

A Comparative Study of Hardiness and Emotional Regulation in NCC and Non NCC Students

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Abstract—Psychological hardiness is considered as one of the most important components in the regulation of multiple emotions. One's behaviour, their mood swings and their emotional response to any situation depends on how tough they are psychologically. Hence, this is a comparative study conducted to measure the levels of hardiness and emotional regulation and to know how psychological hardiness tends to affect one's control over their emotions. The two factors being tested in the study are Hardiness (mental toughness) and emotional regulation (the ability to have a control over their emotions). The following study focuses on hardiness and emotional regulation in both NCC and Non-NCC students in Hyderabad between the age group 18-22. The research is done using selective sampling method and fish bowl technique, and the research design is correlational. The objective of this study includes profile of the respondents, the relationship between hardiness and emotional regulation, level of hardiness and emotional regulation, and the related relationship between the selected independent variables with hardiness and emotional regulation. The researcher has used valid and reliable scales. For hardiness, The Psychological Hardiness Scale is used under which thirty items were measured and for emotional regulation, Interpersonal Emotional Regulation Questionnaire (IERQ) under which thirty items such as emotional positive affect, perspective taking etc. were measured.

1. INTRODUCTION

1.1 Hardiness:

“Over the past 20 years there has been increasing interest in the concept, psychological hardiness. Hardiness is defined as a constellation of attitudes, beliefs and behavioral tendencies that consists of three components: commitment, control and challenge.” Lambert C.E. (1999). Hardiness is a personality character that gives courage and motivation at times of crisis. This personality trait helps to associate with a person's ability to manage and respond to tough conditions. It helps develop coping strategies that turn bad situations or incidents into learning opportunities. It is marked by a tendency to be deeply involved, a need to be in control, and a desire to learn from experiences irrespective of the results at the end. According to

Paul T. Bartone (1999), “Hardiness is a psychological style associated with resilience, good health and performance under a range of stress conditions.”

According to Salvatore Maddi, S. R. (2006), “Hardiness: the courage to individual overcome and surpass one's fears. He also divided hardiness as a combination of three main attitudes just like Lambert as - “Commitment, Control and Challenge - which together provide the courage and motivation needed to turn stressful circumstances from potential negatives into opportunities for personal growth”.

Commitment - refers to a person's ability to believe in the truth, importance, and interest value of who one is and what one is doing, it results in involving themselves fully in the many aspects of life, including work, family, friends and other interpersonal relationships.

Control - refers to the tendency to act as if one can influence the course of events in another people's life. It involves the possession of a coping collection that enables such people to act effectively on their own; interpret and incorporate various life experiences, transforming these into something manageable and useful.

Challenge - is basically the ability an individual to face difficult tasks head on, not in a negative way but as an opportunity to learn something new. Hardiness is often considered an important factor in psychological resilience or an individual-level pathway leading to resilient outcomes.

According to Kobasa (1982), “Individuals high in hardiness tend to put stressful circumstances into perspective and interpret them in a less threatening manner”. For an example, two studies were conducted using military cadets undergoing stressful training as participants. The result was that the cadets that scored high on hardiness appraised the combat training in less threatening terms, and at the same time proved themselves as more capable of coping with the training.

1.2 Emotional Regulation:

Emotion is a mental state associated with thoughts, feelings, behavioral responses, and a degree of pleasure or displeasure. It is the ability to identify one's emotional state and respond appropriately in the environment. It is a term used to describe a person's ability to effectively manage and respond to an emotional experience. Emotions are often pictured as uncontrollable forces that exert a clearing influence on behavior. "Perspectives on Emotional Regulation can be defined by different perspectives on emotions: neurobiological, socio-constructivist and cognitive." (Prosen & Smrtnik Vitulić, 2014). "From the neurobiological perspective, emotions are understood as biological formed capabilities that are caused by a specific brain circuit, resulting in a experiential, autonomic and neuro-endocrine response, and usually leading to observable behaviors" (Gross & Feldman Barrett, 2011)

"Informed by bio-evolutionary, neo-functionalist views note that while emotional arousal retains its capacity to undermine healthy functioning, it also motivates and guides, even in children, adaptive behavioral processes as diverse as empathy." (Hoffman, 1982).

The importance of this paper is that, it explains how mental toughness/hardiness influences one's emotional regulations in their day today life helping them make complicated choices. It helps us understand if people with high levels of hardiness exhibit high levels of emotional regulation.

2. LITERATURE REVIEW:

Paul *et.al.*, (2008) conducted a research on 1138 graduate and non-graduate US army special forces to assess the psychological hardiness using the Dispositional Resilience Scale(DRS) and resulted that the graduates are significantly higher in psychological hardiness.

Bjorn *et.al.*,(2013) conducted a research on the effects of psychological hardiness on 178 Norwegian Army Soldiers on completion of rigorous ski march. Results showed that successful completion of ski march was predicted by total hardiness scores after controlling for nutrition factors, physical fitness and sensation.

Salvatore *et.al.*,(2016) conducted a study on 233 military trainees involving in 22 week long basic training. The results show that hardiness has a weak direct effect on persistence of military trainees. This study is the first to indicate a strong relationship between hardiness and soldier's physical performance.

Sigurdet *et.al.*,(2011) conducted a study on 111 Norwegian military students to examine the role of hardiness in predicting admission into Norwegian Military Officer Schools. Results of logistic regression analysis showed that, after controlling for gender, age and social desirability responding, hardiness significantly predicted admission into military officer schools.

Adne *et.al.*,(2015)conducted a study on the combined effect of hardiness and cohesion among 144 Norwegian personnels. Results showed that both cohesion and hardiness contribute to increased stress resistency.

Paul *et.al.*,(2012) conducted a study that evaluates the potential role of psychological hardiness, an individual resilience resource, to stress related problem drinking in a military population of 724. The results indicate that hardiness and avoidance coping measures may serve as useful adjunct screening tools for alcohol abuse in military.

Subramanian *et.al.*,(2013) conducted a study on 2500 secondary school students to examine the role of hardiness and personality factors in predicting youth's enlistment intentions towards Indian Defence services. Results confirmed that the hardiness and personality factors significantly predicted the enlistment intentions of youth.

Tonje *et.al.*,(2015) conducted a study on 156 Norwegian police investigators assessing on the predictor variables psychological hardiness, work engagement, social support, and meaningfulness. The results showed that the importance of resilience factors for coping with work stress, with the commitment dimension of hardiness being particularly important.

Arthur *et.al.*,(2015) conducted a study in three series in order to develop and validate a mental toughness instrument. The result was that the military training mental toughness inventory demonstrated sound psychometric properties and structural validity. Furthermore, it was found to possess good test-retest reliability, concurrent validity, and predicted performance in two different training contexts with two separate samples.

Gordon *et.al.*,(2012) conducted a research on the use of emotion regulation strategies on 95 novice soldiers. Prior to parachuting, participants reported feeling intense anxiety and happiness whilst also feeling energetic. It resulted that the participants reported greater use of strategies to increase unpleasant emotions an hour before parachuting than in other situations.

Sofia *et.al.*,(2017) conducted a research on 15 participants in the swedish armed forces w.r.t. Emotion regulation in a short and long term perspective in relation to acute stressful situations that contained moral dilemmas. The study research contributes by explicating a context specific emotion culture that gives limited space for emotional expression as it is necessary to remain firm and cold in acute situations (moral dilemmas)

David *et.al.*,(2012) conducted a study to examine difficulties with emotion regulations on 44 active duty male US male Military initiatives after their return from Iraq and Afghanistan with deployment elevated rates of mental health diagnosis including PTSD. It resulted that difficulties with emotion regulation were found to partially mediate the relationship

between PTSP and depression, poor social adjustment and traumatic related depersonalization but not alcohol misuse

Trejo *et.al.*,(2015) conducted a research investigating the role of emotional regulation and optimism in the development of 3C in military personnel. Results demonstrated that the ability to regulate emotions is positively related to 3C, both directly and through its effect on optimism.

Simona *et.al.*,(2018) conducted a research on attachment styles and the use of selected emotional regulation (ER) strategies among pedagogical students of primary education (n=116) and preschool education (n=72), as well as the non-pedagogical students of biology (n=128) were analysed. The results show that there was some significant differences between the student groups with regard to ER strategy use: preschool education students use experimental response modulation more than biology students, and both groups of pedagogical students use attentional deployment and social support more than students of biology.

3. METHODOLOGY

3.1 Statement of Problem

Hardiness is an important factor for an individual to carry out his daily duties or activities critically without letting external forces influence his state of behavior. Hardiness is necessary for a person to think critically, understand and solve problems. Hardiness and emotional behavior both are essential components for an individual to function stably. The emotions of an individual is regulated depending upon on how hardy he/she is. An individual who usually exhibits high levels of emotional regulation shows high levels of hardiness. This is because when the individual is mentally tough they eventually have a better control over their emotions when compared to the one's exhibiting low levels of hardiness.

3.2 Objectives

1. To know the profile of the respondents (Age, Gender and NCC or Non NCC.)
2. To study the Levels of Hardiness and Emotional Regulation.
3. To study the relationship between Hardiness and Emotional Regulation.
4. To know the relationship between selected Independent Variables with Hardiness and Emotional Regulation.

3.3 Hypothesis

1. There is no relation between Hardiness with respect to age.
2. There is no relation between Hardiness and the four dimensions of Emotional Regulation (viz., Enhancing Positive Affect, Perspective Taking, Soothing and Social Modeling) with respect to age

3.4 Research Design

Research design is correlational. The present study is performed using a quantitative methodology with a non-experimental comparative design and propose to analyze my data using correlation and t-test. Non-experimental comparative design is also known as correlational research design. Within correlational research, researchers are primarily interested in determining non-causal relationship amongst variables. More specifically, the correlational research design is a type of non-experimental study in which relationships are assessed without manipulating independent variables or randomly assigning participants to different conditions.

3.5 Sample

The present study aims at 100 active NCC male and female Cadets and 100 Non-NCC students, both from the age group of 18 to 22 years from the twin cities of Hyderabad and Secunderabad. To get the sample, the researcher used selective sampling method and fish bowl technique. The research has been conducted at a Under-Graduate level.

3.5.1 Inclusion and Exclusion Criteria

Inclusion Criteria

Participants who are students and active NCC Cadets are included in the sample.

The participants included as the sample are only of the age group of 18-22 years.

The Participants included as the sample are from the Twin Cities of Hyderabad and Secunderabad.

Exclusion Criteria

Higher ranked NCC cadets were excluded from the sample.

Participants who were not active NCC Cadets were excluded from the sample.

Participants who are currently free lancers were excluded from the sample.

Participants outside the Twin Cities of Hyderabad and Secunderabad were excluded from the sample.

3.6 Instrument

1. The Psychological Hardiness Scale: These questions measure control, commitment and challenge. For half of the questions, a high score (agreement) indicates hardiness; for the other half, a low score (disagreement) does.
2. The Interpersonal Emotional Regulation Questionnaire(IERQ) contains 20 items and four subscales.

Table 1: Independent t-test between Hardiness and the four dimensions of Emotional Regulation among NCC Cadets

	Male Mean (SD)	Female Mean (SD)	t
hardiness	59.68 -4.76	61.56 -3.6	-2.21*
Social Modeling	17.46 -4.9	17.52 -4.57	-0.63
Soothing	12.9 -5.57	12.58 -4.4	0.31
Perspectiv e Taking	11.16 -2.99	10.94 -3.68	0.32
Enhancing Positive Affect	17.84 -4.46	18.62 -3.4	-0.97

The above table shows the mean value and standard deviation for hardiness and the four dimensions of emotional regulation among NCC Cadets (males and females). There is a significant difference in Hardiness with respect to gender, i.e., 59.68(SD=-4.76) and female 61.56(SD=-3.6) and with *t*-value being -2.21.

Table 2: Independent t-test between Hardiness and the four dimensions of Emotional Regulation among Non-NCC students

	Male Mean (SD)	Female Mean (SD)	t
hardiness	54.58 -5.03	56.3 -4.27	-1.84
Social Modeling	18.2 -4.96	17.22 -5.18	0.96
Soothing	14.26 -4.78	12.52 -5.53	1.68
Perspectiv e Taking	11.98 -3.5	11.46 -5.92	0.53
Enhancing Positive Affect	17.68 -4.63	17.66 -3.84	0.02

The above table shows the mean value and standard deviation in Hardiness and the four dimensions of Emotional Regulation among Non-NCC students.

Table 3: Correlation between Age, Hardiness and the four dimensions of emotional regulation.

	Hardiness	Social Modeling	Soothing	Perspectiv e Taking	Enhancing Positive Affect
age	0.005	0.11	0.006	0.002	0.007

The above table shows that there is no significant correlation between age, hardiness and the four dimensions of emotional regulation.

4. LIMITATIONS

Limitation of this study is that it is a small sample size. Result of the current study is limited by the number of years the students have been in NCC. This study had been restricted to a limited set of factors like questionnaires were filled by NCC and Non NCC students and a limited range of age group was taken which does not generalize the study. Therefore, there could be chances that their responses would differ.

5. APPLICATION VALUE

The results of this study will help understand the importance of hardiness and emotional regulation in an individual's day to day life. It also helps in understanding the importance and of being and not being in NCC with respect to Hardiness.

6. ACKNOWLEDGEMENTS

I would like to extend my gratitude to my supervisor, Ms. Beulah Vennela who provided me with immense help and support in carrying out the current study. I thank you for your motivation towards the accomplishment of completing this work.

I would also like to express my gratitude to Ms. Geeta.S., Head of the Psychology Department (St. Francis College) for her continuous encouragement and support.

I would like to thank my parents for believing in me, my friends and the participants who have supported me to complete the research work.

7. DISCUSSION

The present study has been done to analyze the relationship between hardiness and emotional regulation. This study attempts to understand if there is an impact of independent variables such as Age, Gender, NCC status on hardiness and emotional regulation among NCC Cadets and Non-NCC students. There is a significant difference in hardiness and age and gender among females. According to a study (Virginia, Julian *et.al.*,2018) females exhibit more hardiness when compared to males as they are more prone to surviving crisis situations. The more the females are exposed to harsh circumstances, they are better able to handle themselves than compared to males. According to Gentry and Kobasa(1984)., females with high stress level were hardy when compared to males.

There is no significance among NCC male and female between hardiness and the four dimensions of emotional regulation(social modeling, soothing, perspective taking, enhancing positive affect). This could be due to the individual's being more open to new experiences,

determination to withstand any circumstance and accepts change as it comes. There is no significant difference in Non-NCC male and female between hardiness and the four dimensions of emotional regulation due to their upbringing which can have an affect in them not being open to challenges, lacking will power and employing coping strategies.

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