



# Emotional Intelligence Among NSS Volunteers and Non Volunteers Adolescent Students

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## ABSTRACT

This paper aims to study the emotional intelligence among NSS volunteers and non volunteer adolescence students. This study was delimited to NSS volunteers and Non -NSS volunteers of adolescent students among degree college within age range of 17-19 years in Boudh district of Odisha only. For this study, descriptive survey method was employed. The study analyzed the data for 200 students by adopting purposive sampling procedure ,out of which 50 of them were NSS boys volunteers, 50 them were NSS girls volunteers, 50 were Non NSS boys students and 50 were Non NSS girls students . In order to collect the data in the present study, the investigator used the Emotional Intelligence Inventory developed by Dr. S.K. Mangal and Mrs. Subhra Mangal (MEII- 2004).To find the significance of difference between the various groups “ t ” test was applied. Finally, it was found that NSS boys have better emotional intelligence than Non-NSS boys volunteer and also NSS boys have better emotional intelligence than Non-NSS boys volunteer but no significant difference is found in the emotional intelligence between NSS boys and NSS girl’s volunteer.

Key words: Emotional intelligence , Adolscence Students, NSS boys volunteer, Non-NSS boys volunteer, NSS girls volunteer, Non-NSS girls volunteer

## INTRODUCTION

The National Service Scheme is Popularly known as NSS. It is an Indian government sector public service program conducted by the Ministry of Youth Affairs and Sports of the Government of India. The scheme was launched in Gandhiji's Centenary year in 1969. The motto of NSS is “ Not Me ,But You”. The objective of NSS is develop student's personality through community service. It is also a voluntary association in Colleges, Universities and at +2 level working for a campus-community linkage.

## Emotional Intelligence

Peter Salovey and John Mayer were the first researchers who created the term “Emotional Intelligence” in 1990. Their theory predominantly combines main ideas from the domains of intelligence and emotion. The term emotional intelligence has generated a lot of interest since the publication of the book emotional intelligence by Daniel Goleman, which was designed by Goleman describes it as a skill to identify and control emotions within ourselves as well as of others. Similarly peter Salovey and john Mayer views that emotional; intelligence is a form of intelligence that involves the ability monitors one`s own and others feeling and emotions to discriminate among them and to use this information to guide one`s thinking and actives. Later they devised the definition as “the ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and to regulates emotions to promote personal growth.” So, it is the ability and freedom to grow from mistrust to trust, self-doubt to self-empowerment, following to leading, incompetence to competence, isolation to synergy and despair to hope.

### Literature Review

The review studied has been divided into two categories.

1. The studies related to National Service Scheme.
2. The studies related to Emotional intelligence.
1. The studies related to National Service Scheme.

Jyoti and Shaikh (2011) studied on impact of NSS on personality development college students. It concluded that NSS volunteers develop their personality more than other students. Also, Kale (2015) studied on development on leadership qualities among the students through NSS medium. He found that NSS is a good media to develop personality among the students in colleges. Further, Savio and Mon (2018) studied on emotional maturity and self-concept of NSS volunteers. They concluded that the self-concept of NSS volunteers is higher than their level of emotional maturity. There is no significant difference between the level of emotional maturity and self-concept of students depending on their gender and stream of subjects. The difference NSS activities help the volunteers to build their self-concept and emotional maturity. Similarly, Das (2020) studied on higher education and social responsibilities: a case study on the role of NSS in higher educational institutes in rural area of Assam, India. He concluded that NSS is a tool for the best social program me initiated by the government of India for the students to serve the society at large. The student community and society are highly benefited by NSS. Also, Sivaraman (2021) studied on empowerment on rural women in Tamilnadu through NSS- a study. He concluded that for achieving complete equality bin the society between two genders. It is necessary to eliminate all kinds of domination, oppression and discrimination by the male counterpart. There need to be provide with equal opportunities in economic, social, political, education, religious and legal spheres. Finally, Mohammed, Rajan and Haridas (2021) studied on helping attitude on NSS volunteers and non-volunteer adolescent students. They concluded gender plays a role in positive emotions like a helping attitude because females are more positive than males. Volunteerism does

not affect such emotions, as the results say that NSS volunteers and non-volunteering students differ too little in terms of helping attitudes.

## 2. The studies related to Emotional intelligence.

Khan and Bhat (2013) studies on emotional intelligence of adolescence boys and girls. The study found that boys have higher level of emotional intelligence than girls. Again, Senad (2017) studied on emotional intelligence of CBSE and ICSE adolescents. It revealed that the CBSE students are a higher level of emotional intelligence, understanding motivation, and empathy than ICSE students. Female students are a higher level of emotional intelligence, understanding motivation, and motivation and empathy. Regarding understanding emotion and handling relation, it was concluded that there is no significant difference in CBSE (male and female) and ICSE (male and female) students. Similarly, Alam (2018) studied on emotional intelligence of adolescent students. He concluded that secondary school students differed significantly in terms of the nature of school and gender on emotional intelligence. Result further revealed in relation to area students did not differ significantly in their emotional intelligence. Finally, Kumar (2020) studied on the emotional intelligence of higher secondary students. He found that the female students have better than the male students on their emotional intelligence.

### **Rationale of The Study**

From the given reviews of related literature, it can be noticed that several studies have been conducted on NSS and emotional intelligence. But, in Odisha, no study has been conducted on a comparatively on emotional intelligence of NSS and Non NSS volunteers. Therefore, the present study is a humble attempt to compare emotional intelligence on NSS and Non NSS volunteers.

The experience of the investigators as an Ex- NSS volunteer, motivated him to take up a study in this area.

### **Research Questions**

1. Is there any difference between in the emotional intelligence of NSS and Non-NSS boys volunteers ?
2. Is there any difference between in the emotional intelligence of NSS and Non-NSS girls volunteers ?
3. Is there any difference between in the emotional intelligence of NSS boys and NSS girls volunteers ?

### **Objectives of the Study**

The followings objectives are formulated for the proposed study.

1. To compare the emotional intelligence between NSS and Non-NSS boys volunteer.
2. To compare the emotional intelligence between NSS and Non-NSS girls volunteer.
3. To compare the emotional intelligence between NSS boys and NSS girls volunteer.

## Hypotheses of the Study

All the hypotheses are formulated in null form for testing as elucidated below:

H01: There is no significant differences between in emotional intelligence of NSS and Non-NSS boys volunteer.

H01.1: There is no significant differences between in the intra personal Awareness of NSS and Non-NSS boys volunteers.

H01.2: There is no significant differences between in the inter personal Awareness of NSS and Non-NSS boys volunteers.

H01.3 : There is no significant differences between in the intra personal management of NSS and Non-NSS boys volunteers.

H01.4 : There is no significant differences between in the inter personal management of NSS and Non-NSS boys volunteers.

H02: There is no significant differences in emotional intelligence of NSS and Non-NSS girl's volunteer.

H02.1: There is no significant differences between in the intra personal Awareness of NSS and Non-NSS girl volunteers.

H02.2: There is no significant differences between in the interpersonal Awareness of NSS and Non-NSS girl volunteers.

H02.3: There is no significant differences between in the intra personal management of NSS and Non-NSS girl volunteers.

H02.4: There is no significant differences between in the inter personal management of NSS and Non-NSS girl volunteers.

H03: There is no significant differences between in emotional intelligence of NSS boys and NSS girl's volunteer.

H03.1 : There is no significant differences between in the intra personal Awareness of NSS boys and NSS girl volunteers.

H03.2 : There is no significant differences between in the inter personal Awareness of NSS boys and NSS girl volunteers.

H03.3 : There is no significant differences between in the intra personal management of NSS boys and NSS girl volunteers.

H03.4 : There is no significant differences between in the inter personal management of NSS boys and NSS girl volunteers.

### **Delimitation of the Study**

The study were delimited to NSS volunteers and Non -NSS volunteers of adolescent students among degree college within age range of 17-19 years in Boudh district of Odisha only.

### **MATERIALS AND METHODS**

The methodology of the study comprises of Research Method, Population, Sample, Tools, Procedure of data collection, Procedure of data analyses.

#### **Research Method**

Descriptive survey method has been adopted for the present study.

#### **Population**

All N.S.S boys and girls volunteers as well as non N.S.S. boys and girls students of Boudh district of Odisha constitutes the population of the study.

#### **Sample**

Purposive sampling method has been adopted for the present study. Participants 200 adolescent students From different Degree Colleges who have under 19 years age of Boudh district in Odisha . 50 of them were NSS boys volunteers, 50 them were NSS girls volunteers, 50 were Non NSS boys students and 50 were Non NSS girls students.

#### **Tools**

To collect the required data, the following tools have been used by the Investigator:

1. Dr. S.K. Mangal and Mrs. Subhra Mangal Emotional Intelligence Inventory (MEII- 2004):

The present test is intended to measure emotional intelligence. It has 100 items ,25 each from the four areas to be answered as “Yes” or “No”. The mode of response to each item is either yes or no indicating complete agreement or disagreement with the proposed statement. Tool has both positive and negative items. For scoring one mark is provided for the response indicating presence of emotional intelligence and zero for the absence of emotional intelligence.

#### **Procedure of Data Collection**

Data has been collected using questionnaire tools from the NSS and Non NSS volunteers to achieve the objectives of the present study. The investigator has visited the various college student of Boudh district in Odisha for collecting data.

## Procedure of Data Analysis

Data has been analyzed with the help of Mean, Standard Deviation and ‘t’ test.

## DATA ANALYSIS AND RESULTS

**Table no.1. Showing the comparison between mean of total emotional intelligence scores NSS boys and Non-NSS boys volunteer.**

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence	NSS boys volunteer	50	60.44	16.752	98	2.848	0.05	Significant
	Non-NSS boys volunteer	50	51.96	12.749				

The Table no-1 indicates that the mean scores of both the groups indicate that NSS boys have better emotional intelligence than Non-NSS boys volunteer. The obtained “t” value is 2.848, which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98). This shows that there is significant difference between mean scores of total emotional intelligence scores NSS boys and Non-NSS boys volunteer. Hence, the null hypothesis of existing no significant differences between in emotional intelligence of NSS and Non-NSS boys volunteer is rejected.

**Table no.1. 1 Showing the comparison between mean of intra personal Awareness (Dimension of E.I.) scores NSS boys and Non-NSS boys volunteer.**

Table-1.1

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Intra Personal Awareness)	NSS boys	50	15.82	4.637	98	4.696	0.05	Significant
	Non-NSS boys volunteer	50	12.08	3.194				

The Table No-1.1 indicates that the mean scores of both the groups indicate that NSS boys have better Intra Personal Awareness than Non-NSS boys volunteer. The obtained “t” value is 4.696 ,which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98).This shows that there is significant difference between mean scores of emotional intelligence (Intra Personal Awareness) scores NSS boys and Non-NSS boys volunteer. Hence, There is no significant differences between in the intra personal Awareness of NSS and Non-NSS boys volunteers is rejected.

**Table no.1. 2 Showing the comparison between mean of inter personal Awareness (Dimension of E.I.) scores NSS boys and Non-NSS boys volunteer.**

Table-1.2

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Inter Personal Awareness)	NSS boys volunteer	50	15.72	4.066	98	2.119	0.05	Significant
	Non-NSS boys volunteer	50	14.12	3.457				

The Table No-1.2 indicates that the mean scores of both the groups indicate that NSS boys have better Inter Personal awareness than Non-NSS boys volunteer. The obtained “t” value is 2.119 ,which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98). This shows that there is significant difference between mean scores of emotional intelligence (Inter Personal awareness) scores NSS boys and Non-NSS boys volunteer. There is no significant differences between in the Inter Personal awareness of NSS and Non-NSS boys volunteers is rejected.

**Table no.1.3 Showing the comparison between mean of intra personal management (Dimension of E.I.) scores NSS boys and Non-NSS boys volunteer.**

Table-1.3

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Intra Personal management)	NSS boys volunteer	50	15.82	4.637	98	4.6968	0.05	Significant
	Non-NSS boys volunteer	50	12.08	3.194				

The Table No-1.3 indicates that the mean scores of both the groups indicate that NSS boys have better Intra Personal management than Non-NSS boys volunteer. The obtained “t” value is 4.6968 ,which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98).This shows that there is significant difference between mean scores of emotional intelligence (Intra Personal management ) scores NSS boys and Non-NSS boys volunteer. Hence, There is no significant differences between in the intra personal management of NSS and Non-NSS boys volunteers is rejected.

**Table no.1. 4 Showing the comparison between mean of inter personal management (Dimension of E.I.) scores NSS boys and Non-NSS boys volunteer.**

Table-1.4

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Inter Personal management)	NSS boys volunteer	50	13	3.704	98	0.864	0.05	Not Significant
	Non-NSS boys volunteer	50	12.32	4.1478				

The Table No-1.4 indicates that the mean scores of both the groups indicate that NSS boys have better Inter Personal management than Non-NSS boys volunteer .The obtained “t” value is 0.864 , which is not significant at 0.05 level of significance because it is less than the required critical value (1.98 for df 98).This shows that there is not significant difference between mean scores of emotional intelligence (Inter Personal management) scores NSS boys and Non-NSS boys volunteer. Hence, There is no significant differences between in the inter personal management of NSS and Non-NSS boys volunteers is accepted.

**Table no.2. Showing the comparison between mean of total emotional intelligence scores NSS girls and Non-NSS girls volunteer.**

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence	NSS girls volunteer	50	59.96	17.009	98	2.984	0.05	Significant
	Non-NSS girls volunteer	50	53.76	12.488				



The Table no-2 indicates that the mean scores of both the groups indicate that NSS boys have better emotional intelligence than Non-NSS boys volunteer. The obtained “t” value is 2.848, which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98). This shows that there is significant difference between mean scores of total emotional intelligence scores NSS girls and Non-NSS girls volunteer. Hence, the null hypothesis of existing no significant differences between in emotional intelligence of NSS and Non-NSS girls volunteer is rejected.

**Table no.2. 1 Showing the comparison between mean of intra personal Awareness (Dimension of E.I.) scores NSS girls and Non-NSS girls volunteer.**

Table-2.1

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Intra Personal Awareness)	NSS girls volunteer	50	12.5	3.454	98	2.295	0.05	Significant
	Non-NSS girls volunteer	50	11.14	2.374				

The Table No-2.1 indicates that the mean scores of both the groups indicate that NSS girls have better Intra Personal Awareness than Non-NSS girls volunteer. The obtained “t” value is 2.295, which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98). This shows that there is significant difference between mean scores of emotional intelligence (Intra Personal Awareness) scores NSS boys and Non-NSS boys volunteer. Hence, There is no significant differences between in the intra personal Awareness of NSS and Non-NSS boys volunteers is rejected.

**Table no.2. 2 Showing the comparison between mean of inter personal Awareness (Dimension of E.I.) scores NSS girls and Non-NSS girls volunteer.**

Table-1.2

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Inter Personal Awareness)	NSS girls volunteer	50	16	4.563	98	0.679	0.05	Not Significant
	Non-NSS girls volunteer	50	15.38	4.558				

The Table No-1.2 indicates that the mean scores of both the groups indicate that NSS girls have better Inter Personal awareness than Non-NSS girls volunteer. The obtained “t” value is 0.679 ,which is not significant at 0.05 level of significance because it is less than the required critical value (1.98 for df 98). This shows that there is not significant difference between mean scores of emotional intelligence (Inter Personal awareness) scores NSS girls and Non-NSS girls volunteer. There is no significant differences between in the Inter Personal awareness of NSS and Non-NSS girls volunteers is accepted.

**Table no.2.3 Showing the comparison between mean of intra personal management (Dimension of E.I.) scores NSS girls and Non-NSS girls volunteer.**

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Intra Personal management)	NSS girls volunteer	50	16.22	5.278	98	3.071	0.05	Significant
	Non-NSS girls volunteer	50	13.66	2.624				

The Table No-2.3 indicates that the mean scores of both the groups indicate that NSS girls have better Intra Personal management than Non-NSS girls volunteer. The obtained “t” value is 3.071 ,which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98).This shows that there is significant difference between mean scores of emotional intelligence (Intra Personal management ) scores NSS boys and Non-NSS boys volunteer. Hence, There is no significant differences between in the intra personal management of NSS and Non-NSS girls volunteers is rejected.

**Table no.2.4 Showing the comparison between mean of inter personal management (Dimension of E.I.) scores NSS girls and Non-NSS girls volunteer.**

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Inter Personal management)	NSS girls volunteer	50	15.24	4.654	98	2.007	0.05	Significant
	Non-NSS girls volunteer	50	13.50	3.986				

The Table No-2.4 indicates that the mean scores of both the groups indicate that NSS girls have better Inter Personal management than Non-NSS girls volunteer. The obtained “t” value is 2.007, which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98). This shows that there is significant difference between mean scores of emotional intelligence (Inter Personal management) scores NSS girls and Non-NSS girls volunteer. Hence, There is no significant differences between in the inter personal management of NSS and Non-NSS girls volunteers is rejected.

**Table no.3. Showing the comparison between mean of total emotional intelligence scores NSS boys and NSS girls volunteer.**

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence	NSS boys volunteer	50	60.44	16.752	98	0.142	0.05	Not Significant
	NSS girls volunteer	50	59.96	17.009				

The Table no-3 indicates that the mean scores of both the groups indicate that NSS boys have better emotional intelligence than NSS boys volunteer. The obtained “t” value is 0.142, which is not significant at 0.05 level of significance because it is less than the required critical value (1.98 for df 98). This shows that there is not significant difference between mean scores of total emotional intelligence scores NSS boys and NSS girls volunteer. Hence, the null hypothesis of existing no significant differences between in emotional intelligence of NSS boys and NSS girls volunteer is accepted.

**Table no.3. 1 Showing the comparison between mean of intra personal Awareness (Dimension of E.I.) scores NSS boys and NSS girls volunteer.**

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Intra Personal Awareness)	NSS boys volunteer	50	15.82	4.637	98	4.060	0.05	Significant
	NSS girls volunteer	50	12.5	3.454				

The Table No-3.1 indicates that the mean scores of both the groups indicate that NSS boys have better Intra Personal Awareness than NSS girls volunteer. The obtained “t” value is 4.060 ,which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98).This shows that there is significant difference between mean scores of emotional intelligence (Intra Personal Awareness) scores NSS boys and NSS girls volunteer. Hence, There is no significant differences between in the intra personal Awareness of NSS and Non-NSS boys volunteers is rejected.

**Table no.3. 2 Showing the comparison between mean of inter personal Awareness (Dimension of E.I.) scores NSS boys and NSS girls volunteer.**

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Inter Personal Awareness)	NSS boys volunteer	50	15.72	4.066	98	0.324	0.05	Not Significant
	NSS girls volunteer	50	16	4.563				

The Table No-3.2 indicates that the mean scores of both the groups indicate that NSS girls have better Inter Personal awareness than NSS boys volunteer. The obtained “t” value is 0.324 ,which is not significant at 0.05 level of significance because it is less than the required critical value (1.98 for df 98). This shows that there is not significant difference between mean scores of emotional intelligence (Inter Personal awareness) scores NSS boys and NSS girls volunteer. There is no significant differences between in the Inter Personal awareness of NSS and Non-NSS girls volunteers is accepted.

**Table no.3.3 Showing the comparison between mean of intra personal management (Dimension of E.I.) scores NSS boys and NSS girls volunteer.**

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Intra Personal management)	NSS boys volunteer	50	15.96	4.875	98	0.255	0.05	Not Significant
	NSS girls volunteer	50	16.22	5.278				

The Table No-3.3 indicates that the mean scores of both the groups indicate that NSS girls have better Intra Personal management than NSS boys volunteer. The obtained “t” value is 0.255 ,which is not significant at 0.05 level of significance because it is less than the required critical value (1.98 for df 98).This shows that there is not significant difference between mean scores of emotional intelligence (Intra Personal management ) scores NSS boys and NSS girls volunteer. Hence, There is no significant differences between in the intra personal management of NSS and Non-NSS girls volunteers is accepted.

**Table no.3.4 Showing the comparison between mean of inter personal management (Dimension of E.I.) scores NSS boys and NSS girls volunteer.**

Variable	Groups	N	M	SD	df	“t” value	Level of significance	Result
Emotional Intelligence (Inter Personal management)	NSS boys	50	13	3.704	98	2.662	0.05	Significant
	NSS girls	50	15.24	4.654				

The Table No-3.4 indicates that the mean scores of both the groups indicate that NSS girls have better Inter Personal management than NSS boys volunteer .The obtained “t” value is 2.662 , which is significant at 0.05 level of significance because it is greater than the required critical value (1.98 for df 98).This shows that there is significant difference between mean scores of emotional intelligence (Inter Personal management) scores NSS boys and NSS girls volunteer. Hence, There is no significant differences between in the inter personal management of NSS boys and NSS girls volunteer is rejected.

## FINDINGS

On the basis of analysis of the data the findings are systematically arranged here in accordance with the hypothesis as mentioned below:

1. A significant difference is found in the emotional intelligence between NSS boys and Non-NSS boys volunteer. It means emotional intelligence of adolescence boys students is affected by their joining NSS Programme.

1.1. A significant difference is found in the emotional intelligence (intra personal awareness) between NSS boys and Non-NSS boys volunteers.

1.2 A significant difference is found in the emotional intelligence ( inter personal awareness) between NSS boys and Non-NSS boys volunteers.

- 1.3 A significant difference is found in the emotional intelligence (intra personal management) between NSS boys and Non-NSS boys volunteers.
- 1.4 No significant difference is found in the emotional intelligence (inter personal management) between NSS boys and Non-NSS boys volunteers.
2. A significant difference is found in the emotional intelligence between NSS girls and Non-NSS girl's volunteer. It means emotional intelligence of adolescence girls students is affected by their joining NSS Programme.
- 2.1. A significant difference is found in the emotional intelligence (intra personal awareness) between NSS girls and Non-NSS girl volunteers.
- 2.2. No significant difference is found in the emotional intelligence (interpersonal awareness) between NSS girls and Non-NSS girl volunteers.
- 2.3. A significant difference is found in the emotional intelligence (intra personal management) between NSS girls and Non-NSS girl volunteers.
- 2.4. A significant difference is found in the emotional intelligence (inter personal management) between NSS girls and Non-NSS girl volunteers.
3. No significant difference is found in the emotional intelligence between NSS boys and NSS girl's volunteer. It means emotional intelligence of adolescence boys and girls students is not affected by their joining NSS Programme.
- 3.1. A significant difference is found in the emotional intelligence (intra personal awareness) between NSS boys and NSS girl volunteers.
- 3.2. No significant difference is found in the emotional intelligence (inter personal awareness) between NSS boys and NSS girl volunteers.
- 3.3 . No significant difference is found in the emotional intelligence (intra personal management) between NSS boys and NSS girl volunteers.
- 3.4 . A significant difference is found in the emotional intelligence (inter personal management) between NSS boys and NSS girl volunteers

### **Implication of the study**

This study can be help educationalist and education planners, parents and community at largely large to understand the effectiveness of this programme for developing emotional intelligence of adolescent boys and girls in degree college students. This may provide empirical basis for educational administration and planners to vitalize such programmed in educational institutions more vigorously. It will be encouraged to join NSS programme for adolescent boys and girl's students

1. Teachers should be provide different techniques for developing emotional intelligence among NSS boys and NSS girl volunteers.
2. The Govt. should be organize various training programme through NSS for developing emotional intelligence among NSS boys and NSS girl volunteers.
3. Students should be taught the importance of emotional intelligence during their adolescence period as this would help them to have a better outlook on life.
4. Students should be taught to identify to identify their emotional setbacks and develop a better emotional standard through appropriate training and development programme.
- 4.The inclusion of emotional intelligence should be considered as a part of curriculum during adolescence period of college students that would enhance their wellbeing.

### **SUGGESTION FOR FURTHER RESEARCH:**

The following are the suggestions for further research work-

- (i) Similar study can be conducted on large sample size such as university level and state level.
- (ii) Similar study can be conducted on inter comparison basis i.e. between two districts.
- (iii) Similar study can be conducted with the NCC and Red Cross programme.

### **CONCLUSIONS**

NSS programme is a platform in which develop their emotional intelligence of boys and girls volunteers. In the present scenario, parents, teachers and also the educational institutions are very aware about developing emotional intelligence because it is very necessary to strengthening emotional intelligence for harmonious development by which easily solve of different problems in competitive future life. It will be very helpful encourage to joining NSS programme among adolescence boys and girls volunteers.

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## DISCLOSURE STATEMENT

No potential conflict is reported.

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