

PSYCHODYNAMICS OF A POTENTIAL LEADER: A STUDY OF NCC CADETS AND NON NCC STUDENTS

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ABSTRACT: The aim of education is to draw the best out of man. It is to help in the all-round development of wholesome and well integrated personality. It is also to help in the formation of desirable moral and national character in the schoolchildren. Some of the educationists went to the extent of insisting on the harmonious development of the individual and character formation as the educational aim. So some knowledge of psychology of personality and its role as an educational foundation is essential for the working teachers and prospective teachers.

The present study not only aims at adding more knowledge to the existing body of researches in past but it is also trying to go beyond the normal theories of styles, approaches and is focusing on a universal organization that aims at analyzing personality and instilling leadership amongst youth in today's world. We have large number of organizations where we need leaders to lead the team to achieve the organizational goals, whether it's the field of scientific research, the corporate, Defense and the political world including the non-governmental organizations etc. thus, it would be interesting to know how far it has been successful in this endeavor.

Index Terms: Education, Psychology, Personality Traits, Neuroticism, Extraversion, Openness, Conscientiousness, Leadership

INTRODUCTION:

Education, in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Education means the change in behaviour'. By every experience, man makes changes in his behaviour. The change is called education. Man gets different experiences now and then. In the light of this experience, man makes continuous changes in his behaviour, makes improvement, we call this change development. This change or development means *education*.

An educator or a behavioural scientist, who studies personality and its multi faceted relationship to human behavior, is usually concerned with something more than the 'social stimulus value' of the individual. The descriptions and explanations are in terms of persistent patterns of behaviour, attributes and qualities or conceptions of one's self which differentiate one human being from another, and which specify what a person really is.

Psychologically speaking, *personality is all that a person is*. It is the *totality of one's behaviour* towards one another. It includes everything about the person, his physical, emotional, social, mental and spiritual make-up. It is all that a person has about him.

Personality usually refers to the distinctive patterns of behavior (including thoughts and emotions) that characterize each individual's adaptation to the situations of his or her life. So it can be said that personality includes the totality of one's behaviour and hence, both inner and outer (covert as well as overt) behaviour should be taken into consideration. In this way, definitely, the term personality signifies something deeper than mere appearance or outward behaviour. How should it be given a proper meaning or definition is a difficult problem. Actually, its subjective nature does not allow to reach a clear-cut and well agreed definition. This is the reason why it has been defined by different psychologists in so many ways according to their own points of view.

"Trait" refers to consistent differences between the behaviour and characteristics of two or more people. Thus, "a trait is any distinguishable, relatively enduring way in which one individual varies from another" (Guilford, 1959).

Walter Michel in his book, *Introduction to Personality*, (1976) defined, "trait is a continuous dimension on which individual differences may be arranged quantitatively in terms of the amount of the characteristics, the individual has".

The Big Five contain important dimensions of personality. However, some personality researchers argue that this list of major traits is not exhaustive. Some support has been found for two additional factors: excellent/ordinary and evil/decent. However, no definitive conclusions have been established. Every personality is the product of heredity and environment as both contribute significantly towards the development of child's personality. Learning and acquisition of experiences contribute towards growth and development of personality. Every personality is the end product of this process of learning and acquisition.

The Big five traits

- Neuroticism (N)
- Extraversion (E)
- Openness (O)
- Agreeableness (A)
- Conscientiousness (C)

OBJECTIVES:

1. To identify and measure the Personality Traits of NCC trained Cadets. (Boys)
2. To identify and measure the Personality Traits of NCC Non trained students (Boys)
3. To compare the personality traits of NCC trained Cadets and Non NCC trained students (Boys)
4. To identify and measure the Personality Traits of NCC trained Cadets. (Girls)
5. To identify and measure the Personality Traits of NCC Non trained Students (Girls)
6. To compare the personality traits of NCC trained Cadets and Non NCC trained students (Girls)
7. To compare the personality traits of NCC trained Cadets and Non NCC trained students (Boys and Girls)

HYPOTHESES

1. There would be no significant impact of NCC training on personality traits of NCC trained Cadets.(Boys)
2. There would be no significant impact of NCC training on personality traits of NCC trained Cadets.(Girls)
3. There would be no significant difference between NCC Trained Boys Cadets and Non NCC Boys Students with regard to desired Personality Traits
4. There would be no significant difference between NCC Trained Girls Cadets and Non NCC Girls Students with regard to desired Personality Traits
5. There would be no significant difference between NCC Trained cadets and Non NCC Students in regard to the desired Personality Traits

VARIABLES

Independent variables: - NCC Trained Student, NCC Non-Trained student and Gender

Dependent variable :- Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism.

Design of the study: The purposive sampling technique was used to draw the sample of this study. A sample of 300 NCC Trained and Non- trained undergraduate students of Degree colleges of Bangalore City constitutes male and female students was selected for the present study. Out of 300 students, the sample comprised of 200 male and 100 female students.

Sampling Procedure: In the present endeavor, random sampling technique was used and questionnaire method was used to collect the data. The sample of present research comprises of 300 students, the age range of the students was 18 to 25 years, selected from student's population of Degree colleges.

TOOL:

The NEO Five –Factor Inventory (NEO-FFI) The NEO-FFI was used by present investigator it was designed by Paul T Costa and McCrae (1992) The NEO-FFI was used by present investigator it was designed by Paul T Costa and McCrae (1992) model of personality. Neuroticism (N), Extraversion (E), Openness (O), Agreeableness (A), and Conscientiousness (C) are the personality dimensions measured by the test. The NEO-FFI was developed from factor-analytic work on data from a 1986 administration of NEO-PI to 986 men and Women Costa and McCrae (1988).

STATISTICAL ANALYSIS: One-way ANOVA, Pearson Correlation Coefficient and Mann-Whitney's U Test.

Result & Discussion:

Variable	NCC trained Cadets Group-1 N=150		NCC Non trained Students Group-2 N=150		F value	Significance P
	Mean	SD	Mean	SD		
Personality Traits	158.59	14.25	149.69	17.78	22.88	0.000

*significant at 0.01

The data obtained from the two groups on S.D. is 14.25(NCC) and 17.78 for (NON-NCC) which displays variability between NCC and NON- NCC students in regard to personality traits .The mean for NCC is 158.57 and NON-NCC students is 149.69, the standard error of mean for NCC is 1.16 and for NON-NCC is 1.45

Table above shows the model summary for variance in the criterion (dependent variable) that is accounted for by the linear combination of predictor (independent) variables.

Comparison of NCC trained Cadets and NCC non trained Students

Sources of variation	Sum Of Squares	DF	MS	F Ratio	p	t
Between Group	5940.75	1	5940.75	22.86	0.000	1.4
Within Group	77359.44	298	259.59			
Total	83300.19	299				

*Mean difference among the group are significant. Overall the means between NCC Cadets and NON-NCC students exhibited significance and were detected in levels of an independent sample t- test .

Mann – Whitney U Test

Null Hypothesis: There would be no significant difference amongst personality traits of NCC Trained and Non NCC trained students.

Variable	NCC trained Cadets Group-1 N=150		NCC Non trained Students Group-2 N=150		F value	Significance P	P value	Decision
	Mean	SD	Mean	SD				
Personality Traits	158.59	14.25	149.69	17.78	22.88	0.000	0.000	Rejects null hypothesis

Pearson Correlation Coefficient $r = 0.0389$

The value of r is 0.0389.

Although technically a positive correlation.

The value of r^2 , the coefficient of determination, is 0.0015.

Hence the Alternative Hypothesis is accepted.

FINDINGS & EDUCATIONAL IMPLICATIONS:

1. The Central Board of Secondary Education will soon offer NCC training as an optional elective subject at class 11-12 level.
2. Students now can opt for the National Cadet Corps as one of the four elective subjects, also as an additional elective subject at the senior secondary stage in combination with any of the subjects which are already available in the scheme of studies of CBSE.
3. NCC though, has been introduced into many schools as a subject. The board's reason for introducing NCC is, according to its statement, to let the youth be open to the ideas of service to the nation and inculcate the qualities that are very needed in the defence services including diligence, perseverance and above of resilience and humility.
4. NCC is a responsive, learning and continuously evolving organization. Its activity is guided by certain core values that we endeavour to instill among all ranks of the NCC.
5. Respect for diversities in religion, language, culture, ethnicity, life style and habitat to instill a sense of National unity and social cohesion.
6. Sensitivity to the needs of poor and socially disadvantaged fellow citizens, understanding the values of honesty, truthfulness, self-sacrifice, perseverance and hard work.

RECOMMENDATIONS FOR FURTHER STUDIES:

1. Sample size should be large.
2. Data should be collected from different streams of education and from different places.
3. Socio-economic factors should also be considered.
4. Present study is undertaken for assessing Big Five personality traits, the same can further be extended to study the 30 sub facets of each personality trait, viz. NEOAC.
5. Students from different background settings like urban as well as rural may be considered for the study to have clearer picture.
6. Students from different academic streams and different streams of NCC Arms may also be incorporated in to study to have clear distinction.
7. Special Care should be taken while selecting NCC Non trained students regarding the medium of instructions or else the bi lingual questionnaire may be provided.

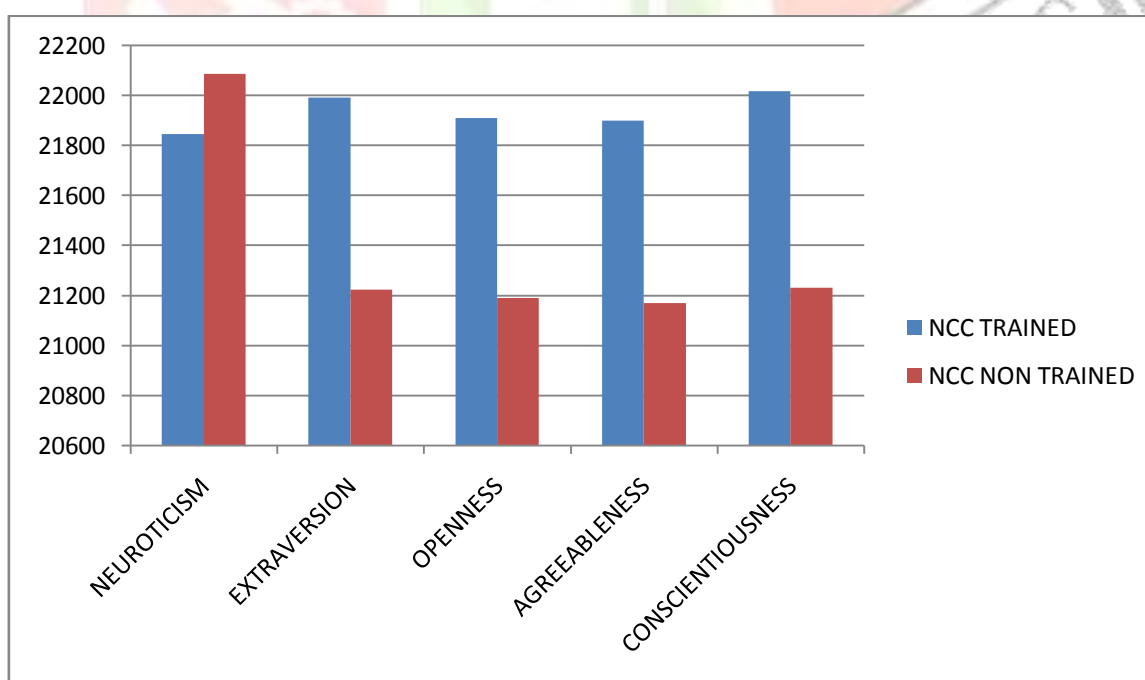
LIMITATIONS OF THE STUDY:

1. The study is limited to the undergraduate students of few colleges of Bangalore city only.
2. The pupils' personality characteristics/personality traits are measured through the Likert Scale/NEO-FFI Five factor Personality Inventory.
3. This is only a precise product study in the area of personality Studies, due to laborious calculations, only certain variables are studied in this investigation.
4. It is a study of survey research where in the technique of questionnaire is employed.
5. The study is limited to only 300 undergraduate students of colleges of Bangalore city only; the limitations acknowledged for this study may affect the generalizability of the findings.
6. The study is limited to the pupils of the undergraduate colleges only hence results of this study may not be applicable and adopted universally.

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Graphical representation



Comparison of NCC Trained Cadets and NCC Non Trained students showing different levels of personality traits given below helps us to see things in a better way