

IMPACT OF DISTANCE LEARNING ON DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF MEDICAL BACHELOR STUDENTS

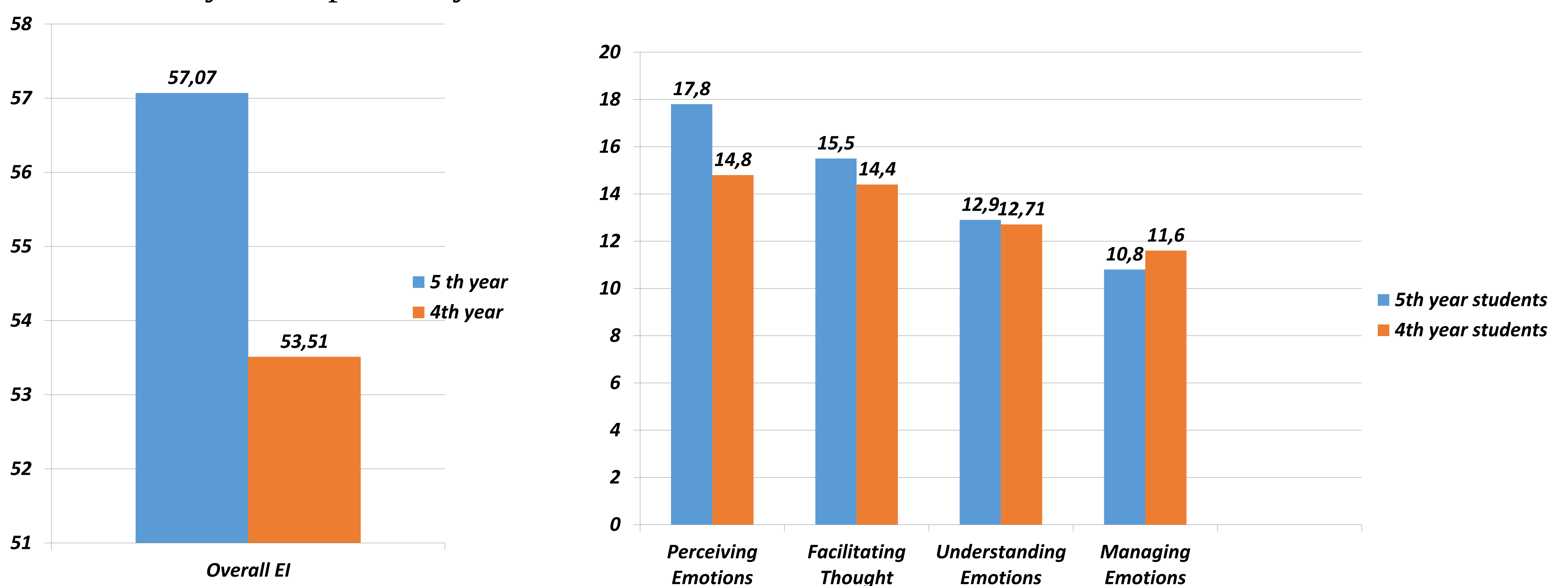
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During the COVID-19 era, emotional intelligence (EI) is the most important research area, because with the rise of e-learning, communication methods have suddenly undergone tremendous changes, allowing teaching on remote and digital platforms. Lack of face-to-face interpersonal communication leads to a decrease in the emotional involvement of student.

OBJECTIVES: To assess the impact of online learning and the restrictions associated with the SARS COVID-19 virus pandemic on the development of EI of senior medical students.

METHODS: The study is based on the P.Salovey and J.Mayer EI model. Foreign medical students of the 4th and 5th years of study of 5 medical universities of the Republic of Kazakhstan was taken into the analysis. Validated questionnaire MSCEIT (Mayer-Salovey-Caruso Emotional Intelligence Test) consisted of 15 items was used. Descriptive statistics was done by Two-sample Wilcoxon rank-sum (Mann-Whitney) test.

RESULTS: Pool of 235 participants (effective response rate was low about 27% possibly due to pandemic and online mode of testing) became the final participants which include 130 and 105 students from 4th and 5th year respectively.



On the basis of Two-sample t test of overall EI [95% Confidence Interval] we find of EI of 5TH year (Mean =57.07, SD = 9.6) higher than 4th course (Mean = 53.51, SD = 12.57) which can be due to impact of clinical experience. Distribution of scores in the four EI domains, showed that all domains are higher for 5th course and in the summary of Two-sample Wilcoxon rank-sum for each branch of EI we find perceiving emotions (p-value = 0.02) and facilitating thoughts (p-value = 0.04) are most affected. The total scores for the entire sample were at average level, although the clinical activity suggests a specialist with an ideal EI. Perception of emotions (p value = 0.02) and understanding of emotions (p value = 0.04) are more important for clinicians. .

CONCLUSIONS: Thus, we can outline the negative impact of online learning on the development of EI. As a predictor, this will have a negative impact on the basic clinical competencies of these students, these may lead to difficulties in residency, and further in medical carrier.

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