

ASSESSMENT OF EMOTIONAL INTELLIGENCE IN MEDICAL FACULTY AT POONCH MEDICAL COLLEGE (PMC), AZAD JAMMU AND KASHMIR(AJK)

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ABSTRACT:

BACKGROUND & OBJECTIVE: There has been limited understanding of role of emotional intelligence in education and also limited understanding of emotional intelligence levels in teaching and clinical practice. The aim of the current study is to investigate the level of emotional intelligence in medical teachers and see whether emotional intelligence differs in male/female and senior/junior faculty.

METHODOLOGY: A cross sectional survey was conducted at Poonch Medical College (PMC), Rawalakot, AJK for 2 months i.e. July to August 2018. Faculty (n=117) from basic pay scale-17 to 21, of basic and clinical sciences departments were included in study after informed consent. Data were collected using "Leadership Toolkit Emotional Intelligence Questionnaire." Descriptive and inferential statistics were calculated to measure the level of emotional intelligence in faculty members and to quantify variations across gender and position.

RESULTS: The response rate in this study was (92.3%) 108/117. There were 56 (51.9%) female and 52 (48.1%) male respondents. Majority of the faculty members 69 (63.9%) were junior level teachers whereas 39 (36.1%) were senior level faculty. The overall mean emotional intelligence was 178.4 ± 21.4 , which did not vary across male, and females, or level positions. Self-awareness, was found higher in females (39.9 versus 38.2), however this difference was statistically insignificant (p-value, 0.12). The mean score in managing emotions were also slightly higher in females (33.1 versus 32.5).

CONCLUSION: The medical faculty at PMC, AJK has a reasonably high level of emotional intelligence. There was no difference in the overall emotional intelligence levels across gender and position.

KEYWORDS: Emotional intelligence, Evaluation, Gender, Medical teaching, Faculty, Emotions.

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INTRODUCTION:

Emotional intelligence was first presented by Salovey and Mayer in the early 1990s^[1]. They defined it as "a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use this information to guide one's thinking and actions." The idea was further elaborated by Gardner in his book on Multiple Intelligences. Furthermore, Goleman expressed the Theory in Practice on Emotional Intelligence. Goleman discussed five principles of emotional intelligence: (i) awareness of one's own emotions; (ii) the ability to manage one's emotions in difficult conditions; (iii) motivating oneself; (iv) the ability to identify emotions in others; and (v) interpersonal skills^[2].

For educators, these abilities are dynamic for their individual prosperity as well as to increase student learning^[3]. According to prominent researchers in the field of social-passionate learning, individuals claiming social-emotional competencies (SEC) are more averse to endure burnout on the grounds that they're ready to work more commendably with difficult students one of the primary driver of burnout^[4].

Instructors with emotional intelligence recognize their students' feelings and have comprehension of what's causing them, which at that point assists educators with getting back with thoughtful comprehension^[5]. This kind of response between students and teachers is crucial to reducing equally student compartment problems, and teachers' emotional fatigue. Emotional intelligence is vital for professional development of teachers^[6].

Four major facets of emotional intelligence, the evaluation and manifestation of emotion, the use of emotion to develop cognitive processes and decision making, awareness about emotions, and organization of emotions, are described^[7,8,9]. Emotional Intelligence adds to powerful advantage by meeting on five variables with respect to leadership qualities: achievement of shared objectives and targets; teaching in others the significance of work exercises; delivering and protecting energy, certainty, confidence, coordinated effort, and trust; motivating adaptability in dynamic and change; and making and saving a huge character for an association. Relationship

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between emotional intelligence and better general health, increased work gratification, higher divine well-being, and decreased risk of job burnout are noted in teachers^[5,10].

Scientific evidence recommends that teachers' personal abilities, and more precisely Emotional Intelligence (EI) are predominantly important for teacher efficiency. In recent times, there has additionally been a new energy about the significance of social-passionate abilities to students' learning and scholastic accomplishment^[6]. There has been limited understanding of role of emotional intelligence in education and also limited understanding of EI levels in teaching and clinical practice^[11]. The current study aimed to investigate the level of emotional intelligence in medical teachers and see whether emotional intelligence differs amongst in male/female or senior/junior faculty.

METHODOLOGY:

A cross sectional survey was conducted at Poonch Medical college (PMC), AJK for a period of 2 months from July to August 2018. Ethical Approval was obtained from the Poonch Medical College Institutional Review Board prior to data collection. After permission from the author of the scale "Leadership Toolkit Emotional Intelligence Questionnaire". Ethical considerations like confidentiality and anonymity of study subjects were ensured. Almost all faculty consented and responded to the questionnaire giving a response rate of 108/117 (92.3%). Faculty was divided into two groups, junior faculty members (Medical officers and demonstrators) and senior faculty members (assistant, associate and professors). Convenience sampling (non-probability) technique was used to collect data from 108 Doctors working at Poonch Medical College Rawalakot, AJK in various Basic and Clinical Medical Sciences departments. All the faculty members from BPS-17 – BPS 21 were included.

The participating faculty were asked to complete the questionnaire in their offices. No time constraint was imposed, but questionnaire completion took approximately 15 min. Emotional awareness was assessed using pre-validated 'Leadership Toolkit Emotional intelligence questionnaire'^[12]. It is a self-reported questionnaire of 50 items rated on a 5-point Likert scale with a Cronbach's alpha value of 0.842. Interpreting the scale 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The scale has 5 constructs; (a) self-awareness (items 1,6,11,16,21,26,31,36,41,46), (b) managing emotions (items 2,7,12,17,22,27,32,37,42,47), (c) motivating oneself (items 3,8,13,18,23,28,33,38,43,48), (d) empathy (items 4,9,14,19,24,29,34,39,44,49), (e) social skills (5,10,15,20,25,30,35,40,45,50). A person can score a minimum of 10 points or maximum of 50 score on each construct. The highest the average score the better the level of

emotional intelligence. SPSS 20 was used for data entry and analysis. Data was computed using descriptive and analytical statistics. Means and standard deviations were calculated for overall scale and subdomains. Comparisons between domains were done using Independent sample t test.

The primary outcome was level of emotional intelligence in the faculty and staff and to quantify any variations according to gender and faculty position in the study.

RESULTS:

In this study 108 faculty members from PMC, AJK were enrolled. There were 56 (51.9%) female and 52 (48.1%) male respondents. Majority of the faculty members 69 (63.9%) were junior level teachers whereas 39 (36.1%) were senior level faculty (Figure-I).

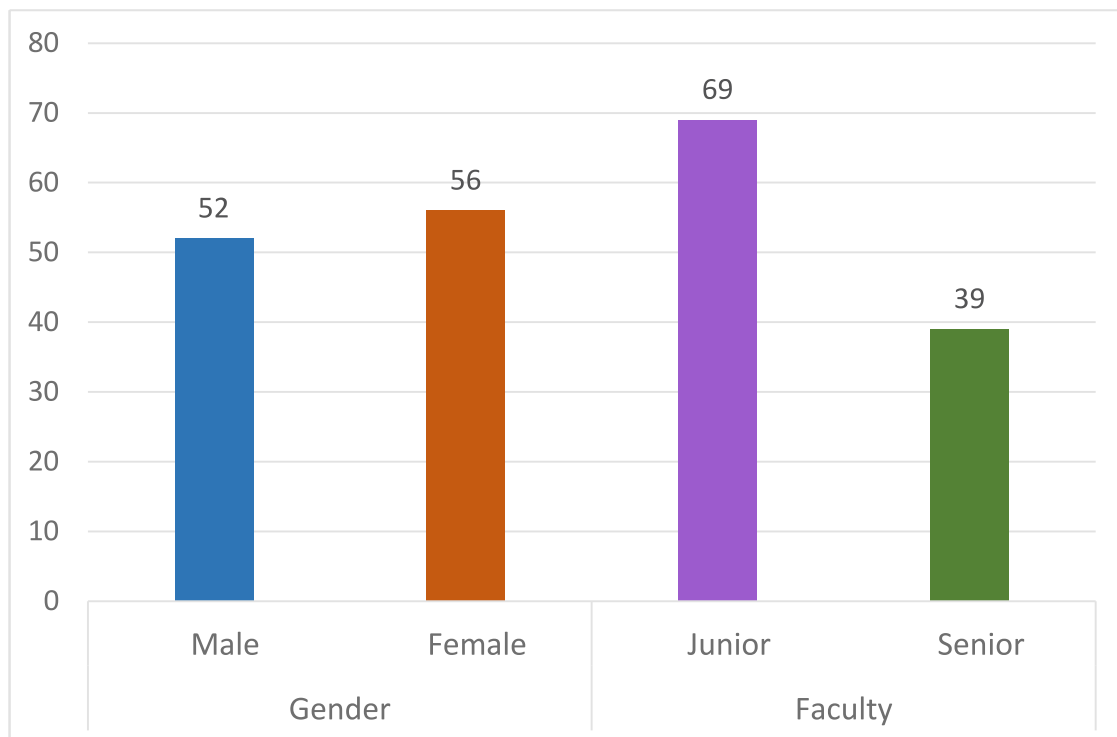


Figure-I: Demographics of the data (n=108)

The overall mean emotional intelligence was 178.4 ± 21.4 . The mean emotional intelligence sub sections were measured. The average self-awareness was 39.13 ± 5.52 whereas the managing emotion level was 32.85 ± 5.03 . The average level of motivating oneself was 34.49 ± 5.84 whereas the empathy level was found at 36.69 ± 5.23 . Moreover, the average social skills level was found at 35.24 ± 5.68 in this study (Table-I).

Table-I: The overall mean levels of emotional intelligence and its sub-sections (n=108).

	Mean	Std. Deviation
Overall Emotional intelligence*	178.4	21.4
Self-Awareness (SA)	39.13	5.52
Managing Emotions (ME)	32.85	5.03
Motivating Oneself (MO)	34.49	5.84
Empathy (E)	36.69	5.23
Social Skills (SK)	35.24	5.68

$$\text{Emotional intelligence} = \text{SA} + \text{ME} + \text{MO} + \text{E} + \text{SK}$$

The overall mean emotional intelligence levels were similar in male and females. The mean emotional intelligence parameters were stratified according to gender to measure any differences between the two genders. Self-awareness was found higher in females (39.9 versus 38.2), however, this difference in means was not statistically significant (p-value, 0.12). The average managing emotions were also slightly higher in females (33.1 versus 32.5). The subsection of motivating oneself was slightly higher in males than female faculty (35.0 versus 34.0), again this difference was not statistically significant (p-value, 0.38). Moreover, the mean empathy and social skills were found almost similar between both genders (Table-II).

Table-II: Distribution of mean emotional intelligence parameters according to gender of respondents (n=108).

	Gender	Mean	Std. Deviation	p-value
Global Emotional intelligence	Male (n=52)	177.8	22.6	0.77
	Female (n=56)	178.9	20.4	
Self-Awareness	Male (n=52)	38.28	5.87	0.12
	Female (n=56)	39.91	5.10	
Managing Emotions	Male (n=52)	32.55	5.34	0.56
	Female (n=56)	33.12	4.75	
Motivating Oneself	Male (n=52)	35.00	5.77	0.38
	Female (n=56)	34.01	5.91	
Empathy	Male (n=52)	36.90	5.33	0.69
	Female (n=56)	36.50	5.18	
Social Skills	Male (n=52)	35.03	6.23	0.72
	Female (n=56)	35.42	5.17	

The overall mean emotional intelligence level was found similar in senior and junior faculty members. Further analysis included stratification of mean emotional intelligence sub-sections according to faculty. Self-awareness level was found similar in both junior and senior level faculty (39.1 versus 39.0). The mean level of managing emotions was found slightly greater in the junior faculty (33.2 versus 32.2), however, this difference in means was not statistically significant (p-value, 0.31). The average motivating oneself level was found slightly higher in senior faculty (35.4 versus 33.9) but the difference in two means was not proven statistically (p-value, 0.20). The mean levels of empathy and social skills were found similar among the junior and senior faculty (Table III).

Table-III: Distribution of mean emotional intelligence parameters according to faculty type of respondents (n=108).

	Faculty	Mean	Std. Deviation	p-value
Emotional Intelligence	Junior (n=69)	178.2	18.5	0.88
	Senior (n=39)	178.8	26.1	
Self-Awareness	Junior (n=69)	39.18	5.31	0.88
	Senior (n=39)	39.02	5.94	
Managing Emotions	Junior (n=69)	33.21	4.37	0.31
	Senior (n=39)	32.20	6.03	
Motivating Oneself	Junior (n=69)	33.95	5.06	0.20
	Senior (n=39)	35.43	6.98	
Empathy	Junior (n=69)	36.43	4.72	0.49
	Senior (n=39)	37.15	6.08	
Social Skills	Junior (n=69)	35.37	4.78	0.74
	Senior (n=39)	35.00	7.07	

DISCUSSION:

The present study found good level of emotional intelligence (EI) in the faculty working in PMC, Rawalakot, AJK. Furthermore, the sub-domains of emotional intelligence varied as 'self-awareness', 'empathy' and 'social skills' were found much higher than 'managing emotions' and 'motivating oneself'. There was no difference in overall mean emotional intelligence levels between males and females in this study. The stratification of emotional intelligence parameters was though similar according to gender, slight variation was observed. 'Self-awareness' and 'managing emotions' as well as 'social skills' were higher in females than males, however, there was no statistically significant differences. The mean levels of 'motivating oneself' and 'empathy' were found slightly better in males, however, statistically these means were comparable

according to gender in the study.

Many previous studies have evaluated emotional intelligence in teaching faculties, a study by Meshkat and Nejati reported overall mean EI of 138.7 ± 9.2 . They also witnessed no difference in the overall mean EI among males and females^[13]. In contrast to our findings, Petrides and Furnham reported that females have good social skills as compared to their male counterparts, however, they also witnessed that overall EI was same in both genders^[14]. McKinley also witnessed that female residents had low sociability factor^[15].

Several other studies reveal that females score significantly higher than males in factors of Emotional Intelligence. This finding is supported by consistent findings in a large body of literature, which shows higher scores by females on ability-based test of non-verbal communication of emotions^[6]. Women perceive a wide range of emotions from non-verbal cues.

This could partly be attributed to the fact that most parents talk more about their feelings with their children.

The current study found that males were better at managing emotions than females. There is also evidence supporting gender differences in the relationship between emotional abilities and relevant outcomes. Many other investigators have also witnessed that males were better at managing emotions than females^[16,17]. A previous trial concluded that emotion regulation was related to social interactions of males than females^[18].

In the present study except for 'empathy' all other emotional intelligence parameters such as 'self-awareness', 'managing emotions', 'motivating oneself' and 'social skills' were found higher in the junior faculty, however, this difference in means was not statistically proven. In contrast to our findings there were few investigations, which revealed that elderly was more emotionally intelligent than young counterparts. Social and individual skills, for example, mindfulness, confidence, and compassion, have been appeared to improve both fulfillment and profitability at work. By and large, these abilities have been named 'Emotional Intelligence' (EI) and have been appeared to separate leading directors from less capable entertainers^[19]. Another Spanish study also reveals that more youthful and more established grown-ups scored lower on capacity EI than moderately aged grown-ups, aside from the part of getting feelings. These discoveries firmly uphold the possibility that age altogether impact capacity EI^[20]. Our study states that overall there is no difference between emotional intelligence of juniors and seniors. Emotional Intelligence has a positive correlation with self-esteem and empathy which provides evidence in favor of elderly individuals having "sophisticated" Emotional Intelligence as compared to junior members^[21]. It has been shown that emotional intelligence significantly affects the instructor's occupation execution. The key EI qualities of mindfulness, self-assurance, accomplishment, creating others and peacemaking have a positive part in the educators' occupation execution^[22]. Emotional intelligence comparisons demonstrate that teachers are aware of their own emotions as well as

managing their emotional responses and demonstrate empathy, thus EI helps them during teaching process to understand the emotions of students and engage them accordingly^[13].

It is understood that teachers having poor emotional management strategies end up becoming unhappy with their jobs as they are continually placed in emotionally challenging situations. Teacher burnout similarly leads to adverse consequences for the learning environment. The teachers who have poor emotional management have students who exhibit similar traits^[6]. It is imperative that emotional skills are taught at teachers educational training workshops which can yield a positive, and supportive learning environment and ensure higher academic achievements by students^[23].

Before generalization of the current study findings, further large scale studies on this topic with rigorous methods should be done. Moreover, future research should also be conducted on assessing the association between teacher's leadership and emotional intelligence.

CONCLUSION:

The medical faculty at PMC, AJK has a reasonably high level of emotional intelligence. EI factors varied as 'self-awareness', 'empathy' and 'social skills' were found much higher than 'managing emotions' and 'motivating oneself'. Except for minor variation, there was no difference in the overall emotional intelligence levels among gender and junior or senior faculty types.

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Author's Contribution:

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