



Research Article

EMOTIONAL INTELLIGENCE AND SELF ESTEEM AMONG NCC AND NON NCC COLLEGE STUDENTS

Colonel Harpal Singh Heer¹ and Durlabh Singh Kowal²

¹Masters in Psychology (Final Year) at Jagran Lakecity University, Bhopal

²Durlabh Singh Kowal, Ph.D, DRDO Scientist 'D' at 22 Services Selection Board, Bhopal

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ABSTRACT

Emotional intelligence and self esteem depends on environmental and demographic variables like gender, age and experience. NCC serves as a transformation process of the youth into Armed Forces personnel. This process is affected by several factors, resultant of the self esteem and emotional intelligence along with commitment, communication, and faith to deal with the resistance to change. This study tries to understand the role of self-esteem and emotional intelligence in the NCC and Non-NCC male and female subjects. The total sample of 191 subjects was collected randomly from colleges of Bhopal, Madhya Pradesh. There were 100 NCC participants (55 males and 45 females) and 91 Non-NCC participants (42 males and 49 females). The results of the present study after applying F test revealed that there was a significant difference between NCC and Non-NCC subjects with respect to self-esteem (Sig F (1) = 49.59, $p > .05$) and emotional intelligence (Sig F (1) = 25.92, $p > .05$), but there was no significant gender difference with respect to self-esteem and emotional intelligence. The mean scores of NCC subjects were found higher and significant in the dimensions of emotional intelligence: self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development and commitment, than Non-NCC subjects. The mean scores of female were found higher and significant in following dimensions of emotional intelligence: self motivation, integrity and commitment. Contemporarily companies and employers are recruiting personnel having some thresholds of emotional intelligence and self-esteem for organizational training. Hence it is conclusive that NCC is instrumental in improving the level of Emotional Intelligence & Self- Esteem in college students with respect to their counterparts, which would certainly give them an edge while seeking employment and functioning in any environment.

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INTRODUCTION

National Cadet Corps (NCC) was initially formed with the objective to make up the shortage of the Army. It is an organisation of Armed Forces which aims to transform the young men and women of the country by making them aware, motivating, training, and attracting them to a career in the Armed Forces, at the same time guiding them to selfless service as ideal citizens of the nation. The Flag of NCC consists of a golden crest in the middle displaying the letters "NCC" encircled by a wreath of seventeen lotuses with a background in red, deep blue and light blue. Red depicts the Army, deep blue depicts the Navy and light blue depicts the Air Force. The seventeen lotuses represent the State Directorates. The motto of NCC, "Unity and Discipline" (Ekta aur Anushasan) is written at the bottom of NCC Flag.

**Corresponding author: Colonel Harpal Singh Heer*
Masters in Psychology (Final Year) at Jagran Lakecity University, Bhopal

The motto has four cardinal principles, namely, obey with a smile, be punctual, work hard and without fuss, make no excuses and tell no lies.

Change is inevitable; however transformation process is a hard task affected by several factors and is resultant of commitment, communication, and faith to deal with resistance to change. In many successful transformational leaders, the self esteem and emotional intelligence were the primary driving force. NCC also serves as a transformation process of the youth into Armed Forces personnel. There are significant number of studies about emotional intelligence, self-esteem, self-concept, transformational leadership and their inter-relationships. However, there has been no study till now that has specifically focused on the comparison of emotional intelligence and self-esteem between NCC and Non-NCC subjects during this transformation process. This research is being carried out to establish if any role is played by NCC curriculum in developing emotional intelligence and self esteem in the cadets, which would help them in recruitment and selection in Indian Armed Forces.

The National Cadet Corps in India is a voluntary organization which recruits cadets from high schools, colleges and Universities all over the country. The aim of the training is to nurture core values of team spirit and self-confidence. The curriculum of NCC includes- national integration and awareness, drill (foot drill, drill with arms & ceremonial drill), weapon training, personality development & leadership, disaster management, social awareness & community development, health & hygiene, adventure, environment awareness & conservation, and obstacle training. Based on the NCC curriculum, emotional intelligence can be best understood by Bar-on's mixed-models approach among three models of emotional intelligence (EI) Mayer-Salovey, Goleman and Bar-on. Reuven Bar-On emotional and social intelligence (ESI) describes an array of interrelated emotional and social competencies, skills, abilities, powers that have an effect on the ability to encounter necessities, wills, intelligent behaviour, and environmental pressures successfully (Bar-On, 2000, 2006). The institutional training of national cadet corps has helped today's youth to become confident, committed and competent leaders in all walks of life (Sarkar, & Margaj, 2015). Institutional training conducted in schools and colleges in the NCC nurtures competency in military skills, practical training, and leadership qualities such as managing emotions in the self and others (subordinates, colleagues and seniors) so that they are compatible with the requirement of a situation or the goals of individuals. In an organizational study by Slaski and Carwright (2003) showed that managers who received emotional intelligence training scored significantly higher on emotional intelligence, mental health and work morale than managers in the control group. Similar results were observed in the study by Groves, McEnrue, and Shen (2008) and Kirk, Schutte and Hine (2011). Emotional intelligence may manifest itself in NCC training as an underlying ability for emotional competence, trait or typical performance, and emotional self-efficacy. Ability emotional intelligence consists of an individual's actual capacity for adaptive emotional functioning. The individual may or may not act on this capacity depending on factors such as the individual's motivation, opportunities and demands of situations. Trait or typical emotional intelligence describes to what extent an individual actually displays emotional competencies in everyday life. Emotional self-efficacy describes an individual's confidence in displaying emotional competency. These three aspects of emotional intelligence are separate but related constructs (Kirk, Schutte & Hine, 2008; Schutte, Malouff & Hine, 2011).

Whether an individual is an NCC cadet or not, the level of self-esteem is determined by what the individual does. The NCC curriculum is also a key to build self-esteem of the cadets based on social and emotional compatibility. Self esteem provides a sense of being valuable and provides an extension of beliefs, attributes and features presented with-in. It is the agreement, recognition and praiseworthiness that an individual feels internally and externally. The definition of self esteem concluded holistically, 'is the lived status of one's competence at dealing with the challenges of living in a worthy way over time' (Mruk, 2006). The general self-esteem of females was found to be higher than males of the ages between 9 to 12 years of northern region of India (Bhardwaj & Agrawal, 2013). Gender differences in self-esteem suggest that male adolescents have higher self-esteem than female adolescents do (Moksnes, Moljord, Espnes, & Byrne, 2010). A study found

no significant difference between male and female college students in their levels of self-esteem (Jain & Dixit, 2014). A study conducted in southern region of India on a sample of 400 NCC cadets (boys and girls) by Divya & Rajagopalan, 2014 found positive and significant relationship between self concept and participation in NCC.

Aim

There is growing recognition at the school and college levels in India that how student's social, emotional and cognitive competencies can be modeled and trained for students to achieve self-esteem and reach their full potential. The NCC is one of the institutional training at academic level for providing such opportunities to volunteers in developing various aspects of the personality and skills. This study aims at comparing gender difference in NCC and Non-NCC students on their emotional intelligence and self-esteem.

Null hypothesis

1. There will be no difference in emotional intelligence of NCC and Non-NCC students.
2. There will be no difference in self-esteem of NCC and Non-NCC students.
3. There will be no gender difference in emotional intelligence of NCC and Non-NCC students.
4. There will be no gender difference in self-esteem of NCC and Non-NCC students.

Sample

The total sample of 191 subjects was collected randomly from colleges of Bhopal, Madhya Pradesh. There were 100 NCC participants (55 males and 45 females) and 91 Non-NCC participants (42 males and 49 females). The subjects were college students studying 2nd and 3rd year of graduation and NCC subjects were pursuing their 2nd & 3rd year of NCC training as well. The average age of the subjects was 20 years. The subjects were from middle socio-economic background. The subjects were from different streams of faculty (arts, commerce and science).

Table 1 Summary of sample

Gender	NCC	Non-NCC	Total
Male	55	42	97
Female	45	49	94
Total	100	91	191

Tools used

For the study following tests were administered to the sample: The Emotional Intelligence Scale developed by Hyde, Pethe and Dhar (2002) was used for knowing the differences in emotional intelligence of individuals. It comprised of 34 items with 10 subscales on five point rating scale. The 10 subscales were self awareness (SA), empathy (E), self motivation (SM), emotional stability (ES), managing relations (MR), integrity (I), self development (SD), value orientation (VO), commitment (C) and altruistic behavior (AB). The split half reliability coefficient of the scale was 0.88 and concurrent validity was 0.93.

The Self-Esteem Inventory (SEI-Adult Form) developed by Coopersmith (1981) was 25-item instrument used to measure the evaluations that a person makes and generally maintains about himself or herself. This measure of attitudes towards the self in social, academic, family and personal areas of

experiences which indicate the extent to which a person believes himself/herself competent, successful, significant and worthy. The SEI examined attitudes toward an individual's "self" in four areas: social self-peers, Home-Parents, School-Academic and General-Self. However, it is scored as a single global self-esteem score. The adult form of the Self-esteem Inventory has been designed to be used with persons aged sixteen and above.

The respondents chose between "like me" or unlike me" to each item on the form. For each item, 'like me' got score of four (4). Thus a maximum score was 100 and minimum score was zero (0). The total score can be interpreted summarily in the light of three broad score ranges: 86-100 (High Self-Esteem), 72-85 (Medium Self-Esteem) and 69 & below (low Self-Esteem) to have an overall picture of respondents self-esteem. The Cronbach's-alpha reliability coefficients have been reported to range from 0.78 to 0.85 for different groups and in terms of age sample, it was 0.80 for the younger ones and 0.81 for older ones, thereby, showing internal consistency of the inventory. The construct validity of the inventory along with concurrent and factorial validity had been established. The mean normative score was 70 with standard deviation (SD) of 11(Coopersmith, 1981).

Procedure

In order to obtain the sample, students from different colleges of Bhopal were selected. The permission to collect data was obtained from the concerned authorities and individuals. The participants were explained the purpose of the study and general instructions were given to them. After taking their informed consent, data collection was carried out.

RESULTS

Table 2 shows the descriptive statistics of the sample. The individual and total mean and standard deviation of self esteem and sub scales of emotional intelligence of male and female of NCC and Non-NCC subjects have been calculated. For reference, the mean of self-esteem in males Non-NCC were found to be more than NCC subjects, whereas the mean of self-esteem in females NCC were found to be more than Non-NCC subjects. While in total, Non-NCC subjects were found to be slightly more in self esteem than NCC subjects. Similarly the subscales of emotional intelligence were compared for mean differences.

Table 2 Descriptive Statistic

S.No.	Variables	Gender	Result	N	Mean	S.D.
1	Self-Esteem	M	NCC	55	63.20	15.03
			Non-NCC	42	66.48	10.34
			Total	97	64.68	13.17
		F	NCC	45	52.09	11.90
			Non-NCC	49	51.75	12.09
			Total	94	51.91	11.94
	Emotional Intelligence	Total	NCC	100	58.39	14.77
			Non-NCC	91	58.80	13.45
			Total	191	58.59	14.10
		M	NCC	55	17.87	2.12
			Non-NCC	42	17.57	2.57
			Total	97	17.74	2.32
Self Awareness (SA)	F	NCC	45	15.52	3.18	
		Non-NCC	49	15.85	2.59	
		Total	94	15.70	2.86	
	Total	NCC	100	16.85	2.87	
		Non-NCC	91	16.68	2.70	
		Total	191	16.76	2.78	

3	Empathy (E)	M	NCC	55	20.20	2.55
			Non-NCC	42	19.82	2.89
			Total	97	20.03	2.70
		F	NCC	45	18.14	3.28
			Non-NCC	49	19.18	2.84
			Total	94	18.70	3.08
	Self-Motivation (SM)	Total	NCC	100	19.30	3.05
			Non-NCC	91	19.48	2.86
			Total	191	19.39	2.95
		M	NCC	55	25.41	2.56
			Non-NCC	42	26.04	3.02
			Total	97	25.70	2.78
4	Emotional Stability (ES)	F	NCC	45	22.92	4.26
			Non-NCC	49	24.24	3.33
			Total	94	23.63	3.82
		Total	NCC	100	24.34	3.60
			Non-NCC	91	25.10	3.30
			Total	191	24.71	3.47
	Managing relations (MR)	M	NCC	55	16.21	2.02
			Non-NCC	42	16.02	2.45
			Total	97	16.13	2.21
		F	NCC	45	14.47	3.18
			Non-NCC	49	15.08	2.58
			Total	94	14.80	2.87
5	Integrity (I)	Total	NCC	100	15.46	2.71
			Non-NCC	91	15.53	2.5
			Total	191	15.49	2.63
		M	NCC	55	16.92	1.61
			Non-NCC	42	16.88	2.09
			Total	97	16.91	1.83
	Self Development (SD)	F	NCC	45	15.64	2.95
			Non-NCC	49	15.97	2.12
			Total	94	15.82	2.53
		Total	NCC	100	16.37	2.36
			Non-NCC	91	16.41	2.14
			Total	191	16.39	2.25
6	Value Orientation (VO)	M	NCC	55	12.74	1.57
			Non-NCC	42	13.02	1.33
			Total	97	12.87	1.47
		F	NCC	45	11.23	2.27
			Non-NCC	49	12.32	2.16
			Total	94	11.82	2.26
	Altruistic Behaviour (AB)	Total	NCC	100	12.09	2.04
			Non-NCC	91	12.65	1.84
			Total	191	12.37	1.96
		M	NCC	55	8.20	1.26
			Non-NCC	42	8.55	1.17
			Total	97	8.36	1.23
7	Commitment (C)	F	NCC	45	7.52	1.85
			Non-NCC	49	7.79	1.38
			Total	94	7.67	1.61
		Total	NCC	100	7.90	1.57
			Non-NCC	91	8.15	1.33
			Total	191	8.03	1.46
	Self Development (SD)	M	NCC	55	8.38	1.16
			Non-NCC	42	8.62	1.09
			Total	97	8.49	1.13
		F	NCC	45	7.90	2.40
			Non-NCC	49	8.26	1.38
			Total	94	8.09	1.92
8	Empathy (E)	Total	NCC	100	8.17	1.81
			Non-NCC	91	8.43	1.25
			Total	191	8.30	1.56
		M	NCC	55	8.54	1.27
			Non-NCC	42	9.02	2.17
			Total	97	8.76	1.74
	Self Development (SD)	F	NCC	45	8.00	1.71
			Non-NCC	49	8.48	1.40
			Total	94	8.26	1.56
		Total	NCC	100	8.30	1.49
			Non-NCC	91	8.74	1.82
			Total	191	8.52	1.67
9	Integrity (I)	M	NCC	55	8.12	1.13
			Non-NCC	42	8.17	1.09
			Total	97	8.15	1.11
		F	NCC	45	7.92	1.65
			Non-NCC	49	7.85	1.41
			Total	94	7.89	1.52
	Value Orientation (VO)	Total	NCC	100	8.04	1.38

12	Total Emotional Intelligence (TEI)	M	Non-NCC	91	8.01	1.27
			Total	191	8.02	1.32
			NCC	55	142.63	10.35
			Non-NCC	42	143.75	15.06
			Total	97	143.14	12.63
			NCC	45	129.30	19.71
		F	Non-NCC	49	135.08	14.09
			Total	94	132.41	17.07
			NCC	100	136.86	16.44
			Non-NCC	91	139.23	15.13
			Total	191	138.03	15.81
			Total	191	138.03	15.81

Table 3 is multivariate tests for equality of error variance, whether the variance in the dependent variable is constant across the groups or not. The null and alternative hypothesis for testing equality of error variance is as follows:

- H₀ : variance are equal in all groups
- H₁ : variance in at least one group is different

The F-ratio examines difference in variance across groups. The F-ratio (Intercept) was 1623.33 and associated significance level was .00 (which was much lesser than 0.05), hence H₀ rejected and H₁ accepted. The F-ratio (NCC/Non-NCC) was 6.11 and associated significance level was .00 (which was much lesser than 0.05), hence H₀ rejected and H₁ accepted. The F-ratio (Gender) was 1.47 and associated significance level was .14 (which was greater than 0.05), hence H₀ accepted. The F-ratio (NCC/Non-NCC x Gender) was 0.70 and associated significance level was .73 (which was greater than 0.05), hence H₀ accepted. So it was concluded that for NCC/Non-NCC (main effect) and NCC/Non-NCC x Gender (interaction effect) the variance was equal while for NCC/Non-NCC (main effect) the variance was not equal in male and female group.

Table 3 Multivariate Tests^a

Effect	Value	F	df1 (Hypothesis)	df2 (Error)	Significance	
Intercept	Pillai's Trace	.990	1623.33 ^b	11.0	177.0	.00
	Wilks' Lambda	.010	1623.33 ^b	11.0	177.0	.00
	Hotelling's Trace	100.88	1623.33 ^b	11.0	177.0	.00
	Roy's Largest Root	100.88	1623.33 ^b	1623.33 ^b	177.0	.00
	Pillai's Trace	.27	6.11 ^b	11.0	177.0	.00
	Wilks' Lambda	.72	6.11 ^b	11.0	177.0	.00
NCC / Non-NCC	Hotelling's Trace	.38	6.11 ^b	11.0	177.0	.00
	Roy's Largest Root	.38	6.11 ^b	11.0	177.0	.00
	Pillai's Trace	.08	1.47 ^b	11.0	177.0	.14
Gender	Wilks' Lambda	.91	1.47 ^b	11.0	177.0	.14
	Hotelling's Trace	.09	1.47 ^b	11.0	177.0	.14
	Roy's Largest Root	.09	1.47 ^b	11.0	177.0	.14
NCC / Non-NCC x Gender	Pillai's Trace	.04	.70 ^b	11.0	177.0	.73
	Wilks' Lambda	.95	.70 ^b	11.0	177.0	.73
	Hotelling's Trace	.04	.70 ^b	11.0	177.0	.73
	Roy's Largest Root	.04	.70 ^b	11.0	177.0	.73

a Design : Intercept + NCC/Non-NCC + Gender + NCC/Non-NCC * Gender
b Exact statistic

Table 4 Levene's Test of Equality of Error Variances^a

	F	df1	df2	Sig.
SE	2.248	3	187	.084
SA	3.482	3	187	.017
E	.316	3	187	.814
SET	5.057	3	187	.002
EM	3.439	3	187	.018
MR	5.143	3	187	.002
I	5.646	3	187	.001
SD	4.863	3	187	.003
VO	2.590	3	187	.054

C	.486	3	187	.693
AB	2.433	3	187	.066
T	4.780	3	187	.003

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Design: Intercept + SAMPLE + gender + SAMPLE * gender

Table 5: Tests of Between- Subjects Effects

For differences between NCC and Non-NCC subjects

The F-ratio for self-esteem was 49.59 and p-value was less than 0.05, hence there was a significant difference between both groups, mean of NCC subjects (64.68) was found more than the mean of Non-NCC subjects (51.91). That means the subjects who has NCC were having higher self-esteem in comparison to Non-NCC subjects.

The F-ratio for total emotional intelligence was 25.92 and p-value was less than 0.05, hence there was a significant difference between both groups, mean of NCC subjects (143.14) was found higher than the mean of Non-NCC subjects (132.41). That means the subjects who has NCC were having higher emotional intelligence in comparison to Non-NCC subjects.

For dimensions of emotional intelligenc

The F-ratio for self-awareness was 28.73 and p-value was less than 0.05, hence there was a significant difference between both groups, mean of NCC subjects (17.74) was found more than the mean of Non-NCC subjects (15.70). That means the subjects who has NCC were having higher self awareness in comparison to Non-NCC subjects.

The F-ratio for empathy was 10.34 and p-value was less than 0.05, hence there was a significant difference between both groups, mean of NCC subjects (20.03) was found more than the mean of Non-NCC subjects (18.70). That means the subjects who has NCC were having higher empathy in comparison to Non-NCC subjects.

The F-ratio for self-motivation is 19.93 and p-value was less than 0.05, hence there was a significant difference between both groups, mean of NCC subjects (25.70) was found more than the mean of Non-NCC subjects (23.63). That means the subjects who has NCC were having higher self-esteem in comparison to Non-NCC subjects.

The F-ratio for emotional stability was 12.98 and p-value was less than 0.05, hence there was a significant difference between both groups, mean of NCC subjects (16.13) was found more than the mean of Non-NCC subjects (14.80). That means the subjects who has NCC were having higher emotional stability in comparison to Non-NCC subjects.

The F-ratio for managing relations was 11.70 and p-value was less than 0.05, hence there is a significant difference between both groups, mean of NCC subjects (16.91) was found more than the mean of Non-NCC subjects (15.82). That means the subjects who has NCC were having higher managing relations in comparison to Non-NCC subjects. The F-ratio for integrity was 16.50 and p-value was less than 0.05, hence there was a significant difference between both groups, mean of NCC subjects (12.87) was found more than the mean of Non-NCC subjects (11.82). That means the subjects who has NCC were having higher integrity in comparison to Non-NCC subjects.

The F-ratio for self development was 1.97 and p-value was less than 0.05, hence there was a significant difference between both groups, mean of NCC subjects (8.36) was found more than the mean of Non-NCC subjects (7.67). That means the subjects who has NCC were having higher self development in comparison to Non-NCC subjects.

The F-ratio for commitment was 5.02 and p-value was less than 0.05, hence there was a significant difference between both groups, mean of NCC subjects (8.76) was found more than the mean of Non-NCC subjects (8.26). That means the subjects who has NCC were having higher commitment in comparison to Non-NCC subjects.

There was no significant difference between NCC and Non-NCC subjects on value orientation and altruistic behavior, since p-value for both F-ratios were more than 0.05.

For Gender Difference

The F-ratio for self esteem is 0.64 and p-value is more than 0.05, hence there was no significant gender difference in self-esteem.

The F-ratio for total emotional intelligence is 2.54 and p-value is more than 0.05, hence there was no significant gender difference in total emotional intelligence.

For dimensions of emotional intelligence

The F-ratio for self-motivation was 4.09 and p-value was less than 0.05, hence there was a significant gender difference, mean of male subjects (24.34) was found less than the mean of female subjects (25.10). That means the females were having higher self motivation in comparison to male subjects.

Table 5 Tests of Between – Subjects Effects (NCC/Non-NCC and Gender with respect to Self-Esteem & Emotional Intelligence)

Source		Self Esteem (SE)	Self Awareness (SA)	Empathy (E)	Self Motivation (SM)	Emotional Stability (ES)	Managing Relations (MR)	Integrity (I)	Self Development (SD)	Value Orientation (VO)	Commitment (C)	Altruistic Behaviour (AB)	Total Emotional Intelligence (TEI)
Corrected	SS	8037.2	202.30	111.89	251.59	93.23	58.77	80.79	27.46	11.65	22.78	3.39	6262.12
	df	3	3	3	3	3	3	3	3	3	3	3	3
	MS	2679.0	67.43	37.29	83.864	31.08	19.59	26.93	9.155	3.886	7.595	1.132	2087.37
	F	16.842	9.90	4.49	7.691	4.746	4.031	7.751	4.501	1.598	2.78	0.639	9.461
Intercept	SS	644522.1	52781.29	70700.87	114971.4	45130.5	50604.16	28759.47	12157.92	13005.19	13707.02	12169.65	3584919
	df	1	1	1	1	1	1	1	1	1	1	1	1
	MS	644522.1	52781.29	70700.87	114971.4	45130.5	50604.16	28759.47	12157.92	13005.19	13707.02	12169.65	3584919
	F	4051.72	7749.99	8519.45	10543.49	6892.07	10412.88	8276.31	5977.52	5348.16	5017.45	6865.5	16248.6
Main Effect NCC / Non-NCC	SS	7889.588	195.709	85.873	217.401	85.04	56.869	57.354	24.363	8.219	13.73	3.187	5719.968
	df	1	1	1	1	1	1	1	1	1	1	1	1
	MS	7889.588	195.709	85.873	217.401	85.04	56.869	57.354	24.363	8.219	13.73	3.187	5719.968
	F	49.597	28.736	10.348	19.937	12.987	11.702	16.505	11.978	3.38	5.026	1.798	25.926
Main Effect Gender	SS	102.753	0.017	5.195	44.594	1.981	1.052	22.025	4.656	4.268	11.04	0.005	561.204
	df	1	1	1	1	1	1	1	1	1	1	1	1
	MS	102.753	0.017	5.195	44.594	1.981	1.052	22.025	4.656	4.268	11.04	0.005	561.204
	F	0.646	0.003	0.626	4.09	0.303	0.216	6.338	2.289	1.755	4.041	0.003	2.544
Interaction Effect NCC / Non-NCC X Gender	SS	155.632	4.665	23.781	5.627	7.59	1.663	7.785	0.082	0.171	0.002	0.176	255.84
	df	1	1	1	1	1	1	1	1	1	1	1	1
	MS	155.632	4.665	23.781	5.627	7.59	1.663	7.785	0.082	0.171	0.002	0.176	255.84
	F	0.978	0.685	2.866	0.516	1.159	0.342	2.24	0.04	0.07	0.001	0.099	1.16
Error	SS	29746.73	1273.563	1551.868	2039.14	1224.509	908.776	649.809	380.346	454.73	510.859	331.473	41257.69
	df	187	187	187	187	187	187	187	187	187	187	187	187
	MS	159.073	6.81	8.299	10.904	6.548	4.86	3.475	2.034	2.432	2.732	1.773	220.629
	F	693600	55189	73533	118981	47190	52293	29965	12728	13636	14410	12639	3686580
Total	SS	693600	55189	73533	118981	47190	52293	29965	12728	13636	14410	12639	3686580
	df	191	191	191	191	191	191	191	191	191	191	191	191
Corrected Total	SS	37783.96	1475.864	1663.759	2290.733	1317.749	967.55	730.607	407.812	466.387	533.644	334.869	47519.81
	df	190	190	190	190	190	190	190	190	190	190	190	190

SS – Type III Sum of Squares ; df – degree of freedom ; MS- Mean Square ; Sig- Level of Significance

The F-ratio for integrity (dimension of emotional intelligence) was 6.33 and p-value was less than 0.05, hence there was a significant gender difference, mean of male subjects (12.09) was found less than the mean of female subjects (12.65). That means the females were having higher integrity in comparison to male subjects.

The F-ratio for commitment was 4.04 and p-value was less than 0.05, hence there was a significant gender difference, mean of male subjects (8.30) was found less than the mean of female subjects (8.74). That means the females were having higher commitment in comparison to male subjects.

There was no significant gender difference found in self awareness, empathy, emotional stability, managing relations, self development, value orientation and altruistic behavior, since p-value for both F-ratios were more than 0.05. The interaction effects of NCC/Non-NCC and Gender were not found significant. Thus, results of present study reveals that there was a significant difference between NCC and Non-NCC subjects with respect to self-esteem and emotional intelligence, but there was no significant gender difference with respect to self-esteem and emotional intelligence.

S.No.	R Squared	Adjusted R Squared
a	0.213	0.20
b	0.137	0.123
c	0.067	0.052
d	0.110	0.096
e	0.071	0.056
f	0.061	0.046
g	0.111	0.096
h	0.067	0.052
i	0.025	0.009
j	0.043	0.027
k	0.010	0.006
L	0.132	0.118

all significant findings. This implies that the curriculum of NCC training is helping in inculcating self-esteem and emotional intelligence of the cadets and enhancing in comparison to the Non-NCC subjects. A number of school & college based programs that focus on social and emotional learning have shown positive effects for children's social and emotional skills and well-being as well as for academic performance (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011).

The results showed that there was no significant gender difference in self-esteem and emotional intelligence. It has been observed that sociologically-based group-level interventions targeting collective self-efficacy have brought about change in areas ranging from health habits to gender equality (Bandura, 2011). However, some dimensions of emotional intelligence showed significant gender differences. Self motivation, integrity and commitment were the dimensions where significant gender differences were found. The mean scores of female were higher than male subjects in self motivation, integrity and commitment dimensions of emotional intelligence.

Some of the research studies have also reached the conclusion that females go exceptionally high in emotional intelligence than their male counterparts (Schutte *et al.*, 1998; Van Rooy *et al.*, 2005). In another mental-health study, Saadi *et al.* (2012) found that female adolescents who received emotional intelligence training showed more emotional intelligence and less aggression after the training than male adolescents in a comparison group.

There was no significant difference was found at the interaction level of NCC/Non-NCC and gender.

Table 6 Summary of Significant Findings of Two Way ANOVA

S.No.	Effect	Independent Variable	Dependent Variable	F	Sig.	
1.	Main	NCC / Non-NCC	Self-Esteem	49.59	.00	
			Total Emotional Intelligence	25.92	.00	
			Dimensions of EI			
			i. Self Awareness	28.73	.00	
			ii. Empathy	10.34	.002	
			iii. Self Motivation	19.93	.00	
			iv. Emotional Stability	12.98	.00	
			v. Managing Relations	11.70	.001	
			vi. Integrity	16.50	.00	
			vii. Self Development	11.97	.001	
2.	Main	Gender	viii. Commitment	5.02	.02	
			Dimensions of EI			
			i. Self Motivation	4.09	.04	
			ii. Integrity	6.33	.01	
3.	Interaction	NCC / Non-NCC X Gender	iii. Commitment	4.04	.04	
			Nil			

DISCUSSION

Emotional intelligence and self esteem depends on demographic variables like gender, age and experience. The results of the study showed that there is a significant difference between NCC and Non-NCC subjects in self-esteem and emotional intelligence. The dimensions of emotional intelligence such as self awareness, empathy, self motivation, emotional stability, managing relations, integrity, self development and commitment have also shown significant difference between NCC and Non-NCC subjects. The mean score of NCC subjects were higher than Non-NCC subjects in

It indicates that between group (NCC and gender) and (Non-NCC and gender) have no differences. Male and female cadets of NCC have no difference in self-esteem and emotional intelligence; male and female Non-NCC subjects were also not shown difference in self-esteem and emotional intelligence. Hence both these groups were homogenous within. This study revealed no significant difference between self-esteem and emotional intelligence on demographic variables (Atkins & Stough, 2005; Gerardi, 2005). However, an Indian study conducted in raipur, uttar pradesh revealed that self-esteem of

the men was found out to be significantly higher than that of women (Nupur & Mahapatro, 2016).

Irrespective of gender, both males and females seem to follow essentially the same life span self-esteem trajectories, self-esteem is relatively high in childhood, drops during adolescence, rises gradually throughout adulthood before it tends to decline in old age (Orth & Robins, (2014; Robins & Trzesniewski, (2005); Wagner, Gerstorf, Hoppmann, & Luszcz,(2013).

Some studies found that age has no significant effect on emotional intelligence (Cakan & Altun, 2005), other studies have observed a direct relationship between age and level of emotional intelligence and concluded that older the subject the higher the level of emotional intelligence, hence it is learned through experience and increases with age (Bar-On, 2000; Goldenberg, Matheson, & Mantle, 2006; Kafetsios, 2004). As far as significant effect of age on emotional intelligence goes, most of the studies indicated to the existence of certain differences (Joseph & Newman, 2010; Salguero, Fernández-Berrocal, Balluerka, & Aritzeta, 2010). Bar-On (1997b) states that women are more emotionally aware, display more empathy and relate better to others, whereas men are better at managing and regulating emotions. Women tend to score higher than men on the interpersonal scale whereas men tend to achieve higher scores for self-perception on the intrapersonal, adaptability and stress management scales (Bar-On, 1997b; Bar-On, Brown, Kirkcaldy, & Thome, 2000; Ugarriza & Pajares, 2005). However, Fernández Berrocal, Cabello, Castillo and Extremera (2012) believe that sex differences are mediated by age, so we should therefore be cautious when concluding that sex is a determining variable in EI, unless we have thoroughly analyzed potential interaction with other variables.

Implications

More and more companies and employers are incorporating encouragement of emotional intelligence skills and self-esteem as a vital part of any Organization's management philosophy. It has been even said that Emotional Intelligence is the underlying premise for all Organizational training. From the results of the study it is conclusive that NCC is instrumental in improving the level of Emotional Intelligence & Self-Esteem in college students with respect to their counterparts, which would certainly give them an edge while seeking employment and functioning in any environment. The NCC as an Organization is successful in providing a suitable environment for transforming collegiate into stronger and better citizens.

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