

# Harnessing Digital and Intelligent Systems for Professional Development: A Competency-Based Approach to Student Training

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## ABSTRACT:

In the time of active integration and digitalization, the dynamics of the labor market creates new requirements for the competence of a graduate of a higher education institution. The purpose of the article is to analyze the potential of digital technologies and artificial intelligence for the formation and development of soft skills in higher education students as a prerequisite for a successful career. The study summarizes the methodological basis for the development of soft skills by students. The dynamics of digital skills in the context of 2019-2023 is considered. A comparative analysis of the possibilities of traditional and digital approaches to the development of students' soft skills, mastering digital competencies, increasing their adaptability, motivation, and motivation for continuous self-improvement is carried out. The potential of digital learning and artificial intelligence for the development of skills in rapid information analysis, critical thinking, and teamwork is established. Examples of the use of modern digital technologies and artificial neural networks for the development of soft skills are considered, including the creation of educational video content, participation in forums and online debates, the use of simulators and online simulators, the use of collaboration tools such as Trello, Google Docs. The possibilities of digitalization of education, which should be used in the context of competition in the modern labor market, are highlighted: creativity through multimedia projects, autonomy and individualization of learning, teamwork through interactive platforms, developed communication skills through online discussion. The factors influencing the formation and development of soft skills in the

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process of obtaining higher education are analyzed by integrating a value-based approach to the development of a competitive graduate of a higher education institution adapted to the requirements of the global labor market.

**Keywords:** digital technologies, higher education, artificial intelligence, soft skills, professional competence

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## 1. Introduction

The global educational field is currently focusing on the obvious need to develop soft skills of higher education students. In fact, soft skills are not directly related to professional abilities, skills and knowledge, while being of great importance for the formation of a graduate of a higher education institution as a specialist and his or her successful career.

The modern upgrade of the higher education environment involves large-scale digitalization, including the introduction of distance and blended learning, the use of virtual and immersive environments, interactive formats of educational interaction, and the use of targeted educational platforms. Students of higher education institutions should have competencies that are generally accepted within international educational standards, which actualizes the issues of this study.

The increased interest of scientists in the digital transformation of the concept of formation and development of soft-skills is reflected in numerous publications. Thus, scientists (Gumennikova, 2022; Kotelnikova & Kasmin, 2023) study the digital competence of modern students, consider the impact of soft skills on the success of career growth. Other researchers (Levit & Yevtukhova, 2024; Kvitka et al., 2020) study the development of the modern labor market and the formation of soft skills as an integral component of professional competence. They pay special attention to the possibilities of media education, interactive platforms, and immersive environments.

Although scholars emphasize the need to develop students' skills such as teamwork, critical thinking, and effective communication, positioning them as the basis for the formation of effective human resources potential, there is a need to develop effective strategies for using digital opportunities to develop and improve the soft skills of future professionals, which will allow them to increase the efficiency of using their own

knowledge and skills. Particular attention should be paid to the use of artificial intelligence in the formation of a universal educational platform for the development of the necessary competencies of university students.

The purpose of the study is to analyze the potential of digital technologies and artificial intelligence for the formation and development of soft skills in higher education students as a prerequisite for a successful career.

## 2. Literature review

The conceptual boundaries of the problem of using digital opportunities and artificial intelligence are expanded in the publications of researchers Kryvoshein et al. (2022), who focus on the development of personalized educational trajectories using artificial intelligence, big data analysis, and personalization of experience. The authors offer their own vision of the process of forming soft-skills and digital competence of modern students, justifying the potential of interactive technologies. Scientists are convinced that a modern specialist in demand can be formed in the educational field through a combination of individual and group forms of work, maximum integration of discussion practices, project-based learning, and training, including online.

The researchers Lyu and Liu (2021) thoroughly analyze the risks involved in the process of integrating educational innovations, justifying the potential of artificial neural networks in the development of soft skills. The authors emphasize that the integration of artificial intelligence into the processes of higher education transformation should take into account the socio-cultural context, which requires special attention to ethical aspects. The authors assure that neural networks can not only be used in the effective formation of professional practical skills, but also contribute to the development of critical thinking and problem-

oriented search for targeted solutions to the situation. At the same time, elements of virtual reality in the form of immersive simulations allow for cognitive engagement and reflection, developing students' sustainable competence skills.

The authors of Hawkrigide (2022), Kennedy and Sundberg (2020) consider the digitalization of higher education as an objective requirement for the development of the modern information society, which practically contributes to the development of social competence, optimizes the communication process, and forms the basis for sustainable motivation to learn. Scientists note that ensuring a sustainable positive effect requires the development of educational and methodological support for the process that will stimulate motivation, independence and interest in the subject among students. At the same time, students have the opportunity to be a co-author of the educational process, and not just to gain a high level of knowledge.

The issue is addressed in the works of Honchar et al. (2021), Melnychuk (2023), which analyze the potential of artificial intelligence in the context of the integrated implementation of problem-based learning and adaptive personalized education systems, the creation of digital educational hubs and the development of effective automated assessment systems. Scientists identify elements of gamification and mobile learning as innovative areas of modern learning. According to their observations, game collaboration increases motivation to learn, promotes better learning, and mobile applications allow optimizing the spatial and temporal aspect of the educational process.

At the same time, a number of scholars identify related challenges and risks to the active digitalization of education. In particular, Dolce et al. (2020), Haleem et al. (2021) explore the challenges of the excessive influence of the digital educational field on the cognitive sphere of students, and actualize the issue of the ethical component and the potential development of dependence on ready-made intellectual solutions. At the same time, Hernandez-de-Menendez et al. (2020) focus on the problem of managerial support for the comprehensive digital transformation of the higher education system in the context of digital progress to increase its competitiveness. Scientists emphasize the need to eliminate the disproportion between innovative and traditional forms of education. At the same

time, it is advisable to increase students' motivation through effective structuring of the educational process, unimpeded feedback, emotional intelligence, and creativity. Scientists also draw attention to the need to optimize the psychological environment of the educational process through positive-pole communication in face-to-face classroom consultations and online conferences.

The authors of Burbules et al. (2020), Caeiro-Rodríguez (2021), Jerman et al. (2020) study the potential of online platforms for the development of soft skills, in particular, critical thinking, engagement, creativity, for the effective development of specialists in an integrated globalized environment. Researchers are exploring the methodology of digital project-based learning, prioritizing the maximum development of students' personal learning and creative potential. The rapid development of online learning platforms, according to scientists, necessitates increased attention to the capabilities of AI in higher education. Digital tools, which are currently actively used in Moodle, Google Classroom, Zoom, Google Meet, Word Pad, etc., can significantly improve the quality of education and the level of student learning.

Despite the significant developments in the field, many aspects of the research problem have been studied in a fragmented manner. The digital transformation of approaches in higher education involves organizational, ethical, and socio-cultural contexts, which requires comprehensive approaches to its implementation. Practical developments in this area are needed.

### 3. Methodology

The main research materials were selected industry publications indexed in leading scientific databases (Web of Science, Scopus), as well as statistics from official sources. The sample period was 2019-2025.

Key words used for the search: «digital technologies, higher education, artificial intelligence, soft skills, professional competence, digitalization». The sample size is representative in terms of scientific and statistical power.

To achieve this goal, theoretical research methods were used. Analysis and synthesis were used to comprehensively study scientific approaches to the definitions, essence and

functionality of digital education and artificial intelligence in the context of the development of soft skills of modern higher education students. The induction method allowed us to generalize the trends in the development of the phenomenon under study on specific facts, while deduction allowed us to test them on specific examples. Abstraction was used to identify the most important aspects of the problem. Forecasting allowed us to predict potential trends in the development of digitalization of the educational sector and their impact on the formation of soft skills. The brainstorming method was used to assess the risk of bias in the included studies.

As part of the study, a pedagogical experiment was conducted with students of Lutsk National Technical University, lasting three academic months in the academic year 2024-2025. A control group (31 students) and an experimental group (33 students) of students of the Faculty of Technology were formed. The sample was formed on the basis of voluntary participation.

The survey results were summarized using quantitative analysis methods. The method of comparative analysis was used to interpret and compare the results.

The study of problems is carried out in the conditions of a real pedagogical process. The criteria for selecting respondents were: representativeness of the participants, the possibility of regular attendance at classes to ensure the reliability and completeness of the experiment. The chosen duration of the study was three months, as a prerequisite for the success of the experimental study is its connection with practice. The participants provided informed consent. The confidentiality of the study results was also ensured.

To determine the initial level of effectiveness of the skills and knowledge of the experimental and control groups, the authors used the learning coefficient, which is determined by the formula (1):

$$KN1 = A1/N1 \text{ (1)},$$

where KN1 is the learning coefficient, A1 is the qualitative indicator of learning outcomes, N1 is the maximum possible number of points for the result of qualitative learning. KN1 from 1 to 0.7 is a high level of learning, from 0.69 to 0.40 is an average level, and from 0.39 to 0.0 is a beginner level.

To upgrade the learning process, online platforms focused on problem-based and practice-oriented learning were proposed. At the statement stage of the experiment, a control test of students' learning was carried out. Additionally, questions were used for self-testing the level of soft skills (Appendix A). The indicators of the effectiveness of the educational impact of online platforms were compared by Student's t-test and the effectiveness of the proposed approach was established. A comparative analysis of the levels of learning of online education students through targeted platforms with traditional education was conducted according to a number of criteria, including indicators of motivation, the level of mastery of the necessary knowledge, skills and abilities.

#### 4. Results

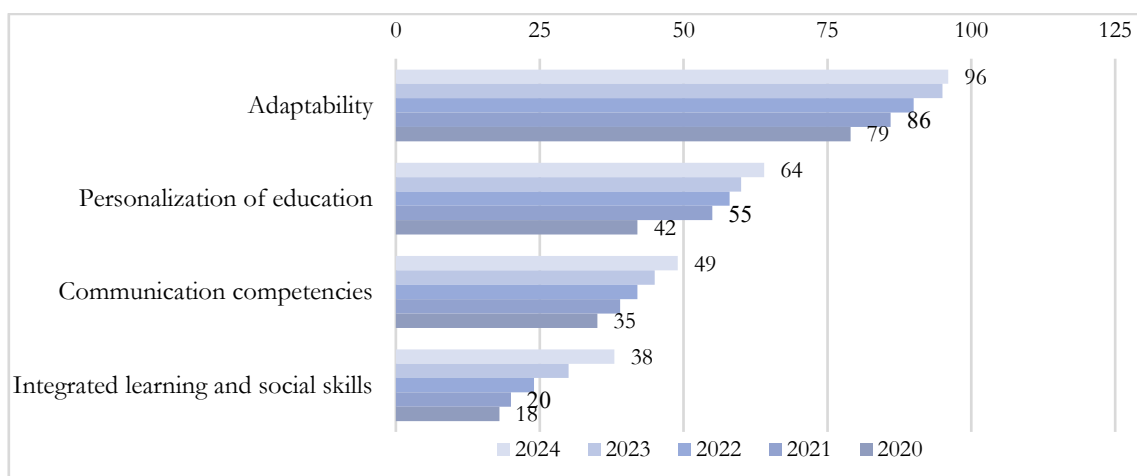
The transformation of approaches to the professional competence of modern graduates of higher education institutions actualizes the priority of self-realization, adaptability and motivation, and the continuity of personal and professional self-improvement. The rapid development of online learning platforms makes it possible to actively use AI capabilities in higher education. At the same time, the process creates new challenges, in particular, for digital security and personal data protection (Touloumakos, 2020).

In the context of career growth, it is important not only to have professional skills, knowledge and abilities (hard skills), but also to be ready for continuous self-development, to find non-standard solutions to problem situations, and to establish teamwork. In general, the phenomenon of soft skills implies a certain basic categorization: (communication skills); formation of positive relationships; and, finally, aspects of personal development (ability to self-control, innovative thinking and creativity, effectiveness in a stressful situation) (Voropayeva et al., 2022).

Soft skills are fundamentally different from traditional hard skills, which operate on definitions, knowledge, personal experience and are subject to indicator and categorical assessment. Soft skills are universal personal characteristics that contribute to professional fulfillment in any field of activity: adaptability, emotional intelligence, communication skills,

teamwork, problem-solving, leadership, creativity, and a number of others (Zhao et al., 2021). Modern studies show that hard skills ensure only 15% of the successful professional realization of a university graduate, while soft skills account for the remaining 85%. At the same time, communication skills, leadership and management, creativity and innovation, analytical and decision-making skills, development of adaptability and the ability to continuously improve are the most in demand (Sinambela et al., 2020).

Artificial intelligence tools can release significant resource potential for processes that require the development of innovative approaches to effective analytics and creative thinking. The introduction of AI into the higher education environment involves the development of students' stable critical analysis skills, the ability to determine the consequences of influence, and to form logical conclusions. It is advisable to highlight the vectors of using artificial intelligence tools in higher education institutions in the European Union (EU) (Figure 1).



**Figure 1.** The impact of AI on the higher education environment in the EU, 2020-2024, level of efficiency, % of students

Source: (European Agency, 2024)

In addition to traditional online platforms and interactive tools, leading EU universities are actively using immersive educational solutions. Situational virtual modeling allows for better learning in a practice-oriented format, more engagement, visualization of abstract and

complex definitions, and development of creativity, emotional and cognitive skills, and reflection. The general concept of integrating digital practices into the higher education system for the development of soft skills is given in Table 1.

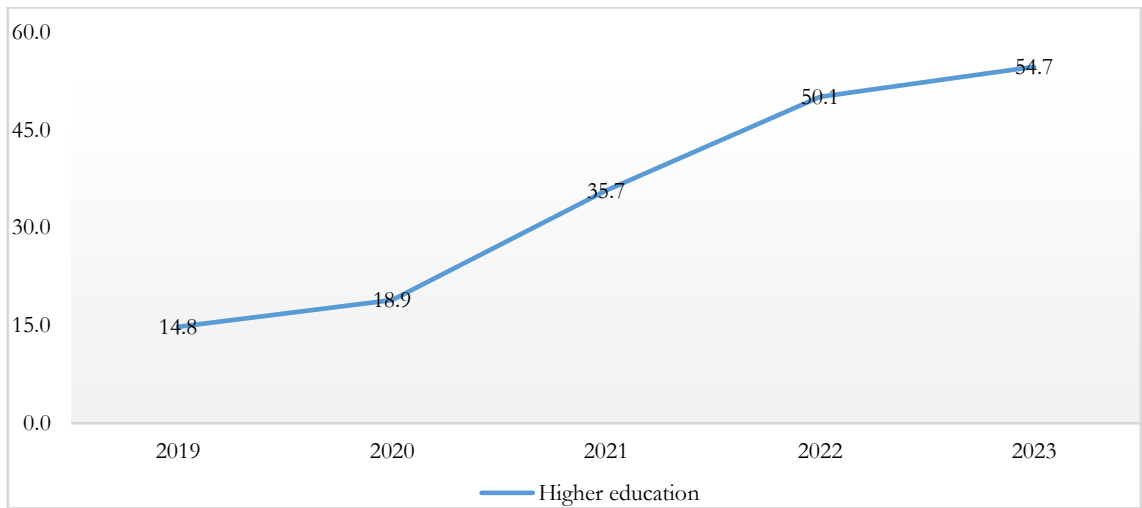
**Table 1.** The concept of integrating digital practices into the higher education system for the development of soft skills

| Method                            | Functional features                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online platforms                  | Targeted online resources that contribute to the formation of sustainable competencies. Conceptual impact: <ul style="list-style-type: none"> <li>- Development of critical thinking and a conscious desire to filter information;</li> <li>- the ability to organize concepts, ideas and facts into a logical structure that allows to visually display the relationships between different components of the information field through analysis and synthesis</li> </ul> |
| Practical training and self-study | Stimulation of skills of independent search, accumulation, selection and assimilation of a significant amount of information, skills of its critical analysis. Conceptual influence: <ul style="list-style-type: none"> <li>- mutual learning;</li> <li>- stimulation of creative thinking, development of analytical skills and improvement of communication processes;</li> <li>- development of initiative;</li> <li>- ability to defend one's own position</li> </ul>  |
| Blended learning                  | Prioritization of continuous self-education, integration of online modules, which increases the level of adaptability of learning, promotes the desire for self-improvement, and forms sustainable motivation                                                                                                                                                                                                                                                              |
| Immersive learning                | Visualization of complex concepts, development of creativity and stress resistance. Conceptual impact: <ul style="list-style-type: none"> <li>- Increased motivation;</li> <li>- development of skills for in-depth analysis of large amounts of information</li> </ul>                                                                                                                                                                                                    |
| Personalized learning             | Adaptation of educational material using elements of artificial neural networks. Conceptual impact: <ul style="list-style-type: none"> <li>- formation of variable paths;</li> <li>- mastering the leverage method;</li> <li>- mastering the brainstorming methodology;</li> <li>- development of a practice-oriented vision of the problem</li> </ul>                                                                                                                     |
| Social methodology                | Using social networks for the development of online educational projects: communication competence, social skills, adaptability. Conceptual impact: <ul style="list-style-type: none"> <li>- Critical evaluation skills;</li> <li>- ability to contradict personal logic;</li> <li>- skills of productive debate;</li> <li>- developing the ability to compare different conceptual points of view based on similarities and differences</li> </ul>                        |

Source: compiled by the author



The Ukrainian higher education environment is actively integrating digital innovation solutions (Figure 2).



**Figure 2.** Integration of digital solutions in higher education, %  
Source: compiled by the author based on (Ministry of Education and Science of Ukraine, 2024)

To summarize, it should be noted that the methodological foundations for the formation and development of soft skills of higher education students should be systematized in the following areas: integration of AI for personalized learning, implementation of target and project tasks, continuous self-education and

self-improvement, practice-oriented training using immersive technologies.

The study included a pedagogical experiment that included diagnostic, formative, summarizing, and generalizing stages (Table 2).

**Table 2.** The structure of the pedagogical experiment to determine the level of effectiveness of digital technologies for the formation of soft skills in higher education

| Stage of experimental research                   | Features of implementation                                                                                         |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Diagnostic                                       | Determination of the initial level of soft skills formation in students in the control and experimental groups     |
| Formative                                        | Integration of digital learning elements (online platforms) into the educational process of the experimental group |
| Establishment of the final level of soft skills. | Determination of the final level of soft skills development in students of both groups of respondents              |
| Generalizing                                     | Study of the dynamics of soft skills formation of students and the effectiveness of the proposed technology        |

Source: created by the author

The initial level of soft skills development of both groups of respondents was determined using the

average values of the learning coefficient (Table 3).

**Table 3.** Initial level of learning of students of EG and CG

| Group         | Sampling criteria                                          | Value of the learning coefficient, %. |
|---------------|------------------------------------------------------------|---------------------------------------|
| Control group | Sufficient level of general competence, representativeness | 0,61                                  |
| Experimental  | Sufficient level of general competence, representativeness | 0,65                                  |

Source: created by the author

As the diagnostic stage showed, the levels of learning of EG and CG students are comparable. The obtained values were divided into levels (Table 4).

**Table 4.** Initial learning levels of the sample

| Group of respondents | Total number of students | High level | Intermediate level | Low level |
|----------------------|--------------------------|------------|--------------------|-----------|
| Control group        | 31                       | 3          | 14                 | 14        |
| Experimental         | 33                       | 4          | 13                 | 16        |

Source: created by the author

At the formative stage, the digital capabilities of online platforms were used in the educational process of the EG: elements of gamification and

embodied learning, project tasks, and the audiovisual method (Table 5). CG studied using traditional educational methods.

**Table 5.** Structure of the formative stage of the experiment

| Method                             | Tools                                                                                                                      | Online platforms            | Number of hours/ of classes |
|------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------|
| Embodied learning and gamification | Interactive simulations; scoring and rating systems; virtual reality                                                       | Padlet<br>LearningApps.org  | 12                          |
| Project-based learning             | Creating a problematic situation based on facts to develop critical thinking, research, communication, and teamwork skills | Udemy<br>edX                | 6                           |
| Audiovisualization                 | Discussion, presentations, video content, survey forms                                                                     | Equity Maps<br>Google Sites | 6                           |

Source: created by the author

The proposed online resources provide for maximum personalization of the educational process, contain structured multi-level modules,

and are easy to use for students with different levels of digital competence.

At the baseline stage, obvious changes were



recorded: in the EG, the learning coefficient increased by 18%, in the CG - by 8% (Table 6). In the EG, the high and medium level indicators

increased (Table 7), which demonstrates the effectiveness of online platforms for the development of soft skills.

**Table 6.** Reference level of students' learning in the experimental and control groups

| Group of respondents | Selection criteria                                         | Value of the learning coefficient, % |
|----------------------|------------------------------------------------------------|--------------------------------------|
| Control group        | Sufficient level of general competence, representativeness | 0,66                                 |
| Experimental         | Sufficient level of general competence, representativeness | 0,77                                 |

Source: created by the author

**Table 7.** Reference levels of sample competence

| Group of respondents | Total number of students | High level | Medium level | Low level |
|----------------------|--------------------------|------------|--------------|-----------|
| Control group        | 31                       | 4          | 16           | 11        |
| Experimental         | 33                       | 7          | 19           | 7         |

Source: created by the author

Comparison of the effectiveness of the EG and CG curricula was carried out using Student's t-test (Appendix B). The empirical value of the Student's t-test is 19.5 and is within the zone of significance, which indicates the effectiveness of the proposed technology.

The results of the methodological experiment confirm the hypothesis of the study, which assumes that the process of developing students' soft skills is more effective in the case of active involvement of digital tools and artificial intelligence technologies in the methodology. The most promising of these are currently interactive learning, the use of portal educational technologies, and immersive digital environments.

## 5. Discussion

Among the modern scientific studies of soft skills, Putra et al. (2020) draw attention to the importance of personal and social skills - communication skills, variability of behavioral reactions, successful socialization, and teamwork.

Scientists assign a special role to emotional intelligence and creativity, personal qualities that are not typical for artificial intelligence algorithms. Comparing the authors' conclusions with the results of the current study, the authors can insist on the need to combine digital tools and the personal potential of the student.

The growth in the soft skills of modern students is reflected in the publications of Nurtanto et al. (2020), which formulate the hypothesis of the need for convergence of digital competence and soft skills. According to scientists, knowing and monitoring new opportunities, setting a clear goal and finding ways to overcome difficulties, as well as teamwork, are essential requirements of the modern labor market. The authors offer their own view on optimizing the process of interaction between hard skills and soft skills for greater adaptability of students in modern society.

At the same time, Reis et al. (2021) analyze modern approaches to integrating innovative educational approaches: interactive and machine learning, AI for the active development of continuous personalized learning skills and

analytics in higher education. The researchers analyze students' digital skills in combination with soft skills such as creativity, critical thinking, and communication competence. The authors emphasize the benefits of AI, while it is necessary to supplement the outlined concept with the potential risks of using AI in higher education, including: digital inequality due to social gaps, ethical issues of personal data collection, risks of technology dependence, and low level of public trust in AI educational tools.

Pate (2020), continuing this topic, emphasizes the need to partially replace traditional educational algorithms with the integration of online communication tools in the format of project-based learning, functional chats, media products, and mobile applications. This will preserve the benefits of traditional education and ensure that it is complementary to the needs of modern society.

The current study demonstrates the effectiveness of online platforms for building soft skills. Similar conclusions were reached by Qizi (2020), Succi and Canovi (2020), focusing on the potential of virtual and augmented reality to develop practice-oriented learning, improve learning, create immersive experiences, and increase student engagement, including at the emotional level. In the context of Ukraine, immersive technologies require significant investment and methodological support.

The effectiveness of the methodology proposed in the study is largely determined by the level of digital skills of teachers and the adaptability of curricula to the innovative format. Among the primary advantages of the process are increased access to learning materials, flexibility and adaptability of the learning environment, resilience to crisis situations, and prompt feedback.

It should be noted that the study has some limitations. First of all, the pedagogical experiment covered only one higher education institution, which may limit the generalizability of the results. Also, the duration of the experiment

should be extended to one academic semester. Future research should focus on analyzing the effectiveness of immersive technologies in the system of practice-oriented higher education.

## 6. Conclusion

The study identifies the role of digital tools and artificial intelligence in the development of soft skills of higher education students. Modern solutions include project-based learning and online platforms, audiovisualization and immersive solutions, social methodology, and personalized learning. Modern university graduates should have the skills of communication and social interaction, adaptability, positive relationship building, innovative thinking, and creativity.

Online platforms have proven to be an effective means of developing students' social competence, increasing active interaction with learning materials, and improving targeted skills. Online resources provide for maximum personalization of learning and increase its inclusiveness.

The proposed concept of digital upgrading of higher education through online educational platforms demonstrates an increase in the learning rate in the experimental group by 18%, while in the control group - by 8%, which indicates the effectiveness of the applied methodology. Since the empirical value of the Student's t-test is 19.5 and is within the zone of significance, the authors can assert the effectiveness of the proposed technology.

The practical significance of the obtained results lies in the possibility of using them to develop programs for adapting the learning environment to the requirements of digitalization. The study has certain limitations, such as the small sample size and short duration of the experiment. Prospects for expanding research are seen in studying the effects of long-term online learning on the development of soft skills.

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## 8. Author Declaration

The authors confirm that this manuscript is an original work, has not been previously published, and is not under consideration for publication elsewhere. All sources, ideas, and materials used in the preparation of this article have been appropriately cited in accordance with academic standards.

The authors declare that there are no conflicts of interest, financial or otherwise, that could have influenced the research design, data collection, analysis, interpretation, or the presentation of the findings.

**Appendix A****Questions for self-assessment of soft skills development****1. Communication:**

Do you find it easy to start a conversation with strangers?

Are you able to listen to others before expressing your opinion?

Can you express your thoughts clearly and concisely?

Can you give and receive constructive criticism?

Can you adapt your communication style to different people and situations?

**2. Teamwork:**

Are you comfortable working in a group on a common project?

Can you effectively distribute responsibilities and delegate tasks?

Are you able to find compromises and resolve conflicts in a team?

Are you willing to support other team members and share your knowledge?

Can you make decisions that take into account the needs and interests of the entire team?

**3. Problem solving:**

Can you analyze a situation and find the causes of a problem?

Can you generate different solutions to a problem?

Can you evaluate the consequences of each option and choose the best one?

Can you implement the chosen solution and control the process?

Can you adapt to changes and find new solutions in non-standard situations?

**4. Critical thinking:**

Can you analyze information and determine its reliability?

Are you able to question commonly accepted truths?

Can you find logical connections between different facts and phenomena?

Can you recognize manipulation and bias?

Can you form your own opinion based on facts and arguments?

**5. Creativity:**

Can you find non-standard solutions to common problems?

Do you find it easy to generate new ideas and concepts?

Can you think outside the box and find new opportunities?

Are you willing to experiment and take risks to find the best solution?

Can you inspire others to be creative and innovative?

#### 6. Self-organization:

Are you able to plan and prioritize your time?

Can you effectively allocate your resources (time, energy, knowledge)?

Can you meet deadlines for completing tasks?

Can you control your emotional state and stress?

Are you ready to take responsibility for your actions and their consequences?

#### 7. Emotional intelligence:

Are you able to recognize and understand your emotions?

Can you recognize other people's emotions and empathize with them?

Can you control your emotions and use them to achieve your goals?

Can you build healthy and positive relationships with others?

Can you manage conflicts and find ways to resolve them?

## Appendix B

**Table B1. Indicators of learning outcomes in the traditional and blended learning system for the experimental and control groups (by Student's t-test)**

| №        | Samples |       | Deviation from the mean value |       | Squares of deviations |       |
|----------|---------|-------|-------------------------------|-------|-----------------------|-------|
|          | B.1     | B.2   | B.1                           | B.2   | B.1                   | B.2   |
| 1        | 61.3    | 81.5  | -0.35                         | 0.42  | 0.17                  | 1.63  |
| 2        | 61.8    | 81.2  | 0.15                          | 0.12  | 0.14                  | 0.23  |
| 3        | 60.4    | 77.5  | -1.25                         | -3.58 | 1.74                  | 11.69 |
| 4        | 61.2    | 79.8  | -0.45                         | -1.28 | 0.17                  | 3.68  |
| 5        | 63.7    | 83.7  | 2.05                          | 2.62  | 2.82                  | 4.75  |
| 6        | 61.5    | 82.8  | -0.15                         | 1.72  | 0.006                 | 1.90  |
| Amounts: | 369.9   | 486.5 |                               |       | 5.04                  | 23.88 |
| Average: | 61.65   | 81.08 |                               |       |                       |       |