



Self Compassion & Emotional Intelligence of Engineering and Medical College Students

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Abstract:

A total sample of 60 out of which 30 girls and 30 boys college students were collected using simple random method from different departments of engineering of Gujarat University and B. J. Medical college of Ahmedabad to compare self compassion & emotional intelligence between girls and boys college students using emotional intelligence scale and self compassion scale. The result found no difference in self compassion of girls & boys in engineering and dental. There is difference in traits emotional intelligence of boys of medical and engineering student but there isn't any difference in girls in this aspect.

Keywords: *Emotional intelligence, Self Compassion, Student of engineering and medical field*

1. Introduction

Compassion is a feeling of deep sympathy and sorrow for another who is stricken by misfortune, accompanied by a strong desire to alleviate the suffering. There is an aspect of compassion which regards a quantitative dimension, such that individual's compassion is often given a property of "depth," "vigour," or "passion." More vigorous than empathy, the feeling commonly gives rise to an active desire to alleviate another's suffering. It is often, though not inevitably, the key component in what manifests in the social context as altruism. In ethical terms, the various expressions down the ages of the so-called Golden Rule embody by implication the principle of compassion: Do to others what you would have them do to you. Self compassion is extending compassion to one's self in instances of perceived inadequacy, failure, or general suffering. Neff has defined self compassion as being composed of three main components –self kindness, common humanity and mindfulness. The first use of the term "emotional intelligence" is usually attributed to Wayne Payne's doctoral thesis, A Study of Emotion: Developing Emotional Intelligence from 1985. However, prior to this, the term "emotional intelligence" had appeared in Leuner (1966). Greenspan (1989) also put forward an EI model, followed by Salovey and Mayer (1990), and Daniel Goleman (1995). The distinction between trait emotional intelligence and ability emotional intelligence was introduced in 2000.

2. Methodology

2.1 Objective

To study the relationship between self compassion and emotional intelligence in college students of professional courses of medical and engineering.

2.1 Hypothesis

- H₀₁** There will be no significant difference between boys student of medical and engineering field on emotional intelligence.
- H₀₂** There will be no significant difference between girls students of medical and engineering field on emotional Intelligence.
- H₀₃** There will be no significant difference between boys student of medical and engineering field on Self Compassion.

- Ho₄** There will be no significant difference between girls students of medical and engineering field on Self Compassion.
- Ho₅** There will be no significant difference between boys and girls of college student on emotional intelligence.
- Ho₆** There will be no significant difference between boys and girls of college student on self compassion.

2.2 Sample

A total of 60 students were collected out of which 15 are boys engineer students, 15 are girls engineering students, 15 are boys medical students and remaining 15 are girls medical students.

2.3 Inclusion Criteria

1. Boys and girls students of engineering and medical.
2. Those who can give their consent for study.

2.4 Exclusion Criteria

1. Students who are not studying engineering and medical.
2. Those who can't give their consent for study.

3. Tools Used

Two tools were used for the present study, namely:

3.1 Emotional Intelligence

Emotional Intelligence Scale (EIS; Schutte et al., 1998). The EIS is a 33-item, 5-point (1 = strongly disagree to 5 = strongly agree) self-report measure of emotional intelligence based on Salovey and Mayer's (1990) theoretical model of emotional intelligence. This unifactor scale asks respondents to indicate their level of agreement with each item, and the possible range of scores for the EIS is 33 to 165. The EIS was validated on a sample of participants who were recruited from a variety of settings, including university students and individuals from community settings. In the validation study, the EIS was found to be positively correlated with attention to feelings, clarity of feelings, mood repair, and optimism, and was reported to be negatively related to pessimism, alexithymia, depression and impulsivity (Schutte et al., 1998). Moreover, psychotherapists were found to have higher mean scores on the EIS than a group of girls prisoners and a group of individuals in a substance abuse treatment program. Women in the validation study also scored significantly higher than Boys respondents. The EIS is reported to have good predictive and discriminant validity. Internal consistency reliabilities in the validation sample ranged from .87 to .90, and a test-retest reliability coefficient of .78 was computed (Schutte et al., 1998). In this study, the Cronbach's alpha for the EIS was .87.

3.2 Self Compassion

This scale measures self kindness, self judgment, common humanity, isolation, mindfulness over identify items.

4. Procedure

A total sample of 60 were collected randomly out of which 15 boys and 15 girls were engineering students at the remaining 15 boys and 15 girls were medical students. After taking permission from authorities of University and College samples were collected from different departments of engineering of Gujarat University Ahmedabad and medical College, ahemdand. All the participants were given consent form to read before participation in the study. They were administered emotional intelligence scale and self compassion scale to assess their overall domains of emotional intelligence and self compassion.

5. Statistical Analysis & Results

Statistical analysis was done with the help of statistical methods of mean, standard deviation, and t-test.

Table 1: Mean and SD of sample on Self compassion

Group	Self compassion (Boys)			‘t’	Self Compassion (Girls)			‘t’
	N	M	SD		N	M	SD	
Engineering Student	15	2.97	0.31	0.09 ^{NS}	15	3.14	0.42	0.77 ^{NS}
Medical Student	15	2.98	0.27		15	3.04	0.33	

In table 1 comparison between Boys and Girls was drawn on the basis of the intensity of self compassion in them. The Mean for engineering stream boys was 2.97 and SD was 0.31. On the other hand the Mean of Engineering girl was 3.14 and SD was 0.42. In medical stream boys the Mean score was 2.98 and SD was 0.27 and medical stream girls’ Mean score was 3.04 and SD was 0.33. The t value of Boys of both the groups came out to be as 0.09 and t value of Boys and Girls of both the groups came out to be 0.77. Hence with the help of comparison table it was found out that the difference is Non-significant. This indicates that there is no difference in intensity of self compassion in both the stream groups’ Boys & Girls.

Table 2: Mean and SD on Trait Emotional intelligence of the sample on Emotional Intelligence

Group	EI (Boys)			‘t’	EI (Girls)			‘t’
	N	M	SD		N	M	SD	
Engineering Student	15	4.99	0.97	2.16*	15	4.06	0.48	1.38 ^{NS}
Medical Student	15	4.03	0.79		15	4.27	0.70	

* 2.16 significant at .05 level

In table 2 the comparison was drawn between Boys and Girls of engineering & Medical streams on the basis trait emotional intelligence. The Mean score of Boys in engineering stream was 4.99 and SD was 0.97 and Mean of Girls in engineering stream was 4.6 and SD 0.48. The Mean score of Boys of medical stream was 4.3 and SD 0.79. The Mean of Girls of medical stream was 4.27 and SD 0.70. The t value of Boys groups of both the groups came out to be as 2.16 and of Girls it was 1.38. On the basis of comparing the t value with the help of t value table the result came out as Significant for Boys groups of both the streams. This means that there is difference between the trait emotional intelligence of Boys group. But the result of girls’ group of both the stream came out to be as non-significant, indicating that there is no difference in emotional intelligence of girls in stream groups.

Table 3: MEAN and SD on Self Compassion of the students

Group	Self Compassion			‘t’
	N	M	SD	
Girls Student	30	3.09	0.37	0.36 ^{NS}
Boys Student	30	2.97	0.29	

In table 3 the difference between medical and engineering students (Boys/Girls) is drawn on the basis of their self compassion. The Mean of girls came out to be 3.09 and SD 0.37. The Mean of boys came out to be 2.97 and SD 0.29. t value came out to be as 0.36. The result indicated as Non-significant. This means that there is no difference in self compassion in the Boys and Girls.

Table 4: MEAN and SD on Trait Emotional intelligence of the students

Group	EI			‘t’
	N	M	SD	
Girls Student	30	4.43	0.59	1.05 ^{NS}
Boys Student	30	4.65	0.88	

In table 4 the difference between Boys and Girls of both the streams was drawn on the basis of their Trait Emotional Intelligence. The Mean of the boys of both the stream groups came out to be 4.65 and SD 0.88. The Mean value of girls came out to be as 4.43 and SD 0.59. The t value was 1.05 indicating result as Non-significant. This means that there is no difference in trait emotional intelligence of Boys and Girls of both the streams.

6. Discussion

The purpose of the study was to assess the self compassion and emotional intelligence in college students, the population selected in the study was engineering and medical students (Boys & Girls). Self-compassion is an open-hearted way of relating to negative aspects of oneself and one's experience that enables greater emotional resilience and psychological well-being.

The trait emotional intelligence (EI) is a constellation of emotional self-perceptions located at the lower levels of personality hierarchies. In other words, it defines trait EI, not as a cognitive ability, but as a collection of personality traits concerning people's perceptions of their emotional abilities. Fernandez, Alisa (2007). Attitudinal, Behavioral, and Emotional Intelligence Skill Characteristics of College Student-Parents. The study examined Hispanic college student-parents' emotional intelligence (EI) skills, children's behaviors, and parental attitudes and behaviors. Common issues and problems they faced were also examined. The subjects of the study included 14 college student-parents from a selected college in South Texas. The results of the study suggested that college student-parents were dealing with problems and issues related to family, health, children, discipline, college, and work. Time and stress relating to their multiple, conflicting roles also seemed to affect them in various ways. Without help, student-parents are at risk of dropping out of classes or college altogether. Group and individual sessions with the experimental group showed positive results. Teaching EI and parenting skills can help student-parents learn to deal with their children's behaviors, improve their own behaviors and parental attitudes, become role models for their children, and help them teach their children valuable skills to impact their lives positively

The hypothesis in the study are that there will be a difference between Boys and Girls students on Emotional Intelligence, there will be a difference between Boys and Girls students on self compassion, there will be a difference between Boys and Girls students engineering and dental student on emotional intelligence, there will be a difference between Boys & Girls students engineering and dental student on self.

7. Conclusion

From the above study results it was concluded that there is no difference in self compassion of girls & boys in engineering and medical. There is difference in trait emotional intelligence of boys of medical and engineering but there isn't any difference in girls in this aspect. There is also no difference in self compassion and trait emotional intelligence of girls and boys of medical and engineering streams. There is no difference in self compassion of engineering and medical students but they have difference in trait emotional intelligence.

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