

Emotional Intelligence Spiritual Intelligence and Academic Performance in first year and final year medical students

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Abstract

The current study was conducted to check the relationship between emotional intelligence, spiritual intelligence and academic performance in first year and final year medical students from the same college was assessed for relationship due to engagement in medical profession. The sample was consisted of (N=200), male (n=100), female (n=100) from Faisalabad Medical University, Faisalabad, Pakistan. Sample age range was 18 to 26 years. Sample from both classes was inducted with odd-even randomization oblique roll numbers. Following tests were administered Demographic sheet (for academic performance) Emotional Intelligence Scale (Schutte, Malouff & Bhullar, 2009) and Spiritual Intelligence Self-report Inventory (King, 2008) to find out the spiritual intelligence, and academic performance among both the groups to check relationship because of education level difference impact and supposed relationship between the variables. Data were analyzed through SPSS. The results showed significant difference between the groups on EI, SI and relationship with AP. No gender differences were reported in AP, however, found in EI and SI. Results also showed that first year students have higher levels of EI, SI and influence on AP. Regression analysis showed that EI was positive predictor of AP whereas SI has the insignificant relationship with the academic performance. This research can be helpful for teachers, doctors and for the researchers to enhance the EI and SI in medical students.

Introduction

The present study conducted to seek out the connection of emotional intelligence with the spiritual intelligence and academic performance in first year and final year medical students. Medical education cultivates the doctors with better skills which made them ready to provide the care and a spotlight to the patients (Stratton, Elam, Murphy-Spencer, & Quinlivan, 2005). These effective skills are the under debate whether these are personality character or emotionally responsive. Emotional intelligence is additionally related to the academic achievement and increase the work satisfaction (Van Rooy & Viswesvaran, 2004). In these years' neurologist claimed certain brain functions and skills which are strongly related to the spiritual experiences. That is why; spirituality has the precise place within the human brain. Spiritual intelligence called the God Spot by neurologist, because this is artificially stimulate and show the reflection of spiritual attitude (McGuire, 1993). EI linked with academic performance of an individual as well. Emotional intelligence and spiritual intelligence influences the academic achievement. (Chew, Zain & Hassan 2013). These intelligence in the generation of overall intelligence. Neurologist claimed that those who have positive behavior towards the EI with the relationship of SI in their life are socially active, extraverted, empathetic, focus on goals, and high academic performance (Somayeh, SayyedMirshah, SayyedMostafa & Azizollah, 2013). EI and SI also help to increase the intrapersonal and interpersonal relations and less conflictual. (Vaughan, 2002). So, this research was designed to measure the Emotional Intelligence with the Spiritual Intelligence effects on academic performance in first year and final year medical students.

Methodology

Design of this research was correlational and cross sectional. Sample was consisted of N=200 medical stu-

dents were inducted from Faisalabad. 100 were female and 100 male. Schutte self-report for emotional intelligence, spiritual intelligence self-report inventory for spiritual intelligence and questionnaire for academic performance was used to measure the outcomes.

Result and conclusion

Figure 1.1

| Demographic | | f (%) |
|-------------|--|---|
| Age | 18 19 29 21 | 66 (24.1) 32 (11.6) 99 (37.9) 70 (21.6) |
| Gender | Male Female | 100 (50) 100 (50) |
| Class | First year Final Year | 100 (50) 100 (50) |
| Marks | Less than 60% Less than 80% More than 80% | 90 (35) 85 (33.1) 25(16.7) |

1.2 Correlations

Figure 1.2

| Sr | Variables | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|----|---------------------------------|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1 | Emotional Intelligence | - | .68** | .76** | .68** | .54** | .56** | .75** | .70** | .60** | .70** | .65** |
| 2 | Emotion perception | | - | .60** | .67** | .55** | .44** | .58** | .69** | .70** | .72** | .52** |
| 3 | Utilizing emotions | | | - | .50** | .47** | .55** | .63** | .67** | .70** | .60** | .75** |
| 4 | Managing self-relevant emotions | | | | - | .51** | .55** | .68** | .67** | .64** | .73** | .71** |
| 5 | Managing others' emotions. | | | | | - | .71** | .60** | .55** | .57** | .66** | .58** |
| 6 | Spiritual Intelligence | | | | | | - | .60** | .63** | .70** | .69** | .65** |
| 7 | Critical Existential Thinking | | | | | | | - | .55** | .65** | .49** | .60** |
| 8 | Personal Meaning Production: | | | | | | | | - | .60** | .62** | .70** |
| 9 | Transcendental Awareness | | | | | | | | | - | .58** | .60** |
| 10 | Conscious State Expansion | | | | | | | | | | - | .48** |
| 11 | Academic Performance | | | | | | | | | | | - |

P<.01

Gender Differences

Figure 1.3

| Variables | Male (n=100) | Male (n=100) | Female (n=100) | Female (n=100) | | |
|---------------------------------|--------------|--------------|----------------|----------------|----------|----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>t</i> | <i>P</i> |
| Emotional Intelligence | 99.59 | 26.41 | 100.89 | 19.51 | -1.33 | .01 |
| Emotion perception | 24.6 | 5.7 | 25.6 | 6.76 | -1.4 | .01 |
| Utilizing emotions | 24.1 | 6.427 | 24.91 | 5.965 | -1.62 | .20 |
| Managing self-relevant emotions | 20.61 | 6.012 | 24.91 | 5.921 | -1.68 | .08 |
| Managing others' emotions. | 14.65 | 3.95 | 18.02 | 5.011 | -3.87 | .01 |
| Spiritual Intelligence | 49.4 | 18.2 | 58.910 | 19.01 | -2.11 | .04 |
| Critical Existential Thinking | 18.1 | 4.91 | 16.965 | 6.031 | -2.22 | .03 |
| Personal Meaning Production: | 10.21 | 3.579 | 11.911 | 4.131 | -1.88 | .04 |
| Transcendental Awareness | 17.38 | 3.978 | 16.924 | 4.934 | -1.87 | .05 |

| Variables | Male (n=100) | Male (n=100) | Female (n=100) | Female (n=100) | | |
|---------------------------|--------------|--------------|----------------|----------------|-------|-----|
| Conscious State Expansion | 12.25 | 4.721 | 11.533 | 4.124 | -2.34 | .01 |
| Academic Performance | 74.71 | 8.39 | 72.986 | 11.11 | -.33 | .72 |

Class difference

Figure 1.4

| Variables | first year (n=100) | first year (n=100) | final year (n=100) | final year (n=100) | | |
|------------------------|--------------------|--------------------|--------------------|--------------------|----------|----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | <i>t</i> | <i>P</i> |
| Emotional Intelligence | 99.510 | 25.81 | 82.31 | 20.01 | 5.98 | .001 |
| Spiritual Intelligence | 62.9 | 16.89 | 57.61 | 18.01 | 6.07 | .001 |
| Academic Performance | 75.25 | 10.60 | 72.42 | 7.52 | 3.98 | .001 |

Conclusion:

Result of this research showed difference in EI, SI and academic performance. Results also showed that female have high score on emotional intelligence and spiritual intelligence than male and first year students have high academic performance than final year students as well. No gender difference in academic performance but first year class have high score on academic performance than final year medical students.

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