

**Comparative Study**

## **A Comparative Study of Emotional Intelligence and Self-Esteem Among Civil Service Aspirants and Non-Aspirants**

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### **ABSTRACT**

The purpose of this study is to find if there's any difference between self-esteem and emotional intelligence among civil service aspirants and non-aspirants. The study was administered on 75 aspirants and 81 non-aspirants from all over India. The samples will be collected by administering Schutte Self-Report Emotional Intelligence Test (SSEIT) and Rosenberg Self-Esteem Scale (RSES). Data will be collected online via Google forms. It was concluded that there is significant difference in the levels of emotional intelligence of civil service aspirants and non-aspirants, whereas no significant difference between self-esteem was found. The results showed that non-aspirants had higher level of emotional intelligence than civil service aspirants.

**Keywords:** *Self-Esteem, Emotional Intelligence, Civil Service Aspirants, Non-Aspirants*

To select the best candidate to implement social welfare programmes and to take care of the State the Union Public Service Commission of India (UPSC) had to implement a new examination pattern. UPSC examination test the intellectual as well as the emotional maturity of the aspirants to see if they are suitable for the job.

As the competition increases by time, it takes a lot of time and effort to prepare for the exam. Civil service aspirants spend most of their time studying, either by themselves or in some coaching environment with thousand others.

A lot of aspirants keep trying year after year, despite their failed attempts in the hope of getting the job one day and leading a good life after that. The competitive environment puts a lot of pressure on the aspirants.

The age range of 21 to 30 years is a very vulnerable age. It is generally seen that students belonging to this age range have lowered self-esteem and self-confidence. They remain anxious and believe that they are not worthy or capable of doing anything. They depend more on others for every action and believe that things will be done better only if they are helped by others. They do not have faith in their own capabilities. All these factors affect their studies and academic life. Graduate college life is a peak time for risk factors such as suicidal indentation which has negative impact on the future of the students.

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Self-esteem of graduate students is also affected and reduced by poor interpersonal relationships that are unsteady and lack firmness. Lack of balance in their relationships with peers, friends, and family members leads to low self-esteem.

Healthy relationships with parents and teachers, and supportive parenting plays a focal role in the overall development of the graduate level students. If the student fails to meet the overall development of the graduate level students. If the student fails to meet the demands and expectations (**both academic and others**) of their parents and teachers, this may lead to developing a negative attitude towards and poor opinion about oneself which may reduce their self-esteem.

As we know how much important role does emotional intelligence plays in one's successful life. On the other hand, the trait of self-esteem also has a huge role in one's success, as without monitoring oneself one cannot limit themselves from outside environmental distractions and so cannot focus on one's goal. A person without self-esteem will always find him/herself surrounded by distractions and away from his goal.

The people or students who are working to get into the pool of administrative services through UPSC open examination are who we call Civil Service Aspirants. These candidates require values and attitudes to have winning edge over other candidates in this Social Darwinian race. (Madalaimuthu and Nithyanandan, 2020).

In the life of a student these two qualities have an important place in his success both on academic and personal level. People who prepare for the civil service examination need these two qualities in them the most as this exam is both emotionally and mentally challenging. It is necessary to balance oneself during these years of long preparation and even after one's selection qualities like discipline, emotional intelligence, self-esteem, balance at mental and emotional level are very important to progress as a civil servant.

Since there is a lack of substantial research work on the relationship and comparison between emotional intelligence and self-esteem among the civil service aspirants and non-aspirants.

Hence taking this into account the present study has been done on civil service aspirants and non-aspirants.

### **METHODOLOGY**

#### ***Research Problem***

The research problem is to find out the difference between emotional intelligence and self-esteem of civil service aspirants and non-aspirants.

#### ***Purpose of the Research***

- To study the difference between civil service aspirants and non-aspirants in relation to emotional intelligence.
- To study the difference between civil service aspirants and non-aspirants in relation to self-esteem.

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### *Hypotheses*

- There will be no significant difference that exists between civil service aspirants and non-aspirants with regard to emotional intelligence.
- There will be no significant difference that exists between civil service aspirants and non-aspirants with regard to self-esteem.

### *Sample*

The study was administered on 75 civil service aspirants and 81 non-aspirants from all over India. The samples were collected by administering Schutte Self-Report Emotional Intelligence Test (SSEIT) and Rosenberg Self-Esteem Scale (RSES). Data was collected online via Google forms.

### **Inclusion Criteria:**

1. Age – 21 to 30 Years.
2. Gender – Both male and female.
3. Educational Level – Graduate

### **Exclusion Criteria:**

1. Age – below 21 Years and above 30 years.
2. Gender – Transgender
3. Education Level – Undergraduate

### *Tools:*

The following tools were used in this study:

- **Demographic Information Sheet:** It was used to collect various information about the sample which included: Name, Age, Gender, and whether they are an aspirant or not.
- **Schutte Self-Report Emotional Intelligence Test (SSEIT):** The **Schutte Self-Report Emotional Intelligence Test (SSEIT)** is a method of measuring general Emotional Intelligence (EI), using four subscales: emotion perception, utilizing emotions, managing self-relevant emotions, and managing others' emotion. The SSEIT is a 33-item, three of which are reverse scored. It is a self-report on a 5-point Likert scale, scored as 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The score ranged from 33 to 165, with the higher scores indicating more characteristic EI (Schutte et al., 1998). The mean EI score is 124; scores below 111 or above 137 are considered unusually low or high (Malouf, 2014). The EI scale was reported to have a good two-week test-retest reliability and internal consistency of Cronbach's alpha .90 (Schutte et al., 1998). The scale also showed evidence of predictive and discriminant validity (Schutte et al., 1998). The survey can be completed in 15-20 minutes.
- **Rosenberg Self-Esteem Scale (RSES):** It is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self. The scale is believed to be unidimensional. All items are answered using a 4-point Likert scale format ranging from strongly agree to strongly disagree. It is a widely used self-report instrument for evaluating individuals' self-esteem.  
**Scoring:** Items 2, 5, 6, 8, 9 are reverse scored. Give “Strongly Disagree” 1 point, “Disagree” 2 points, “Agree” 3 points, and “Strongly Agree” 4 points. Sum scores

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for all ten items. Keep scores on a continuous scale. Higher scores indicate higher self-esteem.

### *Statistical Techniques:*

Descriptive and Inferential statistics were used. The main statistical tests which were used is T-Test to find out the difference between the two samples.

## **FINDINGS AND DISCUSSION**

The current study was carried out to study the differences among civil service aspirants and non-aspirants with regard to emotional intelligence and self-esteem. In this section, the results of the study will be discussed in detail with the interpretation of the researcher and with related studies which support or contradict the findings of this research work.

### *Civil Service Aspirants Vs Non-Aspirants: Emotional Intelligence*

**Hypothesis:** There will be no significant difference that exists between civil service aspirants and non-aspirants with regard to emotional intelligence.

*Table: Mean Scores of Civil Service Aspirants and Non-Aspirants with regard to Emotional Intelligence*

VARIABLE	SAMPLE	N	MEAN	SD	P-Value	t
Emotional Intelligence	Aspirants	75	109.97	21.25	0.0028	-3.0378
	Non-Aspirants	81	119.12	16.139		

The Table above shows the difference between Civil Service Aspirants and Non-Aspirants in Emotional Intelligence. The results indicate that there is a significant difference between the two population samples ( $t=-3.0378$ ,  $p>0.05$ ), where the Non-Aspirants ( $M=119.12$ ,  $SD=16.139$ ) reported higher level of Emotional Intelligence, when compared to Civil Service Aspirants ( $M=109.97$ ,  $SD=21.25$ ).

The average of Aspirants' population is considered to be not equal to the non-Aspirants' population. In other words, the difference between the sample average of Aspirants and Non-Aspirants is big enough to be statistically significant. Hence, the hypothesis stating 'There will be no significant difference that exists between civil service aspirants and non-aspirants with regard to emotional intelligence.' is rejected.

### *Civil Service Aspirants Vs Non-Aspirants: Self-Esteem*

**Hypothesis:** There will be no significant difference that exists between civil service aspirants and non-aspirants with regard to self-esteem.

*Table: Mean Scores of Civil Service Aspirants and Non-Aspirants with regard to Self-Esteem*

VARIABLE	SAMPLE	N	MEAN	SD	P-Value	t
Self-Esteem	Aspirants	75	26.08	3.68	0.09211	-1.6949
	Non-Aspirants	81	27.23	4.63		

The Table above shows the difference between Civil Service Aspirants and Non-Aspirants in Self-Esteem. The results indicate that there is not much of a significant difference between the two population samples ( $t=-1.6949$ ,  $p>0.05$ ), where the Non-Aspirants

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( $M=27.23$ ,  $SD=4.63$ ) reported slightly higher level of Self-Esteem, when compared to Civil Service Aspirants ( $M=26.08$ ,  $SD=27.23$ ).

The average of Aspirants' population is assumed to be equal to the average of non-Aspirants' population. In other words, the difference between the sample average of Aspirants and Non-Aspirants is not big enough to be statistically significant. Hence, the hypothesis stating 'There will be no significant difference that exists between civil service aspirants and non-aspirants with regard to self-esteem.' is not rejected.

### **CONCLUSION**

This study was conducted to find the differences in the levels of emotional intelligence and self-esteem among two population samples which are Civil Service Aspirants and Non-Aspirants, using Schutte's Self-Report Emotional Intelligence Test and Rosenberg's Self-Esteem scale. The data was collected from a total of 156 young adults (including 75 aspirants and 81 non-aspirants) from all over India.

The findings of this study indicates that the Civil Service Aspirants and Non-Aspirants are almost the same when it comes to the level of self-esteem. We didn't find much significant difference in the level of self-esteem of the two population samples. Thus, accepting the second hypothesis.

But the first hypothesis was rejected, as we found out that the difference between the two population samples in emotional intelligence is big enough to be significant. Non-Aspirants are found to have much higher level of emotional intelligence than the civil service aspirants. Although emotional intelligence, among other aspects, is very important especially for those who are aspiring to become civil servants. It will be right to say that the lower emotional intelligence could be the result of stress and pressure aspirants feel every day to do better.

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### **Conflict of Interest**

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