

Evaluation of Emotional Intelligence Among Medical and Non – Medical Students of The University Campus – A Qualitative, Cross-Sectional and Survey Based Study

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Abstract:

The study aims to evaluate the emotional intelligence of medical and non medical students in the university campus and whether the emotional intelligence of these groups differ due to nature of their academic fields and how this may effect the professional and personal development. It was conducted among 387 university students aged 17-35 years from moradabad, uttar pradesh. The participants were screened based on the inclusion and exclusion criteria. Students were explained about the emotional intelligence and its importance. After obtaining a informed consent, a brief assessment was conducted. Outcome measures included the emotional intelligence questionnaire to evaluate the emotional intelligence. After this, the students were divided into two groups that is medical and non-medical students. They were evaluated accordingly based on the five competencies of emotional intelligence. The present study indicates that the female representation is higher in the medical field, while the non-medical field has a more balanced gender ratio. There is no significant differences between medical and non-medical students in how they score across the five dimensions. The correlation is significant at the 0.01 level (2-tailed). There are statistically significant and strong positive correlations among all five dimensions (d1-d5) in both medical and non-medical students. The study suggests implications for curriculum development, mental health programs, gender sensitive policies, and improving field-specific competencies. The study concludes that there is no significant difference in emotional intelligence of medical and non-medical students at the university level. However, there is a strong interrelationship among emotional intelligence components of

non-medical students which highlights the importance of emotional intelligence in shaping personal growth and professional competence. We can improve the emotional intelligence competencies by adding the integrated emotional intelligence training in university curriculum so that it can enhance the student's personal and professional development.

Keywords: emotional intelligence, emotional quotient

INTRODUCTION

The term “emotional intelligence” comes from social intelligence (Gardner, 1983) and Mayer and Salovey (1993) introduced the term for the first time.¹ Emotional intelligence (EI) includes the ability to perform accurate reasoning about emotions and the ability to use emotions and emotional knowledge to improve thinking.² “EI refers to the ability to recognize the meaning of emotions and their relationships, and to reason and solve problems on this basis.”¹⁶ The concept of emotional intelligence is now considered an essential resource that helps individuals face career challenges.³

Emotional intelligence plays an important role in intelligent decision-making. Goleman (2001) found that emotionally competent people experience significantly less perceived stress than emotionally incompetent people. People have different abilities to manage their emotions, just as they have different abilities in language, logic, mathematics, music etc. Today's leaders rely on emotional intelligence to evaluate people and determine an individual's capabilities.⁴

Developing emotional intelligence teaches adolescents to pay attention to the feelings of others, show respect, and work cooperatively with them. This will increase the success and stability of communication and communication with adolescents. The way they express their thoughts to others, as well as their reaction to their thoughts will be of great importance in the effectiveness of their communication.⁵ Emotional intelligence and resilience are essential factors in our lives that can make us happier and healthier. This is the main reason why the importance of attending educational programs in schools and colleges should be considered.⁶

Emotional intelligence is divided into two concepts: abilities and characteristics. EI skills are the ability to process emotional information accurately and effectively. EI traits are integrated into personality categories, for example, self-awareness, personal motivation, self-esteem, happiness, empathy, optimism, and interpersonal skills. Regardless of conception, there is evidence that people with emotional intelligence are happier, more productive and healthier.⁶

The concept of emotional Intelligence includes five basic elements, namely self-awareness, self-regulation, intrinsic motivation, empathy, and social skills. According to the principles of emotional intelligence theory, effective leadership requires the skillful use of the above-mentioned components.⁷ Being emotionally intelligent means that one is motivated to overcome many challenges that may arise in relationships with other people, especially in difficult work environments (Trigueros et al., 2020).⁸

Models of emotional intelligence are classified into three models known as the ability model, the mixed model, and the trait model because Bar-On, Goleman, and Petrides, Salovey, and Mayer have defined emotional intelligence differently. The study concludes that the ability model is the best model to elaborate on the phenomena of emotional intelligence because emotional intelligence (1) is considered intelligence, (2) the founder of emotional intelligence proposed that model; (3) the ability model fits well with emotional intelligence. Common definition, “managing emotions in oneself and others”; (4) emphasizes

the pure form of emotional intelligence by excluding personality traits versus mixed models and trait models.⁹

Emotional intelligence is an integral property of the individual. It includes four components: dispositional, interpersonal, and intrapersonal and information processing (Chetveryk- Burchak, 2015). Emotional intelligence is cognitive, emotional and personal in nature, and empathy is one of the main mechanisms of its development. Kozlova (2019) began to consider emotional intelligence (EQ) with non-verbal intellectual development (IQ) and concluded that IQ and EQ are integral parts of each other.¹⁰ Consciousness is the separation of an individual from the outside world, the knowledge of his attitude towards it, actions, thoughts, feelings, interests, as a person. It has found that consciousness is manifested as a process of creating unity (generality) between different meanings and as acquired awareness. The process of awareness has a comprehensive structure, including several elements: - self-knowledge; - relationship with oneself; - awareness; - self- control; - self-management. Adolescents gain a better understanding of themselves and others through emotional intelligence, which allows them to communicate effectively. Their good listening skills and questioning skills allow them to communicate simply and effectively. And their ability to express their opinions and change their decisions allows them to express their opinions openly and honestly.⁵

Although some recent meta-analyses have reported no differences between women and men in relation to general emotional intelligence scores (for a meta-analysis, see Joseph ET Newman, 2010), we believe that considering gender as a moderator is important for several reasons. First, beyond these findings that primarily considered gender as a binary variable (women versus men), other research has affirmed the importance of gender in the socialization of emotions.³

Although some meta-analyses have shown no differences between men and women on a range of psychological variables (Hyde, 2005), gender stereotypes have been shown and role socialization can influence career choices. For example, some studies have shown that Women are less attracted to science, technology, engineering and mathematics careers than men (Davila Dos Santos et al., 2022). These results derive from the hypothesis that women perceive themselves to be less competent to work in a job considered “for men”.³

It was expected that older age will positively moderate (negatively for career decision difficulties and turnover intentions) the relationship between emotional intelligence and career outcomes.³ The importance of emotional intelligence lies in its ability to facilitate the development of positive relationships, effective leadership, stress management, improved performance, and psychological well-being. Using emotional intelligence can help leaders improve their decision-making skills and effectively manage conflict, two essential elements of effective leadership (Alharbi and Alnoor, 2022) and (Aguilar Yuste, 2021).¹¹

Today, a high level of emotional intelligence has a more significant impact on job success and career development than a high level of ordinary intelligence. Thus, emotional intelligence can be developed through active learning and training of certain SKILLS. In addition, emotional intelligence helps to develop social communications. According to Jan and Anwar (2019), Malik (2022) and Podolchak et al. (2022), emotional intelligence affects individual and organizational productivity and is Critical and decisive factor in measuring individual and organizational effectiveness. The comprehensive direction of emotional intelligence research remains important and understudied. There should be comprehensive research comparing the theoretical, methodological and applied principles of the most popular methods of assessing emotional intelligence and their areas of application. Currently, research on emotional

intelligence and its impact on mental health and career development of people is ongoing. However, there is still a need for a single, well-founded universal method for determining the level of emotional intelligence, which requires minimal adaptation to the conditions of each country and which can be applied to personnel of organizations of different forms of ownership. 10

The key lies in the harmony between thoughts and emotions, and education is the main tool to achieve this harmony, to achieve the integral development of people, not only at the cognitive level, but also at the social and emotional level.¹² Students with high levels of emotional intelligence demonstrated a superior ability to see and understand their own and others' feelings. This improved their communication skills and facilitated pleasant emotional encounters, ultimately contributing to a better sense of well-being in their daily lives. In contrast, individuals with lower emotional intelligence had a higher frequency of negative emotions and a reduced sense of overall well-being.¹³

Furthermore, the study found that social support acted as a mediator between emotional intelligence and well-being. They demonstrated that emotional intelligence was associated with greater perception of social support, which then led to an improvement in the well-being of postgraduate students.¹⁰ Furthermore, evidence shows that emotional intelligence is moderately related to student academic performance (MacCann et al., 2020; Sánchez-Álvarez et al., 2020). A plausible explanation for this significant association is that emotionally intelligent individuals are better able to manage emotions related to educational contexts (e.g. stress, frustration, or test anxiety), and this set of skills also contributes to improved relationships with peers and teachers.¹⁴

Adolescence is a crucial stage in personality development and involves many physiological and psychological changes, which have a direct effect on the individual's personality. This stage lasts approximately from 16 to 20 years. It is also called the "stress and storm phase".¹⁵ One of the main characteristics of emotional Intelligence in adolescents is self-awareness. Adolescents with emotional intelligence are able to understand themselves and their feelings. They show of that a high level of development in understanding their emotions, identifying the connections between emotions, and analyzing the relationships between thoughts, feelings, and reactions. 5

Consciousness is the separation of an individual from the outside world, the knowledge of his attitude towards it, actions, thoughts, feelings, interests, as a person. It has found that consciousness is manifested as a process of creating unity (generality) between different meanings and as acquired awareness. The process of awareness has a comprehensive structure, including several elements: - self-knowledge; - relationship with oneself; - awareness; - self- control; - self-management. Adolescents gain a better understanding of themselves and others through emotional intelligence, which allows them to communicate effectively. Their good listening skills and questioning skills allow them to communicate simply and effectively. And their ability to express their opinions and change their decisions allows them to express their opinions openly and honestly.⁵

Indeed, emotional intelligence has been widely studied with a notable lack of career theoretical frameworks, which limits our understanding of its impact on career and employment processes. Furthermore, most studies have been conducted independently, without an integrated effort to better understand the beneficial effects of emotional intelligence on career outcomes.³

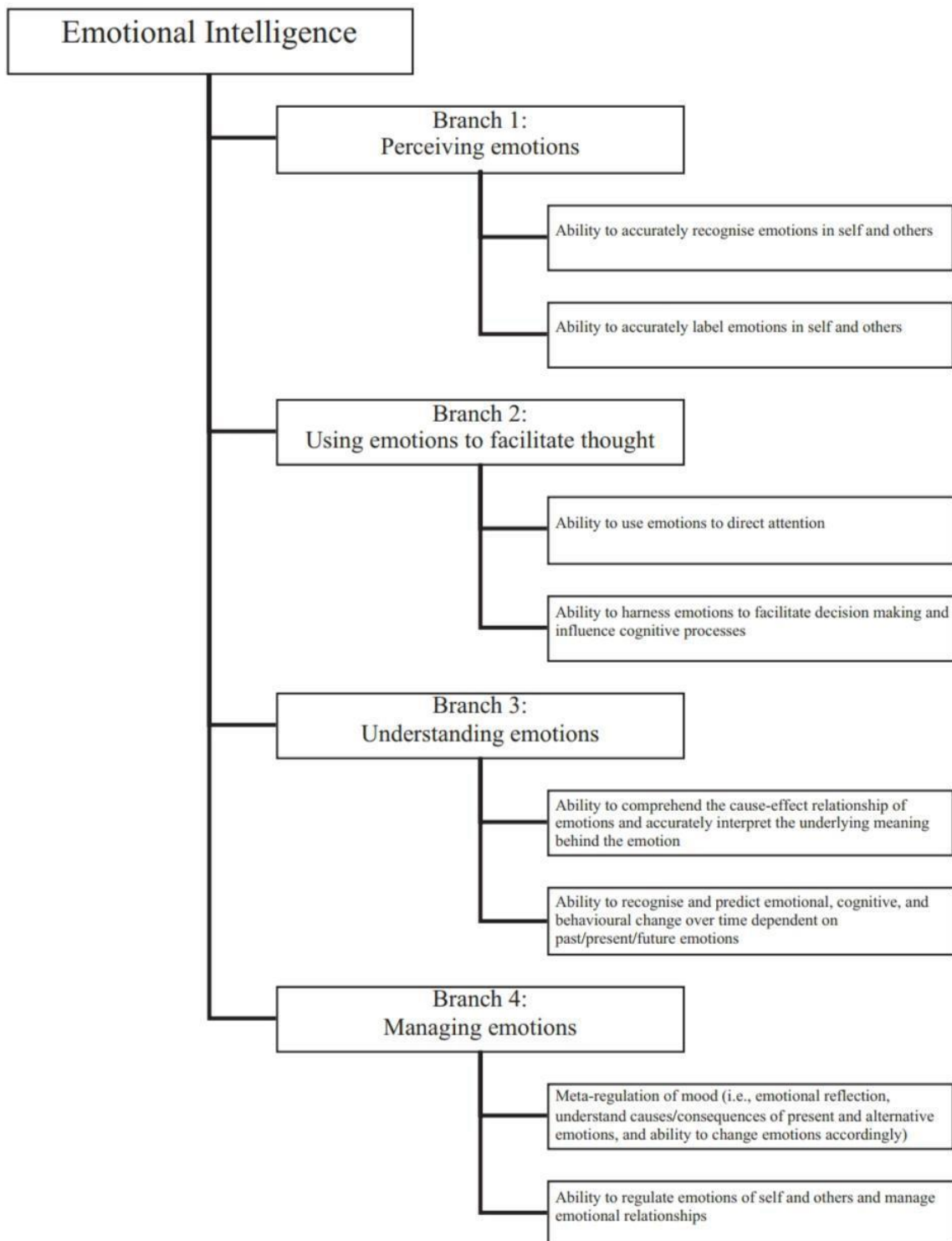


Figure 1. A Graphic Depiction of Mayer and Salovey's (1997) Ability Model of Emotional Intelligence

MATERIALS & METHODS

A Qualitative, cross-sectional and survey-based study was conducted among 387 University Students aged 17-35 years from Moradabad Uttar Pradesh. The participants were screened based on the inclusion and exclusion criteria. Students were explained about the Emotional Intelligence and its importance. After obtaining a informed consent, A brief assessment was conducted. Outcome Measures included The Emotional Intelligence Questionnaire to evaluate the emotional intelligence. After this, the students were divided into two groups that is Medical and Non-Medical Students. They were evaluated accordingly based on the five competencies of emotional intelligence. THE EMOTIONAL INTELLIGENCE QUESTIONNAIRE : This Questionnaire is on Self-Awareness and Well-Being with a 5 point Likert Scale, developed by the Leadership Academy in London. The Questionnaire consist of 50 questions, which aim to assess 5 important components of emotional intelligence: self awareness, motivation, Empathy, social skills and emotion management. There were 10 questions for each component. Interpretation: Emotional Intelligence Score in the given area (Self-awareness, motivation, empathy, social skills and emotion management) : 35-50 (Strong point), 18-34 (attention), 10-17 (developmental priority) and 0-10 (low). And the total emotional intelligence score: 0-50 weak EQ ,50-90 EQ development priority, 90-180 EQ need attention and 180-250 EQ strength. Descriptive analysis was used for Demographic data, Mean and Standard deviation for Evaluating Emotional Intelligence of Medical and Non – Medical Students. Software used was SPSS Version 20. Test for Normality (Kolmogorov smirnova , Shapiro-Wilk), Mann Whitney Test and Non – Parametric Test were used for Evaluating the data.

Age group between 17 to 35 years Both male and female individual. Undergraduate and Postgraduate students. Students who were willing to participate in the study were included in the study. Students with prior clinical experience (for Non Medical students), Students currently under psychiatric treatment or diagnosed with disorders that might interfere with EI Assessment (eg: severe mental health condition were excluded from the study.

RESULT

The present study included age distribution of the sample (N = 387) ranges from 17 to 35 years with average age of 20.49 years and a standard deviation of 2.379, indicating a relatively young and moderately homogeneous population in terms of age.

The Male/Female data suggest that female representation is significantly higher in the Medical field, Whereas the Non – Medical group shows a more balanced Gender ratio, slightly favouring males. This could reflect Gender- based trends in academic or professional field choices. In the Non Medical group, males are slightly more in number (53.2%) compared to females (46.8%), suggesting a more balanced or slightly male – dominated distribution.

The Test for Normality results justify the use of Non- parametric Statistical tests (like the Mann – Whitney U Test) to compare Medical and Non Medical groups across D1 to D5 dimensions, as the assumption of Normality is violated for all the variables.

The Test statistics result suggest that Medical and Non – Medical students do not differ meaningfully in how they scored across the five studied dimensions (D1 – D5). This may imply that field of study does not significantly influence perceptions, behaviours or responses measured by D1 – D5. It's important when drawing conclusions or making recommendations to note that no strong evidence was found for group – based differences in the analysis.

Table No. – 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Age	387	17	35	20.49	2.379
Valid N (listwise)	387				

The table consist of 387 subjects with Ages ranging from 17 to 35 years, with an average age of 20.49 year and a relatively small standard deviation of 2.379 years.

Table No. – 2 Male/Female

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	239	61.8	61.8	61.8
	1	148	38.2	38.2	100.0
	Total	387	100.0	100.0	

The table presents a distribution of individuals by gender, categorized as male or female. It reveals that females constitute a larger proportion of the population, with 61.8 % representation, Whereas males make up 38.2 % of the population.

Table No. – 3 MEDICAL/ NON MEDICAL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	231	59.7	59.7	59.7
	2	156	40.3	40.3	100.0
	Total	387	100.0	100.0	

The study provides valuable Insights into how the medical and non – medical individuals differ by gender, Age and psychological/behavioural dimensions (D1 – D5). These findings may have implications in: Curriculum Development, Mental health programs, Gender – Sensitive policies and Improving field – specific competencies.

There are statistically Correlation is significant at 0.01 level (2 – tailed). There are statistically significant and strong positive correlations among all five dimensions (D1 – D5) in both Medical and Non Medical group shows stronger inter – dimensional relationships compared to the Medical group.

Table No. – 4 Correlations

MEDICAL / NON-MEDICAL				Self_awareness	Emotions	Motivating_Oneself	Empathy	Social_skills
Spearman's rho	Self_awareness	0	Correlation Coefficient	1.000	.794**	.790**	.840**	.831**
			Sig. (2-tailed)		.000	.000	.000	.000
			N	387	387	387	387	387
	Emotions	0	Correlation Coefficient	.794**	1.000	.770**	.773**	.771**
			Sig. (2-tailed)	.000		.000	.000	.000
			N	387	387	387	387	387
	Motivating_Oneself	0	Correlation Coefficient	.790**	.770**	1.000	.783**	.788**
			Sig. (2-tailed)	.000	.000		.000	.000
			N	387	387	387	387	387
	Empathy	0	Correlation Coefficient	.840**	.773**	.783**	1.000	.832**
			Sig. (2-tailed)	.000	.000	.000		.000
			N	387	387	387	387	387
	Social_skills	0	Correlation Coefficient	.831**	.771**	.788**	.832**	1.000
			Sig. (2-tailed)	.000	.000	.000	.000	
			N	387	387	387	387	387

** Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

Emotional intelligence [EI] is the potential to comprehend, apprehend, manipulate and use feelings efficiently in oneself and others. The concept was first popularised by Daniel Goleman, who diagnosed 5 key additives of EI: self-awareness, self – management, motivation, empathy and social skills (Chigeda et. Al, 2022). Self-awareness includes the potential to comprehend and apprehend non-public feelings and their effect on mind and actions. Self – management consists of the potential to manipulate feelings and impulsive behaviour and modify to extrade and challenges. Motivation refers back to the inner pressure to attain dreams and achieve, even with inside the face of adversity. (Suleman et. Al., 2020). 17

Empathy, as one of the additives of EI, is the potential to below and experience what others experience, that is crucial basis in constructing wholesome and powerful relationships. Social talents encompass the potential to communicate, perform and construct desirable courting with others.17 In an academic context, growing emotional intelligence in college students can enhance learning ability, reduce problematic behaviour and enhance relationships among college students and teachers.17 Emotional intelligence is likewise applicable in private relationships; with the potential to understand and control their personal feelings in addition to recognize and admire the emotions of others, people can construct deeper and greater supportive relationships (Dasborough et., al, 2022).17

The Male/Female Data in our Study endorse that female illustration is drastically better in Medical field, Whereas the Non – Medical institution suggests a extra balanced Gender ratio, barely favouring male. In

the Non Medical institution male are barely extra in number (53.2%) as compared to women (46.8%) suggesting a extra balanced or barely male ruled distribution. Kafetsios (2004) performed a study and discovered a statistically giant distinction on Gender foundation with female scoring excessive on emotional intelligence. According to a few research female have robust emotional intelligence then male (Patel, 2017). Rao and Komala (2017) asserts that during their observe on adolescents the male confirmed better Emotional Intelligence then women however the end result became statistically Non significant. In our observe, the Correlation is significant at 0.01 level (2 – tailed). 33

The look at performed via way of means of Rao and Komala (2017) On the Idea of interpersonal talents no considerable variations had been determined however in our look at There are statistically considerable and superb correlations amongst all 5 dimensions (D1 – D5) in each Medical and Non Medical organization indicates more potent interdimensional relationships in comparison to Medical Groups. 33

While in step with different research male had better Emotional Intelligence then Female (Ahmad, Bangalore & Khan, 2009) however Naghavi and Redzuan, (2011) have concluded that despite the fact that Female have proven more emotional intelligence.

The outcomes in phrases of importance and on Gender foundation are applicable to that of Rao and Komala (2017), Naghavi and Redzuan (2011).

A study was carried out at the Evaluation of Emotional Intelligence among 1st 12 months Medical Students (Dr. Neelima. P, Dr. Ravi Sunder.R and Dr. Jyoti Padmaja, 2020). The 5 additives have been studied amongst Hosteller and Non-Hosteller Students.

The Emotional Intelligence quotient numerous amongst those groups. Self consciousness and Social Skills have been a ways higher in hostellers than the opposite additives – coping with feelings and motivating oneself. Social Skills became accurate in Girls Hostellers. Empathy became observed to be the power of Non-Hosteller boys. Our study is Conducted On Evaluation of Emotional Intelligence of Medical and Non-Medical Students. The 5 capabilities have been studied amongst Medical and Non-Medical Students. There became Statistically Significant and Strong nice correlations amongst all 5 dimensions (D1 – D5) in each Medical and Non Medical institution suggests more potent interdimensional relationships in comparison to the Medical institution.

The Female illustration is drastically better with inside the Medical subject Whereas the Non Medical institution suggests a extra balanced Gender ratio, barely favouring adult males. In the Non Medical institution, adult males are barely extra in number (53.2 %) in comparison to females (46.8%) suggesting a extra balanced and barely male ruled distribution.34

CONCLUSION

The study concludes that there is no significant difference in Emotional Intelligence of Medical and Non-Medical students at the University level. However there is a strong interrelationship among Emotional Intelligence components in Non Medical Students which highlights the importance of Emotional intelligence in shaping personal growth and professional competence. We can improve the emotional

intelligence competencies by adding The Integrated Emotional Intelligence Training in University curriculum so that it can enhance the student's personal and professional development.

Declaration by Authors

Ethical Approval: Approved by Institutional Review Board

Acknowledgement: all the participants who gave their consent for the study and my co authors who help in various segment of the study.

Source of Funding: None

Conflict of Interest: The authors declare no conflict of interest.

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