

Appendices

Appendix 1

- You are invited to participate in a scientific research, conducted by students of the Faculty of Medicine at Taibah University, to demonstrate the relation between emotional intelligence and academic performance among medical students and medical interns in Medina.
 - Target group : 5th year and 6th year medical students and medical interns in Taibah University and Al Rayan Colleges in Medina.
 - Approximately five to ten minutes are needed to complete the questionnaire.
 - All information will be confidential and will be used for scientific research only.
 - Your participation is considered voluntary and optional, by answering the survey questions:
 - I agree to participate.
 - I do not agree to participate.
 - For contact: safaaalhussainy101@gmail.com
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○ **Section I:**

- Personal information:
- Gender:
 - Male
 - Female
- Age:
 - 21-25 years
 - 26 years and above
- University:
 - Taibah University
 - Al Rayan Colleges
- Grade Point Average (GPA):
 - 5-4.5
 - 4-4.4
 - 3-3.9
 - 2-2.9
 - Less than 2
- Year of study:
 - 5th year
 - 6th year
 - Medical intern

• **Section II :**

○ **Schutte Self-Report Emotional Intelligence Test (SSEIT)**

- Instructions: Indicate the extent to which each item applies to you, using the following scale: 1 = strongly disagree 2 = disagree 3 = neither disagree nor agree 4 = agree 5 = strongly agree

| | 1 | 2 | 3 | 4 | 5 |
|----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| I know when to speak about my personal problems to others | | | | | |
| When I am faced with obstacles, I remember times I faced similar obstacles and overcame them | | | | | |
| I expect that I will do well on most things I try | | | | | |
| Other people find it easy to confide in me | | | | | |
| I find it hard to understand the non-verbal messages of other people | | | | | |
| Some of the major events of my life have led me to re-evaluate what is important and not important | | | | | |
| When my mood changes, I see new possibilities | | | | | |
| Emotions are one of the things that make my life worth living | | | | | |
| I am aware of my emotions as I experience them | | | | | |
| I expect good things to happen | | | | | |
| I like to share my emotions with others | | | | | |
| When I experience a positive emotion, I know how to make it last | | | | | |
| I arrange events others enjoy | | | | | |
| I seek out activities that make me happy | | | | | |
| I am aware of the non-verbal messages I send to others | | | | | |
| I present myself in a way that makes a good impression on others | | | | | |
| When I am in a positive mood, solving problems is easy for me | | | | | |
| By looking at their facial expressions, I recognize the emotions people are experiencing | | | | | |
| I know why my emotions change | | | | | |
| When I am in a positive mood, I am able to come up with new ideas | | | | | |
| I have control over my emotions | | | | | |
| I easily recognize my emotions as I experience them | | | | | |
| I motivate myself by imagining a good outcome to tasks I take on | | | | | |
| I compliment others when they have done something well | | | | | |
| I am aware of the non-verbal messages other people send | | | | | |
| When another person tells me about an important event in his or her life, I almost feel as though I have experienced this event myself | | | | | |
| When I feel a change in emotions, I tend to come up with new ideas | | | | | |
| When I am faced with a challenge, I give up because I believe I will fail* | | | | | |
| I know what other people are feeling just by looking at them | | | | | |
| I help other people feel better when they are down | | | | | |
| I use good moods to help myself keep trying in the face of obstacles | | | | | |
| I can tell how people are feeling by listening to the tone of their voice | | | | | |
| It is difficult for me to understand why people feel the way they do | | | | | |

• **Section III :**

○ **Communication Skills Attitudes Scale (CSAS)**

○ Instructions: Indicate the extent to which each item applies to you, using the following scale: 1 = strongly disagree 2 = disagree 3 =neutral 4 = agree 5 = strongly agree

| | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. In order to be a good doctor I must have good communication skills | | | | | |
| 2. I can't see the point in learning communication skills | | | | | |
| 3. Nobody is going to fail their medical degree for having poor communication skills | | | | | |
| 4. Developing my communication skills is just as important as developing my knowledge of medicine | | | | | |
| 5. Learning communication skills has helped or will help me respect patients | | | | | |
| 6. I haven't got time to learn communication skills | | | | | |
| 7. Learning communication skills is interesting | | | | | |
| 8. I can't be bothered to turn up to sessions on communication skills | | | | | |
| 9. Learning communication skills has helped or will help facilitate my team-working skills | | | | | |
| 10. Learning communication skills has improved my ability to communicate with patients | | | | | |
| 11. Communication skills teaching states the obvious and then complicates it | | | | | |
| 12. Learning communication skills is fun | | | | | |
| 13. Learning communication skills is too easy | | | | | |
| 14. Learning communication skills has helped or will help me respect my colleagues | | | | | |
| 15. I find it difficult to trust information about communication skills given to me by non-clinical lecturers | | | | | |
| 16. Learning communication skills has helped or will help me recognize patients' rights regarding confidentiality and informed consent. | | | | | |
| 17. Communication skills teaching would have a better image if it sounded more like a science subject | | | | | |
| 18. When applying for medicine, I thought it was a really good idea to learn communication skills | | | | | |
| 19. I don't need good communication skills to be a doctor | | | | | |
| 20. I find it hard to admit to having some problems with my communication skills | | | | | |
| 21. I think it's really useful learning communication skills on the medical degree | | | | | |
| 22. My ability to pass exams will get me through medical school rather than my ability to communicate | | | | | |
| 23. Learning communication skills is applicable to learning medicine | | | | | |
| 24. I find it difficult to take communication skills learning seriously | | | | | |
| 25. Learning communication skills is important because my ability to communicate is a lifelong skill | | | | | |
| 26. Communication skills learning should be left to psychology students, not medical students | | | | | |

(The questionnaire electronic form: https://docs.google.com/forms/d/e/1FAIpQLSfKckdY5xF9p5BnXcETj-2-ek-QlKQfbtI2XtkcsajKJOvjyg/viewform?usp=sf_link)