



A Comparative Study of Achievement Motivation of NSS and Non NSS Volunteers

Biswamitra Purohit¹, Dr. Iswar Patel²

¹ Pupil Teacher, Central University of Orissa, Koraput, Odisha, India

² Associate Professor, Department of Education, Dr. PMIASE, Sambalpur, Odisha, India

DOI: <https://doi.org/10.55248/gengpi.2022.3.8.45>

ABSTRACT

The present study was aimed at compare the achievement motivation of NSS volunteers and Non-NSS students. The study was delimited to NSS volunteers and Non -NSS students of degree college affiliated to Sambalpur University within age range of 17-19 years in Boudh district of Odisha only. For this study, descriptive survey method was employed. Purposive sampling method has been adopted for the present study. Participants 200 students From different Degree Colleges who have under 19 years age of Boudh district in Odisha . 50 of them were NSS girls volunteers , 50 were Non NSS girls students , 50 of them were NSS boys volunteers and 50 were Non NSS boys students .The Deo-Mohan Achievement Motivation Scale (n-Ach) was used to collect data. The “t” test was used to examine the significance of difference between NSS volunteer and Non-NSS students with regards to their achievement motivation. Finally, it was found that NSS boys volunteers have more achievement motivation than Non-NSS boys students .Similarly, NSS girl’s volunteers have more achievement motivation than Non-NSS girl students .There is no significance difference between NSS boys volunteers and NSS girl’s volunteers.

Key words: Achievement motivation, NSS boys volunteers, Non-NSS boys students, NSS girls volunteers, Non-NSS girls students

Introduction

The National Service Scheme is Popularly known as NSS. This scheme was launched in [Gandhiji's](#) Centenary year in 1969. It is an Indian [government](#) sector [public service](#) program ,which is conducted by the Ministry of Youth Affairs and Sports of the [Government of India](#). The motto of NSS is “Not Me, But You”. The objective of NSS is develop student's personality through community service. It is also a voluntary association in Colleges, Universities and at +2 level . It is working for a campus-community linkage.

Achievement Motivation

Achievement motivation is a widely researched topic in the fields of education. It is considered a prerequisite for success, not only in academic, but also in other life situations. The word “Motivation” came from the Latin word movere which means “to move”. Hence, motivation refers to the processes that lead to the quality of behavior. It also regarded as something which prompts, compels and energises an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. Achievement Motivation originated from the work of American psychologists David McClelland (1961) and his colleagues at Harvard University. McClelland described Achievement Motivation (n-ACH) as an individual’s constant chase to achieve excellence. He noted this energy inspired individuals to overcome challenges in the path of success. However, he believed n-ACH was not associated to the number of accomplishments; rather it was a measure of an individual’s aspiration to accomplish success.

Brief Review of Related Literature

The review studied has been divided into two categories. Such as:

1. The studies related to National Service Scheme.
2. The studies related to Achievement Motivation

1. The studies related to National Service Scheme

Jyoti and Shaikh (2011) studied on impact of NSS on personality development college students. It concluded that NSS volunteers develop their personality more than other students. Also, Kale (2015) studied on development on leadership qualities among the students through NSS medium. He found that NSS is a good media to develop personality among the students in colleges. Further, Savio and Mon (2018) studied on emotional maturity and self-concept of NSS volunteers. They concluded that the self-concept of NSS volunteers is higher than their level of emotional maturity. There is no significant difference between the level of emotional maturity and self-concept of students depending on their gender and stream of subjects. The

difference NSS activities help the volunteers to build their self-concept and emotional maturity. Similarly, Das (2020) studied on higher education and social responsibilities: a case study on the role of NSS in higher educational institutes in rural area of Assam, India. He concluded that NSS is a tool for the best social program me initiated by the government of India for the students to serve the society at large. The student community and society are highly benefited by NSS. Also, Sivaraman (2021) studied on empowerment on rural women in Tamilnadu through NSS- a study. He concluded that for achieving complete equality bin the society between two genders. It is necessary to eliminate all kinds of domination, oppression and discrimination by the male counterpart. There need to be provide with equal opportunities in economic, social, political, education, religious and legal spheres. Finally, Mohammed, Rajan and Haridas (2021) studied on helping attitude on NSS volunteers and non-volunteer adolescent students. They concluded gender plays a role in positive emotions like a helping attitude because females are more positive than males. Volunteerism does not affect such emotions, as the results say that NSS volunteers and non-volunteering students differ too little in terms of helping attitudes.

2.The studies related to Achievement Motivation

Acharya & Joshi (2009) studied the influence of parental education level on achievement motivation of adolescents. The result show that parental education level influences the achievement motivation in the academic area. Higher the level of parental education, better the achievement motivation in an academic area. Also, Upadhyay & Tiwari (2009) evaluated the effect of academic majors on achievement motivation of the students. Results showed students of science faculty had significantly higher achievement motivation in comparison to Social Science, Humanities and Commerce faculty, but it does not significantly differ from the vocational courses. Krishna & Rana (2010) studied the level of achievement motivation among secondary school students. It was found that the significant difference in the level of achievement motivation among rural and urban students, rural boys and urban boys, rural girls and urban girls, and rural girls and urban boys. But there was not any significant difference in the level of achievement motivation between rural boys and urban girls. Also, Rachna, Gupta and Shekhar (2011) studied to investigate the gender related differences and differences across academic streams on achievement motivation among college students. It was found that Females have higher achievement motivation compared to males. Science stream students have significantly higher achievement motivation compared to arts stream students. Chetri (2014) conducted a study on the achievement motivation of adolescents and its relationship with academic achievement. The result indicated that there is no significant difference between boys and girls in achievement motivation and there is a significant relationship between achievement motivation and academic achievement. Similarly, Sunita (2014) conducted a study with secondary students belonging to non-working mothers on learning style preferences in relation to achievement motivation. It was found that there was a significant cumulative effect of intelligence, achievement motivation and sex on different sets of learning styles among secondary school students belonging to non-working mothers. Mishra (2017) conducted a study with a view to assess the achievement motivation of secondary school students in Murshidabad district of West Bengal. It was found that that 16% boys and 15% girls irrespective of their locality were in high category whereas 9% boys and 8 % girls were in low category. Similarly, among total urban and total rural students 18% and 13% were under high category achievement motivation respectively and 7% urban students and 10% rural students were under low category. It also found that there is significant difference in achievement motivation with regard to locale variation but non- significant differences in relation to gender. Finally, Boruah (2018) studied on achievement motivation and academic achievement among college students of assam with special reference to KarbiAnglong district. It was found that there is not significant difference between male and female students in academic achievement. Also, it found that there is not significant difference between male and female students in achievement motivation But, there is positive relationship between academic achievement and achievement motivation.

Rationale of The Study

From the given reviews of related literature, it can be noticed that several studies have been conducted on NSS and Achievement motivation. But, in Odisha, no study has been conducted on a comparatively on achievement motivation of NSS volunteers and Non NSS students. Therefore, the present study is a humble attempt to compare achievement motivation on NSS volunteers and Non NSS students.

The experience of the investigators as an Ex- NSS volunteer, motivated him to take up a study in this area.

Research Questions

1. Is there any difference between in the achievement motivation of NSS boys volunteers and Non-NSS boys students?
2. Is there any difference between in the achievement motivation of NSS girl's volunteers and Non-NSS girls students?
3. Is there any difference between in the achievement motivation of NSS boys volunteers and NSS girls volunteers?

Objectives of the Study

The followings objectives are formulated for the proposed study.

1. To compare the achievement motivation between NSS boys volunteers and Non-NSS boys students.
2. To compare the achievement motivation between NSS girls volunteers and Non-NSS girls students.
3. To compare the achievement motivation between NSS boys volunteers and NSS girls volunteers.

Hypotheses of the Study

All the hypotheses are formulated in null form for testing as elucidated below:

H01: There is no significant differences between in achievement motivation of NSS boys volunteers and Non-NSS boys students.

H02: There is no significant differences between in achievement motivation of NSS girl's volunteer and Non-NSS girl's students .

H03: There is no significant differences between in achievement motivation of NSS boys volunteers and NSS girl's volunteers.

Delimitation of the Study

The study were delimited to NSS volunteers and Non -NSS students among degree college within age range of 17-19 years in Boudh district of Odisha only.

MATERIALS AND METHODS

The methodology of the study comprises of Research Method, Population, Sample, Tools, Procedure of data collection, Procedure of data analyses.

Research Method

Descriptive survey method has been adopted for the present study.

Population

All N.S.S boys and girls volunteers as well as non N.S.S. boys and girls students of Boudh district of Odisha constitutes the population of the study.

Sample

Purposive sampling method has been adopted for the present study. Participants 200 adolescent students From different Degree Colleges who have under 19 years age of Boudh district in Odisha. 50 of them were NSS boys volunteers, 50 them were NSS girls volunteers, 50 were Non NSS boys students and 50 were Non NSS girls students.

Tools

To collect the required data, Achievement Motivation (n-Ach) Scale Developed by Prativa Deo and Asha Mohan . The scale consists of 50 items out of which 37 items are positive and 13 are negative items. Five-point Rating scale was used to judge the suitability of statements i.e., Always, Frequently, Sometimes, Rarely, Never. The scoring device was simple stencil type having a numerical weightage from 4 to 0 for positive in the above order of rating scale and the reverse of it for the negative items. The scale has test-retest reliability and split-half reliability of .56 and item validity of .54. The reliability coefficients were found to be .69 and .78 for male and female groups respectively. Cronbach's alpha coefficient for overall male and female was found to be 0.86.

Procedure of Data Collection

Data has been collected using questionnaire tools from the NSS and Non NSS volunteers to achieve the objectives of the present study. The investigator has visited the various college student of Boudh district in Odisha for collecting data.

Procedure of Data Analysis

Data has been analyzed with the help of Mean, Standard Deviation and 't' test.

DATA ANALYSIS AND RESULTS

1. Table No.1. Showing the comparison between mean of Achievement Motivation scores NSS boys volunteers and Non- NSS boys students.

Table No.1.

Groups	N	M	SD	df	"t" value	Level of significance	Result
NSS boys volunteers	50	127.99	49.510	98	2.675	0.05	Significant
Non-NSS boys students	50	102.98	43.783				

From the above table it can be observed that Mean score of NSS boys volunteers is 127.99 and that of Non-NSS boys students is 102.98 And the SD for the same group is 49.510 and 43.783 respectively. The “t” value is 2.675, which is significant at 0.05 level because it is greater than the required critical value (1.98 for df 98). It can be concluded that there is significance difference between NSS boys volunteer and Non- NSS boys students with respect to achievement motivation. Therefore, Null hypothesis is rejected at 0.05 level.

2. Table No.2 Showing the comparison between mean of Achievement Motivation scores NSS boys volunteers and Non-NSS boys students.

Table No.2

. Groups	N	M	SD	df	“t” value	Level of significance	Result
NSS girl’s volunteers	50	125.98	50.613	98	2.909	0.05	Significant
Non-NSS girl’s students	50	97.98	45.495				

From the above table it can be observed that Mean score of NSS girl’s volunteers is 125.98 and that of Non-NSS girl’s students is 97.98 And the SD for the same group is 50.613 and 45.495 respectively. The “t” value is 2.909, which is significant at 0.05 level because it is greater than the required critical value (1.98 for df 98). It can be concluded that there is significance difference between NSS girl’s volunteers and Non-NSS girl’s students with respect to achievement motivation. Therefore, Null hypothesis is rejected at 0.05 level.

3. Table No.3. Showing the comparison between mean of Achievement Motivation scores NSS boys and Non-NSS boys volunteer

. Groups	N	M	SD	df	“t” value	Level of significance	Result
NSS boys volunteers	50	127.99	49.510	98	0.200	0.05	Not Significant
NSS girl’s volunteers	50	125.98	50.613				

From the above table it can be observed that Mean score of NSS boys volunteers is 127.99 and that of NSS girl’s volunteers is 125.98 And the SD for the same group is 49.510 and 50.613 respectively. The “t” value is 0.200, which is not significant at 0.05 level because it is less than the required critical value (1.98 for df 98). It can be concluded that there is no significance difference between NSS boys volunteers and NSS girl’s volunteers with respect to achievement motivation. Therefore, Null hypothesis is accepted at 0.05 level.

FINDINGS

On the basis statistical analysis and interpretation of data, the following findings have been drawn;

1. A significant difference is found in the achievement motivation between NSS boys volunteers and Non-NSS boys students.
2. A significant difference is found in the achievement motivation between NSS girl’s volunteers and Non-NSS girl’s students.
3. No significant difference is found in the achievement motivation between NSS boys volunteers and NSS girl’s volunteers.

IMPLICATION OF THE STUDY

On the basis of the findings of the study the following educational implications can be derived;

1. The teacher should make the clear the importance of achievement motivation in life by means of telling stories of greater men and their achievements from all walks of life. When the students are convinced in advanced to believe that they would develop achievement motivation, the efforts of the teacher will succeed.
2. The Govt. should be organized various training programme through NSS for developing achievement motivation.
3. The learners should be encouraged so that they can have higher degree of motivation to achieve something.
4. Home, college and society members should make their contribution equally in the development of achievement motivation among students irrespective of discrimination of gender.
5. The teacher should provide a proper environment both inside and outside the class. The teacher’s attitude and enthusiasm will create better environment for achievement motive in students..
6. The college authorities are expected to provide special opportunity to the students for the development of their potentialities which will accelerate their potentialities.

SUGGESTION FOR FURTHER RESEARCH:

The following are the suggestions for further research work-

1. Similar study can be conducted on large sample size such as university level and state level.
2. Similar study can be conducted on inter comparison basis i.e. between two districts.
3. Similar study can be conducted with the NCC and Red Cross programme.

CONCLUSIONS

NSS programme is a platform in which develop their achievement motivation among volunteers. In the present scenario, parents, teachers and also the educational institutions are very aware about developing achievement motivation because it is very necessary for their harmonious development by which easily solve of different problems in competitive future life. It will be very helpful encourage to joining NSS programme among boys and girls volunteers.

FUNDING DETAILS

We have not received any financial grant from any person or agency in completing the research work. This work is the result of our self funding.

ACKNOWLEDGEMENT

For the present research work we are very much thankful to the Sambalpur University, Jyoti Vihar ,Burla, Odisha for providing such an opportunity to undertake the research .We are also very much thankful to the Principals, Programme officers and NSS volunteers as well as Non- NSS students of degree colleges of Boudh District for providing necessary data for research purposes, without which it would never been successful.

DISCLOSURE STATEMENT

No potential conflict is reported.

References

1. Acharya, N., Joshi, S. (2009). Influence of Parents' Education on Achievement Motivation of Adolescents. Indian Journal Social Science Researches, 6(1), 72-79. Retrieved from <https://numerons.files.wordpress.com/2012/04/12influence-of-parents-education-on-achievement-motivation.pdf>
2. Roy, B., Sinha, R., Suman, S. (2013). Emotional Intelligence And Academic Achievement Motivation Among Adolescents: A Relationship Study. Journal of Arts, Science and Commerce Vol. – IV, Issue – 2, April 2013 (126-130)
3. Chauhan S.S. (2005). Advanced Educational Psychology, Vikas Publishing House Pvt.Ltd,Ed.6.
4. Deo, P. & Mohan, A. (1985). Achievement motivation scale (English). National Psychological Corporation 4/230, Agra
5. Dominic Savio (2018). Emotional Maturity and Self-concept of NSS Volunteers. International Organization of Scientific Research -Journal of Research and Method in Education,8 (5),2018,48-51.
6. Jyoti Mankar and Shaikh, Ameena (2011). Impact of N.S. S on Personality Development of College Students ,Adv. Res J Soc .Sci , 2(2): 221-223
7. Mangal S.K.(2015). Advanced Educational Psychology, PHI Learning Pvt.Ltd,Ed.2.
8. Mohammad Ajmal R.S, Rajan D. and Haridas A .(2021). Helping Attitude Among NSS Volunteer and Non-Volunteer Adolescent Students. International Journal of Indian Psychology,9(2), 535-539.DOI: 10.25215.0902.055.
9. National Service Scheme Manual, (2014)., Department of Sports and Youth Affairs, Ministry of Human Resource Development, Government of India New Delhi.
10. Kaushik, N., & Rani, S. (2005). A Comparative study of achievement motivation, home environment and parent child relationship of adolescents. Journal of Psychological research, 49, 189-194.
11. Upadhyay. S., & Tiwari. A. (2009). Achievement Motivation across Different Academic Majors. Indian Journal of Social Science Researches, 6(2), 128-132.