

Academic Excellence and Empowerment Through Specialized Training: Insights from the Students Police Cadet Initiative

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Abstract

The student police cadet project is a specialised training program for improve and all round development in children in their Secondary School age and building good character and confidence among them it looks how it emphasis on discipline and leadership opportunities affect success in school. A key aim of the program is to instill discipline and a sense of social responsibility, along with boosting academic performance. Our research looks at how participating in the SPC program affects academic performance at three different levels: Junior Cadet, Senior Cadet, and Super Senior Cadet. Using numerical data and simple percentage and factor analysis, we assess how SPC training impacts students' study habits, time management skill, motivation, and ambitions for higher education. The results show that being involved in SPC for a longer time significantly improves grades and self- discipline. Super Senior Cadets stand out with the best academic results, discipline, and goals for the future. The study highlights the value of including these kinds of specialized training programs in school curriculums to foster academic excellence alongside a sense of civic and moral duty. The paper describe the importance of spcp training to school children for educational and self development

Keywords: Student Police Cadet (SPC) project, academic achievements, Empowrment, problem-solve, teamworking, Time Managment, self-Motivation, Long term Educational Goals, critical thinking, , holisticeducation, civic responsibility, junior,senior,super senior cadets, academic excellence, educational curriculam.

INTRODUCTION

Now teaching curriculum not only aim for getting grades but also to improve their basic nature social behaviour and ability to handle and familiar situation they have to face. They must aware civil responsibilities courtesy etc that are beneficial to the society the will not be possible only from normal teaching from teachers but passing through reality and problems through real situations and through real like experience. It will create good qualities in students that needed to become a good citizens in future and get future goal in their career, confidence and hard work to succeed it for that Kerala Police join's hands with educational department and with her support of other government Agencies and wings students police cadet project to cope future citizens(secondary school students) for facing hard practical situations in present and future, and SPCP acts as a catalyst to overcome them. .SPCP give students PT, social activities through community projects and all necessary talents attained for future from school life of them. In this article, we directly collect and unless the students experience and improvement they get from SPC training through their self evaluation without any external influence and from three cadres namely junior, senior and supersenior cadets.

LITERATURE SURVEY

The link between extracurricular activities, like the Student Police Cadet (SPC) program, and doing well in school is a complex topic that researchers have explored quite a bit. What follows is an overview of studies looking at how these kinds of specialized programs can affect students' grades, how they act, and their growth as individuals..

Kerala's State Institute for Educational Management & Training (SIEMAT) conducted kerala statewide study which disclose that students involved in the SPCP have improved academic results and participate actively in extracurricular activities more than others.

Feraco and colleagues (2022) introduces a comprehensiv model that bridges a student's soft skills, involvement in extracurricular activities self-controlled learning habits, levels of motivation, emotional stages , academic activities ,

and around life satisfaction of students. They are recognized it as significant contributors to a student's educational success and life happiness. This research reveals how soft skills work together with extracurricular activities, emotions tied to achievement, self-regulated learning, motivation, and cognitive skills to affect academic results and life satisfaction.

Zarazaga-Peláez et al. (2024) scrutinize the relationship between extracurricular physical activity with academic achievement and advancement towards Sustainable Development Goals. The key to adolescent success are academic performance and a strong sense of career direction. But dependent personality plays an important role in shaping these success.. This is a qualitative study which sought to understand the living experiences of adolescents who displaying signs of dependent personality, specifically focusing on their academic performance and sense of purpose. The researchers proved cognitive, psychological, and social elements stands as intermediary producing for getting this beneficiary results.

Saleh at el (2025) conducted a quasi-experimental study proves that a **specialized 10-week volunteer training program** notably improved Omani university students' KAP (knowledge-attitudes- practices) connected to volunteering .In their findings, they align with broader research suggesting that structured, culturally grounded academic interventions can improve civic engagement, increased students' confidence and their willing to serve for their communities, and enduring volunteer participation by handling informational gaps and motivational barriers among youth.

In 2023 study, "The Effects of Physical Activity on Academic Performance in School-Aged Children: A Systematic Review," **JosephJames atel(2023)** performed an evidence based analysis of existing knowledge to realize the relation between physical activity and academic performance. They analyses the factors the frequency, intensity, type, and time of PA influenc academic results

In a **2023 study, Dr. Gilu G. Ettaniyil, Dr. Pratheesh Abraham, and Dr. Shajimon** made investigation in the matter of self-discipline among high school students they are the senior cadetsof SPCP ninth-grade students in Kottayam, Kerala, who were part of the Student Police Cadet (SPC) program. Their work, titled "Self-Discipline Among Student Police Cadets," performed a comparative analysis with the above cadets to non-cadet of the 9 th standard . From their research , it was revealed that SPC students shows greater self-discipline irrespective of gender.. From their study , they undoubtly proved that SPCP nurtures discipline in young personals .

Research Gap

Almost major studies are mainly aimed how SPCP influences Social Skill s moral values and discipline (Gita at el, SIEMAT 2021). BUT in the study we are unable to prove the academic empowerment of spc cadet by analysing their academic grades and results arised as the result of spc training This study based only on the self evaluation of cadet and thus by analysing their performance as seniority in SPCP. But here we do not adopt scientific analysis methods to measure capacity improvement for future goals, levels of motivation, self confidence readiness to hard work and team work through SPCP. So if organised in this manner ' our study undoubtfully help secondary students should empowered and to conquer their academic and career goals.

Objectives Of the study

To examine and evaluate academic excellence and academic empowerment of SPC cadets by analysing different stages of SPCP participation.

SCOPE OF THE STUDY

This study tries to prove SPCP's effect on academic empowerment and its impact on student behavior through Analysing three levels - Junior, Senior, and Super Senior by observing how these groups perform academically, we're pointing their experience in and activities they involved with SPC. It's worth noting that this research is based only on SPC cadts and neglect the chances of comparing them to students who are not cadets. Also, we are relying on surveys and self-reporting of cadets through 5 point self administered questionnaire to measure academic improvements , changes in behavior and attitude. From this study, we tries to see and say how the SPCP helps future citizens in school uprise academically and personally, for the well being of community and its social needs

STATEMENT OF THE PROBLEM

The Student Police Cadet (SPC) project is a groundbreaking program originated to make insightful, unflappable, and well-disciplined future personalities through systematic and orderly training. Although the SPC program has effectively instilled discipline and civic duty, its effect on education hasn't been properly assessed. It is not clearly specified that involvement in SPCP for a long time improves academic grades, important skills like study method, time managing, and motivational attitude about learning.. We donot have strong proof based on scientific experiments and tests showing the impact of it on students' schoolwork, study habits, and feelings about learning.

While the SPC initiative effective in promoting discipline and civic consciousness, its educational impact not insufficiently evaluated. Specifically, it is vague whether participation intensify academic outcomes and empowerment indicators like study habits, time management, and self- motivation. So if it is possible and prove positively its impact on the subject matter, it will be a very motivating factor to students, teachers ,parents and especially for the society and helpful for promoting it for the entire students beyond geographical territories by the governments and related agencies.

RESEARCH METHODOLOGY

Primary Data: Information collected from SPC Cadets(JC, SC, SSC) through self administrated questionnaire through Google Forms

Secondary Data: Information composed from Previous books , Journals , News Dailies , Reports ,Official documents and from google.

Sample Size: Data was collected from 805 SP Cadet (SPC members) from 97 SPC schools from Thrissur district , Kerala which has prominent achievements in academic results after the implementation of SPCP. Sample ensured a broad representation, strengthening the research's validity.

Data Analysis Techniques

ANALYSIS AND RESULTS

Simple Percentage

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

Interpretation

The demographic data reveal that most of the respondents (75.9) are in their early adolescence since they are aged between 14-15. The percentage above 15 is only 20.6 and the percentage below 15 is very low (3.5). Regarding gender, females constitute the largest percentage of 54.00 with males coming close with 46.00. In terms of education level, the majority of the sampled respondents are in Higher Secondary school (49.6%), then in the 10 th standard (43.0%) and 8 th standard (7.5%). With regards to the Student Police Cadet (SPC) program, the proportion of Senior Cadets (50.8%), Super Senior Cadets (42.2%), and Junior Cadets (7.0) is present. It means that most of the respondents possess a significant amount of SPC experience. Moreover, a significant percentage of them (84.1) are under SPC projects. The involvement in formal leadership position is however minimal. The number of Platoon Leaders is only 7.8, Team Leaders 5.8, and Section Leaders 2.2. This implies that the majority of the respondents are involved in the SPC program, but not many of them have specified leadership roles.

Factor Analysis

To examine academic excellence and empowerment through specialized training: insights from the student police cadet initiative factor analysis is employed.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin	Measure of Sampling Adequacy.	.884
Bartlett's Test of Sphericity	Approx. Chi-Square	11603.399
	df	300
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) measure of the sampling adequacy is 0.884, which is above the required adequacy of 0.60 and appears within the range of meritorious adequacy, which means that the sample size is adequate and the correlating pattern between the variables is proper in factor analysis. The Test of Sphericity of Bartlett ($\chi^2 = 11603.399$, $df = 300$, $p < 0.001$) also does not pass the null hypothesis that the correlation matrix is an identity matrix, and proves that there are significant intercorrelations among variables. Combined, these findings give solid empirical evidence that it is possible to perform an exploratory factor analysis and indicate that there are latent factors of interest that are meaningful and reliable based on the available data.

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	Component				
	1	2	3	4	5
I feel confident leading teams	.747	.183	-.013	.344	.203
SPC promotes community service involvement	.687	.125	.020	.331	-.009
SPC strengthens ethical values	.686	.316	.070	.066	.164
SPC improves emotional control	.668	.285	.048	.306	-.018
SPC improves problem-solving skills	.595	.217	.484	.070	-.298
SPC motivates public service careers	.577	.233	.394	-.285	.194
SPC encourages initiative-taking behavior	.576	.346	.264	.029	.107
SPC develops personal responsibility	.525	-.020	.081	.158	.247

SPC increases career awareness	.500	.262	.270	-.103	.443
SPC helps face challenges confidently	.116	.785	.235	.113	.118
SPC improves decision-making ability	.214	.745	.313	.147	.024
SPC strengthens self-discipline	.269	.696	.141	.166	.174
SPC improves physical fitness	.328	.624	.191	.111	.165

SPC	strengthens mental resilience	.366	.479	.284	.265	-.092
SPC	motivates higher academic goals	.104	.134	.753	.127	.275
SPC	improves classroom concentration	.028	.266	.675	.229	.276
SPC	improves time management skills	.068	.336	.647	-.013	.262
SPC	increases social responsibility	.307	.410	.569	.284	-.296
SPC	supports future career planning	.228	.487	.515	-.035	.096
SPC	strengthens respect for law	.159	.165	.081	.714	.097
SPC	helps manage stress	.212	.387	.125	.706	.005
SPC	increases self-confidence	.214	-.238	.342	.604	.273
SPC	develops leadership qualities	.255	.397	-.111	.560	.397
SPC	participation improves academic performance	.159	.150	.209	.107	.782
SPC	enhances discipline in studies	.147	.097	.288	.249	.706
Eigenvalues		9.403	2.043	1.87	1.486	1.138
% of Variance		37.614	8.173	7.482	5.945	4.553
Cumulative %		37.614	45.786	53.268	59.213	63.767

The component matrix after rotation presents a visible five-factor structure, which implies that the extracted components are a meaningful measure of the different dimensions of academic excellence and empowerment as a result of the Student Police Cadet (SPC) program. The factor loading of all retained items is satisfactory with majority being above the recommended factor loadings of 0.50 which affirms that items and their components have strong association.

The component 1 describes the highest percentage of variance (37.61) and is characterized by high loading on leadership confidence, community service involvement, ethical values, emotional control, problem solving ability, initiative taking behavior, personal responsibility and career awareness. This reveals this aspect is an extensive outlook of personal empowerment, leadership orientation, and civic accountable nature breeding under SPC training.

The item that contributes 8.17 percent to the variance is component 2, which is characterized by confronting challenges with confidence, ability to make decisions, self-discipline, physical fitness, and mental resilience. This aspect is self-control, bodily conditioning, and emotional power, which underscores the importance of SPC training to produce disciplined and tough individuals.

Element 3 has a correlation with 7.48% of the variance and contains the elements similar to greater academic objectives, focus in the classroom, time-management ability, civic duty and career planning. This element has been able to capture the academic motivation and goal oriented behavior and this implies that SPC participation plays a positive role in propelling the student towards academic focus and future planning.

The component 4 with the variance of 5.95 percent is dominated by respect of law, stress management, self-confidence, and the leadership qualities. This aspect is an indication of discipline, emotional stability, and leadership readiness, and the program highlights the contribution of the program to the development of behavioral and attitudinal aspects along the civic orientation.

The component, which was found to exert the greatest variance of 4.55, is component 5 that mainly comprises of academic performance and discipline in studies as a measure of academic excellence and study oriented discipline as a specific result of SPC training.

All the five components account 63.77 percent of the total variance, which is acceptable in social science research. The findings also affirm that SPC initiative is multidimensional in allowing students to excel academically, empower themselves, enhance their leadership and civic orientation and therefore, support construct structure of the measurement scale.

Suggestions

- Personal empowerment and leadership orientation were revealed as the most affecting one. Leadership-based activities should, therefore, be reinforced by the SPC program. These involve team work activities, role assignment and community leadership projects.
- Considering the high importance of self-discipline, physical fitness and mental resilience, the continuous and arranged physical training, stress-management trainings and resilience-building workshops are to be sustained and improved.
- Since academic motivation and goal-oriented behavior constitute a separate variable, academic mentoring, training on study skills, and time management can be incorporated into the program to help achieve academic excellence further.
- The manifestation of the discipline, emotional stability, and respect to the law as a distinct aspect imply the necessity of the on-going reinforcement of civic education, awareness of laws programs, and moral education in the sphere of SPC activities.
- Given that academic performance and discipline in studies are an independent variable, the schools and SPC coordinators should better coordinate their training schedules to match the academic levels.
- The fact that career related items loaded in several items suggest the need of professional career advice, particularly in uniformed careers and public service, using expert talks and exposure.
- The SPC curriculum is proposed to be evaluated periodically to maintain a balanced development of the curriculum in academic, physical, psychological, and social aspects.

➤ Future research can use Confirmatory Factor Analysis (CFA) or Structural Equation Modeling (SEM) in order to further confirm the factor structure and test the causal relationships between SPC training and student outcomes.

Conclusion

The research demonstrates that the Student Police Cadet (SPC) program has a remarkable, well-regarded effect on student academic achievements and empowerment in general. Factor analysis revealed that there are five areas of core areas, namely leadership and civic responsibility, self-discipline and resilience, academic motivation, emotional stability and respect of law, and academic performance. These dimensions in combination account a big percentage of the total variance which means that SPC training has significant contribution towards the multidimensional development of students. The discipline oriented training introduced by SPC program not only hones academic focus and study discipline, but also develops personal confidence, leadership, social responsibility and career orientation..

Scope for further Research

This study can be extend in a number of ways for future research. Longitudinal research should be conducting on ELLs, whereby students are go after over a period of time to determine the long-term effects of SPC program on academic performance, career chances, and civic participation of students upon school age. It would be more truthful to conduct comparative studies that, the participants of SPC are compared to non-participants to get a better picture on its importance and effects. Subsequent studies follow CFA, SEM to validate structure and examine relationships between academic excellence, empowerment, leadership development, and career adaptation. Qualitative methods like interviews and FGD with cadets, teachers and program coordinators make cognitive development that influence outcomes of programs. Future research can be conducted also to check gender-specific effects, impact of leadership empowerment and effects of training duration on student development.

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