



## Exploring Emotional Intelligence: A Comparative Analysis Between NSS and NCC Students of Dev Sanskriti Vishwavidyalaya

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### ABSTRACT

This comparative analysis investigates emotional intelligence among NCC cadets and NSS volunteers at Dev Sanskriti Vishwavidyalaya. Through data collection from 158 students, equally split by their enrollment in the particular program, the study aims to discern any significant differences in Emotional intelligence score. Results indicate no such noteworthy contrast in between the emotional quotient of NCC cadets and NSS volunteers. Utilizing established assessment tools i.e. The research found the test scores to be statistically insignificant between NCC and NSS students, suggesting similar levels of emotional intelligence. This finding indicate that though NCC as well as NSS plays a lot of role in building personalities and intelligence (IQ) but plays no role in enhancing or increasing Emotional Intelligence. Hence interventions should be designed to address the ways of increasing emotional intelligence of NCC cadets and NSS volunteers, thereby fostering a more inclusive and supportive learning environment. By acknowledging and accommodating the findings, the university can better equip its students with the necessary tools to navigate academic and personal emotional disturbances effectively. Ultimately, this study serves as a catalyst for informed decision-making and proactive measures to support student success at Dev Sanskriti Vishwavidyalaya and beyond. By addressing emotional intelligence levels of students, the university can create a more equitable and empowering learning environment conducive to the holistic development of all students. This study contributes to the understanding of emotional intelligence in the context of university students engaged in extracurricular activities like NCC and NSS, offering insights for educators and policymakers to tailor interventions effectively.

**Keywords:** NSS students, NCC students & Emotional Intelligence.



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### INTRODUCTION:

Emotional intelligence (EI) stands as a cornerstone of personal and professional development in today's intricate social landscapes. Defined as the adeptness in recognizing, comprehending, and managing both one's own emotions and those of others, EI significantly shapes interactions, decision-making processes, and overall well-being.

Emotions have perennially played a pivotal role in both social dynamics and personal growth, serving not only as aids in survival and development but also as facilitators of connections within social frameworks. However, in contemporary society, the ability to navigate one's own emotions while understanding those of others has become increasingly crucial—a skill commonly referred to as emotional intelligence. In an era marked by rapid advancements in artificial intelligence, grasping the profound significance of emotions and utilizing them for the betterment of humanity have become paramount.

Goleman (1995) delineates emotional intelligence (EI) as an individual's capacity to effectively manage their emotions, ensuring they are expressed in appropriate ways. He identifies five key components of emotional intelligence:

- **Self-Awareness:** The ability to recognize and understand one's own emotions, including strengths, weaknesses, values, and goals.
- **Self-Regulation:** The skill of controlling and managing one's impulses, emotions, and reactions, particularly in challenging situations.

- **Motivation:** The drive to achieve personal and professional goals, often involving persistence, optimism, and a commitment to self-improvement.
- **Empathy:** The capacity to understand and relate to the emotions and perspectives of others, fostering better interpersonal relationships and communication.
- **Social Skills:** The adeptness in navigating social situations, building and maintaining relationships, resolving conflicts, and working collaboratively with others.

In the realm of higher education, assessing the emotional intelligence levels of students involved in youth development programs like the National Cadet Corps (NCC) and the National Service Scheme (NSS) holds particular significance. These programs, aimed at fostering leadership, discipline, and social responsibility among youth, provide unique platforms for students to develop and apply their emotional intelligence skills within a structured framework. However, despite the growing recognition of EI's importance, there remains a notable gap in the literature concerning the comparative analysis of emotional intelligence between NCC cadets and NSS volunteers, especially within the specific context of Dev Sanskriti Vishwavidyalaya.

Dev Sanskriti Vishwavidyalaya, positioned at the intersection of traditional wisdom and modern education, offers an ideal environment for investigating this phenomenon. With its emphasis on holistic development and values-based education, the university serves as a nurturing ground for students to explore and cultivate their emotional intelligence capacities.

Recognizing the pivotal roles played by NCC (National Cadet Corps) cadets and NSS (National Service Scheme) volunteers in shaping the youth—the very architects of tomorrow's society—is essential for advancing humankind. These individuals contribute significantly to societal progress, bearing a responsibility that underscores the imperative of possessing robust emotional intelligence. Notably, social workers, including NCC and NSS participants, often confront heightened levels of burnout compared to their counterparts in other healthcare professions. Thus, it becomes imperative to explore how emotional intelligence can serve as a buffer against psychological distress, particularly within the demanding contexts they operate in.

Social work inherently involves navigating complex emotional landscapes, with practitioners frequently exposed to the hardships endured by their clients due to systemic injustices. Managing emotions such as empathy, compassion, and discomfort amidst these challenges is inherently demanding, yet invaluable in fostering effective engagement. This study aims to delve into the realm of emotional intelligence among NCC and NSS students at Dev Sanskriti Vishwavidyalaya, recognizing its significance in their roles as agents of social change and national development.

### **SIGNIFICANCE OF THE STUDY:**

This study holds significant importance for both academic knowledge and practical applications. By addressing a research gap in the comparative analysis of emotional intelligence between NCC cadets and NSS volunteers at Dev Sanskriti Vishwavidyalaya, it contributes to existing literature on emotional intelligence, youth development, and social service organizations. Through this exploration, the study deepens our understanding of how participation in different types of youth programs influences emotional intelligence levels among students.

The findings of this study have implications for educational practices within Dev Sanskriti Vishwavidyalaya and similar institutions. Understanding the emotional intelligence profiles of NCC cadets and NSS volunteers can guide the development of targeted interventions to enhance emotional skills among participants, enriching their overall educational experience. Additionally, policymakers and program coordinators within NCC and NSS organizations can use the study's insights to tailor programs and initiatives that effectively nurture emotional intelligence among participants. This can lead to more impactful youth development strategies and better preparation of students for future leadership roles and societal contributions.

Furthermore, the study's findings can enhance the effectiveness of NCC and NSS organizations in achieving their respective objectives by providing insights into the emotional needs and strengths of participants. Individual students participating in NCC and NSS programs can also benefit personally and professionally from increased awareness and development of emotional intelligence. Improved emotional intelligence can enhance students' interpersonal relationships, decision-making abilities, and overall adaptability, preparing them for success in various domains of life beyond their academic pursuits.

This study underscores the transformative potential of enhancing emotional intelligence among NCC cadets and NSS volunteers. By nurturing empathy, self-awareness, and adept social skills, these young leaders are better equipped to positively impact their communities and address pressing societal issues with understanding and effectiveness. Through tailored interventions and informed program development, both educational institutions and youth organizations can empower students to thrive personally, professionally, and as agents of positive change in society.

## **OBJECTIVES:**

- To assess the emotional intelligence levels of NCC cadets and NSS volunteers.
- To conduct a comparative analysis of the emotional intelligence scores between NCC cadets and NSS volunteers.

## **HYPOTHESIS:**

- **H<sub>0</sub>:** There is no significant difference in the emotional intelligence levels between NCC cadets and NSS volunteers at Dev Sanskriti Vishwavidyalaya.
- **H<sub>A</sub>:** There is a significant difference in the emotional intelligence levels between NCC cadets and NSS volunteers at Dev Sanskriti Vishwavidyalaya.

## **DELIMITATIONS OF THE STUDY:**

This study is delimited by several factors that define the scope and boundaries of the research. Firstly, it focuses solely on Dev Sanskriti Vishwavidyalaya, limiting the generalizability of findings to other institutions. Secondly, the sample size will be restricted to a specific number of NCC cadets and NSS volunteers from this university, potentially limiting the broader applicability of results. Thirdly, the study adopts a cross-sectional design, capturing data at a single point in time, which may not account for longitudinal changes or causal relationships over time. Additionally, emotional intelligence will primarily be assessed using self-report measures, introducing the possibility of response biases or inaccuracies. Moreover, the study's findings may be influenced by unique institutional, cultural, or demographic factors inherent to Dev Sanskriti Vishwavidyalaya. Gender imbalances in NCC and NSS participation may also affect the study's ability to fully capture gender-specific differences in emotional intelligence. Furthermore, participation in the study is voluntary, potentially leading to self-selection bias among participants. Language limitations may exclude individuals who are not proficient in the language of the study, limiting sample diversity. Time constraints will also restrict the depth of data collection and exploration of nuanced aspects of emotional intelligence. Finally, the findings may lack external validity beyond the specific context of Dev Sanskriti Vishwavidyalaya, limiting their generalizability to other educational institutions.

## **REVIEW OF LITERATURE:**

Several studies have delved into various facets of the National Cadet Corps (NCC) and its effects on participants. Sharma & Sharma (2024) explored NCC program effectiveness in India, finding higher achievement and confidence levels among NCC cadets compared to non-NCC peers. This suggests NCC training's potential to enhance mental, personal, social, and emotional qualities among participants. Building upon this, Nanaware & Kulkarni (2023) conducted a correlational analysis of social intelligence and risk-taking behavior among NCC female cadets. Surprisingly, they found no correlation between risk-taking and social intelligence. Moreover, girls from private schools exhibited higher risk-taking behavior than those from government institutions, indicating the influence of school type on behavior. Furthering our understanding, Sharma & Puri (2022) investigated the link between personality traits and stress levels among NCC cadets, revealing a positive correlation between stress and certain personality traits. This underscores the need to address personality factors in stress management within NCC programs. Expanding on this research, Lohar, Shukla & Yakkaldevi (2022) compared personality dimensions and academic achievements of NCC cadets and sports persons. They highlighted the complexity of individual interactions and stressed the importance of adaptive skills development among youth. In a related context, Purohit & Patel (2022) examined emotional intelligence among NSS volunteers and non-volunteers, finding higher emotional intelligence among NSS boys compared to non-NSS boys. However, no significant difference was found between NSS boys and girls, indicating gender parity in emotional intelligence among NSS participants. Drawing parallels, Heer & Kowal (2021) explored emotional intelligence and self-esteem among NCC and non-NCC cadets, observing positive influences of NCC participation on emotional intelligence and self-esteem levels among college students. In a similar vein, Amudha Devi & Suresh (2017) studied self-esteem and achievement motivation among female NCC and non-NCC cadets, noting slightly higher achievement motivation among NCC cadets and slightly higher self-esteem among non-NCC cadets, although differences were not statistically significant. Adding to this discourse, Kamarasan (2017) investigated personality development among senior wing NCC cadets, emphasizing NCC's role in instilling character, courage, and leadership among youth for diverse societal roles. Lastly, Saxena & Puri (2013) explored the relationship between risk-taking behavior, personality, and sensation seeking among NCC cadets, revealing significant relations between personality and sensation seeking but no correlation between risk-taking behavior and personality or sensation seeking.

Collectively, these studies provide insights into the multifaceted impact of NCC participation on individuals' personal, social, and emotional development, highlighting the diverse benefits and complexities associated with involvement in youth programs like the NCC.

## **RESEARCH GAP:**

Research in the field of emotional intelligence (EI) has shed light on its crucial role in personal and professional development. However, a significant gap exists in literature regarding the emotional intelligence of NCC (National Cadet Corps) cadets and NSS (National Service Scheme) volunteers, particularly within the context of Dev Sanskriti

Vishwavidyalaya. While existing studies have explored emotional intelligence broadly, few have directly compared the emotional intelligence levels of NCC cadets and NSS volunteers in a university setting. The current body of literature primarily focuses on individual characteristics and outcomes associated with participation in NCC or NSS programs, such as leadership development, achievement motivation, and self-esteem. Yet, there is limited research directly comparing the emotional intelligence profiles of NCC cadets and NSS volunteers, despite the potential implications for their future roles as leaders and agents of change. Therefore, there is a gap in understanding how participation in NCC and NSS programs at Dev Sanskriti Vishwavidyalaya may influence the emotional intelligence of students and whether there are significant differences between the two groups. Addressing this gap could provide insights into the effectiveness of these youth development programs in nurturing emotional intelligence and preparing students for their societal roles. Additionally, such research could inform interventions aimed at enhancing emotional intelligence skills among NCC cadets and NSS volunteers, contributing to their overall personal and professional growth.

This study aims to fill this gap by exploring the emotional intelligence levels of NCC cadets and NSS volunteers at Dev Sanskriti Vishwavidyalaya. Through a comparative analysis of emotional intelligence profiles, focusing on competencies such as self-awareness, self-regulation, empathy, and social skills, the research seeks to uncover the potential impact of program participation on emotional intelligence development. These insights hold significant implications for educational practices, program development, and the overall well-being of students within the university context.

**SAMPLE:**

The sample in this study consisted of NCC cadets and NSS volunteers from Dev Sanskriti Vishwavidyalaya, with a total of 158 participants evenly divided between NCC cadets and NSS volunteers. Each group comprised 79 participants.

**SAMPLING:**

The sampling technique employed in this study involved a form of non-probability sampling known as convenience sampling. Convenience sampling was utilized due to its practicality and ease of access to participants within the university setting. All male and female undergraduate students who were available and willing to participate were included in the study. While convenience sampling may introduce some biases and limit the generalizability of the findings to the broader population, it provides a feasible means of obtaining data from a sufficient number of participants within the constraints of the research timeframe and resources available.

**INCLUSION CRITERIA:**

- Students who were present during the time of data collection.
- Students who were willing to participate in project work.
- Students of NCC cadets and NSS volunteers.

**EXCLUSION CRITERIA:**

- Students outside who are not enrolled in NCC and NSS of Dev Sanskriti Vishwavidyalaya.
- Students who are not in Dev Sanskriti Vishwavidyalaya.

**RESEARCH DESIGN:**

The research design appears to be comparative in nature, as it compares emotional intelligence between NCC cadets and NSS volunteers. It's also likely cross-sectional, meaning data was collected at one specific point in time rather than longitudinally over time.

**DATA COLLECTION PROCEDURE:**

Data collection likely involved administering a standardized Emotional Intelligence assessment tool to both NCC cadets and NSS volunteers. This tool could have been distributed online. Participants have been informed about the purpose of the study and asked to complete the assessment voluntarily.

**STATISTICAL TECHNIQUES:**

The statistical technique used in this study is a t-test. Specifically, an unpaired t-test was conducted to compare the mean resilience scores between male and female undergraduate students. The significance level, typically set at  $p < 0.05$ , was utilized to determine whether any observed differences were statistically significant. The obtained t-value of 1.6364 indicates a statistically non-significant difference in emotional intelligence levels between the two groups.

**RESULT & DISCUSSION:**

**Result Table**

Groups	NCC	NSS
<i>n</i>	79	79

<b>Mean</b>	111.6551	122.9367
<b>SD</b>	39.8073	46.5875
<b>SE<sub>M</sub></b>	4.4787	5.2415
<b>SE<sub>D</sub></b>	6.894	
<b>t-value</b>	1.6364	
<b>Significance Level</b>	<i>not statistically significant</i>	

$$df=N1+N2-2=79+79-2=156$$

A comparative analysis was conducted between the emotional intelligence scores of NCC and NSS students at Dev Sanskriti Vishwavidyalaya. The descriptive statistics presented in Table 1 show that the mean emotional intelligence score for NCC students was 111.66 (SD = 39.81) and for NSS students was 122.94 (SD = 46.59). The standard error of the mean (SEM) for NCC students was 4.48 and for NSS students was 5.24. The standard error of the difference (SED) between the two groups was calculated to be 6.89. The t-value obtained from the independent samples t-test was 1.64, with degrees of freedom (df) equal to 156. The significance level was determined to be not statistically significant, indicating that there was no significant difference in emotional intelligence scores between NCC and NSS students at Dev Sanskriti Vishwavidyalaya.

The findings of this study suggest that there is no significant difference in emotional intelligence between NCC and NSS students at Dev Sanskriti Vishwavidyalaya. This result contrasts with prior research, which has suggested potential differences in emotional intelligence based on participation in extracurricular activities such as NCC and NSS. Previous studies have proposed that participation in structured programs like NCC may positively correlate with emotional intelligence due to the emphasis on leadership training and discipline (Smith et al., 2015). Conversely, research by Jain and Dhar (2017) proposed that NSS engagement fosters emotional intelligence through community service and social interaction, which emphasizes empathy and interpersonal skills development. The insignificant difference observed in this study may be attributed to the similarities in the developmental opportunities provided by both NCC and NSS programs at Dev Sanskriti Vishwavidyalaya. Both programs offer avenues for personal growth, leadership development, and community engagement, potentially leading to comparable levels of emotional intelligence among participants.

However, it's essential to acknowledge the limitations of this study, including the relatively small sample size and the specific context of the university. Future research could explore additional factors that may influence emotional intelligence among NCC and NSS students, such as the duration of participation, specific activities involved, and individual predispositions towards emotional intelligence development, while this study contributes to understanding emotional intelligence among university students, further research is warranted to explore the multifaceted influences on emotional intelligence development in diverse contexts and populations.

## CONCLUSION:

In this study, researcher investigated the emotional intelligence levels of NCC and NSS students at Dev Sanskriti Vishwavidyalaya. Our analysis revealed no significant difference in emotional intelligence scores between the two groups. This finding suggests that despite the distinct nature of the NCC and NSS programs, both offer comparable opportunities for fostering emotional intelligence among students.

Contrary to previous research expectations, which proposed differential effects of NCC and NSS participation on emotional intelligence, our study indicates a convergence in emotional intelligence outcomes among participants of both programs. This convergence underscores the importance of considering the holistic developmental experiences provided by extracurricular activities rather than focusing solely on programmatic differences.

While our findings contribute to the understanding of emotional intelligence development among university students, several limitations must be acknowledged. These include the relatively small sample size and the specific context of Dev Sanskriti Vishwavidyalaya. Future research endeavors could explore additional factors influencing emotional intelligence, such as the duration and intensity of participation, as well as individual characteristics and predispositions.

Overall, this study highlights the need for nuanced investigations into the multifaceted influences shaping emotional intelligence development in diverse educational settings. By comprehensively understanding these influences, educators and policymakers can devise targeted interventions to enhance emotional intelligence among university students, thereby fostering their holistic personal and professional growth.

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