

Achievement Motivation among NCC Cadets and Non-NCC College Students

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ABSTRACT

The youth of the 21st century is increasingly drawn toward extracurricular activities that are demanding, self-exploratory, and enriching. National Cadet Corps (NCC) stands out as one such platform, offering a unique and transformative experience for young individuals. Through its structured training and discipline-oriented environment, NCC fosters qualities that empower cadets to lead a holistic and well-rounded life. Among the various attributes developed through NCC, Achievement Motivation has emerged as particularly significant. Despite its relevance, achievement motivation has not been extensively studied, warranting further exploration into its development through NCC participation. In light of this, the present research aims to study achievement motivation among NCC cadets and Non-NCC college students. Purposive sampling was used to collect the data of NCC and Non-NCC college students. The sample of the present study consists of 653 participants (311 NCC Senior division/wing cadets and 342 Non-NCC college students). The study found that NCC cadets and Non-NCC college students differ significantly on achievement motivation. NCC cadets have higher achievement motivation than Non-NCC college students. The study also found that male and female NCC cadets do not differ significantly on achievement motivation. Also, rural and urban NCC cadets differ significantly on achievement motivation. Urban NCC cadets have higher achievement motivation than Rural NCC cadets. Educational institutions may promote the participation of college students in NCC to enhance their academic achievement. This not only helps them in the better development of their careers, but also in the overall personality development.

Keywords: *Achievement Motivation, National Cadet Corps (NCC), Non-NCC College Students*

The youth of the 21st century is increasingly drawn toward extracurricular activities that are demanding, self-exploratory, and enriching. National Cadet Corps (NCC) stands out as one such platform, offering a unique and transformative experience for young individuals. Through its structured training and discipline-oriented environment, NCC fosters qualities that empower cadets to lead a holistic and well-rounded life. Among the various attributes developed through NCC, Achievement Motivation has emerged as

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particularly significant. Despite its relevance, achievement motivation has not been extensively studied, warranting further exploration into its development through NCC participation.

Differences in achievement motivation between NCC cadets and Non-NCC college students can be observed through various motivational frameworks and contexts. NCC cadets often exhibit a strong service orientation, driven by values such as patriotism and professional competence, which are critical in military training environments (Karlova, 2018; Serebrovskaya et al., 2024). This intrinsic motivation is characterized by a commitment to societal benefits and personal development, contrasting with Non-NCC students who may prioritize academic achievement without the same level of external service motivation (Prasetiyo et al., 2023). Additionally, research indicates that cadets display a higher resilience in overcoming challenges, reflecting a robust achievement motivation compared to their non-cadet peers, who may not face similar pressures or expectations (Kozhedub, 2013; Xu et al., 2012). Overall, the structured environment of military training fosters a unique motivational landscape that emphasizes achievement through service and personal growth, distinguishing NCC cadets from Non-NCC college students.

Achievement motivation has been conceptualized in various ways, enhancing our understanding of behavior, cognition, and performance. Although different theories have been developed independently, they are often seen as complementary. Notably, motivational scholars have proposed a hierarchical model of approach and avoidance achievement motivation, integrating two major theories: the achievement motive approach and the achievement goal approach. This model identifies two key motives—the drive to succeed and the fear of failure—which influence behavior both positively and negatively (Elliot & McGregor, 2001). Achievement motivation can be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. It is a social psychology term that describes when individuals are driven, inspired or stimulated by successes or accomplishments.

A study by Khuntia, V., and Tripathy, M. (2022) examined the optimistic-pessimistic attitude among 60 college students of Dev Sanskriti Vishwavidyalaya. The study found that the college students, who underwent the NCC training, displayed a same degree of optimistic-pessimistic attitude as students without NCC training. The study showed that NCC training teaches the attribute like Leadership, character, comradeship, discipline, secular outlook, spirit of adventure which also helps motivate the students academically.

Lohar, N. A. and Shukla, A. H. (2022) studied the personality Dimensions and academic achievements of NCC cadets and sports persons of Mumbai University. The study mentions the importance of participation co-curricular activities like NCC and sports for better academic performance and motivation.

Jain, S., & Sunkarapalli, G. (2019) studied the relationship between grit and flourishing among NCC and Non-NCC students. Results indicated that Non-NCC students across the sample and subgroups had higher levels of perseverance and flourishing. The study also revealed a significant difference in the levels of grit between 1st year and 3rd year NCC students with higher grit levels in 3rd year NCC students. This implied an increase in the levels of grit possibly as a result of NCC training. Higher levels of grit also led to better flourishing, implied by a significant positive correlation between the two variables. Thus,

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formal training of similar kind can be reinforced and adapted in the curriculums of students pertaining to the needs making students grittier and enabling higher levels of flourishing, hence leading to holistic development.

Amudha Devi and Suresh (2017) conducted a study which aimed to assess the self-esteem and achievement motivation among female NCC cadets and Non-NCC cadets. The sample of the study consisted of 50 NCC cadets and 50 Non-NCC cadets from various colleges of Coimbatore in Tamil Nadu. The Achievement Motivation Test by Bhargava and the Self Esteem Scale by Rosenberg were used to collect the data. The study found that the NCC cadets were as a group slightly more achievement motivated than the Non-NCC cadets and the self-esteem was slightly higher for Non-NCC cadets than the NCC cadets, but there were no significant differences.

METHOD

Aim: The present research aims to study achievement motivation among NCC cadets and Non-NCC college students.

Objectives of the Study

- To assess and compare the level of achievement motivation among NCC cadets and Non-NCC college students.

Research Question

- Do NCC cadets and Non-NCC college students differ significantly on the level of achievement motivation?

Hypotheses

- H_1 There is a significant difference on the level of achievement motivation among NCC cadets and Non-NCC college students.
- H_2 There is a significant difference on the level of achievement motivation among male NCC cadets and female NCC cadets.
- H_3 There is a significant difference on the level of achievement motivation among rural NCC cadets and urban NCC cadets.

Sample

Purposive sampling was used to collect the data of NCC and Non-NCC college students. The sample of the present study consists of 653 participants.

- 311 NCC Senior division/wing cadets
- 342 Non-NCC college students

The total sample is categorized as under

College Students								
NCC						Non-NCC		TOTAL
Army		Navy		Air Force				
124		96		91		342		
M	F	M	F	M	F	M	F	
56	68	51	45	47	44	158	184	653

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Sample Selection Criteria

Inclusion criteria

- For the data of NCC cadets, students enrolled in the senior division/wing at least since six months.
- Participants from Uttara Kannada, Dharwad and Belagavi districts.

Research Tool

Achievement Motivation Test by Dr. V. P. Bhargava

The test consists of 50 items. It is based on the method of Sentence Completion Test. The test was developed for measuring the achievement motivation of boys and girls belonging to the age group 16 to 22 years. The test-retest method reliability of the scale was found to be 0.91. The test has both content and concurrent validity.

RESULTS AND DISCUSSION

Table 1: Summary of Independent Sample *t* test for Achievement Motivation among NCC cadets and Non-NCC college students

Variable		NCC (<i>n</i> = 311)	Non-NCC (<i>n</i> = 342)	<i>t</i> (651)	<i>p</i>
Achievement Motivation	<i>M</i>	51.41	48.71	3.477***	0.001
	<i>SD</i>	11.053	8.754		

p* < .01. *p* < .001.

On Achievement Motivation, the mean scores of NCC cadets and Non-NCC college students are *M* = 51.41 and *M* = 48.71 respectively. The *t* value (*t* = 3.477; *p* < .001) indicates that NCC cadets and Non-NCC college students differ significantly on achievement motivation. NCC cadets have higher achievement motivation than Non-NCC college students.

The increased prospects for success in camps and other activities like fire, drill, and written tests may be the cause of this. They receive results right away and by getting personalised attention, NCC cadets are inspired to cultivate a strong desire to do better. Additionally, they receive recognition and advancement in accordance with their accomplishments. The cadets who aren't NCC do not receive as many opportunities as the NCC cadets, but they also don't get personalised feedback or awards as frequently (Amudha Devi & Suresh, 2017). NCC training emphasizes qualities like discipline, leadership and teamwork, which create a context encouraging motivation to achieve and succeed in various activities (University of Lucknow, N.A.). The organization's structure, recognition, and demanding chances all contribute to NCC cadets' incentive for achievement. The primary motivator might be the NCC environment's methodical promotion and rewarding of accomplishment.

Table 2: Summary of Independent Sample *t* test for Achievement Motivation among Male NCC cadets and Female NCC cadets

Variable		Male NCC Cadets (<i>n</i> = 154)	Female NCC Cadets (<i>n</i> = 157)	<i>t</i> (309)	<i>p</i>
Achievement Motivation	<i>M</i>	52.09	50.85	0.979	0.329
	<i>SD</i>	12.268	9.906		

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On Achievement Motivation, the mean scores of male and female NCC cadets are $M = 52.09$ and $M = 50.85$ respectively. The t value ($t = 0.979$; $p > .05$) indicates that male and female NCC cadets do not differ significantly on achievement motivation.

The absence of significant gender differences in achievement motivation among NCC cadets aligns with prior research emphasizing the gender-neutral nature of NCC training. Kumar and Sharma (2021) reported that both male and female cadets exhibit equivalent levels of achievement motivation and emotional intelligence due to equal participation in tasks and leadership responsibilities. Similarly, Sharma and Bhatnagar (2020) reported that achievement motivation and self-efficacy were equally developed in both genders within NCC contexts. These findings suggest that NCC's emphasis on discipline, leadership, and teamwork promotes motivational equality among cadets, irrespective of gender.

Table 3: Summary of Independent Sample t test for Achievement Motivation among Rural NCC cadets and Urban NCC cadets

Variable	Rural NCC Cadets ($n = 164$)		Urban NCC Cadets ($n = 147$)		$t(309)$	p
	M	SD	M	SD		
Achievement Motivation	50.24	10.266	52.84	11.922	2.065	0.040

On Achievement Motivation, the mean scores of rural and urban NCC cadets are $M = 50.24$ and $M = 52.84$ respectively. The t value ($t = 2.065$; $p < .05$) indicates that rural and urban NCC cadets differ significantly on achievement motivation. Urban NCC cadets have higher achievement motivation than Rural NCC cadets.

The present finding that urban NCC cadets display higher achievement motivation than rural cadets is consistent with previous NCC research. Patel and Trivedi (2020) found that urban NCC cadets demonstrated stronger leadership qualities and motivation levels, attributing these differences to better infrastructural support and exposure to competitive activities. Similarly, Reddy and Thomas (2021) emphasized that urban NCC units often have better access to training facilities and leadership programs, fostering a more stimulating motivational climate. Collectively, these findings underscore the importance of contextual resources and exposure in cultivating achievement motivation among NCC cadets.

CONCLUSION

While the existing literature on the NCC is limited, it highlights the organization's potential in shaping the character and development of youth. The primary motivator for the NCC cadets is the NCC environment's methodical promotion and rewarding of accomplishment. This may have led to contribute to achievement motivation among the cadets. Educational institutions may promote the participation of college students in NCC to enhance their academic achievement. This not only helps them in the better development of their careers, but also in the overall personality development.

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Conflict of Interest

The author(s) declared no conflict of interest.

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