Emotional Intelligence and Academic Achievement in Human Medicine students of The National University of the Peruvian Amazon

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ABSTRACT

The presence or absence of personal capabilities and skills contributing to get on with other people, the so called emotional intelligence, can make successful or unsuccessful human relations, influencing directly to the general wellbeing and emotional health.

To study the relationship between emotional intelligence and academic performance of students at Faculty of Medicine of the National University of the Peruvian Amazon (FMH – UNAP), it was carried out a descriptive-correlational research of transectional type. Bar-On inventory and emotional coefficient inventory (EC-I) were applied to 38 promotional students and their academic records were analysed; 22 were male and 16 female students; the 52,64% were between 20 and 26 years old and 47,36% were older than 27.

Results show a significant predominance of the average or adequate emotional intelligence level (AEQ) are 33 (86,8%). In all components of the emotional intelligence were 3 (7,9%) and 2 (5,3%) students presented in high emotional coefficient (HEC) and low emotional coefficient (LEC), respectively, being 29 (76%) students reached the average level in the states of mind in general and of adaptability; 26 (68%) students reached such a level in intrapersonal and stress management components while 25 (65,79%) reached that level only in the interpersonal relationships component. The average academic performance is regular (11 a 14.99).

A significant correlation between emotional intelligence and academic performance was found in the population studied.

Key words: emotional intelligence, academic performance.