International Journal for Social Studies
Available at
https://edupediapublications.org/journals
ISSN: 2455-3220
Volume 04 Issue 08
August 2018

Contribution of Emotional Intelligence against Psychological Well-Being on Young Doctor

Dea Fitri Amalia Februari[1]
Hendro Prabowo[2]

1,2Faculty of Psychology Gunadarma University
Jl. Margonda Raya No. 100, Pondok Cina, Depok 16424, Indonesia
E-mail: deafitri10@gmail.com

Abstract. Psychological well-being can make a doctor have good quality and competence in handling patients, so it is important for a doctor who is still in the education profession to have it. One way to get psychological well-being is to have emotional intelligence. Emotional intelligence makes someone able to manage his emotions well where it affects interpersonal and intrapersonal relationships. This study aims to examine the contribution of emotional intelligence to psychological well-being in young doctors (co-ass). Respondents in this study were young doctors in generation Y (birth 1981-2000), with a total of 170 people. The analysis technique used is response theory items to test the reliability of measuring instruments and respondents, and multiple linear regression for testing hypotheses. The results of this study indicate that emotional intelligence contributes to psychological well-being by 56.6% , with a significance of 0.000 ($p < 0.01$). This means that emotional intelligence can make a person feel psychological well-being as much as 56.6% very significantly.

Keywords : *emotional intelligence, psychological well-being, young doctor*

INTRODUCTION

Psychological well-being is one important element for human life, especially in the mental health. Psychological well-being according to Ryff and Singer (in Bronk, 2013) is that if a person can have an opinion positive for himself, capable of choosing or creating the context of matches the psychological himself, associate warm, mutual trust and capable of love, and can expand their lives, capable of being resolved and independent, and has objective, aspirations, and directive in life. The real doctor must have psychological well-being acquired from the matter in help another man. A doctor feel useful and worth if can save patients.

Doctors who are still in the professional education stage or young doctors (co-ass) can also feel the psychological well-being of learning and experience when practicing as a young doctor. But psychological well-being for young doctors who are still new in the world of

medicine, seems to still be learned considering that there are still few experiences compared to professional doctors with many experiences. In addition, young doctors must also go through several processes or experiences in order to get psychological well-being. These processes produce pleasure or sadness, such as work shifts 36 hours a day which results in fatigue, lack of sleep, to negative emotions that attack him. But from this difficulty, young doctors can rise and complete their own case so that they feel relief because they can go through the process of maturing themselves well.

Many cases make young doctors negligent or have errors due to these conflicts. Lutfi and Abdillah (2013) reported that there had been malpractice at Labuang Baji Makassar Hospital which caused the leg of a vocational student to be amputated, because of the surgical procedures recommended by young doctors. Lerner (2017) also said that in 1984 there was a case of death of a patient named Libby Zion at New York Hospital due to a high fever after given medicine by a resident doctor and a young doctor.

Lerner (2017) added that Libby Zion died because two doctor who handled him get involved to heavy workload, namely working for 36 hours in one shift. This tiring work can lead to interpersonal conflicts between young doctors and hospital staff, patients, even their own colleagues. In addition, intrapersonal conflicts can occur if young doctors cannot control themselves and their emotions. Lam et al. (2010) stated that stress, anxiety, negative emotions due to lack of sleep, fatigue, and errors in analysis can occur.

Nadesul (2009) agreed that there are still many people who consider young doctors to be unprofessional. This causes people to think again about entrusting treatment to young doctors. Even though the performance performed by young doctors is still based on the approval of a senior doctor, so the community should not have to worry because the responsibility remains in the hands of senior doctors. Everything done by young doctors is always based on the approval and decision of senior doctors.

But young doctors do need to overcome the workload that causes conflict, both intrapersonal or interpersonal conflicts. Conflicts that can be overcome will make the

performance of young doctors better, so that psychological well-being is obtained. Until later young doctors can better deal with patients, provide the best quality, be competent and professional.

These conflicts can be overcome with good emotional management. A young doctor who has good emotional control can solve all the conflicts that befall him. Emotional control is part of emotional intelligence. Emotional intelligence according to Mayer, Caruso and Salovey (2016) states that emotional intelligence is the ability to reason legitimately with emotions, where emotions relate to information, and use emotions to increase thinking.

Young doctors need to know how to deal with patients, advise patients of various ages or handle patients who are difficult to advise, all of them must be done well by young doctors, patient, and nurturing. That is needed to achieve psychological well-being that makes young doctors feel meaningful and valuable to others and themselves, so that young doctors will be able to provide good quality care to their patients, making them competent, professional and trustworthy.

Effect of emotional intelligence on psychological well-being

Attitudes, feelings, and positive mentality can be obtained if a doctor has emotional intelligence to recognize and manage his emotions. Rathnakara (2014) states that employees who have emotional intelligence will have a higher level of psychological well-being and will have a positive impact on their success in their work or life when not working.

Emotional intelligence can make a doctor get psychological well-being despite being affected by fatigue, stress, or other conflicts such as complaints of errors in analysis, conflicts with co-workers, to conflicts with patients who do not trust the examination by young doctors. This can happen because emotional intelligence makes young doctors better at controlling emotions and managing problems.

A person who has a higher level of emotional intelligence will be more adept at managing conflict and resolving it successfully (Bodtker & Jameson; Jones & Bodtker in Henderson, 2006)

Research objectives and hypotheses

Tabel 2
The result of relative contribution emotional intelligence to psychological well-being

This study aims to examine whether there is a contribution of emotional intelligence to psychological well-being in young doctors (co-ass). This study also has a hypothesis, namely that there is a contribution of emotional intelligence to psychological well-being in young doctors.

RESEARCH METHODS

Respondents in this study were 170 young doctors who birth in Y generation (1981-2000), with a total of 122 women and 48 men.

The measuring instrument is Psychological a Well-Being Scales (PGWB) by Ryff' (1989), and Trait Emotional Intelligence Questionnaire Short Form (TEIQUE-SF) by Petrides (in Snowden et al., 2015) which was a development of Mayer's theory, Caruso and Salovey (2016).

Testing of measuring instruments in this study uses item response theory assisted by MINISTEP application (Winsteps Rasch), where each measuring instrument has two reliability, namely the reliability of measuring instruments and the reliability of respondents. While testing the hypothesis using multiple linear regression analysis techniques.

RESULT

Table 1
The result of measurement instrument testing

Measuring Instrument	Measuring Instrument Reliability	Respondent Reliability
PGWB	0,96	0,89
TEIQUE-SF	0.95	0,89

This explains that the measuring instrument used and the respondents who become the research sample can be trusted for reliability ($\alpha \geq 0.7$). Reliability of respondents who are the subjects in the study shows conformity with the measuring instrument, so that both of these things produce reliable research.

International Journal for Social Studies
Available at
https://edupediapublications.org/journals
ISSN: 2455-3220
Volume 04 Issue 08
August 2018

Model	Sig.	R	R Squared
1	0.000	0.752	0.566

Effect of emotion intelligence to psychological well-being at young doctor is 0.000 ($p < 0.01$). Emotional intelligence have contribution to psychological well-being is 56.6%.

DISCUSSION

This hypothesis is accepted with a significance level of 0,000 (p <0.01). This means that emotional intelligence has a very significant influence building the psychological well-being of young doctors. Emotional intelligence also has a relative contribution (r squared) as much 0.566 to psycological well-being. Young doctors can feel psychological well-being with a contribution of 56.6% from emotional intelligence.

Fabio and Kenny (2016) said that there is a significant influence of emotional intelligence measured using self-reports on psychological well-being. Raina and Bakhshi (2013) also state that emotional intelligence can predict psychological well-being. Muniasih (2013) explains in more detail that emotional intelligence involves management emotions that can affect psychological well-being in a positive direction, meaning that the better a person can manage his emotions, the higher the psychological well-being his feels. A person with higher emotional intelligence will more easily manage emotions when facing an event, and it makes it more prosperous than people with lower emotional intelligence.

Mayer, Roberts and Barsade (in Wells, 2010) said that someone who has emotional intelligence will be able to recognize, understand, and manage emotions which makes it easy to adjust their psychological level with the environment.

A person with greater emotional intelligence also has better mastery of tasks and results in a higher level of psychological well-being. These people experience fewer negative feelings, are more pleasant, tend not to show somatic symptoms, and are better at tolerating stress. People who have emotional intelligence can solve intrapersonal and interpersonal problems in their lives well. Davies, Stankov and Roberts (in Wells, 2010) also say that someone with high emotional

intelligence will be easier to express emotions, and show a higher level of empathy where they are able to understand emotions perceived by others.

Young doctors are people who think about healing and the health of their patients, they have good empathy because they attach importance to things like that. They also learn how to deal with each patient, and that is requires good emotional management. Sometimes there are patients who cannot be advised or even angry when they are told that is good for their recovery, emotional intelligence is needed when that is happened.

One part of emotional intelligence is social skills, Muniasih (2013) states that social skills positively affect psychological well-being. A doctor needs social skills in handling patients, dealing well with colleagues and senior doctors who teach him so that the education and experience gained become meaningful learning. Although young doctors do not learn formally about all that, especially about dealing with patients, they learn it non-formally when they become young doctors and this will make young doctors better at dealing with others.

When the conflict is resolved, what happens is a positive feeling like happiness, relief, and meaningful because it has passed a stage in life. This is what supports a person to be more prosperous in terms of his psychological. Co-ass who has felt psychological well-being in his medical profession education will make him a competent, professional, trustworthy and have good quality of care for each patient.

CONCLUSION

Psychological well-being is needed to make a person gets harmony between his mind, feelings and environment. The existence of psychological well-being at young doctor who still in the learning stage will make him more meaningful and feel valuable. It was obtained from his experience when handling various patients, also difficult and pleasure when to go through the process of becoming a doctor. One way that can support the occurrence of psychological well-being is emotional intelligence, because someone can better recognize own emotions and others emotions, manage and express his emotions well so that conflicts occur passed well. Psychological well-being is very important and useful for mental health.

REFERENCES

Bronk, K. C. (2013). *Purpose in life: a critical component of optimal youth development*. New York: Springer Science & Business Media

Fabio, A. D., & Kenny, M. E. (2016). Promoting well-being: the contribution of emotional intelligence. *Frontiers in Psychology Article, 7*, 1-13

Henderson, L. N. (2006). Emotional intelligence and conflict management style. *Thesis*. Postgraduate of Department Psychology University of North Florida

Lam, T. P. Wong, J. G. W. S., Mary, S. M., Lam., & Pang, L. (2010). Psychological well-being of interns in hong kong: what causes them stress and what helps them. *Medical Teacher Journal*. *32*, 120-126

Lerner, B. H. (2017). *A life-changing for doctors in training*. Diakses pada tanggal 17 Oktober 2017, dari http://www.nytimes.com/2009/03/03/health/03zion.html?mcubz=0

Lutfi, M., & Abdillah, M. (2017). *Diduga korban malpraktek, kaki ilham diamputasi*. Diakses pada tanggal 17 Oktober 2017, dari http://rakyatsulsel.com/diduga-korban-malpraktek-kaki-ilham-diamputasi.html

Mayer, J. D., Caruso, D. R., & Salovey. P. (2016). The ability model of emotional intelligence: principles and updates. *Emotion Review*, Special section, 1-11

Muniasih, F. (2013). Pengaruh kecerdasan emosi dan rasa syukur terhadap psychological well-being mahasiswa yang kuliah sambil bekerja. *Skripsi.* FPSI, Universitas Islam Negeri Syarif Hidayatullah Jakarta

Nadesul, H. (2009). *Di balik kamar praktik dokter*. Jakarta: Penerbit Libri

Raina, M., & Bakhshi, A. (2013). Emotional intelligence predicts eudaimonic well being. *Journal Of Humanities And Social Science*, *11*(3), 42-47

Rathnakara, S. (2014). The impact of emotional intelligence on psychological well- being of public and private sector executives: perspective of postgraduate students. *Proceedings of the HR Conference*, *1*(1), 41-49

Ryff, C. D. (1989). Happiness is everything, or is it? explorations on the meaning of psychological well-being. *Journal of personality and social psychology*, *57*(6), 1069-1081

Salovey, P., Brackett, M. A., & Mayer, J. D. (2004). *Emotional intelligence: key readings on the mayer and salovey model*. New York: Dude publishing

Snowden, A., Watson, R., Stenhouse, R., & Hale, C. (2015). Emotional intelligence and nurse recruitment: rasch and confirmatory factor analysis of the trait emotional intelligence questionnaire short form. *Journal of Advance Nursing*, *71*(12), 2699–3018

Wells, I. E. (2010). Psychological well-being. New York: Nova Science Publishers Inc