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A STUDY ON EMOTIONAL EMPATHY & PERSONALITY TRAITS AMONG ARTS & SCIENCE STUDENTS

G.KALPANA , Dr.SUBA.S, Prof. K. E. DEEPA

(Assistant professor), B.com (Marketing Management), Guru Nanak college, Chennai
Assistant Professor, Programme of Business Administration, Guru Nanak College, Chennai
HOD and Asst. Professor, Department of Commerce, Dhanraj Baid Jain College
Co-Author: Dr.SUBA.S

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Abstract:

This paper mainly dealt with emotional empathy and personality traits among the Arts and science (college) students. College students handle stress by using various personality traits which could be healthy or unhealthy ways of coping which could have an impact on their academic performance, dealing with problems and their mental health in general. The term empathy it refers, cognitive and affective process. Cognitive ability to understand the experience of others and communicate. personality trait is a characteristic pattern of thinking, feeling, or behaving that tends to be consistent over time and across relevant situations. The Big Five— Extra-version, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience—are a set of five broad, bipolar trait dimensions that constitute the most widely used model of personality structure. A considerable body of research has examined personality stability and change across the life span, as well as the influence of personality traits on important life. The research design used for this study was descriptive design and data was collected using simple random technique. The sample comprised of 365 college students aged between 18 -25 years, especially in top-ten college in Chennai. The data was analysed using the percentage Analysis, descriptive statistics, Annova and Regression Analysis etc., finally its concluded that there is positive impact on female students when compare to male.

Key words: Emotional Empathy, Big Five Extraversion, Agreeableness, Conscientiousness, openness to Experiences.

Introduction:

In this section, we are discussing, about the Emotional Empathy and Personality traits of Arts and college Students in Chennai. The study is to carry out among the top colleges namely, Gnc, loyala, Mcc.Eithiraj, Qmc.patrician,sivet,etc. With the emergence of students wellbeing , as a prime issue in education policy and practice efforts to measure issues such as psychological and emotional distress, feelings of anxiety and depression, and an increased risk of burnout (Backhaus et al., 2020 Baik et al., 2019;Dopmeijer, 2021). Such numbers, combined with research indicating that well-being plays an important role in students' academic performance and drop-out rates (Lipson & Eisenberg, 2018), lead to increasing attention on student well-being in higher education. The COVID-19 pandemic and its consequences, such as social distancing, lockdowns, and online education, have further boosted this attention because of the negative impact on the well-being of students in higher education (Doolan, 2021). In general, well-being is considered a multifaceted construct, comprising certain basic needs which need to be satisfied. Well-being nowadays is often approached from a positive perspective.

Meaning of Empathy:

Empathy is regarded as an essential human social construct enabling successful social interactions (e.g., Ford, 1982). Thus, investigation of the association between stress and factors underlying successful interpersonal relations is important to maintain the mental health of students. In the extensive sense, empathy is interpret as the reactions of one individual to the observed experiences of another (Davis, 1983), although this is only one of many definitions discussed in the literature (e.g., Walter, 2012). In current scenario unclear how to optimally measure individual differences in empathic processing. Although the Big Five model of personality is an effective model to explain individual differences in human experience and behaviour, its relation to measures of empathy is currently not well understood. Therefore, the current study was designed to examine the relationship between the Big Five personality concept and two commonly used means for empathy [Empathy Quotient (EQ), Interpersonal Reactivity Index (IRI)] in four samples from China, Germany, Spain, and the United States of America.

This avenue was designed to advance the way the Big Five personality model can be

accustomed to measure empathy. We found evidence of medium effect sizes for associations between personality and empathy, with **agreeableness** and **conscientiousness** as the most significant anticipate of affective and cognitive empathy (measured by the respective IRI

subscales) as well as for a one-dimensional empathy score (measured by the EQ). Empathy in a fictional context was most closely related to openness to experience while personal distress was first of all related to neuroticism. In terms of culture, we did not observe any distinct pattern concerning cultural differences.

Meaning of Personality:

Personality is one effective way to measure individual differences in cognitive thinking patterns or emotional tendencies. The Big Five personality model has developed as one of the most representative models of personality structure (Deary and Matthews, 1993; McCrae and Costa, 2003). Although the Big Five are associated with a variety of processes and concepts related to empathy like attachment styles and romantic relationship outcomes (Shaver and Brennan, 1992), emotional intelligence (Van der Zee et al., 2002), or impulsivity (Whiteside and Lynam, 2001), there are, to our knowledge, only three studies dealing with the relationship of empathy with the Big Five.

Wakabayashi and Kawashima (2015) investigated the relationship between the NEO-FFI (Costa and McCrae, 1992) and empathy as measured by the Empathy Quotient (Baron-Cohen and Wheelwright, 2004; EQ) in a sample of Japanese university students. The authors found nearly no relationship (only 2–3% explained variance in terms of overlap) and associations were only significant in case of prediction via agreeableness or extraversion. The authors interpreted their results in parts by cultural factors. In addition, they argue that the EQ was designed to measure cognitive empathy (i.e., the ability to take the perspective of another person), which (according to the authors) is not closely related to more affective personality traits like, for example, agreeableness. In contrast, Nettle (2007) found strong associations between the Big Five and the EQ.

Literature Review on Emotional Empathy and Personality Traits:

Earlier research demonstrates associations between empathy and psychological distress, coping and psychological distress, and empathy and coping. Thus, it is reasonable to assume that coping can mediate the association between empathy and psychological distress. To investigate these possible associations and mediation, it is important to consider the multiplicity of the coping concept. The most popular classification of coping is based on the dichotomy of approach and avoidance coping (Compas, Connor-Smith, Saltzman, Thomsen, & Wadsworth, 2001). Approach coping refers to efforts directed toward reducing or

eliminating stressors, such as information seeking, planning, social support seeking, and proactive coping. Avoidance coping refers to efforts to move away from stressors, such as abandonment, denial, distraction, and cognitive avoidance. This distinction between approach and avoidance coping is particularly important because it overlaps with a goal-based model of behaviour that attempts to explain basic human behaviour in terms of the motivation to move toward goals or remain. This coping strategy involves developing a better understanding of the problem and finding solutions or obtaining advice from the right person. In contrast, emotion-focused coping is defined as the regulation of emotional reactions derived from stressful situations. This type of coping involves self-distraction by doing something else or trying to find a positive angle to the problem. Tobin, Holroyd, Reynolds, and Wigal (1989) integrated these two dimensional approaches. They demonstrated that coping factors could be organized into two general categories (i.e., approach and avoidance) at a tertiary factor level, and that four sub factors could be extracted in a hierarchical model, with two orthogonal and sub general strategies for each tertiary factor (i.e., [1] approach and problem-focused, [2] approach and emotion-focused, [3] avoidance and problem-focused, and [4] avoidance and emotion-focused strategies). Similarly, Holahan and Moos (1987) introduced another dimension of coping, the cognitive and behavioural dimension, and classified coping into three categories: active-cognitive, active-behavioural, and avoidance-oriented strategies. Kamimura, Ebihara, and Sato (1995) integrated these three classification approaches and developed a tri-axial coping scale that has eight facets based on the following three axes: approach–avoidance, problem focused–emotion-focused, and cognitive–behavioural dimensions.

Analysis:

Table:1 Measuring Emotional Empathy among Arts and science college students:

	GNC	LOYI	MMC	PATR	EITHIR AJ	QMC	QUIADEMILL ETH
Emotional Quotient	42.14	39.32	44.44	43.21	40.38	41.23	42.32
IRI FANTASY	17.25	16.71	16.72	18.76	18.23	17.25	17.33
IRI perspective taking	17.179	17.73	17.49	18.78	17.48	17.55	18.23
IRI empathic concern	19.58	19.60	18.64	18.55	20.79	19.55	19..11
IRI personal distress	12.09	11.73	12.07	12.09	11.01	11.12	11.02

Extraversion	3.38	3.29	3.47	3.52	3.40	3.12	3.47
Neuroticism	2.88	2.84	2.87	2.96	3.18	2.74	2.83
Openness	3.48	3.37	3.68	3.72	3.65	3.32	3.30
Conscientiousness	3.55	3.46	3.65	3.22	3.11	3.45	3.55
Agreeableness	3.66	3.62	3.72	3.73	3.33	3.21	3.11
Age	20.72	19.58	21.64	27.72	19.53	18.52	18.56
Gender	490/408	167/271	232/72	35/28	232(3yrs)	56/38	35/28

From the above it shows that there is comparative analysis of emotional empathy among arts and science college students, from the data GNC, MMC, PATRICIAN, QMC, QUIASEMILLETH students are higher emotional empathy and EITHIRAJ ONLY 1st YEAR, 2nd YEAR, AND 3rd YEAR TOOK IT AS SAMPLE. Finally it revealed there is higher emotional empathy among the 3rd year students when compare to the 2nd and 1st year. Measuring according to Gender, there is positive emotional empathy among female when compare to male students.

Table : 2 Demographic Variables and Academic Criteria wise:

Demographic participants of Gender: Table 1 Variable	Number	Percent	Perspective taking (Mean±SD)	Empathic concern (Mean±SD)	Personal distress (Mean±SD)
Gender Male	192	36%	17.2±	22.2±	12.5±
Female	338	64%	17.16±4.09	22.9±3.91	12.7±4.34
T			0.17	-1.93	-0.56
P-value			0.87	0.05	0.58
Academic year					
1st year	303	57%	17.17±3.9	22.41±3.9	12.33±4.06
2nd year	227	42.8%	17.19±4.1	23.00±3.9	13.06±4.5
3rd year	223	41.3%	17.16±4.1	23.00±3.6	13.04±4.3
T			-0.028	1.735	-1.933
P-value			0.977	0.083	0.054

From the above it shows that there is positive relationship between emotional empathy of and EITHIRAJ ONLY 1ST YEAR, 2ND YEAR AND 3RD YEAR TOOK IT AS SAMPLE. Finally it revealed there is higher emotional empathy among the 3rd year students when compare to the 2nd and 1st year. Measuring according to Gender, there is positive emotional empathy among female when compare to male students.

Linear Regression

To examine the competence of the Emotional Empathy, the following linear regression analyses was employed. The respondents were asked to convey their opinion for Emotional Empathy and personality traits variables with the help of scaling technique. Total score for Emotional Empathy arrived with the help of six variables such as significant increase of Emotion because of their approach,. **Extraversion, Openness, and Neuroticism, Conscientiousness, and Agreeableness and Emotional quotient.** As a way, personal score were arrived by utilising the following ten variables such as seeking the opportunity, level of confidence, handling the new task, their IRI fantasy , IRI empathic concern, involvement in the current situation experience in the field, personal thoughts, conceiving the ideas, capacity of guessing and passion of listening .

Moreover, **Extraversion** score arrived by twelve variables like under confidence, complicated circumstances, capacity to attempt the efforts, assessing capacity of failure in the current situation, taking the tired less efforts, knowing the additional information about the situation, attraction by the way of conversation, acceptance of others opinion, capacity of correction when others noticed their mistakes and Agreeableness, and knowing the problem solving techniques. However, the overall Emotional Quotient was also taken into account which comprises Openness, and Neuroticism, Conscientiousness and Agreeableness along with personality scores and Emotional Empathy score and overall Emotional Empathy score have been considered as dependent variables.

Assessment of Emotional Empathy:

The following linear regression models were postulated with eleven influential factors such as Gender, Age , Empathy Quotient , IRI fantasy , IRI empathic concern, IRI empathic distress, Extraversion, Neuroticism, Openness, and Conscientiousness, Agreeableness treated as exogenous variables. The model runs as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots \beta_{11} X_{11} + \mu$$

Where,

Y	=	Total number of students
β_0	=	Intercept
β_i 's	=	Regression coefficients
μ	=	Random disturbance term; ($\mu_i \sim 0, \sigma_i^2$)

Definition of variables expected to influence the Emotional Empathy:

Variable	Definition
X_1	Gender (1=Male, 2=Female)
X_2	Age (in years)
X_3	Empathy Quotient (1=yes, 0=Others)
X_4	IRI fantasy
X_5	IRI empathic concern
X_6	IRI empathic distress
X_7	Extraversion
X_8	Neuroticism
X_9	Openness
X_{10}	Conscientious- Ness
X_{11}	Agreeableness

Factors influencing to the Personality Traits:

Sl. No.	Variables	Regression Co-efficients	't' value
1	Gender	-0.151	-1.297
2	Age	0.344*	2.512
3	Empathy Quotient	0.247*	2.244
4	IRI fantasy	0.042**	3.178
5	IRI empathic concern	-0.173	-1.236
6	IRI empathic distress	0.122	1.194
7	Extraversion	0.169	1.421
8	Neuroticism	0.379**	2.802
9	Openness	-0.351**	-3.016
10	Conscientious- Ness	0.296*	2.094
11	Agreeableness	0.388**	3.677
	Constant	-202639.156	-1.888
	R^2	0.737	
	Adjusted R^2	0.660	
	F-Statistics	9.664**	
	N	50	

* Significant at five per cent level ** Significant at one per cent level

The ordinary least square technique was utilised to analyse the influence of Emotional Empathy & Personality traits, the results are revealed in table. The co-efficient of multiple determination (Adjusted R^2) was found to be 0.660, which indicates that 66.00 per cent of variations in the dependent variable explained by the independent variables. The F value was 9.664 which is also found to be significant at 1 per cent level. The other variables such as Emotional quotient, IRI fantasy and Neuroticism had a significant at 1 per cent level and positive relationship with the personality trait of student. Furthermore, age and emotional quotient had a significant at 5 per cent level and positive relationship with the personality trait of students. Nevertheless, size of unit had a significant at 1 per cent level and negative relationship with the personality trait of a student.

The results express that significant factors which are determined the personality trait status. It is learnt from the study that emotional quotient has played a positive relationship with the empathy status. The result stated that the respondents standing in higher level of personality trait can be earned higher emotional empathy compared to their counterparts. It could be concluded that personality trait was the variable which influenced the respondents' empathy capacity. Further, the emotional quotient would increase the neuroticism of the respondents this might due to enthusiastic involvement than environment. This result was again conformed by another variable, thus, third year student would get more empathy than their counterparts. Nevertheless, in the case of owned started up capital, the controversial (as compared to previous model), however, it is agreeable result is reached here. Thus, the student who assess their empathy with the help of personality traits would earned more empathy than their counterparts. As age of sample respondents advanced, the possibility of personality trait is higher than their counterparts. This might be due to ageing effect which increases the capacity of emotional empathy situation by the way of experience. However, the size of unit is less than it might be ease to manage the situation to the student, this is, therefore, the importance should be given to second year and third year which would increase more emotional empathy.

Scoring Technique:

Variables	Total Score	Mean Score	Standard deviation	Mean Rank
Extraversion Variables				

I can easily tell if someone else wants to enter a conversation.	130	2.60	1.23	9
I have confident that I will succeed in whatever I do	162	3.24	1.00	1
I have confident to handling the new task	161	3.22	0.89	2
I am quick to spot when someone in a group is feeling awkward or uncomfortable.	160	3.20	0.93	3
Openness variables				
When I start a task I get so involved that I forget everything else	145	2.90	0.81	7
I am good at predicting how someone will feel.	44	0.88	1.04	10
I consider myself an optimist	157	3.14	0.93	4
I can carry on my ideas without depending on anyone else	156	3.12	0.87	5
Neuroticism Variables				
I enjoy being the centre of attention at any social gathering.	142	2.84	1.11	8
I consider myself a good listener	156	3.12	1.02	5
Conscientiousness variables				
I try to keep up with the current trends and fashions.	137	2.74	0.92	8
Examine the mistakes happened and implementing the corrections for new polices and decisions	159	3.18	0.83	1
I find it difficult to explain to others things that I understand easily, when they done it understand it first time.	137	2.74	1.07	8
To take correct decision making ability critical environment	151	3.02	0.94	4
I do not believe, if first I do not succeed, try and try again	65	1.30	1.31	12
Empathy Quotient				
I am at my best first thing in the morning.	141	2.82	1.14	7
I can work long hours without getting tired	156	3.12	1.21	2
People often tell me that I went too far in driving my point home in a discussion.	109	2.18	1.52	10
I know how to end a conversation tactfully	150	3.00	0.97	5
When I disagree with others I left them know	152	3.04	0.81	3
Some people find my ideas unusual	101	2.02	1.27	11
It does not bother me too much if I am late meeting a friend.	147	2.94	0.77	6

Agreeableness variables				
Friendships and relationships are just too difficult, so I tend not to bother with them.	154	3.08	0.92	2
I am good at predicting how someone will feel.	142	2.84	1.28	4
I would never break a law, no matter how minor.	135	2.70	1.18	5
I often find it difficult to judge if something is rude or polite.	150	3.00	0.99	3
In a conversation, I tend to focus on my own thoughts rather than on what my listener might be thinking	173	3.46	0.73	1
It is hard for me to see why some things upset people so much	127	2.54	1.13	6

The scoring technique results are presented in table for **Extraversion, Openness, and Neuroticism, Conscientiousness, and Agreeableness** variables. The top three positions were In a conversation, **Agreeableness** placed by I tend to focus on my own thoughts rather than on what my listener might be thinking (**3.46**), **Extraversion** occupied by such as I have confident that I will succeed in whatever I do (3.24), and I am quick to spot when someone in a group is feeling awkward or uncomfortable (3.20). Similarly, **Empathy Quotient** , **Neuroticism** and **Openness** variables were ranked as per their mean scores.

Conclusion:

From above all it is concluded that , in to-days scenario College students handle stress by using various personality traits which could be healthy or unhealthy ways of coping which could have an impact on their academic performance, dealing with problems and their mental health in general. The term empathy it refers, cognitive and affective process. Cognitive its ability to understand the experience of others and communicate. Personality trait is a characteristic pattern of thinking, feeling, or behaving that tends to be consistent over time and across relevant situations. The Big Five—Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience—are a set of five broad, bipolar trait dimensions that constitute the most widely used in industry.