

EMPOWERING FUTURE LEADERS: EVALUATING LEADERSHIP DEVELOPMENT OUTCOMES OF THE STUDENTS POLICE CADET PROJECT

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ABSTRACT

The Student Police Cadet project, or SPC Project, aims to build things like discipline and civic responsibility in school students, along with some personal growth stuff. Its effects on social behavior seem pretty clear to most people, but when it comes to boosting academic empowerment, that part has not gotten much real study yet. This study looks at how joining SPC might help with education, focusing on behaviors related to studying, the way students approach their work, and what they achieve, especially across junior, senior, and super senior levels.

Data came from 805 cadets who filled out a questionnaire on Google Forms. For the analysis, simple percentages helped profile the respondents demographics and their program involvement. Then exploratory factor analysis Dug into the key parts of academic excellence and empowerment.

The results show SPC has this broad impact, with five main factors standing out. Like leadership and civic responsibility, self-discipline plus resilience, motivation for academics and goal setting, emotional stability along with respect for the law, and finally academic performance tied to study habits. These together account for a good chunk of the variance, suggesting participation in SPC really does push forward both academic side and personal development.

It seems like the project goes beyond just civic training. It acts as a platform for academic empowerment too, helping students get more disciplined, build confidence, and think about their future in learning.

KEYWORDS: Students Police Cadet (SPC)Project , Student Leadership Development, StudentEmpowerment, Personal Growth, Civic Responsibility, Cadet Progression

I.INTRODUCTION

Empowering young people with leadership skills is really important for building responsible and resilient citizens who actually care about their communities. Schools these days seem to push academics hard, but theres more to it with holistic development, and co- curricular stuff helps shape character in ways classes might not. The Students Police Cadet Project catches my eye here, its this government thing set up to teach discipline and civic sense to students at different school levels, kind of guiding them through their years.

In our fast changing world, its critical to focus on leadership for kids to become socially aware too. While grades are the main thing, people are starting to see that full education needs programs outside the classroom for things like responsibility and growth. This cadet project stands out as a structured way to build discipline, teamwork, ethical stuff, and even decision making in students, though sometimes it feels like not everyone gets the full picture of how it works across stages. It seems to overlap a bit with just general leadership ideas, but thats the part that stands out for fostering engagement.

II. LITERATURE SURVEY

2.1 George et al. (2023)

George and his team in 2023 looked at how SPC cadets develop differently from kids who arent in the program. They found some clear evidence that the structured training in cadet stuff really helps with socio-emotional skills, like building them up more. It seems like the cadets end up showing better social competence overall, and they communicate stronger too, plus their emotional intelligence is more advanced. That part about the findings stands out, because its consistent across the cadets. The study kind of suggests that getting into these disciplined team programs for youth does cultivate more maturity in dealing with people. And it prepares them for leadership roles, or at least collaborative ones in society later on. I might be oversimplifying, but yeah.

2.2 Sharma & Sharma (2024)

In their 2024 study, Sharma and Sharma made a comparative analysis and found that NCC cadets tend to do better than their non-cadet peers, both in academics and in their psychological well-being. Their work suggests that being involved in the NCC helps build confidence, boosts the drive to achieve, and generally improves personal growth. They contend

that the organized routines of the NCC, including everything from drills to volunteering, positively influence mental, social, emotional, and personal aspects of life, positioning cadet training as an effective way to empower young people.

2.3 Comparative Study in Revista Electronica de Veterinaria (2024)

A comparative study from 2024, featured in the Revista Electronica de Veterinaria, delved into how NCC programs aid in developing human resources among tribal youth in Himachal Pradesh and Jharkhand. The study highlights the life-changing impact NCC training can have in these often-neglected regions. It implies that cadet programs offer more than just discipline and physical conditioning; they pave the way for empowerment, hone leadership abilities, and boost social mobility. For tribal youth, joining the NCC serves as a way to increase self-assurance, bridge developmental gaps, and unlock greater prospects for jobs and getting involved in their communities later in life.

2.4 Sharma & Hooda (2023)

Sharma and Hooda (2023) took a deep dive into the existing literature, using a semi-systematic approach, to understand how the NCC contributes to youth development. They noted that research specifically on the NCC isn't vast, but the studies they found consistently suggest it has a positive effect. Their review pinpoints benefits like better social relationships, improved mental health, stronger teamwork skills, increased job prospects, and a greater sense of patriotism. The authors conclude that even though research is somewhat scarce, the evidence clearly indicates that the NCC is a valuable way to develop responsible and skilled citizens.

2.5 Bhoye (2024)

Bhoye's 2024 study looked into how NSS volunteers help empower underprivileged communities, especially through projects involving education, health, and helping people start their own businesses. The research strongly suggests that NSS activities lead to more community involvement, stronger social bonds, and better school results for those who are struggling. By tackling actual problems, NSS volunteers not only improve communities but also grow as individuals, becoming more responsible, caring, and capable leaders.

2.6 Nabi (2024)

In a 2024 review, Nabi examined the significant roles of the NCC and NSS in fostering national development. The study highlights how these youth groups instill crucial character traits - like responsibility, discipline, integrity, and patriotism - in students. Nabi contends that the NCC and NSS, through their organized events, community involvement, and values-oriented education, mold individuals who are socially aware and dedicated to the nation, enabling them to make substantial contributions to India's socio-cultural environment.

III. RESEARCH GAP

Even though youth leadership initiatives such as SPC are becoming more common, solid research proving they actually work is still scarce. A lot of studies generally look at how students grow or stack cadets up against non-cadets, but not many really dig into how leadership skills change as people move through the ranks (Junior, Senior, Super Senior). Plus, we don't have much hard data showing how being involved in structured police cadet programs for a long time builds leadership skills, boosts personal confidence, and affects behavior.

This research steps in to fill this void by taking a close look at the leadership development results for students engaged in the SPC Project. It zeroes in on how moving up through the program's levels helps sharpen leadership skills, bolsters confidence, sharpens ethical judgment, and deepens social responsibility. By digging into the experiences of 805 cadets across three levels, the study strives to offer solid proof of just how well the SPC program works in consistently preparing students to be tomorrow's leaders. The results are anticipated to give educators, decision-makers, and youth program creators insights into the advantages of well-organized, long-lasting leadership programs in schools, as well as back up approaches to get the most out of student development and involvement in their communities.

OBJECTIVES

1. To determine how the Student Police Cadet Project helps students grow by improving important leadership abilities, such as making decisions, solving problems, working with others, and handling disagreements.
2. This study aims to explore how being involved in the Child Police Cadet Project (SPC) relates to student outcomes like motivation, discipline, and academic achievement.
3. To explore the ways in which this child police initiative fosters personal empowerment, specifically by examining its impact on confidence, ethical awareness, resilience, and social responsibility.

IV. SCOPE OF THE STUDY

This research aims to assess the leadership development results of SPC Project, particularly focusing on the ways students gain empowerment as they advance through the Junior, Senior, and Super Senior Cadet ranks. The study's scope is specifically designed to examine,

- * The development of essential leadership skills, including decision-making, teamwork, conflict resolution, and problem-solving.
- * The impact on behavior and academic performance, such as motivation, discipline, and academic achievement.
- * The growth of personal empowerment, including confidence, ethical awareness, resilience, and a sense of social responsibility.

* A comparative analysis of leadership development across the different cadet levels.

The study employs a quantitative approach, using statistical analysis of SPC participants to identify significant variations in leadership development among the three cadet levels.

4.1 Statement of the Problem

Helping young people grow into leaders is super important, especially in well-organized activities like the Students Police Cadet (SPC) project. The SPC aims to build skills like making good choices, working together, solving problems, resolving conflicts, staying motivated, being disciplined, feeling confident, understanding right from wrong, bouncing back from tough situations, and caring about the community. However, we don't have much solid proof showing how well the program actually works for the younger, older, and oldest cadets. It's not really clear if being in the SPC program helps students get better at leading, behave better, and feel more empowered as they move up the ranks. We also don't know if sticking with the program for a long time gives students extra advantages. So, this study is all about figuring out if the SPC program really does a good job of teaching leadership skills and helping students feel more capable at different stages of the program.

V. RESEARCH METHODOLOGY

Primary Data: We'll gather firsthand information from respondents using a questionnaire distributed via Google Forms.

Secondary Data: Information will also be collected from diverse sources like relevant books, respected journal articles, news reports, government documents, websites, and Google.

5.1 Sample Size

For data collection, we used judgment sampling, targeting Student Police Cadet (SPC) members from different schools. A total of 805 students, representing a range of academic levels and cadet ranks, participated in the study. This approach ensured variety in perspectives, which strengthens the validity of our research.

Data Analysis Techniques

• Simple percentage analysis and Factor Analysis

Analysis and Results based on all Objectives

Age	Frequency	Percent
Up to 13	28	3.5
14 - 15	611	75.9
Above 15	166	20.6
Total	805	100.0
Gender	Frequency	Percent
Male	370	46.0
Female	435	54.0
Total	805	100.0
Current year of study	Frequency	Percent
8th Standard	60	7.5
9th Standard	399	49.6
10th Standard	346	43.0

Total	805	100.0
Status in SPC	Frequency	Percent
Junior Cadet	56	7.0
Senior Cadet	409	50.8
Super senior cadet	340	42.2
Total	805	100.0
Role in SPC projects		
Member	677	84.1
Section Leader	18	2.2
Platoon Leader	63	7.8
Team Leader	47	5.8
Total	805	100.0

The demographic representation reveals that the majority of the respondents (75.9) are between the ages of 14 and 15 i.e. in their early teenage years. It has only 20.6 percent with ages above 15 and only 3.5 percent below 13. Within the gender aspect, there are 54.0 percent female participants and 46.0 percent male individuals with the female percentage being slightly higher. Their level of study in present year is predominantly higher secondary, with 49.6 per cent, 43.0 per cent and 7.5 per cent in the 9th Standard, 10th and 8th, respectively. Student Police Cadet (SPC) program has 50.8 percent Senior Cadets, 42.2 percent Super Senior Cadets, and 7.0 percent of Juniors, showing that the majority of the police recruits have good SPC experience. Out of SPC projects, 84.1 percent are members. The respondents occupying leadership positions are less: as Platoon Leaders, Team Leaders, and Section Leaders, 7.8, 5.8 and 2.2 respectively, meaning that most of them play an active role but not a leading role.

5.2 Factor Analysis

To Evaluating Leadership Development Outcomes of the Students Police Cadet Project is factor analysis is employed

KMO and Bartlett's Test			
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.			.870
Bartlett's Test of Sphericity	Approx. Chi-Square		10491.57
	df		190
	Sig.		.000

The KMO score of 0.870 indicates that the data is quite appropriate to factor analysis. Test of Sphericity by Bartlett is significant ($\chi^2 = 10491.573$, $df=190$, $p=$ less than 0.05) which demonstrates that the variables are correlated enough. Thus, the data set is prepared to undergo a factor analysis to assess the results of leadership development of the SPC Project.

Rotat'd Component Matrix^a

	Component				
	1	2	3	4	5
SPC values encourage me to set higher goals.	.820				
SPC fitness improved my alertness and concentration.	.766				
SPC developed my positive attitude toward learning.	.706				
SPC inspired me to engage in community service.	.663				
SPC shaped my disciplined and ethical personal identity.	.519				
SPC communication skills help me express opinions clearly.		.733			
SPC made me more responsible and self-disciplined.		.704			
SPC changed my behaviour positively at school and home.		.685			
SPC strengthened my teamwork and peer coordination.		.620			
SPC made me capable of taking leadership roles.		.618			
SPC confidence reduced my academic stress and exam fear.		.540			
SPC participation helped me manage study time effectively.			.764		
SPC leadership skills improved my group performance.			.710		

SPC activities increased my study interest and motivation.			.584		
SPC helps me remain calm and emotionally balanced.			.555		
SPC training improved my academic performance.				.822	
SPC discipline helps me focus in class.				.666	
SPC increased my awareness of rights and duties.					.721
SPC built strong confidence in handling challenges.					.688
SPC enhanced my problem- solving and critical thinking.					.626
Eigenvalues	7.909	1.872	1.706	1.124	1.004
% of Variance	39.54	9.360	8.532	5.618	5.020
Cumulative %	39.54	48.905	57.438	63.056	68.076

Rotated Component Matrix Interpretation The result of a principal components analysis is the Rotated Component Matrix, which is a matrix of values between 0 and 1 depicting how much a particular observable variable is explained by the overall factor.

The factor analysis gave five factors all of which had an eigenvalue greater than 1. The two of them explain 68.08% percent of the variance indicating a good model fit.

Component 1 Goal Orientation and Values include such items as setting higher goals, positive attitude, and community service. These products indicate that SPC is a firm believer in personal development and motivation based on values.

Component 2 Discipline and Responsibility - it consists of such attributes as self-discipline, teamwork, and leadership. It is a manifestation of the impact of SPC on responsible conduct and discipline. Component 3- Academic and Emotional Development- includes time management, interest in studying and emotional balance. These imply that the involvement in SPC enhances academic activity and stress management.

Component 4 - Academic Performance and Focus - emphasizes academic progress and concentration in the classroom which demonstrates the relevance of SPC in improving concentration and learning results.

Component 5- Confidence and Awareness- entails awareness of rights, skills of problem-solving, and confidence to meet challenges. It is an indication of the influence of SPC on empowerment and civic awareness.

In conclusion, it is evident that SPC involvement is a great way of creating strong leadership, discipline, academic performance and personal development of students.

VI.SUGGESTIONS

- Improve leadership education through organized workshops, simulation and practice on real life problems.
- Increase the community involvement activities in order to inculcate social responsibility, empathy, and teamwork amongst the cadets.
- Integrate academic support programs into SPC programs to enhance concentration, time management and study performance.
- put in place the psychological support programs concentrating on stress management, confidence building and resilience.
- Ensure equal leadership opportunity to all cadets irrespective of gender and background so as to ensure inclusiveness.
- If not already done, have regular monitoring and evaluations to determine the progress of cadets and the effectiveness of the program.
- Multiply school-SPC trainers collaboration and local authorities collaboration to have a more equitable flow and common purposes.
- Promote the reward system and recognition in order to inspire the cadets and maintain active engagement.
- Revise training materials on a regular basis to accommodate new social and leadership issues.
- Advance peer-mentoring structures in which the older cadets will mentor the juniors so as to enhance continuity and the culture of leadership.

VII. CONCLUSION

This paper demonstrates that Students Police Cadet (SPC) Project is transformational in the development of students. It boosts particularly leadership, discipline, academic achievement as well as social responsibility. Factor analysis would attest that participation instills self-confidence, teamwork, communication, emotional intelligence and problem- solving skills all of which are the key to being a responsible, ethical and socially responsible citizens. Furthermore, the study highlights how structured training sessions, community engagement initiatives, and values-driven training within the SPC

framework play a crucial role in molding character and fostering civic awareness. Participation in the SPC program leads to improved focus and performance in academics, while also instilling a sense of patriotism, empathy, and a commitment to community service. In conclusion, the SPC project serves as a comprehensive model for youth development, seamlessly blending academic achievement with moral and social education, thus fostering leadership qualities and community-based values. Ultimately, the program bridges the divide between classroom learning and practical citizenship, empowering young individuals to become proactive and responsible members of society.

VIII. SCOPE FOR FURTHER RESEARCH

Future studies should explore how the Students Police Cadet Project (SPCP) affects students' leadership skills and career paths. Comparing SPC participants with those who didn't participate would give us a clearer understanding of the program's real impact. Researchers should also examine how the program's implementation and results vary across different regions, pinpointing the best practices used in various schools and districts. Qualitative research methods, like interviews and focus groups, could really help us understand the cadets' personal experiences and psychological growth. Finally, it's important to assess how teachers, trainers, and community partners contribute to the program's success in shaping young people and how we can make it even better.

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