

AN INVESTIGATION INTO THE ORGANISATION OF STUDENT
ACTIVITIES AND THEIR RELATIONSHIP WITH PERSONALITY
CHARACTERISTICS OF SECONDARY PUPILS
IN NAGALAND

ABSTRACT

THESIS

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BY

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Introduction

The body, the mind, the emotions, and the individual as a social being gradually develop and it develops from childhood through adolescence. The rate of this development varies with each individual, as do many traits, qualities, and abilities. Many factors constitute this growth and development. It is difficult, indeed, to identify the element or elements which are most important. Since it is a well-established principle that human development depends largely on the student activities along with other factors, it is therefore necessary to have thorough understanding of the inter-action of student activities with the development of personality characteristics. The purpose of the study is to build a framework that estimates the relationship of these two.

Statement of the Problem

The present study entitled 'An Investigation Into the Organisation of Student Activities and their Relationship with Personality Characteristics of Secondary Pupils in Nagaland' examines the organisational set-up of students activities in the high schools of Nagaland and establishes the relationship between student activities and personality characteristics of the pupils studying in Class X.

Operational Definitions

1. Student Activities:

Student activities are taken to mean all activities other than the class-room instruction and which have a recognised place in the prescribed curriculum for secondary schools of Nagaland.

2. Personality Characteristics:

Personality characteristics are defined in terms of fourteen personality traits as measured by the Cattell's (1973) 14 High School Personality Questionnaire.

3. Secondary Pupils:

Students studying in Class X in high schools of Nagaland are referred to as secondary pupils.

4. Highly motivated, Moderately motivated and Lowly motivated students:

The students are classified into three groups according to the level of motivation towards student activities basing upon their responses on the questionnaire. Students obtaining scores from 113 to 86, 85 to 59 and 58 to 31 are termed as highly motivated, moderately motivated and lowly motivated groups respectively.

Objectives of the Study

The proposed study aimed at realising the following objectives:

1. To study the organisational set-up of student activities in the high schools of Nagaland.
2. To find out the existence of any relationship between participation in activities and the personality characteristics of students.
3. To make suggestions for the reorganisation of the student activities in the high schools of Nagaland.

Hypotheses

The study proposed to test the following hypotheses:

1. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Reserved - Outgoing.

2. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Less intelligent - More intelligent.

3. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Affected by Feelings - Emotionally stable.

4. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Phlegmatic - Excitable.

5. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Obedient - Assertive.

6. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Sober - Happy-go-lucky.

7. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Expedient - Conscientious.

8. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Shy - Venturesome.

9. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Tough minded - Tenderminded.

10. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Vigorous - Doubting.

11. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Placid - Apprehensive.

12. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Group dependent - Self-sufficient.

13. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Undisciplined self-conflict - Controlled.

14. There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to personality characteristic Relaxed - Tense.

Delimitations of the Study

1. The main focus of the study was to find out the relationship between student activities and certain personality characteristics. For this purpose the difference among three groups of pupils, namely, highly motivated, moderately motivated and lowly motivated towards student activities vis-a-vis their personality characteristics were

taken with reference to those fourteen traits as measured by the High School Personality Questionnaire (HSPQ) of R.B. Cattell.

2. The study was limited to the four areas of student activities namely, sports and games, NCC, literary activities and other student activities such as gardening, handicraft, social work etc.

3. The study was confined to the pupils of Class X studying in the high schools.

Tools Used

The tools employed included:

1. 'Questionnaire on the participation in Student Activities' developed for the study;
2. Cattell's 14 High School Personality Questionnaire (HSPQ).

Sample

The study was conducted on a sample of 841 (580 boys and 261 girls) pupils, 490 were from the Government, 265 from the private and 86 from the private unrecognised schools.

Data Collection

The required data were obtained by referring to the relevant records and by administering the two tools (referred to in section 2.1) to the sample.

Analysis of Data

The data were analysed following the statistical methods. After classifying the total sample of students into three groups, namely, highly motivated, moderately motivated and lowly motivated, F-values were computed to establish relationship among the groups with regard to each of the fourteen personality factors.

The factors which were shown significant on F-test, were further taken for Critical Ratios to be calculated in order to ascertain difference among each of the three groups.

Summary of the Findings

The following are the results obtained with respect to the differences among students who are highly motivated, moderately motivated, and lowly motivated towards student activities on the personality characteristics as measured on the Cattell's 14 HSPQ.

1. Students who are highly motivated as well as moderately motivated towards student activities score significantly higher than the lowly motivated students on the personality characteristic Reserved - Outgoing (Factor A), while students who are highly motivated do not significantly differ from those who are moderately motivated on the same personality characteristic.

2. Students who are moderately as well as lowly motivated

towards student activities score significantly higher than the highly motivated students on the personality characteristic Less Intelligent - More Intelligent (Factor B). But moderately motivated students do not significantly differ from the lowly motivated students on the same personality characteristic.

3. Students who are highly motivated towards student activities score significantly higher than the moderately as well as lowly motivated students on the personality characteristic Affected by Feelings - Emotionally Stable (Factor C). Among the latter the moderately motivated students score significantly higher than the lowly motivated students on the same personality characteristic.

4. Students who are highly motivated towards student activities score significantly higher than the moderately motivated students on the personality characteristic Sober - Happy-go-lucky (Factor F). While the highly motivated students do not significantly differ from the lowly motivated students, the lowly motivated students score significantly higher than the moderately motivated students on the same personality characteristic.

5. Students who are highly motivated towards student activities score significantly higher than the moderately motivated as well as lowly motivated students on the personality characteristic Shy - Venturesome (Factor H). But the moderately motivated students do not significantly differ from the lowly motivated students on the same personality characteristic.

general welfare needs of the youth. While it would be useful to have such centres in every district, the State government may set-up monitoring-cum-evaluation machinery so as to further strengthen the 'centres'.

NCC has been introduced in the secondary schools of Nagaland and is being well received by the pupils. However, it is confined to the Government Schools. The privately managed schools have so far been deprived of this benefit. In view of demand from the private schools and the immense influence of the NCC on the personality traits as revealed by the study, it is suggested that NCC should be provided in all categories of schools and pupils encouraged for enthusiastic participation in it.

The Airwings of the NCC recently been opened in Dimapur Government High School and Mokokchang Government High School. In addition to usual aspects knowledge of plane-mechanism and mountaineering is given to the cadets. The Air-wings are however meant for the junior students presently. The demand for such training for the senior students may be met by establishing Airwings for secondary school pupils as well.

An important feature of the high school curriculum in Nagaland is the inclusion of Socially Useful Productive Work which seeks to develop in the students the power and ability of keen observation,

collection of appropriate information, systematic presentation of work experience, etc. But this is not enough. The programme of SUPW be considered as an integral part of educational curricula. In-service and refresher programmes be organised for orienting the teachers to various aspects of SUPW.

Organisation of student activities may be done in co-operation and wide contact with the guardians and parents of the pupils which may have a positive effect on their social adjustment.

Suggestion for Further Research

Some of the research studies which could be undertaken as a furtherance to the present study are suggested as follows:

1. Experimental studies having different student activities as the treatment variable and being carried out over a fairly long period may be undertaken to know the effect of them on the development of different personality characteristics in children.
2. A comparative study to find out the type and extent of participation in student activities between tribals and non-tribals, as well as among the different tribal groups may be undertaken.
3. Studies may be undertaken with students belonging to different levels of education, namely, primary secondary, and collegiate, to know how the pattern of participation in the different student activities change among the different age groups of students.

