CHAPTER 6

SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSIONS

6.1 FINDINGS

This Chapter summarizes the key findings from the study. The results thus obtained have paved way for further studies in the future.

Summary

Based on the analysis and interpretation made and discussed in the fourth chapter, findings of the study and further suggestions raised through the findings are to read.

The analysis of data for the objectives of the study was done using the following tools:

1. Structural Equation Modeling
2. Cross tabulation
3. Correlation
4. Frequency table
5. ANOVA
6. Chi-Square Test and
7. T-test

All medical colleges in Delhi have been identified for this study. This study is focused on the assessment of the level of Emotional Intelligence
of 5th year (Clinical) 9th semester M.B.B.S. students. This study attempts to provide suggestions by assessing the emotional intelligence of M.B.B.S. students with the help of the Emotional Intelligence scale which is developed based on the Wong & Law emotional Intelligence scale (WLEIS). The questions for assessment were generated centering on the construct of four domains of Wong & Law emotional Intelligence scale, namely,

1. Self-Emotional Appraisal
2. Others Emotional Appraisal
3. Use of Emotions
4. Regulation of Emotions.

Findings of the study, and further suggestions based on this study is for further reading.

1. The first objective of the study is to assess the level of emotional intelligence of the 5th year (Clinical) 9th semester M.B.B.S students with the help of Wong and Law Emotional Intelligence Scale (WEIS), for which the level of Emotional Intelligence was found to be medium.

2. The profile of the respondents of this study is the second objective. Total number of respondents is 658. The respondents are 5th year (Clinical) 9th semester M.B.B.S students. It was found that majority of the respondents were in the age group between 20-25 years and 479 of respondents are unmarried and 179 respondents are married and majority (424) are female.

3. The third objective is to assess the scores of each dimension of Wong and Law emotional Intelligence Scale. Following are the four dimensions of emotional intelligence scale
   a. Self-Emotion Appraisal
b. Others Emotion Appraisal

c. Use of Emotion and

d. Regulation of Emotion

a. Self-Emotion Appraisal
It is inferred that the mean value (4.34) is high towards the Response “I want to be a Doctor”. It states that the Respondents are clear in their goal what they need to achieve.

b. Others emotion appraisal
It is inferred that the mean value (4.15) is high towards the Response “I want people to trust me”, states that the importance that they attach to others emotions and perceptions towards them.

c. Use of Emotion
It is inferred that the mean value (3.84) is high towards the Response “I seek advice from my seniors in difficult situations”, states that they are good in interpersonal skills.

d. Regulation of emotion
It is inferred that the mean value (4.01) is high towards the Response “I idealize myself to be a trustworthy person”, states that their confidence level towards their profession is high.

4. The fourth objective of the study is to assess the impact of age on the level of 5th year 9th semester M.B.B.S. students. The respondents are divided under 3 categories:

   a. Age group between 20-25 years
   b. Age group between 26-30 years
   c. Age group between 31-35 years

The results analysed from all the four constructs of the WLEIS, such as
a. Self-Emotion Appraisal
b. Others Emotion Appraisal
c. Use of Emotion and
d. Regulation of Emotion

The factor ‘age’ has an impact on the level of Emotional Intelligence among the 5th year 9th semester M.B.B.S. students. Which is found through the analysis. It is inferred that respondents belong to the age group between 20-25 years have low level of Emotional Intelligence, respondents belong to the age group between 26-30 years have medium level of Emotional Intelligence and the respondents belong to the age group between 31-35 years have a higher level of Emotional Intelligence when compared to other age groups.

5. The fifth objective of the study is to assess the impact of gender on the Emotional Intelligence level of 5th year 9th semester M.B.B.S students. The results analysed from all the four constructs of the WLEIS, such as

a. Self-Emotion Appraisal
b. Others Emotion Appraisal
c. Use of Emotion and
d. Regulation of Emotion

The factor ‘Gender’ has an impact on the level of Emotional Intelligence among the 5th year 9th semester M.B.B.S. students which is found through the analysis. Female respondents are having high level of Emotional Intelligence when compared to their counterparts who possess a medium level of Emotional Intelligence.

6. The sixth objective of the study is to assess the impact of marital status on the Emotional Intelligence level of 5th year 9th semester M.B.B.S students. The results analyzed from all the four constructs of the WLEIS, such as
a. Self-Emotion Appraisal
b. Others Emotion Appraisal
c. Use of Emotion and
d. Regulation of Emotion

The factor ‘Marital status’ has an impact on the level of Emotional Intelligence among 5th year 9th semester M.B.B.S students which is found through the analysis. Married respondents are having higher level of Emotional Intelligence than unmarried respondents who are having medium level of Emotional Intelligence.
6.2 SUGGESTIONS

The seventh and final objective of the study is to provide suitable suggestions based on the analysis and findings. The following are few suggestions:

- Physicians are expected by society to uphold the highest of moral and ethical standards and display professionalism in their field. Therefore Medical colleges can even integrate seminars and workshops dealing with Emotional Intelligence and professionalism as a part of their curriculum.

- In addition they are expected to display empathy, great character, integrity, maturity and effective communication and interaction in the context of patient care.

- Extensive research can pave way for more balanced selection criteria in medical students that not only accounts for academic intelligence, but also Emotional Intelligence.

- Medical colleges should sharply focus the modern day medicine upon primary patient care and professionalism and train students that are not only academically competent, but also Emotionally Intelligent.

- Ultimately the study suggests to propose that medical colleges need to introduce awareness about EI in their syllabus to ensure that their students will not only succeed in medical college, but will also succeed as quality health care professionals in the context of primary patient care.

- Medical colleges should include the basic tools of emotional intelligence, specifically in the domain area of self-awareness and the competency of communication to improve physician-patient relationship.

- Traditionally, physicians have been educated to be independent thinkers, skeptical scientists, and self-sufficient professionals who can rely on their personal inner strength in times of crisis. Because of the emotionally demanding environment of health care, physicians need a strong understanding to lead their teams, to create a shared vision, and to provide the best medical care while minimizing errors.
6.3 CONCLUSION

The assessment of Emotional Intelligence among medical colleges will ensure the graduation of quality health care professionals that are not only scientifically knowledgeable, but also emotionally intelligent and socially aware. The increasing interest towards Emotional Intelligence and the researches about the issue revealed the need to measure EI and to develop a scale.

Present study found that the Emotional Intelligence level is medium among the 5th year (clinical) medical students. The medium average scores for the doctors indicate a need for Emotional Intelligence development. According to Lewis et al. (2005), the field of medicine has valued Emotional detachment and has considered it to be the norm. This detachment has been equated with the physician's ability to make an objective assessment. Medical students are often encouraged to dull their emotions in order to deal with the stress of their education and the profession they are entering.

By increasing the EI or becoming aware of EI, medical students will be able to cope all types of problems that were discussed in the conceptual framework of the study. Such as stress, anxiety, burnout, lack of trust and finally create a better health care environment.