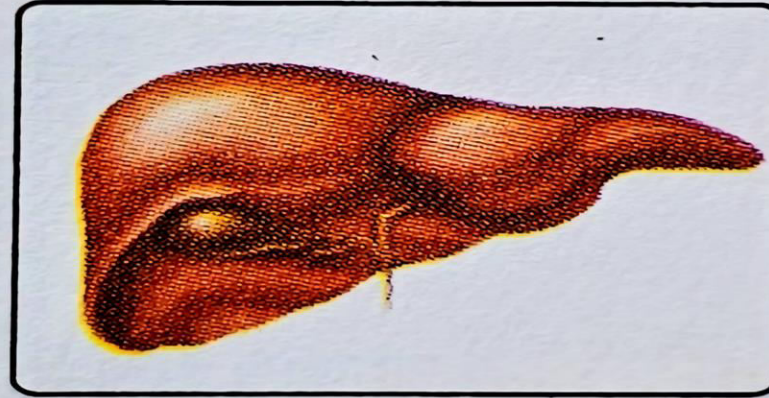




Factors Influencing Academic Performance of Undergraduate Medical Student In Bangladesh

-Emotional Factors

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Context: Medical Education in Bangladesh

Pressure & Competition

Students face intense academic pressure in a competitive environment.

Resource Challenges

Many institutions have limited infrastructure & resources

Cultural & Family Expectations

Strong social pressure to succeed academically and professionally.

Demanding Curriculum

Heavy coursework and clinical rotations challenge students' endurance.

Defining Emotional Intelligence (EI)

What is EI?

Ability to perceive, understand, manage, and use emotions effectively.

Four Branches

- Perceiving emotions
- Using emotions
- Understanding emotions
- Managing emotions

High EI improves stress management and interpersonal relationships.



Role of Stress in Medical Education

- **Academic Stressors**
Exams, grades, competition and heavy workloads.
- **Social Stressors**
Peer pressures and relationship difficulties.
- **Financial Stressors**
Concerns over tuition fees and living expenses.
- **Consequences**
Burnout, anxiety, depression, and substance abuse risks.

Key Emotional Factors Affecting Performance

1. **Stress and Anxiety**
2. **Depression**
3. **Burnout**
4. **Family Expectations and Pressure**
5. **Peer Competition vs. Collaboration**

Key Emotional Factors Affecting Performance...Contd

1. **Stress and Anxiety**

- Chronic academic pressure and fear of failure
- High-stakes examinations and continuous assessments
- Clinical exposure stress and patient interaction anxiety
- Performance expectations from family and faculty
- Financial pressures for many student

Key Emotional Factors Affecting Performance...Contd

2. Depression

- Prevalence rates higher than general population
- Often undiagnosed and untreated
- Contributing factors: Academic disappointments, Sleep deprivation, Social isolation, limited recreational activities

Key Emotional Factors Affecting Performance...Contd

3. **Burnout**

- Emotional exhaustion from prolonged stress
- Depersonalization and reduced empathy
- Decreased sense of accomplishment
- Often peaks during clinical years
- Affects 45-60% of medical students according to regional studies

Key Emotional Factors Affecting Performance...Contd

4. **Family Expectations and Pressure**

- High parental expectations and investment
- Prestige associated with medical profession
- First-generation students facing additional pressure
- Cultural emphasis on academic achievement

Key Emotional Factors Affecting Performance...Contd

5. Peer Competition vs. Collaboration

- Competitive environment affecting peer relationships
- Comparison anxiety and impostor syndrome
- Limited collaborative learning opportunities
- Social isolation during intense study periods

Genos Emotional Intelligence (EI) Inventory Overview

The Genos Emotional Intelligence (EI) Inventory is a psychometric tool designed to assess emotional intelligence in the workplace.

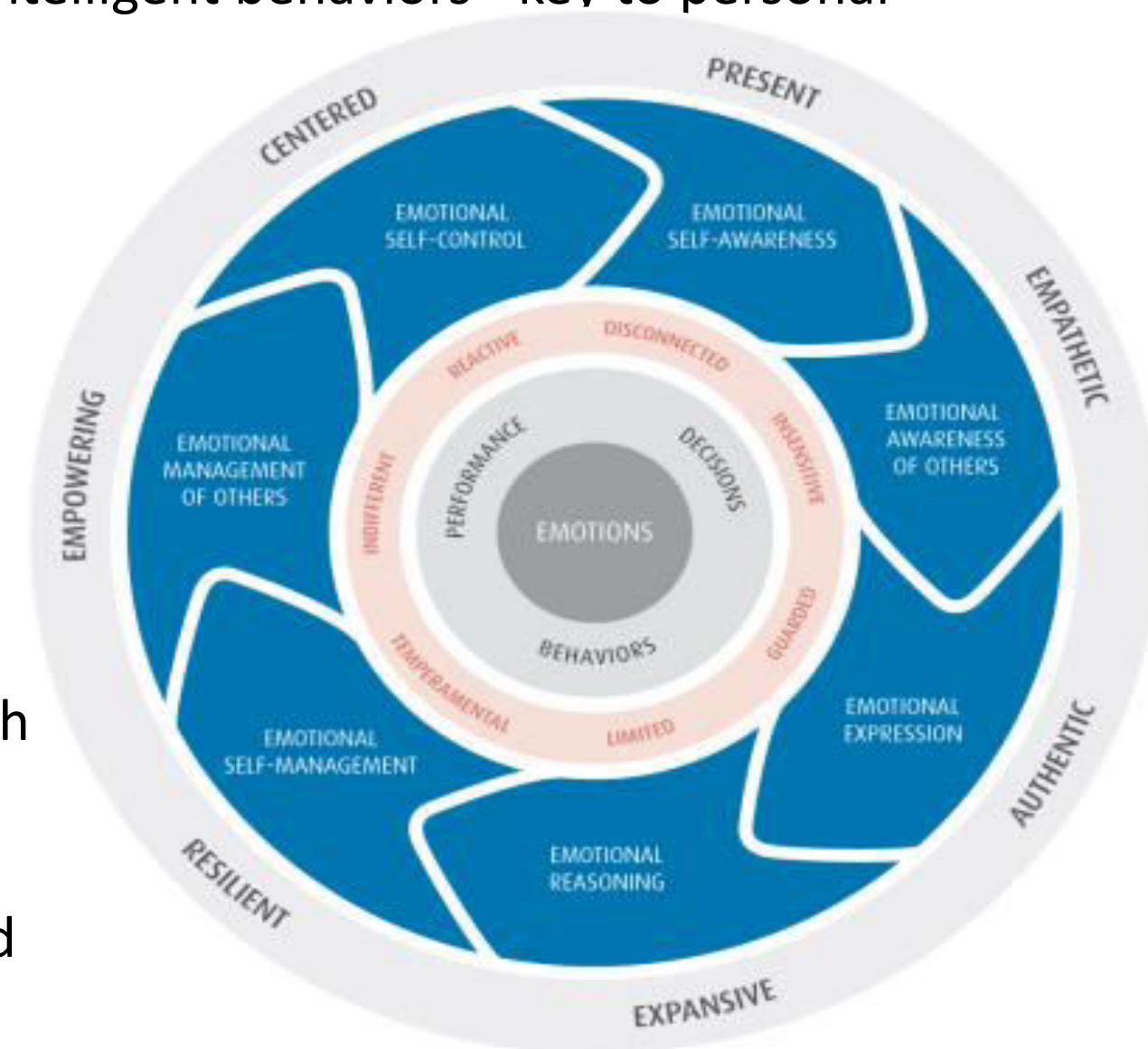
It measures how well a person demonstrates emotionally intelligent behaviors - key to personal effectiveness, leadership, and interpersonal relationships.

Structure:

- ✓ 7 Domains
- ✓ Each domain scored out of 50
- ✓ Total Maximum Score: 350

Scoring Interpretation: -

- 300-350: Excellent EI - frequent and effective use of EI behaviors
- 250-299: Strong EI - good use with some areas for growth
- 200-249: Moderate EI - average use; development recommended
- Below 200: Limited EI - significant improvement required



Genos Emotional Intelligence (EI) Inventory Overview

Domains

The 7 Domains of the Genos EI Inventory:

1. Emotional Self-Awareness: Recognizing and understanding ones own emotions
2. Emotional Expression: Expressing emotions appropriately and effectively
3. Emotional Awareness of Others: Recognizing and understanding others' emotions
4. Emotional Reasoning: Using emotional information to make decisions
5. Emotional Self-Management: Managing ones own emotions effectively
6. Emotional Management of Others: Influencing others' emotions constructively
7. Emotional Self-Control: Staying composed and managing impulses under pressure

Applications:

- ✓ Leadership development
- ✓ Coaching and mentoring
- ✓ Team effectiveness
- ✓ Recruitment and performance management

Case Studies: A Study on Sri Lankan Medical Undergraduates

Objectives

- Describe EI patterns among final-year medical students
- Identify predictors of EI
- Assess EI's impact on final MBBS performance

Methods

- Design: Cross-sectional study (2016)
- Participants: 130 final-year students (88% response rate)
- Mean age was 26.3 ± 1 years
- Tool: Genos EI Inventory (7 domains, max score = 350)
- Performance Measure: Final MBBS results (pass, class, repeat)

Case Studies: A Study on Sri Lankan Medical Undergraduates

Key Findings

- Females had higher EI and better exam performance
- Mean total EI score was 241.5 (females-245.5, males-235.1)
- Among different domains, mean score was highest for Emotional Self-Awareness (36.8/50) and lowest for Emotional Expression (32.6/50)
- Top EI Domain: Emotional Self-Awareness
- Lowest EI Domain: Emotional Expression
- Predictors of High EI: Family support, socializing, satisfaction with facilities

Academic Performance

- 51.6% received classes, 31.5% passed the examination without classes & 16.9% repeated
- Higher EI linked to better exam results (statistically significant)
- EI remained an independent predictor after adjusting for gender

Academic Consequences of Poor Mental Health

Direct Academic Impacts

- Decreased concentration and focus
- Impaired memory and information processing
- Reduced class attendance
- Lower exam performance
- Increased academic delays or failure

Broader Impacts

- Deteriorating physical health
- Maladaptive coping mechanisms
- Loss of motivation and professional identity
- Declining empathy and communication skills
- Affecting patient care quality in future professionals



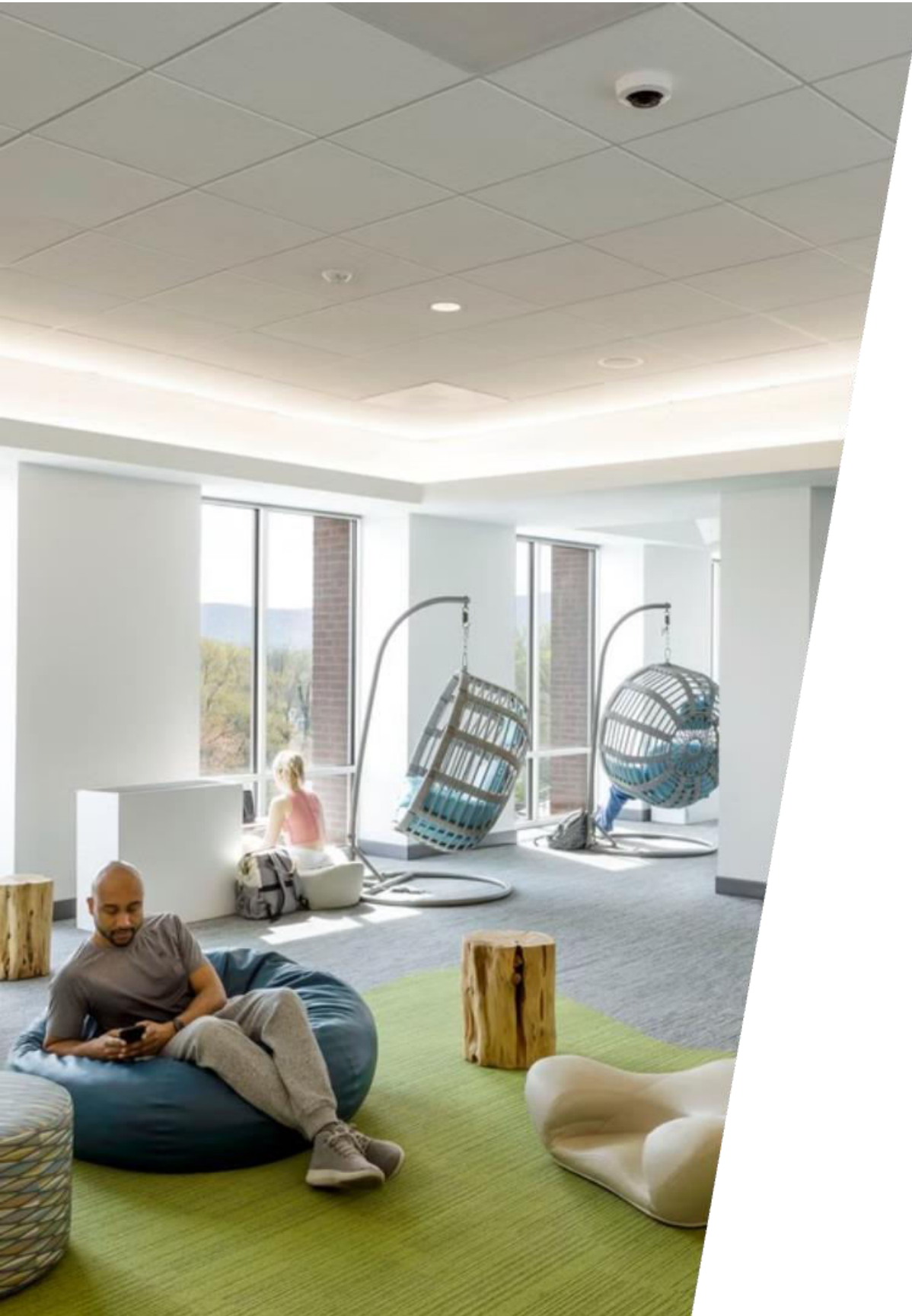
Evaluating Current Mental Health Support Systems

Existing Supports

- Limited counseling services at some institutions
- Peer support programs where available
- Inconsistent faculty mentorship availability
- Student organizations and extracurricular activities

Key Gaps

- Insufficient mental health professionals
- Stigma around seeking emotional support
- Lack of systematic mental health screenings
- Limited faculty training on student well-being
- Few institutional policies addressing student mental health



Institutional Level Evidence-Based Solutions

Comprehensive Counseling Centers

Establish dedicated centers staffed by qualified professionals to provide accessible and confidential support.

Curriculum Modifications

Adjust academic schedules to reduce stress and incorporate wellness breaks to support mental resilience.

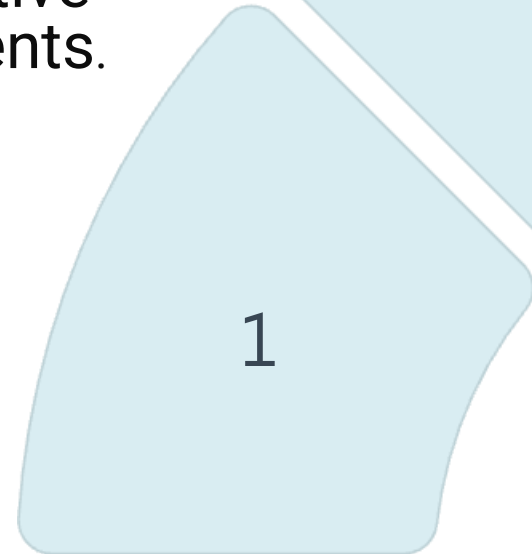
Regular Screening & Faculty Development

Implement systematic screening for depression, anxiety, and burnout while training faculty to identify and support at-risk students.

Educational and Cultural Approaches to Enhance Well-Being

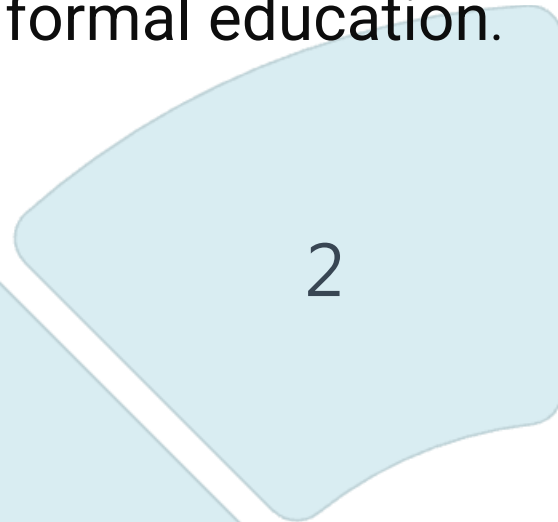
Student-Centered Learning

Shift focus from competition to collaboration, promoting supportive learning environments.



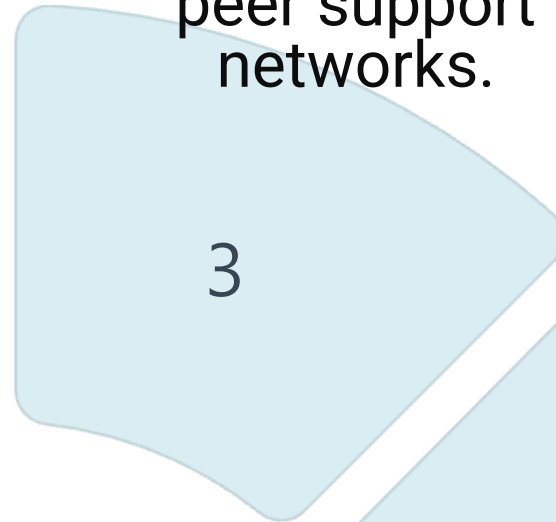
Stress Management Curriculum

Integrate resilience-building and coping skills teaching into formal education.



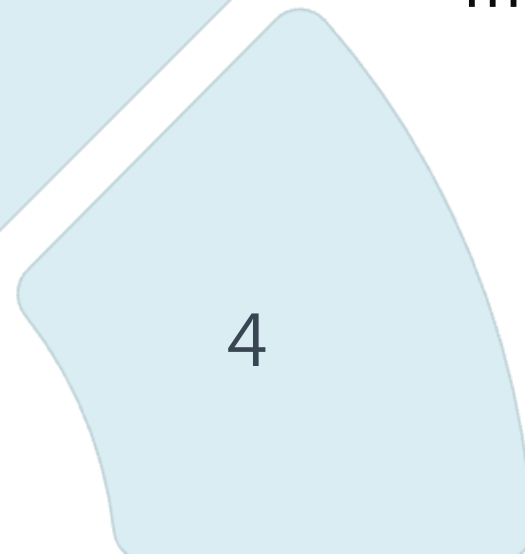
Addressing Stigma

Promote open discussions, encouraging help-seeking behaviors and peer support networks.



Work-Life Balance

Embed balance as a core professional value to sustain motivation and well-being.



Short-Term Implementation Recommendations

1

Anonymous Mental Health Screening

Provide all students with accessible, confidential evaluations to identify concerns early.

2

Faculty Training

Educate faculty to recognize signs of emotional distress and provide appropriate support.

3

Safe Discussion Spaces

Create environments where students feel comfortable sharing mental health challenges.

4

Peer Support Networks

Develop structured peer programs to foster community and mutual assistance.

5

Stress Management Workshops

Offer targeted sessions during high-pressure academic periods to build coping strategies.

Long-Term Strategies for Sustained Mental Health Support

1

Integrate Mental Health Services

Incorporate comprehensive mental health care within student healthcare systems.

2

Curriculum Reform

Balance academic loads and embed wellness principles into teaching methods.

3

Wellness Programs & Policies

Develop holistic wellness initiatives and enforce institutional policies on mental health.

4

Research & Evaluation

Continuously monitor intervention effectiveness and adapt strategies accordingly.



Key Takeaways and Next Steps



Prioritize Student Well-Being

Recognize mental health as integral to academic success and future professional competence.



Monitor & Improve

Use research-driven evaluation to continually refine support systems and impact academic outcomes.



Build Supportive Communities

Engage students, faculty, and families in creating inclusive, stigma-free environments.



Implement Systematic Changes

Adopt evidence-based policies and curricula that promote sustained mental wellness.

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