

The Factors Associated with Emotional Intelligence and Its Effect on Conflict Management and Teamwork Among MBBS Undergraduate Students in Malaysia: A Cross Sectional Study

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Abstract

Emotional intelligence is the understanding of emotions and ability to utilize it to understand and direct decisions, behavior and communication with other people. This cross sectional study was conducted to determine the association of age, gender, ethnicity, family background and education level with emotional intelligence and to determine whether emotional intelligence affects conflict management style and teamwork. In this analytical cross sectional study carried out among students of Melaka Manipal Medical College, Muar Campus with sample size of 152, a self-administered questionnaire was distributed to all participants and data was collected and analysed using Microsoft Excel, Epi-Info version 7 and Graph Pad with unpaired t, ANOVA, correlation, and logistic regression. Among the 152 participants, the mean emotional intelligence is 81.4 and only the association of ethnicity and emotional intelligence were found to be statistically significant while other factors were found to be not significant. It was also found that higher the emotional intelligence, accommodating was adopted as the conflict management style. However it was statistically insignificant while competing and compromising style was statistically significant. We found that higher emotional intelligence associates with less effective teamwork skills but it was statistically not significant. There is significant between emotional intelligence and ethnicity. Also, there is positive association between emotional intelligence and conflict management (collaborating, competing, avoiding, compromising and accommodating), but there is significant between emotional intelligence and compromising and competing style of conflict management. Hence, we can conclude that people with higher emotional intelligence practice compromising and competing style.

Keywords

Emotional Intelligence, Medical Students, Malaysia

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1. Introduction

Emotion is a personal experience that are influenced by the interpretation of one's present situation. These emotions serves many functions such as decision making, behaviors and communication with others. Hence the basis of emotional intelligence is the understanding of emotions and

ability to utilize it to understand and direct decisions, behavior and communication with other people. [1] Meyer and Salovey first described Emotional intelligence (EI) by expanding on Gardner's intrapersonal and interpersonal intelligence theory. They hypothesize 4 branch in Emotional Intelligence which is ability to perceive emotion, use of emotion to facilitate thought, understanding emotion and management of emotion. [2].

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Goleman later uses Meyer and Salovey model as a basis to discuss emotional intelligence and its affect with everyday life. He proposes his emotional intelligence model which comprises of 5 emotional and social competencies which are self-awareness and self-regulation, motivation, empathy and social skills. [3].

Self-Awareness- it is defined as the ability to understand and able to interpret one's own feeling by internal reflection. This ability allows one person to understand one's self better and hence will be able to better understand other people. Understanding other people will results in increase job performance which includes good interaction with colleagues and ability to establish positive leadership and teamwork skills. [4] Effective team members are found to be self-confident which reflects good emotional self-awareness and their ability to control emotions. [5].

Self-Regulation- it is the ability utilize emotion during conflict, pressure, stress and deadlines facilitates the progress of a project and able to promote effective working relationships with colleagues. [5].

Motivation- Motivation is a powerful tool. It was found that a worker will only give when they feel they are appreciated. A successful team requires intrinsic motivation and all member plays a role in motivating each other.

Empathy- it is the understanding of people's emotion and putting themselves in people's shoes. Empathic team member understands the diversity of personalities of their colleague and hence accepting the diversity enhances the working environment. [5].

Social skills- It is the ability to interact with team members to prevent conflict, be aware and able to dissipate conflict which have a negative impact on colleague relationship. Team member will be able to develop good teamwork with a good social skills. [5].

Emotional intelligence is influenced by many factors such as gender, family background, education levels and ethnicity [9]. It was found that females score higher in emotional intelligence compared to men. [7] Family background was found to influence a person's emotional intelligence in which parents play a direct role in influencing the EI of their child. [8] The economic status of a family was found to play a role as well. It was found that higher income family display higher EI compared to lower income family [7] while in contrast it was also found in [10] that lower income family display higher EI. The level of education of the father was also found to affect the EI of their children. [11] In a study [6, 12], it suggested significant difference in EI which was displayed in different ethnicity.

Hence in this study, we would like to determine the

association of gender, family background, education levels and ethnicity with EI and how these affect conflict management and teamwork. Conflict management is defined as an interactive state which is manifested in incompatibility, disagreement or differences between social entities. According to a study conducted, [13] it was suggested that there are 5 approach/style in conflict management which are collaborating, accommodating, competing, avoiding and compromising. Collaborating means both parties examine their differences and reaches an effective solution. Accommodating means one party tries to reduce the differences and emphasize on the shared goal in order to obtain another party's approval. Competing means one party will win and dominate and avoiding means one party withdraw from the conflict. Compromising is when both parties give and take to reach an aim. [13] It was found that a person with higher EI adopts collaborating as their conflict management style when resolving a team task. [14].

Teamwork is defined as a working group in which group members develop mutual relationship to achieve a common goal. [15] Teamwork implies that group members work in a cooperative environment by sharing knowledge/skills and being able to serve multiple roles. It is a synergistic process in which all group member function together to promote an effective team environment and hence achieving a common goal together. EI is found to be playing an important role in the development of successful team. Team member that are able to care for each other personally and professionally are more likely to bring about the success of a common goal. [16].

Based on the previous study done, there have been conflicting and limited information available, hence the research question/objective that we are proposing is:

1. To determine the association of gender, ethnicity, family background and education level with emotional intelligence.
2. To determine whether emotional intelligence affects conflict management style and teamwork.

2. Methodology

2.1. Study Design, Settings and Population

This analytical cross sectional study was carried out among MBBS students of Melaka Manipal Medical College (MMMMC), Malaysia to assess the factors associated with emotional quotient and its effect on conflict management and teamwork. This study was conducted at Melaka Manipal Medical College (Muar Campus), Malaysia for a period of 6 weeks starting from December 2018 to January 2019. The study population include MBBS students in both Muar and

Melaka campus MMMC, total population were approximately 800.

2.2. Sample Size

Sample size were calculated with formula below by using Statistic and Sample Size Application.

$$n \geq \left(\frac{Z_{1-\alpha/2} + Z_{1-\beta}}{\frac{1}{2} \log_e \frac{1+r}{1-r}} \right)^2 + 3 \quad (1)$$

Where,

Alpha = 0.05

Beta = 0.1

Estimated correlation coefficient (r) was calculated by using data from previous studies [29] where R² = 0.1 and r = 0.316

The sample size in this research is 102,

In order to compensate for 30% non-response, the final population is calculated using the calculation stated below:

$$\begin{aligned} n_{\text{final}} &= \frac{\text{calculated sample size}}{1 - \text{percentage of non-response}} \quad (2) \\ &= \frac{102}{1 - 0.3} \\ &= \frac{102}{0.7} \\ &= 145.7 \end{aligned}$$

Therefore, final sample size is 150 people.

2.3. Sampling Method

Due to exams were going on in Melaka Campus MMMC, only medical student in Muar campus were available for these research. Purposive sampling method was used to select the samples. The samples include all undergraduate students whom have provided written consent to participate in this study. Students who were unwilling to participate and did not give their informed consent, those who were absent on the day the questionnaires were distributed and those who did not completely fill up the questionnaire were excluded from the study.

2.4. Data Collection

In this study, data collection was done by distributing a validated self-administered questionnaire. The purpose of the study was explained to the participants and it was made clear that the participation was voluntary. The participants filled up the questionnaire without being monitored and willingly handed back the questionnaire after they have completed their response.

The questionnaire consisted of 4 parts:

1. Socio-demographic profile and factors associated with emotional quotient
2. Emotional intelligence assessment [27-28]
3. Conflict management styles assessment [29]
4. Teamwork effectiveness assessment [30]

Part I of the questionnaire includes questions regarding participants' age, gender, ethnicity, relationship status and family background. Next, Part II is a validated questionnaire by Wong and Law Emotional Intelligence Scale (WLEIS), it has a total of 16 statements to assess participants' emotional intelligence by utilizing 7 points Likert scale (1= totally disagree to 7= totally agree), total points were calculated and a higher score indicates higher emotional intelligence. WLEIS consist of 4 domains in which SEA= Self-emotion Appraisal, ROE=Regulation of Emotion, UOE= Use of Emotion, OEA= Other Emotion Appraisal. Moving on, Part III of the questionnaire includes 15 statements regarding conflict management assessment whereby participants had to respond on the frequency of occurrence for each situation using 4 points Likert scale (1= Rarely, 2= Sometimes, 3= Often, 4= Always), these 15 statements correspond to five conflict management styles (collaborating, competing, avoiding, accommodating, compromising), the style with highest score indicates the most commonly used strategy by the individual. The last part includes 15 questions to assess participants' teamwork effectiveness. It is a 5 point Likert scale (1= Very frequently, 2= Frequently, 3= Sometimes, 4= Rarely, 5= Never), total score were calculated and score of 40-45 indicates very effective team person, score of 35-40 indicates effective team person and score below 35 indicates poor team skill.

2.5. Data Processing and Analysis

The following showed how data were analysed:

Age are categorised into <23 and 23 and above, relationship status is categorised into in relationship and single, number of siblings is categorised into with siblings or without siblings, father and mother employment are categorised into employed or unemployed. Teamwork assessment is categorised into 2 categories which are good teamwork and need improvement.

Unpaired t test was used to analyse association between age, gender, relationship status, number of siblings, father employment, mother employment with emotional intelligence. ANOVA was use to analyse association between ethnicity, birth order, parent marital status, father education, mother education and family income with emotional intelligence. Correlation was used to analyse association between emotional quotient and conflict management.

Logistic regression was used to analyse association between EQ and teamwork.

The data analysis was performed using the EPI-info app and Microsoft Excel. Descriptive analysis was conducted to obtain the frequency and percentage. Correlation, Unpaired-T test, ANOVA and Logistic Regression were used to interpret the variables. The level of significant of our study was 5% [$p=0.05$], therefore, the P-value less than 0.05 was considered significant. The data were then plotted into various charts scatter plot using Graph Pad and simple error bar using Microsoft Excel.

2.6. Ethical Consideration

To ensure that the study was conducted ethically, the students were briefed about the purpose of this study design and informed consent was obtained from the students prior to the study. Anonymity of the students participating in this study was ensured and the data was kept confidential throughout the study. The students also had the right to refuse from participating in the study without any specific reason. Lastly, the study was approved by the Institutional Ethics Committee of Melaka Manipal Medical College, Malaysia Campus.

3. Results

Table 1. Socio-demographic characteristic of undergraduate medical students.

Variables	n (%)	Mean (SD)
Gender		
Male	55 (36.2)	
Female	97 (63.8)	
Age		23 (1.2)
<23	78 (51.3)	
23-29	74 (48.7)	
Ethnicity		
Malay	19 (12.5)	
Chinese	47 (30.9)	
Indian	66 (43.4)	
Others	20 (13.1)	

In table 1, total sample was 153/180 students with response rate of 83%. In gender, male consist of 36.18% and female consist of 63.82% of them. In ethnicity, there were 12.50% respondent from Malay, 30.92% from Chinese, 43.42% from Indian and 13.12% from other ethnicity which consist of Sri Lankans, Iban and Bidayuh.

Table 2. Frequency and percentage of relationship status and family background.

Variables	Categories	n (%)
Relationship Status	Single	91 (59.9)
	In Relationship	61 (40.1)
	Married	0 (0)
Number of	Only Child	7 (4.6)

Variables	Categories	n (%)
Siblings	Has Siblings	145 (95.4)
	Only Child	7 (4.6)
Birth Order	First Child	63 (41.5)
	Middle Child	68 (44.7)
	Last Child	14 (9.2)
	Married	138 (90.8)
Parent Status	Divorced	8 (5.3)
	Widow/Widower	6 (4.0)
	Primary	3 (2.0)
Father Education	Secondary	45 (29.6)
	Undergraduate	47 (30.9)
	Postgraduate	57 (37.5)
	Primary	2 (1.3)
Mother Education	Secondary	52 (34.2)
	Undergraduate	52 (34.2)
	Postgraduate	46 (30.3)
	Full time government employee	22 (14.5)
Father Employment	Full time self-employee (private)	111 (73.0)
	Part time employee	1 (0.7)
	Contact basis employee	1 (0.7)
	Unemployed	1 (0.7)
	Retired	16 (10.5)
	Full time government employee	35 (23.0)
	Full time self-employee (private)	62 (40.8)
Mother Employment	Part time employee	1 (0.7)
	Contact basis employee	0 (0)
	Unemployed	44 (29.0)
	Retired	10 (6.6)
	RM 0 - 5000	12 (7.9)
	RM 5000 - 10000	57 (37.5)
	RM 10000 - 15000	30 (19.7)
Family Income	RM 15000 and above	53 (34.9)

In table 2, in relationship status, single consist of 59.9% and respondents who are in relationship consist of 40.1% and none of them are married. In term of number of siblings, 4.6% are the only child in the family, while 95.4% has sibling. In birth order, first child consist of 41.5%, middle child consist of 44.7% last child consist of 9.2% and 4.6% are the only child in the family. Based on parent status, respondent with married parents consist of 90.8%, respondent with parent divorced consist of 5.3% and respondent with parent who are widow or widower consist of 4%. Based on father education, 37.5% is postgraduate level, 30.9% is undergraduate level, 29.6% is secondary level and only 2% is primary level. In mother education, secondary and undergraduate level share the same percentage which is 34.2%, post graduate level consist of 30.3% and only 1.3% is primary level. In father employment, majority of them working as full time self-employee (private) which consist of 73%, followed by full time government employee which consist of 14.5%, while part time employee, contact basis employee and unemployed share the same percentage which is 0.7%, and retired consist of 10.5%. Based on mother employment, majority of them are also full time self-employee (private) which consist of 40.8%, followed by

unemployed consist of 29%, full time government employee consist of 23%, 6.6% is retired and only 0.7% is part time employee. In family income, majority has family income within RM5000-Rm10000 which consist of 37.5%, followed by Rm15000 and above which is 34.9%, family income of Rm10000-Rm15000 consist of 19.7% while family income of Rm0-5000 consist of only 7.9%.

Table 3. Frequency and percentage of teamwork.

Variables	Categories	n (%)
Teamwork	Very Effective	16 (10.53%)
	Effective	57 (37.50%)
	Need Improvement	79 (51.97%)

Table 3 showed the frequency of effectiveness of teamwork. There are 16 medical students with 10.53% are very effective in teamwork. 57 medical students (37.5%) are effective in teamwork. There are 79 medical students are need improve while taking part in teamwork.

Table 4. Mean and standard deviation (SD) of conflict management and

Table 5. Association between age, gender, ethnicity, relationship, number of siblings, birth order, parents marital status, father education, mother education, father employment, mother employment, family income towards emotional intelligence.

Independent Variables	Emotional Intelligence		t (df)/F (df1, df2)	P value
	Mean (SD)	Mean difference (95% CI)		
Age				
<23	82.7 (12.3)			
≥23	80.0 (14.5)	2.78 (-1.51, 7.08)	1.28 (150)	0.202
Gender				
Male	81.4 (13.2)			
Female	81.4 (13.6)	-0.07 (-4.56, 4.41)	0.03 (150)	0.974
Ethnicity				
Chinese	77.2 (13.4)			
Indian	83.7 (14.1)			
Malay	80.1 (8.0)		2.71 (3, 471.5)	0.047
Others	84.6 (13.4)			
Relationship				
Single	81.1 (14.3)			
In relationship	81.8 (12.1)	-0.67 (-5.07, 3.73)	-0.30 (150)	0.765
Number of siblings				
Only child	80.9 (12.7)			
With siblings	81.4 (13.5)	-0.56 (-10.84, 9.73)	-0.11 (150)	0.915
Birth order				
Only	80.9 (12.7)			
First	83.0 (15.2)			
Middle	80.7 (11.5)		0.62 (3, 111.6)	0.606
Last	78.1 (14.2)			
Parent marital status				
Married	81.3 (13.1)			
Divorced	79.8 (21.0)			
Widow/Widower	86.0 (7.8)		0.42 (2, 75.3)	0.661
Father Education				
Primary	85 (14.4)			
Secondary	81.3 (14.6)			
Undergraduate	80.6 (13.3)			
Postgraduate	82.0 (12.8)		0.17 (3, 30.4)	0.919
Mother education				
Primary	79.5 (7.8)		0.35 (3, 64.2)	0.788

emotional intelligence.

Variables	Categories	Mean (Standard deviation)
Conflict Management	Collaborating	7.9 (1.8)
	Competing	6.8 (1.6)
	Avoiding	7.5 (2.1)
	Accommodating	8.1 (2.0)
	Compromising	7.5 (1.6)
Emotional Intelligence		
Self-emotional appraisal		
Regulation of emotions		81.4 (13.4)
Use of emotion		
Others-emotion appraisal		

Table 4 shows the mean and standard deviation of conflict management and emotional intelligence. Based on conflict management, collaborating style has a mean of 7.9 and SD of 1.8. Competing style has a mean of 6.8 and SD of 1.6. Avoiding style has mean of 7.5 and SD of 2.1. Accommodating style has mean of 8.1 and SD of 2.0. Compromising style has a mean of 7.5 and SD of 1.6. Based on emotional intelligence, the mean is 81.4 and SD is 13.4.

Independent Variables	Emotional Intelligence		Mean difference (95% CI)	t (df)/F (df1, df2)	P value
	Mean (SD)				
Secondary	82.9 (13.1)				
Undergraduate	80.4 (13.9)				
Postgraduate	80.8 (13.6)				
Father employment					
Working	81.1 (13.8)		-2.48 (-9.31, 4.36)	-0.72 (150)	0.475
Not working	83.6 (10.4)				
Mother employment					
Working	80.6 (14.8)		-2.21 (-6.71, 2.28)	-0.97 (150)	0.332
Not working	82.8 (10.4)				
Family Income					
RM 0 – RM 5000	84.9 (12.8)		0.40 (3, 73.5)		0.750
RM 5000 – RM 10,000	80.9 (12.7)				
RM 10,000 - RM 15,000	80.1 (17.9)				
RM 15,000 or above	81.8 (11.5)				

Table 5 shows the association between age, gender, ethnicity, relationship, number of siblings, birth order, parents marital status, father education, mother education, father employment, mother employment, family income towards emotional intelligence. Based on age, there is no significant difference between age group of less than 23 and more and equal than 23 towards emotional intelligence (Mean difference = 2.78, 95% CI = -1.51, 7.08, P value = 0.202). Based on gender, there is no significant difference between male and female towards emotional intelligence (Mean difference = -0.07, 95% CI = -4.56, 4.41,

P value = 0.974). Based on ethnicity, there is a significant difference between Chinese, Indian, Malay, and others toward emotional intelligence (P value = 0.047), others having a higher mean value of 84.6 compared to Chinese having the lowest mean of 77.2. Based on relationship status, there is no significant difference between being single and being in a relationship towards their emotional intelligence (P value= 0.765), whereby being in a relationship is having a higher mean value of 81.8 compared to being single having the lowest mean value of 81.1. Based on number of siblings, there is no significant difference between only child and having siblings towards emotional intelligence (Mean difference = -0.56, 95% CI = -10.84, 9.73, P value = 0.915). Based on birth order, there is no significant difference between being only, first, middle, and last child towards emotional intelligence (P value=0.606), whereby first child having higher mean value of 83.0 compared to last child having lowest mean value of 78.1. Based on parent marital status, there is no significant difference between parents that are married, divorced or widow/widower towards respondent's emotional intelligence (P value = 0.661), whereby respondents with widow/widower as parent have higher mean value of 86.0 compared to divorced parent having lowest mean value of 79.8. Based on father's education, there is no significant difference between fathers having primary, secondary,

undergraduate and postgraduate education towards respondent's emotional intelligence (P value = 0.919), whereby respondent's father having primary education have a higher mean value of 85.0 compared to fathers having undergraduate education having lowest mean value of 80.6. Based on mother's education, there is no significant difference between mothers having primary, secondary, undergraduate and postgraduate education towards respondent's emotional intelligence (P value = 0.788), whereby respondent's mother having secondary education having a higher mean value of 82.9 compared to mothers having primary education have a lowest mean value of 79.5. Based on father employment, there is no significant difference between father's working and not working towards respondent's emotional intelligence (Mean difference=-2.48, 95% CI =-9.31, 4.36, P value = 0.475). Based on mother employment, there is no significant difference between mothers working and not working towards respondent's emotional intelligence (Mean difference=-2.21, 95%CI =-6.71, 2.28, P value =0.332). There is no significant difference between family income and emotional intelligence of respondents (P value = 0.750), whereby family income of RM0-RM5000 have a higher mean value of 84.9 compared to family income of RM10,000-RM15,000 having the lowest mean value of 80.1.

Table 6. Mean and standard deviation of conflict management styles.

Variable	Mean (S.D)
ACCOMMODATING	8.1 (2.0)
COLLABORATING	7.5 (2.1)
AVOIDING	7.9 (1.8)
COMPETING	6.8 (1.6)
COMPROMISING	7.5 (1.6)

In table 6, Accommodating has mean of 8.1 and s.d of 2.0. Collaborating has mean of 7.5 and s.d of 2.1. Avoiding has mean of 7.9 and s.d of 1.8. Competing has mean 6.8 and s.d of 1.6. Compromising has mean of 7.5 and s.d of 1.6.

Table 7. Multiple linear regression of association between emotional intelligence and conflict management.

Variables	Regression Coefficient (b) (%)	P-value (%)
Collaborating	0.030	0.051
Competing	0.022	0.025
Avoiding	0.008	0.538
Accommodating	0.014	0.247
Compromising	0.043	0.001

Table 7 showed association of emotional intelligence and conflict management among medical students. Conflict management contain five component which are collaborating, competing, avoiding, accommodating and compromising. There is positive association of emotional intelligence and collaborating style in conflict management with regression coefficient of 0.030 but it is not significant (p-value=0.051). For competing style in conflict management, there is positive association of regression coefficient of 0.022 and it is significant (p-value=0.025). There is positive association of emotional intelligence and avoiding style in conflict management with regression coefficient of 0.008 and it is significant (p-value=0.025). There is positive association of emotional intelligence and accommodating style in conflict management with regression coefficient of 0.014 and it is not significant (P-value = 0.247). There is positive association of emotional intelligence and compromising style in conflict management with 0.043 of regression coefficient and it is positive significant (p-value=0.001).

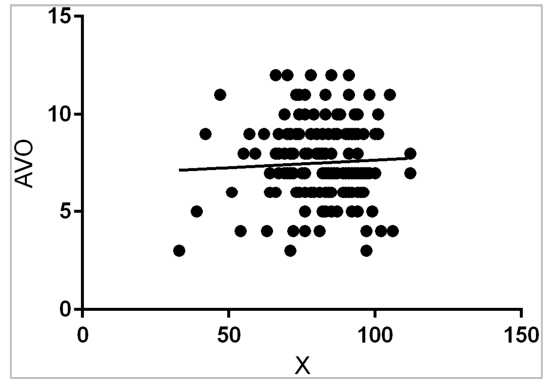


Figure 3. Association of emotional intelligence and avoiding style in conflict management.

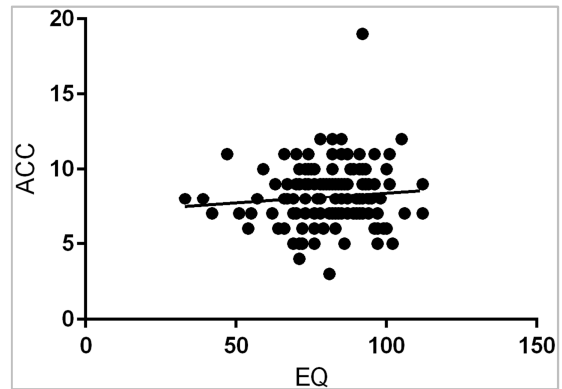


Figure 4. Association of emotional intelligence and accommodating style in conflict management.

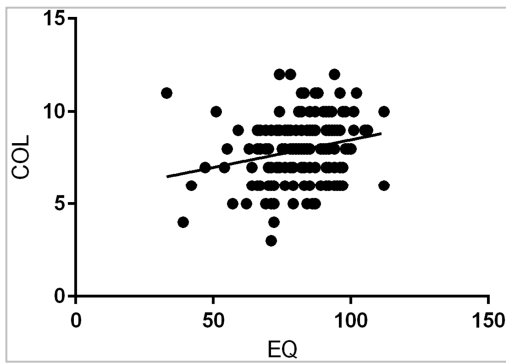


Figure 1. Association of emotional intelligence and collaborating style in conflict management.

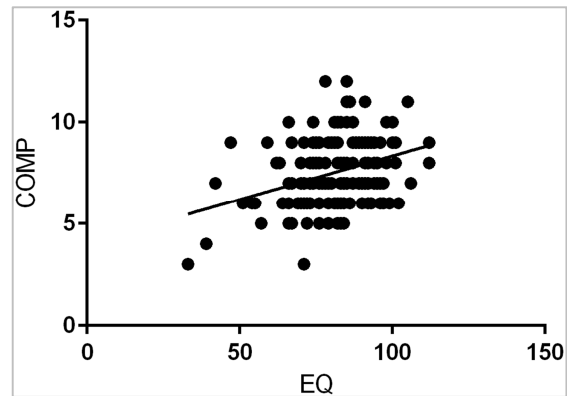


Figure 5. Association of emotional intelligence and compromising style in conflict management.

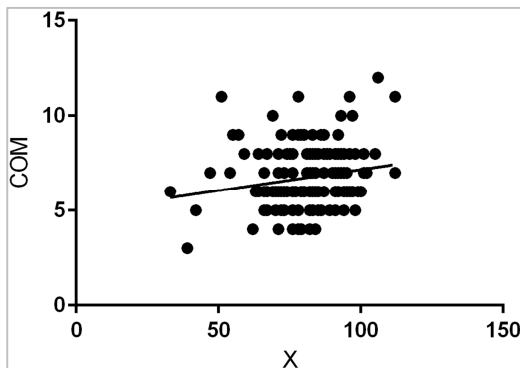


Figure 2. Association of emotional intelligence and competing style in conflict management.

Table 8. Binary logistic regression of association between emotional intelligence and teamwork.

Variables	Odds Ratio (95%CI) (%)	P-value (%)
EI	0.9983 (0.9945, 1.0022)	0.400

YES/NO
 YES = EFFECTIVE
 NO =NEED IMPROVEMENT.

Table 8 shows the adjusted association of emotional intelligence and teamwork among medical students. Emotional Intelligence has odds ratio of 0.9983 with 95% CI of 0.9945, 1.0022 and p-value of 0.400 which means one

score higher of emotional intelligence medical student has less effective in conflict management and it is not significant.

4. Discussion

The purpose of this study is to determine the association of age, gender, ethnicity, family background and education level with emotional intelligence (EI) and to determine whether EI affect conflict management style and teamwork.

We found that the mean and standard deviation for each domain in emotional intelligence assessment was 5.3 (1.0) in SEA, 5.2 (1.0) in REO, 4.9 (1.1) in UEO and 4.9 (1.3) in OEA. This is similar to previous study done where the means and standard deviation are 4.01 (0.92) in SEA, 3.78 (1.1) in REO, 4.09 (0.9) in UEO, 4.15 (1.0) in OEA. [30] Descriptive analysis of conflict management style was also done, the result shows mean (SD) of accommodating is 8.1 (2.0), collaborating is 7.5 (2.1), avoiding is 7.9 (1.8), competing is 6.8 (1.6) and compromising is 7.5 (1.6). Similarly, the previous study show that the mean of accommodating is 4, collaborating is 6.04, avoiding is 5.7, competing is 5.8 and compromising is 7.3. [32] Furthermore, the teamwork skills in our study are [very effective =10.53%, effective =37.50%, and need improvement= 51.9% whereas in previous study done, teamwork skills is assessed by T-TAQ and mean was 4 [31].

From the research conducted, we found that students aged less than 23 has higher EI than students older than 23 years old. However, from previous study they found that as age increased [17], EI also increased, this is due to our study population only involves people aged from 20-29 years old. We found no difference in EI among male and female but it is statistically insignificant. In contrast, previous study found female has higher EI compare to male [18]. For ethnicity, our result shows that others (majority are Sri Lankans followed by Iban and Bidayuh) score highest in EI compare to Chinese, Malay and Indian and it is statistically significant, similar to one of the previous study where they found minority group has higher EI score than the majority group. This can be due to others group mainly consist of Sri Lankans, majority of them are Buddhist. [19] In relationship status, we found that people who are in relationship has higher EI compare to those who are single but it is statistically insignificant. In term of number of siblings, result shows that people who has siblings has similar EI compare to those without siblings consistent to previous study [20]. Moving on to birth order, results shows that first child has higher EI score compare to middle, last and only child and it is statistically insignificant. This finding is consistent with previous study done [21]. In parent marital status, we found that student with single parent

(widow/widower) has higher EI compare to married and divorced parents. [22] In father education, result shows student with father education at primary level has higher EI compare to the other higher educational level while student with mother education at secondary level has the highest EI score, but both of these findings are not significant. These findings are consistent to previous study done. [23] Under parent employment, student with parents who are not working has higher EI compare to student with working parent, however this is not significant [24]. In term of family income, results show that student from low income family has higher EI compare to student from higher family income group but this is statistically insignificant and this finding is consistent with previous study [24].

In addition, we also found that the most popular conflict management strategies used is accommodating similar to previous study done on nurse. Results also show that the higher EI the students have, the more they used competing and compromising strategies in conflict management, and this is statistically significant but inconsistent with previous study done among nurses [25, 26]. This can be due to previous study done there was multiple level of conflict situation given and nurses were ask to respond accordingly. Furthermore, we also found that the higher EI the student has, the student is less likely to have a good teamwork skills however it is statistically not significant and it is not consistent compare to previous study done. [4]

5. Study Limitation

A potential limitation is the WLEIS is a short, self-reported measure of EI. Our research is limited by the study population. We conducted only two batches among MMMC in Muar. Therefore, the result does not represent the totality of MMMC students. We did not explore others factors such as mental exercise or substance abuse that could potentially influence our result outcome. In addition, changes in emotional intelligence with time in an individual subject could not be measured. Our research also limited by young age group from 20-29 years old. In future, we would like to conduct research with larger population and among medical student and non-medical students.

6. Implication

By conducting this research, we able to understand that emotional intelligence is one of the important factors affecting conflict management style and teamwork skills, thus student's emotional intelligence has to be improved in order to create a better working environment in future medical career.

7. Conclusion

The objective of our research project was to determine the association of demographic profile, family background with emotional intelligence and determine whether emotional intelligence affects conflict management style and teamwork. According to the results of our study, we found that there is significant association between emotional intelligence and ethnicity. Also, there is positive association between emotional intelligence and conflict management but there is significant association between emotional intelligence with compromising and competing style of conflict management strategy. Hence, we can conclude that people with higher emotional intelligence practice compromising and competing style.

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