



Emotional Intelligence among Bsc Nursing Students

Mr. Monish. V

Ms. P. Lahari

Mr. Paradesi Sachin Christopher

Ms. R. Bhuvanasree

Ms. R. Nagarani

Ms. R. Nandini

Mr. Rachapalle Naveen

RESEARCH GUIDE

Ms. V.R. MALATHY. MSc (N),,

Professor,
Aragonda Apollo College of Nursing,
Aragonda,
Chittoor district,
Andhra Pradesh.

PRINCIPAL

Dr. M. LOKESHWARI, MSc (N), Ph.D.,

Principal,
Aragonda Apollo College of Nursing,
Aragonda,
Chittoor district,
Andhra Pradesh.

RESEARCH ABSTRACT

Emotional intelligence focus on the personal skill of a human. An individual who is emotionally intelligent comes forth as an extremely persuasive and productive human being, and as a person who manages to get everything that he wants. The concept that encompasses respecting their own goals, preference and choices, obliging their emotional, social and spiritual needs using the strengths of inter disciplinary resources. Emotional Intelligence has a great effect on the quality of learning and application of the learned knowledge in practice

Statement of the problem

“A descriptive study to assess the Emotional Intelligence among BSc Nursing students at Aragonda Apollo College of Nursing, Chittoor (District), Andhra Pradesh”.

Objectives

The objectives of the study are,

- To assess the level of Emotional Intelligence among B.Sc. nursing students.
- To associate the level of Emotional Intelligence and selected demographic variables.

Methodology

The quantitative research approach was used in this study as the study was descriptive in nature. The study was conducted at Aragonda Apollo College of Nursing, Aragonda. The sample consists of 82 BSc nursing students, selected by using non-probability convenient sampling technique. A structured questionnaire EI (PcSc) scale was used to assess the level of Emotional Intelligence. The pilot study was conducted with eight B.Sc. nursing students. Data was analysed using average mean, standard deviation and Chi Square test. Return approval were obtained from the principal and the participants of the study. The study has no conflict of interest.

Results

The findings of the study revealed that majority of students have high Emotional Intelligence 43(52%), 25(31%) of students have medium Emotional Intelligence, Eight (10%) of students have extremely high Emotional Intelligence and Six (7%) of students have Low Emotional Intelligence .The results revealed that there was significant association between level of Emotional Intelligence and selected demographic variables such as gender, schooling, academic level of studying, area of living, father's and mother's education, monthly income of family with p value = 0.05.

Conclusion

The findings of the study highlighted that majority of B.Sc. nursing students have high Emotional Intelligence and it also gave us clear information about the level of Emotional Intelligence and factors association with it.

As Emotional Intelligence is one of the most important component of medical profession and nurses are on the front line of patient interaction in clinic or at hospitals. Emotional Intelligence can enable a nurse to build a better rapport with patients which will improve their hospital experience and help them feel well cared for. It not only allows for better patient care but also for better self-care. Based on the result of this study it is recommended that emotional intelligence should be incorporated into the nursing curriculum in order to promote growth of the student in different health care settings.

Hence it is suggested to be self-incentive, active listening skill practiser, staying positive, empathize feelings, be open minded, listen to feedback, stay calm under pressure and managing the stress in an acceptable and healthy manner by following some helpful activities such as exercise, meditation and journaling etc.

CHAPTER-I

INTRODUCTION

JETIR



CHAPTER-1

INTRODUCTION

The true sign of Intelligence is not knowledge, but imagination.

-Albert Einstein

Emotion is an effective experience that accompanies generalised inner adjustments, mental and physiological stirred up state of an individual and that shows one's overt behaviour. Emotional Intelligence is the ability to perceive, control and evaluate emotions. It involves the ability to monitor one's and others feelings and emotions. A person with high EQ can communicate better, lessen their anxiety and stress, resolve conflicts, improve relationships, empathize with others and overcome life's challenges.

Emotional Intelligence is the key to both personal and professional success. It mainly focuses on self-awareness, self-regulation, motivation, empathy and social skills. Self-awareness is the ability to understand their own emotions and the effects on their performance whereas self-regulation allows them to choose how they respond when faced with strong emotions.

The other components of Emotional Intelligence such as motivation which refers to the dynamic of behaviour and how ones action are initiated, sustained, directed and terminated. The feelings of a person imagining himself in another situation represent the skill to understand how others feel and what means to communicate these emotions to others shows empathy. As such social skills takes into account in convincing and the ability to create a friendly atmosphere in work setting, it also lays emphasis and dealing with difficult people and upsetting situation tactfully.

Fatemeh Hajibabiee et al. and **Michael L.Finch. 2018** conducted a study that showed EI positively correlated with empathy. Emotionally intelligent students establish better relationship with patients and their family and better manage their emotions. It also plays a role in the student's self-compassion, which is more likely to make them attentive to the emotions he or she perceives. Thus, this emotional listening will allow more effective communication with the patients and their family during the course of care. In addition, EI positively correlated with the student's clinical communication this means that the student will transmit information to the patient more effectively and have a better relationship with the patient.

In the educational field, EI originally proposed by **Salovey** and **Mayer** in **1990** is defined as social intelligence that controls one's feelings and emotions and uses information as a sub-element to guide one's own thoughts and actions. After several revisions, it now means social ability involving the ability to accurately perceive, access and generate emotions so as to help thought and understand emotions and emotional knowledge, and reflectively regulate emotions in order to promote emotional and intellectual growth.

Existing studies have shown that EI is important for the nursing profession, including developing therapeutic nurse-patient relationships, providing high-quality nursing care and effectively using the consulting role of nurses. Additionally, EI also helps nurses to understand and cope up with the complexity of interpersonal relationships, adjust themselves, relieve stress, and improve work efficiency in the face of environmental changes and stress overload.

In previous studies, it has been indicated that EI is significantly and positively correlated with the overall clinical ability, problem-solving skills, critical thinking, empathy and clinical communication, positive work attitudes and self-efficacy to improve the ability of nurses to meet clinical needs. A study conducted (2019) in mainland of China also showed that the EI of nursing students can predict their clinical care ability.

Need for the study

Emotional intelligence is considered as vital for success. They are the leaders of their own life and drive either to success or failure of obtaining a degree.

Nursing education considered the academic performance as the only positive results of a student nurse (**Rohde and Thompson 2007 lerson etal 2008**). The preparation for professional nursing practice does not

depend on the student's cognitive intelligence alone but also on the control of emotions (newsome etral 2000, Rego& fernandes 2005).

Many studies were found to be in accordance with the details of predictive relationship between emotional intelligence and the program outcomes like academic performance and clinical performance of the nursing students. Emotional intelligence of nursing students can be enhanced and empowered as it is required for social and academic adjustment.

Gregor Stiglic (2018) conducted a cross sectional study on Emotional Intelligence, among nursing students. The study included 113 nursing and 104 engineering students at the beginning of their first year of study at a university in Slovenia. EI was measured using the Trait Emotional Intelligence Questionnaire, (TEIQue). Shuttle Self Report Emotional Intelligence Test, (SSEIT) Emotional Intelligence was higher in nursing students (n=113) than engineering students and is (n=104) in both measure [TEIQue =3.972; $p < 0.001$; SSEIT=8.288; $p < 0.001$]. Although nursing female students achieve the higher emotional intelligence score than male students, but the score (TEIQue $t=0.839$; $p =0.403$; SSEIT $t=1.159$; $p=0.249$), shows EI score in nursing students with previous caring experience were not higher compared to students without such experience for any measure (TEIQue $t=1.633$; $p=0.105$; SSEIT $t=0.595$; $p=0.553$).

A longitudinal study was conducted in **2016** and **2019** among under graduate nursing students to explore whether Emotional Intelligence changes over time. A total of 111 under graduate nursing students participated in the study in the first year of their study, and 101 in the third year. Data were collected using the trait emotional intelligence questionnaire short form (TEIQue-SF) and shuttle self-report Emotional Intelligence test (SSEIT). There was a significant difference in Emotional Intelligence between students in their first ($m=154.4$; CI-101.85-193.05) and third year ($m=162.01$; 95% CI- 118.65-196.00) of study. There was a weak correlation $r=0.170$ between emotional intelligence using SSEIT $r=0.34$.

The above mentioned two studies gave a spark to the researchers to do study on Emotional Intelligence. Hence, the researchers intended to assess the Emotional Intelligence among nursing students as to develop higher Emotional Intelligence to improve academic and clinical performance among students and to reduce risk of emotional distress during clinical practice.

Statement of the problem

The problem statement present the topic, provides a rationale for the choice of topic, represents a synthesis of fact and theory and directs the selection of the design. The problem statement selected for the study was,

“A descriptive study to assess the Emotional Intelligence among BSc Nursing students at Aragonda Apollo College of Nursing Chittoor (District), Andhra Pradesh”.

Objectives

Objectives are what the investigator purposes to accomplish in research. It should be clear, concise, declarative statements that are expressed in the present tense.

- To assess the level of Emotional Intelligence among B.Sc. nursing students.
- To associate the level of Emotional Intelligence and the selected demographic variable.

Operational definition

Operational definition of a concept specifies the operations that researcher must perform to collect and measure the required information and it should be congruent with conceptual definitions, so as it clearly indicates what we mean by the variables under study.

Assess

Assess in study refers to the process of the critical analysis, valuation and judgement of the status or quality of particular condition, situation, subject or appraisal.

In this study it is the way of judging the level of Emotional Intelligence of B.Sc. nursing students and its association with selected demographic variables.

Emotional Intelligence

Emotional intelligence is the ability to understand, use and manage emotions in positive ways to improve emotions, empathize with others, overcome challenges and diffuse conflict.

In this study, it refers to the self-judging of personal and social competent that involves self-awareness, self-motivation, emotional regulation, social-awareness, social skills, emotional receptivity among B.Sc. nursing students which was measured using EI (PcSc) scale.

B.Sc. Nursing students

A group of students who are pursuing BSc nursing course approved by Indian Nursing council of India at selected college of nursing.

In this study, students who are pursuing I and III year BSc nursing in Aragonda Apollo College of nursing are selected as study participants.

Hypothesis

The hypothesis represents attempts at explaining and interpreting the conditions, events and phenomena under investigations.

H₁ There will be significant association between the level of Emotional Intelligence and demographic variables.

Limitations

Limitations of the study are those characteristics of design or methodology that set parameters on the application or interpretation of the result of the study. This study was limited to

- The sample size of 82.
- The study was limited to sample studying at Aragonda Apollo College of Nursing, Aragonda.

CHAPTER-II

REVIEW OF LITERATURE



CHAPTER-II

REVIEW OF LITERATURE

Review of literature is an essential step in research project. It provides bases for the further investigation, justifies the need for the study and throws light on the flexibility of study, reveals constraints of data collection and relates the findings from the study of another with a hope to establish a comprehensive study of scientific knowledge in a professional discipline, from which valid theories developed.

A literature review helps to lay the foundation for the study and also inspire new research ideas. A literature review renders with the background for understanding current knowledge on a topic and illuminate the significance of new study. It assists on interpreting study findings and on developing implication and recommendations.

In this study review of literature is discussed on emotional intelligence and its association with variables.

Leona Cilar budler et.al., (2022) conducted a longitudinal study on Emotional Intelligence among nursing students at Slovenia. A total of 111 undergraduate nursing students in the first year of their study, and 101 in the third year were participated. Data was collected using the Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF) and Schutte Self Report Emotional Intelligence Test (SSEIT). The results showed that there was a significant difference in emotional intelligence between students in their first ($M = 154.40$; 95% CI: 101.85–193.05) and third year ($M = 162.01$; 95% CI: 118.65–196.00) of study. There was a weak correlation ($r = 0.170$) between emotional intelligence and age and no significant correlation when measured using SSEIT ($r = 0.34$). Thus it found that nursing student's emotional intelligence changes over time with year of education, age and suggested that emotional intelligence skills can be improved among nursing students.

Binal Joshi, Franny Joel Emmanuel and Vipin Vageriya (2021) conducted a study on effectiveness of crash course on Emotional Intelligence among undergraduate nursing students, Gujarat. A pre experimental study was conducted to examine the effectiveness of crash course on emotional intelligence among 30 undergraduate nursing students. A standardized tool SSEIT was used to assess Emotional Intelligence. The result showed that 26 samples (86.67%) have good Emotional Intelligence, 4 samples (13.33%) have average Emotional Intelligence, and none of them have poor Emotional Intelligence after attending crash course. The EI was higher after attending EI training when compared with pre experiment score.

Dr.Ghorpade Madain et.al. (2021) conducted a study to assess the Emotional Competence among nursing students of selected nursing college in Maharashtra. Research approach was quantitative approach. Research design was descriptive in nature and the target population was 250 second year B.Sc. nursing students. Sampling technique used was stratified proportionate sampling. Emotional competence assessment scale prepared by M.Suresh Kumar 2012 consist of 35 items was used to assess emotional competence. The findings of the study revealed that among second year B.Sc. nursing students 42% had average and 58% had high emotional competence. The study concluded that to improve dimensions of emotional competence, emotional intelligence training program can be given so as to improve the effective domain of student.

Melina Shrestha and Punam Kumari Mandal (2021) done a study on Emotional Intelligence among nursing students of a Government campus in eastern Nepal. A cross-sectional, descriptive research design was used to assess the level of Emotional Intelligence among 132 nursing students at Biratnagar Nursing campus, in Nepal. Data was collected by census method using a self-administered structured questionnaire. The study showed that the majority 108(81.2%) had a higher level of Emotional Intelligence and 24(18.2%) had a moderate level of Emotional Intelligence. There was no association between student's level of emotional intelligence and their demographic variables.

Aravind Kumar (2020) conducted a study on Emotional Intelligence among university student's technical competence, Delhi. The sample of 100 students drawn from six schools of studies. A semi structured questionnaire consisting of 16 questions was prepared and mailed to the students to collect the data. Questionnaire method was used for this study.

The result shows that for the three variants under the category managing emotions, the EI is high more than 70% in the case of self-control, the EI was extremely high 90% were observed under the category of reading people, and all the four variants namely self-analysis, analysis of others, self-expression and discrimination, the emotional intelligence was very high more than 70%. There was no significant difference between male and female students was observed.

Ashok Kumar (2020) done a study to assess the level of Emotional Intelligence academic stress and academic performance of basic BSc Nursing students, in Haldwani. 140 samples were selected from a various college of Nursing, Haldwani. The research method i.e. quantitative approach with descriptive research design was adopted. A validated questionnaire tool on Emotional Intelligence and academic stress was used to collect data. The analysis of the results revealed that there was an ($r = -0.816$) strong negative correlation existed between Emotional Intelligence and academic stress. Similarly, a weak positive correlation ($r = 0.291$) existed between Emotional Intelligence and academic performance. Finding of the studies concluded that students with good emotional intelligence had highest number of low academic stress code and had good academic performance.

M Kumar (2020) conducted a study on Emotional Intelligence of higher secondary school students in Tamil Nadu, India. The sample consisted of 300 higher secondary school students. The study is based on the cross sectional survey. The Emotional Intelligence scale developed and standardized by Reven baron was used for data collection. The result shows that the value of 'f' is calculated as -1.934, which is less than the 't' value of 1.96 at the level 0.05, the mean and standard deviation of entire group are 62.1567 and higher 8.13 respectively. The level of higher secondary school students Emotional Intelligence was average in nature. The result showed that female students are better than the male students on their Emotional intelligence.

Dr. Khurshid Jahan (2020) conducted a study on Emotional Intelligence related to stress. A sample of 200 undergraduate college students in Patna town was selected for the study. Emotional intelligence scale framed by Dr. Meena Jain, Dr. Madhu Jain and Singh's personal stress source inventory by Aruna kumar singh and ashish kumar singh were used for the study. Appropriate statistical analysis was done. An Emotional Intelligence and a single personal stress source inventor were given to the respondents by one at a short interval. After 3-4 days, questionnaires were collected from the respondents. The results showed that the mean score of male students (125.79) is lower than the mean score of female students (162.30) in regard to the Emotional Intelligence. It indicates a significant difference mean score of female and male students on the measure of stress. The mean score of male students 85.66 is higher than the score of female students 80.33 and obtained t ratio between two score 3.27 is significant at 0.01 level of confidence. The study concluded that there is a negative correlation between Emotional Intelligence and stress in both male and female college students.

Ravi Kant (2019) conducted a study on Emotional Intelligence among university students in south Bihar, India. The survey was based on a study using data from 200 students of the Central University of south Bihar. The instrument on Emotional Intelligence developed by Weisinger was used to measure the level of Emotional Intelligence of the respondents. The result showed that the mean value of undergraduates and postgraduates male and female students is (107.4) and (107.8) respectively. Obtained t value is 0.098 which is significant at 0.01 levels. There is no significance between Emotional Intelligence on the basis of gender, locality, level of course and school of study.

Binisha Sinha, et.al., (2017) done a study on Emotional Intelligence among undergraduate nursing students. A descriptive cross-sectional study with 223 undergraduate nursing students was carried out in Sanjeevani College of Medical Sciences, Butwal, Rupandehi, Nepal. Census method using pre-tested, self-

prepared, self-administered questionnaire was used for the data collection. Collected data were analyzed using descriptive and inferential statistics. The study found that about 46% of the students had normal & about 15% had high level of emotional intelligence. Diet, father's educational status, age of the students, work experience, Program (PBBN & BSN) and religion were the factors influencing emotional intelligence of the undergraduate nursing students (p-value 0.002, 0.043, 0.025, 0.008, 0.006, 0.011) respectively. The study concluded that nearly half (52%) of the nursing students had normal level of emotional intelligence. Thus, it suggested these factors should be considered for emotional management among nursing students.

Raj Krishna, Ravi Kumar et.al., (2017) conducted a study of Emotional Intelligence among postgraduate medical students in Delhi. A cross sectional analytical study, schutte's self-report emotional intelligence test was used to measure the EI of 200 postgraduate medical students selected for the study. Data were collected by a self-administered questionnaire. The result showed that the EI was also found to decrease with the increase in total workload $p=0.013$, having high duties ($p=0.019$), and having emergency duties ($p=0.037$).The workload of the resident doctors need to be assessed with appropriate changes made in the total work done and the quality of work done was the recommendation given.



CHAPTER-III

RESEARCH METHODOLOGY



CHAPTER -III

METHODOLOGY

Research methodology is the steps, procedures, and strategies to gather and analyse the data in a research project. It also indicates the general pattern of organizing the procedure for empirical study together with the method of obtaining valid and reliable data for the problem under investigation.

This chapter provides a brief description of research methods adopted in this study that includes research approach, research design, variables, population, sample, sampling technique, sampling criteria, study setting, selection and development of the tool, description of the tool, validity of tool, pilot study, method of data collection, and data analysis plan.

Research approach

The selection of research approach is the basic procedure for conducting a research enquiry. It tells the researcher what data to collect, how to analyse it and also suggests possible conclusion to be drawn from the data.

Quantitative research approach was used in this study as the researchers aimed to assess the level of emotional intelligence among BSc nursing students.

Research design

Research design is referred to the researchers overall plan for collecting and analysing the data and specification for enhancing the validity of the study. The research design spells the strategies that the researcher adopted to develop accurate and objective information.

The research design adopted for this study is descriptive in nature.

Variables

It is an attribute of a person, object or phenomenon that varies. It is often inherent to the research subject. It is the dependent variable and an independent variable.

Dependent variable

The dependent variable is the outcome or response due to the effect of the independent variable, which researcher wants to predict or explain.

It refers to the level of Emotional Intelligence among BSc (N) students in this study.

Independent variable

The independent variable is the variable that is believed to cause or influence the dependent variable.

The study includes demographic variables, such as age, gender, schooling, academic level of studying, extracurricular activities, religion, area of living, marital status, residency, dietary pattern, type of family,

father's and mother's education, father's and mother's occupation, monthly income of the family, previous knowledge about EI and source of information.

Population

The entire set of individual or objects having one or more characteristics in common and or of interest to the researcher is a population.

The target population selected for the study comprise I year and III year BSc nursing students studying at Aragonda Apollo College of Nursing, Aragonda.

Sample

The sample refers to a subset of the population, selected to participate in the study.

The present study comprise of 82 BSc Nursing students studying at Aragonda Apollo College of Nursing, Aragonda.

Sampling technique

It is a process of selecting a portion of the population to represent the entire population. A non-probability convenient sampling technique was adopted in this study.

Sampling criteria

It is an element which meets the pre-determined content of importance and list of characteristics essential for eligibility to be in the target population.

The major two criteria followed in sample selection are:

Inclusion criteria

It refers to the characteristics that a subject must possess to be a part of the target population.

In this study, the inclusion criteria are

- Students pursuing I & III year BSc nursing in Aragonda Apollo College of Nursing.
- Students who are willing to participate in the study.
- Students who are available at the time of data collection.

Exclusion criteria

It refers to the characteristics that make an element excluded from the target population.

In this study exclusion criteria are

- Students pursuing II & IV year BSc nursing training.
- Students who are not willing to participate in the study.
- Students who are not available at the time of data collection.

Study setting

The setting is the physical sector in which the data collection takes place based on the researcher familiarity and accessibility of resources.

The data collection was done at Aragonda Apollo College of nursing

Selection and Development of the tool

The tool is the Instrument or device used to collect data. It should be a vehicle for obtaining data and drawing conclusion.

Based on the objective of the present study, a structured questionnaire was used to assess the level of Emotional Intelligence among B.Sc. nursing students.

Description of the Tool

The detailed descriptions of the tool used in the data collection are as follows.

Section-A Demographic profile

It was developed for the purpose of assessing the sample characteristics. A demographic variable consists of age, gender, religion, schooling, academic level of studying, extra curriculum activities, area of living, marital status, residency, dietary pattern, type of family, father's and mother's education, father's and mother's occupation, monthly income of the family, previous knowledge about EI and source of information.

Section-B Emotional Intelligence EI (PcSc) scale

The understanding of Emotional Intelligence as reflected in the definition offers the possibility, an empirical questionnaire EI [PcSc] scale.

There was 69 items and the items are to be answered on a 5 points scale ranging from strongly disagree to strongly agree. The scale range from 1-5, with 5 indicated strongly agree score and 1 indicated strongly disagree score. The maximum score of questionnaire was 345 and minimum score 69.

Validity of the tool

Validity is the appropriateness, fullness, and usefulness of the interference made from the scoring of an instrument. The tool along with the statement of the problem, objectives, hypothesis and checklist with the criteria were submitted to the respective department. The tool was finalized with the opinions and suggestions given by the experts and the guide in the field of psychiatry.

Reliability

The reliability of an instrument is the degree of Consistency, which it measures the attribute; it is supposed to measure Emotional Intelligence.

Pilot study

The pilot study is the trial of the methodology planned for the major project. The purpose of the pilot study is of two folds: To make improvements in the research project and to detect problems that must be solved before the major study is attempted.

The pilot study was conducted at Aragonda Apollo College of Nursing, Aragonda on 23-10-2022 to find out the validity of the tool and assess the emotional intelligence among BSc nursing students so as to decide its suitability for the final study. Eight samples were selected for the study to assess the level of EI by administering structured questionnaire. The researchers used non- probability convenient sampling technique to select sample from the total population. After the pilot study, it was found that the main study is feasible, practicable and accountable. Hence no change was found to be necessary in the main study design after pilot study.

Method of data collection

The data was collected after receiving a written permission from head of the institute to conduct the study on 30-10-2022.

The study was conducted in Aragonda Apollo College of nursing, Aragonda. The researchers personally visited all respondents, introduce them and explained the purpose of the study and ascertain the willingness of participants.

The subject was assured with anonymity and confidentiality of the information provided by them. Received written consent for participating in the study. The average time taken by each participant for completion of the tool was one hour. The data collection was compiled for data analysis.

Data analysis plan

The analysis of data requires a number of closely related operations such as establishment of categories, application of this category to raw data through coding, tabulation and drawing statistical inferences.

The data obtained was analyzed in terms of achieving the objectives of the study using descriptive and inferential statistics.

Statistical analysis of the data

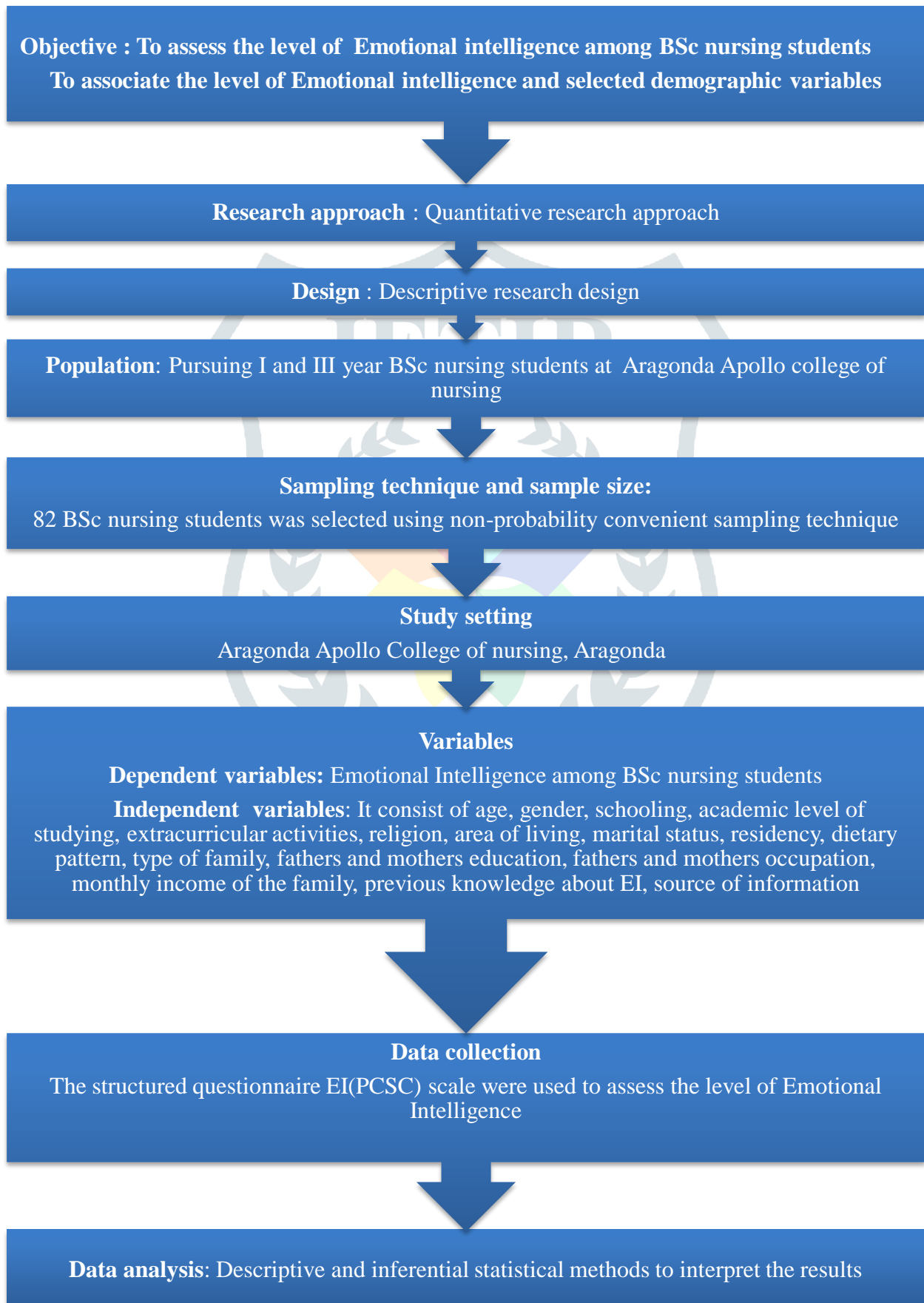
The analysis of the data was done as follows,

- Organization of data in the master sheet.
- Frequency and percentage used for data analysis of demographic variables.
- Calculation of mean, mean percentage, and standard deviation of level of Emotional Intelligence and the selected demographic variables. Application of the chi-square test to find out the association between demographic variables and Emotional Intelligence.

Ethical considerations

In the current study in order to consider ethical principles the purpose of the study was explained to all the research participants and informed consent was obtained from them. The participants were assured of the confidentiality of the data.

Schematic Representation



CHAPTER-IV

DATA ANALYSIS & INTERPRETATIONS



CHAPTER-IV

DATA ANALYSIS AND INTERPRETATIONS

Analysis involves a number of closely related operations which are performed with the purpose of summarizing the collected data and organizing the data in such a manner that they answer the research questions. Interpretation takes the results of analysis, make inference and draws conclusion about the association.

This chapter deals with the computation of certain measures along with searching for patterns of relationship that exist among data group. Thus in the process of analysis, association between the level of Emotional intelligence and selected demographic variables among BSc nursing students were subjected to statistical test of significance to determine with what validity data can be said to indicate any conclusions.

Objectives

The objectives of the study are,

- To assess the level of Emotional intelligence among BSc nursing students
- To associate the level of Emotional Intelligence and selected demographic variables

Organization of data

The data was collected from 82 BSc nursing students. The collected information was organized, tabulated, analyzed and interpreted by using descriptive and inferential statistics.

The collected information was organized and presented under the following three sections

Section A

Frequency and percentage distribution of demographic variables among BSc nursing students.

Section B

Frequency and percentage distribution of level of Emotional Intelligence among BSc nursing students.

Section C

Association between the level of Emotional Intelligence and selected demographic variables.

SECTION-A

Table-4.1 Frequency and percentage of demographic variables among BSc nursing students.

N=82

Sl. No.	DEMOGRAPHIC VARIABLES	FREQUENCY (No)	PERCENTAGE (%)
1.	Age		
	A] 18-20 years	59	72
	B] 21-23 years	21	26
	C] 24-26 years	02	02
	D] >26 years	00	00
2.	Gender		
	A] Male	20	24
	B] Female	62	76
3.	Schooling		
	A] Government School	37	45
	B] Private School	40	49
	C] Semi-Private School	02	02
	D] Mixed School	03	04
4.	The academic level of study		
	A] I-year BSc(N)	36	44
	B] III-year BSc(N)	46	56
5.	Extracurricular Activities		
	A] Sports/Games	29	35
	B] Music/Dance	32	39
	C] Arts/Literature	08	10
	D] Other	13	16
	E] Nil	00	00
Sl. No.	DEMOGRAPHIC VARIABLES	FREQUENCY (No)	PERCENTAGE (%)

6.	Religion		
	A] Hindu	56	68
	B] Christian	17	21
	C] Muslim	07	09
	D] Others	02	02
7.	Area of living		
	A] Rural	49	60
	B] Urban	33	40
8.	Marital Status		
	A] Single	79	96
	B] Married	03	04
	C] Separated	00	00
	D] Divorced	00	00
	E] Widowed	00	00
9.	Residency		
	A] Hostler	42	51
	B] Day-scholar.	40	49
10.	Dietary pattern		
	A] Vegetarian	10	12
	B] Non-Vegetarian	25	31
	C] Mixed	47	57
11.	Type of family		
	A] Joint family	15	18
	B] Nuclear family	67	82
12.	Father's education		
	A] Illiterate	15	18
	B] Primary school	19	23
	C] Secondary school	32	39
	D] Tertiary (Bachelor's degree)	15	18
	E] Postgraduate (Master's Ph.D.)	01	01

13.	Mother's education		
	A] Illiterate	15	18
	B] Primary school	25	31
	C] Secondary school	29	35
	D] Tertiary (Bachelor's degree)	12	15
	E] Postgraduate (Master's Ph.D.)	01	01
14.	Father's occupation		
	A] Unemployed	06	07
	B] Daily wager	33	40
	C] Business	11	14
	D] Government employee	04	05
	E] Private employee	10	12
	F] Retired	01	01
	G] Other's	17	21
15.	Mother's occupation		
	A] Homemaker	58	71
	B] Daily wager	07	08
	C] Business	02	03
	D] Government employee.	03	04
	E] Private employee	07	08
	F] Retired	00	00
	G] Others	05	06
	16.	Monthly income of the family	
A] Less than ₹ 10,000		32	39
B] ₹ 10,001 to 20,000		24	29
C] ₹ 20,001 to 40,000		18	22
D] > ₹ 40,000		08	10
17.	Have previous knowledge		
	A] Yes	36	44
	B] No	46	56

18.	Sources of information		
	A] Book sources	31	38
	B] Internet sources	23	28
	C] Self-awareness	11	13
	D] Social awareness	14	17
	E] Others	03	04

Table 4.1 revealed that majority of participants 59 (72%) were in age group of 18-20 years, in that majority of students 62 (76%) were females whereas 40 (49%) of students were completed their schooling in private school most of the students 46 (56%) were in III year mostly 32 (39%) of students were interested in music/dance in extracurricular activities highest percentage of 56 (68%) of students belong to Hindu religion and 49 (60%) of students were living in rural area.

Here, most of the students 79 (96%) were single whereas 42 (51%) of the students were residing in hostel, based on dietary pattern 47 (57%) of students were taken mixed (veg & Non-veg) diet, 67 (82%) of students were in nuclear family and most of the fathers 32 (39%) were having secondary level of education as well as 29 (35%) of mothers also having secondary level of education, 33 (40%) of fathers were daily wagers and most of the mothers 58 (71%) were homemakers and as per monthly income 32 (39%) of families receiving less than ₹10,000. Majority of the students 36 (44%) are having previous knowledge 31 (38%) through the book source.

SECTION -B

Table 4.2 Frequency and Percentage distribution of level of emotional intelligence among nursing students

N=82

S. No	Level of Emotional Intelligence	Frequency (No)	Percentage (%)
1	Low Emotional Intelligence	6	07
2	Medium Emotional Intelligence	25	31
3	High Emotional Intelligence	43	52
4	Extremely high Emotional Intelligence	8	10

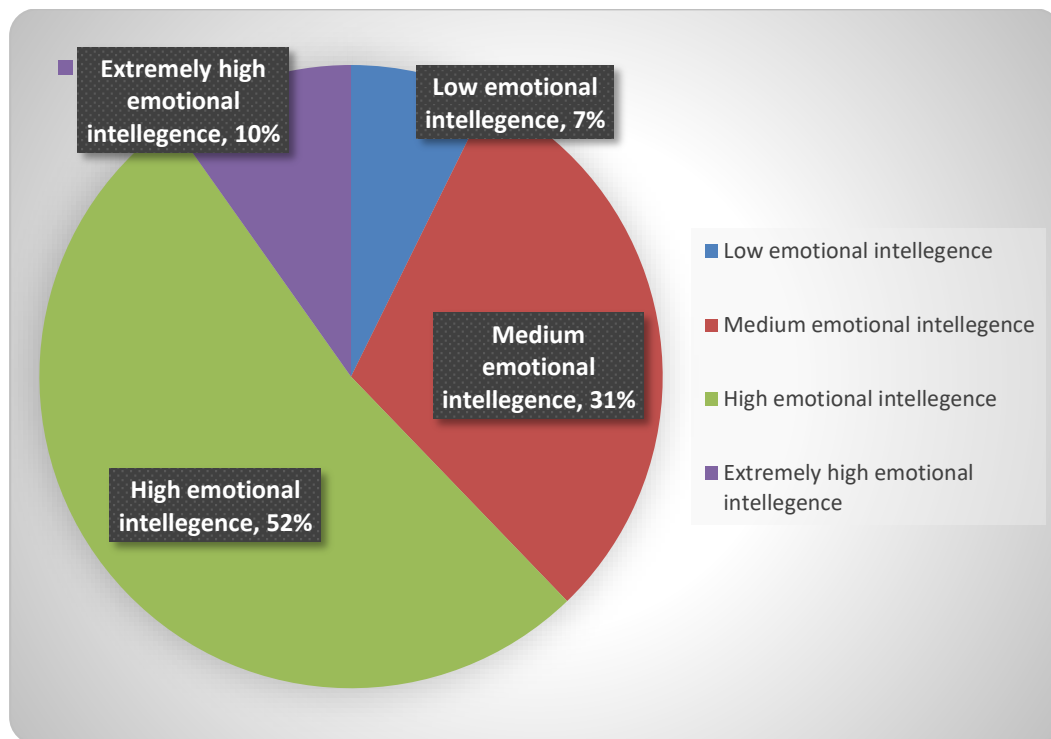
**Fig 4.2 Frequency and Percentage distribution of level of Emotional Intelligence**

Table & figure 4.2 depict that six (7%) of the students having low Emotional Intelligence, 25 (31%) of the students having medium Emotional Intelligence, 43 (52%) of the students having high Emotional Intelligence, eight (10%) of the students having extremely high Emotional Intelligence.

SECTION-C

Table 4.3 Association between Emotional Intelligence and selected demographic variables

N=82

Sl. No.	Demographic variables	Mean	Standard deviation	Chi square	P value	Result
1.	Age			6.225	0.398	df=9 p>0.05 Not significant
	A] 18-20 years	17.975	13.2225			
	B] 21-23 years	6.425	4.7583			
	C] 24-26 years	0.6	1.0392			
	D] Above 26 years	0	0			
2.	Gender			9.223*	0.026	df=3 p<0.05 Significant
	A] Male	6.1	4.7942			
	B] Female	18.9	14.2697			
3.	Schooling			37.513*	0.000	df=9 p<0.05 Significant
	A] Government School	11.275	7.8269			
	B] Private School	12.2	11.2825			
	C] Semi-Private School	0.6	1.0392			
	D] Mixed School	0.9	0.9949			
4.	The academic level of study			17.590*	0.007	df=9 p<0.05 Significant
	A] I-year BSc(N)	14.025	12.9414			
	B] III-year BSc(N)	10.975	30.8088			
5	Extracurricular Activities			12.966	0.164	df=12 p>0.05 Not significant
	A] Sports/Games	8.85	6.7581			
	B] Music/Dance	9.775	7.0750			
	C] Arts/Literature	2.45	2.5927			
	D] Other	3.95	3.3767			
	E] Nil	0	0			
Sl. No.	Demographic variables	Mean	Standard deviation	Chi square	P value	Result
6.	Religion			15.441	0.080	df=9p>0.05 Not
	A] Hindu	17.075	12.2070			

	B] Christian	5.2	3.9006			significant
	C] Muslim	2.125	3.0276			
	D] Others	0.6	0.6			
7.	Area of living					
	A] Rural	14.925	11.4152	16.247*	0.001	df=3 p<0.05 Significant
	B] Urban	10.25	9.3414			
8.	Marital Status					
	A] Single	24.075	18.3343			
	B] Married	0.925	0.9949	6.154	0.104	df=12 p>0.05 Not significant
	C] Separated	0	0			
	D] Divorced	0	0			
	E] Widowed	0	0			
9.	Residency					
	A] Hostler	12.8	10.8016	6.761	0.080	df=3 p>0.05 Not significant
	B] Day-scholar.	12.2	8.3405			
10.	Dietary pattern					
	A] Vegetarian	3.025	2.6555	11.379	0.077	df=6 p>0.05 Not significant
	B] Non-Vegetarian	7.65	6.1929			
	C] Mixed	14.35	10.3040			
11.	Type of family					
	A] Joint family	4.575	4.0949	12.086*	0.007	df=3 p<0.05 Significant
	B] Nuclear family	20.45	16.0289			
12.	Father's education					
	A] Illiterate	4.55	3.4817			
	B] Primary school	5.8	3.7993			
	C] Secondary school	9.775	9.3253	30.705*	0.002	df=12 p<0.05 Significant
	D] Tertiary (Bachelor's degree)	4.575	4.0941			
	E] Postgraduate (Master's Ph.D.)	0.3	0.5196			
Sl. No.	Demographic variables	Mean	Standard deviation	Chi square	P value	Result
13.	Mother's education					
	A] Illiterate	4.575	3.0227			
	B] Primary school	7.65	6.1929	27.140*	0.007	df=12 p<0.05 Significant
	C] Secondary school	8.875	8.3466			
	D] Tertiary (Bachelor's degree)	3.65	2.5927			

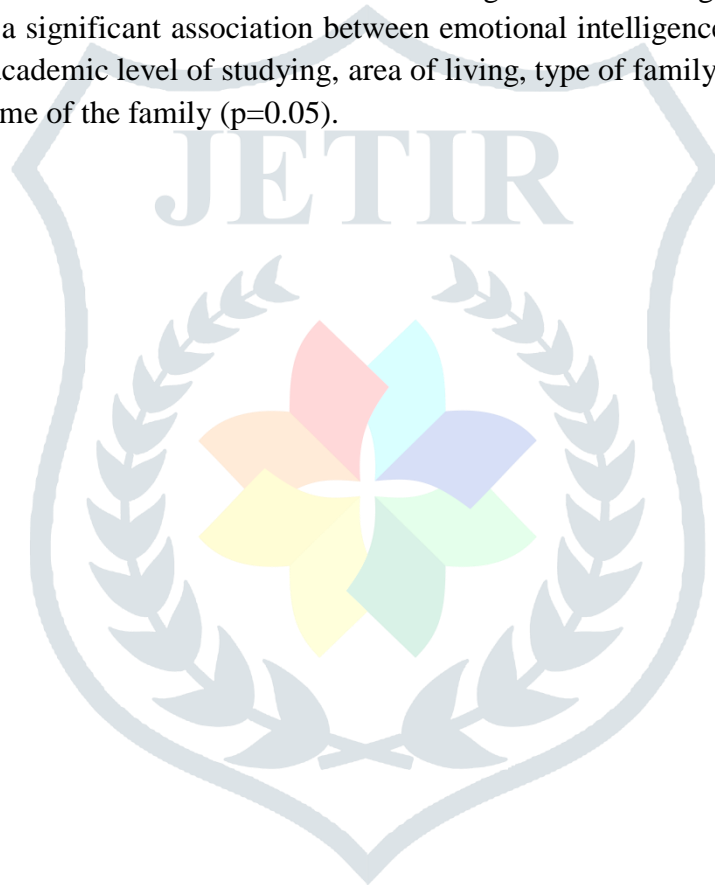
	E] Postgraduate (Master's Ph.D.)	0.3	0.5196			
14.	Father's occupation					
	A] Unemployed	1.825	2.0277	21.501	0.255	df=18 p>0.05 Not significant
	B] Daily wager	10.075	6.1511			
	C] Business	3.35	3.7239			
	D] Government employee.	0.2	0.8485			
	E] Private employee	3.025	3.1658			
	F] Retired	0.3	0.5196			
	G] Others	5.175	4.8303			
15.	Mother's occupation					
	A] Homemaker	17.7	14.5239	23.779	0.069	df=18 p>0.05 Not significant
	B] Daily wager	2.124	1.8129			
	C] Business	0.6	0.6			
	D] Government employee	0.925	0.9949			
	E] Private employee	2.125	1.8129			
	F] Retired	0	0			
	G] Other's	1.525	1.3479			
Sl. No.	Demographic variables	Mean	Standard deviation	Chi square	P value	Result
16.	Monthly income of the family					
	A] Less than ₹.10,000	9.75	6.2890	28.171*	0.001	df=9 p<0.05 Significant
	B] ₹.10,001 to 20,000	7.325	.0750			
	C] ₹.20,001 to 40,000	5.475	4.6900			
	D] >₹ 40,000	2.45	2.45			
17.	Have previous knowledge					
	A] Yes	10.975	6.1587	4.947	0.176	df=3 p>0.05 Not significant
	B] No	14.025	12.9469			

18.	Sources of information					
	A] Book sources	9.45	8.1254	17.551	0.013	df=12 p>0.05 Not significant
	B] Internet sources	7.00	5.9380			
	C] Self-awareness	3.35	3.0276			
	D] Social awareness	4.275	3.2042			
	E] Others	0.925	1.6021			

*= Level of significance < 0.05

**= Level of significance <0.01

Table 4.3 depicts that the association between emotional intelligence and demographic variables analyzed in the study. It shows there is a significant association between emotional intelligence and demographic variables such as gender, schooling, academic level of studying, area of living, type of family, father's education, mother's education and monthly income of the family ($p=0.05$).



CHAPTER-V

RESULTS & DISCUSSION



CHAPTER-V

RESULTS & DISCUSSION

“As more and more artificial intelligence is entering into the world, more and more emotional intelligence must enter into the leadership.”
- Amit Ray

The nursing profession is an occupation with the high level of Emotional labor. So it is important to identify the level of emotional intelligence among nursing students for an effective nursing leadership and quality nursing care. The compassionate nurse-patient relationship such as empathy, self-awareness, motivation, self-control, and proficiency in relationship have been closely aligned with emotional intelligence

This chapter deals with the discussion according to the objective of the study and the hypothesis.

The present study title is **“A descriptive study to assess the Emotional Intelligence among B.Sc. Nursing students at Aragonda Apollo College of Nursing, Chittoor (District), Andhra Pradesh”**.

The findings have been discussed on the basis of demographic characteristics and objectives and hypothesis.

Results and discussion

1. Description of demographic variables

In the present study the demographic data with regard to age revealed that highest percentage 59(72%) of students were between the age group of 18-20 years, 21(26%) of students were between the age group of 21-23 years, two (2%)of students were between the age group of 24-26 years.

Considering the gender 62(76%) of students were female and 20(24%) of students were male.

As per schooling, most of the students 40(49%) of students were studied in private school, 37 (45%) of students were studied in government school, two (2%) of students were studied in semi-private school, three (4%) were studied in all the schools.

According to academic level of studying, 36 (44%) of students belong to I year BSc nursing, 46(56%) of students belong to III year BSc nursing.

In Extracurricular activities involved most of the students 32 (39%) were interested in music/dance, 29 (35%) of students having interest in sports/games, eight (10%) of students having interest in arts/literature, 13 (16%) of students having interest in other extracurricular activities.

Based on religion, it is expressed that 56 (68%) of students were belongs to Hindu religion, 17 (21%) of students were Christian, seven (9) % of students were Muslim and two (2%) of students belongs to other religion.

According to area of living, it displayed that 49 (60%) of students were in rural area and 33 (40%) of students were in urban area.

According to marital status, most of the students 79 (96%) are single and three (4%) of students are married.

Based on residency, 42 (51%) of students are hostlers and 40 (49%) of students are day scholars.

With regard to the type of family most of the students 67 (82%) were belongs to nuclear family and 15 (18%) of students were belongs to joint family.

The distribution of samples according to father's education, highest percentage 32 (39%) were having the secondary level of education, 15 (18%) were having tertiary (Bachelor's degree) education, 19 (23%) were having the primary level of education, 15 (18%) were illiterate and one (1%) completed postgraduate degree.

The sample distribution according to mother's education, highest percentage 29 (36%) were having secondary level of education, 25 (31%) were having primary level education, 12 (15%) were having tertiary level of education, 15 (18%) of mothers were illiterate and one (1%) were postgraduate degree.

With regard to father's occupation 33 (40%) were daily wagers, 11 (14%) were doing business, 10 (12%) were private employees, six (7%) were unemployed, one (1%) was retired, 17 (21%) were having other occupations.

With regard to mother's occupation 58 (71%) were homemakers, seven (9%) were daily wagers, two (2%) were business people, three (4%) were government employees, seven (9%) were private employees and five (6%) were doing other occupations.

Based on monthly income, 32 (39%) of families receiving less than ₹10,000, 24 (29%) of families receiving between ₹10,001-20,000, 18 (22%) of families receiving between ₹20,001-40,000, eight (10%) of families receiving above 40,000.

The distribution according to previous knowledge on Emotional Intelligence 36 (44%) of students have previous knowledge on Emotional Intelligence, 46 (56%) of students doesn't have previous knowledge about emotional intelligence.

The distribution according to the source of information shows most of the students 31 (38%) got information about EI through books, 23 (28%) of students received through internet, 11 (13%) of students by self-awareness, 14 (17%) of students by social awareness and three (4%) of students were having other source of information.

Objectives of the study

- To assess the level of Emotional Intelligence among B.Sc. nursing students
- To associate the level of Emotional Intelligence and selected demographic variables

Objective 1-To assess the level of Emotional Intelligence among BSc nursing students

Findings of the study revealed that the majority of students have high Emotional Intelligence 43 (52%), 25 (31%) of students have medium Emotional Intelligence, eight (10%) of students have extremely high Emotional Intelligence and six (7%) of students have low Emotional Intelligence.

These findings supported with the study conducted by **Mr.Thuizh Selvan.k and mrs.vembu.k (2019)** to assess the emotional intelligence among the nursing students in college of nursing, JIPMER, Puducherry. Total of 207 samples who satisfied the inclusive criteria were selected using a non-probability convenience sampling technique. A structured questionnaire was used in the study. Descriptive and inferential statistics were used to analyze the data collection. The results showed that a majority 130(62.80) subjects reported average level of emotional intelligence and a minimal subject of 77(37.2%) reported high level of emotional intelligence. But in this study the findings showed no association between emotional intelligence and socio-demographic variables.

Objective 2- To associate the level of Emotional Intelligence and selected demographic variables

The association between Emotional Intelligence and selected demographic variables was calculated using χ^2 test at 0.05% (5% level) .The demographic variables analyzed in the study such as age, gender, schooling, academic level of study, extracurricular activities, religion, area of living, marital status, residency, dietary pattern, type of family, father's and mother's education, father's and mother's occupation, monthly income, previous knowledge ,and source of information.

The results depicts there is a significant association between Emotional Intelligence and selected demographic variables such as gender, schooling, academic level of studying, area of living, types of family, father`s education, mother`s education and monthly income of the family. The rationalization of findings was discussed as follows,

Emotional Intelligence and gender

The present study revealed that there is association between Emotional Intelligence and gender ($p=0.026$). This consistent to the study which revealed a significant relationship between emotional intelligence

and gender comparison. This might be due to females are high in empathy, self-incentive, social responsibilities, interpersonal relationships and more sensitive towards their parents, friends, and siblings relationship. All these traits help them to acquire more emotional intelligence as compared than male.

Emotional intelligence and schooling

The present study revealed that there is association between Emotional Intelligence and schooling ($p=0.000$). This consistent to the study which revealed a significance relationship between schooling. This might be due to the fact that nursing students are better equipped to deal with negative emotions that might disrupt learning. It helps to build strong relationships, make good decisions and deal with difficult situations. Students with greater emotional intelligence are more self-confident in managing academic challenges.

Emotional Intelligence and Academic level of studying

The present study revealed that there is association between Emotional Intelligence and academic level of studying ($p=0.007$). This consistent to the study which revealed a significance relationship between academic level of studying. This might be due to the reason that students when get promoted from the level of studying they also improves their abilities to understand, utilize, regulate and control their emotions effectively. It results higher academic achievement, having a conscientious attitude and improve empathy towards patient. As the students get promoted from I to III year their emotional intelligence may also increase.

Emotional Intelligence and Area of living

The present study revealed that there is association between Emotional Intelligence and area of living ($p=0.001$). This consistent to the study which revealed a significance relationship between area of living. This might be due to the fact that students tend to accept criticism and responsibility at home i.e. identify and regulate one's emotions and understand the emotions towards others which in turn helps to build relationships, improve communication, reduce stress and defuse conflicts.

Emotional Intelligence and Type of family

The present study revealed that there is association between Emotional Intelligence and type of family ($p=0.001$). This consistent to the study which revealed a significance relationship between type of family. This might be due to the fact that when families are involved in healthy ways with their children, graduation and retention rates go up. Family emotional support has a greater impact on student's academic outcomes as it promotes emotional intelligence. The students are grow up under the parental guidance were a greater thrust is on the development of positive value of life moreover the values are imbibed from the cohesive congenital atmosphere of social life. On other hands certain negative experiences in the family can lead to emotional disturbance.

Emotional Intelligence and father's education

The present study revealed that there is association between Emotional Intelligence and father's education ($p=0.002$). This study is consistent to the study which revealed a significant relationship between emotional intelligence and educational status of the father. This might be due to the fact that nursing students might raise their emotional intelligence depends up on the parental emotions and their acceptance. As father plays a major role in family the education status of the family have direct impact on emotional intelligence of children.

Emotional Intelligence and Mother's education

The present study revealed that there is association between Emotional Intelligence and mother's education ($p=0.007$). This study is consistent to the study which revealed a significant relationship between

emotional intelligence and educational status of the mother. This might be due to the development of social emotional skills needs to be guided by mother, it is the great influence on their children's performance and has to be addressed with that purpose in mind. As mother plays very critical role in every emotion to know personal and social activities of their children for guide and support.

Emotional Intelligence and Monthly income of the family

The present study revealed that there is association between Emotional Intelligence and monthly income of the family ($p=0.001$). This study is consistent to the study which revealed a significant relationship between emotional intelligence and monthly income of the family make to lead effectively. Family with more EI make more money precisely because it helps them to do their job more effectively. If the parents having effective job, they provide adequate sources to their children what they need to improve their academic status.

This finding supported with the study conducted by **Hossein Namdar, Mohammad Hasan Sahebigh, Hossein Ebrahimi, Azab Rahmani (2008)** a study on assessing emotional intelligence and its relationship with demographic factors of nursing students. The study population includes all the nursing students in Tubriz school of nursing and midwifery 144 selected by sample using census method. Descriptive correlation study was done. To assess the emotional intelligence, we used Baron EQ-I, which includes 90 questions in 5 categories and 15 scales scoring in a range between 90 and 150. In addition some personal and social demographic data were gathered from the student's educational file. The students mean score of emotional intelligence was $333.08+39.08$. There was no significant relation between emotional Intelligence score and sex, education and students interest in nursing. However there was a significant relation between emotional intelligence score and the student's satisfaction of their family socio-economic status.

Hypothesis

H_1 There will be significant association between the level of Emotional Intelligence and demographic variables.

The association between demographic variables and emotional intelligence was calculated using χ^2 test at 0.05% (5% level). The demographic variables analysed in the study were age, gender, schooling, academic level of study, extracurricular activities, religion, area of living, marital status, residency, dietary pattern, type of family, father's and mother's education, father's and mother's occupation, monthly income, previous knowledge, and source of information.

There is a significant association between gender and emotional intelligence among nursing students ($\chi^2=9.223$, $P=0.026$).

There is a significant association between schooling and emotional intelligence among nursing students ($\chi^2=37.513$, $P=0.000$).

There is a significant association between Academic level of studying and emotional Intelligence among nursing students ($\chi^2=17.590$, $P=0.007$).

There is a significant association between area of living and emotional intelligence among nursing students ($\chi^2=16.247$, $P=0.001$).

There is a significant association between Type of family and emotional intelligence among nursing students ($\chi^2=12.086$, $P=0.007$).

There is a significant association between father's education and emotional intelligence among nursing students ($\chi^2=30.705$, $P=0.002$).

There is a significant association between mother's education and emotional Intelligence among nursing students ($\chi^2=27.140$, $P=0.007$).

There is a significant association between monthly income and emotional intelligence among nursing students ($\chi^2=28.171$, $P=0.001$).

There is no significant association between level of emotional intelligence and demographic variables such as age, extracurricular activities, religion, marital status residency, dietary pattern, father's occupation, mother's occupation, have previous knowledge on emotional intelligence and source of information.

The finding supported with **Adiya Gautam and Charu Khurana 2018** conducted a study to identify demographic variables as indicators of emotional intelligence among selected enterprise of uttarakhand. The survey instrument was administered to the 360 middle level managers of selected enterprise operating in state. Data was collected using SSEIT developed by Schutte et.al. for measuring the emotional intelligence of the respondent. The result showed that demographic variables such as age, gender, working experiences have significant impact on the emotional intelligence score of middle level manager. It was also found that educational qualification does not have any significant impact on the emotional intelligence score of middle level manager.



CHAPTER-VI

SUMMARY & CONCLUSION



CHAPTER-VI

SUMMARY AND CONCLUSION

This chapter presents with the the conclusion drawn, implications, suggestions and recommendations, given

The analysis made on association between level of Emotional intelligence and selected demographic variables highlighted that there is a significant association between the Emotional Intelligence with selected demographic variables such as gender, schooling, academic level of studying, area of living, type of family, father`s education, mother`s education, monthly income of the family.

Implications of the study

The findings of the study have valuable implications on the following,

- Nursing Education.
- Nursing Practice.
- Nursing research.
- Nursing Administration.

Nursing education

- Nursing curriculum should be equipped with knowledge and skills to prepare nurses to assist the nursing students in developing their Emotional Intelligence.
- Nursing education plays a vital role because the students who are learners today are going to deal with patients tomorrow.
- The students should be equipped with more opportunity to learn regarding Emotional Intelligence.
- Emotional intelligence (EI) has been associated with positive outcome for nursing students. Higher EI is associated with personal wellbeing and stress management, higher academic and practical performance, stronger nursing leadership, and greater patient safety.
- Emotional Intelligence may be acquired from daily life experience to improve quality of life.

Nursing practice

- Emotional Intelligence is a concept that may be central to nursing practice and it has the potential to improve the quality of nursing care and outcome, decision making, critical thinking overall the wellbeing of the nursing practice.
- Emotional Intelligence is essential to enhancing the clinical ability of nursing students. Moreover the training should focus on facilitating thoughts and managing emotions and improve empathy towards the patients and develop clinical performance.
- Since, Emotional Intelligence provides a glance to patient's emotional reactions regarding treatment, which leads to higher level of patient satisfaction and increase job satisfaction for nurses and it leads to improved leadership quality, which result in better effectiveness.
- Emotional Intelligence in nursing practice is important, because nurses interact with patients and families who have challenging situations and conditions. Nurses need to understand that they are encountering patients and families in a state of emotional distress.

Nursing research

- Research is an important tool for continual development of relevant body of knowledge in nursing and it generates information from nursing investigations which helps to define the unique role of Nursing as a profession.
- Nursing profession develops the quality of its practice and enable its professional status strives for continuous improvement of its body of knowledge.
- The study findings can be utilized for conducting further researchers to improve Emotional Intelligence.

Nursing administration

- Nursing administrator take active role in building up a positive Emotional Intelligence in student nurse. Social support from co-workers should be sustained at the level current levels. It's in the best interests of both parties to take reasonable step to create a healthy working environment which in turn would result in quality client care.

- Nursing administrators are the key persons to plan, organize and conduct in service education program to nursing personnel.
- Nursing administrators may use the study findings to improve the level of Emotional Intelligence in student nurses and they should take initiative to promote the care givers critical thinking in the difficult crisis while providing patient care.

Recommendations

On the basis of the study, the following recommendations have been suggested

- A similar study can be replicated on a large sample.
- A similar study can be conducted to compare Emotional Intelligence with healthcare professionals.
- A comparative study can be conducted to detect the changes in the Emotional Intelligence of student nurses with the experience gained.
- A descriptive study can be conducted to find out the factors affecting the Emotional Intelligence of the students.

Conclusion

The present study helped us to understand the level of Emotional Intelligence among BSc nursing students. It gives clear information about the Emotional Intelligence of Nursing students and factors associated with Emotional Intelligence and demographic variables such as age, gender, schooling, academic level of studying, extracurricular activities, religion, area of living, marital status, residency, dietary pattern, type of family, father's education, mother's education, mother's occupation, father's occupation, monthly income of the family, previous knowledge about Emotional Intelligence, sources of information which help us to frame better strategies to improve Emotional Intelligence among Nursing students.

Further research on this topic is necessary to find out the way to improve high self-incentive, motive, optimism, impulse control of nursing students and factors affecting it.

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BIBLIOGRAPHY

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ANNEXURE

Annexure -1

Letter seeking permission to conduct the research study

Aragonda,
22/10/2022

From

IV Batch Research group,
IV Year BSc (Nursing),
Aragonda Apollo College of Nursing,
Aragonda.

Through

Ms. V.R. Malathy
Ms. V.R. Malathy,
Research Guide,
Aragonda Apollo College of Nursing,
Aragonda.

To

The principal,
Aragonda Apollo College of Nursing,
Aragonda.

Respected Madam,

Subject: Requesting permission to conduct the research study.

We IV Batch research students of Aragonda Apollo College of Nursing as a part of partial fulfilment of the course requirement given by Dr.NTR University of Health Sciences, Vijayawada for the degree of bachelor of science in nursing has selected the research title "**A Descriptive study to assess the Emotional Intelligence among BSc Nursing students at Aragonda Apollo College of Nursing, Chittoor (Dist.), AP**".

In connection with this, we would like to seek your good office to permit us to conduct our research study in our vicinity from 25.10.2022 to 26.10.2022 from 1 pm to 2 pm. We assure that the data gathered will be kept absolutely confidential and be used for academic purpose only. Kindly approve to conduct of the proposed study and do the needful.

Thanking you.

Yours sincerely,

IV Batch Research students

Mr. Monish.V
Ms. P. Lahari
Mr. Paradesi Sachin Christopher
Ms. R. Bhuvanasree
Ms. R. Nagarani
Ms. R. Nandini
Mr. Rachapalle Naveen

ok permitted
25/10/22

Letter seeking permission to conduct the research study

Aragonda,
25/10/2022.

h study

Aragonda,
25/10/2022.

From

IV Batch Research group,
IV Year BSc (Nursing),
Aragonda Apollo College of Nursing,
Aragonda.

Through

Ms.V.R.Malathy,
Research Guide,
Aragonda Apollo College Of Nursing,
Aragonda.

Rachapalle

To

The Class coordinator,
I-year BSc (N),
Aragonda Apollo College of Nursing,
Aragonda.

Respected Madam,

Subject: Requesting permission to conduct the research study.

We, IV Batch research students of Aragonda Apollo College of Nursing, as a part of partial fulfilment of course requirement given by Dr.NTR University Health Sciences, Vijayawada, for the degree of bachelor of sciences in nursing, has selected the research title "A Descriptive study to assess the Emotional Intelligence among BSc Nursing students at Aragonda Apollo College of Nursing, Chittoor (Dist.), AP".

In this regard, we are seeking your consent to permit us to collect data among I-year BSc (N) students on 26.10.2022 from 3:30 pm to 4:30 pm. We ensure that all information derived will be treated with confidentiality. So, we kindly request your good selves to permit us to conduct our study.

Thanking you.

Yours sincerely,

IV Batch Research students

Mr. Monish. V
Ms. P. Lahari
Mr. Paradesi Sachin Christopher
Ms. R. Bhuvanasree
Ms. R. Nagarani
Ms. R. Nandini
Mr. Rachapalle Naveen

College of Nursing, as a
University Health Sciences,
selected the research title
ng BSc Nursing students

it us to collect data among
0 pm. We ensure that all
e kindly request your good

sincerely,

ch Research students

onish.V
Lahari
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Bhuvanasree
Nagarani
Nandini
chapalle Naveen

Can be permitted.
[Signature]
25/10/22

permitted
[Signature]
25/10/22

Annexure -2**Letter requesting expert validation of the tool**

Aragonda,
19/10/2022.

From

Research scholars,
IV-year BSc (N),
Aragonda Apollo College of Nursing,
Aragonda.

Through

The principal,
Aragonda Apollo College of Nursing,
Aragonda.

To

Dr.Dinesh,
Associate professor,
Apollo Institute of Medical Science & Research,
Chittoor.

Respected Sir,

Subject: Request for expert opinion and suggestion to validate the content of the research tool.

We IV year BSc(N) students of Aragonda Apollo College of Nursing, conducting a research title "**A Descriptive study to assess the Emotional Intelligence among BSc Nursing students at Aragonda Apollo College of Nursing, Chittoor (Dist.), AP**" as a part of partial fulfilment of the course requirement given by Dr.NTR University of health science, Vijayawada for the degree of bachelor of science in Nursing under the direction of our dissertation committee guided by Ms.V.R .Malathy, HOD of psychiatry.

With your expertise, we humbly request you to validate the attached tool with a rating scale. We request you guide us by validating the tool and suggest modifications, additions and deletions if any for improvement of our particular research. We are looking forward for your favourable action in this regard.

Thanking you,

Yours sincerely,

IV Batch Research students

Mr. Monish.V
Ms. P. Lahari
Mr. Paradesi Sachin Christopher
Ms. R. Bhuvanasree
Ms. R. Nagarani
Ms. R. Nandini
Mr. Rachapalle Naveen



22/10/22

PRINCIPAL

Aragonda Apollo College of Nursing
Aragonda, Chittoor - 517 129. (Dt.)

Criteria Checklist for Validation of the Tools

INSTRUCTIONS: Kindly go through the items in the tool and please give your suggestions regarding the accuracy, relevance and appropriateness of the content. There are two response columns in the criteria checklist namely "Agree (A)", "Disagree (DA)" and a Modifications and Remarks column. Kindly place a tick mark (✓) in the appropriate column. If there are any suggestions or comments please mention them in the remarks column.

Tool 1-Base Line Performa

Kindly place a tick mark (✓) in the appropriate column. If there are any suggestions or comments, please mention them in the remark columns.



Question No.	Agree	Disagree	Modification	Comments
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Tool II: The EI(PcSc)scale

Kindly place a tick mark (✓) in the appropriate column. If there are any suggestions or comments, please mention them in the remark column.

Item No.	Agree	Disagree	Modification	Comments
1				
2				
3				
4				
5				

Signature of the expert

Place:

Date:

Designation and address

Acceptance Form for Tool Validation

Name:

Dr.Dinesh

Designation:

Assistant Professor, Dept of Psychiatry,
Dist. Headquarter Hospital, Chittoor.

Statement of Acceptance or Non-Acceptance

I give my acceptance/non-acceptance to validate the tool.

Topic: "A Descriptive study to assess the Emotional Intelligence among BSc Nursing students at Aragonda Apollo College of Nursing, Chittoor (Dist.), AP".

Place: Chittoor

Content Validation Certificate

I hereby certify that I have validated the tool of IV Batch research group IV year B.Sc. Nursing students, Aragonda Apollo College of Nursing are undertaking the following study:

"A Descriptive study to assess the Emotional Intelligence among BSc Nursing students at Aragonda Apollo College of Nursing, Chittoor (Dist.), AP".

Annexure-3

Researcher consent letter

Dear Participant,

We, XVI, batch research group students of IV-year B.sc (Nursing), studying Aragonda Apollo College of Nursing as a partial fulfillment of Dr. Y.S.R University requirement conducting a study entitled “Aragonda”.

So hereby seek your consent and cooperation to participate in this study. So be frank and honest, in your responses. The information collected will be kept confidential and anonymity will be maintained.

Signature of the researcher

The logo is a shield-shaped emblem. At the top, the word 'JETIR' is written in a large, bold, sans-serif font. Below it, the words 'Participant consent letter' are written in a smaller, bold, sans-serif font. The central part of the shield features a stylized flower with five petals in different colors: red, cyan, blue, yellow, and green. The flower is surrounded by a laurel wreath. The entire logo is rendered in a light gray color, serving as a watermark.

Participant consent letter

I Ms/Mr.

Here giving my willingness to participate in the study.

Date:

Place:

Signature of the participant

Annexure-4

CERTIFICATE OF STATISTICIAN

I am here by certifying that statistical analysis done by IVth year BS(c) nursing, Aragonda Apollo College of Nursing, Aragonda. For their dissertation on “A descriptive study to assess the Emotional Intelligence among BSc Nursing students at Aragonda Apollo College of Nursing Chittoor (district), Andhra Pradesh”. Is found appropriate. I checked all the calculation and statistical inferences and found them appropriate.

Date: 29-11-2022

Place: Tirupati



Annexure-5

SECTION -A DEMOGRAPHIC PROFILE

Instructions:

- Choose the answer to any one of the option.
- The answerer is filled fill into the brackets like[A], [B], [C], [D].
- The answer should be in capital letter form.

- 1) **Age** []
- A] 18-20 years B] 21-23 years
C] 24-26 years D] >26 years
- 2) **Gender** []
- A] Male B] Female
- 3) **Schooling** []
- A] Government School B] Private School
C] Semi-Private School D] Mixed School
- 4) **Academic level of studying** []
- A] I-year BSc(N) B] III-year BSc(N)
- 5) **Extracurricular Activities** []
- A] Sports/Games B] Music/Dance
C] Arts/Literature D] Other
- 6) **Religion** []
- A] Hindu B] Christian
C] Muslim D] Others
- 7) **Area of living** []
- A] Rural B] Urban
- 8) **Marital Status** []
- A] Single B] Married
C] Separated D] Divorced E] Widowed
- 9) **Residency** []
- A] Hostler B] Day-scholar
- 10) **Dietary pattern** []
- A] Vegetarian B] Non-Vegetarian C] Mixed
- 11) **Type of family** []
- A] Joint family B] Nuclear family

- 12) Father's education** []
- A] Illiterate B] Primary school
 C] Secondary school D] Tertiary (Bachelor's degree)
 E] Postgraduate (Master's Ph.D.)
- 13) Mother's education** []
- A] Non-literature B] Primary school
 C] Secondary school D] Tertiary (Bachelor's degree)
 E] Postgraduate (Master's Ph.D.)
- 14) Mother's occupation** []
- A] Homemaker B] Daily wager
 C] Business D] Government employee
 E] Private employee F] Retired G] Others
- 15) Father's occupation** []
- A] Unemployed B] Daily wager
 C] Business D] Government employee
 E] Private employee F] Retired G] Other's
- 16) Monthly income of the family** []
- A] Less than Rs.10,000 B] Rs.10,001 to 20,000
 C] Rs. 20,001 to 40,000 D] > 40,000
- 17) Have Previous Knowledge** []
- A] Yes B] No
- 18) Sources of information** []
- A] Book sources B] Internet sources.
 C] Self-awareness D] Social awareness E] Others

Section-B

II. Emotional Intelligence assessment tool

Instructions:

- 1) Place (✓) mark to the most appropriate options.
- 2) Answer each of the questionnaires without skipping the question.

Sl.No.	Questionnaire	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
1	I understand the relationship between my feelings and what I think, do, and say.					
2	I recognize how my feelings affect my performance.					
3	I am aware of my goals and values.					
4	I am aware of my strengths and weaknesses.					
5	I try to learn from experiences.					
6	I am open to continuous learning, self-development, new perspectives & honest feedback.					
7	I can show a sense of humour respective about myself.					
8	I present myself with self-assurance; I have “presence”.					
9	I am organized and careful in my work.					
10	I usually go for original ideas while solving a problem.					
11	I can make sound decisions despite uncertainties and pressures.					
12	I usually feel depressed for one reason or the other.					
Sl.No.	Questionnaire	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
13	I feel happy and satisfied with my life.					

14	I can predict clearly whether my emotion is happy or sad.					
15	I am someone who is original and doesn't copy others.					
16	I am quite a cheerful and lively person.					
17	I can win over stress without getting too nervous.					
18	I manage my impulsive feelings and disappointing emotions well.					
19	I keep myself positive, composed, and calm even in frustrating situations.					
20	I think clearly and stay focused under pressure.					
21	I know how to keep myself calm in conflicting and upsetting problems.					
22	I get carried away with my imagination and daydream most often.					
23	I feel cool, relaxed & stress-free most of the time.					
24	When I hear bad news, I usually can't control myself and feel sad and miserable.					
25	I can avoid external temptations to fulfil my fulfilment					
26	I smoothly handle multiple demands, shifting priorities, and rapid change.					
Sl.No.	Questionnaire	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
27	I am result-oriented with a high drive to meet objectives and goals.					
28	I continuously learn to improve my performance.					
29	Before beginning something new, I usually feel that I will succeed.					

30	I pursue goals beyond what's required or expected of me.					
31	I am determined in achieving goals despite obstacles and setbacks.					
32	I possess good confidence in taking sole responsibility and taking decisions on my own.					
33	I hold myself accountable for meeting my objectives.					
34	When working in a team, I like to depend on others' ideas more than on my own.					
35	I am generally motivated to continue, even when situations become worse to handle.					
36	I understand the way others think, feel and behave.					
37	People think that I am an optimistic and self-confident person.					
38	Others think that I lack confidence in interacting with others.					
39	I show sensitivity and understand others' points of view.					
40	I recognize and reward people's strengths accomplishments and developments.					
Sl.No.	Questionnaire	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
41	I respect and relate well to people from different backgrounds.					
42	I see variety in people as an opportunity, creating an environment where diverse people can prosper.					
43	It's quite easy for me to understand the non-verbal messages and facial expressions of others.					
44	I can tell how others are feeling by listening to their tone of voice.					

45	I am skilled at the art of convincing others.					
46	I am easy to get friendly with y and possess good social skills.					
47	I promote open communication and am ready to accept both bad and good news.					
48	I am extremely polite & respectful to others irrespective of unfavourable circumstances.					
49	I handle difficult people and tense situations with diplomacy and tact.					
50	I encourage open discussion and debate.					
51	I look forward to mutually useful relationships.					
52	I keep others in a team and build a strong bond.					
53	I make and maintain personal friendships among work associates.					
Sl.No.	Questionnaire	Strongly Disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
54	I maintain a balance between work and relationships.					
55	I promote a friendly and cooperative climate.					
56	I look for opportunities to work in a team.					
57	I find it difficult to get friendly with someone who is not known to me.					
58	I like to cooperate with others in accomplishing a task.					
59	I help others in coming out of difficult situations.					
60	I extend support and advice to others when needed.					
61	Others find it comfortable to disclose their problems.					

62	I help other people feel better when they are in bad mood.					
63	I offer useful feedback and identify people's needs for development.					
64	I listen well, seek mutual understanding, and fully welcome sharing of information.					
65	I guide the performance of others while holding them accountable.					
66	I am more of a leader than a follower.					
67	I act as a mediator in resolving conflict between two parties.					
68	I can easily detect the differences between others' feelings and behaviours					
69	It's not easy for me to accurately reflect people's feelings to them.					

MASTER SHEET ON EMOTIONAL INTELLIGENCE

SL.NO	1) Age in years	2) Gender	3) Schooling	4) Academic level of studying.	5) Extracurricular Activities.	6) Religion.	7) Area of living.	8) Marital Status.	9) Residency.	10) Dietary pattern.	11) Type of family.	12) Father's education.	13) Mother's education.	14) Mother's occupation	15) Father's occupation
1	1	2	1	3	2	1	1	1	2	3	2	1	1	2	5
2	3	1	2	3	1	2	2	1	2	3	2	4	3	1	3
3	2	1	1	3	1	2	2	1	2	3	1	4	3	1	4
4	1	2	4	3	2	3	1	1	2	2	2	3	4	5	3
5	2	2	2	3	2	2	2	1	1	3	2	1	1	7	7
6	3	2	2	1	1	1	1	1	1	1	1	1	4	4	7
7	2	2	1	1	2	1	1	1	1	1	2	4	2	1	2
8	1	2	1	1	4	1	2	1	2	3	2	1	1	2	2
9	1	1	2	1	1	1	2	1	1	3	1	4	2	1	1
10	1	2	2	1	2	1	2	1	1	2	1	3	3	1	2
11	1	2	1	1	1	3	1	1	2	3	1	3	3	1	7
12	1	2	1	1	2	1	2	1	1	2	2	3	2	1	2
13	1	2	1	1	4	1	2	1	2	1	2	3	1	1	2
14	1	2	1	1	2	2	2	1	1	2	2	4	3	1	2
15	1	1	1	3	1	1	2	1	2	3	1	3	4	5	4
16	1	2	1	1	1	1	1	1	1	3	1	3	3	3	3
17	1	2	2	1	2	1	1	1	1	1	2	1	2	1	2
18	2	2	2	3	4	1	2	1	2	2	2	3	3	1	4
19	1	2	1	3	2	1	1	1	2	3	2	2	1	1	2
20	2	2	4	3	4	1	1	1	2	3	2	3	2	1	1
21	1	2	1	1	1	1	1	1	2	2	2	2	2	1	7

22	1	2	1	3	1	1	1	1	1	3	2	1	1	5	2
23	1	2	2	3	3	1	2	1	2	3	2	3	3	1	7
24	1	2	1	3	1	1	1	1	1	3	1	3	2	1	7
25	2	2	2	3	2	2	2	1	1	3	2	4	4	4	3
26	1	2	2	1	4	2	2	1	2	3	2	4	4	1	7
27	1	2	2	1	2	2	1	1	1	2	2	3	3	1	3
28	1	2	1	1	1	1	1	1	1	2	2	2	1	1	2
29	1	2	1	1	4	1	1	1	1	2	2	2	2	1	1
30	1	1	1	1	1	1	2	1	1	3	2	3	3	1	7
31	1	2	1	1	2	2	2	1	1	2	1	1	1	5	1
32	1	2	2	1	2	1	2	1	1	1	2	3	3	1	2
33	1	2	3	1	2	1	1	1	1	1	2	2	2	1	2
34	2	2	1	3	2	1	2	1	2	3	1	3	3	1	2
35	2	2	1	3	2	2	1	2	2	2	2	3	3	1	5
36	1	1	2	3	2	1	1	1	2	3	2	3	4	1	4
37	1	2	2	3	4	1	1	1	2	3	2	2	4	1	3
38	2	2	2	3	4	3	2	1	1	2	2	3	3	1	3
39	2	2	2	3	2	1	1	1	1	2	2	1	3	1	5
40	1	2	2	1	4	1	2	1	2	3	2	3	3	1	7
41	1	2	1	1	3	1	1	1	2	3	2	2	2	1	1
42	1	2	1	1	2	1	1	1	1	3	2	3	3	1	2
43	1	2	1	1	2	1	1	1	1	3	2	2	2	1	2
44	1	2	2	1	2	1	1	1	1	3	2	2	1	7	2
45	1	2	2	1	2	1	1	1	1	2	1	2	1	1	7
46	1	2	1	1	3	1	1	1	2	3	2	1	2	2	2
47	1	2	1	1	4	1	1	1	1	3	2	2	4	1	7
48	1	1	1	3	2	2	2	1	2	3	2	5	4	5	2
49	1	2	2	1	4	4	1	2	1	2	2	2	2	1	2
50	1	1	2	1	1	3	1	1	2	3	2	2	2	1	2
51	2	2	2	1	3	2	2	1	1	2	2	4	5	1	5
52	1	1	1	1	3	1	2	1	1	2	1	3	2	1	2
53	1	1	2	1	4	3	1	1	1	3	2	4	2	1	5
54	1	2	1	1	3	1	1	1	2	3	2	2	2	7	2
55	2	2	2	3	1	1	1	1	1	3	2	4	2	1	7
56	1	2	3	1	2	1	2	1	2	2	1	1	1	2	3
57	1	2	1	3	5	1	1	1	1	3	2	3	1	2	2
58	2	2	2	3	1	1	1	1	1	1	2	4	2	1	3
59	1	1	2	3	1	1	1	1	2	2	2	3	3	1	5
60	2	2	2	3	2	2	2	1	1	3	2	3	3	7	3
61	1	2	2	3	1	1	1	1	1	2	2	3	2	1	5
62	1	2	1	3	1	1	1	1	2	3	2	2	2	1	2
63	1	1	2	3	1	1	1	1	2	3	2	4	3	1	5
64	1	1	2	1	1	3	2	1	1	3	1	4	3	1	5
65	2	2	1	3	2	1	1	1	2	2	2	2	2	1	2
66	1	1	1	3	1	1	2	1	2	3	1	4	4	7	7
67	2	1	2	1	1	1	1	1	1	1	2	3	1	1	2
68	2	1	2	1	1	3	2	1	2	1	2	2	4	5	3
69	1	2	2	1	2	1	1	1	1	3	2	1	1	1	7
70	1	2	1	1	1	1	1	1	1	3	2	1	1	1	7
71	2	1	2	3	1	1	1	1	2	3	2	2	2	2	2
72	2	2	1	3	2	2	1	1	1	3	2	3	3	2	2
73	1	2	2	3	2	1	2	1	2	2	2	3	3	5	1

74	1	1	1	3	1	2	2	1	2	3	2	4	4	4	7
75	2	2	1	3	2	2	1	2	2	2	2	3	3	1	5
76	1	1	2	1	1	1	1	1	2	3	2	1	3	1	7
77	1	2	4	1	1	2	1	1	1	2	2	3	3	3	2
78	2	2	1	2	3	4	2	1	1	1	2	3	3	1	6
79	1	2	2	1	2	1	2	1	2	2	2	3	3	1	2
80	1	1	2	1	1	1	1	1	2	3	2	1	3	1	2
81	1	2	2	1	2	2	2	1	2	3	2	2	2	1	2
82	1	2	2	1	4	1	1	1	2	3	2	1	2	1	2

16) Monthly income of the family. knowledge about Emotional intelligence..	18) Sources of information.			Level of Self Awareness															
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15				
2	1	1	3	4	2	4	2	2	4	2	2	2	4	3	2	4	2	4	2
3	2	4	5	4	5	5	5	4	5	4	4	4	3	4	4	1	3	5	4
4	1	3	5	4	4	5	4	4	5	4	4	5	5	4	4	2	5	4	5
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3	2	4	4	4	3	4	2	4	4	4	2	4	3	3	3	1	5	4	4
1	1	4	3	1	2	2	3	2	3	2	3	3	3	2	1	2	3	5	3
3	2	2	1	4	2	2	2	3	3	4	3	3	2	2	2	1	4	4	4
1	2	1	4	4	3	4	4	4	4	3	4	3	4	4	3	2	3	4	4
2	1	4	2	2	2	2	2	2	3	4	3	2	5	2	2	3	4	1	3
2	2	1	4	4	5	4	4	4	5	4	5	4	4	4	4	1	5	2	5
2	2	2	2	3	3	2	2	2	3	4	2	1	1	2	1	3	4	2	1
1	2	1	4	5	5	4	5	4	4	5	4	5	4	4	4	2	3	5	5
3	2	1	5	5	5	5	5	4	4	4	4	4	2	4	4	4	4	4	2
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1	2	5	2	2	2	2	3	3	4	3	2	4	3	3	2	1	2	4	4
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1	1	3	5	2	2	3	3	2	2	2	4	3	3	3	2	4	5	1	1
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Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Emotional Regulation	Level of Emotional Regulation	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	
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Self motivation	Level of Self motivation	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Social Awareness	Level of Social Awareness	Q45	Q46	Q47	Q48	Q49
34	3	4	2	1	4	4	4	3	4	4	30	2	2	4	4	4	2
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41	4	4	5	5	4	4	5	2	5	2	36	3	1	5	5	5	4

39	4	3	5	5	4	5	5	5	5	4	41	4	3	4	4	3	5
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38	3	5	4	2	5	4	5	4	4	4	37	3	3	5	3	4	5
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39	4	3	5	5	4	5	5	3	4	5	39	4	4	5	5	3	5
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38	3	5	5	2	4	5	5	5	5	5	41	4	3	3	4	5	5
39	4	5	5	4	4	4	5	4	5	3	39	4	3	5	4	5	4
32	3	4	5	5	4	4	4	2	5	4	37	3	2	4	1	4	3

21	1	4	3	1	3	1	1	1	1	1	16	1	1	1	1	1	3
29	2	3	1	4	2	4	2	3	5	4	28	2	1	2	3	4	2
30	2	4	5	2	3	2	4	3	3	3	29	2	4	4	3	3	4
24	2	4	3	4	2	3	4	3	4	3	30	2	2	2	2	3	2
34	3	4	3	4	4	3	4	4	5	5	36	3	3	5	4	4	3
31	2	4	4	3	3	4	4	3	4	4	33	3	3	2	3	3	2
33	3	3	4	2	3	2	4	4	4	3	29	2	1	1	1	1	2
38	3	4	5	2	4	4	5	4	5	5	38	4	4	4	4	3	5
37	3	5	5	5	4	4	5	4	5	5	42	4	5	5	4	3	5
29	2	4	5	4	3	3	2	3	3	5	32	3	2	5	5	5	3
41	4	5	5	5	4	4	5	4	5	4	41	4	3	4	4	4	5
36	3	4	5	5	4	4	5	4	4	4	39	4	4	4	4	4	4
41	4	3	5	5	4	5	5	3	5	4	39	4	3	3	5	5	5
38	3	3	3	3	4	5	4	4	3	3	32	3	4	3	4	4	3
27	2	2	3	3	4	3	4	4	5	3	31	3	3	4	3	3	2
24	2	3	3	2	3	3	4	4	4	4	30	2	4	4	4	4	4
37	3	3	4	4	4	4	4	4	4	5	36	3	5	4	5	5	4
40	4	5	5	5	5	4	5	5	5	3	42	4	5	3	5	4	3
41	4	4	4	5	4	4	5	4	5	5	40	4	5	5	5	3	4
27	2	4	4	3	4	4	3	4	4	4	34	3	3	3	3	4	1
34	3	4	3	2	4	4	4	4	2	4	31	3	4	4	3	4	4
32	3	4	4	4	4	4	4	4	4	4	36	3	3	4	4	4	1
28	2	2	4	3	4	2	3	3	4	4	29	2	3	3	3	3	4
36	3	4	4	2	4	4	4	4	3	4	33	3	4	4	4	3	4
27	2	4	3	4	4	4	4	3	3	3	32	3	2	5	3	5	2
36	3	4	4	5	4	4	5	5	4	4	39	4	4	4	4	4	4
24	2	4	2	2	4	3	2	3	5	4	29	2	2	4	2	3	1

Q50	Q51	Q52	Q53	Q54	Q55	Q56	Q57	Social Skills	Level of Social Skills	Q58	Q59	Q60	Q61	Q62
4	4	4	4	2	4	4	2	44	2	2	4	4	3	4
5	4	4	4	5	5	5	4	57	4	4	4	5	3	5
4	5	4	4	5	4	4	2	54	3	5	5	5	4	4
5	5	5	5	5	5	1	4	55	4	5	5	5	4	2
5	2	4	4	4	3	5	4	50	3	5	3	4	3	4
4	3	4	4	4	4	4	3	48	3	4	3	4	4	4
5	5	4	4	5	5	5	5	58	4	4	4	3	3	5
2	3	3	2	4	4	4	4	42	2	4	4	3	4	3
4	4	4	4	4	4	4	3	50	3	3	4	2	3	5
5	5	4	5	4	5	3	2	55	4	5	3	4	3	5
5	5	4	4	4	4	4	2	47	3	4	5	5	4	4
5	5	4	4	5	5	5	1	54	3	4	4	3	5	5
4	5	5	4	5	4	3	2	52	3	4	5	3	3	4
4	2	4	2	4	4	4	2	42	2	2	4	4	4	4
5	4	5	5	5	4	5	3	59	4	5	5	3	5	5

3	3	4	4	4	4	4	4	44	2	3	4	3	3	4
4	2	2	1	1	1	2	4	30	1	2	1	3	3	1
5	3	5	5	5	4	4	3	56	4	4	1	5	4	3
4	4	4	3	2	4	5	2	48	3	5	4	4	4	5
4	1	2	3	2	3	4	2	34	2	3	4	2	3	2
5	2	5	4	5	5	5	4	53	3	2	5	3	5	5
1	2	3	4	3	1	4	3	38	2	4	2	1	1	2
4	4	4	2	5	4	4	4	50	3	4	4	3	3	5
2	4	4	4	4	4	4	2	44	2	4	5	4	4	5
5	5	5	4	5	5	5	3	61	4	4	5	5	5	5
2	5	4	4	4	4	3	2	47	3	5	2	2	4	2
5	5	4	5	4	5	4	5	59	4	4	4	5	5	5
4	3	4	3	1	1	3	1	35	2	4	4	3	3	1
4	4	5	4	5	4	4	3	53	3	4	4	4	5	5
4	4	4	4	4	4	4	2	47	3	4	4	3	3	4
4	5	5	5	5	4	5	3	52	3	4	5	5	5	5
5	5	4	5	4	5	4	2	56	4	4	4	4	5	5
4	2	2	4	2	4	4	2	40	2	4	4	1	3	2
5	5	4	5	5	5	5	2	60	4	4	5	5	5	5
3	4	3	3	4	3	4	3	45	3	4	3	3	4	4
5	5	4	5	4	5	5	2	54	3	4	5	4	5	5
4	5	4	4	4	4	4	2	50	3	4	5	5	5	5
4	4	4	4	4	4	4	2	50	3	4	4	4	5	5
2	4	2	4	4	2	4	4	41	2	4	2	1	2	2
4	4	4	3	4	4	4	3	48	3	4	4	4	4	3
4	2	2	2	2	2	2	4	32	1	4	4	1	2	1
5	4	4	4	4	4	4	2	51	3	4	4	4	4	4
4	4	3	3	4	4	4	3	47	3	3	4	4	3	4
3	4	4	4	3	4	4	2	43	2	4	4	1	1	1
3	3	2	1	1	1	1	1	27	1	4	4	2	3	1
4	4	5	5	5	4	5	2	53	3	3	4	4	5	3
2	2	3	2	3	4	3	1	35	2	3	4	4	3	4
4	5	5	5	5	5	5	2	56	4	4	5	5	5	5
3	2	2	3	2	1	3	5	34	2	5	2	1	3	2
4	2	4	4	3	3	3	3	40	2	3	4	3	2	3
4	4	2	2	4	3	1	1	38	2	2	5	5	3	3
4	4	4	2	5	5	5	2	50	3	4	4	4	5	5
5	4	5	4	4	5	5	2	54	3	5	4	5	3	5
5	5	4	2	3	4	5	3	52	3	4	4	4	3	5
5	1	5	1	4	4	5	4	43	2	4	5	5	5	5
3	2	3	4	1	3	2	3	28	1	4	2	1	3	1
4	3	4	2	4	3	1	3	36	2	1	3	3	2	1
3	2	4	4	4	4	4	3	46	3	4	3	4	3	2
2	2	3	3	3	3	4	2	33	1	4	4	1	3	3
4	2	4	5	4	5	5	4	52	3	3	4	4	3	4
2	3	3	3	4	4	3	3	38	2	4	4	3	2	2
2	3	3	2	3	3	3	1	26	1	4	4	4	4	2
5	4	4	4	4	5	5	4	55	4	4	4	5	5	5
4	4	4	4	3	4	4	4	53	3	4	4	4	5	5
3	4	4	1	4	4	4	2	46	3	3	4	3	3	4
4	5	4	4	5	4	4	3	53	3	4	5	4	3	5
5	4	5	5	5	4	4	3	55	4	4	4	4	3	5

5	5	5	5	3	4	3	3	54	3	4	4	4	3	5
3	4	4	5	5	5	4	3	51	3	4	4	4	3	3
2	2	3	2	3	4	3	1	35	2	3	2	2	3	1
4	4	3	3	3	3	3	4	47	3	2	4	4	4	3
5	5	5	4	5	5	5	3	60	4	4	5	5	5	5
4	5	3	4	3	4	4	1	48	3	3	3	5	3	5
4	4	4	5	4	4	4	5	56	4	5	5	5	5	5
1	3	2	3	4	4	3	2	36	2	4	2	3	1	3
3	4	4	4	4	4	4	3	49	3	4	4	4	2	4
3	1	4	4	4	4	4	5	45	3	2	4	2	1	1
3	4	4	4	3	3	3	3	43	2	4	4	4	3	4
3	4	4	4	4	4	4	2	48	3	4	4	4	4	4
3	4	3	3	4	4	3	3	44	2	3	4	4	4	4
5	2	4	4	3	4	4	4	50	3	3	4	4	5	5
3	2	4	4	4	4	1	2	36	2	5	4	3	3	2

Q63	Q64	Q65	Q66	Q67	Q68	Q69	Emotional Receptivity	Level of Emotional Receptivity	Emotional Intelligence	Level of Emotional Intelligence
4	4	4	2	2	4	1	38	2	220	2
5	4	4	3	4	4	3	48	3	286	3
4	4	5	5	5	4	2	52	4	297	4
1	5	2	3	1	5	4	42	3	279	3
4	4	4	4	3	4	2	44	3	274	3
4	4	4	4	3	4	2	44	3	251	3
5	4	3	4	4	4	3	46	3	286	3
4	4	3	2	2	3	3	39	2	210	2
5	5	4	3	4	4	3	45	3	277	3
5	4	3	5	3	4	3	47	3	283	3
4	4	4	2	2	4	2	44	3	237	3
5	4	3	4	4	4	3	48	3	277	3
3	4	3	2	2	4	3	40	2	252	3
5	5	2	2	2	2	2	38	2	259	3
3	4	4	5	2	4	4	49	3	297	4
3	4	4	2	2	3	3	38	2	239	3
3	1	1	1	2	2	3	23	1	154	1
5	4	2	4	1	5	3	41	3	224	2
3	4	2	2	1	4	2	40	2	253	3
4	3	1	2	1	4	3	32	2	190	2
5	4	3	2	3	4	3	44	3	272	3
2	3	4	2	4	2	1	28	1	183	2
5	5	5	5	2	4	3	48	3	280	3
4	4	2	2	2	2	2	40	2	250	3
5	5	5	2	4	4	2	51	4	291	4
3	4	4	1	1	3	3	34	2	211	2
5	4	4	2	2	5	2	47	3	282	3
2	3	4	3	4	2	1	34	2	194	2

5	4	4	3	2	5	3	48	3	273	3
4	4	4	3	4	1	2	40	2	245	3
5	3	3	2	3	4	3	47	3	273	3
5	4	5	1	3	5	2	47	3	276	3
2	4	2	2	2	2	2	30	1	169	1
5	5	5	3	4	5	1	52	4	291	4
3	4	3	3	3	4	4	42	3	220	2
5	5	4	5	4	5	3	54	4	287	3
5	5	4	4	1	4	2	49	3	277	3
5	4	4	4	2	4	2	47	3	266	3
2	2	2	4	2	4	2	29	1	187	2
4	4	4	4	3	4	2	44	3	254	3
2	4	2	2	2	2	1	27	1	184	2
4	5	4	5	4	4	2	48	3	274	4
3	4	3	4	3	4	3	42	3	266	3
1	4	4	2	4	4	1	31	2	170	1
3	4	3	3	1	4	2	34	2	173	1
5	3	3	2	2	4	3	41	3	274	3
4	4	3	3	1	4	3	40	2	220	2
4	5	4	1	5	5	2	50	3	299	4
2	2	2	3	2	1	5	30	1	165	1
2	2	3	2	2	2	2	30	1	209	2
5	3	4	4	4	4	3	45	3	266	3
5	4	4	4	4	5	2	50	3	276	3
3	2	4	3	3	4	2	43	3	279	3
5	4	3	2	2	3	2	41	3	276	3
4	5	3	5	1	4	1	47	3	234	3
2	3	3	2	1	1	5	28	1	156	1
3	2	2	3	1	4	1	26	1	175	2
3	3	3	4	2	3	4	38	2	229	2
1	3	4	3	2	2	4	34	2	190	2
3	4	4	3	4	4	2	42	3	253	3
3	4	3	4	3	4	2	38	2	222	2
2	1	2	2	1	1	5	32	2	187	2
5	4	4	3	4	4	3	50	3	283	3
3	4	4	5	3	5	2	48	3	284	3
2	4	3	2	3	2	4	37	2	227	2
5	4	3	2	2	4	2	43	3	292	4
5	4	4	4	3	4	3	47	3	285	3
5	5	5	5	2	5	2	49	3	286	3
4	4	5	4	4	3	2	44	3	266	3
1	4	3	3	1	4	3	30	1	196	2
3	3	3	3	3	3	3	38	2	212	2
5	5	5	2	4	4	2	51	4	285	3
4	3	5	3	4	3	5	46	3	275	3
5	5	4	5	5	4	3	56	4	298	4
1	3	3	1	2	4	3	30	1	185	2
4	3	4	4	3	4	3	43	3	238	3
1	4	1	1	3	4	2	26	1	176	2
4	3	4	3	4	2	2	41	3	226	2
4	4	4	4	1	4	2	43	3	247	3
4	4	3	3	3	4	3	43	3	227	2

5	4	4	3	4	4	3	48	3	275	3
3	4	3	2	2	4	2	37	2	188	2

