
**"EMOTIONAL INTELLIGENCE AMONG
POSTGRADUATE MEDICAL STUDENTS AND MBA
STUDENTS – A COMPARATIVE STUDY"**

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BELAGAVI**

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ABBREVIATIONS

EI	:	Emotional Intelligence
PG	:	Post Graduate
MBA	:	Master in Business Administration
BBA	:	Bachelor in Business Administration
AoE	:	Appraisal of Emotion
NCR	:	National Capital Region
PCC	:	Pearson Correlation Coefficient
SCS	:	Special Category States
SPSS	:	Statistical Package for the Social Sciences
N	:	Sample Size
%	:	Percentage
χ^2	:	Chi square

ABSTRACT

The current study intended to assess and compare Emotional Intelligence of PG Medical and MBA students and to determine the association of demographic variables with emotional intelligence. Sample consisted of 132 students (66 PG Medical and 66 MBA students) from various colleges in and around Belagavi City. Emotional Intelligence Scale by Dr. Arun Kumar Singh and Dr. Shruti Narain was utilised in this study. Statistical measures such as the percentage method, independent *t*-test and the chi-square test were applied. Results revealed that MBA students (33.33%) had a high level of EI compared to PG Medical students (18.18%) and there was a significant difference (*p*-value 0.0210) between PG Medical and MBA students on Emotional Intelligence. Association was found between Emotional Intelligence and demographic variables but not at significant level.

Key words: Emotional Intelligence, PG medical, Masters in business administration (MBA) Students.

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INTRODUCTION

Emotions are vital and essential aspect of human existence, one cannot expect a normal life without them. Individuals' thoughts and behaviours are influenced by their emotions. Emotions play crucial role in social connection, decision-making, adaptive behaviour, survival and self-awareness. They promote personal development and enhance the human experiences by assisting individual in navigating the opportunities and challenges of life. More personal fulfilment, better relationships and general well-being can result from cultivating emotional intelligence and acquiring effective techniques for understanding, expressing and regulating emotions.

It is not enough to simply have emotions, one must learn to recognize their own and others' feelings, control them and deal with them maturely. Doing so greatly improves the quality and person's life.

Being conscious of one's own and others' emotional states, expressing them appropriately and controlling them for better interpersonal relationships and a stress-free life become increasingly important as people mature, enter the upper-level education workforce/ social life or take on new responsibilities.

Emotion is defined as "a complex reaction pattern, involving experiential, behavioural and physiological elements, by which an individual attempts to deal with a personally significant matter or event. The specific quality of the emotion (e.g. fear & shame) is determined by the specific significance of the event". **American Psychological Association (2018)** People react emotionally to others or circumstances that they personally find important.

Emotions are categorized into two broad types:

1. ***Positive emotions:*** Emotions that are generally found enjoyable to experience are called positive emotions. They are described as "pleasant or desirable situational responses... distinct from pleasurable sensation and undifferentiated positive affect" in the Oxford Handbook of Positive Psychology. **Cohn & Fredrickson (2009)** Some common positive emotions include Love, Joy, Satisfaction, Contentment, Interest, Amusement, Happiness, Serenity, Awe, Gratitude.
2. ***Negative emotions:*** Generally speaking, negative emotions are the one that one does not find enjoyable to feel. According to **Pam (2013)**, "It is an unpleasant or unhappy emotion, which is evoked in individuals to express a negative effect towards an event or person". The most often experienced negative emotions are Rage, Fear, Anger, Disgust, Sadness, Loneliness, Annoyance and Jealousy.

An emotional experience consists of three parts:

- i. ***Subjective experience:*** This kind of reaction is influenced by a person's unique emotions, ideas or perceptions of a certain circumstance or stimuli. It is subjective since it differs from person to person and is influenced by feelings, beliefs and experiences from the past.
- ii. ***Physiological response:*** This is used to describe the bodily alterations brought on by a particular stimulation. Numerous bodily systems, including the neurological, cardiovascular and endocrine systems may be impacted by these alterations.

- iii. *Behavioural or expressive response*: The reaction that a person exhibits in response to a particular stimuli or circumstance is known as their behavioural response. It can involve alterations in social relationships, motor behaviours or even nonverbal communication and avoidance.

Appropriate emotion management is essential for preserving one's physical and mental well-being, building solid relationships and maintaining them, improving decision-making, attaining personal development, increasing productivity and also importantly living a more satisfying life. Building and maintaining healthy relationships, making wise decisions, lowering stress, maintaining and enhancing mental health, strengthening self-awareness and self-control, boosting performance and promoting general well-being all depend on having the capacity to handle emotions effectively. Management is a cornerstone of emotional intelligence and helps people succeed and feel fulfilled in a broad range of areas of life.

Goleman (1995) attempted to prove that emotion plays a critical part in cognition and decision-making and that emotional intelligence is an essential factor for personal success. He particularly emphasized the fact that Intelligence Quotient not being the measuring yard to being successful. For him, Intelligence only counts with a percentage of 20% for total Success and the others goes to Emotional Intelligence and Social Intelligence.

Emotional Intelligence (EI) is the control of emotions in a unique and specialized life that addresses them for managing status and career advancement. Emotions that are properly and correctly controlled have the potential to improve happiness as well as lead to success in life. People are likely to have issues in life if emotions are not appropriately controlled. The capacity to perceive, comprehend and

regulate one's own emotions is just as important as the capacity to express and regulate those of others, which is called as EI.

The ability to monitor one's own and other's feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action is Emotional Intelligence'. **Mayer and Salovey (1990)**

When someone lacks motivation, they may begin to feel like failures and give up or stop trying. When approaching a worker who is misbehaving or needs to make adjustments, psychoanalyst Harry Levinson (as referenced by Goleman, 1995) recommends the following actions. Be particular first, then provide a solution, subsequently show up and lastly, be sensitive.

Early in the 1990s, Salovey and Mayer presented the idea of emotional intelligence (EI), Daniel Goleman popularized the idea in 1995 with the release of his book "Emotional Intelligence: "Why It Can Matter More Than IQ" **Salovey & Mayer (1990)** described it as "the capacity to monitor one's own and others' feelings & emotions, to distinguish among them and to use this information to guide one's thinking and actions".

It is "a person's ability to manage their feelings so that those feelings are expressed appropriately and effectively".

Goleman (1995) stated that EI is made up of the following five elements:

1. *Self-Awareness*: The capacity to identify one's feelings, stressors, motivations, goals and priorities as well as understand how this influence one's actions and thoughts.

2. *Self-Regulation*: It's the ability to manage one's feelings, impulses and flexibility.
3. *Self-Motivation*: Basically, what motivates one to act. Evaluating one's own motivations when he/she encounters hurdles and setbacks gives them a desire to continue moving forward.
4. *Empathy*: Being able to establish an emotional connection with people and respect their feelings, ideas and perspectives.
5. *Social Skills*: The capacity to resolve conflicts smoothly and maintain positive relationships with others.

When someone feels comfortable with their own thoughts and feelings and is conscious of how these feelings affect other people, they are said to have high emotional intelligence. Often, accepting oneself and one's feelings is the first step toward conquering something.

Physicians with emotional intelligence are better able to recognize their patients' needs and address any problems that may come up. Today, one of the most crucial requirements for a successful medical practice is patient satisfaction, so doctors' emotional intelligence is essential. Future generations concerning sympathetic and perceptive physicians are greatly influenced by the incorporation of emotional intelligence in medical education. **Ukey et al. (2020)**

In order to create emotionally competent medical professionals, the National Medical Commission of India has updated its CBME (Competency Based Medical Education) curriculum and added the AETCOM (Attitude Ethics and Communication module). This module teaches students about communication skills, empathy, emotional intelligence and ethics. Physicians and other healthcare providers benefit

from EI not only in providing high-quality clinical care but also in collaborating as a whole. **Preetha et al. (2022)**

Since students are the leaders in their own lives and determine whether they succeed or fail in acquiring a degree, emotional intelligence is crucial for all students. **Anu Chopra et al. (2014)**

EI is notably important for MBA students as well, as it gives them the tools they need to excel in the workplace. These students can develop into well-rounded leaders who can successfully negotiate the challenges of the corporate world by developing their emotional intelligence. EI can give them a competitive advantage since they will be in charge of leading teams, making important choices and handling challenging corporate environments and working with people from diverse background.

For MBA students to develop the critical abilities of leadership, teamwork, flexibility, networking, decision-making and personal development they must possess good emotional intelligence. They can improve their educational experience and set themselves up for professional success in the business sector by developing their emotional intelligence.

Companies have discovered that social intelligence, teamwork, communication as well as listening all contribute to employees' increased job satisfaction and work-life balance. **McCauley (2004)**

A person's capacity to handle stressful situations, social skills, academic achievement and interpersonal relationships are all positively correlated with higher emotional intelligence, whereas low EI has been linked to violent behaviour, drug and

alcohol abuse, unhealthy relationships and involvement in acts of delinquency. **Ukey et al. (2020)**

Emotionally Intelligent people are better able to analyse situations. It improves their academic performance and their social relationships at the same time because when they have this solid foundation- emotionally intelligence, such students find it easier to deal with pressure. When students get started on their careers in the future, this will also be of great benefit to them. **Kelly Morrell (2021)**

Marc Brackett (2010), a psychologist, created the acronym RULER, which provides a useful tool for developing emotional intelligence:

Recognizing your own emotions:

When feelings arise, acknowledge them regardless of whether they are pleasant or not, even if one doesn't know what to call them yet.

Understanding what causes Emotions:

Individual can start examining the reasons behind their feelings by connecting particular emotions to the activities that an individual's are engaged in, the place one is in, or the people he/she is with.

Labelling Emotions:

Individuals have to identify their emotions as precisely as possible. To become more comfortable with a greater variety of emotions, try using an emotion wheel.

Expressing the Emotions:

It is better to express our feelings than to suppress or deny them. Naturally, different circumstances call for different means of communication; until one feels comfortable sharing their feelings with others, he/she can practice expressing their emotions in private through journaling and art. Remember to always inquire about the feelings of others and extend an opportunity for them to express their feelings.

Regulating Emotions:

Although it may seem challenging to learn how to control own emotions, individuals have many options. Temporary alternatives can help in putting an emotion aside until he/she has time to deal with it after they have acknowledged it.

Emotional intelligence is not just important for good clinical care, but also for efficiently managing all the human relationships that revolve around the medical treatment. The physician also needs emotional intelligence to operate as a fully functioning team among the nurses, hospital managers and other allied health professionals. **McQueen (2004)**

It is also important to effectively communicate with the relatives, friends and families of the patients under their care. **Pierce B (2000)**

Emotional Intelligence helps leaders achieve their goals and objectives as a team, instil in others the value of work-related activities, create and sustain excitement, confidence, optimism, cooperation and trust; promote flexibility in decision-making and change and create and preserve a significant organizational identity. To successfully navigate the complex and ever-changing business world as future leaders in the industry. **George (2000)**

REVIEW OF LITERATURE

Aziz Bitar, Lava Amnelius et al. (2023) have carried out research on “Emotional Intelligence among medical students in Sweden – a questionnaire study” (n=429). The findings of the study revealed that higher EI scores were associated with semesters of medical education, age and previous work and leadership experience.

Preetha George, Anuradha M. et al. (2022) have conducted research on “Emotional Intelligence among medical students: a cross sectional study from Central Kerala, India” (n=251). The results revealed that 63.3% of study participants had *Average* EI, 27.5% had *Good* EI scores and 9.2% had *Poor* EI scores. EI scores and the age category showed statistically significant association at 0.001 level. The mean EI scores were higher among students of private medical college when compared to those from government medical college, which was not statistically significant.

Ravikumar R, Rajoura OP et al. (2017) carried out “A Study of Emotional Intelligence Among Postgraduate Medical Students in Delhi” (n=200). The findings of the study showed that EI found to be decreasing with the increase in total workload (p=0.013). Authors also suggested that in future, participants may be selected from non-clinical and paraclinical specialties and a comparison of EI between these groups must be done.

Ujwala U. Ukey, Sarita K. Sharma et al. (2020) studied “Emotional Intelligence of Medical Post Graduate Students from Central India: A Cross Sectional Study” (n=100) in Nagpur. The findings revealed that the value of R was 0.0928, establishing a positive but weak correlation between the age of the study participants and their EI scores.

Henry J Lawson et al. (2021) have carried research on “Emotional Intelligence in medical students at the University of Ghana Medical School” (n=111) in the city of Accra. The findings of the study showed that the Mean of EI for the 1st, 2nd, and 3rd clinical years were 104.4±13, 104.4±20 and 107.1±12, this rise with increasing years was however not significant ($p=0.6590$); EI showed a weak positive correlation with age ($r=0.1$).

Dr. Anu Nagpal Chopra and Jyotsna (2014) have carried out an investigation on “Emotional Intelligence among MBA students of Delhi (NCR)” (n=250). The findings of the study revealed a negative relationship between Emotional Intelligence and Academic Performance (-0.58). The value of F change is 0.841, which is greater than 0.050. It was concluded that there was no significant impact of Emotional Intelligence on Academic Performance.

Dr. B. Radha, et al. (2018) have carried out “A study on Emotional Intelligence among management students” (n=137) in Mysore. Analysis of results revealed that there was a significant difference in emotional intelligence between female and male students as the F value was 0.996, which was significant at 0.05 level. Hence, it was concluded that the level of EI was moderate among management students.

Dr. D.S. Chaubey and Devkant Kala (2012) have carried out a study on “Emotional Intelligence among students: a comparative study of engineering and management disciplines” (n=160) in Dehradun city. The results revealed that the mean score of different dimensions of emotional intelligence of management students was a little higher than the students of engineering discipline and study also revealed that the calculated value of F was less than the tabulated value of F (3.89, $\alpha= .05$)

indicating that there was a significant difference in the mean of different dimensions of Emotional Intelligence across the age of students except the dimensions like self-awareness and assertiveness. Authors also suggested that future studies should be conducted using bigger sample sizes and considering the relationship between more personal and social characteristics of the students with their EI.

Subashini and Vijayaprasad (2018) have conducted a study on “Emotional intelligence among medical students: a mixed methods study from Chennai, India” (n=207). Researchers observed that age, gender and nativity (urban/rural) had no significant influence on the EI scores. Students who went to government schools for their high school education had significantly greater score on EI compared to those students from private schools (p value = 0.032). Results also revealed that girls had a better response to the emotional situations in the vignettes than boys and this association tended towards statistical significance (adjusted p value = 0.056).

Dr. Mohd. Moshahid (2017) has carried out “A comparative study of Emotional Intelligence among Management and Engineering students” (n=160) from Hyderabad City of Telangana State, India. Analysis of results revealed that the mean score of management students was 72.64 with an SD of 7.20, while mean of engineering students was found to be 73.29 with an SD of 7.88. The calculated t -value was 0.54 and the tabulated t -value was 1.98. Thus, it was concluded that there was no significant difference in the level of emotional intelligence between management and engineering students.

Faezeh Zamanian, Mina Haghighi et al. (2011) have carried out a study on “A Comparison of Emotional Intelligence in Elite Student Athletes and Non-Athletes” (n=160) in Iran. Findings revealed that all the athletes were higher at 0.05 level of

significance on happiness scale than non-athletics. Emotional self-awareness of the handball players was significantly different from that of the non-athletes and basketball players ($\alpha < 0.05$). Hence, Emotional Intelligence was higher in athletes than non-athletes.

Sravan Kr. Singh Yadav (2017) has undertaken and completed “Comparative study of Emotional Intelligence between sportsperson and non-sportsperson of Bilaspur” (n=40). The results showed that there was a significant difference in EI of sportsperson and non-sportsperson, as the calculated ‘*t*’ value was 2.05, which was significant at 0.05 level.

Bashair, Rania et al. (2020) conducted a study on “Emotional Intelligence Among Medical Students and Residents in Palestine: A Cross-sectional Study” (n=692). Findings showed negative correlation between EI and academic year ($r = -0.086$). This indicated that as academic year increases EI decreases ($p = 0.023$), findings also showed that there was no significant difference in the mean emotional intelligence score between medical students of Al-Quds University (mean=3.83) and Al-Najah University (mean= 3.84) ($p = 0.622$) at $\alpha = 0.05$ level.

Ibrahim, Saharnaz et al. (2016) have investigated “Emotional Intelligence: A Comparison Between Medical and Non-Medical Students” (n=872) in Tehran. Finding revealed that Appraisal of emotion (AOE) was significantly associated with age ($p = 0.002$), females had higher mean scores in this dimension (AOE) compared to males ($p = 0.003$). Quality of life significantly correlated with this dimension's score ($p < 0.001$). Furthermore, there was no significant correlation between educational group and AOE scores.

Qahtan and Adnan Y (2021) have studied “Emotional Intelligence Among UG Medical Students at University of Baghdad” (n=200). Findings showed that there was a significant relationship between emotional intelligence and gender ($p \leq 0.05$) also there was no significant correlation between students' emotional intelligence and academic year ($p \leq 0.05$).

Dr. Savitri S Patil (2017) has conducted “A study of emotional intelligence between athletes and non-athletes of Karnataka State women’s University Vijayapur” (n=200). Analysis of results showed that athletes had a mean score of 78.97, while non-athletes scored 68.74 and it also revealed that compared to non-athletes; athletes had higher emotional intelligence. The calculated t value for the two groups was 5.25 and showed that the emotional intelligence of athletes and non-athletes differed significantly at 0.01 level.

Fatemeh Pasand, Behzad et al. (2013) have studied “Comparison of Emotional Intelligence in Athletes and Non-Athletes, Based on Some Demographic Variables” (n=200) in Shiraz, Iran. Results revealed that EI of athletes in various sports differed significantly from that of non-athletes at $p=0.05$ level. Also, the results showed a significant relationship between the age variable and emotional intelligence at $p < 0.01$. Additionally, there was a significant relationship between emotional intelligence and its components at $p < 0.01, p, 0.05$ level.

Mehdi Bostania and Abdulmir (2011) have undertaken a study on “Comparison of Emotional Intelligence and Mental Health between Athletic and Non-Athletic Students” (n=100) Ahvaz City, Iran. The findings of research demonstrated

that Athletes and Non-Athletes differed significantly in several aspects of emotional intelligence, including self-assertiveness, stress tolerance and happiness ($p < 0.05$).

Kalyan et al. (2022) have carried out an investigation on “Emotional intelligence: A comparative study of mental disorder and mentally fit adolescents” ($n=200$) in Haryana, India. It was discovered that the mentally fit group showed less variability than the mental illness group based on the S.D. scores (S. D. Scores: Group1= 3.199, Group2= 6.735). The t -value of 9.92 indicates a statistically significant difference between the two groups' emotional intelligence at the 0.001 level. Additionally, it is evident that the mentally fit group's subjects exhibited an average level of emotional intelligence. Subjects in a other group, however, demonstrated a low level of emotional intelligence.

T. Alvi, R.L. Nadakuditi et al. (2023) studied “Emotional intelligence and academic performance among medical students – a correlational study” ($n=140$) in Saudi Arabia. Analysis of results showed that the total EQ score showed an increasing trend with an increased academic score, which was statistically insignificant at $p = 0.190$. The findings also revealed that men had a higher EI (110.8) than women did ($p < 0.001$).

Boon How Chew et al. (2013) have investigated “Emotional intelligence and academic performance in first and final year medical students: a cross-sectional study” ($n=163$) in Malaysia. Findings showed that when the relationship between total EI score (TOT) and academic performance was examined individually for each academic year, only first-year medical students showed a significant correlation between TOT and Continuous Assessment ($r = 0.29$, $p = 0.01$) and final-year medical

students showed a significant correlation between TOT and Final examination ($r = 0.28, p = 0.02$).

Shimaa R, Zenat A. Khired et al. (2021) have conducted research on “Emotional Intelligence and Academic Performance Among Egyptian and Saudi Arabian Undergraduate Medical Students: A Cross Sectional Study” ($n=2,340$). In accordance with the results, males from Egypt had significantly higher EI scores than males from Saudi Arabia ($p<0.001$); in terms of academic achievement, very good and excellent achievement exhibited significantly higher EI scores than good or accepted achievement, with the exception of self-awareness, which demonstrated that accepted achievement was associated with higher self-awareness than high achievement. Results also revealed that Academic achievement and EI scores showed a significant positive correlation ($p< 0.001$).

Dr. Mohammed AP, et al. (2020) have undertaken a study “Emotional Intelligence: An Empirical Study Among Post-Graduate Students” ($n=100$) in Bengaluru. The findings showed a substantial correlation between PG students' self-management and emotional intelligence at $p<0.05$ and with R value of 0.518.

Rahel Tajeddini (2014) has conducted research on “Emotional Intelligence and Self Esteem among Indian and Foreign Students – A Comparative Study” ($n=400$) in Hyderabad, India. The results of the study showed a significant and strong positive correlation between emotional intelligence and self-esteem. (p value: 0.00 at the 0.01 level, $r=0.436$). The study results also indicated that there was no statistically significant differences in the overall emotional intelligence scores of Indian and Foreign students. However, it was discovered that Foreign students had higher

emotional intelligence than Indian students in two specific areas: other's emotion and optimism.

Adam Mahmoud, et al. (2015) have carried out investigations on “Emotional Intelligence of USM Medical Students” (n= 571). Findings demonstrated there was strong correlation between years of study and EI scores. When comparing year three to year five, the first-year students had the lowest significant p -value and the highest EI mean score. The research findings also revealed that there was a statistically significant difference in EI between first-year and second-year Medical Students ($p<0.001$). The EI of first-year Medical Students differed significantly from that of fifth-year students ($p<0.001$). When comparing the EI of third-year medical students to those of fifth-year students, there was no significant difference ($p > 0.995$).

Ali Akbar Behbahani (2011) has conducted “A comparative Study of the Relation between Emotional Intelligence and Employee's Performance” (n=160) in Shahr-e Ray, Iran. The research results showed that there was a relationship between emotional intelligence and the abilities of managers and employees ($r=0.335$ at $p=0.000$).

Prerna Puri, Tejinder et al. (2016) have conducted a study on “Emotional intelligence and stress among college students” (n=300) in Jaipur city. The results of the analysis demonstrated a negative correlation($r=-0.4441$) between the overall stress score and all of the stressors as well as the emotional intelligence score at 0.001 level.

Sonal Arora et al. (2011) have carried out research on “Emotional Intelligence and Stress in Medical Students Performing Surgical Tasks” (n=17) in London, UK. Findings of the results showed that there was no significant differences between the stress variation index (SVI) before and after the task ($t=1.21$, $p=0.245$).

Findings also revealed that the SVI's positive value during/after the task ($t= 4.37$, $p <.001$) indicated that, participants were significantly more stressed during the task than they were before or after finishing it. Subjective stress levels also decreased after the task was completed.

Ravi Kant (2019) has carried out “Emotional intelligence: A study on university students” ($n=200$) in Bihar, India. Results indicated that the mean emotional intelligence scores for male and female students are 107.4 and 107.8 respectively with the obtained $t= -0.098$, which was significant at 0.01 level. Hence, the emotional intelligence of male and female students differed significantly. According to the study's findings, the t values obtained for UG and PG students were not significant at the 0.01 level as the mean value was higher at 107.65 compared to 107.27.

Mrs. Sudha A Rao and Dr. Komala M (2017) have carried out research on “Emotional Intelligence and Gender Differences: A Study among the Youth in Bangalore City, India” ($n=800$) in Bangalore city. Analysis of the results indicated that emotional intelligence was higher among Bangalore city's youth, based on age group mean and SD scores. There was no significant gender differences in emotional intelligence across all ten dimensions at $p<0.001$ level.

NEED FOR THE STUDY

Emotional Intelligence plays a significant role in every individual's life, the total quality of a person's personal, educational and professional lives is greatly influenced by their emotional intelligence. This involves their capacity to accurately notice, evaluate and express their emotions following situational demands as well as others.

Additionally, it has been linked to greater general well-being, a higher quality of life and greater work satisfaction. On the other hand, having low EI frequently makes it difficult to relate to others or process the way a person feels. The person may choose to suppress emotions when he/she is unhappy, but doing so can lead to increased stress and may lead to mental health issues like anxiety, depression, borderline personality disorder or Alexithymia disorder. **Kelly Morrell (2021)**

It has been discovered that having a high level of Emotional Intelligence is a predictor of better connections with peers and family, psychological adaptation that is healthy, better academic and work performance, healthier personality development and receiving higher levels of parental warmth. It has also been discovered that lower emotional intelligence is linked to illegal drug and alcohol usage, violent and involvement in delinquent behaviours. **Mohd (2017)**

If the person has problems empathizing with others, he/she starts to find social situations unpleasant and worries about causing distress to others. When social settings are avoided repeatedly, persistent social anxiety can eventually cause the person to feel depressed or hopeless. EI is regarded as the most significant factor

influencing human accomplishment in the personal, educational, professional and social spheres.

Emotional intelligence always works as a strong force to move ahead and achieve the goals of life by struggling positively with the challenges coming across. Those who are adequately emotionally intelligent and have the potential to control their emotions can lead a successful life. Hence, students especially the professional course require to possess adequate EI to perform or render the services to the best possible extent.

Students must acquire new ways to learn, which need self-control, confidence as well as cooperation with others in order to learn and live well. Given this context, the current study is taken with a major objective to determine the emotional intelligence of professional domain students.

In light of the previously mentioned context, this study aims to evaluate the Emotional Intelligence of aspiring Medical Post Graduates and MBA Students. So that the participants recognize the growing demand for emotional intelligence.

VARIABLES:

Independent variables:

1. Gender
2. Year of study
3. Age group

Dependent variable:

1. Emotional Intelligence

OBJECTIVES

1. To measure the level of emotional intelligence in Postgraduate Medical and MBA students.
2. To find out the difference in the level of emotional intelligence between Postgraduate Medical and MBA students.
3. To find out the association between demographic variables and emotional intelligence in two groups.

MAIN RESEARCH QUESTIONS:

1. Is the level of EI High in PG Medical students or MBA?
2. Is there a significant difference in EI between PG Medical and MBA students?
3. Is there an association between EI and demographic variables in PG Medical students and MBA?

HYPOTHESIS:

H₀: There will be no significant difference in Emotional Intelligence between Postgraduate Medical and MBA students.

H₁: There will be significant difference in Emotional Intelligence between Postgraduate Medical and MBA students.

METHODOLOGY

3.1 RESEARCH DESIGN:

Comparative Study

3.2 SAMPLE DESIGN:

Probability Sampling

3.2.1 Sampling Technique:

Systematic Random Sampling

3.2.2 Sample Size:

The sample size for this research was determined in a scientific way based on “Comparative Study of Emotional Intelligence Among Management and Engineering Students in India” (Dr. Mohd Moshahid 2017).

Sample size was calculated by using the below formula-

$$\frac{n=2S^2(Z_{\alpha}+Z_{\beta})^2}{d^2}$$

Where,

n= Number of postgraduate medical and MBA students

S= Combined std deviation between two groups i.e. 6.745

Z_{α} = Z-value for α level (2.58 at 1% α error)

Z_{β} = Z-value for β level (1.682 at 95% β error)

d= Mean difference between 1st and 2nd group i.e. 4.98

$$\begin{aligned}
\text{Hence, estimated sample size} &= 2(6.745)^2(2.58+1.682)^2 / (4.98)^2 \\
&= 2(45.49) (4.262)^2 / 24.80 \\
&= (90.98) (18.16) / 24.80 \\
&= 1652.19 / 24.80 \\
&= 66 \text{ per group}
\end{aligned}$$

3.2.3 Inclusion Criteria:

Postgraduates of Medical and MBA programs from different colleges in and around Belagavi city.

3.2.4 Exclusion Criteria:

Undergraduates of Medical, Bachelor of Business Administration (BBA) and PG Diploma in Medical and Business Programme.

3.3 METHOD OF DATA COLLECTION AND THE MEASURE USED:

Questionnaire method: Emotional Intelligence Scale by Dr. Arun Kumar Singh and Dr. Shruti Narain.

3.3.1 Description of The Scale:

It consists of 31 items that assess 4 dimensions:

- i. Understanding Emotions
- ii. Understanding Motivation
- iii. Empathy
- iv. Handling Relations

Each dimension contains both positive and negative statement items. For each statement, there are 2 choices *Yes or No*.

3.3.2 Reliability:

The test re-test reliability was determined to be 0.86 alpha coefficients, which was statistically significant at 0.01 level.

3.3.3 Validity:

The Emotional Intelligence Scale developed by Hyde, Pethe and Dhar (2001) was correlated with the current scale, the concurrent validity with the value of 0.86 was significant at 0.01 level.

3.3.4 Uses of the scale:

- i. This scale is appropriate for children/adolescents over the age of 12.
- ii. It can be administered on both Male and Female populations and it can be used on larger population.

3.4 PROCEDURE:

The present study was conducted among Medical and MBA students from different colleges in and around Belagavi City, Karnataka only after obtaining the approval and ethical clearance from KAHER's Jawaharlal Nehru Medical College Ethics Committee for Human Subjects' Research and permission from Institutional authorities. Two medical colleges and three MBA colleges were selected randomly by Lottery Method. Participants (66-Medical Students & 66-MBA Students) were selected using Systematic Random Sampling technique by referring the student's attendance register. After briefing about the study, assurance of confidentiality, written Informed Consent was taken from the participants and questionnaires were distributed to them along with the clear instructions to fill the questionnaire forms and doubts

were attended and clarified. Approximately 10-15 minutes of time was given to fill in the questionnaires. Once the questionnaires filled by the participants completely and accurately, they were collected back and were used for scoring and statistical analysis.

3.5 DATA PROCESS:

The collected data was thoroughly examined, scored and was entered in MS Excel followed by applying the appropriate statistical measures using SPSS Version 20.0.

3.6 SCORING:

The answer to each item is either Yes or No. For every positive statement 'Yes', '1' was assigned and for every 'No' a score of '0' was assigned; scoring is reversed (*Yes-0, No-1*) for every negative statements. The Emotional Intelligence is said to be *High* if it has a score of 27 and above, *Average* if it has a score of 21 to 26 and *Low* if it has a score of 20 or less.

3.7 ANALYSIS OF RESULTS: Descriptive Statistics

3.7.1 Statistical Analysis:

1. Percentage method: This test was used to measure the level of EI in Medical & MBA Students.
2. Independent t-test: It was used to compare the means of Medical and MBA students and find out the level of significance.
3. Chi-square test: This test was used to find out the association of socio demographic profile with EI.

3.8 ETHICAL ISSUES:

The study was carried out only after obtaining approval and ethical clearance from KAHER's Jawaharlal Nehru Medical College Ethics Committee for Human Subjects' Research and permission from Institutional authorities. Before distributing the questionnaires to the participants, the nature and purpose of the study were thoroughly explained. Informed Consent from the students was obtained before the test was administered. Participants were given the option of participating voluntarily.

RESULTS AND DISCUSSION

Emotional intelligence refers to the ability to identify and understand emotional reactions in oneself and others, including self-esteem, self-management, responsibility, accountability, social skills and honesty. **Bradberry & Greaves (2009)**

It is based on the idea that our emotions enhance our cognitive abilities. Emotionally intelligent persons are better able to manage their emotions, meet everyday demands and maintain a positive outlook and self-motivated. **Caruso and Salovey (2004), Bar-On et al. (2007)**

Establishing and sustaining strong personal attributes as well as preserving both intrapersonal and interpersonal interactions also require emotional intelligence abilities.

Emotionally intelligent and self-aware individuals can manage their emotions in difficult situations; preventing depression, anxiety or stress. They can respond calmly to disturbing circumstances rather than being overwhelmed by immediate emotions. **Prerna Puri et al. (2016)**

Individuals possessing emotional intelligence are able to regulate both their feelings and actions. They have the capacity to develop close bonds with others, overcome obstacles that come with life and lead productive and fulfilling lives, especially which is very true in the professional life. **Adam et al. (2015)**

Table no.1: Comparison of MBA students and Medical students by gender

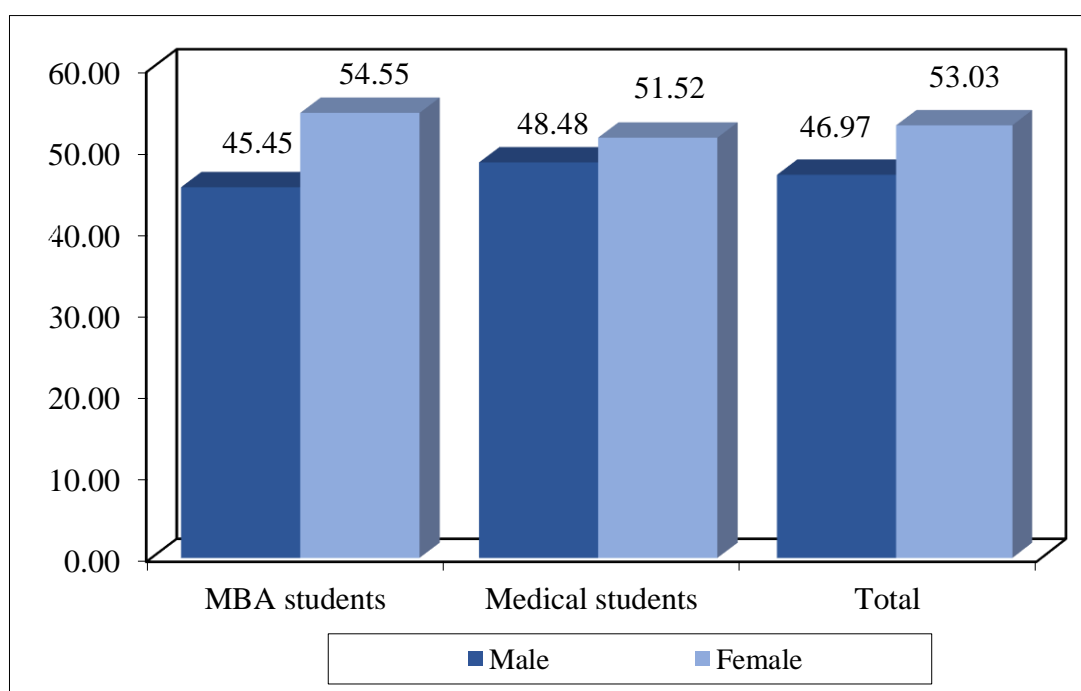
Gender	MBA students	%	Medical students	%	Total	%
Male	30	45.45	32	48.48	62	46.97
Female	36	54.55	34	51.52	70	53.03
Total	66	100.00	66	100.00	132	100.00

With reference to Table 1, 54.55% of Female and 45.45% Male of MBA participants and 51.52% Female and 48.48% Male Medical students responded for the current study.

Overall, 53.03% Female and 46.97% Male participants are actively participated in the study.

These statistics are illustrated in Graph no.1

Graph no.1: Comparison of MBA students and Medical students by gender



Results related to objective 1 are presented in Table no.2 and are discussed as follows:

Table no.2: Showing the levels of Emotional Intelligence among MBA and Medical students

Levels of EI	MBA students	%	Medical students	%	Total	%
Low	11	16.67	15	22.73	26	19.70
Average	33	50.00	39	59.09	72	54.55
High	22	33.33	12	18.18	34	25.76
Total	66	100.00	66	100.00	132	100.00

As per the above table, 33.33% of MBA students had High EI followed by 18.18% of medical students; 59.09% of medical students had Average level of EI followed by 50.00% of MBA students. Low level of EI is found in 22.73% of Medical and 16.67% of MBA students.

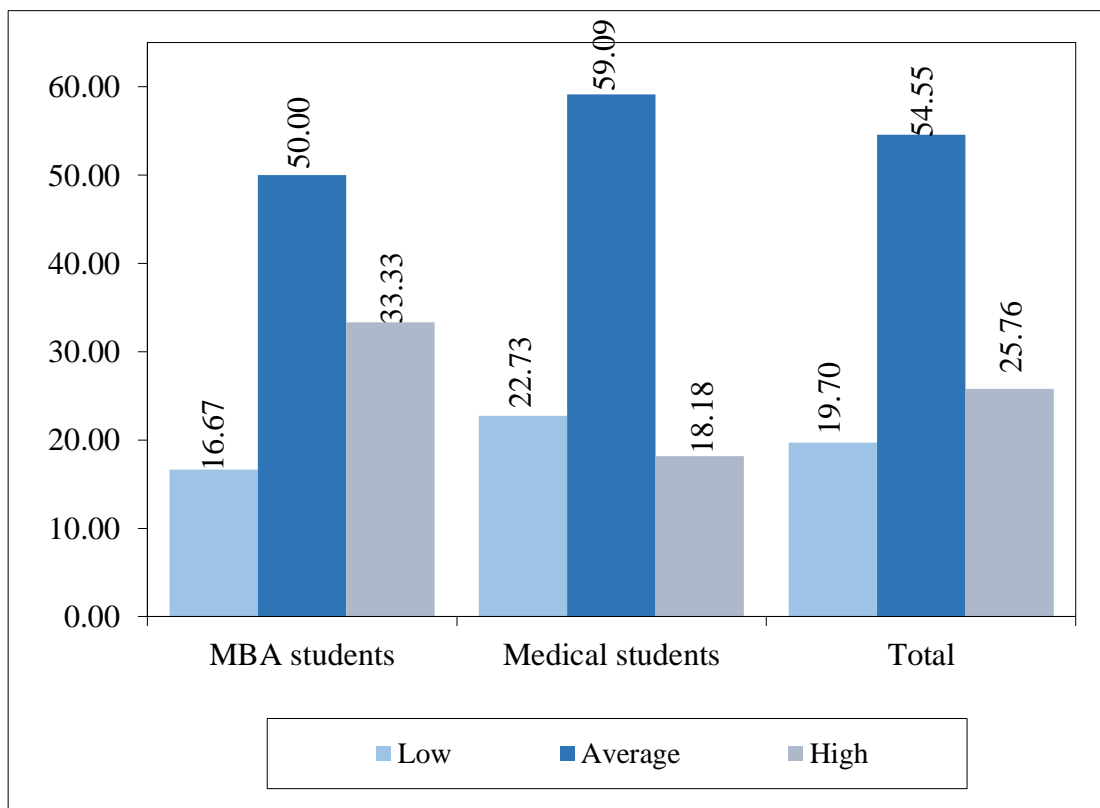
Analysis of these showed that MBA students had Higher level of EI compared to medical students.

Overall, 54.55% of students had Average of EI followed by 25.76% students had High level and 19.70% Low level of EI which is consistent with the previous study conducted by **Ibrehim et al. (2016)** where the non-medical students showed significantly higher EI scores compared to medical students.

The possible reason can be the nature of workload or the medical emergencies many other demographic factors like life style, health compromising behaviours, Special Category States (SCS) that have to be further explored.

These results are represented in Graph no.2

Graph no.2: Association between levels of Emotional Intelligence with MBA students and medical students



Results related to objective 2 and Hypothesis 1 are presented in Table no 3 and discussed below:

H₀: There will be no significant difference in emotional intelligence between Postgraduate Medical and MBA students.

H₁: There will be significant difference in emotional intelligence between Postgraduate Medical and MBA students.

Table no.3: Showing difference between two groups- MBA and Medical students with Emotional Intelligence scores

Group	n	Mean	SD	SE	t-value	P-value
MBA students	66	24.45	3.84	0.47	2.3362	0.0210*
Medical students	66	22.79	4.34	0.53		

*** $p < 0.05$**

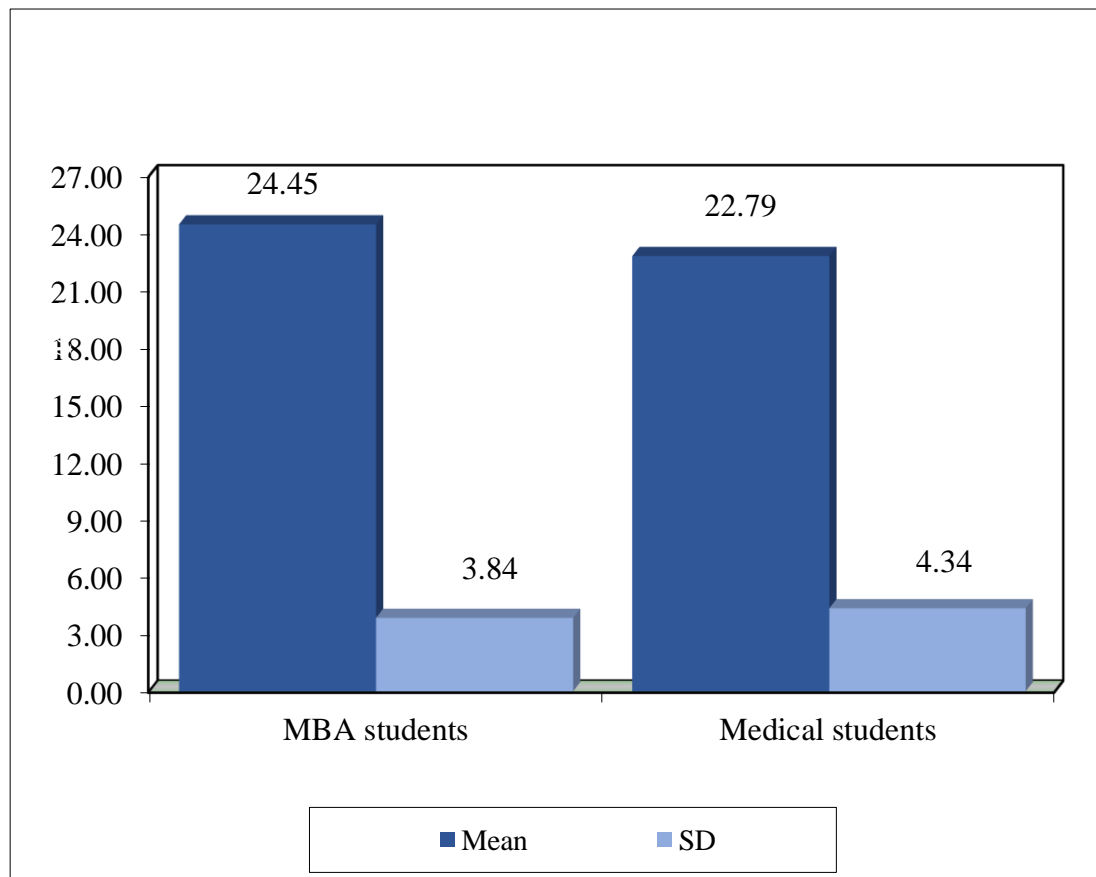
According to table no.3, Mean scores for MBA showed 24.45 and for medical students it was 22.79 with standard deviation scores of 3.84 and 4.34 respectively with the calculated *t*-value of 2.3362, which was significant at 0.021. Thus, the results revealed that there was significant difference in EI between MBA and Medical students.

Hence, hypothesis H₀ was verified and rejected and H₁ was accepted as there was a significant difference in Emotional Intelligence between Postgraduate Medical and MBA students.

A study by **Faeze Zamanian (2011)** on athletes and non-athletes found significant difference in Emotional Intelligence between athletes and non-athletes.

These results are represented in following graph.

Graph no.3: Comparison of MBA students and Medical students with Emotional Intelligence scores



Results pertaining to objective 3 are presented in Table no.4 and 5, which are discussed as below:

Table no.4: Association between levels of Emotional Intelligence and demographic characteristics in MBA students

Profile	Low	%	Average	%	High	%	Total	Chi-square	p-value
Gender									
Male	5	16.67	16	53.33	9	30.00	30	0.3060	0.8580
Female	6	16.67	17	47.22	13	36.11	36		
Year of study									
First year	6	18.18	20	60.61	7	21.21	33	4.4850	0.1060
Second year	5	15.15	13	39.39	15	45.45	33		
Age group									
21-25yrs	10	15.63	32	50.00	22	34.38	64	2.0630	0.3570
26-30yrs	1	50.00	1	50.00	0	0.00	2		
Total	11	16.67	33	50.00	22	33.33	66		

With reference to table no.4, on demographic profile of gender, 53.33% of Male and 47.22% Female had Average level of EI, followed by 36.11% Female and 30.00% Male had High level of EI and 16.67% of both Male and Female participants had low level of EI. The calculated *p*-value is 0.8580, which shows gender was not significantly associated with EI.

On the second demographic profile year of study, 60.61% students from First year and 39.39% from second year had Average level of EI, followed by 45.45%

second year and 21.21% students from First year had high level of EI and 18.18% First year and 15.15% of second year had low level of EI. The computed p -value was 0.1060 which indicates that though year of study was quite associated with EI but not significantly.

On the third demographic profile Age group, 50.00% of participants from both the age groups of 21-25 yrs and 26-30 yrs had Average level of EI, followed by 50.00% from 26-30 yrs and 15.63% from 21-25 yrs age groups had low level of EI and 34.38% of 21-25 yrs had High level of EI, while none from other age groups had high level of EI. The tabulated p -value is 0.3570, which shows that age groups was not significantly associated with EI.

These results are depicted in Graph no.4

Graph no.4: Association between levels of Emotional Intelligence and demographic characteristics in MBA students

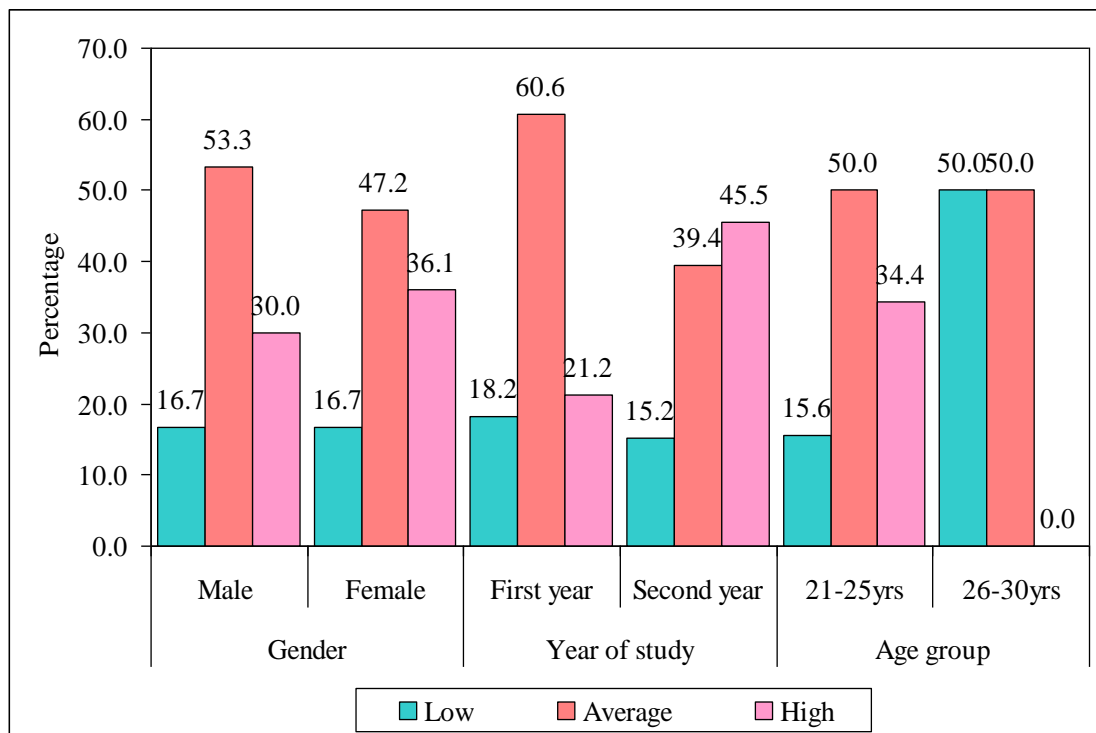


Table no.5: Association between levels of emotional intelligence and demographic characteristics in Medical students

Profile	Low	%	Average	%	High	%	Total	Chi-square	p-value
Gender									
Male	8	25.00	18	56.25	6	18.75	32	0.2370	0.8880
Female	7	20.59	21	61.76	6	17.65	34		
Year of study									
First year	8	28.57	15	53.57	5	17.86	28	1.0150	0.9070
Second year	4	19.05	13	61.90	4	19.05	21		
Third year	3	17.65	11	64.71	3	17.65	17		
Age group									
21-25yrs	4	28.57	7	50.00	3	21.43	14	0.6190	0.7340
26-30yrs	11	21.15	32	61.54	9	17.31	52		
Total	15	22.73	39	59.09	12	18.18	66		

As per Table no.5, On demographic profile Gender, 61.76% female and 56.25% of male had Average level of EI, followed by 25.00% male and 20.59% female had low level of EI whereas 18.75% male participants and 17.65% female students had High level of EI. The calculated *p*-value was 0.8880 which shows that Gender was not significantly associated with EI.

On second demographic profile year of study, it was observed that 64.71% third year, 61.90% second year and 53.57% first year students had Average level of EI; 28.57% first year, 19.05% second and 17.65% from third year had low level of EI

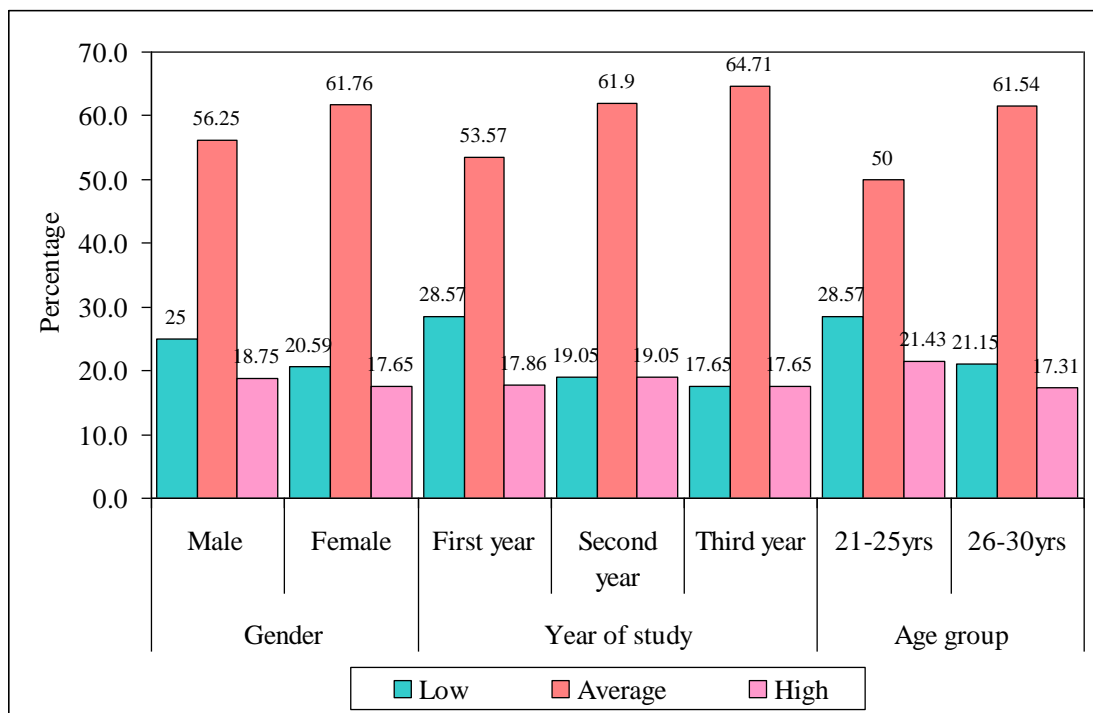
and 19.05% from second year, 17.86% first year and 17.65% from third year had high level of EI. The p -value is 0.9070, this shows that year of study was not significantly associated with EI.

On third demographic profile Age groups, 61.54% of 26-30yrs and 50.00% in group of 21-25 yrs had Average level of EI followed by 28.57% in 21-25yrs and 21.43% from 21-25yrs and 17.31% from 26-30yrs had high level of EI. The computed p -value 0.7340 shows that Age groups are not significantly associated with EI.

Overall results related to association of level of demographic characteristics with EI among MBA and Medical students reveal that there was no significant association found between demographic characteristics and EI.

These above results are represented in Graph no.5

Graph no.5: Association between levels of Emotional Intelligence and demographic characteristics in Medical students



SUMMARY AND CONCLUSION

The current investigation was conducted on Post Graduate Medical and MBA students in various colleges in Belagavi city to assess their levels of EI. The goal of the study was to assess EI levels, compare and determine difference in levels of EI and its association with different demographic characteristics.

CONCLUSION

Based on the findings of the current research study following conclusions are made

1. The level of Emotional Intelligence was High in MBA students.
2. There was a significant difference in Emotional Intelligence between Post Graduate Medical and MBA students.
3. There was association between Emotional Intelligence and demographic variables in Post graduate Medical and MBA students.

SUGGESTIONS, SOCIAL IMPLICATIONS AND LIMITATIONS

1. Further studies have to be undertaken across numerous demographics and settings, such as elderly populations, military personnel, people with disabilities & children with large sample size.
2. Education Institutions should organise awareness programs and workshops to educate students about the underlying factors and effects of having low EI.
3. Implementing effective measures to raise EI among PG Medical & MBA college students, especially those with an Average to Low level of EI.
4. Institutional Authorities must make Counselling Services available to students.
5. Students with Average to Low levels of EI should be encouraged to employ coping skills such as mindfulness, setting realistic goals, active listening and relation techniques to handle stress and negative emotions effectively.

SOCIAL IMPLICATIONS

The findings of this study can help Educational Institutions, Parents to understand the level of EI experienced by their students/wards in a better way. EI related concerns in universities can be addressed by offering Professional Counselling services & holding workshops to improve EI and well-being in teenagers.

LIMITATIONS

1. The research was conducted on a limited Sample Size only from Belagavi City.
2. The Study focused solely on PG Professional students and UG students were not included.
3. Only few colleges were selected for this study.

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ANNEXURES

ANNEXURES-I ETHICAL CLEARANCE LETTER



K.L.E. ACADEMY OF HIGHER EDUCATION AND RESEARCH
(Deemed – to- be- University)

Accredited 'A+' Grade by NAAC in (3rd Cycle) Placed in Category 'A' by MHRD (Govt)

JNMC INSTITUTIONAL ETHICS COMMITTEE
JAWAHARLAL NEHRU MEDICAL COLLEGE,
NEHRU NAGAR, BELAGAVI-590010 (KARNATAKA-INDIA)

Website: <http://www.jnmc.edu>
E-Mail : dome@jnmc.edu

Phone: (+ 91-(0)831 Office : 2472550
Principal: 2471701
Fax No. +91 (0)831 – 2470759

Ref No.MDC/JNMCIEC/ 23)

Date: 26/05/2023

To,

MS. SAHANA GULEDGUDDA
PG Student in M.Sc. Psychology
J. N. Medical College,
BELAGAVI.

Sub: Institutional Ethical Clearance for the study.

With reference to the above, we wish to inform you that your proposed research project titled
“EMOTIONAL INTELLIGENCE AMONG POSTGRADUATE MEDICAL STUDENTS
AND MBA STUDENTS- A COMPARATIVE STUDY”, is ethical and justifiable. The proposed
research project has been cleared by the JNMC Institutional Ethics Committee.

(Dr. Smriti Sonoli)
Member Secretary
JNMC Institutional Ethics Committee
J.N.Medical College, Belagavi.

(Dr. Harsha Hegde)
Chairman,
JNMC Institutional Ethics Committee
J.N.Medical College, Belagavi

ANNEXURE-II

INFORMED CONSENT FORM AND STATEMENT

K.L.E. ACADEMY OF HIGHER EDUCATION AND RESEARCH,

J.N. MEDICAL COLLEGE, BELAGAVI.

DEPARTMENT OF PSYCHOLOGY

INFORMED CONSENT FORM

“Emotional Intelligence Among Postgraduate Medical and MBA Students - A Comparative study”

Investigator:- _____

Guide/Co Investigators: - _____

Objectives:

1. To measure the level of emotional intelligence in Postgraduates Medical and MBA students.
2. To find out the difference in the level of emotional intelligence between Medical and MBA students.
3. To find out the association between demographic variables and emotional intelligence.

Introduction: The study of emotional intelligence (EI) is a comparatively new and expanding field of behavioural analysis that is advancing in a number of fields,

including management, psychology and the health sciences. The value of the EI construct is being emphasized more and more as a way to provide a more balanced understanding of how cognition and emotion interact to affect outcomes in daily life. Among the concepts introduced in the field of emotional intelligence include paying attention to emotions, employing them in human relationships, understanding one's own and others' emotions, self-control, preventing spontaneous desires, empathy with others, and using emotions in thinking and comprehending.

Explanation of procedure: In this study, a standardized questionnaire on Emotional Intelligence by Dr. Arun Kumar Singh and Dr. Shruti Narain (English) consisting of 31 items was administered on each student. It will take approximately 10-15 minutes for the test to be administered.

Withdrawal from participation in the study: “Your participation in this study will be voluntary. You are free to decide whether to participate or not in the study. In case you decide not to participate in this study, you will be able to withdraw your participation”.

Possible benefits from participating in the study: “You will not get any benefits but will come to know your level of emotional intelligence (if willing to)”.

Possible risks from participating in the study: There will not be any risk involved in the study. The scale will be administered for the sake of information regarding the levels of Emotional Intelligence in Students.

Privacy and confidentiality: “Your personal identity will not be revealed. All the information collected will be coded so that no one will know your identity. The data

collected from you will be kept confidential and only aggregated data will be published”.

Financial incentives: “You will not receive any payment for participating in this study”.

Authorization for publication of aggregated data: Results of this study may be published for scientific purposes and/or presented to scientific groups; however, your personal identity will not be revealed.

Questions: If you have any question or complaints with regard to your right as study participant you may contact Dr Harsha Hegde, Chairperson, Institutional Ethical Committee for Human Subjects’ Research of JNMC, Belagavi 0831-2473777 Extension 4052”.

Legal rights: By signing this consent form, we are not waving off any of your legal rights.

CONSENT STATEMENT

“I am making a voluntary decision to participate in the study. My signature below indicates that I have decided to participate and I have read the information provided above or the information provided above has been read to me in the language that I understand best. I was given the opportunity to ask questions and that they have been answered to my satisfaction.”

Name of the participant:

Signature or left thumb impression of the participant:

Name of the witness:

Signature or left thumb impression of the witness:

Name of the investigator:

Signature of the investigator:

Date: _____

Place: _____

ಒಪ್ಪಿಗೆ ಹೇಳಿಕೆ

"ನಾನು ಅಧ್ಯಯನದಲ್ಲಿ ಪಾಲ್ಗೊಳ್ಳುವ ಸ್ವಯಂಪ್ರೇರಿತ ನಿರ್ಧಾರವನ್ನು ಮಾಡುತ್ತಿದ್ದೇನೆ. ಕೆಳಗಿನ ನನ್ನ ಸಹಿ /ಎಡ ಹೆಬ್ಬರಳ ಗುರುತು ನಾನು ಭಾಗವಹಿಸಲು ನಿರ್ಧರಿಸಿದ್ದೇನೆ ಎಂದು ಸೂಚಿಸುತ್ತವೆ. ನಾನು ಮೇಲೆ ಒದಗಿಸಿದ ಮಾಹಿತಿಯನ್ನು ಸಂಪೂರ್ಣವಾಗಿ ಓದಿದ್ದೇನೆ (ಅಥವಾ ಮೇಲೆ ಒದಗಿಸಿದ ಮಾಹಿತಿಯನ್ನು ನನಗಾಗಿ ಓದಲಾಗಿದೆ) ನನಗೆ ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಲು ಅವಕಾಶ ನೀಡಲಾಗಿದೆ ಮತ್ತು ನನ್ನ ಪ್ರಶ್ನೆಗಳಿಗೆ / ಸಂದೇಹಗಳಿಗೆ ತೃಪ್ತಿಕರವಾಗಿ ಉತ್ತರಿಸಲಾಗಿದೆ".

ಪಾಲ್ಗೊಳ್ಳುವವರ ಹೆಸರು:

ಪಾಲ್ಗೊಳ್ಳುವವರ ಸಹಿ:

ಅಥವಾ ಎಡ ಹೆಬ್ಬರಳ ಗುರುತು:

ಸಾಕ್ಷಿಯ ಹೆಸರು:

ಸಾಕ್ಷಿಯ ಸಹಿ:

ಸಂಶೋಧಕರ ಹೆಸರು:

ಸಂಶೋಧಕರ ಸಹಿ:

ದಿನಾಂಕ:

ಸ್ಥಳ: ಬೆಳಗಾವಿ

संमती विधान

"मी अभ्यासात सहभागी होण्यास स्वयंसेवी निर्णय घेत आहे. खाली माझे स्वाक्षरी / डाव्या अंगठ्याचा ठसा मला सहभागी करण्याचा निर्णय घेतला आहे आणि मी वर दिलेली माहिती वाचली आहे (किंवा वरील माहिती मला वाचली आहे) आणि मला प्रश्न विचारण्याची संधी देण्यात आली आणि त्यास उत्तर देण्यात आले माझे समाधान "

सहभागी यचे नाव:

सहभागीचे सही:

किंवा डाव्या अंगठ्याचा ठसा:

साक्षीदाराचे नाव:

साक्षीदारांची सही:

संशोधनाचे नाव:

संशोधकाचे स्वाक्षरी:

तारीख:

स्थान: बेलगावी

सहमति कथन

"मैं अध्ययन में भाग लेने के लिए एक स्वैच्छिक निर्णय ले रहा हूं। नीचे मेरे हस्ताक्षर / अंगूठे का निशान इंगित करता है कि मैंने भाग लेने का फैसला किया है और मैंने ऊपर प्रदान की गई जानकारी को पढ़ा है (या ऊपर दी गई जानकारी मुझे पढ़ी गई है) और मुझे प्रश्न पूछने का अवसर दिया गया था और उन्हें मेरी संतुष्टि के लिए जवाब दिया गया है।"

प्रतिभागी का नाम:

प्रतिभागी का हस्ताक्षर

या बाएँ अंगूठे का निशान

गवाह का नाम:

गवाह के हस्ताक्षर

शोधकर्ता का नाम :


शोधकर्ता के हस्ताक्षर

दिनांक:

स्थान: बेलगावी

ANNEXURE-III

QUESTIONNAIRE

 <small>T.M. Regd. No. 564838 Copyright Regd. No. © A-73256/2005 Dt. 13.5.05</small>	Consumable Booklet of EIS-SANS (English Version)
Dr. Arun Kumar Singh (Patna) Dr. Shruti Narain (Patna)	

<i>Please fill in the following informations : Date</i> <input type="text"/>	
Name _____	
Age _____	Sex : Male <input type="checkbox"/> Female <input type="checkbox"/>
Name of School/College _____	
Class _____	
Present Residence : Town <input type="checkbox"/>	Village <input type="checkbox"/>
Mobile / Telephone No. _____	

INSTRUCTION
Following are some statements related to a persons daily life. For each statement, there are two answer option given i.e., "Yes" or "No". Read each statement carefully and from the given two options, tick <input checked="" type="checkbox"/> mark only that option which is most appropriate and true in your case. There is no limit as such but it is expected from you to complete it in approximately 15-20 minutes.
<i>Your answers will always be kept confidential.</i>

Scoring Table				
	Raw Score			Interpretation
Page	2	3	4	
Score				
Total Score				

Estd. 1971	www.npcindia.com	☎:(0562) 2601080
NATIONAL PSYCHOLOGICAL CORPORATION		
UG-1, Nirmal Heights, Near Mental Hospital, Agra-282 007		

Sr. No.	STATEMENTS	YES	NO	Score
1.	Do you have a good relationship with your brother/ sister ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
2.	Do you like talking to people ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
3.	Are you liked by others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
4.	Do you take competition with your friends easily ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
5.	Are you usually aware about the reasons for your happiness or sadness ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
6.	Do you care for others happiness or sorrow ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
7.	Are you able to resolve the problems of others easily ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
8.	Do your family members care about your feelings ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
9.	Are you extremely disciplined ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
10.	Do you have many friends ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
11.	Do others often approach you for help ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Page No. 2				<input type="text"/>

Sr. No.	STATEMENTS	YES	NO	Score
12.	Are you usually happy ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	Do you often have to ask for help from others to finish your work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	Are you able to recognise people's intentions easily ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	Are you able to react normally to your criticism by others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	Are you easily able to get over your failures and learn from your mistakes ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	Are you often troubled by the fear of being rejected by friends ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	Do others trust you ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	Are you quickly able to take decisions ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	Do you reject/disapprove of even the right thoughts of people whom you happen to dislike personally ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	Do you often fall in love and get out of it as quickly ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

Total Score Page No. 3

Sr. No.	STATEMENTS	YES	NO	Score
22.	Are you able to take jokes of others normally ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	Do you like helping others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	Are you easily able to motivate others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	Do you find others sorrows as your own ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	Do you find people with whom you often interact trustworthy ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	Are you able to trust others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	Are others able to react normally to your jokes ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	Are you able to achieve mercy and help of others easily ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	Do you find yourself a responsible person ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	Are you able to easily calm down anger of others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
Total Score Page No. 4				<input type="text"/>