

A Study of Emotional Intelligence and Academic Achievement in Medical Students

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ABSTRACT: Academic Achievement and ideal improvement of all round identity in understudies is connected with emotional intelligence. In this time of globalization of training, understudies desire after occupation arranged instruction. The principles at the work environment have changed. Employments request thinking, figuring, disparate considering, brisk and information based basic leadership and decent lot of Emotional Intelligence. The new measuring stick for execution is the way well one handles one self and each other. Bosses of today want to utilize a trainable individual as opposed to a man prepared in a specific business, a man with high E.Q. as opposed to just high I.Q. In this way this study explores the emotional intelligence and academic achievement in medicinal students.

I. INTRODUCTION

We all are aware that there are incredible number of medical students who are academically extremely stable or aesthetically skilled yet unsuccessful in their social life, whether in school or outside it. They neglect to handle interpersonal connections in a powerful way. They can't deal with their own feelings nor would they be able to perceive and deal with the feelings of others. They have issues in medical college and at work also. As indicated by a few clinicians, the wellspring of the troubles might be because of absence of emotional intelligence. It was Sir Daniel Goleman who advanced the possibility of emotional intelligence (E-IQ or EQ) in his top of the line book entitled "Emotional intelligence". This book depended on the work of Peter Salovey and John Mayer who were the analysts at Yale University. Salovey & Mayer characterized the term emotional intelligence as the capacity to handle enthusiastic data precisely and proficiently. At the focal point of emotional intelligence are four expansive capacities: seeing, incorporating, understanding and overseeing feelings. The scholar who can see, incorporate, comprehend and deal with the feelings of their own and of others too are more fruitful in schools and in working with other individuals. Individuals who can deal with their feelings especially adverse feelings, perform better in schools, universities and on their occupations likewise than the people who stifle them or are overpowered by them.

There is a typical conviction sneaking in the psyches of a decent number of social-researchers in the nation and the regular keep running of individuals that the planned rank understudies need in emotional intelligence and their relations with different understudies in the school and on the occupations after words are not extremely friendly in the genuine feeling of the word and they don't lead rich and more joyful life because of absence of emotional intelligence. The specialist, in this way, thought it appropriate to make a deliberate investigation of the enthusiastic knowledge in relationship of three apparently imperative components in particular scholarly accomplishment, home environment and self-idea.

Late research work, be that as it may, discredits this point of view. Presently, it is held that feelings encourage the accomplishment of objectives if sincerely loaded applicable data is prepared perspicaciously remembering the objective of adjustment always and not be influenced away by the inclination of the feelings. Feelings guide one's general appraisal and experience of the world and people who overlook their own emotional criticism are not appropriate to act adaptively.

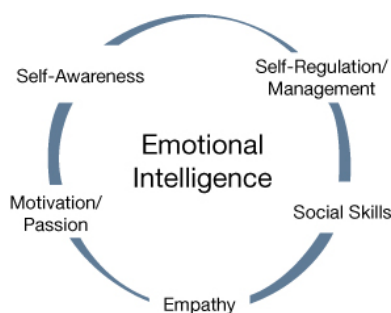


Fig-1.1

Source : Book on Emotional Intelligence by Gil Hanson, Edition 2011

1.1 Problem on Hand

Various studies have demonstrated that individuals with higher emotional intelligence have more noteworthy psychological wellness, model employment execution and more strong authority abilities. Producers of emotional intelligence and strategies for creating it have turned out to be more pinned for in the previous couple of decades. What's more, studies have started to give proof to describe the neural systems of passionate insight. This recommends there is requirement for the attention to directing as to enhancing passionate knowledge of medicinal understudies. Need is likewise felt to upgrade scholarly accomplishment of therapeutic understudies. Subsequently, the analyst needs to discover the relationship between emotional intelligence and academic achievement of medical students.

II. OBJECTIVES

The objectives of the research are as under:

1. To test the 'Emotional intelligence' (EI) of the MBBS students (II year) in Pune with the help of Emotional Intelligence Inventory.
2. To compare the emotional intelligence and academic achievement of the medical students. (MBBS students, II year).

2.1 Hypotheses of the Study

The study makes an attempt to analyze the under mentioned null hypothesis –

Null Hypothesis

H01: There is no significant difference between the emotional intelligence of male and female medical students.

H02: There is no significant difference in the higher emotionally intelligent student and academic achievement of male and female medical students.

III. RESULTS AND DISCUSSION

3.1 Rationale of the Study

The idea of emotional intelligence has turned into an exceptionally hotly debated issue of mental research as of late, particularly as to how it influences today's working environment. Truth be told, numerous specialists now trust that

- ❖ An individual's Emotional Quotient (EQ) might be more critical than their Intelligence Quotient (IQ) and
- ❖ Emotional Quotient (EQ) is positively a superior indicator of accomplishment, nature of connections and general satisfaction.

3.2 Research design

The descriptive research design was utilized to contemplate the planned exploration issue. The sampling methodology took after for the sample is convenience. Convenience sampling is a non-probability method of sampling procedure where subjects are chosen as a result of their helpful availability and closeness to the researcher.

The **sample size** refers to the number of respondents to whom the questionnaires were administered. An optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility. The final sample consists of 300 respondents comprising MBBS II year students. The geographical area selected for the purpose of the study is Pune city. It is essential to consider three factors for specifying a sample size. They are the standard deviation of the population, the acceptable level of sampling error and the expected confidence level. The sampling methodology took after for the sample is convenience. Convenience sampling is a non-probability method of sampling procedure where subjects are chosen as a result of their helpful availability and closeness to the researcher. The **data analysis** and interpretation for the present research was done quantitatively with the help of both descriptive statistics and inferential statistics. The descriptive statistical techniques like mean and standard deviation were done. Few statistical tools such as Mean, Standard Deviation, Correlation analysis, ANOVA (Analysis of Variance) were used to test the hypotheses. The non-parametric test (chi-square test) was used for judging the significant difference between observed and expected frequencies. The statistical tests were conducted at 5 per cent level of significance.

3.4 Hypothesis Testing

Test - 1

Null hypothesis (**H₀₁**): There is no significant difference between the emotional intelligence of male and female medical students.

The table 1 below shows the mean score of male and female subjects on measure of emotional intelligence (Emotional Intelligence Scale). The obtained results indicate that male and female students are not equal in their level of emotional intelligence. Computed F value which is found to be significant, further support the above

conclusion which was made on the basis of difference in mean score for both groups. On the basis of obtained results it can be revealed that males are significantly higher in their emotional intelligence as compared to female. The present results also indicate that biological factor i.e. gender is more prominent for ones' level of EI. It can also be seen that the mean scores of emotional intelligence of male are comparatively higher than that of female. The present finding revealed that there is significant difference between the emotional intelligence of male and female medical students.

Table 1: Standard Deviation, Mean & F value for Gender on Emotional Intelligence Measure

Gender	Score on Emotional Intelligence Measure	F Value
(A) Male		172.7**
Mean	108.46	
SD	21.79	
(B)Female		
Mean	73.75	
SD	16.17	

** Significant at .01 level.

The null hypothesis regarding gender effect on emotional intelligence has been proven wrong, hence rejected here. We accept alternate hypothesis i.e..There is significant difference between the emotional intelligence of male and female medical students.

Test - 2

Null hypothesis (H_{02}): There is no significant difference in the higher emotionally intelligent student and academic achievement of male and female medical students. The tables of students with high and low EQ and table with high and low academic achievement was prepared and its analysis was done using statistical package in terms of chi square test.

Chi – square test was applied to test the goodness of fit to verify the distribution of assumed theoretical distribution with observed data. It is useful to know the divergence of expected frequencies and actual frequency. Chi square is calculated at 1 degree of freedom .Table value at 1 degree of freedom and 5 percent level of significance is 3.84 Calculated chi-square value regarding high emotional intelligence and academic achievement of students is presented in table 2.It is observed that χ^2 calculated value for high emotional intelligence and high academic achievement at 95% level of confidence and 1 degree of freedom is 0.130.The critical value of chi square at 95% level of confidence and 1 degree of freedom is 3.84. It is observed that the calculated value of chi square for high EI and high academic achievement is less than the critical value ($0.130 < 3.84$) of chi square, hence H_0 is accepted. Thus there is no difference between the two groups of high emotional intelligence and high academic achievement.

Future Research Avenues

The suggestions and contributions to the study can be viewed as the agenda for future research.

- i. Apart from academic achievement, professional achievement can also be studied for medical students.
- ii. Same type of study can also be conducted for other students like compounder, nurses etc.
- iii. Impact of stress and Emotional Management on Homeopathy doctors, Ayurvedic doctor can also be studied.
- iv. Other issue like non practicing allowance and its impact on doctor's performance can also be included in future studies.
- v. Medicine company, commission and its impact on doctor's performance can also be studied.

Limitations of Research Work

1. Many a times the students may not be truly cognizant or may not be bothered about the questionnaire. This can create a problem in research.
2. The sample was selected from the Pune city. The subject for the study was M.B.B.S. students from Pune city, so the results of the study may not be applied to other states.
3. Cost imperatives were there otherwise entire Maharashtra could have been covered with the end goal of leading this study.
4. Criticisms have entered on whether emotional intelligence is a real intelligence and whether it has incremental validity over IQ and the big five personality traits.
5. This study was restricted to the Medical students because of time limitation on the length of time of this venture, otherwise so many other discipline could have been incorporated into this study.
6. Data was gathered through a questionnaire and accordingly the researcher was dependent on intentional participation of the respondents.

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