

Effect of NSS Special Camp Activities on Emotional Intelligence and Locus of Control

Mr. R. U. Jadhav^{1*}

ABSTRACT

Present study aims at to investigate the effect of NSS special camp activities on Emotional Intelligence and Locus of Control of college youth. The sample consists of 40 students of undergraduate college from Arts, Commerce and Science faculty from GDM Arts, Shri KRN Commerce and MD Sc. College, Jamner. The age group ranges between 18 and 22 years. For the present research Emotional Intelligence Scale by S. K. Mangal & S. Mangal and Locus of Control Scale by Dr. N. Hasnani, New Delhi & Dr. D. D. Joshi (Pithoragraph). Researcher found significant difference between pretest and posttest of NSS volunteers regarding their Emotional Intelligence and Locus of Control.

Keywords: *NSS Volunteers, Special Camp, Emotional Intelligence and Locus of Control.*

National Service Scheme is an important activity run by college through the norms of Ministry of Youth Affairs & Sports, Gove. of India. It is popularly known as NSS; which was launched in Mahatma Gandhi's birth centenary year 1969. The scheme was launched in 37 universities, involving 40,000 students. Primary focus is on the overall development of students' personality through community service. Today, NSS has more than 3.2 million student volunteers on its roll spread across 298 universities. It is a voluntary association for young students in colleges and universities.

Basic assumptions of NSS

1. Students should understand the community in which they live.
2. Students should understand themselves in relation to the society.
3. Students should identify the basic needs and problems of the society and involve them in problem solving process, with their knowledge and experience.
4. Students should develop soft skills.
5. Students should develop sense of national integration and social harmony.

¹ Head, Dept. of Psychology, GDM Arts, Shri. KRN Commerce and MD Science college, Jamener, Dist. Jalgaon, India

[*Responding Author](#)

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Each NSS unit runs two types of activities—regular activities and special winter camp under Ministry of Youth Affairs & Sports, Govt. of India. Some important activities are:

1. Environment enrichment and conservation programs.
2. Health, family welfare and nutrition.
3. Programs for creating awareness for improvement of the status of women.
4. Social service programs like hospital work.
5. Production oriented work like weed control, soil testing etc.
6. Education related work like adult education, preschool education program.

NSS Special Camp

This is an important activity of each NSS unit at the college and university level. Duration of special camp is seven days. The normal strength of the volunteers is 40/50. This strength depends on the guidelines of the Youth and Sports Ministry, Govt. of India. The camp is organized by the college by adopting a village (identifying the needs of the village). It is important that selected village should be within a short distance from the college, so that there should be regular contact with it and the people of the village should get benefit from the NSS camp in the form of health, land reform, environmental improvement, tree plantation, social awareness, economic development etc. During the period of seven days of the camp the volunteers have to stay compulsorily in the camp for 24 hours and all the 7 days. It is expected that they should enjoy the camp, learn the virtues of good citizenship and know about the life of the villagers. The lodging arrangements are made in the building of the selected village or school building of the village Panchayat.

In the camp there should be time division for a day which can be as follows: manual work for five hours in order to accomplish the project undertaken, two hours for discussion on various topics, two hours for cultural program/ camp fire in the evening. Discipline, leadership, management skills, self esteem, self confidence, communication skills, team work, contact building, social awareness are some of the target goals in the camp.

About Emotional Intelligence

The concept of emotional intelligence is invented by Peter Salovey and John Mayer and coined by Daniel Goleman in his book 'Emotional Intelligence'. In the words of Dr. Travis Bradberry and Jean Greaves, Emotional Intelligence is your ability to recognize and understand emotions in yourself and others, and your ability to use this awareness to manage your behavior and relationship. The above definition implies that Emotional Intelligence is made up of four core skills that pair up under two important sections, i.e., personal competence and social competence.

Personal competence comprises self-awareness and self-management skills which are mainly concerned with individuality rather than interaction with other people (inter personal relations). It is also related with the ability to be aware of personal emotions, manage self-behavior and tendencies.

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Social competence is concerned with social awareness and relationship management skills of the individual. It is the ability to understand other people, their moods, behavior and motives in order to improve the quality of relationship with other people.

SOME FINDINGS IN RESEARCH

Low and Nelson (2006) claimed that the Emotional Intelligence played a vital role in students' personal health and college success. 80% success of the person is due to emotional intelligence (Daniel Golman, 1996). Academic achievement of the student is closely related to Emotional Intelligence (Aminuddin, Tajularipin & Rohaizan's, 2009). Emotional skills are directly associated with behavior (Rosenfield, 1991). World famous philosopher Aristotle said before A.D., "To be angry is easy, but it is very difficult to be angry at a proper movement with proper person in a proper way is very difficult". Robert Kapoor (1996) defines emotional quotient as the power of emotions at the base of human resources, information, trust, creativity, influence used intelligently, skillfully and effectively, be aware of it and the relative capacity is Emotional Intelligence.

Spencer (1997) undertook the analysis of high positioned managers of 15 global companies. His findings show that the attitude of success and emotional abilities of leadership on the part of star performances are remarkably different from those of average performers. Problems related to discipline have been reduced because of advancement in emotional and social skills. (David, 1980) Spencer (1997) undertook the analysis of high positioned managers of 15 global companies. His findings show that the attitude of success and emotional abilities of leadership on the part of 'star performers' are remarkably different from that of average performers. 80% success of mature people is due to emotional quotient; (Daniel Golman 1996)

Because of training in development of emotions the habits of paying attention, mutual cooperation, and increase in friendship in class became possible; violence and negativity were reduced. (Anabel Jonsen, *Self Science Pilot Study*, 2001).

Today's for the overall development of the individual it is important that individual are make aware of emotional management skills and that skills are known as soft skills also.in each and every field these skills have positive impact on performance of the individual for ex. Manage stressful situation in proper manner, scientific attitude , group cohesiveness, leadership, develop relationship, work culture, communication, know thyself etc.

Locus Of Control

The concept of locus of control was introduced by Rotter [1954] and further expanded by Rotter[1954,1955,1960 and 1966], Rotter Chance and Phares - 1972,Decharms Weiner - 1973 and Lefcourt– 1976. The concept of Locus of Control has its roots in Julion Rotter's Social Learning Theory. The theory stresses the role of expectancy and reinforcement value related with the outcome of behaviors or events. Stating in terms of expectancy and

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reinforcement Rotter indicates a person's expectancies or perceptions concerning the functional relationship between the behavioral events and reinforcing events.

The concept of Locus Control functions at two levels of Internal Control Center and External Control Center. Parks (1984) in his research shows that persons having high quality individual control can aptly face stress, stand firm on their decision and employ effective measures so as to attain their goals. Persons of low Locus Control may show the following features: They try to escape from the troublesome situations, blame others, get maladjusted, abuse their fate and find shelter in drug addiction.

Fases (1988) shows that individuals having high quality Locus Control rarely remain under stress; get well adjusted; active and self-dependent. They seek information and knowledge about the factors that affect life and believe in their own capabilities and strive to increase them. In order to accept responsibilities, such people show consideration for Omni-beneficent utility measures. Their goal-inspiration is also of high rank. They believe in the principle: 'Man is the master of his own fate.' In other words, 'yes I can do it'.

Many young people generally think that they will get an employment, income source or an opportunity for self-employment or any kind of material success only when they have favorable luck, a godfather, or someone else's influence. In such a case their locus of control is external. But some people believe in their capabilities. On the basis of this potential they become successful in their life. They have internal locus of control.

Objectives:

1. To determine whether NSS special camp brings out change in the Emotional Intelligence of the college youth.
2. To determine the effect of NSS special comp activities on Locus of control of college youth.
3. To focus on the importance of Emotional Intelligence and Locus of Control for youth.

Hypotheses:

1. NSS Special camp creates significant impact on Emotional Intelligence of youth.
2. NSS Special camp activities are significant to create impact on internal Locus of Control of youth.

Sample:

In order to verify the hypothesis and attain the goals of the study the researcher made observations of the NSS volunteers selected for special winter camp. Duration of the camp was 7 days. Lodging and boarding arrangements were made available in Zilla Parishad School in the village Shingait, a village about 7 K.M.s away from the college. The schedule for a day was as follows: Yoga session early in the morning, breakfast, physical/manual work (*Shramsamskar*) at noon which followed intellectual session. In these sessions the volunteers got expert views and guidance from the experts in various fields. In the evening cultural

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programs were arranged. The program consisted dance, singing, street play, mimicry and so on. Cultural programs were used as tools to bring awareness among villagers by students regarding their problems and solutions. Social problems were discussed regularly which consisted superstitions, dowry, suicides of farmers, politics, use of technology, government schemes and their implementation, competition, personality development and so on. In the camp rules and regulations laid down by the university and the institution are strictly followed. The funding for the camp is made available from Youth and Sports Ministry of India. The age of volunteers ranges between 18 and 22 who are grouped to work together.

Tools used

The following tools were used for the study:

1. Emotional Intelligence Inventory

The inventory prepared by Dr. Mangal & Mrs. Shubhra Mangal was used. This inventory contains 100 statements and they are useful for analyzing four areas of Emotional Intelligence. These areas are: I) intra personal management and interpersonal management. It has 100 items, 25 items from each of the four areas to be answered as 'yes' or 'no'. This test has 'Test-retest-reliability' coefficient is .92 and split half Reliability coefficient is .89.

2. Locus of Control

This scale was developed by Dr. N. Hasnon, New Delhi & Dr. D. D. Joshi (Pithoragraph). It consists 36 items that are sampled widely from different life situation where Locus of Control attitude might be relevant to behavior. In this test there are 16 positive and 20 negative items are included and its reliability is .76.

Variables under Study

- I) Independent variable: NSS special camp activities.
- II) Dependent variables: i) Emotional Intelligence, ii) Locus of Control.

Design – Quasi experimental design

A	B	C
Pre-Test	After (7 days) camp activities	Post-test
1. Emotional Intelligence	-Yoga -Shram Samskar	1. Emotional Intelligence
2. Locus of Control	-Intellectual lecture series -Cultural programs -Discussion on social problems	2. Locus of Control

Proposed Statistical Procedure:

- I) Descriptive statistics i.e. means, S.D. will be computed
- II) t test

RESULT

Analysis of Emotional Intelligence

	N	Mean	SD	Df.	t	Level of Sign
Pre-test	40	60.65	9.21	78	3.92	Significant
Post- test	40	68.62	8.95			

Analysis of Locus of Control

	N	Mean	SD	Df.	t	Level of Sign
Pre-test	40	50.62	9.5	78	5.20	Significant
Post- test	40	60.87	8.1			

Hypothesis: 1. NSS special camp activities have impact on the Emotional Intelligence of NSS volunteers. There is significant difference between mean score of NSS volunteers' pre-test on Emotional Intelligence which is 60.65 and. It is comparatively smaller than mean score of volunteers' post-test on Emotional Intelligence that is 68.62 and t value is 3.92 significant at both level (t- 3.92 , $P < 0.05 \& 0.01$ level) it shows significant difference between NSS volunteers pretest and posttest on Emotional Intelligence.

Hypothesis: 2. Due to NSS special camp Locus of control of the volunteers developed Internal Locus of Control. There is significant difference between mean score of NSS volunteers' pre-test on Locus of Control is 50.62 and that is comparatively smaller than the means score of the post-test on Locus of Control 60.87 and t value significant at both level (t- 5.20 , $P < 0.05 \& 0.01$ level) it shows significant difference between NSS volunteers pretest and posttest on locus of control

CONCLUSIONS

On the basis of above data and discussion of result, the hypotheses were clearly tested and verified.

- 1) NSS special camp proves to be effective in developing Emotional Intelligence of college youth.
- 2) NSS special camp proves to be effective in developing Internal Locus of Control of college youth.

LIMITATIONS:

1. 7 days' camp (duration)
2. Respondents should give their responses truthfully and willingly.

SUGGESTIONS:

1. Duration of NSS camp should be minimum of 10 to 12 days.
2. In an academic year there should be two camps organized for overall development of college youth.
3. The program officers and their colleagues should be well –acquainted and highly motivated regarding their goals and effective implementation of the whole camp activities.

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How to cite this article: Jadhav R U (2018). Effect of NSS Special Camp Activities on Emotional Intelligence and Locus of Control. *International Journal of Indian Psychology*, Vol. 6, (2), DIP: 18.01.209/20180602, DOI: 10.25215/0602.209