

TO DETERMINE THE LEVEL OF EMOTIONAL INTELLIGENCE AMONG MEDICAL STUDENTS IN DISTRICT PESHAWAR

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ABSTRACT

Objective: To determine the levels of positive and negative emotional intelligence (EI) in medical students.

Background: EI is significant in predicting a variety of outcomes including leadership success, academic achievements and relationships satisfaction.

Methodology: 200 participants were recruited for data collection through purposive convenient sampling. Cross sectional research design was used. The age range of participants was 18 to 25 years with the participation of both male and female. Subjects were selected from public and private medical colleges. To determine the role of demographic variables, age, gender, father income, college and self-reports measures of Emotional Intelligence scale by Anila & Rizwana⁴ were used with standardized norms scores.

Results: scores of participants on Emotional Intelligence Scale the mean and standard deviation of both gender were ($M=186.20$, $SD = 25.64$). This shows that medical students, irrespective of gender have high Emotional Intelligence. The results also described that males (Mean=182.63, SD= 29.29) have slightly lower emotional intelligence as compared to (Mean =191.22, SD=18.38) female.

Conclusion: To conclude, the findings of the study suggest that undergraduates in medical colleges of Pakistan have moderate to high levels of emotional intelligence.

Key words: Emotional intelligence, cross-sectional study, Medical colleges.

INTRODUCTION

Emotional intelligence in scientific circle is the major topic of concern. Nemiah and colleagues (1970) coined the term Alexithymia (failure to express feelings) for the first time, and it seems to be inversely related to emotional intelligence (as cited by) ¹. In general terms, EI represents an inclusive capacity to identify and manage emotions and emotional information. When an individual lacks these expertise, the results can be functionally impairing in the form of mental illness. The majority of clinical disorders involve emotional disturbances, which highlights the importance of EI in the understanding of mental disorders ². Emotional Intelligence is the capability to treat with all the emotions. Medical learners are instated into medical institutes on the foundation of their educational success. Jobwise, though, their achievement rate is variable and may be influenced by their social relations. Emotional Intelligence is believed to be important in attaining better personal relations and achievement in life and occupation. So, it is significant to know the extent of "Emotional Intelligence" and its associates in an undergraduate medical

population.³

MATERIAL & METHOD

It was a cross-sectional study. The target population were the student of public and private medical colleges of district Peshawar. The study comprising of 200 students purposively selected from public and private medical colleges between 18-25 years of both the gender. The precision error was 0.05 while confidence level was 95%. Study duration was three months (April-May-June). A detailed demographic sheet were used for the current study. The sheet contained name, age gender, father income, college and address. Self-Report Measure of Emotional Intelligence (SRMEI) scale were used. This scale was developed in Urdu version for better understanding⁴. The scale consisted 60 items with 5-point scale with five response categories, with the highest value of 5. Higher score indicates highest level of Emotional Intelligence and vice versa. Scores ranged from 60 to 300. Written permission were taken from medical institutions. Data was analyzed by SPSS version 20.

RESULTS

200 proformas were distributed among medical students (both male and female). Response rate were 98%.

The above table represents the percentile ranks of students score of emotional intelligence .It indicates from the percentile ranks that mostly students at 50th

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Table 1: percentile rank and total scores of emotional intelligence.

percen-tiles	10	20	30	40	50	60	70	80	90
Emotional intelligence score (150-130)	157.00	165.00	174.00	184.00	189.00	195.00	199.00	204.00	207.00

Table no 2: Mean and standard deviation of male and female medical students on emotional intelligence scale (N=200)

Gender	N	Emotional intelligence	
		Mean	SD
Male	117	182.63	29.29
Female	83	191.22	18.38
Total	200	186.20	25.64

Table no 3: Mean and standard deviation of Positive Emotion Intelligence scale of males and females medical students (N=200)

Gender	N	positive emotional intelligence	
		Mean	SD
Male	117	94.32	18.49
Female	83	103.98	13.099
Total	200	98.33	17.116

Table no 4: Mean and standard deviation scores of males and females on Negative Emotional intelligence (N=200)

Gender	N	negative emotional intelligence	
		Mean	SD
Male	117	88.57	20.05
Female	83	86.87	12.14
Total	200	87.87	17.200

percentile lie on moderate emotional intelligence score while 10th percentile showed low emotional intelligence. The 90th percentile showed high emotional intelligence.

DISCUSSION

This research was primarily aimed at finding the emotional intelligence among medical students at district Peshawar. The present study demonstrate that female have high emotional intelligence as compared to male. This finding was consistent with the study conducted by Twenge⁵ which suggested that girls have better EI than men. Alumran⁶ reported that female participants had high score on interpersonal emotional intelligence than male. The present study stated that emotional intelligence of female ($M=191.22$ & $SD=18.38$) is more than male ($M=182.63$ & $SD=29.29$). Ravikumar³ a cross sectional analytical study was

conducted in India on emotional intelligence of doctors and medical students, the mean score ($M=124.4$ & $sd=12.8$).while the present study's mean was ($M=186.20$ & $SD=25.64$).

CONCLUSION

Findings of the study suggest that undergraduates in medical colleges of Pakistan have moderate to high levels of emotional intelligence. Male students have low level of emotional intelligence as compared to female students.

RECOMMENDATION

There is a need to form a student funding board and the introduction of organized screening and psychotherapy courses for timely analysis and manage-

ment of emotional infirmities to prevent any upcoming obstacles.

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