

RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC SATISFACTION IN DENTAL STUDENTS AND PARAMEDIC STUDENTS

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ABSTRACT

Aim: The aim of the current study was to determine relationship between emotional intelligence and academic satisfaction in dental students and paramedic students.

Materials & Method: This research is a cross sectional study. Data were collected through the standard questionnaires of EI and academic satisfaction that were obtained 80 dental students and paramedic students of Shahid Beheshti University of Medical Sciences (n=40). The data were analyzed through Linear Regression, Mann-Whitney, Spearman tests.

Results: Total scores of EI in between two courses were not significant difference. Although paramedical students were respond to specific components more than dental students. Academic satisfaction in dental students was more than paramedical students. Greatest impact on satisfaction had factors such as social status (81%), community service (76%) interest in the field of study (6.69%). There is a positive correlation, between EI and economic conditions, social and interest in the field of education.

Conclusion: No significant difference observed on total score of EI between dentistry and Paramedicine students.

Key words: Academic satisfaction, Bar-on questioner, Dentistry, Emotional intelligence, Paramedicine.

Introduction

The prediction of associate factors of academic performance has been an important topic in psychological researches.¹ College students face various sources of academic stress, including demonstration of an ability to engage in challenging materials under time limitation. This could compound the realization that they may not have acquired optimal learning and thinking strategies.² It is important that researchers establish causal connections between identifiable study strategies and learning.³ In order to be compatible for success the importance of Emotional Intelligence (EI) is increasingly being recognized. Reading career related domains and managing emotions in social contexts are important for success in a variety of interpersonal as well as career related domains.⁴ The concept EI as a part of individual talents has grown over the last two decades. Its development can answer many problems not only in theoretical and psychological aspects, but also in health, education, and management problems.⁵

EI predisposes success in people's lives and helps them to deal with stress. Regarding the relationship between EI and health, earlier studies indicated that individuals with higher EI had significantly better levels of physical and mental health than others.⁶ Goleman has defined Emotional Intelligence as "the capacity of recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships."⁷ The scale of EI can be used to identify individuals who may need education of special skills to deal with stress. Ciarrochi *et al* believed that some forms of EI can keep people safe from stress and lead to better compliance.⁸ Also, emotional indicators and stressor factors impacted on socio-psychological health status.⁹ Moreover, perceived EI

on depression is moderated to some degree by culture. Both academic stress and environment are important and determinative to form the students' experiences beside five variables including age, sex, motivation, self-esteem, and academic self-concept.⁶

EI associated with patient satisfaction, nursing performance and perceived stress. In medical education, measures of EI have been reported to correlate with many of the competencies that modern medical curricula seek to deliver.¹⁰ Increasingly, it has also been reported to be positively related to job satisfaction for example, in hospital nurses, hospital doctors, and midwives and nurses.¹¹ The attributes that patients demand from their dentists, such as responsiveness, assurance, and empathy, are closely related to the EI construct.¹² The noncognitive abilities associated with high EI scorers also mean that they are better communicators and have stronger interpersonal skills that enable them to have better relationships with fellow colleagues. In a study on relationship between emotional intelligence and academic stress in students of medical sciences, reported although EI growth in different individuals can promote their success it cannot decrease academic stress by itself which was particularly significant in females. Therefore, other causes of stress such as individual differences must be taken into consideration. Scarce information exists on relationship between EI on Papa-medic and dentistry students. Pau and Sabri¹³ relationship between EI and job satisfaction in dentists and reported EI was statistically significantly associated with job satisfaction with patient relationships, peer support, professional development, quality of care, supporting staff, overall job

Questions	Dentistry student						Para-Medicine students					
	Agree (100%)	Agree (70%)	Moderate (50%)	Disagree (70%)	Disagree (100%)	Mean \pm SD	Agree (100%)	Agree (70%)	Moderate (50%)	Disagree (70%)	Disagree (100%)	Mean \pm SD
Happy to help others	32.5	57.5	10	0	0	4.23 \pm 0.62	67.5	25	7.5	0	0	4.60 \pm 0.63
Can't talk when get angry	7.5	30	37.5	22.5	2.5	3.18 \pm 0.96	15	27.5	37.5	15	5	3.33 \pm 1.07
Smile is hard to me	2.5	5	7.5	60	25	2 \pm 0.88	2.5	2.5	10	27.5	57.5	1.65 \pm 0.95
Sometimes I trust to my tasks	7.5	35.5	22.5	12.5	5	3.45 \pm 0.99	3.75	40	20	2.5	0	4.13 \pm 0.82
Never get board during helping	35	52.5	7.5	2.5	2.5	4.15 \pm 0.86	62.5	25	7.5	2.5	2.5	4.43 \pm 0.93
I am happy person	7.5	40	37.5	15	0	3.40 \pm 0.84	40	25	25	7.5	2.5	3.93 \pm 1.10
The cooperation in important for me	22.5	57.5	20	0	0	4.03 \pm 0.66	50	30	20	0	0	4.30 \pm 0.79
Easy to compatible with new condition	12.5	32.5	32.5	20	2.5	3.33 \pm 1.2	25	35	25	12.5	2.5	3.68 \pm 1.07
I select among the solutions	10	50	40	0	0	3.7 \pm 0.65	40	30	30	0	0	4.1 \pm 0.84
I aware from the condition	15	55	30	0	0	3.85 \pm 0.66	40	37.5	15	5	2.5	4.08 \pm 1
I have good relation with others	12.5	75	12.5	0	0	4 \pm 0.51	45	37.5	12.5	5	0	4.23 \pm 0.86
I need to the other during occupation	7.5	15	25	37.5	15	2.63 \pm 1.15	5	15	35	32.5	12.5	2.68 \pm 1.05
The occupations are satisfactory to me	22.5	60	10	7.5	0	3.98 \pm 0.8	3.75	45	12.5	2.5	2.5	4.13 \pm 0.91
Can respect to all	27.5	62.5	10	0	0	4.18 \pm 0.59	47.5	37.5	12.5	2.5	0	4.30 \pm 0.79
Can't stand when other are in trouble	32.5	57.5	10	0	0	4.23 \pm 0.62	50	35	10	5	0	4.3 \pm 0.85
Can be intimate with other	10	42.55	27.5	17.5	2.5	3.41 \pm 1.1	12.5	75	10	0	0	4.03 \pm 0.49
I am happy during compare my pro and cons	7.5	42.5	25	22.5	2.5	3.3 \pm 0.99	25	30	35	10	0	3.7 \pm 0.97

Table 1: The frequency of answered questions between dentistry and Para-Medicine students.

Questions	Dentistry student						Para-Medicine students						p value
	Agree (100%)	Agree (70%)	Moderate (50%)	Disagree (70%)	Disagree (100%)	Mean \pm SD	Agree (100%)	Agree (70%)	Moderate (50%)	Disagree (70%)	Disagree (100%)	Mean \pm SD	
Role of relatives to choose this field	2	4	8	18	8	3.65 \pm 1.08	10	12	8	6	4	2.55 \pm 1.3	0.001
If you had another opportunity, do you choose this field again?	3	5	4	15	13	3.75 \pm 1.26	6	4	13	11	6	3.18 \pm 1.26	0.004
The effect of the job opportunity on choose this field	0	0	7	24	9	4.05 \pm 0.64	4	6	7	13	10	3.48 \pm 1.30	0.02
The role of the society on choosing this field	0	0	5	24	11	4.15 \pm 0.62	6	5	9	12	8	3.28 \pm 1.34	0.001
The role of the income on choosing this field	0	3	11	18	8	3.78 \pm 0.86	4	8	11	13	4	3.13 \pm 1.6	0.008
How information about field are important to choose occupation	1	4	16	14	7	3.52 \pm 0.97	6	10	11	8	5	2.9 \pm 1.26	0.007
Role of the desire on choose the occupation	6	10	13	6	5	2.85 \pm 1.23	1	1	12	22	3	3.64 \pm 0.78	0.001

Table 2: The satisfactory index between dentistry and Para-Medicine students.

Questions	p Value	R
Have you ever dreamed about canceling education	0.244	0.133
Role of the relatives to choose this field	0.376	0.102
If you had another opportunity, do you choose this field again?	0.043	0.202
Is there any increase on your desire on this field after entrance to university	0.285	0.123
Role of the problems make you eager on choose the field	0.301	0.119
The extent of the relation between your talent and study field	0.018	0.268
The effect of the job opportunity on choose this field	0.439	0.089
The role of the society on choosing this field	0.928	0.010
The role of the income on choosing this field	0.817	0.027
The extent of the social helping using this field	0.002	0.341
The extent of the choosing this field on improve your morale	0.111	0.182
The effect of the stuffs knowledge on your study	0.139	0.169
The role of the study personality on your study	0.609	0.059
Do you have desire to this field before study	0.724	0.041
Your knowledge on choosing this field	0.211	0.143
Do you thinking to change study field	0.252	0.052

Table 3: The correlation between emotional intelligence and academic satisfaction.

satisfaction and total job satisfaction score. However, EI was not statistically significantly associated with job satisfaction with income.¹⁴ Therefore, it is not surprising that those with high EI are more likely to report job

satisfaction. So, the purpose of the present study was to investigate relationship between emotional intelligence and academic satisfaction in dental students and paramedic students.

Materials and Method

This research is a cross sectional study on dentistry students (9-10 semesters) and Para-Medic (Master of Science) of Shahid Beheshti University of Medical Sciences during 2016-17. Data were collected through the standard questionnaires of EI and academic satisfaction that were obtained 80 dental students (22 female and 18 male) and paramedic students (22 female and 18 male) ($n=40$ in each group). The samples were collected among those had no severe emotional problems using Emotion Quotient Intelligence (EQ-i) questioner. The questioner had 90 questions based on the emotional intelligence such and academic satisfaction which each volunteers answered to them. Each question had 1-5 level which 1 mean complete disagree and 5 complete agreement. Then data were analyzed through Linear Regression, Mann-Whitney, Spearman tests. $P<0.05$ was considered as significant difference between two groups.

Results

Total scores of EI in between two courses were not significant difference. Although paramedical students were respond to specific components more than dental students. Academic satisfaction in dental students was more than paramedical students. Greatest impact on satisfaction had factors such as social status (81%), community service (76%) interest in the field of study (6.69%). There is a positive correlation, between EI and economic conditions, social and interest in the field of education.

Discussion

Emotional intelligence is a collection of capabilities such as self-awareness, empathy, self-regulation, self-motivation and social skills that can impact behavioral performance of an individual.¹³ Emotional intelligence is a new concept that has been used in the management literature from the 1990s onwards, and it is one of the new management skills, especially human resource management that has become increasingly important and has attracted considerable public opinion, during the last decade.¹² Emotional intelligence is a subject that tries to explain and interpret the role of emotions in human capabilities and it can converts human potentials to excellent job performances.¹³

Total scores of EI in between two courses were not significant difference. Although paramedical students were respond to specific components more than dental students. Academic satisfaction in dental students was more than paramedical students. Greatest impact on satisfaction had factors such as social status (81%), community service (76%) interest in the field of study (6.69%). There is a positive correlation, between EI and economic conditions, social and interest in the field of education. Miri *et al* reported there was no significant correlation between EI

scores and educational stress in students.⁵ But there was a significant relationship between EI with sex and mean of EI scores with three domains of academic stress, personal favorites, reaction to stressors and performance in stressful situations. Association reported between EI score and individual interests, reaction to the stressor agent and function in stressor conditions.¹⁵

In addition, higher level of emotional attention was associated with self-awareness thus, academic stress can be reduced due to emotional rehabilitation in higher levels.⁵ Study on dentistry students indicated a reverse correlation between EQ score and level of stress.¹⁶ Salovey P found a relationship between high EI level and ability for coping with stress.¹⁷ Paying attention to EI had a great impact on the improvement of mental health and functioning status among students.¹⁸ The social skill scores were respectively high among paramedical, medical, nursing and midwifery and health students and our findings was similar to their report. Health students because of their occupation need more social skills.⁵ In a study by Fattahi *et al* studied dentistry students' satisfaction with their discipline and revealed regard to discipline satisfaction, 8.6% intended to quit their study while 75.7% showed complete satisfaction. The most effective reasons of discipline satisfaction were "the possibility of giving service to people (76%), good social statue (65.7%) and being interested in discipline (65.6%)."¹⁹

Mansouri (2001) has done a research under the title of Shring's standardization of EI tests on graduate students and total scores of boys and girls and no significant difference was observed between the scores of students on EI components of self-awareness, self-control, social intelligence had meaningful statistical differences but in the components of motivation and social skills. Razavian S showed a positive relationship between emotional intelligence and educational achievement of students there.²⁰ Ebrahimi Bakht showed that a significant relationship exists between self-efficacy and achievement. In previous report studied the relationship between self-efficacy and self-regulation of academic achievement and showed a significant relationship exists between self-efficacy and achievement.²¹ In the relationship between self-efficacy and academic performance positive relationship observed between self-efficacy and academic performance.²² In a study on EI of surgical residents, Jensen *et al*²³ reported leadership skills are important and scored strongly on both an EI self-assessment and the EQ-i. Specific individual differences in subscale scores can potentially identify areas for direct educational intervention. A positive correlation reported between general health and EI. The students having higher levels of EI and general health can establish healthier and more successful interpersonal relationships with others.²⁴ Dental students' EI competencies related to self-management were significant predictors of mean clinical grade assigned by preceptors. Emotional intelligence may be an important predictor of clinical performance, which has important implications for students' development during dental

school.²⁵ Also, Azimi *et al*²⁶ researched EI of dental students and patient satisfaction and reported was a statistically significant relationship between general EI score of the students and patient satisfaction which our findings was similar to this report. Patients of the students with high general EI scores were significantly more satisfied with treatment than patients of students with low EI. Pau *et al*¹⁶ reported that the mean total EI score for female students was higher than their male classmates and female dental students had significantly higher scores for three of the four EI factors, utilisation of emotions, appraisal of emotions and social skills.²⁶ Female students and those in clinical years of study scored higher in perceived stress than males or those in preclinical years. Chamberlain *et al* reported significant relationship between gender of dental students and neuroticism, which female students were more anxious, self-conscious, and vulnerable than their male classmates.²⁷ However, Bhaskar *et al* reported male and female paedodontic postgraduate students in India had high EI scores. This study provides valuable baseline information on EI in an Indian context.²⁸

Conclusion

In conclusion, there were not different between total score of EI in 2 field disciplines. Academic satisfaction increases with amplification among students. Social awareness/empathy refers to awareness of the feelings and needs of others.

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