea that emotional intelligence (EI) can be taught and should therefore be a part of school curriculum continues to receive widespread attention in the education literature. This is in addition to the claim that EI is responsible for a significant portion of the variation in what students achieve in their academic endeavours. [10-12]

Having the ability to identify, makes use of, comprehend, and control one's emotions and emotional information is what we mean when we talk about emotional intelligence (EI). It is important to note that emotional intelligence plays a significant role in the modern environment, particularly with regard to the impact it has on the modern workforce. At their core, businesses are focused on the people they serve. Therefore, anything that has an impact on the mental efficiency of the people has an impact on the businesses that they own or manage. [13,14]

Emotional intelligence, as defined by Dalip Singh (2001), is a skill that helps employees and managers recognize and comprehend the feelings their employees are experiencing. The ability to

exercise self-control and maintain social equilibrium are two additional areas in which emotional intelligence can be useful. The application of emotional intelligence in the workplace has the potential to promote individual development, group productivity, and overall business expansion. [15]

In the current study, a comparison between two age groups revealed that individuals between the ages of 19 and 21 had a higher mean score for emotional sensitivity, whereas the younger age group had a higher score for emotional competency. Several of the earlier studies have found that these findings from the current study are consistent with them.

In the younger age group, maturity and competency scores were found to be higher in males, according to the gender-wise analysis of mean scores for three dimensions of emotional intelligence. When comparing the sensitivity and competency scores of individuals between the ages of 19 and 21, females scored higher. In the research conducted by Sophia et al., female resident physicians scored higher than male residents in terms of impulse control. [21].

A formal EI training program for residents that included a one-day seminar, simulation, and faculty mentoring resulted in higher EI scores and higher measures of patient satisfaction, according to a study that demonstrated the benefits of EI development as part of residency. The aforementioned study was conducted to demonstrate the benefits of EI development.

Conclusion

The findings of this study indicated that both male and female students at the college that was investigated possessed satisfactory levels of emotional intelligence. The importance of

community-oriented medical education is highlighted by the fact that communitarian education settings have the potential to develop skills related to emotional intelligence.

In addition, it raises awareness about the necessity of conducting additional studies of this kind in the years to come in order to conduct longitudinal monitoring of emotional intelligence (EI) among medical students after EI has been incorporated into nursing education for undergraduates.

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