

## COMPARATIVE ANALYSIS OF STUDENTS NCC TRAINING AND NON NCC TRAINING IN THE AREAS OF TRAIT EMOTIONAL INTELLIGENCE AND LEADERSHIP ABILITIES

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### ABSTRACT

The recent study sheds light on the mechanisms that promote someone's mental health. The wholesome personality trait, Trait E, mediated the relationship between cognitive capacity and student leadership, including academic achievement. The Trait EI concept comprises a range of emotion-related self-perceived talents and dispositions that are connected to intellectual achievement and deviant behavior, with implications that are especially significant for young people who are vulnerable or disadvantaged. As a result, it's a collection of personality traits and self-perceptions about one's capacity for recognizing, comprehending, and utilizing emotional data. As students plan these events independently with the aid of academics, they hone their leadership skills and traits. Pupils get knowledge about how to organize a plan and carry it out. This improves their capacity for initiative, planning, thought, and decision-making. These activities are appropriate for moral development. These activities instill in them a desire for the truth as well as the value of abiding by the law and its laws and regulations. Above all, by offering genuine experiences, these activities aid in the growth of moral conscience. For instance, a child in charge of the money needs to be trustworthy. Sportsmanship is expected on the pitch. To the best of my knowledge, college students from both NCC cadets and non-NCC students are working on this creative project. The results of this sample will help answer the research question, "Can structured training activities improve both leadership skills and emotional intelligence?" The current study focuses on standardizing psychological tests of many leadership abilities and traits and applying them in tandem with the TEI SQ to evaluate young people.

**KEYWORDS:** *Mental Health, Intellectual Achievement, Psychological, Moral Development*

### INTRODUCTION

The focus of the current research is on how young people participate in activities outside of school that help them grow as whole people. Understanding the theoretical and conceptual

implications of trait emotional intelligence in conjunction with leadership characteristics and competences, which is the most recent evolutionary stride in education, is a ground-breaking endeavor in educational psychology. It's a significant step toward comprehending innate emotional intelligence and the measures taken to develop students' cognitive skills beginning in their early formative years in order to give them the skills necessary to successfully manage their emotions both internally and in interpersonal relationships. The National Cadet Corps (NCC) was first established with the intention of filling the Army's deficit. It is a branch of the armed forces that aspires to change the country's young people by enlightening, inspiring, preparing, and luring them to a career in the armed forces while also directing them to selfless service as model citizens of the country. The NCC flag has a red, deep blue, and light blue background with a golden crest in the center with the initials "NCC" surrounded by a wreath of seventeen lotuses. The Army is represented by red, the Navy by deep blue, and the Air Force by light blue. The State Directorates are symbolized by the seventeen lotuses. On the bottom of the NCC flag is written the organization's motto, "Unity and Discipline". The four cardinal principles of the motto are: obey with a smile; be on time; work diligently and unobtrusively; make no excuses; and speak no lies. Change is inevitable, but the process of transformation is challenging and dependent on a number of variables. For many effective transformational leaders, self-esteem and emotional intelligence served as the main motivators. The NCC also aids in the transition of young people into the armed forces. Many studies have examined how to overcome reluctance to change by using emotional intelligence, self-esteem, self-concept, communication, and faith. With regards to transformative leadership and its interactions. But until now, no research has precisely compared the emotional intelligence and self-esteem of NCC and non-NCC respondents throughout this change process. This study is being conducted in order to determine whether the NCC curriculum aids in the development of emotional intelligence and self-esteem in the cadets, which would aid in their recruitment and selection into the Indian Armed Forces.

## SCOPE OF THE STUDY

The current study is a revolutionary effort in educational psychology to understand the theoretical and conceptual ramifications of trait emotional intelligence in connection with leadership qualities and competences, which is the most recent evolutionary step in the area

of education. It represents a significant advancement in our understanding of trait emotional intelligence and the actions that should be taken to enhance students' mind-management skills, beginning in their early formative years, with the goal of giving them the tools they need to effectively manage their emotions both internally and in relationships with others.

Two crucial traits that enable us to flourish in life are self-awareness and the capacity for empathy. The goal of the study is to examine the many theories and applications of trait emotional intelligence in the context of the school curriculum and other areas of education. Additionally, it is hoped that this program would help students and instructors use this idea in their respective fields.

### **SIGNIFICANCE OF THE STUDY**

The goal of this project is to pinpoint factors that are likely to predict students' overall development, such as leadership abilities and emotional quotient, and to contrast the documented outcomes of those who take part in the NCC training program as a co-curricular activity with those who do not. The researcher should keep the scale's aim in mind when they create the scale. The researchers created a framework for evaluating student leadership skills that solely considers desired traits, competencies, and qualities. Because the objectives of the current study are quantifiable and statistical methods for data analysis are prioritized, the researcher chose to use a quantitative strategy by performing descriptive survey research.

### **REVIEW OF LITERATURE**

*Rajkumar Nanaware (2023)*. Holistic education aims for multiple growth, a method that brings out the best in kids and creates well-rounded individuals. The military-focused training program used by the National Cadets Corps makes this idea seem feasible. The goals of the study were to assess the role of trait emotional intelligence and the military-focused training curriculum in the holistic development of cadets, as well as to measure the degree to which higher education students possess trait emotional intelligence and assess the success of the NCC program in terms of these outcome variables. Based on a proportionate stratified random selection technique, a sample of 702 NCC cadets and 754 non-NCC higher education students was selected for the descriptive survey study from the associated colleges in Bangalore's urban and rural areas. A tool called Standardized TEI Que-SF was used to capture the data (Petrides K V, 2009). The independent sample t-test and ANOVA were used to determine the degree of achievement. The study's key findings were as follows: I Trait emotional intelligence components were significantly different between NCC cadets and non-

NCC college students. (ii) Trait emotional intelligence was shown to be more highly developed in NCC cadets than in non-NCC cadets.

*Ordaz et al. (2021)* conducted university-level study to improve leadership characteristics in environmental sustainability. This study aims to ascertain whether graduate students who lead environmental education workshops or residencies for elementary school students acquire environmental sustainability leadership qualities in themselves, as stated in the Institutional Sustainability Strategy of the University of Calgary. This survey inquiry was conducted using a case study. The researchers gathered and analyzed data on environmental leadership qualities using the concept of planned behavior and an application of the competing value paradigm. In order to determine how the co-curricular program affected the graduate students' knowledge, awareness, and leadership abilities, questions were asked of them. Graduate students with a strong potential for leadership have demonstrated an interest in environmental sustainability. Students had practical experience with eco-friendly practices and learned how to encourage changes in community behavior that are favorable to the environment. Originality/value Graduate students in an integrated sustainable energy development program adapted and provided engaging environmental content to younger children through a partnership between a non-profit organization and the university. To create a powerful experiential learning platform for graduate and primary school students to develop their leadership skills, local educational institutions, educational content providers, graduate students, and elementary school students collaborated in an informal co-curricular activity. The study's findings showed that their participation in a community education program had an impact on their attitudes and awareness of the need for improved leadership skills.

*Sami et al. (2020)*, the goal of this study is to investigate the connection between extracurricular activities and academic success. The nation gains from extracurricular activities as well. Students gain from co-curricular activities in a variety of ways, such as increased self-confidence, enhanced communication ability, and improved physical and mental capabilities. Almost 400 male and female students from various colleges participated in a quantitative survey for this study in order to gather data. The study found a correlation between co-curricular pursuits and academic success that is favorable. The study's findings indicate that the government and educational institutions must play a significant role. The government should give students access to enough funding, tools, and a venue to showcase their skills. Educational institutions encourage and urge students to participate in

extracurricular activities rather than concentrating just on academics. The most recent technology change predicts that students will prioritize extracurricular activities in order to succeed academically.

*Yahya et al. (2019)* conducted a study to examine the relationship between students' personalities and their level of participation in extracurricular activities. 350 participants were chosen at random from four schools for this quantitative survey study, which contained Big 5 survey questions and co-curricular activity engagement elements. The study found a positive link between students' personalities and their involvement in extracurricular activities ( $r = 0.762$ ,  $p = 0.00$ ). The results suggested that getting kids involved in extracurricular activities can help them develop as people.

### RESEARCH METHODOLOGY

The methodology sets down the correct steps that must be taken by the investigator to finish a study in accordance with its stated objectives. In the current project, the researcher is interested in exploring empirically and empirically how co-curricular activities affect teenage students' development of leadership and trait emotional intelligence.

**Independent Variable:** Students(NCC/Non-NCC)

**Dependent Variables:** Trait Emotional Intelligence and Leadership Qualities.

Sampling Technique	Disproportionate Stratified Random Sampling
Population	NCC and Non-NCC Students
Size of the Sample	300
Statistical Techniques	Descriptive, Differential and Relationship Analyses
Research area	Veer Bahadur singh Purvnachal university, Jaunpur U.P.

### STANDARDISED TOOL

- Trait Emotional Intelligence Questionnaire Short Form (TEIQue-SF)

### RESULTS AND DATA INTERPRETATION

Data analysis is digging deeper into the tabulated data to uncover any hidden information or consequences. The target population for the study—NCC and non-NCC higher education students—and the survey data are analyzed and interpreted in this chapter. It is a process that requires disassembling complex elements into simpler parts and reassembling those parts in different arrangements to interpret the result.

**DEMOGRAPHIC VARIABLES****TABLE- 1: GENDER PROFILE OF THE RESPONDENTS**

	<b>Frequency</b>	<b>Percent</b>
Male	133	44.3%
Female	167	55.7%
<b>Total</b>	<b>300</b>	<b>100.0%</b>

**Source:** Field Survey

The gender information for the research region respondents is shown in Table-1. According to the data in Table-1, there are 44.3% male students and 55.7% female students among the respondents. In the study area, the percentage of male students is noticeably larger than the percentage of female students.

**TABLE- 2: AGE PROFILE OF THE RESPONDENTS**

	<b>Frequency</b>	<b>Percent</b>
< 16	13	4.5%
16 - 18	139	46.3%
18 - 20	104	34.7%
> 20	44	14.5%
<b>Total</b>	<b>300</b>	<b>100.0%</b>

**Source:** Field Survey

The information on the respondents' ages in the study area is shown in Table- 2. According to the data in Table- 2, 4.5%, 46.3%, 34.7%, and 14.5% of respondents, respectively, fall into the age brackets of < 16, 16 to 18, 18 to 20 years, and > 20 years. The research area's respondents have a modal age range of 18 to 20 years.

**TABLE 3: GEOGRAPHIC LOCATION**

	<b>Frequency</b>	<b>Percent</b>
Urban	171	56.8%
Rural	129	43.2%
<b>Total</b>	<b>300</b>	<b>100.0%</b>

**Source:** Field Survey

The geographic information of the study area's respondents is shown in Table-3. According to the data in Table-3, 56.8% and 43.2% of respondents, respectively, are from urban and

rural areas. In comparison to respondents from rural areas, there are considerably more respondents from urban areas.

**TABLE 4: ENROLMENT OF N.C.C**

	Frequency	Percent
N.C.C	150	50.0%
NON N.C.C	150	50.0%
<b>Total</b>	<b>300</b>	<b>100.0%</b>

**Source:** Field Survey

Information on student enrollment in NCC and non-NCC of the research area is provided in Table 4. According to the data in Table 4, 48.1% and 51.9% of respondents are NCC members, respectively. The number of students who are NCC members is noticeably less than the number of pupils who are not NCC members.

#### COMPONENTS OF MULTIFACTOR LEADERSHIP QUALITY

**TABLE 5: DESCRIPTIVE STATISTICS OF MULTIFACTOR LEADERSHIP QUALITY**

Sl. No	Components of Multifactor Leadership Quality	Mean	Std. Deviation
1	Verbal and Non-Verbal Communication	12.43	1.533
2	Self-Development	10.13	1.041
3	Personal Attributes	04.31	0.353
4	Group Dynamics	10.21	1.221
5	Civic Engagement and Social Responsibility	10.41	1.304
6	Decision Making	15.21	1.232

Table-5 displays the descriptive statistics of the various multifactor leadership quality components. Table 5 displays the six components, number of items, means, and standard deviations of these components together with the overall leadership quality. Given that the table shows the descriptive data for the combined score of all these components, a comparison analysis based on mean score can be performed.

**TABLE 6: DESCRIPTIVE STATISTICS OF COMPONENTS OF TRAIT EMOTIONAL INTELLIGENCE**

Sl. No	Components of Trait Emotional Intelligence	Mean	Std. Deviation
1	Well Being	11.42	2.332
2	Self-Control	11.32	2.301
3	Emotionality	15.11	4.120
4	Sociability	10.24	3.102
5	Global Traits ( General Factor)	10.02	2.321

Table 6 shows the descriptive statistics for the various traits that make up emotional intelligence. Table 6 shows the five components, number of items, mean, and standard deviation values for each component, as well as the trait's overall emotional intelligence. Given that the table shows the descriptive data for the combined score of all these components, a comparison analysis based on mean score can be performed.

## TESTING OF HYPOTHESIS

### *Relationship between leadership qualities and trait emotional intelligence*

The Karl Pearson correlation coefficient is being used to test the null hypothesis that there is no significant link between leadership quality and trait emotional intelligence. Details on descriptive statistics for trait emotional intelligence and leadership quality are provided in Table 7.

**TABLE 7: DESCRIPTIVE STATISTICS OF LEADERSHIPS QUALITY AND TRAIT EMOTIONAL INTELLIGENCE**

	Mean	Std. Deviation	N
Leadership Quality	013.04	02.21	300
Trait Emotional Intelligence	030.11	11.40	300

Leadership quality has a mean value of 013.04 and a standard deviation of 02.21, respectively. Similar to this, trait emotional intelligence has a mean and standard deviation of 030.11 and 11.40, respectively.

**TABLE 8: CORRELATION BETWEEN LEADERSHIPS QUALITIES AND TRAIT EMOTIONAL INTELLIGENCE**

		Leadership Quality	Trait Emotional Intelligence
Overall Leadership Quality	Pearson Correlation	1	.211**
	Sig. (2-tailed)		.000
	N	300	300
Trait Emotional Intelligence	Pearson Correlation	.211**	1
	Sig. (2-tailed)	.000	
	N	300	300

\*\**. Significance at the 0.01 level*

The correlation coefficient between trait emotional intelligence and leadership quality, as shown in Table 8, is 0.211 (Positive), and it is statistically significant at 5% because the p-value of 0.000 is less than 0.05. It is possible to conclude that trait emotional intelligence and leadership quality are positive and move in the same direction, rejecting the null hypothesis that there is no substantial association between leadership qualities and trait emotional intelligence.

## CONCLUSION

The future of the nation is said to lie with our children. Another fact is that learning starts when a person is an embryo and doesn't stop till the person passes away. Males grow up with a permanent memory of any family traditions that are passed down to them. Any research study's objective is to create a workable solution to the issue at hand, and the findings are how the solution is presented. The goal of this study is to draw attention to the role that the National Cadet Corps Program plays in the development of leadership abilities and competencies, as well as to advocate for youth military training in order to help Bangalore's higher education students develop their leadership abilities, personal values, national values, and goal-achieving behavior. It is predicted that the study's findings will advance our understanding of the subject. National initiatives must be focused on helping young men and women develop their abilities. The researcher concludes that more educational innovations need to be created in order to improve the lifestyles of young people from elementary school to higher education. They will be able to apply the skills they have learnt at various

educational levels in a new sort of professional experience. The capacity of a youngster to access a range of programs will determine how well their academic career goes. If they cannot access resources through their parents, they must find them elsewhere, else their academic success would be jeopardized. Children can learn about themselves and their worlds in a variety of situations through extracurricular activities, and they also have the chance to forge successful career routes. According to Rutter (1986), the accomplishment of tasks that are important to the person is the primary basis for both self-esteem and self-efficacy. Participating in such important endeavors cultivates feelings of commitment, dedication, and individuality. Through athletics and other extracurricular activities, students can achieve success and fill important roles in their school community.

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