

**EFFECT OF GENDER AND ACADEMIC DISCIPLINES ON NARCISSISM,
EMOTIONAL INTELLIGENCE, EMPATHY AND IMPULSIVITY**

Project submitted for partial fulfillment of the degree of

MASTERS OF ARTS
IN
PSYCHOLOGY



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(Deemed to be University)

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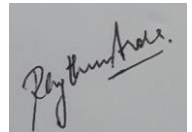
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CERTIFICATION

This is to certify that the thesis entitled, 'Effect of Gender and Academic Disciplines on Narcissism, Emotional Intelligence, Empathy and Impulsivity' is being submitted in partial fulfilment of requirements for the award of the degree of Master of Arts in Psychology, presented in the Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala is a bonafide work carried out under the supervision of Dr. Santha Kumari, Professor & Program Chair, Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala and that no part of this project has been submitted for the award of any other degree.



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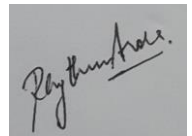
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CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, 'Effect of Gender and Academic Disciplines on Narcissism, Emotional Intelligence, Empathy and Impulsivity' submitted in partial fulfilment of requirements for the award of the degree of Master of Arts in Psychology, presented in the Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala, is an authentic record of my work carried out under the supervision and guidance of Dr. Santha Kumari, Professor & Program Chair, Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala and refers other researchers' work which is duly listed in the reference section. The matter embodied in this thesis has not formed the basis for awarding any other degree at this or any other university.

Date- 20/05/2024

Place- Patiala, Punjab



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DECLARATION

I, Rhythm Arora (862202034), a student of M.A. Psychology (2022-2024), Thapar School of Liberal Arts & Sciences, Thapar Institute of Engineering and Technology, Patiala, have completed the project entitled, 'Effect of Gender and Academic Disciplines and Narcissism on Emotional Intelligence, Empathy and Impulsivity'.

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ABSTRACT

The present study investigates the effect of gender and academic disciplines on narcissism, empathy, emotional intelligence and impulsivity. The data was collected from 200 participants from two disciplines, 120 from engineering and 80 from liberal arts. There were 60 males and females and 40 males and females from engineering and liberal arts disciplines, respectively. The age group which was required for the collection of the data was 18-30 years. The tools used for the purpose described above were the Narcissism Personality Inventory (NPI), The Toronto Empathy Questionnaire (TEQ), Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF) and Go/No Task. Descriptive Statistics and ANOVA were computed to calculate the results for the obtained data. The results revealed that there was a significant difference in narcissism and impulsivity between engineering and liberal arts disciplines. Also, there was an interaction effect between academic disciplines and gender on narcissism.

Keywords: Narcissism; Empathy; Emotional Intelligence; EI; Impulsivity; Liberal Arts; Engineering students.

CHAPTER-1

INTRODUCTION

1.1 Narcissism

Narcissism is a self-centred personality style characterised by an inordinate focus on oneself and one's own wants, constantly at the expense of others (APA Dictionary of Psychology, 2024). Narcissism exists on a scale from average to unhealthy personality expression (Krizan Z, Herlache announcement, 2018). While numerous psychologists believe that a moderate position of narcissism is normal and healthy in humans, there are more extreme forms that can be seen in people who are exorbitantly self-absorbed or who have an internal illness similar to narcissistic personality complaint (NPD), in which the narcissistic tendency has come pathological (Nazario B, 2022), performing in functional impairment and psychosocial disability (Caligor E, Levy KN, Yeomans FE, 2015).

Some psychologists believe that mild narcissism promotes good cerebral health. Self-regard acts as a link between narcissism and internal health. As a result of their enhanced tone-regard, which stems from self-comprehension of capability and likability, high egoists are fairly free of anxiety and depression (Sedikides C, Rudich EA, Gregg AP, Kumashiro M, Rusbult C, 2004).

While narcissism is a typical personality point, inordinate narcissistic behaviour can be damaging to both the individual and others (Kohut H, 1971 and Vazire, Simine; Funder, DavidC., 2006). Destructive narcissism is defined as the patient display of many of the violent characteristics generally associated with pathological narcissistic personality complaint, similar to a "pervasive pattern of affectation" characterised by passions of annuity and superiority, arrogant or proud behaviours, and a generalised lack of empathy and concern for others (APA Dictionary of Psychology, 2024). On a scale, destructive self-involvement is more extreme than healthy narcissism but less severe than the pathological type (Brown NW, 1998). Extremely high situations of narcissistic behaviours are supposed to be pathological (Dashineau, SamanthaC.; Edershile, ElizabethA.; Simms, LeonardJ.; Wright, AidanG.C.,

2019). The pathological condition of egocentricity is a more extreme interpretation of healthy narcissism. It manifests as an incapability to love others, a lack of empathy, emptiness, tedium, and an everlasting desire for power, rendering the person unapproachable to others (Kohut H, 1971). Kernberg, Kohut, and Theodore Millon, all clinical proponents, linked pathological narcissism as a possible result of unempathetic and inconsistent early relations. They hypothesised that narcissism essays compensate for adult connections (Morf CC, Rhodewalt F 2001). Karen Horney (1885- 1952), a German psychoanalyst, saw narcissism as a disposition particularity shaped by a certain early environment.

Types of Narcissism:

Recent exploration suggests that there are two types of narcissism: grandiose and vulnerable (Miller et al. 2011; Pincus et al. 2009). Both kinds of narcissism have characteristics similar to -self-centeredness, annuity, and disdain for others (e.g., Miller et al. 2011), but they differ significantly in numerous other ways. Grandiose narcissism is defined by an inflated positive self-image, high self-regard, exhibitionism, annuity stations, a predilection towards exploitativeness, and the need to be respected by others (Miller et al. 2011; Pincus et al. 2009).

Vulnerable narcissism, on the other hand, is characterised by guard, avoidance, instability, acuity, vulnerability, low tone- regard, strong rage, and hostility (Miller et al. 2011; Pincus et al. 2009). Exploration indicates that both kinds of egocentricity link with various cerebral issues, including emotional functioning, interpersonal behaviour and cerebral adaptation. Grandiose egocentricity is associated with positive cerebral biographies similar to positive affect, a high position of well-being, and low situations of loneliness, sadness, depression, and anxious passions (e.g., Sedikides et al. 2004). In discrepancy, vulnerable egocentricity is associated with advanced situations of negative emotionality, similar to depression, anxiety, wrathfulness, shame, or covetousness (Czarna et al., 2018).

Compared to grandiose egoists, vulnerable egoists have further difficulty with emotion operation and symptoms of frame personality diseases (Miller et al. 2011).

1.2 Emotional Intelligence

Peter Salovey and John Mayer (1990, p. 185) created the first psychological proposition of emotional intelligence. They presented it as a “set of skills hypothesised to contribute to the accurate appraisal and expression of emotion in oneself and others, the effective regulation of emotion in tone and others, and the use of passions to motivate, plan, and achieve in one’s life.” It is also defined as the capability to combine intelligence, empathy and passion to increase one’s understanding of interpersonal dynamics.

There are three main models of EI capability model, mixed model and particularity model. Salovey and Mayer (1997) define EI within the parameters of the conventional criteria for a new intelligence in the ability model.

According to the ability model, feelings are useful sources of information that aid in making sense of and navigating the social terrain. According to the model, individuals differ in their ability to handle emotional information and relate emotional processing to broader cognition. This model includes four capacities: perceiving, using, understanding and managing feelings. Ability model EI can be measured by Mayer- Salovey- Caruso Emotional Intelligence Test (MSCEIT), individual Analysis of Non-verbal Accuracy (DANVA), Japanese and Caucasian detail Affect Recognition Test (JACBART), Situational Test of Emotional Understanding (STEU) and Situational Test of Emotion operation (STEM).

Daniel Goleman (1995) introduced a mixed model focusing on EI as a different set of capabilities and skills that drive leadership performance. He gave five main EI factors self-mindfulness, tone-regulation, social chops, empathy and provocation. There are two-dimension tools grounded on the

Goleman model. First, the Emotional capability force (ECI) and the Emotional and Social capability force (ESCI) are newer performances of ECI. Secondly, the Emotional Intelligence Appraisal.

Konstantinos V. Petrides (2001) established an abstract discrepancy between a capability-grounded model and a particularity-grounded model of EI in colourful papers gauging numerous times. EI is a particularity that refers to "a constellation of emotional tone-comprehensions located at the lower situations of personality." particularity EI refers to an existent's tone-comprehensions of emotional bents in nonprofessional terms. Numerous self-report measures of EI include the Swinburne University Emotional Intelligence Test (SUEIT), the Schutte EI model, BarOn EQ-I and the particularity Emotional Intelligence Questionnaire (TEIQue). The constructs of emotional intelligence, including well-being, self-control, emotionality, and sociability, will be examined in this study.

1.3 Empathy

Empathy is crucial in fostering understanding, compassion, and connection among individuals (Gokaj & Vavla, 2016). It allows an individual to appreciate diverse perspectives, build meaningful relationships, and navigate interpersonal conflicts with empathy and sensitivity (Gokaj & Vavla, 2016). Empathy helps a person develop a deeper understanding of others' experiences and challenges, increasing empathy in general (Morin, 2019). By developing empathy, college students can create a more inclusive and supportive campus community where everyone feels valued and understood (Numanee et al., 2020). They can also become more effective communicators and collaborators, as empathy enhances teamwork and collaboration skills (Austin et al., 2005).

In addition, the presence of empathy in college students can positively impact their academic performance (Austin et al., 2005). Understanding and empathising with their peers, college students can create a more inclusive and supportive learning environment. The ability to empathise with others not only contributes to a more supportive campus community but also paves the way for personal

growth and development (Yun & Kim, 2016). When people actively practice empathy, they are better equipped to handle the complexities of diverse perspectives and experiences.

This, in turn, fosters a heightened sense of self-awareness and emotional intelligence (Austin et al., 2005). As they engage with empathy, individuals are more likely to develop a deeper understanding of their own emotions and those of others, ultimately leading to improved interpersonal relationships and conflict-resolution skills (Aldrup et al., 2022).

Furthermore, cultivating empathy can profoundly impact students' future professional endeavours (Austin et al., 2005). As they navigate through their academic journey, the ability to empathise becomes indispensable in fields such as counselling, healthcare, social work, and education (Penprase et al., 2013). By honing their empathetic skills in college, students are preparing themselves to be more adept and empathetic professionals in their chosen careers, ultimately resulting in a positive impact on society as a whole (Abacioglu et al., 2019).

1.4 Impulsivity

Impulsivity refers to the tendency of individuals to act without thinking or considering the consequences of their actions. It is characterised by a lack of inhibitory control, a disregard for long-term goals, and a tendency to prioritise immediate gratification (Sokić et al., 2021). Impulsivity can manifest in various ways, such as making impulsive purchases, engaging in risky behaviours, or reacting impulsively to emotions. However, it is important to note that impulsivity is a complex trait with multiple factors and pathways. Understanding the underlying psychological processes and biological bases of impulsivity is crucial to effectively addressing impulsive behaviours and their associated negative outcomes. As a personality trait, impulsivity is difficult to define and categorise within existing frameworks due to its multifaceted nature.

Furthermore, there is a lack of consensus among researchers regarding the structure of impulsivity and its relation to specific behavioural manifestations. This lack of agreement hinders methodical disquisition into impulsivity and its behavioural counteraccusations. Impulsive buying, a particular manifestation of impulsivity, occurs when individuals make unplanned purchases without prior conscious consideration or intention. This behaviour is often associated with a lack of control over one's spending habits and an excessive desire for immediate gratification. Impulsive buying is particularly prevalent among adolescents and individuals who may not have the financial ability to meet their needs. Understanding and studying impulsivity is crucial in developing effective strategies for managing impulsive behaviours (Iyer et al., 2019). Impulsivity has been linked to various negative outcomes, including problems with the law and community, lower academic achievement, and diminished quality of life (Sokić et al., 2021).

Impulsivity is a personality trait characterised by a lack of inhibitory control, impatience, irresponsibility, and a tendency to prioritise immediate gratification over long-term goals. Understanding the complex nature of impulsivity and its various manifestations is crucial for addressing impulsive behaviours effectively. Impulsivity is a personality trait characterised by a lack of inhibitory control and a tendency to prioritise immediate gratification over long-term goals. Impulsivity can manifest in various ways, such as making impulsive purchases, engaging in risky behaviours, or reacting impulsively to emotions.

Overall, impulsivity is a complex personality trait characterised by a lack of inhibitory control, impatience, and a tendency to prioritise immediate gratification over long-term goals. Impulsivity is a personality trait characterised by a lack of inhibitory control, impatience, and a tendency to prioritise immediate gratification over long-term goals.

Impulsivity is a complex personality trait that involves a lack of inhibitory control, impatience, and a tendency to prioritise immediate gratification over long-term goals. Impulsivity is a relatively stable

personality trait characterised by low inhibitory control, irresponsibility, impatience, and a lack of planfulness and foresight. Impulsivity is a personality trait that involves a lack of inhibitory control, impatience, and a tendency to prioritise immediate gratification over long-term goals. Impulsivity is a complex personality trait characterised by a lack of inhibitory control, impatience, and a tendency to prioritise immediate gratification over long-term goals. Impulsivity is a personality trait characterised by a lack of inhibitory control, impatience, and a tendency to prioritise immediate gratification over long.

1.5 Role of Narcissism, Empathy, Emotional Intelligence and Impulsivity in Academic Discipline

High narcissistic students are known to respond badly to criticism (de Lima et al., 2018), show symptoms of academic entitlement (Turnipseed & Cohen, 2015), and—as assessed by the Narcissistic Personality Inventory (NPI; Raskin & Hall, 1979)—keep the positive self-concepts of their academic ability when surrounded by others outperforming them (Jonkmann et al., 2012). It was also discovered that both significant indirect and significant direct impacts of grandiose narcissism on academic achievement, demonstrating that the characteristic has both good and negative repercussions. Academic performance benefits from strong confidence and reduced anxiety in those with grandiose narcissism. These attributes are associated with advantages; for example, high confidence promotes motivation to engage in goal-related behaviour (Krista C. McManus et al., 2022).

Emotional intelligence is the ability to recognise our own feelings as well as those of others, to motivate ourselves, and to manage emotions effectively in ourselves and our relationships. Daniel Goleman (1995) discovered through his studies that emotional intelligence is extremely advantageous in education, work, and mental health. He proposed and provided study evidence that high emotional intelligence is more significant than good intellectual talents regarding long-term performance and success in various life scenarios. It is stated that we can educate and enhance several critical emotional competencies in youngsters. Emotionally intelligent persons are more likely to succeed in all

endeavours. Teaching emotional and social skills in school is critical; it can improve academic achievement in the year they are taught and subsequent years. Teaching these abilities has a long-term impact on academic attainment. In short, emotionally intelligent students perform better academically, and EI has the potential to boost academic performance.

Empathy plays a crucial role in the realm of academics, as it fosters meaningful connections between educators and students, promotes effective communication and understanding, and enhances the overall learning experience (ÇELİK & Bangir-Alpan, 2023). Additionally, it allows teachers better to address their students' emotional and social needs, leading to a more inclusive and supportive learning environment (Motataianu,2014). Students develop a deeper understanding and appreciation for diverse perspectives by cultivating empathy in academics, leading to increased tolerance, respect, and empathy towards others (Weinberger, 2017). This, in turn, contributes to the development of well-rounded individuals who are not only academically successful but also compassionate and empathetic members of society (Price-Mitchell, 2015). Strong empathy builders include teachers who stress the value of getting along with peers, cooperation, compassion, kindness, service, and teamwork (Gokaj & Vavla, 2016). As they assume societal responsibilities, kids should go through three developmental phases from elementary to high school. Being responsible citizens who better their neighbourhoods

From elementary through high school, children should evolve through three developmental stages as they take on societal roles: Being responsible citizens, improving their communities (Gokaj & Vavla, 2016) and contributing to solving societal problems. Furthermore, research suggests that instructors who demonstrate empathy in the classroom positively impact student learning outcomes (ÇELİK & Bangir-Alpan, 2023).

Impulsivity, a personality trait characterised by actions without forethought or consideration of consequences, has been found to have a significant impact on academic performance and achievement (Islam et al., 2018). Students with high levels of impulsivity may struggle to regulate their behaviours

and prioritise tasks, leading to academic procrastination and a lack of focus in their studies (Zacks & Hen, 2018). This can result in lower grades, missed deadlines, and poorer academic performance. Furthermore, research has shown that impulsivity is often associated with engaging in risky behaviours and seeking immediate gratification, which can distract students from their academic responsibilities and hinder their ability to effectively manage their time and resources (Goroshit, 2018). To mitigate the negative effects of impulsivity on academics, interventions should be developed that target the underlying causes of impulsive behaviour and provide students with strategies and tools for better self-regulation and time management (Rashid et al., 2020). This can include goal-setting, creating structured study schedules, and using strategies to reduce distractions (Rashid et al., 2020).

Additionally, it can be beneficial to teach students how to recognise and manage their impulses through mindfulness practices or cognitive-behavioural therapy. Impulsivity in academics can negatively impact a student's performance and overall academic achievement (Visser et al., 2018). This can result in lower grades, missed deadlines, and poorer academic performance (Hamzah et al., 2014). Understanding the role of impulsivity in academics is essential for developing effective strategies and interventions to support students in managing their impulsive tendencies and improving their academic outcomes (Sokic et al., 2021). Impulsivity is a personality trait that can hinder academic performance and achievement (Sokić et al., 2021). Educators and researchers need to recognise the impact of impulsivity on students' academic success and develop appropriate interventions to support these students in managing their impulsive behaviours and improving their academic outcomes (Goroshit, 2018). Impulsivity can significantly negatively impact academic performance and achievement (Vigil-Colet & Morales-Vives, 2005). Interventions targeting impulsivity can help students manage their impulsive tendencies and improve their academic outcomes (Zacks & Hen, 2018).

CHAPTER-2

REVIEW OF LITERATURE

Based on the literature review, various Research Scholars have previously explored the variables under consideration in this research study to varying degrees. Here are several examples: -

1.1 Narcissism and Emotional Intelligence

Silvia Casale et al. (2019) undertook a study to build on previous findings on EI in narcissists by examining maladaptive components of EI, such as emotional manipulation, and distinguishing between grandiose and vulnerable narcissism. Examining the relationship between both types of narcissism and EI's positive and negative features allows them to provide additional evidence that narcissism is a multifaceted phenomenon. It was conducted using a convenience sample of 584 undergraduates from the University of Florence (Italy). The findings indicate that both grandiose and vulnerable narcissists are capable of emotionally manipulating others to achieve their aims.

A study conducted by Shalini Srivastava and Deepti Pathak in 2020 was aimed at examining the impact of overt and covert narcissism on managers' life satisfaction, as well as the impact of emotional intelligence on the relationship. The information was gathered from North Indian public and commercial sector institutions (both public and private sector organisations) via standardised questionnaires. The findings show a definite positive relationship between high emotional intelligence and overt narcissism. The study also demonstrated the role of emotional intelligence as a moderator in the link between overt narcissism and life happiness. According to their findings, covert narcissism has a negative relationship with emotional intelligence

In 2022, Annica K. V. Hjalmarsson and Anna M. Dåderman examined the Swedish version of the TEIQue-SF by examining its internal consistency, relationships with Big Six and Dark Triad personality traits, and self-perceived individual work performance. They also ascertain whether trait

EI can predict variance and which personality factors best explain differences in trait EI. They gathered information from 228 individuals. The global trait EI scale score and its subscales had a negative correlation with neuroticism and Machiavellianism but a positive correlation with extraversion, agreeableness, conscientiousness, openness to experience, and narcissism. In contrast, sociability and self-control exhibited almost little connection with Machiavellianism. The global trait EI scale score was favourably related to Task Performance and Contextual Performance across all subscales.

Adeline N. Anyanwu et al. (2022) intend to investigate students' narcissism and self-esteem as predictors of academic achievement in Mathematics in Anambra State. The study was organised around five research areas and five null hypotheses. A correlational technique was applied in this investigation. The study's population consisted of 21204 secondary school students, of which 630 were chosen as a sample. The sample was picked in several stages. Data were gathered using two standardised research tools, the Narcissistic Personality Inventory (NPI) and the Self-esteem Questionnaire (SQ), as well as the students' promotional examination results. According to the findings, pupils' power narcissism had a very minimal positive relationship with their mathematical competence. The studies also revealed that there is a positive non-significant correlation between these characteristics and mathematical academic performance. Based on these findings, it was suggested that, because narcissistic persons believe they are superior to others, instructors and counsellors devise a method to enhance students' confidence and abilities, as this will help them become lifelong learners in the future.

1.2 Narcissism and Empathy

Fatehmah et al. (2024) did a study to investigate empathy for physical and social pain in narcissism, and they predicted that persons with high degrees of grandiose narcissism would demonstrate lesser affective empathy in reaction to social suffering than to physical pain. They studied empathetic accurateness, affective empathy and the distinction between pain, emotion and intensity evaluations for self and others in 611 scholars from high and low narcissism groups

(HNG and LNG, respectively) in reaction to both forms of pain. For both forms of suffering, the HNG demonstrated poorer affective empathy and empathic accuracy than the LNG. In contrast to the LNG, the HNG demonstrated superior empathic accuracy for social vs. physical pain despite lower affective empathy for social pain. In addition to this paradox, the HNG showed greater differences in evaluations for the self and target others than the LNG, implying that narcissism is connected with a stronger self-other differentiation in response to watching other people describe social distress.

Miroko Duradoni et al. conducted a study in 2023 to analyse articles released by scholars on the relationship between the psychological constructs of the Dark Triad and Cognitive Empathy. This study hypothesises that having excellent cognitive empathetic abilities could help people with Dark Triad traits implement manipulative methods more easily. Through the process of identifying studies via databases and registers, 23 studies were included in this literature review, and the researchers' results and theories find more agreement regarding the individual components of the Dark Triad than the whole construct: narcissism appears to have, for the most part, relatively small and typical positive correlations (more than 50% of correlations), Machiavellianism has relatively small and typical negative correlations. This study conveys that Machiavellians and psychopaths, with reduced empathic abilities, use manipulation techniques that do not have to do with empathy (for example, seduction, intimidation, etc.), while narcissists would be, though there are questions about the accuracy of the assertions and answers provided by narcissists in the among these three aspects, the most likely to comprehend others' states of mind and so be able to use this knowledge to their advantage. Professionals working with individuals displaying Dark Triad traits may find this literature review helpful; knowing how people with these characteristics manage their empathic abilities, the areas in which the different dimensions show deficits or not, and how they act to implement their manipulative and controlling tactics may help develop more effective helping strategies to be used in therapy settings.

According to a study conducted by Kerrin A. Jacobs in 2022, there are three different levels for describing and recognising weak empathy as the foundation of NPD (narcissistic personality disorder). On a larger scale, poor empathy can be explained as disordered interpersonal functioning and is defined as a lack of recognition. On the meso-level, poor empathy is called psychic disintegration and is best understood in its dissocial features. Psychic breakdown in NPD is associated with physical alterations, including dysfunctional emotional empathy and mind-reading at the micro level of description, which is the third level. While not completely rejecting reductionist approaches, the "core-deficit model of NPD" that they present advocates for incorporating (top-down/bottom-up) functionalist explanations of empathy within a broader conceptual framework of bio-psycho-social functioning. The "core-deficit model of NPD" is interdisciplinary, can overcome monodisciplinary scepticism, and eliminates alleged impediments to describing and comprehending the "lack" of empathy as the heart of pathological narcissism. The outcomes turned out to be Individuals with NPD experience empathy deficits, resulting in detachment and inability to engage with others. Pathological narcissism limits the experiential possibility for empathetic concern for others, which frequently results in the exploitation and abuse of others.

Lauren Ingram conducted a study in 2018 and analysed it in the first half of this thesis, which is a comprehensive review of strategies designed to promote empathy in healthcare professionals. A total of seventeen studies were included. Definitions of empathy, measurement methods, sample characteristics, and intervention features were all mixed, indicating that the review considered various techniques aimed at increasing empathy. None of the strategies reviewed accounted for individual characteristics; instead, they used a 'one glove fits all' approach. This could explain why just seven of the eight research found substantial gains in empathy. The review's limitations are noted and evaluated, as well as potential future research fields. The second component contains an empirical research report on the association between narcissism and empathy among healthcare professionals. There has been little research into the prevalence of narcissism among healthcare workers. Narcissists lack empathy,

although they can empathise. Empathy is essential for building relationships between healthcare providers and their patients. Thus, we developed a study to determine whether empathy can be desirable to a narcissist by appealing to their agentic incentives. In total, 192 healthcare professionals took part in the study. In this cohort, narcissism predicted lower levels of empathy for the imaginary sick. However, we were unable to persuade healthcare workers with greater levels of narcissism to value empathy.

1.3 Narcissism and Impulsivity

Marta Malesza and Magdalena Claudia Kaczmarek (2018) researched the correlations between grandiose narcissism and vulnerable narcissism in 338 scholars using two self-report personality measures (BIS-11 and I7) and two behavioural tasks (Stop-Signal Task and Delay-Discounting Task) of impulsivity. As one of the first studies to use a two-dimensional approach to narcissism (i.e., grandiose and vulnerable narcissism) in various self-report and behavioural impulsivity measures, they found that both grandiose and vulnerable narcissism had significant positive correlations with self-reported impulsivity. Furthermore, grandiose narcissism has been linked to both behavioural tasks involving impulsivity. In contrast, vulnerable narcissism was inversely connected to the stop reaction time - persons high in vulnerable narcissism scored shorter stop reaction time values and, as a result, displayed less impulsive reactions.

Guyonne Rogier, Alessia Marzo, and Patrizia Velotti (2019) conducted a study in which they administered the Aggression Questionnaire (AQ), the Pathological Narcissism Inventory, the Spitefulness Scale, and the Impulsive Behaviour Scale Short Form to a sample of 182 people convicted of violent crimes and 203 community members. A hierarchical regression analysis of the convicted sample revealed that spitefulness predicted AQ scores more positively and significantly than pathological narcissism and impulsivity combined. Finally, mediation analyses revealed that aggression was partially mediated by impulsivity, as were grandiose narcissism and spitefulness. The

findings support the concept that spitefulness has a significant role in predicting aggressiveness. Finally, impulsivity appears to be a key common factor explaining the link between disordered personality traits and aggressive behaviour in people convicted of violent crimes.

Sepideh Faraj-Pour-Nayyeri, Zeynab Ahmadi, and Mikaeel Bakhshesh-Borojeni did a study in 2022 to evaluate the association between impulsivity and attachment styles as mediated by large-scale narcissism and vulnerability. It was both descriptive and correlational. They employed the multi-stage cluster sampling method to choose 300 Tabriz University students. The study found a significant negative relationship between secure attachment and impulsivity ($r = -0.19$, $p < 0.01$), as well as a positive relationship between avoidant and ambivalent attachment, vulnerable and grandiose narcissism and impulsivity ($r = 0.18$, $r = 0.20$, $r = 0.16$, $r = 0.21$, $p > 0.01$). In indirect channels, the model has been significantly mediated by susceptible and grandiose narcissism. According to the findings, grandiose and vulnerable narcissism can explain a portion of the association between attachment types and impulsiveness. These findings highlight the significance of attachment patterns and the two forms of narcissism stated in the avoidance of impulsive behaviours.

Malin K. Hildebrandt et al. investigated in 2024 if this relationship is mediated by impulsivity or drug use motivations associated with narcissistic self-regulation. In 139 (poly-)substance users, 121 of whom completed a one-year follow-up, narcissism, impulsivity, substance use reasons, past-year substance use, and substance-related issues were evaluated. We investigated impulsivity and drug use motives as mediators for substantial longitudinal relationships between narcissistic characteristics and substance-related issues adjusted for the degree of use. They showed that independent of the degree of substance use, grandiose narcissism—especially hostile but also agentic narcissism—is especially associated with substance-related issues. The fact that substance use goals are not the mediating factor implies that impulsivity may be a more significant mechanism than narcissistic self-regulation in narcissism in fostering SUD.

1.4 Emotional Intelligence and Empathy

Fatemeh Hajibabae, Mansoureh A. Farahani, Zahra Ameri, Tahmineh Salehi, and Fatemeh Hosseini investigated the association between empathy and emotional intelligence among Iranian nursing students in 2018. This is a cross-sectional, descriptive-correlational study with three hundred and twenty eligible students chosen using stratified random sampling. Participants were mostly nursing students from the Tehran University of Medical Sciences. The Schutte Self-Report Emotional Intelligence Test and the Jefferson Scale of Empathy were used to collect data. The findings revealed a significant positive link between empathy and emotional intelligence. Students in their fourth year had the highest empathy scores, whereas first-year students had the highest emotional intelligence scores. Female students scored higher in empathy than male students. Age revealed a significant adverse relationship with emotional intelligence.

Keiko Abe, Masayuki Niwa, Kazuhiko Fujisaki, and Yasuyuki Suzuki conducted a study in 2018 to investigate 1) the relationship between empathy, EI, and personality and 2) gender variations in the relationship between empathy, EI, and personality. Data was collected from 357 first-year medical students at a single Japanese medical school. Students filled out self-report questionnaires that included three validated instruments for measuring EI: the Trait Emotional Intelligence Questionnaire-Short Form (TEIQue-SF), empathy: the Jefferson Scale of Physician Empathy-student version (JSPE), and personality: the NEO-Five-Factor Inventory (NEO-FFI), which examines five dimensions of personality: neuroticism (N), extraversion (E), openness to experience (O), agreeableness (A), and conscientiousness (C). According to the findings, neuroticism is a significant factor that negatively influences EI. Lowering N by providing thoughtful instruction that considers students' personalities is critical. In future studies, they will analyse how communication training for students may improve EI.

Muhammad Irfan, Urooj Saleem, Mifrah Rauf Sethi, and Ayesha Sumera Abdullah (2019) sought to investigate the relationship between emotional intelligence (EI) and empathy in medical and dentistry undergraduate students. Methods: From February 2015 to June 2017, a cross-sectional correlational study was done at public and private medical and dentistry institutes in Peshawar, Pakistan. The Schutte Emotional Intelligence Scale (SEiS) and Davis' Interpersonal Reactivity Index (IRI) were used to assess emotional intelligence and empathy. According to the study, EI and empathy have a substantial association. Because higher levels of both were reported in just half of the students, there is a need to work on students' emotional intelligence to increase their empathic behaviour.

According to a 2023 study by Jonathan P. McNulty of Yurgos Politis, these abilities must be established and mapped through courses to assist students in their professional growth. Since empathy, emotional intelligence, and interprofessional abilities are not discipline-specific, all educators should consider how to develop them best. Further integration of these professional skills into the curriculum should be attempted to develop health professionals with a stronger emphasis on person-centred care. The three talents were the primary component of the keywords used in a Google Scholar search. Content in English; period of the last 20 years (two-thirds of the content on these subjects is from the 2010s onward); reporting on health sciences; emphasis on undergraduate cohorts; and curriculum mentions of the abilities were the inclusion requirements. A scoping review was thought to be the best approach for synthesising the gathered evidence because their goals were to contextualise material on the same themes and clarify them. Results show that core healthcare practice and education competencies are empathy, emotional intelligence, and interprofessional abilities. Academic success in medical and nursing education and emotional intelligence have been linked. Better patient care and results in healthcare environments are linked to empathy, emotional intelligence, and interprofessional skills. To work well in interprofessional healthcare teams, one must acquire certain abilities.

Techniques for raising emotional intelligence and empathy include training in emotion control, self-awareness, and interpersonal skills. Building these abilities to enhance patient-centred care is a common goal of interprofessional education and training programmes.

1.5 Emotional Intelligence and Impulsivity

A study published by Alberto Megías-Robles et al. in 2023 examined the role of impulsivity and sensitivity to reward as mediating factors in the relationship between EI and health-related risk-taking among university students. The sample was collected from 250 participants from the University of Malaga. The researchers found that better abilities in EI were linked to a decreased tendency to engage in health-related risk behaviour. The study employed a performance-based ability measure to assess EI, which confirmed the negative relationship between EI and health risk-taking. The results also revealed a significant negative indirect effect of EI on health-risk taking through various dimensions of impulsivity and sensitivity to reward.

A study published in *Foods* by Ana Merchán-Clavellino et al. in 2020 investigated the relationship between impulsivity, EI, and alcohol consumption in young people. The sample was collected from 385 Spanish university students. The researchers found that impulsivity and EI were negatively correlated, suggesting that individuals with higher EI levels tend to have lower impulsivity. The study also found that EI mediated the relationship between impulsivity and alcohol consumption, indicating that individuals with higher EI levels are less likely to engage in impulsive behaviours related to alcohol consumption.

Research published in the *Journal of Personality and Social Psychology* by Fernández-González et al. in 2018 investigated the relationship between emotional intelligence and adult impulsivity. The study used a self-report measure of emotional intelligence and a behavioural measure of impulsivity. The sample was collected from four schools- two were private, and the other two were public. The results showed that individuals with higher levels of emotional intelligence had lower levels of impulsivity.

The study also found that emotional intelligence mediated the relationship between personality traits and impulsivity.

A study published by Limonero et al. in 2020 examined the relationship between emotional intelligence and impulsivity in individuals with substance use disorders. The sample was collected from the major cities of the natives. The researchers found that individuals with higher levels of emotional intelligence had lower levels of impulsivity and were less likely to engage in impulsive behaviours related to substance use. The study employed a performance-based measure of emotional intelligence and a behavioural measure of impulsivity.

1.6 Empathy and Impulsivity

A study published by Arta Dodaj et al. in 2020 investigated the relationship between empathy, impulsivity, and dating violence among a sample of young adults. The sample was collected from 474 female college students from the University of Moster. The researchers found that lower levels of empathy were associated with higher levels of impulsivity and dating violence. The study employed a self-report measure of empathy and a behavioural measure of impulsivity. The results suggested that empathy plays a crucial role in reducing impulsive behaviours and dating violence.

Research published in 2020 by Chunyan Yu et al. examined the relationship between empathy, impulsivity, and aggressive behaviours among young people. The study used a self-report measure of empathy and a behavioural measure of impulsivity. The results showed that lower levels of empathy were associated with higher levels of impulsivity and aggressive behaviours. The study also found that impulsivity mediated the relationship between empathy and aggressive behaviours.

A study conducted by Emilio C. Ulloa in 2020 investigated the relationship between empathy, impulsivity, and substance use among young adults. The study used a self-report measure of empathy and a behavioural measure of impulsivity. The results showed that lower levels of empathy were

associated with higher levels of impulsivity and substance use. The study also found that impulsivity mediated the relationship between empathy and substance use.

The widespread use of social media among college students has raised concerns about its potential impact on empathy and impulsivity. In a study published in 2020 by Mohammad Dalvi-Esfahani et al., The sample was collected from seven public schools. They found that social media use was associated with decreased empathy and increased impulsivity among college students. This suggests that social media may contribute to a decline in empathy and an increase in impulsivity among this population.

CHAPTER-3

RESEARCH GAP

3.1 Research Gap

The above literature review shows that various studies have been conducted mainly on other sections like participants recruited via publicly accessible social networking websites, commercial sector institutions, medical practitioners, educators & public and private universities. There exists a paucity of studies done on different academic disciplines. The present research aimed to investigate the effect of gender and academic disciplines on narcissism, emotional intelligence, empathy and impulsivity. Therefore, the present investigation aims to fill the gaps mentioned above.

3.2 Theoretical Framework

Emotional intelligence theories, such as those by Mayer and Salovey, posit that emotional intelligence involves the ability to recognise and regulate one's own emotions and the emotions of others. Narcissistic individuals may struggle with emotion regulation, impacting their empathy and social skills. In the context of narcissism, deficits in emotional intelligence may contribute to difficulties in regulating emotions, leading to impulsive reactions to emotional triggers.

3.3 Objectives

1. To study the difference between two academic disciplines, i.e. engineering and liberal arts, in narcissism, empathy, emotional intelligence and impulsivity scores.
2. To study the gender differences in narcissism, empathy, emotional intelligence and impulsivity scores.

3.4 Hypotheses

H₁ – There will be no difference in narcissism scores between engineering and liberal arts disciplines.

H₂ - There will be no difference in empathy scores between engineering and liberal arts disciplines.

H₃ – There will be no difference in EQ scores between engineering and liberal arts disciplines.

H₄ - There will be no difference in impulsivity scores between engineering and liberal arts disciplines.

H₅ - There will be no difference in narcissism scores between males and females.

H₆ – There will be no difference in empathy scores between males and females.

H₇ - There will be no difference in EQ scores between males and females.

H₈ - There will be no difference in impulsivity scores between males and females.

H₉ -There will be no interaction effect between academic disciplines and gender in narcissism, empathy, emotional intelligence and impulsivity.

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CHAPTER-4

METHODOLOGY

4.1 Sample

The total sample size for the study was 200 participants from two disciplines: 120 participants from engineering and 80 from liberal arts. There were 60 males and females and 40 males and females from engineering and liberal arts disciplines, respectively. The age group which was required for the collection of the data was 18-30 years. The sample was collected offline using purposive and convenience sampling.

4.2 Design

A between-subject design and 2(academic disciplines: engineering, liberal arts) * 2(gender: male, female) factorial design was used for the current study. The independent variables are academic groups and gender. The dependent variables are narcissism, emotional intelligence, empathy and impulsivity.

4.3 Tools Used

As per the objective of the investigation, four measures were used to assess narcissism, emotional intelligence, empathy and impulsivity. The following tools were used for the study: -

1. Narcissistic Personality Inventory (NPI)

The tool was created by Raskin and Hall (1979). The tool was designed to assess narcissism as a personality trait in social psychological research. It measures seven component traits- authority, self-sufficiency, superiority, exhibitionism, exploitativeness, vanity and entitlement. The scale consists of 40 pairs of statements, having A and B options. The participants are required to select the most identifiable option. They must select the least identifiable or remote if they do not identify with either statement. The obtained reliability for this scale is .81 from 40 items.

2. The Toronto Empathy Questionnaire (TEQ)

The tool was created by Spreng et al. (2009). It is a 16-item, five-point Likert scale. Eight items were scored negatively, and eight items were scored positively. The participants are required to respond by carefully reading statements and rate how frequently they feel or act in the manner described from the 5-point Likert Scale: 0(never), 1(rarely), 2(sometimes), 3(often), 4(always). The obtained reliability for this scale is .65 from 16 items.

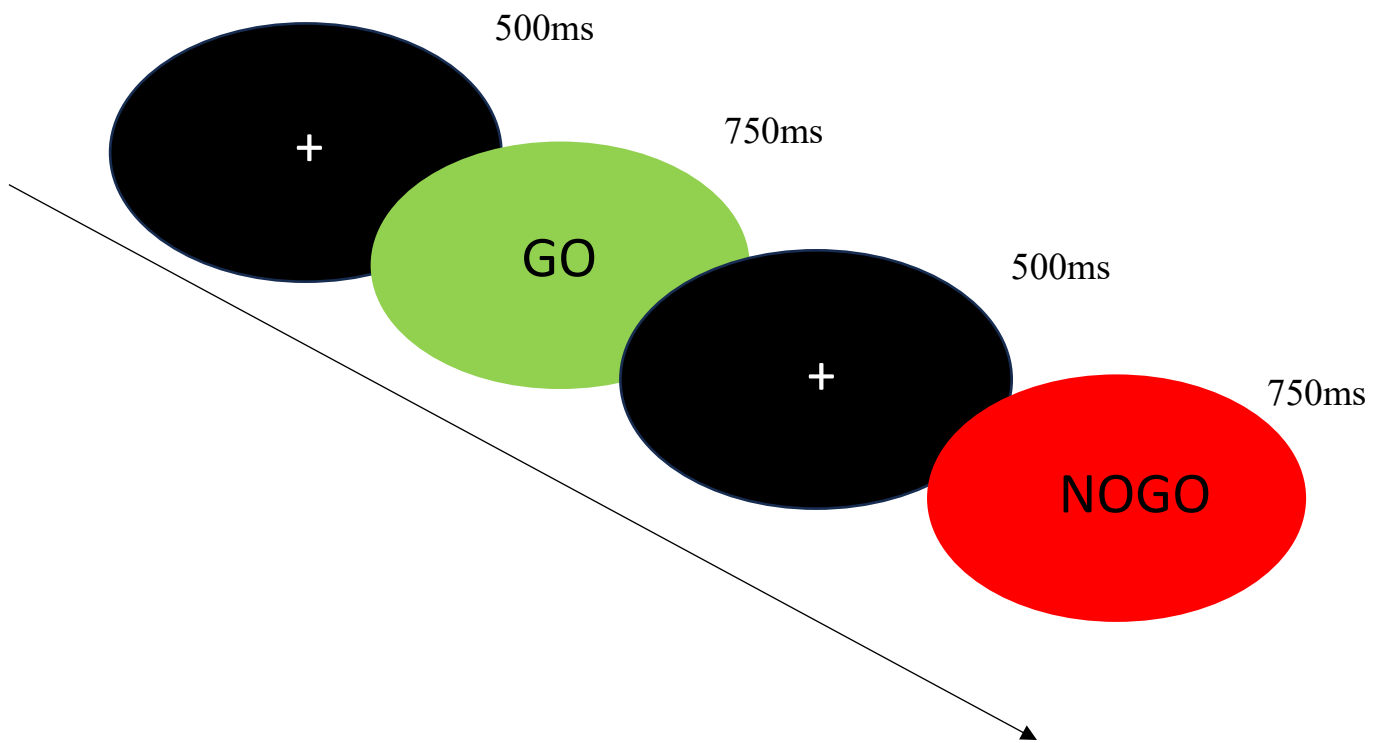
3. Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF).

The scale was developed by K. V. Petrides (2009), a 30-item questionnaire that measures global trait emotional intelligence (Trait EI). It is based on the complete form of TEIQue. Two items from each of TEIQue's 15 facets were chosen for inclusion based chiefly on their relationships with the associated total facet scores. The participants must respond by drawing a circle around the number that best indicates their agreement or disagreement with the statement. Each sentence has seven different responses, ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 7). The obtained reliability for this scale is .84 from 30 items.

4. Go/No-go Task

The Go/No-go task is an impulsivity task where the motor response must either be inhibited or executed. During the task, participants were required to inhibit the response when NOGO appears and press the space bar when GO appears on the screen. The experiment was started with a fixation dot with a duration of 500ms. The stimulus was shown in random order with a ratio of 11:3, where 11 stimuli were of GO, and 3 stimuli were of NOGO; a total of 280 stimuli were presented on the screen. The timeout for the stimulus was 750ms, where participants had to press the GO stimulus immediately and withhold the response on NOGO. The Go/NoGo task was presented using Open Sesame software.

Trial Structure



4.4 Procedure

Participants were required to complete two study parts: an offline questionnaire and a go/no-go task. After completing the questionnaires, participants were called to complete the go/no-go task. The go/no-go task was used to measure impulsivity and presented on the laptop. All the participants used the same laptop. The instructions were given at the start of the go/no-go task: “Welcome to the Experiment! The experiment will begin with a fixation dot. You are required to respond by pressing the space bar key. You must press the space bar key when GO appears and withhold a response when NOGO appears. Kindly pay attention to the screen”. Participants were asked to place their index figures on the space bar and react according to the instructions. Completing the questionnaire took around 15 minutes, and completing the go/no-go task took around 5 minutes.

4.5 Statistical Analyses

Statistical Package for Social Science (SPSS) version 27 and Microsoft Excel were used to analyse the data. Descriptive Statistics, MANOVA was performed for all the dependent variables studied.

CHAPTER-5

RESULTS

Statistical analyses were used to compute the values to meet the study's objective. Descriptive statistics and MANOVA were calculated. The tables below show the Descriptive statistics and MANOVA for the variable study.

Table :1 shows descriptive statistics of narcissism scores in males and females for academic groups in engineering and liberal arts. There were 200 participants, 120 of whom were in engineering and 80 of whom were in liberal arts. The mean (SD) score for males and females in engineering came out to be 18.42 (7.55) and 17.83 (5.45) for 60 participants, respectively. For males and females in liberal arts, the mean (SD) score came out to be 16.50 (5.63) and 13.38 (5.56) for 40 participants, respectively. The total mean (SD) for males and females came out to be 17.65 (6.88) and 16.05 (5.89) for 100 participants, respectively. Males had higher narcissism scores than females in both academic groups. Engineering students had the highest mean narcissism scores overall, with males scoring the highest. Liberal Arts students, especially females, had the lowest mean narcissism scores.

Table:1 Descriptive Statistics for Narcissism Scores in Academic Groups and Gender

Academic					
Variable	Groups	Gender	Mean	Std. Deviation	N
Narcissism	ENGG	Male	18.42	7.55	60
		Female	17.83	5.45	60
		Total	18.13	6.56	120
	Liberal Arts	Male	16.50	5.63	40
		Female	13.38	5.56	40
		Total	14.94	5.78	80

Total	Male	17.65	6.88	100
	Female	16.05	5.89	100
	Total	16.85	6.44	200

Figure :1 represents the level of narcissism scores in relation to gender differentiated by two categories which are engineering and liberal arts. The Y-axis represents the level of narcissism ranging from 0 to 20. The X-axis represents gender with male and female. The blue line which is for engineering, remains constant across both genders on the narcissism scale. The orange line which is for liberal arts, starts at around 16 for males and decreases slightly around 13 for females. For both groups' male and female, males show higher narcissism than females in both disciplines.

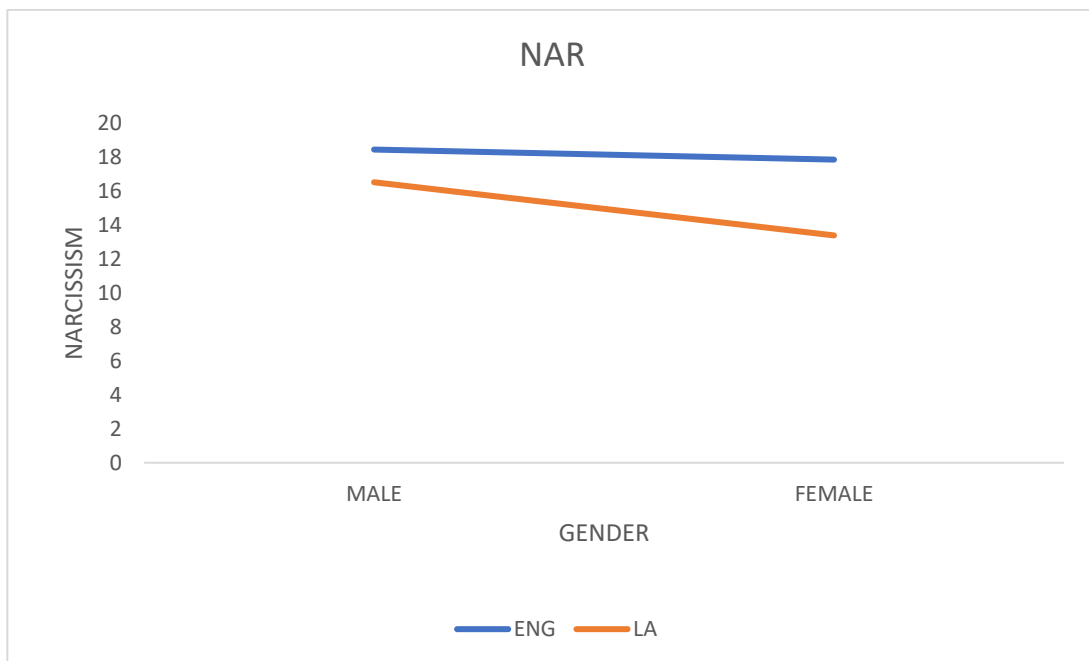


Figure: 1 Narcissism Scores for academic disciplines and gender

Table:2 shows descriptive statistics of empathy scores in males and females for academic groups in engineering and liberal arts. There were 200 participants, 120 of whom were in engineering and 80 of whom were in liberal arts. The mean (SD) score for males and females in engineering came out to be 10.26 (1.62) and 9.92 (1.79) for 60 participants, respectively. For males and females in liberal arts, the mean (SD) score came out to be 10.67 (1.80) and 10.21 (2.14) for 40 participants, respectively. The total mean (SD) for males and females came out to be 10.43 (1.70) and 10.04 (1.94) for 100 participants, respectively. Males had slightly higher empathy scores than females in both academic disciplines, with the highest mean empathy score observed in the Liberal Arts group for males.

Table :2 Descriptive Statistics for Empathy Scores in Academic Groups and Gender

Academic					
Variable	Groups	Gender	Mean	Std. Deviation	N
Empathy	ENGG	Male	10.26	1.62	60
		Female	9.92	1.79	60
		Total	10.09	1.71	120
	Liberal Arts	Male	10.67	1.80	40
		Female	10.21	2.14	40
		Total	10.44	1.98	80
	Total	Male	10.43	1.70	100
		Female	10.04	1.94	100
		Total	10.23	1.83	200

Figure:2 represents the level of empathy scores in relation to gender, which are differentiated into two categories: engineering and liberal arts. The Y-axis represents the level of empathy ranging from 9.4 to 10.8. The X-axis represents gender with male and female. Both lines slope downwards from male to female in both disciplines, indicating decreased empathy from male to female. The orange line (liberal arts) starts at the higher point for males and ends at the lower point for females, like the blue line (engineering). For both male and female groups, males show higher empathy than females in both disciplines. The liberal arts group has consistently higher empathy levels for both genders compared to the engineering group. The liberal arts group seems to foster higher empathy overall.

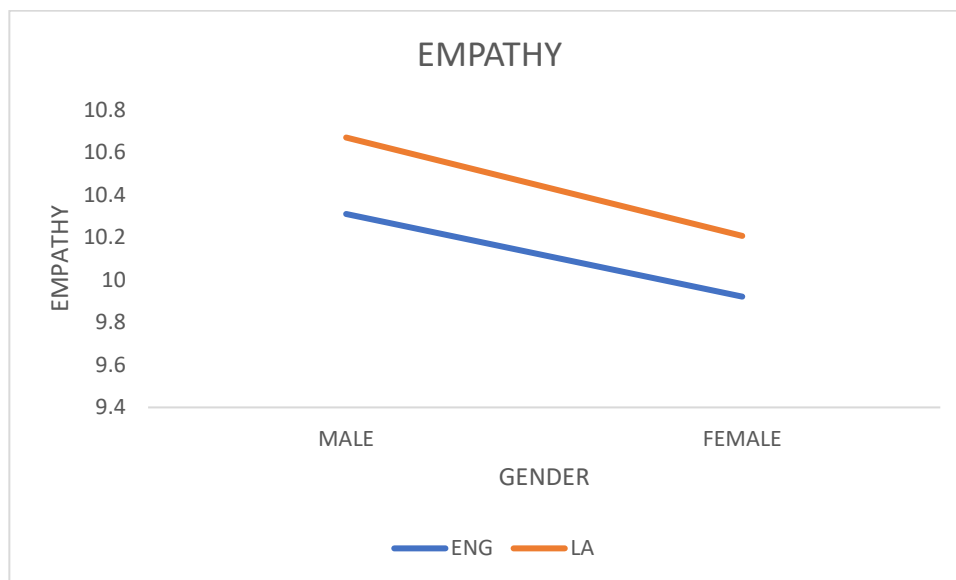


Figure:2 Empathy Scores for academic disciplines and gender

Table:3 shows descriptive statistics of EQ scores in males and females for academic groups in engineering and liberal arts. There were 200 participants, 120 of whom were in engineering and 80 of whom were in liberal arts. The mean (SD) score for males and females in engineering came out to be 4.62 (0.71) and 4.54 (0.65) for 60 participants, respectively. For males and females in liberal arts, the mean (SD) score came out to be 4.68 (0.68) and 4.52 (0.84) for 40 participants, respectively. The total mean (SD) for males and females came out to be 4.64 (0.70) and 4.53 (0.73) for 100 participants,

respectively. Males generally had slightly higher EQ scores than females in both academic groups, with the highest mean EQ score observed in the Liberal Arts group for males.

Table: 3 Descriptive Statistics for EQ Scores in Academic Groups and Gender

Variable	Academic Groups	Gender	Mean	Std. Deviation	N
EQ	ENGG	Male	4.62	0.71	60
		Female	4.54	0.65	60
		Total	4.58	0.68	120
	Liberal Arts	Male	4.68	0.68	40
		Female	4.52	0.84	40
		Total	4.60	0.76	80
	Total	Male	4.64	0.70	100
		Female	4.53	0.73	100
		Total	4.59	0.71	200

Figure 3 represents the level of EQ scores in relation to gender-differentiated by two categories: engineering and liberal arts. The Y-axis represents the level of EQ ranging from 4.4 to 4.7. The X-axis represents gender with male and female. The blue line (engineering) and orange line (liberal arts) start at a higher point for males and decrease for females; as we move along the x-axis from male to female, the EQ decreases. The EQ remains relatively stable for females in both disciplines. In the graph, males initially have higher EQ while females maintain a more consistent level

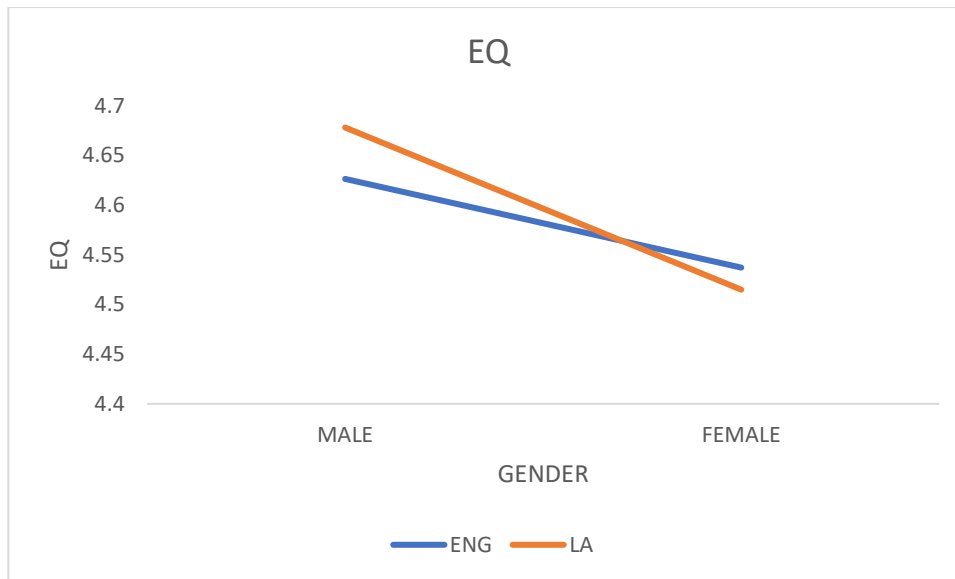


Figure :3 EQ Scores for academic disciplines and gender

Table:5 shows descriptive statistics of impulsivity scores in males and females for academic groups in, engineering and liberal arts. There were 200 participants in total:120 participants of engineering and 80 participants of liberal arts. The mean (SD) score for males and females in engineering came out to be 8.82 (9.29) and 4.52 (3.44) for 60 participants respectively. For males and females in liberal arts the mean (SD) score came out to be 7.88 (5.89) and 10.55 (7.81) for 40 participants respectively. The total mean (SD) for males and females came out to be 8.44 (8.08) and 6.93 (6.32) for 100 participants respectively. Males had higher impulsivity scores than females in engineering group while in liberal arts females scored higher on impulsivity than males.

Table :5 Descriptive Statistics for Impulsivity scores in Academic Groups and Gender

Academic					
Variable	Groups	Gender	Mean	Std. Deviation	N
Impulsivity	ENGG	Male	8.82	9.29	60
		Female	4.52	3.44	60
		Total	6.67	7.30	120

Liberal	Male	7.88	5.89	40
Arts	Female	10.55	7.81	40
	Total	9.21	7.00	80
Total	Male	8.44	8.08	100
	Female	6.93	6.32	100
	Total	7.69	7.27	200

Figure 4 represents the level of impulsivity scores in relation to gender-differentiated by two categories: engineering and liberal arts. The Y-axis represents the level of impulsivity ranging from 0 to 12. The X-axis represents gender with male and female. The blue line (engineering) starts high for males and declines for females. The orange line (liberal arts) starts from a lower point for males and increases for females. In liberal arts, females tend to score higher on impulsivity than females in the engineering discipline, while engineering males scored higher than males in liberal arts.

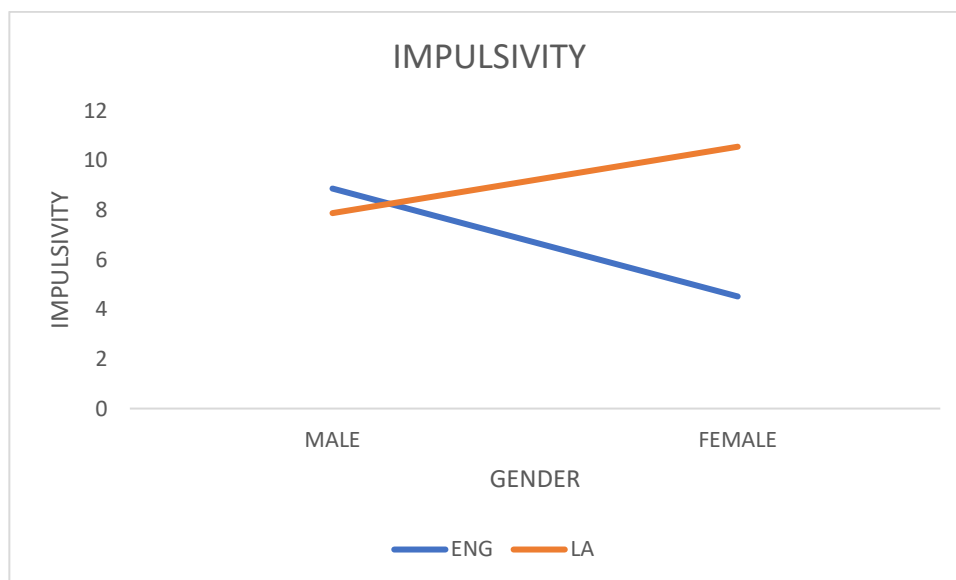


Figure :4 Impulsivity Scores for academic disciplines and gender

Table: 6 shows that the main effect of academic groups is statistically significant with a $p < .001$. This means that there is strong evidence that the academic groups have different means on the dependent variable. The effect of gender is not statistically significant, with a $p > .001$. This suggests the gender groups do not differ significantly in their means. The interaction effect of academic groups and gender is statistically significant, $p < .001$. This indicates that the effect of academic groups on the dependent variable depends on gender. The partial eta squared values provide an estimate of effect size. For academic groups, $\eta^2 = 0.12$, indicating a medium effect size. For gender, $\eta^2 = 0.04$, suggesting a small effect. And for the interaction effect, $\eta^2 = 0.08$ is a medium effect. The results show that academic groups differ significantly in their means; gender groups do not, but the academic group differences depend on gender. The effect sizes range from small to medium.

Table: 6 Multivariate Analyses of academic groups and gender

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	0.99	3337.301b	4.00	193.00	0.00	0.99
	Wilks' Lambda	0.01	3337.301b	4.00	193.00	0.00	0.99
	Hotelling's Trace	69.17	3337.301b	4.00	193.00	0.00	0.99
	Roy's Largest Root	69.17	3337.301b	4.00	193.00	0.00	0.99
ACADEMIC GROUPS	Pillai's Trace	0.12	6.672b	4.00	193.00	0.00	0.12
	Wilks' Lambda	0.88	6.672b	4.00	193.00	0.00	0.12
	Hotelling's Trace	0.14	6.672b	4.00	193.00	0.00	0.12
	Roy's Largest Root	0.14	6.672b	4.00	193.00	0.00	0.12
GENDER	Pillai's Trace	0.04	2.015b	4.00	193.00	0.09	0.04
	Wilks' Lambda	0.96	2.015b	4.00	193.00	0.09	0.04
	Hotelling's Trace	0.04	2.015b	4.00	193.00	0.09	0.04
	Roy's Largest Root	0.04	2.015b	4.00	193.00	0.09	0.04

ACADEMIC GROUPS * GENDER	Pillai's Trace	0.08	4.369b	4.00	193.00	0.00	0.08
	Wilks' Lambda	0.92	4.369b	4.00	193.00	0.00	0.08
	Hotelling's Trace	0.09	4.369b	4.00	193.00	0.00	0.08
	Roy's Largest Root	0.09	4.369b	4.00	193.00	0.00	0.08

Table: 7 shows the results indicating that the main effect of academic group had a significant effect on narcissism, $F(1,196) = 12.65, p < .001, \eta^2 = .06$, indicating a medium effect size, and impulsivity, $F = 6.41, p < .001, \text{partial } \eta^2 = .03$ indicating small effect size. Narcissism and impulsivity were significant in academic groups; however, none of the other variables, empathy and EQ, were significant in the same way. Specifically, the results suggest that individuals in different academic groups differed in narcissism and impulsivity tasks. The main effect of gender also had a significant effect on narcissism, $F = 4.28, p < .001, \text{partial } \eta^2 = .02$, indicating a small effect size. However, there was no significant difference between the other variables- empathy, EQ, and impulsivity. Furthermore, there was a significant interaction effect obtained between academic group and gender on impulsivity with medium effect size, $F = 12.02, p < .001, \text{partial } \eta^2 = .06$. However, there was no interaction effect of other variables.

Table :7 Between subject design effects for academic groups and gender

		Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
ACADEMIC GROUPS	NAR	487.69	1.00	487.69	12.65	0.00	0.06
	EMP	5.74	1.00	5.74	1.73	0.19	0.01
	EQ	0.01	1.00	0.01	0.03	0.87	0.00
	IMPL	311.10	1.00	311.10	6.41	0.01	0.03
GENDER	NAR	165.02	1.00	165.02	4.28	0.04	0.02
	EMP	7.76	1.00	7.76	2.34	0.13	0.01
	EQ	0.73	1.00	0.73	1.43	0.23	0.01

	IMPL	31.69	1.00	31.69	0.65	0.42	0.00
ACADEMIC GROUPS * GENDER	NAR	77.52	1.00	77.52	2.01	0.16	0.01
	EMP	0.18	1.00	0.18	0.05	0.82	0.00
	EQ	0.08	1.00	0.08	0.15	0.70	0.00
	IMPL	583.81	1.00	583.81	12.02	0.00	0.06
Error	NAR	7554.29	196.00	38.54			
	EMP	649.52	196.00	3.31			
	EQ	100.70	196.00	0.51			
	IMPL	9516.24	196.00	48.55			
Total	NAR	65032.00	200.00				
	EMP	21593.63	200.00				

CHAPTER-6

DISCUSSION

In this study, we investigated the effect of gender and academic disciplines on narcissism, empathy, emotional intelligence and impulsivity. The first objective of the study was to study the difference between engineering and liberal arts in narcissism, empathy, emotional intelligence and impulsivity. It was hypothesised that there would be no difference in narcissism scores between engineering and liberal arts disciplines. The study results revealed that there was a significant difference in narcissism scores between these two academic disciplines. Hence, the first hypothesis was rejected. A research study by Jauk et al. (2020) compared two groups, Germany and Japan, to investigate narcissism in autonomous and interdependent civilisations. the study revealed that entitlement/exploitativeness was higher in Japan than in Germany, while grandiose exhibitionism was higher in Germany. Hence, our first hypothesis was rejected because we found a significant difference in narcissism between engineering and liberal arts disciplines.

Wilson et al. (2012) compared empathy levels among first- and third-year law students. They found no significant difference in empathy scores between those in the first year and those in the third year of their study. These results were aligned with our second hypothesis, which is that there would be no difference in empathy scores between engineering and liberal arts disciplines. Hence, it was accepted. Our study found no difference in empathy scores between these two academic disciplines.

The third hypothesis of our study was that there would be no difference in EQ scores between engineering and liberal arts disciplines. In the results, we did not find that there was any difference in the EQ scores between these two academic disciplines. Hence, the third hypothesis for the current study was accepted. These results were in line with the findings of Am J (2006), who did a study on students in a general management course, which revealed that education on Emotional Intelligence (EI) resulted

in enhanced academic performance. However, the study did not find any outcome variations across different disciplines.

Kim et al. (2020) examined the correlation between impulsivity and suicidal ideation in individuals diagnosed with major depressive disorder (MDD). They found that the scores for impulsivity were notably elevated in the group exhibiting suicidal ideation. Their results were aligned with the study's fourth hypothesis that there would be no difference in impulsivity scores between engineering and liberal arts disciplines. Our study found a significant difference in impulsivity scores between these two academic disciplines. Hence, the hypothesis was rejected.

To study the gender differences between narcissism, empathy, emotional intelligence, and impulsivity was the second objective of our study. The fifth hypothesis was that there would be no difference in narcissism scores between males and females. In the results, we found out that the main effect of gender had a significant effect on narcissism scores. So, the hypothesis was rejected. Similar research was found by Weidmann et al. (2023), who examined age and gender variations and the way they interact using eight commonly employed narcissistic assessment tools. Their results revealed that men exhibited higher levels of narcissism compared to women.

The sixth hypothesis of the current study was that there would be no difference in empathy scores between males and females. Our study results did not find that there was any difference in empathy scores between males and females. Hence, the hypothesis was accepted. These results were not in line with the findings of research done by Laura et al. (2021), who investigated that woman demonstrated more self-assessed affective and cognitive empathy than males and found a difference in empathy between the two groups, with women often displaying greater levels. This might be why individuals perceive and perform gender roles, which can also influence their abilities.

Researchers Radhika Paul and Shruti Dutt (2023) examined the emotional intelligence levels of males and girls between the ages of 18 and 25. They found no substantial disparity in the emotional intelligence between males and girls. Our current study hypothesised that there will be no difference in EQ scores between males and females. In the results, we did not find that there was any difference in EQ between males and females. Hence, the seventh hypothesis was accepted.

The eighth hypothesis was that there would be no difference in impulsivity scores between males and females. In the results, we did not find that there was any difference in impulsivity between males and females. Hence, the hypothesis was accepted. A research study by Elise et al. (2020) supports the hypothesis. The researchers found no consistent evidence indicating a higher level of impulsivity in one gender when considering different substance categories, measures of impulsivity, and age groups.

The last hypothesis was partially accepted for narcissism, empathy and EQ. Kjersti Nesje (2023) conducted a study and found out that there was no interaction between academic fields and gender on empathy. Another researcher found a substantial and predictive association between emotional intelligence skills and academic achievement among university students. However, the research did not show any effect of interaction. These findings were made by Preetam and Tosendra Dwivedi (2018). These were some studies supporting the hypothesis. The hypothesis was partially rejected for impulsivity, the present study did find out that there was an interaction between academic fields and gender on impulsivity. Research conducted by Wang et al. (2016) found similar results on internet gaming disorder (IGD) and impulsive decision-making discovered noteworthy gender-by-group interactions in brain areas associated with impulsivity.

CHAPTER-7

CONCLUSION, IMPLICATION, LIMITATIONS, AND SCOPE FOR FUTURE RESEARCH

7.1 Conclusion

We can conclude that narcissism and impulsivity affected academic disciplines and both genders. The results revealed that there is a significant difference in narcissism and impulsivity between engineering and liberal arts disciplines. Also, there was an interaction effect between academic disciplines and gender on narcissism. It is evident from the present study that narcissism and impulsivity affect academic disciplines and gender.

7.2 Implication

An analysis of the impact of gender on personality traits such as narcissism, emotional intelligence, empathy, and impulsivity might provide valuable insights for overcoming gender stereotypes and biases. It can provide insight into the variations in how males and females perceive and articulate emotions, empathy, and impulsivity, thus fostering more sophisticated conversations about gender roles and expectations. Understanding the influence of academic disciplines on personality traits can assist educators in customising teaching methods and approaches to better cater to the requirements of students in various domains. Recognising these distinctions can facilitate the development of emotional intelligence and empathy in pupils, cultivating a more inclusive and supportive educational setting. It can assist psychologists in formulating focused interventions for particular demographics.

7.3 Limitations

There is a possibility of bias in the participant selection process, which could result in a sample that is not representative and does not correctly reflect the larger population. The utilisation of self-report measures to evaluate narcissism, emotional intelligence, empathy, and impulsivity may introduce response bias and social desirability effects, which have the potential to influence the outcomes. The generalizability of the study's conclusions is limited to the specific sample and setting in which the research was done, thereby restricting the broader relevance of the results.

Unaccounted confounding variables in the study could potentially impact the relations between gender, academic disciplines, and the psychological qualities being investigated. The study may have overlooked potential cultural variations that could influence the manifestation and understanding of narcissism, emotional intelligence, empathy, and impulsivity across individuals of different genders and academic fields. The accuracy of the results may be influenced by the variability in the validity and reliability of the assessment methods employed to evaluate narcissism, emotional intelligence, empathy, and impulsivity.

7.4 Scope for Future Research

A longitudinal study can be conducted to track how these traits evolve over time in men and women and how they influence their career choices and academic performances. These traits can be used to examine gender differences across different cultures and socioeconomic backgrounds to understand the role of societal factors. Future researchers can also explore the malleability of these traits and whether they can be enhanced through training, education and interventions. Interviews and experimental studies could test the effectiveness of these programs.

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APPENDIX A

INFORMED CONSENT

I, Rhythm Arora, a second-year MA Psychology student from Thapar University, Patiala, am conducting a research project to study the behavioural patterns of individuals aged between 18-30.

In this context, I request you to kindly participate in this study by giving your consent. Your participation will be highly appreciated. All personal information gathered during the survey will remain confidential, and your identity will remain anonymous. Your participation is voluntary, and you are free to withdraw at any point without any cost. If you are interested in knowing about your performance, you can contact me at this email address - **rarora_ma22@thapar.edu**

Kindly participate by accepting the following:

I _____ voluntarily agree to participate in this study. I understand that even if I agree to participate now, I can withdraw it anytime or refuse to answer any question without any consequences. I understand that all information I provide for this study will be confidential.

AGE: _____

GENDER: _____

CONTACT NUMBER: _____

SIGNATURE: _____

EMAIL ADDRESS: _____

COURSE- ENGINEERING / LIBERAL ARTS

7. A. I prefer to blend in with the crowd.
B. I like to be the center of attention. 7. _____
8. A. I will be a success.
B. I am not too concerned about success. 8. _____
9. A. I am no better or worse than most people.
B. I think I am a special person. 9. _____
10. A. I am not sure if I would make a good leader.
B. I see myself as a good leader. 10. _____
11. A. I am assertive.
B. I wish I were more assertive. 11. _____
12. A. I like to have authority over other people.
B. I don't mind following orders. 12. _____
13. A. I find it easy to manipulate people.
B. I don't like it when I find myself manipulating people. 13. _____
14. A. I insist upon getting the respect that is due me.
B. I usually get the respect that I deserve. 14. _____
15. A. I don't particularly like to show off my body.
B. I like to show off my body. 15. _____
16. A. I can read people like a book.
B. People are sometimes hard to understand. 16. _____
17. A. If I feel competent, I am willing to take responsibility for making decisions.
B. I like to take responsibility for making decisions. 17. _____

18. A. I just want to be reasonably happy.
B. I want to amount to something in the eyes of the world. 18. _____
19. A. My body is nothing special.
B. I like to look at my body. 19. _____
20. A. I try not to be a show off.
B. I will usually show off if I get the chance. 20. _____
21. A. I always know what I am doing.
B. Sometimes I am not sure of what I am doing. 21. _____
22. A. I sometimes depend on people to get things done.
B. I rarely depend on anyone else to get things done. 22. _____
23. A. Sometimes I tell good stories.
B. Everybody likes to hear my stories. 23. _____
24. A. I expect a great deal from other people.
B. I like to do things for other people. 24. _____
25. A. I will never be satisfied until I get all that I deserve.
B. I take my satisfactions as they come. 25. _____
26. A. Compliments embarrass me.
B. I like to be complimented. 26. _____
27. A. I have a strong will to power.
B. Power for its own sake doesn't interest me. 27. _____
28. A. I don't care about new fads and fashions.

- B. I like to start new fads and fashions. 28. _____
29. A. I like to look at myself in the mirror.
B. I am not particularly interested in looking at myself in the mirror. 29. _____
30. A. I really like to be the center of attention.
B. It makes me uncomfortable to be the center of attention. 30. _____
31. A. I can live my life in any way I want to.
B. People can't always live their lives in terms of what they want. 31. _____
32. A. Being an authority doesn't mean that much to me.
B. People always seem to recognize my authority. 32. _____
33. A. I would prefer to be a leader.
B. It makes little difference to me whether I am a leader or not. 33. _____
34. A. I am going to be a great person.
B. I hope I am going to be successful. 34. _____
35. A. People sometimes believe what I tell them.
B. I can make anybody believe anything I want them to. 35. _____
36. A. I am a born leader.
B. Leadership is a quality that takes a long time to develop. 36. _____
37. A. I wish somebody would someday write my biography.
B. I don't like people to pry into my life for any reason. 37. _____
38. A. I get upset when people don't notice how I look when I go out in public.
B. I don't mind blending into the crowd when I go out in public. 38. _____

39. A. I am more capable than other people.
B. There is a lot that I can learn from other people. 39. _____
40. A. I am much like everybody else.
B. I am an extraordinary person. 40. _____

APPENDIX C

The Toronto Empathy Questionnaire

Please read each statement below carefully and rate how frequently you feel or act in the manner described. Circle your answer on the response form. There are no right or wrong answers or trick questions. Please answer each question as honestly as you can.		NEVER	RARELY	SOME TIMES	OFTEN	ALWAYS
1	When someone else is feeling excited, I tend to get excited too	0	1	2	3	4
2	Other people's misfortunes do not disturb me a great deal	0	1	2	3	4
3	It upsets me to see someone being treated disrespectfully	0	1	2	3	4
4	I remain unaffected when someone close to me is happy	0	1	2	3	4
5	I enjoy making other people feel better	0	1	2	3	4
6	I have tender, concerned feelings for people less fortunate than me	0	1	2	3	4
7	When a friend starts to talk about his/her problems, I try to steer the conversation towards something else	0	1	2	3	4
8	I can tell when others are sad even when they do not say anything	0	1	2	3	4
9	I find that I am "in tune" with other people's moods	0	1	2	3	4
10	I do not feel sympathy for people who cause their own serious illnesses	0	1	2	3	4
11	I become irritated when someone cries	0	1	2	3	4
12	I am not really interested in how other people feel	0	1	2	3	4
13	I get a strong urge to help when I see someone who is upset	0	1	2	3	4

14	When I see someone treated unfairly, I do not feel very much pity for them	0	1	2	3	4
15	I find it silly for people to cry out of happiness	0	1	2	3	4
16	When I see someone being taken advantage of, I feel kind of protective towards him\her	0	1	2	3	4

APPENDIX D

Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF)

Instructions: Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement. **Do not think too long about the exact meaning of the statements.** Work quickly and try to answer as accurately as possible. There are no right or wrong answers. There are seven possible responses to each statement ranging from ‘Completely Disagree’ (number 1) to ‘Completely Agree’ (number 7).

1.....2.....3.....4.....5.....6.....7

Completely
Disagree

Completely
Agree

1. Expressing my emotions with words is not a problem for me.	1	2	3	4	5	6	7
2. I often find it difficult to see things from another person’s viewpoint.	1	2	3	4	5	6	7
3. On the whole, I’m a highly motivated person.	1	2	3	4	5	6	7
4. I usually find it difficult to regulate my emotions.	1	2	3	4	5	6	7
5. I generally don’t find life enjoyable.	1	2	3	4	5	6	7
6. I can deal effectively with people.	1	2	3	4	5	6	7
7. I tend to change my mind frequently.	1	2	3	4	5	6	7
8. Many times, I can’t figure out what emotion I’m feeling.	1	2	3	4	5	6	7
9. I feel that I have a number of good qualities.	1	2	3	4	5	6	7
10. I often find it difficult to stand up for my rights.	1	2	3	4	5	6	7
11. I’m usually able to influence the way other people feel.	1	2	3	4	5	6	7
12. On the whole, I have a gloomy perspective on most things.	1	2	3	4	5	6	7
13. Those close to me often complain that I don’t treat them right.	1	2	3	4	5	6	7
14. I often find it difficult to adjust my life according to the circumstances.	1	2	3	4	5	6	7
15. On the whole, I’m able to deal with stress.	1	2	3	4	5	6	7
16. I often find it difficult to show my affection to those close to me.	1	2	3	4	5	6	7
17. I’m normally able to “get into someone’s shoes” and experience their emotions.	1	2	3	4	5	6	7
18. I normally find it difficult to keep myself motivated.	1	2	3	4	5	6	7
19. I’m usually able to find ways to control my emotions when I want to.	1	2	3	4	5	6	7
20. On the whole, I’m pleased with my life.	1	2	3	4	5	6	7
21. I would describe myself as a good negotiator.	1	2	3	4	5	6	7
22. I tend to get involved in things I later wish I could get out of.	1	2	3	4	5	6	7
23. I often pause and think about my feelings.	1	2	3	4	5	6	7
24. I believe I’m full of personal strengths.	1	2	3	4	5	6	7
25. I tend to “back down” even if I know I’m right.	1	2	3	4	5	6	7

26. I don't seem to have any power at all over other people's feelings.	1	2	3	4	5	6	7
27. I generally believe that things will work out fine in my life.	1	2	3	4	5	6	7
28. I find it difficult to bond well even with those close to me.	1	2	3	4	5	6	7
29. Generally, I'm able to adapt to new environments.	1	2	3	4	5	6	7
30. Others admire me for being relaxed.	1	2	3	4	5	6	7