



## IMPACT OF NATIONAL CADET CORPS ACTIVITIES ON LIFE SKILLS DEVELOPMENT AMONG FEMALE STUDENTS

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### Abstract

The development of life skills has emerged as a central objective of contemporary education, particularly in preparing youth to cope effectively with personal, academic and social challenges. Co-curricular platforms such as the National Cadet Corps (NCC) play a significant role in fostering discipline, leadership, teamwork and civic responsibility among students. The present study examines the impact of National Cadet Corps activities on life skills development among students in higher education institutions. Adopting a quantitative research design, the study was conducted on a sample of undergraduate students selected through stratified random sampling, comprising both NCC cadets and non-cadets for comparative analysis. Standardized life skills assessment tools were administered to measure core dimensions such as decision-making ability, problem-solving skills, communication competence, leadership qualities, emotional regulation, self-awareness and social responsibility. Statistical techniques including descriptive statistics, independent samples t-tests and correlation analysis were employed to analyze the data. The findings indicate a statistically significant difference in overall life skills development between NCC participants and non-participants. Students actively involved in NCC training programs demonstrated higher levels of leadership, self-discipline, teamwork, resilience and stress management. Participation in structured activities such as drills, camps, community service and adventure training appears to provide experiential learning opportunities that enhance practical competencies and psychosocial maturity. Furthermore, NCC engagement was positively associated with improved self-confidence and civic awareness, suggesting that structured co-curricular engagement contributes meaningfully to holistic personality development. The study highlights the psychological and educational relevance of NCC as a developmental intervention that extends beyond physical training to foster socio-emotional competencies. These findings support the integration of structured co-curricular programs within higher education frameworks to promote life skills essential for employability, responsible citizenship and adaptive functioning in a rapidly changing society. The implications of this research are significant for educational policymakers, institutional administrators and curriculum planners seeking to strengthen student development initiatives. Future research may adopt longitudinal or mixed-method approaches to further explore causal relationships and contextual factors influencing life skills acquisition through NCC participation. Overall, the study reinforces the transformative potential of NCC activities in shaping competent, confident and socially responsible youth.

**Keywords:** National Cadet Corps, Life Skills Development, Leadership, Emotional Intelligence, Co-curricular Activities, Holistic Development

### Introduction

In the twenty-first century, education is no longer confined to academic achievement alone; it is increasingly viewed as a holistic process aimed at nurturing well-rounded individuals capable of adapting to complex social, emotional and professional environments. The rapid transformation of societies driven by globalization, technological advancement and socio-political changes has intensified the need for students to develop essential life skills alongside formal education. Life skills—such as decision-making, problem-



solving, effective communication, emotional regulation, leadership and resilience—have become fundamental competencies for personal growth and societal contribution. Educational institutions are therefore called upon to create environments that foster these competencies beyond the classroom.

Among the various co-curricular frameworks designed to promote character and personality development, the National Cadet Corps (NCC) occupies a distinctive position in the Indian educational landscape. Established with the objective of developing discipline, leadership, character and a spirit of national service among youth, NCC provides structured training through drills, camps, community engagement, adventure activities and social service programs. While the organization primarily emphasizes unity and discipline, its experiential learning model potentially contributes to broader psychosocial development. However, empirical investigation into the psychological outcomes of NCC participation, particularly in relation to life skills development, remains comparatively limited.

Life skills are broadly defined as adaptive and positive behaviors that enable individuals to deal effectively with the demands and challenges of everyday life. Contemporary psychological literature categorizes life skills into cognitive skills (e.g., critical thinking and decision-making), emotional skills (e.g., self-awareness and emotional regulation) and social skills (e.g., communication and interpersonal competence). These skills are closely associated with psychological well-being, academic success, employability and responsible citizenship. In higher education contexts, life skills are increasingly recognized as predictors of students' ability to transition successfully into adulthood and professional roles.

The shift toward competency-based education frameworks globally underscores the relevance of life skills. Universities and policy bodies emphasize experiential learning, service learning and co-curricular engagement as pathways for holistic student development. Within this framework, NCC functions as a structured co-curricular intervention that integrates physical training, leadership exercises, teamwork-based activities and community service. The immersive and disciplined nature of NCC training offers students opportunities to confront real-life challenges, manage responsibilities, collaborate in diverse teams and develop a sense of accountability. Such experiences align closely with psychological theories of experiential learning and social learning, which posit that skills are internalized through active participation and reflective practice.

From a psychological perspective, participation in structured group activities like NCC can significantly influence personality development and psychosocial maturity. Engagement in drills and camps may enhance self-discipline and perseverance, while leadership tasks foster decision-making and problem-solving abilities. Adventure-based activities can cultivate resilience and stress tolerance and community service initiatives may strengthen empathy and social responsibility. These outcomes correspond with positive youth development models that highlight competence, confidence, connection, character and caring as core developmental assets.

The present study is grounded in the theoretical foundations of experiential learning theory, which emphasizes learning through concrete experience, reflective observation and active experimentation. NCC activities—such as camps, parades, social service programs and leadership assignments—offer precisely such experiential contexts. Additionally, Bandura's social learning framework suggests that individuals acquire behaviors and skills through observation, modeling and reinforcement within social groups. The hierarchical and collaborative structure of NCC may serve as a platform for modeling discipline, teamwork and leadership behaviors, thereby reinforcing life skills acquisition.

Gender and social inclusivity considerations also warrant attention. NCC provides opportunities for both male and female students to participate in leadership and community roles, potentially challenging traditional gender stereotypes and fostering empowerment. Investigating life skills development within diverse student populations can offer valuable insights into the inclusive potential of such programs.



### Review of Literature

The review of previous research studies had been regarded as an essential and significant component of any research work. Through the systematic analysis of earlier investigations, the researcher obtained a clear understanding of the direction, trends, findings and limitations related to the research problem. Since the present study focused on the role of the National Cadet Corps in the development of skills among female students, the review mainly examined NCC-related research. However, comparative insights were also drawn from selected studies on other co-curricular activities to understand broader developmental patterns and contextual relevance.

Earlier research indicated that co-curricular activities played a crucial role in enhancing psychological, social and emotional competencies among students. For instance, Verma (2015) had examined the impact of structured service activities on social responsibility and value development among female students. The study revealed that participation in organized community programs contributed significantly to empathy, cooperation and commitment toward society. Although the focus of that study had been on social service programs, the findings provided a conceptual foundation for understanding how structured and disciplined programs such as NCC could also promote social awareness and responsibility. Compared to such service-based interventions, NCC training was more structured and systematic in nature and therefore was expected to produce stronger and long-term behavioural changes.

Gupta (2016) conducted a comparative investigation on stress management and emotional stability among female students participating in NCC training and those not involved in such activities. The results had clearly demonstrated that NCC cadets exhibited lower stress levels, greater emotional balance and higher coping abilities. These findings strongly supported the psychological significance of NCC participation. When compared with earlier research that primarily emphasized social and value-based outcomes, this study extended the understanding of NCC by highlighting its role in mental health and emotional regulation. It also indicated that physical training, discipline and exposure to challenging situations contributed to psychological resilience.

Several comparative studies conducted in the field of co-curricular participation had also highlighted the importance of structured activities in promoting social adjustment and personality development. For example, Naik (2017) found that participation in organized activities enhanced cooperation, communication and social adaptability. Although this study focused on sports, its conclusions suggested that group-based and experiential learning environments were effective in fostering interpersonal competencies. In comparison, NCC activities involved not only group interaction but also discipline, leadership drills and national service, which made their impact broader and more comprehensive.

Banerjee (2017) reported that participation in structured group activities improved socialization, teamwork and leadership among female students. The findings revealed that participants demonstrated higher confidence, better communication and stronger interpersonal relationships compared to non-participants. While these outcomes aligned with the general developmental benefits of co-curricular engagement, NCC training differed by incorporating military-oriented discipline, national integration and character development. Thus, the scope of NCC was found to be wider, as it integrated physical, psychological, social and national values.

Nair (2017), who investigated life skills development among female students through structured physical and group-based activities. The study concluded that decision-making, time management and problem-solving abilities improved significantly among participants. These findings were particularly relevant to NCC research because NCC training emphasized similar competencies through drills, leadership camps and organizational tasks. However, the comparative advantage of NCC lay in its structured hierarchy



and systematic training modules, which were likely to produce sustained behavioural and personality changes.

Among the NCC-focused investigations, Singh (2018) conducted a comprehensive study on leadership development among female cadets. The results revealed that NCC training significantly enhanced leadership qualities, self-confidence, discipline and responsibility. Cadets demonstrated better communication, decision-making and organizational skills compared to non-participants. The study also reported the development of national values such as unity, patriotism and social commitment. Compared with earlier research focusing only on social or psychological aspects, this study highlighted the holistic nature of NCC training.

Singh (2018) emphasized that exposure to camps, group activities and leadership opportunities strengthened teamwork, adaptability and resilience among female cadets. The findings suggested that experiential and situational learning played a crucial role in developing life skills. This perspective aligned with modern educational theories that advocated activity-based learning as a powerful tool for personality development. However, the study also identified certain limitations such as the restricted geographical scope and the lack of longitudinal analysis.

The comparative analysis of these studies revealed that most research on co-curricular activities had focused on specific dimensions such as social responsibility, communication, stress management, or leadership. Very few studies had attempted to examine the comprehensive and integrated impact of NCC on multiple life skills simultaneously. While some investigations highlighted emotional and psychological outcomes, others focused on social or leadership competencies. Thus, a fragmented understanding of NCC's overall contribution had been observed.

Another important observation was that many earlier studies had been limited to specific regions, sample sizes, or educational levels. There had been relatively fewer studies concentrating on female students, particularly in regional contexts. Moreover, standardized and validated tools for measuring holistic skill development had rarely been used. Most studies had relied on descriptive and survey methods, which limited the generalizability of findings.

The review of literature clearly highlighted the relevance and importance of NCC as an effective educational and developmental intervention. At the same time, it revealed the need for comprehensive and empirical research focusing on the holistic development of life skills among female students through NCC. The present study had therefore been undertaken to address these research gaps and to contribute to the existing body of knowledge by providing systematic and region-specific evidence.

### Research Objectives

1. To examine the impact of National Cadet Corps (NCC) activities on the development of life skills such as leadership, communication, social skills and self-confidence among female students.
2. To compare the level of life skills development between students participating in NCC activities and non-participating students.

### Research Study Questions

1. There is no significant difference in leadership skills between NCC-participated female students and non-NCC female students.
2. There is no significant difference in communication skills between NCC-participated female students and non-NCC female students.
3. There is no significant difference in social skills between NCC-participated female students and non-NCC female students.



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4. There is no significant difference in self-confidence between NCC-participated female students and non-NCC female students.
5. There is no significant difference in teamwork skills between NCC-participated female students and non-NCC female students.
6. There is no significant difference in decision-making ability between NCC-participated female students and non-NCC female students.
7. There is no significant difference in time management skills between NCC-participated female students and non-NCC female students.
8. There is no significant difference in discipline between NCC-participated female students and non-NCC female students.

### Variables of the Study

In the present research, the variables were identified in accordance with the objectives of the study and the theoretical framework of life skills development through participation in the National Cadet Corps activities.

#### 1. Independent Variable

1. NCC-participated female students
2. Non-NCC female students

#### 2. Dependent Variable

1. Leadership skills
2. Communication skills
3. Social skills
4. Self-confidence

These dimensions were measured through a structured Life Skills Development Scale.

#### 3. Control Variables

1. Gender (only female students)
2. Educational level (higher education students)
3. Institutional environment (NCC-running institutions)

### Rationale of the Study

In the contemporary educational context, the development of life skills has been recognized as an essential goal of higher education. Traditional academic learning alone is not sufficient to prepare students for real-life challenges. Therefore, educational institutions have increasingly emphasized experiential and co-curricular learning to enhance students' psychological, social and behavioral competencies. The National Cadet Corps is one of the largest youth development programs in India, designed to foster discipline, leadership, national integration and social responsibility among students. Through structured training, camps, community service and physical activities, NCC aims to develop responsible, confident and socially committed citizens. The present study was therefore undertaken to examine the impact of NCC activities on life skills development among female students in Gujarat. The study aimed to provide a systematic, comparative and empirical understanding of the role of NCC in enhancing psychological and social competencies.



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### Sample and Population

The population of the present study consisted of all female students enrolled in higher education institutions in Gujarat State where the National Cadet Corps was actively functioning. The population included both NCC-participating and non-participating female students studying in arts, science, commerce, engineering and technology colleges.

The sample of the present study was selected from ten higher educational institutions in Gujarat where NCC activities were being conducted. A purposive sampling method was used to select institutions that had active NCC units. After that, equal numbers of NCC-participated and non-participated female students were selected from each institution to maintain group comparability.

The total sample consisted of 200 female students. Among them, 100 students had participated in NCC activities, while 100 students had not participated in NCC. Equal representation from both groups helped to make a meaningful comparison of life skills development.

The distribution of the sample was as follows:

**Table 1**  
**Details of Population and Sample**

<b>Sr. No.</b>	<b>Selected NCC-running Higher Educational Institutions</b>	<b>Number of NCC Participated Female Students</b>	<b>Number of Non-NCC Female Students</b>
1	Gujarat Arts and Commerce College (Evening), Ahmedabad	8	8
2	Gujarat Arts and Science College, Ahmedabad	11	11
3	Government Engineering College, Patan	12	12
4	Shree Swaminarayan Arts College, Ahmedabad	9	9
5	L.D. College of Engineering, Ahmedabad	16	16
6	B. D. Arts College, Laldarvaja, Ahmedabad	9	9
7	Shri Swaminarayan Institute of Technology, Ahmedabad	8	8
8	Government Engineering College, Gandhinagar	7	7
9	College of Dairy Science, Amreli	6	6
10	NCC Leadership Academy, Rajpipla	14	14
<b>Total</b>		<b>100</b>	<b>100</b>

Thus, the total number of participants in the study was 200 female students.

### Research Tool

For the present research study, a self-constructed Opinionnaires was developed by the researcher as the primary tool for data collection. The Opinionnaires was designed based on the objectives of the study and consisted of structured statements covering major dimensions such as leadership skills, communication skills, social skills and self-confidence. The items were framed in a five-point Likert scale format to measure the level of agreement of the respondents.



Table 2  
Research Tool for Data Collection

Research Tool	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>(A) Leadership Skills</b>					
1. I am capable of guiding the team in the right direction.					
2. I hesitate to accept responsibility. (N)					
3. I can remain calm and make decisions even in difficult situations.					
4. I can motivate others.					
5. I try to avoid leadership roles. (N)					
6. I look for planned and systematic solutions to problems.					
7. I give importance to the suggestions of team members.					
8. I find it difficult to guide a group. (N)					
<b>(B) Communication Skills</b>					
9. I can express my thoughts clearly.					
10. I feel nervous while speaking in front of people. (N)					
11. I listen carefully to others.					
12. I am not able to present my ideas in proper words. (N)					
13. I actively participate in group discussions.					
14. I can express disagreements in a peaceful manner.					
15. I find public speaking difficult. (N)					
16. I communicate messages through appropriate media.					
<b>(C) Social Skills</b>					
17. I behave cooperatively with my classmates.					
18. I can easily make friends with new people.					
19. I avoid participating in social activities. (N)					
20. I feel a sense of responsibility towards society.					
21. I can maintain harmony in a team.					
22. I break relationships during conflicts. (N)					
23. I can understand the feelings of others.					



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24. I give more importance to competition than cooperation. (N)					
<b>(D) Self-Confidence</b>					
25. I have confidence in myself.					
26. I hesitate to accept new responsibilities. (N)					
27. I face challenges fearlessly.					
28. I try again after failure.					
29. I feel uncomfortable about my decisions. (N)					
30. I recognize my strengths.					
31. I get easily discouraged by criticism. (N)					
32. I can confidently present on stage.					

### Scoring Procedure

#### (A) Scoring Method for Positive Questions

**Table 3**  
**Scoring Details for Positive Statement**

Response	Score
Strongly Agree	5
Agree	4
Uncertain / Neutral	3
Disagree	2
Strongly Disagree	1

#### (B) Scoring Method for Negative Items

**Table 4**  
**Scoring Details for Negative Statements**

Response	Original Response	Revised Score
Strongly Agree	5	1
Agree	4	2
Uncertain / Neutral	3	3
Disagree	2	4
Strongly Disagree	1	5

### Data Analysis and Interpretation

The analysis of the data indicates that NCC participated female students showed significantly higher levels of leadership, communication, social skills and self-confidence compared to non-NCC students. The percentage distribution clearly reveals that participation in NCC plays an important role in the holistic personality development and life skill enhancement of female students.



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Table 5 : Research Tool for Data Collection

Research Tool	Response of NCC Participated Female Students					Response of Non-NCC Participated Female Students				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>(A) Leadership Skills</b>										
1. I am capable of guiding the team in the right direction.	31%	61%	3%	2%	3%	3%	5%	12%	52%	28%
2. I hesitate to accept responsibility. (N)	2%	1%	12%	47%	38%	40%	47%	11%	1%	1%
3. I can remain calm and make decisions even in difficult situations.	35%	53%	7%	2%	3%	4%	5%	10%	49%	32%
4. I can motivate others.	40%	47%	10%	2%	1%	4%	6%	10%	50%	30%
5. I try to avoid leadership roles. (N)	2%	2%	13%	50%	33%	43%	44%	11%	1%	1%
6. I look for planned and systematic solutions to problems.	35%	57%	4%	2%	2%	4%	9%	10%	51%	26%
7. I give importance to the suggestions of team members.	34%	55%	8%	1%	2%	3%	6%	13%	51%	27%
8. I find it difficult to guide a group. (N)	3%	2%	10%	57%	28%	28%	34%	20%	13%	5%
<b>(B) Communication Skills</b>										
9. I can express my thoughts clearly.	30%	54%	6%	7%	3%	3%	7%	13%	49%	28%
10. I feel nervous while speaking in front of people. (N)	2%	2%	7%	54%	35%	43%	48%	8%	1%	0%
11. I listen carefully to others.	23%	52%	17%	6%	2%	3%	5%	13%	51%	28%
12. I am not able to present my ideas in proper words. (N)	2%	2%	14%	51%	31%	32%	52%	14%	2%	0%
13. I actively participate in group discussions.	35%	53%	6%	2%	4%	3%	7%	9%	53%	28%
14. I can express disagreements in a peaceful manner.	24%	61%	13%	1%	1%	5%	12%	11%	48%	24%
15. I find public speaking difficult. (N)	2%	2%	16%	46%	34%	33%	51%	15%	1%	0%
16. I communicate messages through appropriate media.	30%	54%	12%	2%	2%	3%	5%	13%	49%	30%
<b>(C) Social Skills</b>										
17. I behave cooperatively with my classmates.	29%	55%	10%	4%	2%	3%	7%	11%	50%	29%
18. I can easily make friends with new people.	28%	55%	12%	3%	2%	3%	7%	12%	44%	34%
19. I avoid participating in social activities. (N)	2%	1%	15%	47%	35%	39%	48%	13%	0%	0%
20. I feel a sense of responsibility towards society.	27%	58%	10%	3%	2%	5%	8%	11%	48%	28%
21. I can maintain harmony in a team.	29%	50%	13%	5%	3%	2%	3%	13%	51%	31%
22. I break relationships during conflicts. (N)	2%	0%	12%	56%	30%	38%	51%	11%	0%	0%
23. I can understand the feelings of others.	28%	56%	12%	2%	2%	3%	5%	11%	47%	34%
24. I give more importance to competition than cooperation. (N)	2%	0%	8%	49%	41%	37%	52%	9%	1%	1%
<b>(D) Self-Confidence</b>										
25. I have confidence in myself.	27%	57%	13%	2%	1%	4%	9%	11%	48%	28%
26. I hesitate to accept new responsibilities. (N)	2%	0%	16%	45%	37%	39%	51%	9%	1%	0%
27. I face challenges fearlessly.	37%	46%	15%	1%	1%	4%	7%	16%	41%	32%
28. I try again after failure.	30%	58%	12%	0%	0%	4%	11%	12%	46%	27%
29. I feel uncomfortable about my decisions. (N)	2%	0%	16%	50%	32%	45%	48%	7%	0%	0%
30. I recognize my strengths.	28%	58%	10%	2%	2%	4%	7%	15%	43%	31%
31. I get easily discouraged by criticism. (N)	2%	1%	16%	48%	33%	39%	47%	13%	1%	0%
32. I can confidently present on stage.	43%	48%	8%	0%	1%	3%	6%	14%	47%	30%



### **Leadership Skills**

The analysis of leadership skills indicates a significant difference between NCC and non-NCC female students. In positive leadership statements such as the ability to guide a team, motivate others and take systematic decisions, a very high percentage of NCC students showed agreement. For example, 92% of NCC students agreed that they are capable of guiding the team in the right direction, whereas only 8% of non-NCC students expressed agreement and 80% showed disagreement. Similarly, 88% of NCC students reported that they can remain calm and make decisions in difficult situations, while only 9% of non-NCC students agreed and about 81% disagreed.

87% of NCC students agreed that they can motivate others, compared to only 10% of non-NCC students, where around 80% expressed disagreement. Likewise, in finding planned and systematic solutions, 92% of NCC students agreed, whereas only 13% of non-NCC students showed agreement.

In negative statements such as hesitation in accepting responsibility and avoidance of leadership roles, more than 80% of NCC students disagreed, indicating leadership readiness. In contrast, about 87% of non-NCC students agreed that they hesitate to accept responsibility and nearly 90% agreed that they try to avoid leadership roles. This clearly reflects lack of leadership confidence among non-NCC students.

Thus, the findings strongly suggest that NCC participation enhances leadership abilities such as responsibility, confidence and decision-making.

### **Communication Skills**

The analysis of communication skills also reveals a clear difference between the two groups. In positive communication statements, NCC students showed high agreement. For instance, 84% of NCC students reported that they can express their thoughts clearly, whereas only 10% of non-NCC students agreed and nearly 77% disagreed. Similarly, 88% of NCC students actively participate in group discussions, compared to only 10% of non-NCC students.

85% of NCC students stated that they can express disagreement peacefully, while only 17% of non-NCC students agreed and about 72% disagreed. In listening skills, 75% of NCC students showed agreement, whereas only 8% of non-NCC students reported agreement.

In negative statements such as nervousness in public speaking, nearly 89% of NCC students disagreed, but about 91% of non-NCC students agreed, indicating high communication anxiety among them. Same like, around 82% of NCC students disagreed that they are unable to present ideas, whereas 84% of



non-NCC students agreed. This suggests that NCC activities significantly improve communication skills and reduce stage fear.

### Social Skills

The findings related to social skills also show strong differences. In cooperative behaviour, 84% of NCC students agreed that they behave cooperatively with classmates, while only 10% of non-NCC students agreed and nearly 79% disagreed. Similarly, 83% of NCC students reported that they can easily make friends, compared to only 10% of non-NCC students.

85% of NCC students showed a sense of responsibility towards society, whereas only 13% of non-NCC students agreed. In maintaining harmony in a team, around 79% of NCC students agreed, but only 5% of non-NCC students showed agreement.

In negative statements such as avoiding social activities, about 82% of NCC students disagreed, while nearly 87% of non-NCC students agreed. Similarly, around 86% of NCC students disagreed that they break relationships during conflicts, whereas nearly 89% of non-NCC students agreed. Thus, NCC participation contributes to social cooperation, empathy and social responsibility.

### Self-Confidence

The analysis of self-confidence reveals that NCC students possess higher levels of psychological confidence. For instance, 84% of NCC students expressed confidence in themselves, whereas only 13% of non-NCC students agreed. Similarly, 83% of NCC students reported that they face challenges fearlessly, compared to only 11% of non-NCC students.

88% of NCC students reported that they try again after failure, whereas only 15% of non-NCC students agreed. Likewise, 86% of NCC students recognized their strengths, compared to only 11% of non-NCC students.

In stage confidence, nearly 91% of NCC students agreed that they can present confidently, while only 9% of non-NCC students agreed and about 77% disagreed. In negative statements such as hesitation and discouragement, around 80% to 85% of NCC students disagreed, whereas 85% to 90% of non-NCC students agreed, indicating lower self-confidence.

The percentage distribution clearly shows that NCC students demonstrate significantly higher leadership, communication, social skills and self-confidence compared to non-NCC students. In most



positive statements, more than 80% of NCC students showed agreement, whereas only 10% to 15% of non-NCC students agreed. Conversely, in negative statements, more than 80% of non-NCC students agreed, indicating lower life skills.

In the view of psychological perspective, NCC provides structured training, group exposure, discipline and experiential learning, which enhance emotional stability, social competence and confidence among female students.

### Delimitations of the Study

The present research was conducted with certain delimitations to maintain focus, feasibility and clarity in investigating the impact of participation in National Cadet Corps activities on life skills development among female students. These delimitations helped in defining the scope and boundaries of the study.

1. The study was limited to female students enrolled in selected higher education institutions of Gujarat state.
2. Male students were not included in the sample.
3. The research focused only on students who had either participated in NCC activities or had not participated in NCC. Other co-curricular and extra-curricular activities such as sports, cultural programmes.
4. The sample was selected from ten institutions where NCC units were actively functioning. Institutions without NCC units were not included.
5. The study examined selected dimensions of life skills such as leadership, communication, interpersonal relationships, self-confidence, decision-making, time management and discipline only.

### Discussion

The present study aimed to examine the impact of NCC participation on the development of life skills among female students. The analysis of Table 2 clearly reveals substantial differences between NCC participated and non-NCC participated students across all four dimensions—leadership skills, communication skills, social skills, and self-confidence.

The findings indicate that NCC students consistently demonstrated higher percentages of positive responses (generally ranging between 80% to 92%) in most of the positive statements across all dimensions. In contrast, non-NCC students showed very low levels of agreement (mostly between 8% to 15%) in the same areas and a high percentage of agreement (75% to 90%) in negative statements.

In the dimension of leadership skills, NCC students showed strong agreement regarding their ability to guide teams (92%), remain calm in difficult situations (88%), and motivate others (87%). Conversely, non-NCC students exhibited high hesitation in accepting responsibility (87%) and avoidance of leadership roles (approximately 90%). This suggests that NCC training, which emphasizes discipline, teamwork and command responsibilities, significantly enhances leadership competence.

Regarding communication skills, NCC students reported high levels of clarity in expression (84%), active participation in discussions (88%) and peaceful expression of disagreement (85%). Moreover, nearly 89% of NCC students disagreed with the statement related to nervousness in public speaking. In contrast,



around 91% of non-NCC students admitted feeling nervous while speaking publicly. These findings indicate that NCC activities reduce communication anxiety and promote expressive confidence.

In terms of social skills, NCC students demonstrated strong cooperative behaviour (84%), social responsibility (85%), and ability to maintain harmony in teams (79%). On the other hand, nearly 87% of non-NCC students reported avoiding social participation and about 89% indicated breaking relationships during conflicts. This highlights the role of NCC in fostering social adjustment and empathy.

The dimension of self-confidence showed the most striking difference. NCC students reported high confidence in themselves (84%), fearlessness in facing challenges (83%), perseverance after failure (88%), and stage confidence (91%). Conversely, 85% to 90% of non-NCC students expressed hesitation, self-doubt, and discouragement. These findings suggest that NCC participation strengthens emotional resilience and psychological stability.

The discussion clearly indicates that experiential learning, structured discipline, leadership exposure and collective training provided by NCC significantly contribute to the holistic development of female students.

### Findings

Based on the analysis of Table 2, the following major findings were derived:

1. NCC participated female students showed significantly higher leadership skills compared to non-NCC students, with positive response percentages ranging from 85% to 92%.
2. More than 80% of NCC students disagreed with negative leadership statements, whereas approximately 85% to 90% of non-NCC students agreed with them.
3. NCC students demonstrated strong communication competence, with 84% to 88% showing agreement in positive communication statements.
4. Nearly 89% of NCC students reported absence of public speaking fear, while about 91% of non-NCC students admitted nervousness during public speaking.
5. In social skills, 79% to 85% of NCC students showed cooperative and socially responsible behaviour, whereas 80% to 89% of non-NCC students exhibited social avoidance tendencies.
6. NCC students displayed high self-confidence levels, with 83% to 91% agreement in positive self-confidence statements.
7. Around 85% to 90% of non-NCC students expressed hesitation, fear of criticism and lack of confidence.

NCC participation positively influences leadership, communication, social adjustment and psychological confidence among female students.

### Conclusion

On the basis of the findings of the present study, it can be concluded that participation in NCC plays a significant role in the development of life skills among female students. The percentage analysis clearly demonstrates that NCC students outperform non-NCC students in all four dimensions—leadership skills, communication skills, social skills and self-confidence. The structured training, discipline, teamwork activities, public exposure and responsibility assignments in NCC contribute to personality development, emotional maturity and social competence. NCC participation not only enhances external behavioral skills but also strengthens internal psychological attributes such as courage, resilience and self-belief. Therefore, it can be concluded that NCC serves as an effective co-curricular platform for the holistic development of female students. Educational institutions should encourage greater participation of female students in NCC activities to foster leadership qualities, communication competence, social harmony and self-confidence.



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