

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

ABSTRACT

THESIS

SUBMITTED FOR THE DEGREE OF

DOCTOR OF PHILOSOPHY IN EDUCATION



BY

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UNDER THE SUPERVISION OF

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TO

DEPARTMENT OF EDUCATION

NORTH-EASTERN HILL UNIVERSITY

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1986

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**AN INVESTIGATION INTO THE ORGANISATION OF STUDENT ACTIVITIES
AND THEIR RELATIONSHIP WITH PERSONALITY CHARACTERISTICS
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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 Sky - 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 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.

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

7. There is no significant difference among students who are highly motivated, moderately motivated, and lowly motivated towards student activities on the personality characteristics Phlegmatic - Excitable (Factor D), Obedient - Assertive (Factor E), Expedient - Conscientious (Factor G), Toughminded - Tender-minded (Factor I), Placid - Apprehensive (Factor O), Group-dependent - Self-sufficient (Factor Q_2), Undisciplined Self Conflict - Controlled (Factor Q_3), and Relaxed - Tense (Factor Q_4).

Suggestions for the Organisation of Student Activities

The present investigation was concerned with studying the organisational set-up of student activities in the high school of Nagaland and finding out relationship of pupil participation in student activities with certain personality characteristics. With a view to fulfil these objectives relevant data based on the existing rules, regulations, prospectus, etc. were collected. Over-all observations and findings of the indepth observation of three schools together with testing

of the hypotheses of the study has made it possible to make a number of suggestions for strengthening of the student activities programme.

It was found that the various activities like, sports and games, NCC and SUPW form part of the secondary school curriculum. These activities should be further strengthened so as to make them an integral part of curriculum rather than organise them on adhoc basis. Again, there are certain other activities in which the students were found interested such as drama, quiz, essay competitions, hiking etc. and which are organised by the students themselves through various clubs or associations. It was observed that the students find it difficult to organise such activities due mainly to the paucity of funds. It will be worthwhile if the government encouraged these activities by extending financial help to such of the institutions as would be willing to take up the organisation or these additional student activities.

There is a scheme under physical education programme of the State called promotion of indigeneous games and sports. This scheme is intended to encourage some of the traditional sports like Naga kick fight, high kick, free style wrestling and archery. These can be better organised by providing suitable teachers especially from among the Naga tribes.

By the end of the Fourth Five-Year Plan construction of as many as 88 play grounds for secondary schools was taken up. It was proposed to construct another 100 playgrounds during the 5th plan period for which a sum of Rs.5.00 lakhs was provided. It was, however, observed that though there are a good number of playgrounds, they did not appear to be in good conditions. Obviously they are not being maintained properly. Due attention may be paid towards the maintenance of play grounds in the 7th Plan so as to facilitate maximum participation of pupils in games and sports.

To provide facilities for training and encouraging the talents of secondary pupils in various games and sports, a State Sports School was set up in Dimapur during the Fifth Five-Year Plan. Five 'disciplines', namely, Football Association, Volleyball Association, Badminton Association, Basketball Association and Athletic association exist in this institution. One coach is allocated for each of the four associations, viz. foot-ball, volley ball, basket ball and badminton and two coaches for athletic association which was felt to be insufficient in comparison to the number of athletes. The state government may, therefore, consider providing additional coaches depending upon the need.

It was revealed that 'youth centres' were established, one each in Kohima, Mokokchang, Tuensang and Mon for catering to the

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 mountaneering 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.

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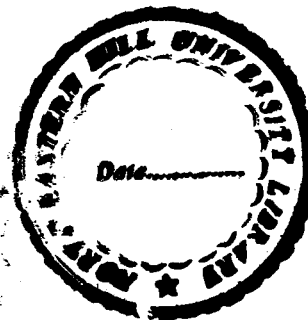
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DECLARATION

*I hereby declare that the thesis 'An Investigation Into
The Organisation Of Student Activities And Their Relationship
With Personality Characteristics Of Secondary Pupils In Nagaland'
has not been submitted by me for award of a degree, Diploma,
Title or recognition before.*

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C O N T E N T S

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INTRODUCTION

1.1 Introduction

The progress and strength of a nation lies, more than anything else, in the quality of her people. Youth is a country's back-bone and constitutes real wealth of a nation. Again, the progress of a nation largely depends on how the qualities of the youth are nourished and fully blossomed. The Secondary Education Commission visualised the school not merely as a place of classroom instruction but rather as a 'living and organic community'. The Commission further stated that the object of a democratic education is the allround development of every individual. The allround development envisages the development of both body and mind but it can hardly be attained by means of academic attainments alone. The educational input, therefore, should include various activities in addition to academic or classroom learning.

The experience of the pupil within the school play a significant role on the development of his total personality. The term 'personality' is so extraordinarily complex that it offers difficulties in definition. However, most definitions, as given by scholars, psychologists and educationists, like Allport, Warren, Watson, Woodworth, Freud and others recognise the 'totality' of elements and speak about the idea of the primary significance of the interaction of the totality in relationship between

the individual and other individuals. Personality is a forceful determinant of human activities and achievement. The amount and quality of achievement in different walks of life are the output of distinct organisation of different traits of personality.

Personality may thus include those behavioural characteristics or traits of the individual by the help of which he can make a meaningful adjustment with the environment and meet the demands of the environment with maximum satisfaction. Psychologists have recognised that the term 'personality' includes a number of traits - physical and mental. A personality trait is some particular quality of behaviour which characterises the individual in a wide range of his activities and which remains consistent over a period of time. Psychologists and educationists have also acknowledged the strength of education in preparing one for an effective and satisfying life. Both these mental and physical traits depend on some factors to develop in a balanced way. The involvement in some activities is one of them. The goal of activity of the individual is not the activity itself, but achievement of the human potentials contained within the activity.

Thus, student activities and personality characteristics form a significant areas of research.

1.2 Need for the Study

The personality characteristics of the secondary school students can be moulded through different factors. The human development within the medium of student activity programme is both qualitative and quantitative. The successful and satisfying participation in activity requires involvement of the total personality. The participant, however, may not be aware of the ultimate goal; his interest being generally in the activity alone. It is the teacher, or educator, or experimentalist or psychologist who will plan a curriculum with activities that contain the desired developmental potentials for an individual.

Attention of the researchers has been directed to the field of researches, viz., academic achievement and personality characteristics (Sinha, 1971; Reddy, 1973; Srivastava, 1974), Personality characteristics of N.C.C. students (Nair, 1972), personality characteristics of athletics (Girichhida, 1977), personality characteristics of participants and non-participants in activities (Gupta, 1973; Verma 1979), etc. The studies are not adequate. Referring to Nagaland, basically, Naga youth is sport-loving, energetic, hard-working youth. With a view to ensure allround development of the Naga youth, student activities have been made part of the educational curriculum at the secondary stage in the state of Nagaland. Though some researches have been conducted on tribals in India in respect of their general conditions, literacy and progress, hardly

any reference is available on the student activities and their relationship with various personality characteristics and especially of the Naga tribal pupils

The above conditions made the investigator to take up the present study. There is a need to have a look into the organisational set-up of student activities in the high schools of Nagaland and make an attempt to find out the relationship of the activities with the fourteen personality characteristics, if any.

1.3 Statement of the Problem

A widely recognised characteristic of the modern education is its emphasis on activities which are deemed educational and which take place within the jurisdiction of the school, yet which occur primarily outside the classroom. The emphasis upon the development of the solely 'mental faculties' of the children in the early schools of our country was mistaken. The school curricula should be and to a large extent are based on the sequential nature of pupil development patterns. As development proceeds, differences between individual children become more pronounced. The view that the education system must educate the 'whole-man' is, therefore, being increasingly accepted.

Scholars advocate that schools have a responsibility to provide a variety of student activities in order to exercise a variety of pupil

potentials (Taylor, 1968). Tagore, in his 'independent schools', gave a complete freedom to his students to participate in different types of activities according to their tastes and aptitudes. Hill and Luckey (1969) argue that capitalising on the importance to play in the classroom is by no means a matter of watering down the curriculum. The child guidance experts believe that depriving children of sufficient opportunity to play may impose handicaps that may never be completely overcome.

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 student activities in the high schools of Nagaland and establishes the relationship between student activities and personality characteristics of the pupils studying in Class X.

1.3.1 Operational Definition of Terms

1. Student Activities :

Student activities are taken to mean all activities other than the classroom instruction and which have a recognized 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 school of Nagaland are referred to as secondary pupils

4. Highly Motivated, Moderately Motivated and Lowly Motivated Students:

The students are classified into three groups based upon the scores assigned with reference to their responses on the 'Questionnaire on Participation in Student Activities'. Students obtaining scores from 113 to 86, 85 to 59, and 58 to 31 are termed as highly motivated, moderately motivated, and lowly motivated, respectively.

1.4 Objectives of the Study

The proposed study aimed at realizing the following objectives:

1. To study the organisation 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.

1.5 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 perso-*

ality 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.

1.6 Delimitations of the Study

1. The main focus of the study was to find out the relation-

ship between student activities and certain personality characteristics. For this purpose the differences 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 only those fourteen traits as measured by the High School personality Questionnaire (HSPQ) of R.B. Cattell.

2. The study was limited to only 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 only the pupils of Class X studying in the high schools.

1.7. Tools Employed

The Tools employed included:

1. 'Questionnaire on ^{the} participation in student Activities' developed by the scholar especially for the present study.
2. Cattell's 14 High School Personality Questionnaire (HSPQ).

1.8 Resume of Succeeding Chapters

In Chapter II, student activity - its concept, types, functions and Principles, Personality - its concept and the different characteristics, goals of secondary education and personality development as a goal of secondary education are discussed. Chapter III deals with review of related literature. Chapter IV is concerned with the organisational set-up of student activities in Nagaland. In Chapter V the details with respect

to the relationship study, i.e., the sample, tools, various techniques employed for analysis of the data are reported, Chapter VI presents the analysis and findings of the data collected and Chapter VII includes interpretations made, conclusion arrived and suggestion put forward for further studies.

CONCEPTUAL FRAMEWORK

2.1 Introduction

In this chapter, student activity - its concept, types, functions and principles, personality -its concept and characteristics, goals of secondary education and personality development as a goal of secondary education are discussed.

2.2 Student activity - Its Concept

That education must educate the 'whole man' is a fact that is not debatable. The baby develops into a young child and the child into a man as a coherent whole. The strength of education in preparing one for an effective and satisfying life is well established. There are conditions in a society that an individual must face and which cannot be ignored. Education must prepare the individual both for society as it 'ought to be' and for 'what it is' by providing all the positive factors. The direct goals of education must cultivate the basic values. These are the values for the fullness of life - vocation, health, enjoyable use of leisure, skills of creativity and security in all its aspects. Therefore, the neglect of 'creative faculty' and the lack of attention to 'constructive aptitude' means education is incomplete. Various activities form the part of total education. Activities contribute in part to all goals of education. The educators believe that many of the basic needs of students

could best be met outside the formal classroom. The rapid development of the activities can be attributed, in part, to this belief. Besides, parents prefer a school for quality of its discipline and facilities for co-curricular activities (Manual, 1964).¹ The student activity programme in secondary schools has flourished with the backing of parents and educators and psychologists. A variety of terms are used to describe this facet of secondary education. The choice of the term 'student activities', 'co-curricular', 'out of class', 'non-classroom', 'leisure-time' or 'recreational' activities, is deliberate.

Robbins and Williams² employ the term by defining as

"an aspect of the curriculum which is voluntarily engaged by students, which is sponsored by the faculty, and which does not carry academic credit towards promotion or graduation."

The student activities are those identifiable programmes sponsored by the school for all educational benefit of its students, which occur adjacent to but separate from regular curriculum. The concept 'student activities' recognises that the entire school experience influences the student. Student activities are a special group of programmes which function to provide the student with channels whereby he can express his talents and interests within a sanctioned social environment. The innovators consider that the practical work is conducive

¹Manual, NV, 'Conditions Required for Quality Teaching', The S.I.T.U., Council of Educational Research, Madras, 1964, NCERT.

²Robbins, J.H. and Williams, S.B., "Student Activities in the Innovative School" Minneapolis Burgess, 1969, p.42.

both the physical and mental development of the children. In addition to emphasis on scholarship or intellectual faculties, some series of activities may have to be introduced in order to provide students with valuable experiences outside the classroom setting so as to help achieve the overall goals of education.

2.3 Student Activity - Its Type

The classification of student activities depends upon the objective of education. For example, if one believes that transmission of the cultural heritage is the most important task of education, one will attempt to discover those elements of the heritage which are most important to be learnt at various levels of the development of the learner. If one believes that adjustment to present day living is most important, one will utilise a procedure which will attempt to discover the activities which make up adult living in our society. Thus the formulation of student activities may differ according to the various objectives of education. Although considerable flexibility exists, there are several broad classifications of activities that are included in the majority of secondary school programmes of India. The number and kinds of activities to be organised depend upon the size and financial condition of the school, the size and special qualities of the staff, the interests of the pupils, local support and the special condition of the locality in which the school is situated.

Following are some of the common activities introduced in Indian schools:

A. Literary Activities - Adolescence is the most appropriate period for forming habits of clear, careful and effective expression and no school can afford to neglect the training. Speaking and listening (Speech), reading (literature) and writing (composition) bring out the educational goals as clear, thoughtful, and correct speech and writing intelligent listening, critical thinking and development of a life-long devotion to literature as a guide to cultural understanding and individual development (Beckner and Cornett, 1960)³. Education of Athenian citizens in the private school took two main forms and was provided by the ^{two} types of schools. One of them was the 'Didascaleum - included reading, writing the literary element of education (Poetry, drama, oratory). These are believed to have high social the intellectual values as clear, logical and vigorous thinking is required in the selection of material and organisation of ideas.

Critics⁴ say that for the average student, the short story is probably the literary form best adapted to opening the doors of

³Beckner, H. and Cornett, J.D. 'The Secondary School Curriculum - Content and Structure'. Texas Tech. Univ. Intext Educational Publishers, 1960

⁴Edward J. and Edward, S. (eds.) Essays on the Teaching of English, New York, Appleton, 1960, p.235.



imaginary writing. Conant (1959)⁵ has suggested that the time devoted to English composition during the four years of high school should occupy about half the total time devoted to the study of English. Discussion is a purposeful conversation proceeding toward some goal. For a discussion to be successful the participants need sufficient background to know what they are talking about and to base their arguments on fact. Similar is the case with debating. Group discussion can be used as a thinking tool. Properly used group discussion is a method that frees creative power in ways not other method can (Burton, Kimball, and Wing 1960),⁶ School Magazines, Newspapers, Annual Handbook, Information Bulletin, etc. are some of the publishing activities engaged in by school varies considerably depending primarily on the size of the school. Publishing activities provide a natural and powerful motive for practice in the art of written expression. School publications provide opportunity for training the sense of responsibility. Inter-school activities published in the school publication stimulate students' pride and loyalty.

Pemberton Billing and Clegg (1965)⁷ stated that vague impressions are brought into sharp focus, puzzling impressions are understood.

⁵Contant, J.B., 'The American High School Today', New York, McGraw Hill, 1959, p.50.

⁶Burton, W.H., Kimball, R.B., and Wing, R.L., Education for Effective Thinking, New York, Appleton Century Crofts, 1960, p.237.

⁷Pemberton Billing, R.N. and Clegg, J.D., Teaching Drama, London, 'U' of London Press Ltd., 1965, p.17.

fragmentary ones are completed and alarming ones are faced through various literary activities.

B. Physical Activities

It is obvious that physical activities contribute a great deal towards education. Physical education is as old as secondary education itself and is one of the three great aspects of all education, namely, physical, mental and moral training. The Palaestra or gymnastic school for Athenian citizens, emphasised physical development and stressed grace and harmony of body. The UNESCO's Inter Governmental Committee for Physical Education and Sports, first set up on an interim basis in 1976 and made into a permanent body in June 1979 is seeking to encourage more people to take an active part in sports instead of being mere spectators. The Committee's activities are complementary to those of the International Olympics Commission (IOC). The UNESCO committee is designed to make the practice of sport increasingly accessible to all kinds of people.⁸ The increasing emphasis on physical education and health is a result of several studies and observations concerning the needs of youth.

Physical education in schools has been essentially a practical and non-examination subject. Physical education programme includes training in ethical character, worthy use of leisure and recreation

⁸ Morris, A., Sports for All, The Educational Review, Vol. XXXVI, No.8, August, 1980, p.159.

and mental hygiene. The programme in physical education includes interschool contests in such sports as foot ball, basket ball and others. Folk dancing and square dancing etc. are also of this category. Activities of an individual nature or those involving two or four only are tennis, boxing, wrestling, golf, archary, gymnastic, swimming, ping pong etc. There is little doubt that the athletic component of the student activity programme commands attention and support in schools today. It is a legitimate part of a sound physical education programme. Athletics act as a powerful physical tonic because blood circulation is quickened and thereby the blood stream is purified and general bodily strength is increased.

A committee constituted under the Chairmanship of Pandit H.N. Kunzru considered how the various physical education and co-curricular activities that are carried on in schools can be co-ordinated. A significant step has been the establishment of the National Institute of Sports of Patiala, under an autonomous Board of Governors, with the primary object of producing first class coaches. The Rajkumari Sports coaching scheme which had been introduced in 1953 to produce coaches of repute for training promising young men and women in different games was transferred to the Ministry of Education in 1957⁹. It is through physical education activities that one learns to respect

⁹The Indian Year Book of Education, 1961. First Year Book - A Review for Education in India (1947-61). Revised Edition - Part I, National Review and Central Programmes. NCERT. N. Delhi, 1965 p.42-43.

the right of others and to obey the will of the majority, one merges oneself with the group, learns the spirit of self-sacrifice and devotion to the interest of the group.

C. Scouts and Guides and NCC

Scouting is one of the most effective means for the training of character and the qualities necessary for good citizenship Prof. Russel of Columbia University, New York has remarked that there is nothing comparable to scouts and guides during the educational history of the last three or four centuries. It is possible to lay the foundation of the ideals of social service, good behaviour, respect for leaders. loyalty to the state and preparedness to meet the situation through its various aspects. In India, in November 1950, scouting and guiding were merged into a single organisation, the Bharat Scouts and Guides. It has two broad sections, one dealing with scouts and affiliated to the Boy's Scouts International Bureau and the other dealing with guides and affiliated to the World Association of Girls' Guides and Girls' Scouts. The Boy's scout movement is founded upon a true appreciation of the nature of youth, particularly during the period of adolescence and appeals to his native impulses. In India, the new organisation, Bharat Scouts and Guides has many branches spread in all the States. The state gives adequate financial help to the scout movements and helps to secure suitable sites for scout camps. Some teachers are trained in organising and supervising the activities.

Like the Scouts and Guide movement, NCC has also taken deep root in the schools of India. The Government of India has instituted the Junior division of National Cadet Corps which is open to all pupils. Certain physical and other activities of a quasi-military nature are taught through NCC. The NCC training has been found to have a significant effect on the development of certain personality traits. These activities develop such diverse personal qualities and attributes as good character, a sense of responsibility, self-reliance initiative, self-respect, willingness to co-operate, aesthetic sensivity (Nair, 1972).¹⁰ NCC plays an important part in the formation of healthy and positive attitudes, Cadets know the dignity of labour, they are more disciplined, they are obedient and respectful to authority.

Many of the State Governments, owing to financial difficulties mainly, are not able to implement NCC in the schools. If NCC is properly implemented, the personal traits of trained cadets can be developed on desired lines.

D. Community and Social Service Activities

Another common type of student activity is what may be termed as 'Community related activities'. In these activities, the importance of community relationship is emphasised. The school should

¹⁰

Nair, R.S., A Study on the Effect of NCC Training on Physical Growth, Adjustment, Academic Achievement and Certain Personality ... Traits of High School Pupils in Kerala State, Ph.D. Edn. Kerala Univ., 1972.

look after the interests of the community as a whole just as the home looks after the interests of its own children. The school should provide certain minimum opportunities to students irrespective of the class, caste or creed. The school programme should be planned upon the life and work of the people among whom it exists. The community related activities are planned in such a way that they can maintain relation with problems of society. Parents hope that the school will help the adolescent cope with the complexities and problems of the community. The Madalair Commission (1952-53)¹¹ says that the activities of the school should be extended to their neighbourhood and to the village or city as a whole. Alexander (1971)¹² states that a comprehensive, community-centred high school would offer a variety of learning opportunities in which each student could find a programme relevant to his needs and aspirations. It would also reflect the highest aspirations and critical concerns of parents, organisations and institutions that, even if not located within a contiguous area, constitute a type of community served by a school. Education can be made creative and dynamic through community and social service. The community and social service programme can be organised partly within the school campus and partly outside the school campus. There are many activities which can be organised within the campus like

¹¹The Report of Secondary Education Commission (1952-53) Govt. of India, Ministry of Education, Delhi, The Manager of Publication 1958, p.113.

¹²Alexander, W.M., The Changing High School Curriculum, Reading, Second Edition, 1971, pp.495-497.

keeping the campus clean, annual repairs of furnitures, white washing, painting the buildings etc. (Avinashilingam, 1977).¹³ Outside the campus also the students can do lot of work. Sanitary work, educational tasks like adult literacy, non-formal education work and service to people during festivals could be the activities outside the campus.

2.4 Student Activity - Its Functions

Student activities furnish students with healthy outlets for constructive activity. Adolescent youngsters need opportunities to do something specific and intrinsically interesting to them. Cashdan and Welsh (1966)¹⁴ studied several hundred adolescents who attended 'a summer talent programme' and found that they were more creative and independent, non conforming, spontaneous and energetic. The critics say that successful student participation in the activities involves the continuous use of the method of group thinking and an ever increasing appreciation of the role of intelligence in solving human problems.¹⁵ The school has accepted as one of its responsibilities the education of the individuals in the worthy use of leisure time. It is highly desirable that the school be considered as one place

¹³ Avinashilingam, T.S., 'Community and Social Service Programme in Teachers Training College', *Journal of Educational Research and Extension*, Vo. 14, No.1, July 1977.

¹⁴ Cashdan, S., and Welsh, G.S., 'Personality Correlates of Creative Potential in Talented High School Students', *Journal of Personality*, 1966, 34, pp.445-455.

¹⁵ Alberty, H.B., and Alberty, E.J., 'Reorganising the High School Curriculum', *Light and Life Publishers*, New Delhi, p.356.

where satisfying recreational experiences occur.

Miller, Moyer and Parrick (1956)¹⁶ present a fourfold classification of the general functions of student activities. They list -

- 'Contributions to student'
- 'Contributions to more effective School administration',
- 'Contributions to curriculum improvement' and
- 'Contributions to the community'.

The student activities meet the psychological needs of the early and middle adolescents. They bring forth Physical fitness of the individual. Boys who actively participate on athletic teams are superior to their peers in skeletal maturity, body size, muscular strength, endurance and power (Clarke, 1968). The student activities develop an appreciation of the importance of family life in our society, an understanding of what family life means, abilities and skills in home making activities, the ability to maintain democratic relationship in family life, ability to recognise and conserve values in family living as family patterns change. These activities help the student to be more ascendent and less submissive (Nayar, 1962)¹⁷. The functions of student activities may be information seeking, social learning,

¹⁶ Miller, F.A., Moyer, J.H. and Patrick, R.B., 'Planning Student Activities', Perentice-Hall, Inc. Englewood cliffs, N.J. 1956, pp.13-26.

¹⁷ Nair, E.S.K., 'A Study of certain personality characteristics of leaders among high school students', (1st Survey) Ph.D. Psy. Mys. Univ. 1962.

sensorymotor activity, emotional expression or sensorymotor expression.

The school is a training ground for democracy. The survival of democracy depends upon the development of citizens who have common understandings, common ways of behaving and common outlooks on life. Democratic education also recognises that the strength of a democracy lies in the cultivation of uniqueness of each citizen. It is only when the cultivated talents of each individual are utilised for the common good that democracy functions at its best. The student activities lend themselves to make leaders in a co-operative work which trains them in the division and integration of functions and in the allied qualities of discipline and leadership.

2.5 Student Activity - Its Principles

The success of student activity programme depends mostly on the way they are organised and directed. Psychologists and educators after considerable study on and work with normal and troubled children have highlighted the necessity of using certain principles of student activity programmes for the helping process. The first principle is that of accepting the child as he is. The second is that of creating a permissive atmosphere for the child when he plays. The third is that of allowing the child to set his own pace. A child should have freedom of directing his own play and pace in developing relationship with others in order to gain the maximum satisfaction

and meaningful adjustment with the environment. A guiding principle that activities should be related to school purposes and controlled by the school means that each activity that is sponsored by the school must be able to be justified on the grounds that it is meaningfully related to one or more identifiable school purposes. Activities should be built upon genuine student interests and these should be open to all. There should be proper supervision over student activities programme. Supervision and control do not imply that the principal personally oversees each activity and issues frequent orders demanding compliance (Jones, Salisbury and Spencer, 1956)¹⁸ The students should be allowed to organise such activities under the direction and supervision of the teachers. Peter (1972)¹⁹ sums up the basic principles on which the student activity programme may be based as follows:

'i) Student activity should provide an opportunity for students to engage in worthwhile activities under the professional supervision of adult leadership; (ii) it should serve as a safety valve for student energies that might otherwise be channelled into undesirable avenues; (iii) it should furnish the student with additional opportunities to satisfy psychological needs such as the need for recognition, the need for acceptance, the need for approval and need for success; (iv) it should provide an opportunity to extend the academic curriculum by providing experiences not available in regular classroom; (v) it should serve as a motivating force for keeping students in school who might otherwise drop out; (vi) it should offer a variety of opportunities to develop creative talents;

¹⁸Jones, J.J., Salisbury, C.J., and Spencer, R.L., 'Secondary School Administration'. McGraw Hill Book Company, 1956, p.276.

¹⁹Peter, F.O., 'The Secondary School Today', Second edition Scranton, Intext Educational Publishers, 1972, pp.174-75.

(vii) it should offer students the opportunity to fulfil the need to socialise that often cannot be met in the regular classroom; (vii) it should provide an opportunity for teachers to become better acquainted with students and offer many chances for informal guidance; and (ix) it should provide an excellent training ground for the development of citizenship.'

2.6 Personality - Its Concept and Characteristics

The term 'Personality' is extraordinarily complex. It offers difficulties in definition. Attempts to give a generally acceptable definition or concept have been continuing for a long time. According to Watson (1930)²⁰ "Personality is the sum of activities that can be discovered by actual observation of behaviour over a long enough time to give reliable information. In other words, personality is but the end product of our habit systems. Our procedure in studying personality is the making and plotting of a cross section of the activity stream."

Cattell (1950)²¹ states:

"..... Personality is that which pursuets prediction of what a person will do in a given situation Personality is concerned with all the behaviour of the individual, both overt and under the skin."

According to Allport (1950)²²

"Personality is a dynamic organisation within the individual

²⁰Watson, J.B., *Behaviourism*, Chicago, Univ. of Chicago Press, 1930, p.274.

²¹Cattell, R.b., *Personality: A Systematic Theoretical and Factual Study*, Mcgraw-Hill, New York, 1950.

²²Allport, G.W., *Personality - A Psychological Interpretation*, Henry Holt and Col., Inc., New York, 1950.

of the psycho-physical systems that determine his unique adjustment to his environment."

According to Eysenck (1971)²³

"Personality is the more or less stable and enduring organisation of a person's character, temperament, intellect, and physique which determine his unique adjustment to the environment."

According to Morton Prince (1929)²⁴

"Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies acquired by experience."

Thus, after having a brief look into the representative sample of the definitions of personality that have been advanced by several eminent psychologists, it may be summed up that personality is taken to mean the ways of behaving which determines an individual's unique adjustments to his environment. Personality includes any characteristics that are important in the individual's personal adjustment, in his maintenance of self respect. ✓

However, all the definitions recognise the idea of totality of elements and they speak about the idea of the primary significance of the interaction of the totality in relationship between the individual

²³Eysenck, H.J., *The Structure of Human Personality*, Methuen and Co., New York, 1971.

²⁴Prince Morton, *'The Unconscious'*, The Macmillan Company, New York, 1929.

and other individuals. It is difficult to know the pros and cons of a personality. The psychologists have recognised that the term 'personality' includes a number of traits - physical and mental. A personality trait is some particular quality of behaviour which characterises the individual in a wide range of his activities and which remains consistent over a period of time. Various definitions disclose various personality characteristics. The following characteristics are found to be common in most of the definitions while analysing them:

(i) Personality is the organisation of various systems; (ii) Personality is dynamic; (iii) both physical and psychological elements are there in personality; (iv) it determines behaviour; (v) uniqueness i.e., there are some special features in every personality; and (vi) personality includes adjustment. Cattell recognises both common traits, which have some unity for every one and unique traits, which are special to every individual person. Personality is a function of social situation. Some aspects of personality are easily discernible, for example, traits like sociability, perseverance and termed as 'surface traits' by the psychologists. There are some inner traits also, measurement of which is difficult. These are called 'source traits'. Cattell (1965)²⁵ believes that the number of such source traits is large, at least twenty five, though only sixteen are perhaps large enough in influence to be put

²⁵ Cattell, R.B., 'The Scientific Analysis of Personality', Baltimore: Penguin 1965, p.101.

into test instrument scales.

It may be concluded that no final list of personality traits has yet been prepared. However, the personality characteristics may be studied under the following headings:

- i) Physical characteristics which include complexion, height, weight, structure, voice, etc.;
- ii) mental characteristics which include intelligence, memory, thinking power, perception, problem solving etc.; and
- iii) emotional characteristics such as to find out whether a person is coward or not, anxious or not, kind or choleric etc.

2.7 Goals of Secondary Education

Secondary education is important in any modern society. A society dedicated to the growth of the individual impels us to foster individual fulfilment. Some adjustment in the ends and means of secondary schooling must be sought out. Goals of schooling emerge through a socio-political process. Most parents want much more than reading, writing and arithmetic for their children, even though they want these fundamentals assumed. School constitutes one of the main arenas within which to carry on and develop one's own life. Today's youth must know a good deal about their environment and must have opportunities to develop their personal potential.

To quote Stephen (1976)²⁶ "Surely, the educational system has no higher function than to help people to have creative engagements with the world of the free self". Scholar support the proposition that our conception of the goals of high school education inevitably grows out of an interpretation of the meaning of our own particular design for living. The first serious attempt to look into the objectives of secondary education after independence was made by the secondary education Commission of 1952-53.²⁷ The Commission states three broad objectives:

- (i) Preparation for the responsibilities of democratic citizenship;
- (ii) Improvement of productive efficiency enabling the national wealth to increase and the standard of living of the people to be raised appreciably; and
- (iii) development of cultural and aesthetic aspects of the child's personality.

Social and national integration is a major problem which is to be tackled on several fronts including education. Education can play a significant role in it by introducing a common school system of Public education. It can make social and national service an integral part of education at all stages (Education Commission 1964-66)²⁸

²⁶ Stephen, K.B., *The Purpose of Education*, Blommington, Indiana, Phi. Deltor, Kappar, 1976, p.61.

²⁷ Govt. of India, Ministry of Education, *Report of the Secondary Education Commission (1952-53)* Delhi, The Manager of Publication, 1953, p.24.

²⁸ *Education and National Development. Report of the Education Commission (1964-66) Vol.2. National Council of Educational Research and Training, Reprint 1970, New Delhi.*

The general objectives of secondary education are the cultivation of basic skills, qualities of character, knowledge, and physical well being. Further, the value of educational experience should be assessed in terms of its total impact of the pupil's skills, qualities and personal development, not by basic attainments alone. It might be objected that a purely general education approach to secondary education will only serve to perpetuate the 'academic' character of secondary education and that in the bargain the non-cognitive aspects of a pupil's personality will continue to suffer from lack of stimulation. Regardless of how one defines the ultimate goals of secondary education, there is no escape it seems, from the 'individual fulfilment' - character of secondary schooling. Now, it is being increasingly felt that the school should accept full responsibility for the entire range of intellectual, social, physical and vocational needs of youth and that it should provide a broadly expanded programme to meet these needs.

2.8 Personality Development as a Goal of Secondary Education

In the socialist society, the important task of education is the all-round development of human personality. Education prepares man for his conscientious participation in the political life of his country and serves as the basis for his moral perfection. The progress of a nation depends largely on its fully developed genius which can be enriched by developing intensive special programmes for the personality development of the students.

Keeping various views on the objectives of secondary education advanced by various experimentalists, psychologists and scholars and in order to fulfil certain objectives of education desired for the nation, provision has been made to start a large number of secondary schools. But whether these schools provide a change in the development of the personality of the students is an important question to be probed into.

From the development point of view secondary education aims at the goal of preparing a 'wholeman' out of a child. This implies helping students to understand how they learn, and to make best use of their intellectual abilities, by adapting the curriculum to individual difference in ability, development, interests and the like, and organising curriculum in line with adolescent needs and adolescent developmental tasks.

The secondary education may attain the ultimate goal satisfactorily if attention is given to educational concept of educating the 'whole child' which may be interpreted in terms of personality development for teachers in all disciplines. The experimentalists advocate an experience curriculum in which there is activity for the students. They believe that qualities and values emerge from stresses and strains of living. Schools, then, should become laboratories where there are opportunities to experiment by altering and changing conditions and observing results.

REVIEW OF RELATED LITERATURE

3.1 Introduction

The place and importance of student activities in secondary education has been recognized by all those involved in education. The activities are of immense help in inculcating various personal qualities. The modern aims of education can be successfully achieved through the introduction of different student activities and thereby through the participation of students in them. The purpose of this chapter is to review the findings of such research works which are related to the various aspects of student activities, especially to the aspect of developing personality characteristics of the secondary school students. The studies reviewed are subdivided into three categories, namely, studies on student-activities, studies on personality characteristics and studies on student-activities and personality-characteristics.

3.2 Studies on Student Activities

The present study is focussed on the problem entitled 'An Investigation Into the Organisation of Student Activities and their Relationship with Personality Characteristics of Secondary School Pupils in Nagaland.' Research in student activities is of fundamental importance with regard to personality. There are very few studies which are directly

and solely focussed on the problem of student activities but some attempts have been made to highlight the significance of such activities.

Bombay Municipal Corporation (1955-57)¹ studied the effect of child-centred teaching practices and correlated play activities on the quality of attainment, attendance and discipline in standard I Agarkar (1947)² made a study to find out folk dances of Maharashtra that could be introduced in the school curriculum as means of physical education and established that group dance suits both the boys and girls and hence overcomes the trouble of training in physical education in co-educational institutions and the wide range of movements of folkdances can be utilised as aesthetically satisfying and interesting forms of physical exercise. Manual (1964)³ studied the place of co-curricular activities and found that parents preferred a school with the facilities for co-curricular activities. The teachers felt that these activities helped rather than hindered school work. While Aphole (1962)⁴ found the parents

¹ Bombay Municipal Corporation, 'Experiment in Standard I Teaching. A Study of the Effect of Child teaching practices and correlated play activities on the quality of attainment, attendance and discipline in Standard I. Primary Edn. Department 1957.

² Agarkar, A.J., Folk Dance and Physical Education (with reference to Maharashtra), Ph. D., Soc. Bom. Univ., 1947.

³ Manual, N.V., Conditions Required for Quality Teaching. The S.I.T.U. Council of Educational Research, Madras, 1964.

⁴ Aphole, C.A. Child in Home and School. (A Study of upbringing of children in Maharastrian Hindu families in Poona), Ph.D. Soc., Poona Univ, 1962.

not appreciating the value of play activities in the physical and mental development of their children. The teacher accepted the child as a partner in the exciting search for knowledge, creative experiences, music and wide contact with the minds of others through books and different visitors which was considered as essential aspect of a challenging programme. Ahluwalia (1965)⁵, as a result of his investigation, found the new method of activity-centred teaching and co-curricular activities to be very popular.

The Education Commission (1964-66)⁶ also recommended that games and sports should be developed on a large scale with object of improving the physical fitness and sportsmanship of the average students as well as of those who excell in this domain. The first seven IGE schools started in 1967-68 developed a complete programme comprising many kinds of activities for each individual student. Some scholars described a vocational school in which, student participation in student-Government was tried and the results far exceeded both hopes and expectations. Destruction of school property and open conflicts with teachers were reduced, attendance improved and dropouts diminished. Badami (1969)⁷ studied various types of leisure-time activities among

⁵ Ahluwalia, S.P., *Impact of Democracy on Secondary Education in India (with special reference to Madhaya Pradesh)* Ph.D. Edn. Jab. Univ. 1965.

⁶ *Education and National Development, Report of the Education Commission (1964-66) Vol.2, NCERT, Reprint 1970, New Delhi.*

⁷ Badami, H.D., *'A Survey of use of leisure time among the Pre-University College Students, University School of Psychology, Edn. and Philosophy, Gujrat Univ. 1969.*

the college students and enlightened the community and various other educational agencies about the need for effective use of leisure-time of the students. Aikara (1974)⁸ examined student activism within the theoretical perspective and looked into its ideological and organisational aspects and concluded that political parties played a significant role in providing ideological orientation to student activism.

A number of studies on student activities and academic achievement have been conducted by scholars. Ruffer (1965)⁹ pointed out that active junior and senior male athletes maintained better academic performance than their non-active counterparts. Halferty (1966)¹⁰ supported this view. Grinder (1969)¹¹ made the assumption that participation in youth culture activities and commitment to academic goals involve two fundamentally incompatible reward systems. Lal (1974)¹² tried to identify the participation in extracurricular activities and found that participation in these activities did not

⁸Aikara, J. *Ideological Orientation of Student Activism in Kerala*, Ph. D. Soc. Poona Univ. 1974.

⁹Ruffer, W.A., *A Study of Extreme Physical activity groups of young men* Research Quarterly, 1965, 36, 183-196.

¹⁰Halferty, D.S., *Adolescence, commitment, and Delinquency*, Journal of Research in Crime and Delinquency, 1966, 7, 82-96.

¹¹Grinder, R.E., *Adolescence*, Arizona State University, John Wiley & Sons, The New York.

¹²Lal, S.K., *Educational Process and Problems of Scheduled Caste and Scheduled Tribe College Students in Rajasthan* Ph. D., Soc. Jodhpur Univ., 1974.

affect significantly the study habits of the students. Again, Mishra (1974)¹³ observed that academic achievement of high activists was greater than that of low activists. Avinashilingam (1977)¹⁴ remarked that social service programme could never hamper academic work. However, Ramchander (1980)¹⁵ found no difference in the academic achievement of active participants in co-curricular activities and that of non-participants.

The present study deals with the tribal students mainly. There are already some studies which are focussed on the tribal students. Jaiprakash's(1972)¹⁶ study revealed that foot ball was the most popular game for tribal boys in all zones while badminton and Carom were liked by girls. Singhi (1975)¹⁷ observed that the Scheduled Tribe students showed their general lack of enthusiasm for participation in co-curricular activities and the hostellers among them were found

¹³ Mishra, Y.N., *Factors in Student Leadership Activism: An empirical sociological study*, Ph.D. Soc. APSU, 1974.

¹⁴ Avinashilingam, T.S., 'Community and Social Service Programme in Teachers' Training College, *JL Educational Research and Extension*, Vol.14, No.1, July 1977.

¹⁵ Ramchander, A Comparative Study of Academic Achievement of Active and Regular participants in Co-curricular activities and that of Non-participants', *JL of Educational Research and Extension*, Vol.16, No.3, January 1980.

¹⁶ Jaiprakash, A Comparative Study of Urban, Rural and Tribal higher secondary students of Madhya Pradesh with reference to their Mental ability and Interest pattern, *Psy., Sag. Univ.* 1972.

¹⁷ Singhi, N.K., *Educational Problems of the Scheduled Caste and Scheduled Tribe School students in Rajasthan*, Dept. of Soc., Raj Univ., 1975 (ICSSR financed).

to participate more in activities, like sports and games, athletics etc. Lal (1974)¹⁸ found a large proportion of ST students participating more actively in NCC and sports than other activities. Nayar (1975)¹⁹ in his study of Scheduled Caste and Scheduled Tribe high school students in Kerala, found that their participation in extra-curricular activities was associated with the aspiration of white collar profession.

Provision of certain amount of direct and purposeful activities is necessary to help in cultivating some basic values among the students. But lack of proper facilities, training, encouragement and positive attitude towards student activities are found in the schools. Daisy (1963)²⁰ observed the failure to recognise the importance of special arrangements for training and the lack of adequate amenities in school in terms of play grounds and equipment for variety of physical activities.

Bhouraskar (1964)²¹ found that the educational worth of

¹⁸Lal, S.K., 'Educational Progress and Problems of Scheduled Caste and Scheduled Tribe college students in Rajasthan', Ph.D., Soc., Jodhpur Univ., 1974.

¹⁹Nayar, P.K.B., 'The Scheduled Caste and Tribe High School Students in Kerala', Deptt. of Soc., Kerala Univ., 1975.

²⁰Daisy, J.V., 'Physical Education of Girls in Indian Schools', Ph.D., Edu., Madras Univ., 1963.

²¹Bhouraskar, S., 'A New Approach to the Philosophy of Educational Administration', Ph.D. Edn., Vik. Univ., 1964.

co-curricular activities is not properly understood by the administrators. Majority of the administrators were unwilling to share responsibility with students and to involve the parents at certain level of decision-making. Similarly, Singh and Singh (1970)²² remarked about the unwillingness and non-involvement of a great majority of the teachers in co-curricular activities. Bakshi (1965)²³ studied the state of physical education in Delhi schools and found that expenditure on physical education was too low to carry on the programme effectively.

Bakhshai (1973)²⁴ discovered the inadequate provision of facilities for games and co-curricular activities to be one of the causes of indiscipline among students of secondary schools. Gupta (1983)²⁵ made a differential study of the planning and administration of the co-curricular activities of adolescents. The data for the study were collected with the help of a questionnaire measuring the participation preferences in eight categories of different co-curricular activities. He established that both the sexes had dislike for compulsory

²²Singh, H.N. and Singh, L.P., *The Problems of Probationary Trained Graduate Teachers of Class IX and X in Higher Secondary Schools in Varanasi Region of U.P.*, T.D.College, Jaunpur 1970, NCERT financed.

²³Bakshi, K.D., *Physical Education in Delhi Schools*, Ph.D. Edu., Delhi Univ., 1965.

²⁴Bakhshai, N.H., *An Investigator into the causes of indiscipline among students of Secondary schools of Iran with special reference to Tehran*, Ph.D. Edu., Bon., Univ., 1973.

²⁵Gupta, L.P., *A Differential Study of Planning and Administration of the co-curricular Activities of Meerut University Adolescents*. Edu. Meerut Univ. *JI of Educational Research and Extension*, Vol.19 No.4. April 1983.

physical training, like NCC and ACC. Similar observations were found in the study of Umamahesan (1976)²⁶. He studied the practices and prospects of physical education and found that materials and facilities available in the different colleges varied widely.

UNESCO's Inter Governmental Committee for physical Education and Sports has sought to encourage more pupils to take active part in sports instead of being mere spectators. It has recommended to make the practice of sport increasingly accessible to all pupils.

3.3 Studies on Personality Characteristics

Our personality is built out of physical and psychological factors. It has various traits or characteristics. Many studies have been carried out on different aspects of personality. Kundu (1966)²⁷ studied the personality traits of tribal and non-tribal delinquents. He observed the lack of recreational facilities and play activities among other factors with which delinquency was related. Srivastava (1974)²⁸ observed that the children of criminal tribes possessed low

²⁶Umamaheshan, P., 'Practices and Prospects of Physical Education in the Colleges under the University of Kerala', Ph.D. Edu. Kerala U., 1976.

²⁷Kundu, C.L. 'Differential Personality traits in Juvenile offenders belonging to Scheduled Tribes and other Communities', Ph.D. Edu. Rajasthan Univ. 1966.

²⁸Srivastava, S., Personality Patterns of Children of Criminal Tribes of U.P., Ph.D. Edu. Bhuvanewar Univ. 1974.

intellectual ability, they had confidence, but they were shy at social interactions, they were not satisfied with their existing status and they had no control over their emotions.

A few comparative studies on personality characteristics have also been conducted. Varma's (1968)²⁹ study revealed that high-school-failed student group as a whole was found to be of lower intelligence than the normal group, the failed group was less adjusted than the normal group.

Sodhi (1970)³⁰ aimed at comparing the personality make-up of the students studying in religious and secular schools and found no significant difference between the two groups with regard to personality needs. Bhaduri (1971)³¹ made a comparative study of certain psychological characteristics of over- and under-achievers in higher secondary schools and observed that the over-achieving students tended to be less neurotic and less anxious than the under-achievers, the group difference was in favour of the over-achievers in social service and outdoor interest, whereas the musical interest and achievement motivation of this group were found to be lower than those

²⁹Varma, V., *Frustration and Maladjustment of Retarded Adolescent School Students*, Ph.D. Edu. Lucknow Univ. 1968.

³⁰Sodhi, T.S., *A Comparative Study of the personality Patterns of the students of Religious and Secular Institutions*. Ph.D. Psy. Agra Univ. 1970.

³¹Bhaduri, A., *A Comparative Study of certain psychological Characteristics of the over and the under Achievers in Higher Secondary Schools*, D. Phil, Psy. Calcutta University, 1971.

of their under-achieving peers. The under-achievers, on the contrary, tended to have a higher socio-economic status, more congenial home conditions and more of leisure-time activities.

Walia (1973)³² found that gifted males were better adjusted as compared to gifted females and they had higher ideal self as compared to the average males. Suri (1973)³³ found out that the intellectually superior students differed from the average and below average and were found to be more intelligent, emotionally stable, assertive, venturesome, tough-minded, placid, controlled and relaxed. Menon's study (1973)³⁴ revealed that overachieving groups of boys and girls of superior ability as well as the general group were found to be less extrovert and maladjusted while overachieving boys of general group were found to be less socially active and masculine. Nagar (1973)³⁵ aimed at identifying the interest and intelligence of the accepted and rejected girls and comparing them in relation to some of the personality characteristics. He concluded that socially accepted

³²Walia, D., *The Gifted Adolescent and Their Self Concepts*, Ph.D. Psy., Pan Univ., 1973.

³³Suri, S.P., *A Study of Differential Personality Traits in Intellectually Superior, Average and Below Average Students*, Ph.D. Edu., Kur Univ., 1973.

³⁴Menon, S.K., *A Comparative Study of the Personality characteristics of over-achievers and under-achievers of High Ability*, Ph.D. Psy. Kerala Univ., 1973.

³⁵Nagar, S., *A Comparative Study of the Personality Characteristics of socially accepted and rejected Girls of Higher Secondary Schools of Agra City*, Ph.D., Edu. Agra Univ., 1973.

students tended to make higher academic achievement in comparison to socially unsuccessful students. Jindal's study (1976)³⁶ revealed similar results. The successful students were higher in achievement orientation and lower in test anxiety than failing students. Mathew (1976)³⁷ demonstrated that four factors - total adjustment, anxiety orientation, group adjustment and self-esteem - accounted for total variance of the overachieving group, and five factors - personal adjustment, social adjustment, social facilitation, leadership and self-acceptance - accounted for the total variance of the normal achieving group.

Babu's (1977)³⁸ investigation revealed that among fourteen variables eight variables, viz., self reliance, withdrawing tendency, nervous symptoms, social standards, anti-social tendencies, family relations, school relations and general anxiety dominated significantly between the two groups, namely, high creative thinkers and low creative thinkers. Tandon (1978)³⁹ found out that the male group of under-achievers displayed the following personality characteristics - easy-going and outgoing, emotionally less stable, low in frustration, shy,

³⁶Jindal, C.R., A Comparative Study of Some Personality variables and Affective Reactions toward Examinations of Superior and Failing College students, Ph.D. Edu. Kur. Univ.,1976.

³⁷Mathew, T., Some Personality Factors Related to under-achievement in Science, Ph.D. Edu. Kerala Univ. 1976.

³⁸Babu, N., A Comparative Study of the Personality Factors of High Intelligence - High Creative Thinkers and High Intelligence - Low creative thinkers in Secondary Schools, Ph.D. Edu. Kerala Univ.1977.

³⁹Tandon, S., A Psychological and Ecological Study of under-achievers, Ph.D. Edu. BHU, 1978.

apt to inferiority feeling, different, pessimistic, moody, depressed and highly anxious.

Adjustment patterns of the adolescents is considered to be a vital problem in the area of personality. Several studies have been conducted in this field. As a result of the investigation into the adjustment problems of female adolescents, Seth (1970)⁴⁰ found the lag between physical and social development and the desire for activity and interest in the peer group as a reason for such problem. Bhatt (1971)⁴¹ aimed at finding out the adjustment problems of the over achievers and under-achievers on a sample consisting of 100 over-achievers and 106 under-achievers of both sexes and found a significant difference between the two groups. Mazumdar (1972)⁴² made an attempt to see whether maladjusted adolescents possessed certain personality characteristics which differentiated them from the adjusted and found significant difference between the two groups on the personality characteristics like aggression, group dependency self-confidence and sense of securing. Pandit(1973)⁴³ noted that the

⁴⁰Seth, S., *The Adjustment Problems of Female Adolescents. (A Sociological Study of 500 female teenagers of Lucknow City)*, Ph.D. Soc., Lucknow Univ. 1970.

⁴¹Bhatt, K.K., *Adjustment Problems of the underachievers*, University School of Psy. Edu and Phil, Gujrat Univ. 1971.

⁴²Mazumder, C., *A Study of the Adjustment in Adolescence*, D.Phil, Calcutta Univ., 1972.

⁴³Pandit, K.M., *The Adjustment Problems of the Gifted children and Their Reactions to Frustration*, Ph.D., Psy.Mysore Un.1973.

gifted and the non-gifted children differed in their level of school adjustment. Periera's (1974)⁴⁴ study revealed that the maladjusted and the well adjusted differed with respect to needs, self-concept, anxiety but did not differ on scholastic achievement. Sharma (1978)⁴⁵ reported that the aesthetic and social interest and socio-economic status contributed significantly toward the well-adjustment of professional college students. But Gupta (1978)⁴⁶ observed no significant differences in regard to adjustment among college students.

Leadership is treated as an important quality of adolescent boys and girls. Many studies are attempted to investigate into the aspect of leadership behaviour. The leadership behaviour is expected to be cultivated through the participation in different student activities. Pendse (1961)⁴⁷ tried to find out the possibility of an intermediate personality pattern which could bridge the gap between authoritarian personality and the to-be achieved democratic personality and effects of three patterns of leader personality, namely, democratic, authoritarian

⁴⁴Periera, O., A Study of Five Major Factors contributing to certain Psychological Problems of Pre-adolescents, Ph.D. Psy. Mysore Univ., 1974.

⁴⁵Sharma, G.R., A Study of Factors Underlying Adjustment Problems of Professional and Non-professional College Students, Ph.D., Edu. Meerut Univ., 1978.

⁴⁶Gupta, B.P., A Study of Personality Adjustment in Relation to Intelligence, Sex, Socio-economic Background and Personality dimensions of extraversion and Neuroticism, Ph.D., Edu. Utkal Univ., 1978.

⁴⁷Pendse, V.V., An Experimental Study of leadership process among secondary school children of Greater Poona, Ph.D. Psy. Poona Univ., 1961.

and consultative, on members working under them in general, and to test the efficacy of consultative personality in particular and it appeared that there was little conscious effort at producing leadership in secondary schools that the schools were crowded and that the co-curricular activities were misunderstood. Nayar (1962)⁴⁸ found that academic leaders were less ascendent and more submissive while extra-curricular leaders were more ascendent and less submissive. Sinha (1960)⁴⁹ focussed on the evaluation of NCC training in the development of leadership qualities among school students. He found that NCC training and development of leadership were positively related and after completion of the training the cadets were rated significantly superior to non-NCC students on each dimension of leadership. Singh (1974)⁵⁰ found that student leaders in comparison with the non-leaders were more warm and social, emotionally mature and stable, dominant, tended to be more ventureous, tough and realistic practical, sophisticated and polished, confident, secure, cheerful and self-composed and participating in various occasional student activities. Mazumdar (1974)⁵¹ observed that existing academic programmes

⁴⁸Nayar, F.S.K., A Study of Certain personality characteristics of leaders among high school students, Ph.D. Psy. Mysore Univ. 1962.

⁴⁹Sinha, S.K., Evaluation of NCC Training in the Development of leadership qualities among school students, Ph.D. Psy., Pat. University, 1966.

⁵⁰ Singh, B., A Study of personality Traits of student leaders and Non leaders of Selected Indian Universities and their Expressed opinion towards leadership Traits, Ph.D. Edu. BHU, 1974.

⁵¹Mazumdar, T., Academic leadership and student unrest - A Pilot study, Zakir Hussain Centre for Edu. Studies, JNU.1974 (ICSSR financed).

failed to gratify students' psychological needs at three levels, namely, cognitive, conative, and affective and helped in fomenting student unrest and formal leadership was perceived more favourable in time of unrest while investigating into the problem of academic leadership and student unrest. Patel (1974)⁵² said that leadership, organisational climate, teacher morale innovation and change were significantly related to the progressive characteristics of high schools. Similar results were observed in the study of Darji (1975)⁵³ Pal (1976)⁵⁴ who also observed insignificant differences in the personality make-up of student leaders and student non-leaders. Singh (1978)⁵⁵ found that total leadership was significantly related to four personality factors, viz., outgoingness, intelligence, emotional stability and assertiveness.

Studies have also been conducted on personality-characteristics with regard to academic achievement. Sinha (1967)⁵⁶ observed that both the two groups - high achievers and low achievers were

⁵²Patel, B.N., Study of Leadership for Improving Inspection in High Schools of Selected districts in Gujrat, Ph.D. Edu., MSU. 1974.

⁵³Darji, D.R., A Study of Leadership Behaviour and Its correlates in the secondary schools of Panchmabals District. Ph.D. Edu., MSU, 1975.

⁵⁴Pal, J., Personality Studyt of the Study leaders, Ph.D., Edu., Sam. Univ., 1976.

⁵⁵Singh, H.M., A Study of leadership Behaviour of Heads of Secondary Schools in Haryana and its correlates, Ph.D. Edu., Kur. Univ., 1978.

⁵⁶Sinha, N.C.P., A Study of Intelligence and some personality Factors in Relation to Academic Achievement of School Students, Ph. D. Psy. Magadh Univ., 1967.

There are some studies on personality traits which ended up with the suggestion that proper facilities for many-fold activities should be provided in order to inculcate the personality development. Saran (1970)⁶¹ suggested the organisation of student activities in cooperation and wide contact with the guardians and parents of the students so to have a positive effect on their social adjustment. Das (1975)⁶² studied juvenile delinquency and observed special curriculum, proper recreational facilities, play-grounds, extra-curricular activities to be rare in the schools where delinquents continued their study and suggested suitable provision for various non-class-room activities. Upadhaya (1975)⁶³ identified defective method of teaching and abuse of students' unions to be the cause of student unrest and suggested emphasis on extra-curricular activities together with other facilities in the institutions.

3.4 Studies on Student Activities and Personality Characteristics

It would be appropriate at this stage to examine the concern of related studies on student activities and personality characteristics. Many studies drew attention in this particular aspect.

⁶¹Saran, V., *A Study of Personality Traits of Nursery School Children Against the Background of their Home Environment*, Ph. Edu. Agra Univ., 1970.

⁶²Das, P.C., *Juvenile Delinquency: A Study and Identification of Causative Factors with Special Reference to Assam*, Ph.D., Edu. Gauhati Univ., 1975.

⁶³Upadhay, R., *Student Unrest - A Study of the Degree College of Eastern Uttar Pradesh*, Ph.D. Edu. BHU, 1975.

Psychologists found that play had been employed to release aggression of disturbed children. In such play they might throw, smash, squeeze and twist toys and dolls. It was realised that such aggressive responses and releases preceded more constructive behaviour. Moore, et. al (1974)⁶⁴ reported that children who are engaged in high levels of solitary goal-directed activity and children who played with objects in a pretend fashion did better when asked to solve problems involving these objects. Sylva, Bruner and Genova (1976)⁶⁵ also remarked that children in play groups required fewer hints, had more goal-directed responses and were categorised as 'learners' moving from simple to complex. Recent findings indicate that children's tendency to engage to pretend play and to do so imaginatively is related to several aspects of social behaviour and social functioning. Rubin and Pepler (1979)⁶⁶ concluded that the understanding that is gathered by virtue of play might involve the child's ability to appreciate the perspective of other players in relation to their real selves and their play-selves and coordinate the perspective with child's own real and play self.

⁶⁴ Moore, et. al. (1974), Pretend Play in childhood - An Integrative Review, *Journal of Child Development*, Vol. 52, No.4., december 1981.

⁶⁵ Sylva, Bruner, and Genova, *The Effects of Play on Convergent and Divergent Problem solving*. *Journal of Child Development* Vol. 52, No.4, December 1981.

⁶⁶ Rubin and Pepler, *The Effects of Play on Convergent and Divergent Problem Solving*, *Journal of Child Development*, Vol.52 No.4, December 1981.

The activities which are performed in group settings are found to have many advantages in cultivating personality traits. Some scholars recorded changes in attitudes, interpersonal relations and in the self-concept as a result of group experiences. Pileggi (1969)⁶⁷ found increasing recognition of the school's responsibility for emotional adjustment and social development of its pupils. The study suggested that the inhibition of the emotions could only be possible by engaging them in some group activity outside the class-room learning. Horrocks and Benimoff (1966)⁶⁸ have explained peer-group influence in this way:

"The peer group is in adolescent's real world, providing him a stage upon which to try-out himself or others. It is in the peer group that he continues to formulate and revise his concept of self,, it, is there that he can find a world that enables him to assume leadership. In addition, of course, the peer-group is the major recreational outlet of the teenager."

As a result of broader opportunities for social participation, the older adolescent's social insight improves and thereby he makes better adjustment in social situation. Bining and Bining (1935)⁶⁹ said the debate which is a group activity had been used as a method of instruction

⁶⁷ Pileggi, N., Revolutionaries who have to be home by 7:30. *Phi. Delta*, Kappan, 1969, 51 (561-569).

⁶⁸ Horrocks, J.F., and Benimoff, M., Stability of Adolescent's nominee status, over a one-peer period, as a friend by their peers. *Adolescence*, 1966, 1 (224-229)

⁶⁹ Bining, A.C., and Bining, D.H., *Teaching the Social Studies In Secondary Schools*, 3rd Edition, Tata Mc-Graw-Hill Publishing Co. Ltd., Bombay, 1935.

from the days of early Greece down to the present time and regarded it as a valuable student activity claiming that it teaches self-confidence it helps in the development of self-control, it develops reasoning power and judgement and affords the pupils a knowledge of parliamentary procedure, Coleman (1961)⁷⁰ found that boys value youth culture movement and athletic status and girls value popularity and leadership in extra-curricular activities with the view that 'peer activities generate a holding power' in educational attainment.

One easily recognises that one student is not able to participate in any activity or all activities. The fundamental need is the establishment of achievement levels for the individual and the group; levels which encourage the full value of activity and are related to separate capabilities and interests of the individual and the group. The activities may be of various kinds. Craft activity, sports and games, NCC, literary activities and some other activities are commonly introduced in secondary schools of India and the activities were found to have influence on personality characteristics. Chaturvedi (1957)⁷¹ as a result of his investigation observed that craft made the child more adaptable to the varying conditions of modern industrial and social living.

⁷⁰Coleman, J.S., *The Adolescent Society*, New York, The Free Press of Glencoc, 1961.

⁷¹Chaturvedi, S.L., *Crafts as an Educational Medium in Elementary Schools*, Ph.D. Edu., BHU., 1957.

Robertson (1952)⁷² related crafts as taught in schools to a much wider field - not just to education generally but to the whole environment. He treated wood work, modelling, pottery, carving, book-binding lino-pictures, fabric printing, needle work and embroidery and crafts as important elements in building up character. He found that participation in craft activities in school helped in developing some personality traits in the following way:

"First, sensitiveness to quality, especially physical sensitiveness of touch appeared to be developed by handling the control was exercised by using raw materials, craft activities first influenced the maker and ultimately the beholder because it distilled experience."

Choksi (1976)⁷³ observed that the Gujarat programme of teacher training excelled in better articulation of programmes of work experience, craft work and community living and thereby they excelled in character building.

Saroja (1970)⁷⁴ aimed at understanding the art appreciation in secondary school children with reference to a few personality traits, viz., intelligence, imagination, extroversion and neuroticism.

⁷²Robertson, S.M., *Creative Crafts In Education*. Rontiedge and Kegan Paul Ltd. Broad Way House, Carter Lane, London, 1952.

⁷³Choksi, M.M., *Comparative Study of the Programme of Elementary Teacher Education in the State of Gujarat and Philippines*, Ph.D. Edn. MSU, 1976.

⁷⁴Saroja, M.V., *Art Appreciation in School Children with reference to some personality Traits*, Ph.D. Edn. Madras, Univ., 1970.

The investigation was confined to visual art only. The research revealed negligible correlation between art appreciation and intelligence, and no significant relationship between art appreciation and extroversion, and art appreciation and neuroticism.

Nair (1972)⁷⁵ made a study on the effect of NCC training on physical growth, adjustment, academic achievement, and certain personality factors of high school pupils in Kerala state. Significant gain in physical development, adjustment, achievement in English, general science and social studies and personality traits, namely, leadership qualities, integrity, sociability, persistence, emotional stability, attitude to school, self-confidence, was found in experimental group. The results of factor analysis showed that the adjustment of individuals in all areas was considerably improved in the case of experimental group. In another investigation, Doraiswamy and Purushothanam (1977)⁷⁶ studied the impact of NCC on the development of certain personality traits of the secondary school students and found significant differences between the two groups of students, namely, students having NCC training and students without NCC training with regard to personality characteristics. Gupta(1966)⁷⁷

⁷⁵Nair, R.S., *A Study on the Effect of NCC Training on Physical Growth, Adjustment, Academic Achievement and Certain Personality Traits of High School Pupils in Kerala State*, Ph.D. Edn., Kerala Univ., 1972.

⁷⁶Doraiswamy, S. and Purushothanam, S., *The Impact of NCC on the Development of Certain Personality Traits of the Secondary School students*, *JL of Educational Research and Extension*, Vol.13, No.3., January 1977.

⁷⁷Gupta, V.P., *Intelligence and Personality characteristics of Selected Higher Secondary School Sportsmen and non-sportsmen*, *JL of Educational Research and Extension*, Vol.II, No.4, April 1966.

made a comparative study of 60 selected high school sportsmen with non-sportsmen from the same population. It was found that intelligence was significantly lower than the sportsman group, the sportsman group was lower on N-Scale than the non-sportsman group, and the athletic group was higher on E-scale though not significantly. After making a comprehensive longitudinal investigation, Clarke(1968)⁷⁸ and Clarke, Irving and Heath (1969)⁷⁹ and Clarke and Peterson (1961)⁸⁰ reported that the boys who actively participated in athletic teams in both elementary and junior high schools were superior to their peers in skeletal maturity, bodily size, muscular strength, endurance and power. The study by Gupta (1973)⁸¹ on personality characteristic of basket ball players revealed that the players at different levels of performance showed significant development in their personality traits. Girichhidda (1977)⁸² identified

⁷⁸Clarke, H.H., *Characteristics of the Young Athlete: A Longitudinal look*, Kinesiology Review, Washington, DC., AAEPFR 1968.

⁷⁹Clarke, H.H. Irving R.N. and Heath, B.H., *Relation of Maturity, Structural and Strength Measures to the Samato types of Boys 9 through 15 years of Age*, Research Quarterly, 1961, 32 (449-460)

⁸⁰Clarke, H.H. and Peterson, K.H. *Contrast of Maturational Structural and strength characteristics of Athletes and non-athletes 10 to 15 years of age*. Research Quarterly, 1961 32(163-176)

⁸¹Gupta, V.P., *Personality Characteristics of Basket-Ball Players at three levels of performance as measured by 16 PFI*, J.I. of Educational Research and Extension, Vol. 10, No.1, July 1973.

⁸²Girichhidda, *A Study of the personality characteristics of Athletes participating in contact, non-contact and semi-contact physical activities*, Ph.D. Edu. Pun. Univ., 1977.

the personality characteristics of male athletes participating in contact, non-contact and semi-contact physical activities and assessed the personality traits of the athletes in relation to those of normal population. It was observed that contact athletes when compared to semi-contact and non-contact athletes were bright, realistic and group-dependent. The sport groups were alike at all the four levels, viz., College, University, State and nation. Personality patterns of each of the contact, semi-contact and non-contact groups at all levels were similar. Again, Verma (1979)⁸³ tried to see whether the contact-team sportsmen showed any difference compared to the non-contact team sportsmen and observed that factor 'A' (reserved vs outgoing) was significant at .01 level, factor 'B' (less intelligent vs more intelligent) was significant at .01 level and factor O (conservative vs experimenting) was significant at .01 level.

Coleman (1969)⁸⁴ suggested that the students might be used as 'tutors' for other students. It could be a very promising technique to help in fostering individual competitiveness to concern for each other and in cultivating the personality traits like courage and leadership.

⁸³Verma, K.K., Comparative Study of Personality Traits of sportsmen participating in contact and non-contact sports. *JL of Educational Research and Extension*, Vol.13, No.3, Jan. 1977.

⁸⁴Coleman, J.C., The Perception of Interpersonal Relationship during Adolescence. *The British Journal of Educational Psychology*, 1969, 39 (253-260)

Some students were conducted on student activities, in general in relation to the development of personality traits. Cavanaugh (1942)⁸⁵ made a study on the relation of recreation to personality adjustment. It was revealed that the students who took part in recreational activities were better adjusted than those who did not. Similar evidence was found in the studies of other scholars. They emphasised how the failure to promote healthy social development might induce conflicts among children and an undesirable continuation of dependence on teacher. Johri (1960)⁸⁶ investigated into the personality development of post-adolescent girls and the impact of participation in games and other co-curricular activities on the total personality make-up. The findings revealed that an average girl of the experimental group was better adjusted socially, emotionally and personally than average girl of the controlled group. Pani (1969)⁸⁷ made a study on the evaluation of co-curricular activities in secondary schools of Orissa and their relationship with personal development of pupils. He found that pupils getting better facilities for participation had better personal development. Participation in social and welfare activities, physical education, literary activities and speech activities was found better

⁸⁵ Cavanaugh, J.O., *The Relation of Recreation to Personality Adjustment*, *JL of Social Psychology*, 1942, 15 (63-74)

⁸⁶ Johri, P., *Influence of Physical Education on the Post-Adolescent Girls - A Psychological Study*, Ph.D., Psy. All Univ., 1960.

⁸⁷ Pani, R.N., *Evaluation of Co-curricular Activities in Secondary Schools of Orissa and their Relationship with Personal Development of Pupils*, Ph.D. Edu. Utak Univ., 1969.

related with personal development than other aspects. Some scholars remarked that task-oriented study group resulted in greater behaviour and personality change than other groups. Friendship, co-operative-ness, general adjustment was better in task-oriented group.

Thus, educationists and scholars have emphasised the importance of student activities. The famous Laboratory school by John Dewey (1915) and the Jamia Milia Islamia founded at Aligarh (1920) - all focussed attention on the active participation of students in many-fold activities in order to produce a wholesome personality. The Secondary Educations Commission (1952) proposed the development of a programme of curriculum reorganisation based upon different student activities suited to the conflicting needs of adolescents.

3.5 Implication of the Review of Related Research for the Present Study

The review of related studies in the three areas, namely, student-activities, personality-characteristics, and the relationship between student activities and personality characteristics have great implications for the present study. The findings in the field clearly indicate that inspite of the realisation of the importance of student activities the existing schools have been suffering from the lack of proper facilities like, good organisers, supervisors, trained teachers, funds, equipment, etc. etc. The questions posed with regard to the Nagaland schools that are characterised by poor provision for activities

are whether such schools lack the right type of facilities, suitable organisation and supervision, and whether the staff have adequate training. The general trends prevailing in the schools having inadequate or no activity will be examined critically.

Apart from this, the related studies in the field of student activities and personality characteristics have been reviewed with a view to see the relationship between them if any. The researches reviewed have indicated that physical activities, athletics, games and other activities have many chances of enhancing the adjustment capabilities, leadership behaviour, physical strength, endurance and some other characteristics of personality of the individuals and groups. However, the aspect of relationship of student activities in general with personality characteristics has not been adequately studied. Therefore, the present study intends to classify the students into three categories on the level of motivation towards student activities, namely, highly motivated, moderately motivated and lowly motivated and thereby identify the differences among the three groups of students with regard to personality characteristics.

The review of related literature has indicated that there is an urgent need to design a comprehensive curriculum embodied with recreational and other activities which have formative influence on personality development of individuals. The present study will

try to make suggestions for the reorganisation of the activities so as to make them an integral part of the school curriculum.

The review of related research has also helped the investigator formulate the hypotheses for the present study. The objectives of the study and the hypotheses are aimed at attempting to validate and test the findings of earlier reserarches. The objectives of the study are particularly concerned with looking into the existing set-up of student activities that may constitute contributing force in enhancing the development of personality among the students in the State of Nagaland.

ORGANISATIONAL SET-UP OF STUDENT ACTIVITIES IN NAGALAND

4.1 *Background of Secondary Education in Nagaland : A Brief Account*

Nagaland is situated in the North-Eastern part of India bordering Burma in the east and Assam in the west, Arunachal Pradesh in the north and Manipur in the south. The State comprises seven districts, viz., Kohima, Mokokchung, Tuensang, Phek, Zunheboto, Wokha and Mon. The topography of the State is hilly except in the Dimapur area. The state has special problems due especially to different dialects and social customs.

Like most of the developing States in India, the State of Nagaland has acknowledged that education is the key to social, economic and political development. Education is centrally administered by the State Ministry of Education, which is responsible for the development of education at all levels - primary, secondary, and tertiary.

In all Government and recognised schools a centralised curriculum prescribed by the Government is in force. The State Government's policy is channelled towards following the national system of education which is acceptable to the people as a whole.

State's educational system at school level has been reconstructed as under effective from the year 1980-81

Elementary Education (Part I)

Pre-Primary and Primary Schools upto Class IV.

Elementary Education (Part II)

Middle Schools (from Class V to VIII)

Secondary Education

High Schools (Classes IX and X)

In order to safeguard the educational and economic interests of the weaker sections of the community and particularly of the Scheduled Tribes education upto Class X has been made free.

The secondary education is aimed at:

- a) Optimum utilisation of the existing physical facilities and expansion of additional physical facilities on restricted scale;*
- b) removal of regional imbalances;*
- c) provision of special assistance to girl students to enhance their enrolment;*
- d) improvement of science education;*
- e) switching over to new pattern of education;*
- f) qualitative improvement of secondary education;
and*
- g) provision of student amenities.*

The data on enrolment in the State's high schools and the position of teachers is as follows:

There were as many as 30 High Schools (both government and recognised) in the year 1965-66 which increased to 101 in the year 1980-81 and to 104 in 1983. Only 32 percent of the total population in the age group 14-17 were enrolled in high schools upto 1979-80. In the Sixth Plan period, it was envisaged that there would be an additional enrolment of 7000 children. Growth-rate of enrolment in the High schools increased approximately by 79% by the year 1982-83. The achievement during the period is one of the most remarkable features in the secondary sector of education in Nagaland. The percentage of trained teachers in 1971-72 was as low as 22.8 which increased to 30.8 in 1982-83.

Nagaland Board of School Education was established in the year 1975 and started conducting the High School Leaving Certificate Examination from that year itself. All the schools are under the overall control of the Directorate of Education. Headmaster of a high school is the drawing and disbursing officer in respect of his establishment. The Inspector of Schools is the inspecting authority of high schools. However, the high schools are also often visited by the Director and Assistant Directors of Education.

All the tribal students are given stipends for post-matric studies at the rate of Rs.60/- p.m. As many as one hundred stipends

for boys and another one hundred for girls are provided to secondary school students on merit-cum-means basis at the rate of Rs.20/- p.m. for a term of 4 years. Selection of students in each district is done by the Deputy Commissioner. Recognised Private high schools are given grants-in-aid on the basis of enrolment-cum-performance. As an incentive for promotion of women's education, special stipends are awarded to girl students. Students of educationally backward areas receive free supply of text-books. The Government high schools have started opening book-banks. As many as 50 high schools are being supplied new books for their book banks as replacement due to the change of curriculum during the Sixth-Plan period with an outlay of Rs.1.00 lakh.

4.2 Scheme Devised for Student Activities in Secondary Education

In order to review the position of student activities at the secondary level of education, data were collected by referring to the relevant records from different agencies like the Directorate of Education, Kohima, Directorate of Physical Education and Youth Service, Kohima, District Sports office, Kohima, 24th Indep. Coy. NCC, Kohima, 25th Indep. Coy. NCC, Mokokchang and others. The data included position of student activities in the curriculum, provision in the time-table, types of activities, manner of their implementation, the number and type of teachers associated, money allocated and so on.

4.2.1 Position of Student Activities in the Curriculum

The objectives of secondary education (Classes IX and X) as per the prescribed curriculum are as follows:

- a) acquisition of the skills and habits of self-learning;
- b) acquisition of a broad-based general education consisting of science, mathematics, social sciences, language and socially useful productive labour;
- c) acquisition of habits of helpful living and participation in games and sports, athletics for the maintenance of physical fitness;
- d) developing aesthetic appreciation of creativity through participation in artistic activities;
- e) exploring the world of work and understanding the realities of life in order to prepare for a confident entry in the world outside the school; and
- f) participation in and promotion of social activities in the school and the community so as to imbibe democratic values to work towards the achievement of equality through service to the weak and the deprived.

Keeping in view the above objectives for secondary school students, the present curriculum is constructed. The prescribed curriculum comprehends student activities of various types together with academic learning. Thus the student activities have a recognised place in the curriculum with a view to make them either compulsory or optional and to be conducted by the school itself in its premises or outside. Needless to say that such activities ought to be assessed regularly either internally or externally in a manner that the participation

in them may facilitate, to the extent possible, the objectives of education of the secondary level.

Assuming minimum duration of 45 periods per week and the duration of a period to be 40 minutes for instructional work, the following may be the broad distribution of periods per week for teaching of different subjects. The schools may, however, make suitable modifications as per their requirements.

TABLE 1: Time Allocation of Subjects Per Week

Subjects	Suggested periods per weeks
1. English - 2 Papers	10
2. Mother Tongue or Alternative English or Hindi	5
3. Mathematics - 2 papers	8
4. Integrated Science	5
5. Social Science	8
6. Socially Useful Productive Work	5
7. Physical Education	4

Time allocated for SUPW may be altered, if necessary, depending on the nature of work. The school may make suitable adjustments by providing extra time according to its convenience for physical education programme including sports and games activities.

The various types of activities in the curriculum may be viewed under two broad categories, namely, Socially Useful Productive Work and Physical Education Programme including sports and games. A copy of the prescribed curriculum for classes IX and X is enclosed in Appendix A.

4.2.1.1 Socially Useful Productive Work

An important feature of the current curriculum of school education is the inclusion of activities like Socially Useful Productive Work. The scheme was introduced in the academic year 1980. At the high school level Socially Useful Productive Work means the activities which seek to develop in the pupils the power and ability of keen observation, collection of appropriate information and systematic presentation of work experience in the form of a report.

4.2.1.1.1 Activities Under SUPW

The six activity-areas under SUPW are (i) health and hygiene; (ii) food; (iii) shelter; (iv) clothing; (v) social work; and (vi) recreational and cultural activities. All these activities have been considered in four forms, namely, (i) exposition (visit) to work situation; (ii) assisting others (teachers/parents/elders) in work; (iii) individual work; and (iv) group work.

The various objectives of exposition to work situation

are:

- a) to develop interest in and attitude to manual labour engaged in various types of work;
- b) to understand the process and sequence of operations in work;
- c) to appreciate the skill involved in work; and
- d) to realise the educational utilitarian and disciplinary values of manual work.

The various objectives of assisting others in work are:

- a) to gain experience by participating in work process;
- b) to help others in work like an apprentice; and
- c) to learn things by seeing and doing.

Individual work is intended:

- a) to develop working skill;
- b) to develop working habit; and
- c) to develop sense of economy and quality consciousness.

The group work is intended:

- a) to develop specific working habits;
- b) to develop working habit and discipline in a group work;
- c) to appraise the importance of co-operative working;
- d) To participate in the process of productivity; and
- e) to grow into productive man-power.

Emphasis is laid on work practice. This includes one main craft

or equivalent service and one subsidiary craft or equivalent service. Main craft specify the activities such as kitchen gardening, poultry farming, bee-keeping, carpentry, knitting, embroidery and tailoring, pottery, music (vocal and instrumental), type writing, book binding, and metal work. Subsidiary crafts embrace activities like cleanliness of the neighbourhood, making of wastepaper boxes, making of jams, pickles; etc. and others. Schools may submit to the Board for consideration the draft syllabus for any other Socially Useful Productive Work, if they think it worth-introducing, keeping in view the facilities available in the neighbourhood.

4.2.1.1.2 Finance

The Nagaland Board of School Education provided facilities to all Government High schools for conducting activities in subjects like carpentry, typewriting, knitting and tailoring. The Government high schools at Kohima, Mokokchang, Zunheboto and Tuensang were provided with 2 type writers and one typing instructor each during 1981-82. In addition to this, another 10 high schools were provided with 2 sewing machines each together with tailoring materials. A token provision of Rs.0.94 lakh was kept for 1982-83 and the approved outlay for 1983-84 was Rs.2.30 lakhs.

TABLE 2: Physical Targets as well as Financial Break Upo (SUPW)

Item	Sixth Plan				
	Sixth Plan Outlay	'81-82 Expd	'82-83 Expds	'83-84 anticipated Expds	'84-85 proposed Outlay
1. Carpentry tools for schools	0.80 (40)	-	-	-	-
2. Timbers @0.02 per schools per year	2.00 (50)	-	-	-	-
3. Typewriter 4 Nos per school	1.00 (16)	-	0.25 (4)	-	0.50 (4)
4. Knitting materials @0.01 per school	1.60 (50)	-	0.40	-	0.42 (10)
5. Salary of typing Instructor	3.40 (16)	-	0.15 (4)	0.30	0.66 (4)
6. Construction of Carpentry workshed in high schools	3.00 (24)	-	-	-	-
7. Salary of Knitting instructor	4.10 (25)	-	0.40 (9)	0.64	0.72 (4)

It has been proposed to employ local experts for instruction to the school children on part-time basis by paying them a token remuneration. The Headmasters have to identify such experts and utilise their services for training students in subsidiary crafts. Thus the activities pertaining to SUPW differ from school to school depending upon the needs and facilities available. But attention may be focussed on the identification of common core programme which can be undertaken by all schools. The overall programme should be so designed as to involve regular and active participation of the pupils throughout the year. Productive work and services, where possible, should result in remuneration in kind or cash. This will develop attitudes of self-reliance.

4.2.1.2 Physical Education Programme

The prescribed curriculum for classes IX and X of high schools shows physical education programme as an important feature of secondary education. A total of 4 periods out of 45 periods per week have been allotted to physical education in the time-table, the duration of a period being 40 minutes. The schools may, however, make necessary adjustment as per their requirements.

4.2.1.2.1 Activities Under Physical Education Programme

Physical Education programme for classes IX and X is categorised into six types, namely, (i) exercise (callisthenic); (ii) drill; (iii) games and sports; (iv) athletics; (v) NCC and Scouts and guides; and (vi) yoiggasanas.

Exercises imply activities like free running, hop-step, jump, body lowering backwards and others. Drill includes slow march, halt in slow motion; etc. These are the revision of the works done in the lower classes. No simple or relay games are prescribed for students of classes IX and X. However, it is compulsory for them to attend and participate in the Mass P.T., demonstration, etc. Participation in all prescribed athletics events is compulsory. The NCC, scouts and Guide and Yogasanas are optional.

4.2.1.2.2 The Programme Under Sports and Games

The programme embraces construction of play-grounds, strengthening of the State Sports Council, institution of Sport talent scholarships, establishment of State Institute of Sports, construction of Sports, stadia, construction of barrack type accommodation for players, promotion of indigeneous games and sports, strengthening of the Nehru Yuvak Kendras and Adventure scheme, and establishment, direction and administration of the Youth Centres.

Construction of Play-Grounds

By the end of the Fourth-Five Year Plan, construction of 88 play grounds was completed. The play grounds are constructed or self-help bases. It was proposed to construct additional one hundred play-grounds during the Fifth Five Year Plan for which a sum of Rs.5.00 lakhs was proposed. Since the provision of playground is the first requirement for promotion of the sports and games, it was proposed to provide

at least Rs.2.00 lakhs every year to develop the play grounds during the Sixth Plan. But due to inadequacy of funds only a sum of Rs.1.00 lakh per year was provided during 1980-81, 1981-82, 1982-83 and 1983-84.

State Sports Council

State Sports Council is there, Chairman of which is the Minister of Education. Director of Physical Education and Youth Services is the Secretary. Other members are also there. One sports section was established in Dimapur Government High School in the year 1975. The outstanding boys and girls in physical education activities are given an allowance of Rs.100/- p.m. The students do their academic study and specialisation in different games and sports in the high school. Five Associations have been created to encourage and promote sports and games programmes. They are (1) Football Association; (2) Volleyball Association; (3) Basket-ball Association, (4) Badminton Association, and (5) Athletic Association. A total provision of Rs.2.90 lakhs was made during 1980-85 of which Rs.1.00 lakh is already utilised. It is proposed to provide Rs.0.50 lakh during 1983-84 for creation of additional staff and provision of special equipments.

Sports Talent Scholarships

A scheme of granting special sport stipends to the talented boys and girls was introduced by the Education Department in order to encourage and provide incentives to talents in sports. A token amount

of Rs.0.10 lakh was provided during 1982-83 and Rs.1.00 lakh for the year 1983-84 for this purpose.

State Institute of Sports

To provide facilities for coaching and training in various sports and to organise advance training for sport organisers and teachers, it was proposed to set up a State Institute of Sports during the Fifth Plan Period. During 1982-83, 10 sportsmen were trained in various games and sports. Similarly, during the year 1983-84 it was proposed to train 10 youth in various games and sports. An amount of Rs.6.00 lakh was provided for construction of buildings during the year 1982-83.

Construction of Sports Stadia

To improve the standard of outdoor and indoor games, the construction of outdoor stadium is urgently needed, at least one in every district headquarters. At present the outdoor and indoor stadia have been provided in two districts namely Kohima and Mokokchung. The revised estimated cost for the completion of the State Stadium is worked out to the tune of Rs.46.00 lakhs out of which Rs.36.00 lakhs had already been spent upto 31.3.82. As such Rs.10.00 lakh were provided during Sixth Plan period of which Rs.5.00 lakhs were proposed to be spent in 1983-84.

Construction of Barrack Type-
Accommodation for Players at Kohima

The Education Department faces acute problems for accom-

modation of players when tournaments and coaching camps are organised. To tackle this problem it was proposed to construct sport hostel in the major district headquarters during Sixth Plan. The construction of Sport hostel at Kohima was started during 1978-79 with a provision of Rs.1.00 lakh. A sum of Rs.0.50 lakh were provided during the year 1980-81 and the same amount during 1981-82. Rs.1.50 lakhs were provided during 1982-83. To complete the work another sum of Rs.0.50 lakh was proposed during the year 1983-84.

Promotion of Indigeneous Games and Sports

This is a scheme under which the indigeneous games and sports of Nagaland are to be developed and standardised. It is proposed to promote these games and also to take up traditional sports like Naga Kick Fight, High Kick, Free style Wrestling, and archery. On this scheme an amount of Rs.0.10 lakhs was provided during 1982-83 and Rs.1.00 lakh for the year 1983-84.

Nehru Yuvak Kendra (NYK) and Adventure Scheme

NYK and Adventure scheme are two centrally sponsored schemes in Nagaland. For NYK, there are two centres in Kohima and Mokokchung. The objectives of NYK include social activities, organisation of sports, youth-services, adult education, rural development, central programmes, work-camps, vocational training and others. Under Adventure Scheme the activities include leadership training, mountaineering, road construction, etc. Its objectives are almost similar to those of

NSS which has been implemented in the colleges. Adventure scheme is generally organised by D.S.O. and youth co-ordinator in cooperation with the teachers of schools and coaches.

Youth Centres

In order to cater to the recreational sports, general welfare needs of the youth, four youth centres have already been established at Tuensang, Mon, Kohima and Mokokchung. In the year 1980-81 and 1981-82 the actual expenditure incurred was Rs.1.18 and Rs.2.94 lakhs respectively. For the year 1982-83 Rs.1.80 lakhs was approved and Rs.0.60 lakh proposed for 1983-84.

Direction and Administration

The promotion of games and sports depends largely on how they are organised. Hence, the provision for direction and administration is kept on the budgetary expenditure under the plan periods. Under the direction and administration the following schemes exist

- a) additional staff and sports equipment,
- b) directorate office building and staff quarters; and
- c) construction of district offices.

Table 3 indicates financial implications of various aspects regarding sports and games.

4.2.1.2.3 National Cadet Corps (NCC) and Bharat Scouts and Guides

NCC in Nagaland was started in the year 1965-66. The

TABLE 3: Outlays and Expenditure (Annual Plan 1983-84) for Promotion of Sports and Games

Scheme	Sixth Plan		Actual Expdr.		1982-83		1983-84		1984-85
	Approved	Revised	1980-81	1981-82	Approved	Anticipated	Proposed	Capital	Proposed
Promotion of Sports and Games									
Construction of Play grounds	6.00	5.00	1.00	1.00	1.00	1.00	1.00	-	2.00
State Sport Council	2.90	-	0.50	0.25	0.25	0.25	0.50	-	1.40
Sport Talent Scholarship	3.00	-	0.80	-	0.10	0.10	1.00	-	1.10
State Institute of Sports	2.00	-	0.50	0.44	0.20	0.20	0.50	-	0.36
Construction of Sport Stadium, Dimapur	15.50	5.00	3.00	3.50	2.00	2.00	5.00	5.00	2.00
Sport Stadia, Kohima	9.00	-	2.00	1.00	6.00	6.10	-	-	-
Sport Stadia, Mokokchung		4.50	-	1.00	0.50	1.00	1.00	2.00	-
Construction of barrack type accommodation for players at Kohima	3.00	3.00	0.50	0.50	1.50	1.50	0.50	0.50	-
Provision of staff maintenance in Stadia	2.19	-	-	-	0.10	0.10	0.20	-	1.89
Financial assistance to Sport Association	5.00	1.00	1.00	1.00	1.10	1.10	1.10	-	0.80
Promotion of indigenous games and sports	1.60	1.00	-	-	0.10	0.10	1.00	-	0.50
Establishment of Youth Centre	8.00	-	1.18	2.94	1.80	1.80	1.60	-	1.48

Directorate of the NCC is located at Shillong, Meghalaya. One group Commander is there for Manipur and Nagaland with headquarters at Imphal. The Directorate General of NCC in Delhi is the final authority to approve sanction for opening new troops. Nagaland has 3 NCC units, two being in Kohima and one in Mokokchung. These are:

1. 24 Indep Coy NCC (Boys) - Kohima
2. 25 Indep Coy NCC (Boys) - Mokokchung
3. 66 Indep Coy NCC (Girls) - Kohima

Two Air Wings have recently been opened in Dimapur Govt. High School and Mokokchung Govt. High School to give training to students to get a knowledge on plane mechanisms, mountaineering etc. The airwing is only for junior division. Annual training camps for juniors (for 10 days) and for seniors (for 12 days) are conducted.

Actual allotment is there for 100 cadets for one school. 50% of the total expenditure is borne by the centre and 50% by the state itself. A total provision of Rs.5.50 lakhs was kept during the sixth Plan of which Rs.1.09 lakhs was utilised by 1981-82. An amount of Rs.1.22 lakhs was provided during 1982-83 for creation of new posts and provision of house rent. Rs.2.07 lakhs was proposed for 1983-84 to create new posts for the air-wing and provision of required facilities.

Nagaland Bharat Scouts and Guides is a voluntary organisation aimed at inculcating a sense of service to the society. It has a

branch in Nagaland and the District Commissioner controls the scouts and guides on the district level. For taking up wider programmes of Scouts and Guides it has proposed to provide grants-in-aid amounting to Rs.4.12 lakhs during the Fifth Plan. A sum to the tune of Rs.0.50 lakh, Rs.1.00 lakh, Rs.1.00 lakh and Rs.1.80 lakh had been spent during 1978-79, 1979-80, 1980-81 and 1981-82 respectively. Rs.1.00 lakh was provided during 1982-83 and another Rs.1.00 lakh for the year 1983-84. Table 4 indicates the financial provision on this scheme.

Teacher

With the introduction of new curriculum for Classes IX and X teachers have to be oriented in different sports and games and in respect of socially Useful Productive Work. There are certificate courses for physical education teachers like (i) C.P. Ed (One year course for matriculates), (ii) B.P. Ed - (a. Three-year-course for under-graduate candidates and b. one-year course for graduate candidates) and others. The candidates from Nagaland go to different places like Bangalore, Gwalior and Agartala for obtaining qualifications in Physical Education. The successful candidates are appointed as Physical education teacher after the completion of C.P. Ed course and as youth co-ordinator after the completion of B.P. Ed course. The physical education teachers are appointed on different scales of pay as: Physical education teacher (graduate) - Rs.350/-, Physical education teacher (under-graduate) - Rs.275/- and physical education teachers (under-matric) - Rs.240/-.

TABLE 4: Outlays and Expenditure (Annual Plan 1983-84) for NCC and Bharat Scouts and Guides

Scheme	Sixth Plan 1980-85		Annual Expdr.		1982-83		1983-84		1984-85
	Approved outlay	Revised	1980-81	1981-82	Approved	Anticipated	Proposed	Capital	Proposed
NCC	5.50	1.00	0.28	0.81	1.22	1.22	2.07	-	1.12
Bharat Scout & Guides	5.80	-	1.00	1.80	1.00	-	1.00	-	1.00

After graduation a candidate can go directly for training as sports coaches, the course for which is of 10 months' duration. The training institutions are at Patiala, Bangalore and Calcutta. Among the coaches there are three different categories, namely, Grade I, Grade II and Grade III. Table 5 indicates the existing position of physical education teachers and coaches in the State.

TABLE 5: Number of Physical Education Teachers and Coaches in the State

Physical Education Teachers	75
Coaches (Grade I)	2
Coaches (Grade II)	2
Coaches (Grade III)	23

Table 5 reveals that the number of physical education teachers and coaches in the State is 75 and 27 respectively. The number is much less in proportion to the population size. Hence posts for 10 physical education teachers were created during the Sixth Plan Period. Anticipated expenditure for 1982-83 was Rs.1.00 lakh and proposed outlay for 1983-84 was Rs.1.00 lakh inclusive of new posts likely to be created in that year. Appointment of the teachers is done by the director of Education on the recommendation of the Physical Education Director.

Teachers have to be oriented in the subjects of SUPW by organising workshops with the help of experts from NCERT, ITI, Industries Department and other allied departments for which funds have been provided during the current Plan period. The scheme, however, is implemented through the SCERT. Accordingly, during the year 1981-82 an amount of Rs.0.25 lakh was spent for imparting training to 100 teachers drawn from all areas of the State in SUPW subjects.

Management.

Until 1975, activities related to physical education and youth services and other various activities were looked after by a special officer in the Directorate of Education. The Government of Nagaland felt the need to make a concerted effort to develop and popularise games and sports and other student activities. With a view to give boost to these activities, a separate Directorate of Physical Education and Youth Services was created in the year 1976. On account of rapid expansion of sports and youth welfare activities, NCC, Bharat Scouts and Guides, etc. it became necessary to separate the Physical Education branch from the Directorate of Education and upgrade it into a fullfledged Directorate.

The Directorate of Physical Education and Youth Services consists of a Director, a Jt. Director and a Deputy Director. Under Deputy Director there are two Assistant Directors - one for Physical

education and sports and the others for youth services. Assistant Director, physical education and sports is in charge of physical and sports activities. There are seven District Sports officers and three sports officers under him at the field level. The D.S.O. (District Sports Officer) is charged with the responsibility of organising sports and games and supervising physical education activities. They conduct tournaments at the Block, Sub-division and District levels. In addition, the D.S.O. is responsible for the placement of coaches in the schools and sports centre at Dimapur. Thus the over-all responsibility regarding physical education activities and sports and games rests with the D.S.O. There are three sports officers, one each for Science College, Kohima, Fazal Ali College, Mokokchung and State Sports High School, Dimapur. Assistant Director (Youth Services) is in charge of NCC, Bharat Scouts and Guides, National Service Scheme and Nehru Yuvak Kendra. The Nehru Yuvak Kendra is run by the youth coordinator. There are four youth centres, one each at Kohima, Mokokchung, Tuensang and Mon. Youth centre, NYK, Kohima and Youth Centre, NYK Mokokchung are directly controlled by the centre and youth centres in Tuensang and Mon are controlled by the State. This administrative set-up is indicated in Organogram.

4.3 Actual Position of Student Activities in the Secondary School

It is often possible that what is formulated and accepted as an objective on the paper may not always be implemented in practice.

ORGANOGRAM

DIRECTORATE OF PHYSICAL EDUCATION & SPORTS, (NAGALAND)

DIRECTOR

JT. DIRECTOR

DEPUTY DIRECTOR

ASST. DIRECTOR (PED + SPORTS)
Office Supdt. (1)

ASST. DIRECTOR (YOUTH SERVICE)
Office Supdt. (1)

UDA - 1	Storekeeper - 1	UDA - 1
Acctt. - 1	Dufftry - 1	Acctt. - 1
LDA - 1	Peons - 2	LDA - 1
Typist - 1	Chowkidars - 2	Typist - 1

N.C.C

SCOUTS &
GUIDES

N.S.S.

N.Y.K.

24 Indep Coy. NCC Kohima (Boys)	66 Indep Coy. NCC Kohima (Girls)	25 Indep Coy. NCC MKG (Boys)
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S.O.C
(SCOUTS)

S.O.C
(GUIDES)

Nagaland Bharat
Scouts & Guides

DSO Kohima	DSO MKG	DSO TSG	DSO MON	DSO ZBTO	DSO Phek	DSO Wokha	Sports Officers Science College	Sports Officers Fazal Ali College	Sports Officers State Stadium Sport High School, Dimapur.
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YOUTH COORDINATOR NYK KOHIMA	YOUTH COORDINATOR NYK, MKG	YOUTH CENTRE TUEN	YOUTH CENTRE MON
---------------------------------------	----------------------------------	-------------------------	------------------------

[Controlled by
Centre]

[Controlled
by State]

Science College Kohima	Fazal Ali College MKG	Kohima College	Dimapur College	Mt. Tiyi College	Tsg. College
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Under each DSO & SO there are Sport Coaches, Physical Instructor of schools, Physical Education Teachers of High & Middle schools, Ground men & other staff.

Hence, as a supplement to the information collected from the relevant records as regards the place of student activities in the general curriculum in the schools of Nagaland, the investigator observed three schools personally. The observation was made on the student activities of three schools, namely (1) Dimapur Government High School, Dimapur, (2) Holy Croiss High School, Dimapur (private recognised) and (3) Central High School, Dimapur (private unrecognized).

The education system of Nagaland indicates three categories of schools, namely, Government, private recognised and private unrecognized with regard to the management. However, it was found from the data collected by referring to the relevant records from different agencies that the provision of funds and other facilities vary from the one category of schools to the other. Therefore, it was felt desirable to select three schools taking one from each of the three categories with a view to make in depth observations on the organisational set-up of student activities and thereby obtain first hand information on how the student activities programme is really implmented.,

The investigator made observations on the following aspects: types of activities, provision in the time-table, number of participants, teachers, facilities like monetary help, play grounds and so on.

4.3.1 School No.1 Government High School, Dimapur

It was obsderved that total number of students in Classes

IX and X was 169, the number in Class IX and Class X being 94 and 75 respectively. A good number of students were the participants in different activities under physical education programme, SUPW and other activities. The other activities were found mostly to be literary activities such as essay writing, dramatics, discussions, music and variety performance. Five periods per week for SUPW and four periods for physical education programme were allocated in the school time table. Table 6 shows the number and percentage of student participants in different activities in Dimapur Government High School.

The data in the Table 6 indicated that 46.15%, 34.31%, 59.17%, and 41.42%, and 29.58% of students were participating in sports and games, athletics, NCC, SUPW and other activities respectively. There were no student participants under Bharat Scouts and Guides and Yoga-ASANAS. Students were observed interested mostly in kitchen gardening, typewriting, carpentry, knitting and organising social service. While observing the position of teachers it was found that 6 coaches were there one each for Football, volleyball, Basketball and Badminton and two for Athletics. The number of physical education teachers and coaches was however not found adequate. It was noted that 10 students were enjoying the sports talent scholarship. Money is provided for T.A./D.A. whenever and wherever the students are to go for representing the school in a tournament. Playground was found to be in a satisfactory condition.

TABLE 6: Data on Participants in Student Activities in Dimapur Government High School, Dimapur

Total No. of Students		No. of Participants						
Class IX 94	Class X 75	Sports & Games	Athletics	NCC	BSG	Yaga- asanas	SUPW	Other activities
169		78	58	100	Nil	Nil	70	50
Percentage (%)		46.15%	34.31%	59.17%	-	-	41.42%	29.58%

4.3.2 School No.2 Holy Cross High School, Dimapur

Total number of students in Classes IX and X in Holy Cross High School, Dimapur was 140, the number in classes IX and X being 85 and 55 respectively. Activities like sports and games, Athletics, SUPW and other activities were found to be conducted in the school. It was noted that activities like the NCC, Scouts and Guides and Yogasanas were not provided in this school at all. Five periods per week were allocated for SUPW and four periods for physical education activities in the time-table. There was no provision for other activities like literary and cultural activities in the time-table. These are organised after the classes are over whenever necessary. Students from both these classes were found participating actively in these activities. The number and percentage of student participants in the activities are presented in Table 7.

The data indicated that 41.42%, 30.71%, 40% and 35.71% of students were the regular participants in sports and games, athletics, SUPW and other activities respectively. The activities like carpentry, knitting, paper cutting, organising social service and embroidery under SUPW were found to be commonly chosen by the students. Two teachers were provided for imparting training in physical activities. SUPW was seen being carried out by teachers drawn from various subjects. Other facilities regarding playgrounds, materials, equipments, and space appeared reasonably satisfactory. No financial help was reported as received

TABLE 7: Data on Participants in Student Activities in Holy Cross High School, Dimapur

Total No. of Students		No. of Participants						
Class IX	Class X	Sports & Games	Athletics	NCC	BSG	Yaga- asanas	SUPW	Other activities
85	55							
140		58	43	NIL	Nil	Nil	56	50
Percentage (%)		41.42%	30.71%	-	-	-	40%	35.71%

by the school from the Government. It was observed that the activities were being organised by the school from its own funds.

4.3.3 School No.3 Central High School, Dimapur

The number of students studying in Classes IX and X was 94, the number in Classes IX and X being 49 and 45 respectively. Activities found to be organised in the school were sports and games, athletics and Socially Useful Productive Work. Other activities in the prescribed curriculum namely, NCC, Bharat Scouts and Guides and Yogaasanas were not yet introduced. Five periods for SUPW and four periods for physical education activities per week were provided in the time-table. The number and percentage of the student participants in the activities is indicated in Table 8.

As could be seen from the Table 8; 42.55%, 21.28% and 34.04% of students were found taking part in sports and games, athletics and SUPW respectively. Carpentry, knitting, organising, social work and music were the common activities under SUPW preferred by the students. The conduct and supervision of the SUPW was assigned to teachers irrespective of their subject specialisations. As for physical education, only one qualified teacher was found in position. Out of various facilities, play ground was observed to be in good condition. But facilities regarding materials, equipments and space were not found adequate as per the requirement of students. Financial help is provided

TABLE 8: Data on Participants in Student Activities in Central High School, Dimapur

Total No. of Students		No. of Participants						
Class IX	Class X	Sports & Games	Athletics	NCC	BSG	Yaga- asanas	SUPW	Other activities
49	45							
94		40	20	NIL	Nil	Nil	32	Nil
Percentage (%)		42.55%	21.28%	-	-	-	34.04%	-

only when any tournament, match, competition or exhibition is organised at the district level.

4.4 Summing Up

Summing up the trends manifested in the schools with regard to the position of student activities at secondary level in the state of Nagaland, the following generalisations may be made from the schools observed:

1. *The various types of activities as prescribed in the secondary school curriculum of the state of Nagaland are more or less introduced in the schools.*
2. *Provision for the activities in the time-table is maintained in the same manner as it is prescribed in the curriculum.*
3. *Socially Useful Productive Work as a new programme in the curriculum has been introduced in all schools. Although there was a provision for the orientation of teachers in the subjects in SUPW in the Sixth Plan budget, no orientation courses have yet been conducted for the benefit of teachers in this regard.*
4. *In the prescribed curriculum emphasis is laid on work practice. It was seen from the curriculum that work-practice includes 41 different activities, 22 under main crafts and 19 under subsidiary crafts. It was noted that only 5 or 6 out of these 41 activities are commonly introduced in the schools depending mainly upon the facilities available and based on the interests of the pupils.*
5. *Among the activities under physical education programme, the percentage of participants is highest in respect of*

sports and games in most schools. While students appeared interested in sports and games generally, they were also found equally interested in athletics.

6. 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.
7. Yogaasana has not yet been implemented in practice though it is included as an activity under physical education programmes. The lack of implementation of the practice of Yogasana may perhaps be due to problems like, topographical nature of the place and lack of trained teachers.
8. It was interesting to note the organisation of and student participation in certain activities other than those prescribed in the curriculum such as, variety performance, music and dance competition, dramatics, essay competition, discussion etc. Participation in these activities is optional and a good number of students come forward voluntarily. The students organise these activities through their associations or clubs with the help of teachers.
9. Encouragement like granting sport Talent Scholarship is limited to a few students studying in the Government schools.

METHODOLOGY

4.1 *Introduction*

The present study intends to bring out the relationship among students who are highly motivated, moderately motivated and lowly motivated towards student activities with regard to fourteen personality characteristics of the Cattell's 14 High School Personality Questionnaire. This chapter is concerned with the design of the study. It describes the population, sample, tools used, their administration, scoring, process of collecting data and various statistical measures used to analyse the data procured.

5.2 *Population*

There are three types of secondary schools in Nagaland namely, Government, private recognised and private unrecognised. The population of the study includes all the secondary schools of Nagaland. The total number of schools in the year 1982-83 when the study commenced was 104, the number of Government, Private recognised and Private unrecognised schools being 59, 27 and 18 respectively. The number of three different types of schools under seven districts is shown in Table 9.

TABLE 9: Number of Government, Private Recognised and Private Unrecognised Schools under the Seven Districts of Nagaland in 1982-83.

Districts	Government Schools	Private Redcognised schools	Private Unrecognised school	Total
1. Kohima	17	14	9	40
2. Mokokchung	8	7	5	20
3. Tuensang	11	1	0	12
4. Wokha	5	3	0	8
5. Phek	6	1	2	9
6. Zunheboto	7	1	1	9
7. Mon	5	0	1	6
TOTAL	59	27	18	104

(The Names of schools are listed in Appendix B)

5.3 Sample

A stratified random sampling procedure was followed in the selection of sample for the study. As there are some dialectical and geographical differences, schools were selected from each of the seven districts.

A number of 10 schools from Kohima district were chosen for the try out of the questionnaire. Hence, keeping out these 10 schools, 33 schools were selected on a stratified random basis from the list of 94 schools, thus to cover about 33% of the population. The sample of 33 schools included 19 Government, 8 Private recognised and 6 Private unrecognised schools.

Thus, the study was conducted on a sample of 841 (580 boys and 261 girls) pupils, 490 being from the Government, 265 from the private recognised and 86 from the Private unrecognised schools. The table 10 shows the number of schools selected as sample. Table 10 reveals that nearly 33% of the number under each type of schools in the seven districts was covered up in the sample.

5.4 Tools Used

The tools employed in the study included:

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

TABLE 10: Selected Number of Government, Private Recognised and Private Unrecognised Schools as Against the Total number of 94 schools.

District	Government		Private Recognised		Private Unrecognised	
	Actual	Selected	Actual	Selected	Actual	Selected
Kohima	12	4	11	4	7	3
Mokokchung	8	3	7	2	5	2
Tuensang	11	4	1	-	-	-
Wokha	5	2	3	1	-	-
Phek	6	2	1	-	2	1
Zunheboto	7	2	1	1	1	-
Mon	5	2	-	-	1	-
TOTAL	54	19	24	8	16	6

5.4.1. Cattell's 14 HSPQ

The Cattell's 14 HSPQ measures fourteen distinct dimensions or traits of personality which have been found by psychologists to come near to covering the total personality. The reading level of the test is adopted to ages 11 or 12 through 18 years, and the scoring can be done rapidly by a stencil key. Each dimension is defined by two opposite ends. A brief of each of the fourteen dimensions or traits of personality is given in Table 11. Each of the fourteen dimensions of personality measured by the HSPQ has a technical name, a common name (or several such names), and an alphabetic symbol for convenience of rapid reference, e.g. A, B, C, etc. Each dimension is defined by two poles, or extremes. The left-hand one in descriptions is a score at the low end of the stems (1, 2 or 3) and the right-hand, at the high end (8, 9 and 10). However, one should guard against assuming that high scores (e.g., 10) are necessarily 'good' and low scored, 'bad'. This may be true of abilities, but in personality each type of temperament usually has both positive and negative sides. For example, in dimension A the high-scoring warm-hearted person is rated as good-matured, attentive to people, and trustful, but his easy-goingness means that his promises do not always mean as much as those of a person at the low score pole on A. The latter is precise and dependable in his work, but his aloofness and stiffness is not so attractive socially. This is but one example, both good and bad also typically found at either pole on most of the HSPQ personality factors.

TABLE 11: Brief Description of the fourteen Personality Factors.

Low Sten Score Description(1-3)	Alphabetic Desig- nation of Factors	High Sten Score Descrip- tion (8-10)
A boy or girl with low Score is:		A boy or girl with high Score is:
1. <u>Reserved detached, critical, aloof, stiff</u>	A	<u>Outgoing, warm-hearted, easy going, participating.</u>
2. <u>Less Intelligent, Concrete thinking of lower scholastic capacity</u>	B	<u>More Intelligent abstract thinking, bright, of higher scholastic mental capacity.</u>
3. <u>Affected by feelings, emotionally less stable easily upset, changeable of lower ego strength.</u>	C	<u>Emotionally Stable, mature, faces reality, calm.</u>
4. <u>Phlegmatic, deliberate inactive, Stodgy, undemonstrative</u>		<u>Excitable, impatient demanding over active, unrestrained.</u>
5. <u>Obedient, mild, conforming, accommodating, submissive</u>	E	<u>Assertive, competitive, aggressive stubborn, dominant.</u>
6. <u>Sober, Prudent, serious, Teclturn</u>	F	<u>Happy-go-lucky, empulsively, lively, gay, enthusiastic.</u>
7. <u>Expedient, evades rules, feels few obligations</u>	G	<u>Conscientious, Persevering, Stald, rule-bound.</u>
8. <u>Shy, timid, restrained, different</u>	H	<u>Venturesome, Socially bold, uninhibeted, spontaneous.</u>
9. <u>Tough-minde, self-rellant,realistic, no-nonsense</u>	I	<u>Tender-minded, dependent, over protected, sensitive.</u>
10. <u>Vigorou, goes readily with group, zestful, given to action</u>	J	<u>Doubting, obstructive, individua- listic,internally restrained, reflective, unwilling to act.</u>

Contd..

Table 11 contd..

11. <u>Placid, Self-assured, confident serene.</u>	O	<u>Apprehensive, worrying, depressive, troubled.</u>
12. <u>Group-dependent, sound follower</u>	Q ₂	<u>Self-sufficient, prefers own decisions, resourceful.</u>
13. <u>Undisciplined self-conflict, follows own urges, careless of protocol</u>	Q ₃	<u>Controlled, socially precise, self-disciplined, compulsive.</u>
14. <u>Relaxed, tranquil, torpid, unfrustrated.</u>	Q ₄	<u>Tense, frustrated, driven, over-wrought.</u>

5.4.1.1 Administration

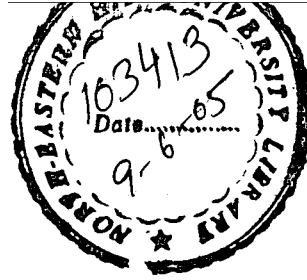
The test contains 142 items in the booklet. Answer sheet is given separately in the test. The test is administered without a time-limit and can be completed by all but the slowest readers in about 40-50 minutes.

While administering the test instructions to the students were read out by the investigator. When the students were found to have understood clearly, they were asked to begin.

During the test, the meaning of words were explained to the examinees upon request except for the intelligence scale items (23, 24, 43, 44, 63, 64, 83, 84, 104 and 124). A constant moving was made around the class to make it sure that the students have understood the instructions clearly.

The test was first tried-out on a sample of 140 students of class X studying in 10 schools in Kohima district. This was intended: (a) to see the eligibility of the students to understand the language and meaning of the items constructed in the tool, (b) to ascertain the time-limit taken by the students, and (c) to decide about modification in the test, if necessary.

However, the students of Class X could answer the items within the time-limit of 40-50 minutes. No modification was



needed. Only a few requests came up for further explanation.

5.4.1.2 Scoring

The answer sheet was scored by a streamlined hand stencil key. Card board stencil key Number 1 was placed on the left hand side of the answer sheet adjusting it properly. Thus, 'raw scores' for seven of the factors (A, C, E, G, I, O and Q₃) were obtained. Similarly, 'raw scores' for other seven factors (B, D, F, H, J, Q₂ and Q₄) were obtained by placing card board stencil key number 2. (A copy of the test is enclosed in Appendix C).

5.4.2. Questionnaire on ^{the} Participation in Student Activities

It was intended to categorize students into three groups, namely, highly motivated, moderately motivated and lowly motivated on the basis of their participation in student activities. It was felt necessary to develop a questionnaire for this purpose. A brief discussion of the development of the questionnaire is given below.

5.4.2.1 The Pre-try out Form of the Questionnaire

Items for the questionnaire were selected after thoroughly examining the prescribed syllabi with reference to the aims and objectives of organising student activities in the high schools of Nagaland. Also the various activities (other than class room learning) were carefully studied by taking a random visit to some schools and by way of discussion with the teachers. Ideas were also picked

up from the results of observations made in three schools of Dimapur. (Details of observation are described in Chapter IV). After reviewing the actual position of student activities in the high schools of Nagaland, ^{four areas,} namely, sports and games, NCC, literary activities and other student activities, were selected and the pre-try out form of the Questionnaire was evolved.

5.4.2.1.1 Administration of the Pre-try out Form of the Questionnaire

A sample of 94 students of Class X belonging to 4 schools was chosen to try-out the draft of the questionnaire. This was aimed at ascertaining the work-ability of the questionnaire.

A few items were modified regarding language in view of the difficulties commonly felt by the students and as observed by the investigator.

5.4.2.2 Try-out of the Questionnaire

The modified Questionnaire was tried out on a sample of 140 students drawn from 10 schools selected randomly from among the high schools in Kohima district. The purposes behind the try-out were:

1. to see whether the students of Nagaland find any difficulty in understanding the items in the questionnaire;
2. to have a first-hand experience regarding the statistical measures to be employed;

3. to ascertain the reliability of the questionnaire.

5.4.2.2.1 Administration of the Try-out Form of the Questionnaire and the Cattell's 14 HSPQ

The questionnaire was administered on the students without any time-limit. It was observed that the students could complete the Questionnaire within the time-limit of 45-55 minutes. No separate sheet was given. Students were asked to answer directly on the question-paper. Instructions for the students (enclosed in the Questionnaire) were read out. The students were asked to clarify their doubts if any. After answering their queries, they were asked to begin.

Secondly, the Cattell's 14 HSPQ was also administered on the same sample of students following strictly the instructions given in the manual.

5.4.2.2.2 Scoring of the Try-out Form of the Questionnaire and the Cattell's 14 HSPQ

Scoring of the responses on the 'Questionnaire was done with the help of the scoring key (see Appendix E). The maximum and minimum scores obtained by the students were 120 and 43 respectively., Hence, the empirical score range for three groups was formed as high (120-95), moderate (94-69) and low (68-43). Thus, out of 140 students the total number of students came under highly motivated, moderately motivated and lowly motivated groups were

38, 58 and 44 respectively.

Scoring of the responses on the Cattell's 14 HSPQ was also done according to the scoring-process. Raw Scores were obtained in respect of fourteen personality traits on each of the three groups.

5.4.2.2.3 Analysis of the Data

The data obtained (refer caption 5.4.2.2.2) were carefully analysed following the statistical measures. The 'F' values were computed to find out the relationship among the groups on each of the 14 personality characteristics.

The computed F-values revealed that six characteristics out of fourteen were found to be significantly related to student activities. These characteristics included 'Less Intelligent - More Intelligent', 'Affected by Feelings - Emotionally Stable', 'Sober - Happy-go-lucky', 'Shy - Venturesome', 'Vigorous - Doubting', and 'Relaxed - Tense'. For these six significant factors Critical Ratios were calculated. Tables 12 and 13 highlight the results of F-test and Critical Ratios thus obtained.

5.4.2.3 Validity of the Questionnaire

Items in the Questionnaire were to measure the pupil participation in student activities in the high schools of Nagaland. Items for this purpose were framed by reviewing the literature and

TABLE 12: The Computed F Values on the fourteen Personality Factors Among the Highly-Motivated, Moderately-Motivated and Lowly-Motivated groups (Try-Out Stage)

Factors	F-values	Level of significance
A	1.34	NS
B	8.18	**
C	4.53	*
D	2.98	NS
E	2.93	NS
F	4.3	*
G	1.11	NS
H	8.03	**
I	2.41	NS
J	5.87	**
O	2.05	NS
Q ₂	0.96	NS
Q ₃	1.35	NS
Q ₄	3.39	*

NOTE: NS Not Significant

** Significant at 0.01 level

* Significant at 0.05 level.

TABLE 13: Significance of Critical Ratios on Six Factors with Significant F Values.

Six Significant Factors	Significance of Critical Ratios		
	H Vs M	M Vs L	H Vs L
B	3.31 (**)	2.01 (*)	4 . 0 (**)
C	1.98(*)	1.02(NS)	2.06(*)
F	2.12(*)	1.64(NS)	3.19(**)
H	5.08(**)	3.11(**)	6.02(**)
J	2.18(*)	1.83(NS)	2.75 (**)
Q ₄	6.32(**)	1.33(NS)	6.26(NS)

Notes: NS Not significant
 ** Significant at 0.01 level.
 * Significant at 0.05 level.

by observing the conduct and organisation of activities in schools. Discussion was also held with the teachers before selecting items finally. Further, the Questionnaire was given to some teachers to see whether it tallies with the existing position of student activities in the schools. Thus, the content validity was ensured.

5.4.2.4 Reliability of the Questionnaire

A questionnaire or a tool is said to be reliable if it reveals the similar results in various situations. To establish this characteristic, the test-retest method of reliability was adopted. The questionnaire was administered twice to a sample of 140 students selected for the try-out with a gap of two weeks between the first and second testing situation. The responses of both the test and retest were scored separately. The scores are presented in Table 14. Product-moment Coefficient of correlation was found out between the two sets of scores. The coefficient of correlation was found to be 0.973 which is significant at 0.01 level. Thus, the questionnaire was found to be reliable.

5.4.2.5 Final Form of the Questionnaire

No change or modification was found needed after the try-out in the format of the Questionnaire. The students could respond easily to the Questionnaire. Reliability of it was established. Hence, the try-out form of the Questionnaire was accepted to be the final form.

TABLE 14: Raw Scores obtained by 140 students on the Questionnaire in Test and Re-test Situations

Sl No	Test Score	Retest Score	Sl No	Test Score	Retest Score	Sl No	Test Score	Retest Score
1	2	3	1	2	3	1	2	3
1	67	61	26	51	42	51	41	91
2	60	61	27	49	42	52	88	70
3	60	59	28	44	40	53	89	73
4	59	59	29	94	82	54	90	71
5	50	53	30	90	83	55	91	75
6	53	48	31	89	88	56	86	76
7	49	46	32	69	76	57	81	76
8	49	43	33	70	65	58	103	114
9	43	40	34	79	90	59	99	113
10	56	49	35	81	89	60	111	112
11	65	61	36	80	80	61	120	111
12	66	67	37	81	79	62	120	101
13	62	65	38	82	69	63	108	96
14	60	51	39	70	85	64	100	96
15	59	43	40	80	84	65	100	102
16	59	41	41	91	72	66	103	105
17	59	41	42	45	73	67	98	96
18	60	42	43	90	71	68	98	103
19	61	44	44	71	80	69	62	45
20	43	60	45	73	81	70	63	46
21	45	68	46	83	83	71	65	49
22	45	46	47	70	76	72	60	51
23	44	40	48	79	75	73	51	53
24	50	43	49	79	74	74	76	56
25	49	42	50	81	72	75	60	40

Table contd..

Table 14 contd.

1	2	3	1	2	3	1	2	3
76	36	40	99	85	80	122	107	96
77	43	40	100	80	83	123	111	96
78	45	43	101	91	77	124	112	99
79	53	49	102	87	77	125	113	96
80	49	51	103	85	73	126	111	95
81	50	53	104	85	71	127	101	109
82	44	55	105	85	79	128	101	102
83	45	50	106	85	70	129	104	101
84	47	59	107	80	73	130	103	111
85	82	79	108	90	72	131	105	100
86	82	71	109	70	78	132	106	100
87	81	69	110	69	79	133	100	103
88	69	69	111	69	80	134	101	103
89	73	71	112	91	81	135	102	101
90	79	72	113	93	89	136	102	99
91	76	73	114	96	90	137	101	99
92	81	73	115	96	100	138	99	98
93	89	73	116	97	101	139	98	105
94	80	75	117	96	90	140	96	100
95	88	76	118	96	98			
96	87	81	119	95	99			
97	82	80	120	105	96			
98	86	80	121	106	96			

Garrett, Statistics in Psychology and Education, 7th Indian Reprint, 1973.

$$1. \quad r = \frac{N \sum X Y - (\sum X) (\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

The Questionnaire comprehends 53 items covering four areas of activities, namely, sports and games, NCC, literary activities and other student activities. The number of items under each of the areas are shown in Table 15.

TABLE 15: Number of Items Under the Four Areas of Activity in the Final Form of the Questionnaire

<i>Name of the Area</i>	<i>Items</i>
1. Sports and games	16
2. N C C	16
3. Literary Activities	13
4. Other Student Activities	8
Total	53

(A copy of the Final form of the Questionnaire is in Appendix D) Thus, the final form of the Questionnaire was administered on the sample of 841 students following strictly the administration procedure as done during the second try-out.

The maximum and minimum scores obtained by the students were 113 and 31 respectively. Therefore, the empirical scores range was evolved as - (113 - 86) - highly motivated group
 (85 - 59) - Moderately motivated group
 (58 - 31) - lowly motivated group

Scoring of the responses on the Questionnaire with the help of the scoring key yielded 229 highly motivated, 352 moderately motivated, and 260 lowly motivated subjects in respect of student activities.

5.4.2.5.1 Scoring of the Questionnaire on ^{the} Participation in Student Activities

The objective of developing the questionnaire was to obtain information concerning the pupils' level of taking part in student activities and to classify them into three groups as highly motivated, moderately motivated, and lowly motivated towards student activities.

There were both scoring and non-scoring items in the Questionnaire. The non-scoring items were like "Does your school have any facility for sports and games? (a) Yes (b) No". The weightages assigned to different items in scoring were 3, 2 and 1 respectively in accordance with high, moderate and low indication of participation. The scoring items were of different types. These are illustrated through items taken as examples.

1. Do you participate in games and sports? Always/Rarely/ Never.

Scores - Always - 3
Rarely - 2
Never - 1

2. If you do participate, what is the reason for your participation? (Tick your choices)

- a. It develops in building a good character
- b. It is a part of education
- c. It is a leisure time recreation
- d. Elders compel to take part
- e. Any other (please specify)

Scores - For indicating 2 or more choices (other than 'd') - 3.

For indicating 1 choice (other than 'd') -2

For indicating only 'd' - 1

3. How many times have you been selected to represent
at:

- a. National level
- b. State level
- c. District level

Scores - a - 3

b - 2

c - 1

Thus, the maximum and minimum scores were 150 and 50 respectively.

(A copy of the Scoring key is given in Appendix E)

5.4.3 Collection of Data

Both primary and secondary data were collected for use in the study. The secondary data included position of student activities in the curriculum, provision in the time-table, types of activities, manner of their implementation, the number and type of teachers associated, money allocated, etc. which were collected by referring to the relevant records. The primary data were empirical in nature collected by administering the tools employed in the study viz., 'Questionnaire on ^{the} participation in student Activities' and 'Cattell's 14 High School Personality Questionnaire'.

For the collection of primary data schools were selected. The heads of the schools were requested to permit the investigator for collecting the data in their respective schools. Time schedule was prepared and communicated to schools accordingly. The investigator approached every school according to the time fixed and administered the tools on the students. Thus, the data were collected for the study.

5.4.4 Statistical Measures Employed for Analysing the Data

The data were carefully analysed following the appropriate 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. Details of analysis are presented in next chapter.

ANALYSIS OF DATA AND INTERPRETATION

6.1 *Introduction*

This chapter presents details of the analysis of data in regard to the relationship study. The presentation is made hypothesis-wise after showing the distribution of scores and different classifications.

6.2 *Classification of Students*

The 'Questionnaire on the participation in Student Activities' developed by the investigator was administered on a sample of 841 students of Class X of 34 High Schools. The highest and lowest scores obtained were 113 and 31 respectively. This was considered as the empirical range and the students obtaining scores from 113 to 86, from 85 to 59 and from 58 to 31 were classified as highly motivated, moderately motivated and lowly motivated groups respectively. Scoring of the response on the Questionnaire with the help of the Scoring Key yielded 229 highly motivated, 352 moderately motivated, and 260 lowly motivated subjects in respect of student activities. The distribution of scores on student activities of each the three group is shown in Tables 16, 17 and 18.

**TABLE 16: Distribution of Scores on Student Activities
of the Highly Motivated Group**

Class Interval	Frequency
111 - 115	29
106 - 110	50
101 - 105	46
96 - 100	30
91 - 95	49
86 - 90	25
TOTAL	229

**TABLE 17: Distribution of Scores on Student Activities
of the Moderately Motivated Group**

Class Interval	Frequency
84 - 88	58
79 - 83	51
74 - 78	49
69 - 73	67
64 - 68	58
59 - 63	59
Total	352

**TABLE 18: Distribution of Scores on Student Activities
of the Lowly Motivated Group**

Class Interval	Frequency
56 - 60	49
51 - 55	40
46 - 50	38
41 - 45	51
36 - 40	43
TOTAL	260

6.3 Analysis of the Scores on Fourteen Personality Factors of the Three Groups

The mean and standard deviation of each of the three groups were calculated for the scores obtained on the Cattell's 14 HSPQ with reference to the fourteen personality factors. Analysis of variance was carried out and *F* values were computed to find out the differences among the three groups on each of the fourteen personality factors (Reference for the details of the procedure is Garrette, 1966). Factors shown significant on *F* test were further analysed by calculating Critical Ratios in order to ascertain the significance of difference between pairs of the groups taken separately. Thus, hypotheses formulated for the study were tested. The details follow:

6.3.1 Testing of Hypothesis 1

The hypothesis states: "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 (Factor A)".

Means and Standard deviations of the three groups of students for scores obtained for Factor A are shown in Table 19.

In order to find out whether any significant difference

**TABLE 19: Mean and Standard Deviation of the Three
Groups of Students for Factor A**

Statistics	Highly Motivated group	Moderately Motivated Group	lowly Motivated Group
N	229	352	260
Mean	10.19	13.75	13.10
SD	3.12	2.72	3.27

occurs among the three group means, analysis of variance was resorted to. Table 20 gives the summary of the analysis of variance thus computed. The *F* value of 5.54 for *df* 2/838 is significant at 0.01 level. Hence the hypothesis that 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 (Factor A) is rejected at 0.01 level of significance.

This calls for further analysis to find out in which of the pairs of groups significant differences lie. For this purpose critical ratios were calculated.

Calculation of Critical Ratio

(i) The calculation of the critical ratio between the mean scores of the highly motivated and the moderately motivated groups for the personality characteristic Reserved - Outgoing (Factor A) is as follows:

<u>Highly Motivated</u> <u>Group</u>		<u>Moderately Motivated</u> <u>Group</u>	
<i>N</i>	= 229	<i>N</i>	= 352
Mean	= 14.15	Mean	= 13.75
<i>SD</i>	= 3.12	<i>SD</i>	= 2.72
Difference between Means = 0.40			
<i>SE of Difference between means</i> = 0.25			
Critical Ratio = 1.64			

TABLE 20a Summary of Anova for Factor A

Source of Variance	df	Sum of Squares	Mean Square	F
Among groups	2	100.68	50.34	
Within groups	838	7610.97	9.08	5.59
TOTAL	840	7711.15		

The obtained value of 1.64 is not significant at 0.05 level. Hence the highly motivated and the moderately motivated groups do not differ significantly on the personality characteristic Reserved - Outgoing (Factor A).

(ii) The calculation of the critical ratio between the mean scores of the moderately motivated and the lowly motivated groups for the personality characteristic Reserved - Outgoing (Factor A) is as follows:

<u>Highly Motivated Group</u>	<u>Lowly Motivated Group</u>
N = 352	N = 260
Mean = 13.75	Mean = 13.14
SD = 2.72	SD = 3.27
Difference between means = 0.61	
SE of difference between means = 0.25	
Critical Ratio = 2.44	

The obtained value of 2.44 is significant at 0.05 level. Also, the mean of the moderately motivated group is greater than that of the lowly motivated group. Therefore, the moderately motivated and lowly motivated groups differ significantly on the personality characteristic Reserved - Outgoing (Factor A) at 0.05 level, the mean of the moderately motivated group being greater than that of the lowly motivated group.

(iii) The calculation of the critical ratio between the mean

scores of the highly motivated and the lowly motivated groups for the personality characteristic Reserved - Outgoing (Factor A) is as follows:

<u>Highly Motivated</u> <u>Group</u>	<u>Group</u>	<u>Lowly Motivated</u> <u>Group</u>
N	= 229	N = 260
Mean	= 14.15	Mean = 13.14
SD	= 3.12	SD = 3.12
Difference between means = 1.01		
SE of Difference between means = 0.29		
Critical Ratio = 3.46		

The obtained value of 3.48 is significant at 0.01 level. The mean of the highly motivated is greater than that of the lowly motivated group. Therefore, the highly motivated and lowly motivated groups differ significantly on the personality characteristic Reserved - Outgoing (Factor A) at 0.01 level, the means of the highly motivated group being greater than the mean of the lowly motivated group.

6.3.2. Testing of Hypothesis 2

The hypothesis states: "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 (Factor B)." Means and standard deviations of the three groups of students for scores obtained for Factor B are shown in Table 21.

In order to find out whether any significant difference

TABLE 21: Mean and Standard Deviation of the Three Groups of Students for Factor B.

Statistics	Highly Motivated Group	Moderately motivated Group	Lowly Motivated Group
N	229	352	260
Mean	3.29	3.73	3.79
SD	1.19	1.25	1.32

occurs among the three group means, analysis of variance was resorted to. Table 22 gives the summary of the analysis of variance thus computed.

The F value of 11.20 for df 2/838 is significant at 0.01 level. Hence the hypothesis that there is no significant difference among the students who are highly motivated, moderately motivated, and lowly motivated towards student activities with regard to personality characteristic Less Intelligent - More Intelligent (Factor B) is rejected at 0.01 level of significance.

This calls for further analysis to find out in which of the pairs of groups significant difference lie. For this purpose critical ratios were calculated.

Calculation of Critical Ratios

(i) The calculation of the critical ratio between the mean scores of highly motivated and the moderately motivated groups for the personality characteristic Less Intelligent - More Intelligent (Factor B) is as follows:

<u>Highly Motivated</u> <u>Group</u>		<u>Moderately Motivated</u> <u>Group</u>	
N	= 229	N	= 352
Mean	= 3.29	Mean	= 3.73
SD	= 1.19	SD	= 1.25

TABLE 22: Summary of Anova for Factor B

Source of variance	df	Sum of squares	Mean square	F
Among groups	2	35.0	17.7	
Within groups	838	1326.36	1.58	11.20
Total	840	1361.76		

Difference between means = 0.44

SE of difference between means = 0.1

Critical Ratio = 4.4

The obtained value of 4.4 is significant at 0.01 level. Also, the mean of the moderately motivated group is greater than that of the highly motivated group. Therefore, the highly and moderately motivated groups differ significantly on the personality characteristic Less Intelligent - More Intelligent (Factor B) at 0.01 level, the mean of the moderately motivated group being greater than that of the highly motivated group.

(ii) The calculation of the critical ratio between the mean scores of the moderately motivated and the lowly motivated groups for the personality characteristic Less Intelligent - More Intelligent (Factor B) is as follows:

<u>Moderately Motivated Group</u>		<u>Lowly Motivated Group</u>	
<i>N</i>	<i>= 352</i>	<i>N</i>	<i>= 260</i>
<i>Mean</i>	<i>3.73</i>	<i>Mean</i>	<i>= 3.79</i>
<i>SD</i>	<i>= 1.25</i>	<i>SD</i>	<i>= 1.32</i>
<i>Difference between means = 0.06</i>			
<i>SE of Difference between means = 0.10</i>			
<i>Critical Ratio = 0.6</i>			

The obtained value of 0.6 is not significant at 0.05 level. Hence, the moderately and lowly motivated groups do not significantly on the personality characteristic Less Intelligent - More Intelligent (Factor B).

(iii) The calculation of the critical ratio between the mean scores of the highly motivated and the lowly motivated groups for the personality characteristic Less Intelligent - More Intelligent (Factor B) is as follows:

<u>Highly Motivated Group</u>		<u>Lowly Motivated Group</u>	
N	= 229	N	= 260
Mean	= 3.29	Mean	= 3.79
SD	= 1.19	SD	= 1.32
Difference between means = 0.50			
SE Difference between means = 0.11			
Critical Ratio = 4.30			

The obtained value of 4.30 is significant at 0.01 level. The mean of the lowly motivated group is greater than that of the highly motivated group. Therefore, the highly and the lowly motivated groups differ significantly on the personality characteristic Less Intelligent - More Intelligent (Factor B) at 0.01 level, the mean of the lowly motivated group being greater than that of the highly motivated group.

6.3.3 Testing of Hypothesis 3

The hypothesis states: "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 (Factor C)".

Means and Standard deviations of the three groups of students for scores obtained for Factor C are shown in Table 23. In order to find out whether any significant difference occurs among the three group means, analysis of variance was resorted to. Table 24 gives the summary of the analysis of variance thus computed.

The F value of 6.66 for df 2/838 is significant at 0.01 level. Hence the hypothesis that 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 (Factor C) is rejected at 0.01 level of significance.

This calls for further analysis to find out in which of the pairs of groups significant difference lie. For this purpose critical ratios were calculated.

Calculation of Critical Ratios

(i) The calculation of the critical ratio between the mean scores of the highly motivated and the moderately motivated groups for the personality characteristic Affected by Feelings - Emotionally Stable (Factor C) is as follows:

<u>Highly Motivated Group</u>		<u>Moderately Motivated Group</u>	
N	= 229	N	= 352
Mean	= 14.22	Mean	= 13.78
SD	2.40	SD	= 2.68

**TABLE 23: Mean and Standard deviation of the Three
Groups of Students for Factor C**

Statistics	Highly Motivated Group	Moderately Motivated Group	Lowly Motivated Group
N	229	352	260
Mean	14.22	13.78	13.29
SD	2.00	2.68	3.33

TABLE 20: Summary of Anova for Factor C

Source of Variance	df	Sum of Squares	Mean Square	F
Among groups	2	106.9	53.45	6.66
Within groups	838	6726.17	8.025	
Total	840	6833.07		

Difference between means = 0.44

SE of difference between means = 0.21

CR = 2.08

The obtained value of 2.08 is significant at 0.05 level. Also, the mean of the highly motivated group is greater than that of the moderately motivated group. Therefore, the two groups differ significantly on the personality characteristic *Affected by Feelings - Emotionally Stable (Factor C)* at 0.05 level, the mean of the highly motivated group being greater than that of the moderately motivated group.

(ii) The calculation of the critical ratio between the mean scores of the moderately motivated and the lowly motivated groups for the personality characteristic *Affected by feelings - Emotionally Stable (Factor C)* is as follows:

<u>Moderately Motivated Group</u>	<u>Lowly Motivated Group</u>
N = 352	N = 260
Mean = 13.78	Mean = 13.29
qSD = 2.68	SD = 3.33
<i>Difference between means = 0.49</i>	
<i>SE of Difference between means = 0.25</i>	
<i>Critical Ratio = 1.96</i>	

The obtained value of 1.96 is significant at 0.05 level. Also, the mean of the moderately motivated group is greater than that of the lowly motivated group. Therefore, the two groups differ significantly on the personality characteristic *Affected by Feelings - Emotionally*

Stable (Factor C) at 0.05 level, the mean of the moderately motivated group being greater than that of the lowly motivated group.

(iii) The calculation of the critical ratio between the mean scores of the highly and the lowly motivated groups for the personality characteristic Affected by Feelings - Emotionally Stable (Factor C) is as follows:

<u>Highly Motivated Group</u>		<u>Lowly Motivated Group</u>	
N	= 229	N	= 260
Mean	= 14.22	Mean	= 13.29
SD	= 2.40	SD	= 3.33
Difference between means = 0.93			
SE of difference between means = 0.26			
Critical Ratio = 3.58			

The obtained value of 3.58 is significant at 0.01 level. The mean of the highly motivated group is greater than that of the lowly motivated group. Therefore, the two groups differ significantly on the personality characteristic Affected by Feelings - Emotionally Stable (Factor C) at 0.01 level, the mean of the highly motivated group being greater than the mean of the lowly motivated group.

6.3.4 Testing of Hypothesis 4

The hypothesis States: "There is no significant difference among students who are highly motivated, moderately motivated, and lowly motivated towards student activities with regard to perso-

nality characteristic Phlegmatic - Excitable (Factor D)".

Mean and Standard Deviations of the three groups of students for scores obtained for Factor D are shown in Table 25.

In order to find out whether any significant difference occurs among the three group means, analysis of variance was resorted to. Table 26 gives the summary of the analysis of variance thus computed.

The *F* value of 0.27 for *df* 2/838 is not significant at 0.05 level. Hence the hypothesis that 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 (Factor D) is not rejected at 0.05 level. This means that the mean scores of all the three groups are same on the personality characteristic Phlegmatic - Excitable (Factor D).

6.3.5 Testing of Hypothesis 5

The hypotheses states: "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 (Factor E)".

TABLE 25: Mean and Standard Deviation of the Three Groups of Students for Factor D

Statistic	Highly Motivated Group	Moderately Motivated Group	Lowly Motivated Group
N	229	352	260
Mean	11.94	11.80	12.00
SD	3.83	4.28	4.22

TABLE 26: Summary of Anova for Factor D

Source of variance	df	Sum of Squares	Mean Square	F
Among groups	2	9.37	4.69	
Within groups	838	14448.94	17.24	0.27
Total	840	14458.31		

Means and Standard deviations of the three groups of students for scores obtained for Factor E are shown in Table 27.

In order to find out whether any significant difference occurs among the three group means, analysis of variance was resorted to. Table 28 gives the summary of the analysis of variance thus computed.

The F value of 1.55 for df 2/838 is not significant at 0.05 level. Hence the hypothesis that 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 (Factor E) is not rejected at 0.05 level. This means that the mean scores of all the three groups are some on the personality characteristic Obedient - Assertive (Factor E).

6.3.6 Testing of Hypothesis 6

The hypothesis states: "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 (Factor F)".

Means and standard deviations of the three groups of students for scores obtained for Factor F are shown in Table 29.

TABLE 27: Mean and Standard Deviation of the Three Groups of Students for Factor E

Statistics	Highly Motivated Group	Moderately Motivated Group	Lowly Motivated Group
N	229	352	260
Mean	12.00	12.14	11.67
SD	3.28	3.15	3.06

TABLE 28: Summary of Anova for Factor E

Source of variance	df	Sum of squares	Mean square	F
Among groups	2	33.55	16.78	
Within groups	838	9086.73	10.84	1.55
Total	840	9118.28		

**TABLE 29: Mean and Standard Deviation of the Three
Groups of students for Factor F**

Statistic	Highly Motivated Group	Moderately Motivated Group	Lowly Motivated Group
N	229	3.52	2.60
Mean	11.46	10.73	11.25
SD	2.87	2.61	2.45

In order to find out whether any significant difference occurs among the three group means, analysis of variance was resorted to. Table 30 gives the summary of the analysis of variance thus computed.

The *F* value of 6.00 for *df* 2/838 is significant at 0.01 level. Hence the hypothesis that 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 (Factor *F*)" is rejected at 0.01 level of significance.

This calls for further analysis to find out in which of the pairs of groups significant difference lie. For this purpose critical ratios were calculated.

Calculation of Critical Ratios

(i) The calculation of the critical ratio between the mean scores of the highly motivated and the moderately motivated groups for the personality characteristic Sober - Happy-go-lucky (Factor *F*) is as follows:

<u>Highly Motivated</u> <u>Group</u>		<u>Moderately Motivated</u> <u>Group</u>	
<i>N</i>	= 229	<i>N</i>	= 352
Mean	= 11.46	Mean	= 10.73
<i>SD</i>	= 2.87	<i>SD</i>	= 2.61

TABLE 10: Summary of Anova for Factor F

Source of Variance	df	Sum of Squares	Mean Square	F
Among groups	2	83.74	41.87	
Within groups	838	5845.93	6.98	6.00
Total	840	5929.67		

Difference between means = 0.73

SE of Difference between means = 0.235

Critical Ratio = 3.17

The obtained value 3.17 is significant at 0.01 level. The mean of the highly motivated group is greater than that of the moderately motivated group. Therefore, the two groups differ significantly on the personality characteristic Sober - Happy-go-lucky (Factor F) at 0.01 level, the mean of the highly motivated group being greater than the mean of the moderately motivated group.

(ii) The calculation of the critical ratio between the mean scores of the moderately motivated and the lowly motivated groups for the personality characteristic Sober - Happy-go-lucky (Factor F) is as follows:

<u>Moderately Motivated Group</u>		<u>Lowly Motivated Group</u>	
N	= 352	N	= 260
Mean	= 10.73	Mean	= 11.25
SD	= 2.61	SD	= 2.45
<i>Difference between means = 0.52</i>			
<i>SE of Difference between means = 0.206</i>			
<i>Critical Ratio = 2.52</i>			

The obtained value of 2.52 is significant at 0.05 level. Also, the mean of the lowly motivated group is greater than the mean of the moderately motivated group. Therefore, the two groups differ significantly on the personality characteristic Sober - Happy-go-lucky

(Factor F) at 0.05 level, the mean of the lowly motivated group being greater than that of the moderately motivated group.

The calculation of the critical ratio between the mean scores of the highly and the lowly motivated groups for the personality characteristic Sober - Happy-go-lucky (Factor F) is as follow.

<u>Highly Motivated</u> <u>Group</u>		<u>Lowly Motivated</u> <u>Group</u>	
N	= 229	N	= 260
Mean	= 11.46	Mean	= 11.25
SD	= 2.87	SD	= 2.45
Difference between means = 0.21			
SE of Difference between means = 0.24			
Critical Ratio = 0.86			

The value of 0.86 is not significant at 0.05 level. Hence, the two groups do not differ significantly on the personality characteristic Sober - Happy-go-lucky (Factor F).

6.4.7 Testing of Hypothesis 7

The hypothesis states: "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 (Factor G)".

Means and Standard deviations of the three groups of students for scores obtained for Factor G are shown in Table 31.

TABLE 31: Mean and Standard Deviation of the Three Groups of Students for Factor G.

Statistics	Highly Motivated Groups	Moderately Motivated Group	Lowly Motivated Group
N	229	352	260
Mean	11.75	12.14	11.90
SD	3.45	3.15	3.28

In order to find out whether any significant difference among the three group means, analysis of variance was resorted to. Table 32 gives the summary of the analysis of variance thus computed.

The F value of 1.02 for df 2/838 is not significant at 0.05 level. Hence the hypothesis that 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 (Factor G) is not rejected at 0.05 level. This means that the mean scores of all the three groups are same on the personality characteristic Expedient - Conscientious (Factor G).

6.3.8 Testing of Hypothesis 8

The hypothesis states: "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 (Factor H)."

Means and standard deviations of the three groups of students for scores obtained for Factor H are shown in Table 33.

In order to find out whether any significant difference

TABLE 32: Summary of Anova for Factor C

Source of variance	df	Sum of squares	Mean square	F
Among groups	2	22.00	11.00	
Within groups	838	9028.96	10.77	1.02
Total	840	9050.96		

TABLE 3B: Mean and Standard Deviation of the Three Groups of Students for Factor H.

Statistics	Highly Motivated Groups	Moderately Motivated Groups	Lowly Motivated Groups
N	229	352	260
Mean	12.65	10.73	10.57
SD	3.003	2.61	2.21

occurs among the three group means, analysis of variance was resisted to. Table 34 gives the summary of the analysis of variance thus computed.

The F value of 23.72 for df 2/838 is significant at 0.01 level. Hence the hypothesis that 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 (Factor H) rejected at 0.01 level of significance. This calls for further analysis to find out in which of the pairs of groups significant difference lie. For this purpose critical ratios were calculated.

Calculation of Critical Ratios

(i) The calculation of the critical ratio between the mean scores of the highly and the moderately motivated groups for the personality characteristic Shy - Venturesome (Factor H) is as follows:

<u>Highly Motivated</u> <u>Group</u>		<u>Moderately Motivated</u> <u>Group</u>	
N	= 229	N	= 229
Mean	= 12.65	Mean	= 10.73
SD	= 3.003	SD	= 2.61

Difference between means = 1.92

SE of Difference between means = 0.24

Critical Ratio = 8.00

The value of 8.00 is significant at 0.01 level. Also, the mean of

TABLE 3a: Summary of Anova for Factor H

Source of variance	df	Sum of square	Mean	F
Among groups	2	660.02	332.01	
Within groups	838	11731.62	13.99	23.72
Total	800	12395.69		

of the highly motivated group is greater than the mean of the moderately motivated group. Therefore, the two groups differ significantly on the personality characteristic Shy - Venturesome (Factor H) at 0.01 level, the mean of the highly motivated group being greater than that of the moderately motivated group.

(ii) The calculation of the critical ratio between the mean scores of the moderately and the lowly motivated groups for the personality characteristic Shy - Venturesome (Factor H) is as follows:

<u>Moderately Motivated</u> <u>Group</u>		<u>Lowly Motivated</u> <u>Group</u>	
N	= 352	N	= 260
Mean	= 10.73	Mean	= 10.57
SD	= 2.61	SD	= 2.21

Difference between means = 0.16

SE of Difference between means = 0.19

Critical Ratio = 0.84

The obtained value of 0.84 is not significant at 0.05 level. Hence the two groups do not differ significantly on the personality characteristic Shy - Venturesome (Factor H).

(iii) The calculation of the critical ratio between the mean scores of the highly and lowly motivated groups for the personality characteristic Shy - Venturesome (Factor H) is as follows:

<u>Highly Motivated</u> <u>Group</u>	<u>Lowly Motivated</u> <u>Group</u>
N = 229	N = 260
Mean = 12.65	Mean = 10.57
SD = 3.003	SD = 2.21

Difference between means = 2.08

SE of Difference between means = 0.24

Critical Ratio = 8.67

The obtained value of 8.67 is significant at 0.01 level. The mean of the highly motivated group is greater than that of the lowly motivated group. Therefore, the two groups differ significantly on the personality characteristic Shy - Venturesome (Factor H) at 0.01 level, the mean of the highly motivated group being greater than that of the lowly motivated group.

6.3.9 Testing of Hypothesis 9

The hypothesis states: "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 - Tender-minded (Factor I)."

Means and standard deviations of the three groups of students for scores obtained for Factor I are shown in Table 35.

In order to find out whether any significant difference occurs among the three group means, analysis of variance was resorted

TABLE 35: Mean and Standard Deviation of the Three Groups of Students for Factor I

Statistics	Highly Motivated Group	Moderately Motivated Group	Lowly Motivated Group
N	229	352	260
Mean	11.97	11.83	11.45
SD	3.30	4.19	3.19

to. Table 36 gives the summary of the analysis of variance thus computed.

The F value of 0.86 for df 2/838 is not significant at 0.05 level. Hence the hypothesis that 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 - Tender-minded (Factor I) is not rejected at 0.05 level. This indicates that the mean scores of all the three groups are same on this personality characteristic (Factor D).

6.2.10 Testing of Hypothesis 10

The hypothesis states: "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 (Factor J).

Means and standard deviation of the three groups of students for scores obtained for Factor J are shown in Table 37.

In order to find out whether any significant difference occurs among the three group means, analysis of variance was resorted to. Table 38 gives the summary of the analysis of variance thus computed.

TABLE 36: Summary of Anova for Factor I

Source of variance	df	Sum of squares	Mean squares	F
Among groups	2	23.22	11.61	
Within groups	838	11327.77	13.52	0.86
Total	840	11350.99		

**TABLE 37: Mean and Standard Deviation of the Three
Groups of Students for Factor J**

Statistics	Highly Motivated Group	Moderately Motivated Group	Lowly Motivated Group
N	229	352	260
Mean	12.99	13.72	14.16
Standard SD	3.26	2.74	3.12

TABLE 38: Summary of Anova for Factor J

Source of variance	df	Sum of squares	Mean square	F
Among groups	2	167.93	83.96	
Within groups	838	7613.93	9.085	9.24
Total	840	7781.36		

The F value of 9.24 for df 2/838 is significant 0.01 level. Hence the hypothesis that 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 (Factor J) is rejected at 0.01 level of significance. This calls for further analysis to find out in which of the pairs of groups significant differences lie. For this purpose critical ratios were calculated.

Calculation of Critical Ratios

(i) The calculation of the critical ratio between the mean scores of the highly and the moderately motivated groups for the personality characteristic Vigorous - Doubting (Factor J) is as follows:

<u>Highly Motivated</u> <u>Group</u>	<u>Moderately Motivated</u> <u>Group</u>
N = 229	N = 352
Mean = 12.99	Mean = 13.72
SD = 3.26	SD = 2.74

Difference between means = 0.73

SE of difference between means = 0.26

Critical Ratio = 2.81

The value of 2.81 is significant at 0.01 level. Also, the mean of the moderately motivated group is greater than that of the highly motivated group. Therefore, the two groups differ significantly on the personality characteristic Vigorous - Doubting (Factor J) at 0.01 level, the mean of the moderately motivated group being greater than that the highly motivated group.

(ii) The calculation of the critical ratio between the mean scores of the moderately and the lowly motivated groups for the personality characteristic Vigorous - Doubting (Factor J) is as follows:

<u>Moderately Motivated Group</u>		<u>Lowly Motivated Group</u>	
N	= 352	N	= 260
Mean	= 13.72	Mean	= 14.16
SD	= 2.74	SD	= 3.12

Difference between means = 0.44

SE of difference between means = 0.24

Critical Ratio = 1.83

The obtained value of 1.83 is not significant at 0.05 level. Hence the two groups do not differ significantly on the personality characteristic Vigorous - Doubting (Factor J).

(iii) The calculation of the critical ratio between the mean scores of the highly motivated and the lowly motivated groups for the personality characteristic Vigorous - Doubting (Factor J) is as follows:

<u>Highly Motivated Group</u>		<u>Lowly Motivated Groups</u>	
N	= 229	N	= 260
Mean	= 12.99	Mean	= 14.16
SD	= 3.26	SD	= 3.12

Difference between means = 1.17

SE of Difference between means = 0.29

Critical Ratio = 4.03

The value of 4.03 is significant at 0.01 level. The mean of the lowly

motivated group is greater than that of the highly motivated group. Therefore, the two groups differ significantly on the personality characteristic Vigorous - Doubting (Factor J) at 0.01 level, the mean of the lowly motivated group being grteater than that of the highly motivated group.

6.3.11 Testing of Hypothesis 11

The hypothesis states: "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 (Factor O)".

Means and standard deviations of the three groups of students for scores obtained for Factor O are shown in Table 39.

In order to find out whether any significant difference occurs among the three group means, analysis of variance was resorted to. Table 40 gives the summarya of the analysis of variance thus computed.

The F value of 0.53 for df 2/838 is not significant at 0.05 level. Hence the hypothesis that there is no significant difference among students who are highly motivated, moderately motivated, and lowly motivated towards student activities with regard to personality

**TABLE 39: Mean and Standard Deviation of the Three
Groups of Students for Factor O**

Statistic	Highly Motivated group	Moderately Motivated group	Lowly Motivated group
N	229	352	260
Mean	11.82	12.12	11.99
SD	3.69	3.39	3.44

TABLE 40a Summary of Anova for Factor O

Source of variance	df	Sum of square	Mean square	F
Among Groups	2	12.98	6.49	
Within Groups	838	10255.016	12.24	0.53
Total	840	10267.99		

characteristic *Placid - apprehensive (Factor O)* is not rejected at 0.05 level. This indicates that the mean scores of all the three groups are same on this personality characteristic.

6.3.12 Testing of Hypothesis 12

The hypothesis states: "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 (Factor Q₂)*".

Means and Standard Deviations of the three groups of students for scores obtained for Factor Q₂ are shown in Table 41.

In order to find out whether any significant difference occurs among the three group means, analysis of variance was resorted to. Table 42 gives the summary of the analysis of variance thus computed.

The *F* value of 1.05 for *df* 2/838 is not significant at 0.05 level. Hence the hypothesis that there is no significant difference among students who are highly motivated and lowly motivated towards student activities with regard to personality characteristic *Group-dependent - Self-sufficient (Factor Q₂)* is not rejected at 0.05 level. This means that the mean scores of all the three groups are same

**TABLE 41: Mean and Standard Deviation of the Three
Groups of Student for Factor O₂**

Statistic	Highly Motivated Group	Moderately Motivated Group	Lowly Motivated Group
N	229	352	260
Mean	11.88	12.07	12.55
SD	3.83	3.37	3.80

TABLE #2: Summary of Anova for Factor Q₂

Source of variance	df	Sum of squares	Mean squares	F
Among groups	2	27.8	13.9	
Within groups	898	11103.35	12.25	1.05
TOTAL	900	11131.15		

on the personality characteristic *Group-dependent - Self-sufficient* (Factor Q_2).

6.3.13 Testing of Hypothesis 13

The hypothesis states: "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* (Factor Q_3)."

Means and standard deviations of the three groups of students for scores obtained for Factor Q_3 are shown in Table 43.

In order to find out whether any significant difference occurs among the three group means, analysis of variance was resorted to. Table 44 gives the summary of the analysis of variance thus computed.

The F value of 0.14 for df 2/838 is not significant at 0.05 level. Hence the hypothesis that 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* (Factor Q_3) is not rejected at 0.05 level. The means that the mean scores

TABLE 43: Mean and Standard Deviation of the Three Groups of Students for Factor Q₃

Statistics	Highly Motivated Group	Moderately Motivated Group	Lowly Motivated Group
N	229	352	260
Mean	12.44	12.43	12.58
SD	3.77	3.44	3.49

TABLE 44: Summary of Anova for Factor Q₃

Source of variance	df	Sum of squares	Mean squares	F
Among groups	2	3.60	1.80	
Within groups	838	10576.29	12.61	0.14
Total	840	10573.89		

of all the three groups are same on this personality characteristic (Factor Q_3).

6.3.14 Testing of Hypothesis 14

The hypothesis states: "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 (Factor Q_4)."

Means and standard deviations of the three groups of students for scores obtained for Factor Q_4 are shown in Table 45.

In order to find out whether any significant difference occurs among the three group means, analysis of variance was resorted to. Table 46 gives the summary of the analysis of variance thus computed.

The F value of 1.03 for df 2/838 is not significant at 0.05 level. Hence the hypothesis that 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 (Factor Q_4) is not rejected at 0.05 level. This means that the mean scores of all the three groups are same on this personality characteristic (Factor Q_4).

TABLE 05: Means and Standard Deviation of the Three Groups of Students for Factor Q₆

Statistics	Highly Motivated Group	Moderately Motivated Group	Lowly Motivated Group
N	229	352	260
Mean	13.17	12.78	12.93
SD	3.09	3.85	2.27

TABLE 46: Summary of Anova for Factor Q₄

Source of variance	df	Sum of squares	Mean Squares	F
Among groups	2	21.46	10.73	
Within groups	838	8703.94	10.39	1.03
TOTAL	840	8725.40		

6.4 *Summary of the Results*

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 scored significantly higher than the lowly motivated students on the personality characteristic Reserved - Outgoing (Factor A), while students who are highly motivated did 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 scored significantly higher than the highly motivated students on the personality characteristic Less Intelligent - More Intelligent (Factor B). But moderately motivated students did not significantly differ from the lowly motivated students on the same personality characteristic.

(3) Students who are highly motivated towards student activities scored 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 scored significantly higher than the

lowly motivated counterparts on the same personality characteristic.

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

(5) Students who are highly motivated towards student activities scored 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 did not significantly differ from the lowly motivated students on the same personality characteristic.

(6) Students who are moderately motivated as well as lowly motivated towards student activities scored significantly higher than the highly motivated students on the personality characteristic Vigorous - Doubting (Factor J). But the moderately motivated students did not significantly differ from their lowly motivated counterparts on the same personality characteristic.

(7) There is no significant difference among students who are highly motivated, moderately motivated and lowly motivated towards student activities on the personality characteristics Phlegmatic - Excitable (Factor D), Obedient - Assertive (Factor E), Expedient - Conscientious (factor G), Toughminded - Tender-minded (Factor I), Placid - Apprehensive (Factor O), Group-dependent - Self-sufficient (Factor Q₂), undisciplined self conflict - controlled (Factor Q₃), and Relaxed - Tense (Factor Q₄).

As overall picture with regard to results may be seen in the consolidated data given in Table 47.

6.5 Discussion of Results

It is seen that the students who are lowly motivated towards student activities are more reserved, detached, critical, and cool than those who are moderately as well as highly motivated, the latter being more outgoing, warm-hearted, easy going and participating. The Study of Verma (1979) supports this finding. It may partly be attributed to their more enthusiastic participation in various activities and representing their school on the district, State or national level sports, cultural or other related meets resulting in their becoming more outgoing. It may also be that since they have to interact with different individuals while participating in various types of activities and thus cooperate with each other that they

TABLE 07: A Summary of the Results Obtained in Relation to the 14 HSPQ Factors

Factors	Group Means			F value	Significance of Difference between Means		
	Highly Motivated (H)	Moderately Motivated (M)	Lowly Motivated (L)		H VS M	M Vs L	H Vs LM vs L
A. Reserved-Outgoing	14.15	13.75	13.14	5.54(**)	1.64(NS)	2.44(*)	3.48(**)
B. Less Intelligent-More Intelligent	3.29	3.73	3.79	11.20(**)	4.40(**)	0.6 (NS)	4.30(**)
C. Affectged by Feelings - Emotionally stable	14.22	13.78	13.29	6.66(**)	2.08(*)	1.96(*)	3.58(**)
D. Phlegmatic-Excitable	11.94	11.80	12.04	0.27(NS)	-	-	-
E. Obedient - Assertive	12.00	12.14	11.67	1.55(NS)	-	-	-
F. Sober - Happy-go-Lucky	11.46	10.73	11.25	6.00(**)	3.17(**)	2.52(*)	0.86(NS)
G. Expedient-Conscientious	11.75	12.14	11.90	1.02 (NS)	-	-	-
H. Shy - Venturesome	12.65	10.73	10.57	23.72(**)	8.00(**)	0.84(NS)	8.67(**)
I. Toughminded - Tenderminded	11.57	11.83	11.45	0.86(NS)	-	-	-
J. Vigorous - Doubting	12.99	13.72	14.16	9.24(**)	2.81(**)	1.83(NS)	4.03(**)
O. Placid - Apprehensive	11.82	12.12	11.99	0.53(NS)	-	-	-
Q ₂ -Group Dependent Self-sufficient	11.88	12.07	12.35	1.05(NS)	-	-	-
Q ₃ -Undisciplined Self Conflict - Controlled	12.44	12.43	12.58	0.14(NS)	-	-	-
Q ₄ -Relaxed - Tense	13.17	12.78	12.93	1.03(NS)	-	-	-

Notes: NS = Not Significant
 * = Significant at 0.05 level
 ** = Significant at 0.01 level.

gradually become easy-going and warm-hearted. On the other hand, the lowly motivated students being exclusive and perhaps more engulfed in academic studies become reserved and detached. A continuous involvement in healthy activities may make the students more easy-going and participating. Conversely, it may also be reasoned out that because they are more reserved in their personality characteristic, the lowly motivated group does not take much part in the different student activities.

The finding that highly motivated students scored low on intelligence while the lowly motivated students scored high (Factor B), confirms the findings of the studies by Gupta (1966) and Verma (1979), while not corroborating the finding of Sylva, Bruner and Genova (1976). The highly motivated group getting differentiated from the moderately and lowly motivated groups draws one's attention. It is possible that those who are superior in intelligence may be expected to have higher academic aptitude, thus calling for using their time and energies more on the pursuit of academic studies. Such students may also be aware, or made aware by parents and others, that in order to get an entry into higher professional educational institutions for studies say in medicine or engineering they have to secure a good percentage of marks in academic subjects. Thus it may be that they are not much motivated towards other school activities.

At this juncture, the result obtained with regard to the Factor J (Vigorous - Doubting), seems to be in consonance with the discussion with reference to Factor B(Less Intelligent - More Intelligent). It is found in the study that while highly motivated students are more vigorous, zestful and go readily with others, those moderately and lowly motivated appear more doubting, obstructive, individualistic, internally restrained, reflective and unwilling to act. A similar indication comes from the studies of Clarke and Peterson (1961), Clarke (1968), and Clarke, Irving and Heath (1969). As was thought in Factor A, here also it may be reasoned out that because of their personality characteristic of being more individualistic and restrained, the moderately and the lowly motivated groups tend not to take part in activities which require more group participation.

The result obtained with regard to Factor C(Affected by Feelings - Emotionally stable) finds support in the finding of the study by Nair (1972). Students who are more motivated towards the activities such as sports, games, etc., seem to be higher on the Emotional Stability Scale. It is plausible that when the students take part in activities which call for adjustment with others, their emotions get sublimed rendering them to become emotionally more stable. This interpretation seems to get support from the findings of the study with respect to the Factor B and J. The students who are more academically oriented, become more individualistic and

thus may have less chances of letting out their emotions. This may probably be a reason of the lowly as well as the moderately motivated students to be lower on Factor C than their counterparts who are highly motivated towards student activities.

Particular attention is to be drawn to the result obtained with respect to the Factor F (Sober - Happy-go-Lucky). The means of scores obtained on this Factor seem to follow a U-curve, the mean of the moderately motivated group being significantly lower than the means of both the highly motivated as well as the lowly motivated groups, while the latter groups themselves being not significantly different from each other. No study by other investigators is found to throw more light on this finding which calls for more research.

The highly motivated group is found to be more venturesome than the other two groups which among themselves do not differ much on Factor H (Shy - Venturesome). That is, the highly motivated students are more adventurous and socially bold. This may also be related with some of the other personality characteristics found in this group. As has been noted (refer discussion on the result with regard to Fctor A), this group is more outgoing, warmhearted, easy-going and participating than the other two groups. It may be reasonable to conclude that in view of more active participating in the student activities, the students of this group have acquired these personality characteristics.

As has been indicated by the study, on the eight factors, namely Factor D (Phlegmatic - Excitable), Factor E (Obedient - Assertive), Factor G (Expedient - Conscientious), Factor I (Tough-minded - Tenderminded), Factor O (Placid - Apprehensive), Factor Q₂ (Group-dependent - self sufficient), Factor Q₃ (Undisciplined self-conflict - controlled), and Factor Q₄ (Relaxed - Tense), the three groups of students do not get differentiated. May be the student activities have more or less same or equal influence on the development of these personality characteristics. Or, it may be that these personality characteristics promote the participation in different activities to the same extent. To ascertain this further research in the field is necessary.

SUMMARY AND CONCLUSION

7.1 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.

7.2 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.

7.3 **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.

7.4 **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.

7.5 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*.

7.6 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.

7.7 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).

7.8 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.

7.9 Data Collection

The required data were obtained by referring to the relevant records and by administering the two tools (refer Caption 7.7) to the sample.

towards student activities scored 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 scored 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 scored significantly higher than the lowly motivated students on the same personality characteristic.

4. Students who are highly motivated towards student activities scored 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 scored significantly higher than the moderately motivated students on the same personality characteristic.

5. Students who are highly motivated towards student activities scored 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.

6. Students who are moderately motivated as well as lowly motivated towards student activities scored significantly higher than the highly motivated students on the personality characteristic Vigours - Doubting (Factor J). But the moderately motivated students do not significantly differ from the lowly motivated students on the same personality characteristic.

7. There is no significant difference among students who are highly motivated, moderately motivated, and lowly motivated towards student activities on the personality characteristics Phlegmatic - Excitable (Factor D), Obedient - Assertive (Factor E), Expedient - Conscientious (Factor G), Toughminded - Tender-minded (Factor I), Placid - Apprehensive (Factor O), Group-dependent - Self-sufficient (Factor Q₂), Undisciplined Self Conflict - Controlled (Factor Q₃), and Relaxed - Tense (Factor Q₄).

7.12 **Suggestions for the Organisation of Student Activities**

The present investigation was concerned with studying the organisational set-up of student activities in the high school of Nagaland and finding out relationship of pupil participation in student activities with certain personality characteristics. With a view to fulfil these objectives relevant data based on the existing rules, regulations, prospectus, etc. were collected. Over-all observations and findings of the indepth observation of three schools together with testing

of the hypotheses of the study has made it possible to make a number of suggestions for strengthening of the student activities programme.

It was found that the various activities like, sports and games, NCC and SUPW form part of the secondary school curriculum. These activities should be further strengthened so as to make them an integral part of curriculum rather than organise them on adhoc basis. Again, there are certain other activities in which the students were found interested such as drama, quiz, essay competitions, hiking etc. and which are organised by the students themselves through various clubs or associations. It was observed that the students find it difficult to organise such activities due mainly to the paucity of funds. It will be worthwhile if the government encouraged these activities by extending financial help to such of the institutions as would be willing to take up the organisation or these additional student activities.

There is a scheme under physical education programme of the State called promotion of indigeneous games and sports. This scheme is intended to encourage some of the traditional sports like Naga kick fight, high kick, free style wrestling and archery. These can be better organised by providing suitable teachers especially from among the Naga tribes.

By the end of the Fourth Five-Year Plan construction of as many as 88 play grounds for secondary schools was taken up. It was proposed to construct another 100 playgrounds during the 5th plan period for which a sum of Rs.5.00 lakhs was provided. It was, however, observed that though there are a good number of playgrounds, they did not appear to be in good conditions. Obviously they are not being maintained properly. Due attention may be paid towards the maintenance of play grounds in the 7th Plan so as to facilitate maximum participation of pupils in games and sports.

To provide facilities for training and encouraging the talents of secondary pupils in various games and sports, a State Sports School was set up in Dimapur during the Fifth Five-Year Plan. Five 'disciplines', namely, Foot^t-ball Association, Volleyball Association, Badminton Association, Basket ball Association and Athletic association exist in this institution. One coach is allocated for each of the four associations, viz. foot-ball, volley ball, basket ball and badminton and two coaches for athletic association which was felt to be insufficient in comparison to the number of athletes. The state government may, therefore, consider providing additional coaches depending upon the need.

It was revealed that 'youth centres' were established, one each in Kohima, Mokokchang, Tuensang and Mon for catering to the

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.

7.13 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.

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APPENDIX A

**Syllabus For Co-curricular Activities For
Classes IX and X in the State of Nagaland.**

PHYSICAL EDUCATION

Objectives:

1. The pupil develops health and physical well-being.
2. The pupil develops desirable interests and skills.
3. The pupil develops desirable personal and social qualities and healthy social habits.
4. The pupil develops the quality of leadership.
5. The pupil learns the values of team-work, cooperation and fellow-feeling.
6. The pupil develops the spirit of sportsmanship.
7. The pupil practises discipline and obedience.

CLASS IX

TYPE I : Free Arm (Callisthenic) Exercises**EXERCISE TABLE - I**

1. **Introductory** : Free running and hop-step and jump.
2. **Arm** : Pushing off and falling back on hands.
3. **Trunk** : Body lowering backward.
4. **Trunk** : Trunk bending downward, sideways, backwards, sideways and downward, Reverse direction.
5. **Leg** : Astride rhythmic Jumping, arms raising sideways.
6. **Abdominal** : Jumping up to knees bent, hugging the knees with both hands.

TABLE - II

1. **Introductory**: Free running with skip and Arm action as in bowling Cricket ball.

2. Arm : Bending arms slowly with partner supplying resistance.
3. Trunk : Head and shoulders raising.
4. Trunk : Body circling as in throwing the hammer.
5. Leg : Astride jumping rhythmically with arms raising upward.
6. Abdominal : Feet placing forward and backward with jump.

TYPE 2. Drill, Marching and Instructional Practices:
Revision of the works done in the Lower Classes.

TYPE 3. Games: Compulsory participation in all the major Games.

No simple or Relay games are prescribed for students of Classes IX.

However it shall be compulsory for them to attend and participate in the Mass P.T, Demonstration etc.

TYPE 4. Athletics: Compulsory participation in all Athletics events.

TYPE 5. NCC, Scouts and Guide (Optional)

TYPE 6. Yoga Asanas : Optional.

CLASS X

TYPE 1:

1. Introductory: Free running and picking up imaginary Cricket ball, throwing it to the wicket Keeper.
2. Arms: Throwing an imaginary Javelin.
3. Arms: Trunk bending from side to side, opposite arm swinging overhead.

4. Leg: Hopping with alternate leg kicking sideways.
5. Trunk: Crouching throwing legs backward to front support, running, to crouch, standing.
6. Abdominal: Body twisting, opposite hand touching the ankle.

TYPE 2: Games

Compulsory participation in all the major Games.

No simple or Relay games are prescribed for Students of Class X.

However it shall be compulsory for them to attend and participate in the Mass P.T, Demonstration etc.

TYPE 3. Athletics:

Compulsory participating in all athletic.

TYPE 4.: NCC, Scouts and Guides (Optional)**TYPE 5: Yoga Asanas : Optional.**

Socially Useful Productive Work

Objectives:

The objective of Socially Useful Productive Work are:

- (i) to develop knowledge, understanding and skill involving different types of work relevant to the individual and social needs;
- (ii) to develop in pupils a sense of dignity for manual works by practising and performing them;
- (iii) to prepare the pupils to become a productive man-power in the future vocational life;

(iv) to develop in pupils a positive attitude to do manual work individually and collectively and thereby to appreciate social values of manual works;

(v) to generate in pupils a pleasant, joyful and gainful experience through production of materials useful to individual and social needs.

Syllabus for Class IX & X

Depending upon the needs and facilities available, the activities pertaining to Socially Useful Productive Work will differ from school to school.

The overall programmes should be so designed as to involve regular participation of pupils throughout the year.

Productive work and services, where possible, should result in remuneration in kind of cash.

Emphasis should be placed on work practice. Work-practice will include one main craft or equivalent service and one subsidiary craft or equivalent service.

Main crafts/Services

- | | |
|--------------------------------|----------------------------|
| 1. Kitchen gardening | 12. Making toys |
| 2. Poultry farming | 13. Book-binding |
| 3. Bee keeping | 14. Making stationery |
| 4. Horticulture | 15. Type-writing |
| 5. Carpentry | 16. Metal work |
| 6. Knitting | 17. Weaving |
| 7. Embroidery work & tailoring | 18. Soap-making |
| 8. Pottery | 19. Music (vocal) |
| 9. Masonry work | 20. Music (Instrumental) |
| 10. Cane & bamboo work | 21. Wood carving |
| 11. Blacksmithy | 22. Painting and Lettering |

Subsidiary craft/Services

1. Cleanliness of the neighbourhood, well and disposal of garbage.
2. Construction of compost pits and toilet facilities.
3. Making of waste-paper boxes.
4. Making of brooms.
5. Making of jam, jelly, pickles etc.
6. Renovation and effecting minor repairs in buildings, fittings, furniture and household articles.
7. Making of decorative pictures.
8. Making of chalk and candle.
9. Repair of garments.
10. Laundry work.
11. Making costumes.
12. Holding of exhibitions
13. Construction of roads
14. Construction of fencing
15. Organising dance, drama etc.
16. Organising social festivals/feasts etc.
17. Organising school magazine.
18. Organising literacy campaign.
19. Organising social service.

(NB: This is only an illustrative list. Schools may submit to the Board for consideration the draft syllabus for any other Socially Useful Productive Work, if they think it worth introducing, keeping in view the facilities available in the neighbourhood).

APPENDIX B

**Districtwise And Managementwise List Of High
Schools in Nagaland As On 31.3.83.**

<u>District</u>	<u>Type of Management</u>	<u>Name of Schools</u>	<u>Total No of the High School</u>
1	1	1	4

Kohima	Government	1. Govt. High School, Kohima
		2. T.M.Govt. High School, Kohima
		3. Jehn H.School (Govt.), Viswama
		4. Govt. High School, Tseminyn
		5. Govt. High School, Pughoboto.
		6. Govt. High School, Chiechama
		7. Govt., High School, Seikhazon, Rma.
		8. Govt. High School, Chunglikha.
		9. Govt. High School, Jotsoma.
		10. Govt. High School, Peren.
		11. Govt. High School, Fehhing.
		12. Govt. High School, Behingkonghwa
		13. Govt. High School, Athiburg.
		14. Govt. High School, Dimapur.
		15. Govt. High School, Purnabazar.
		16. Govt. High School, Chumukedima.
		17. Govt. High School, Tenning.

Total - 17

Private	1. Baptist English School, Kohima
	2. Donbosco School, Kohima
	3. Kohima English School, Kohima
	4. Ministers Hill Baptist English School, Kohima

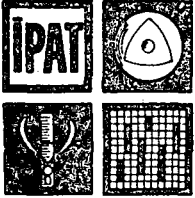
1	2	3	4
Kohima		5. Little Flower School, Kohima 6. Faith Christian Academy, Kohima 7. National High School, Kohima 8. Loyala School, Jekhama 9. Railway High School, Dimapur 10. City High School, Dimapur 11. Sree Digambar Jain High School, Dimapur 12. Holy Cross High School, Dimapur 13. Christian English School, Chumukedima 14. Christian English School, Dimapur	Total - 14
Kohima	Private Unrecog- nised	1. Chandmari English School, Kohima 2. Victory High School, Kohima 3. Baptist English School, Jaluke 4. H.M.C. English School, Dimapur 5. St. Xavier High School, Jaluke 6. Dhansiripar Pvt. High School, Dimapur 7. Central High School, Dimapur 8. Private High School, Molvom. 9. Naiggulie Memorial high School, Dimapur	Total - 9

1	2	3	4
Phek	Government	1. Govt. High School, Phek 2. Govt. High School, Pfutsero 3. Govt. High School, Chazuba 4. Govt. High School, Chizami 5. Govt. High School, Meluri. 6. Govt. High School, Chetheba	Total - 6
	Private recognised	1. Chekhesang Mission High School, Pfutero	Total - 1
	Private unrecognised	1. Eastern Christian School, Chazuba. 2. Private High School, Yesi (Meluri)	Total - 2
Mokokchung	Government	1. Govt. High School, Mokokchung 2. Govt. High School, Chuchuyimlong. 3. Govt. High School, Changtongya 4. Govt. High School, Mongolumba 5. Govt. High School, Ong Pang Kong, Mokokchung. 6. Govt. High School, Alongkima 7. Govt. High School, Longchem. 8. Govt. High School, Kobulong.	Total - 8

1	2	2	3
Mokok- chung	Private recog- nised	<ol style="list-style-type: none"> 1. Baptist English School, Mokok- chung. 2. Bethesda English School, Mokokchung 3. Nivikhu High School, Mokokchung 4. Clerk Memorial Institute, Yimyn. 5. Edith Douglas High School, Mokokchung. 6. Merangkong High School, Mokokchung. 7. Private High School, Ungma. 	Total - 7
	Private Unrecog- nised	<ol style="list-style-type: none"> 1. 10th Assam Rifle High School, Mokokchung. 2. Night High School, Mokokchung. 3. Model Night High School, Arkongward, Mokokchung 4. New Venture School, Mokokchung. 5. Oriental English Institute, Changtongya. 	Total - 5
Zunheboto Govern- ment		<ol style="list-style-type: none"> 1. Govt. High School, Zunheboto 2. Govt. High School, Aghunato. 3. Govt. High School, Suruhato. 4. Govt. High School, Satakha 5. Govt. High School, Akuluto 6. Govt. High School, Atoizu. 7. Govt. High School, Asuto. 	Total - 7

1	2	3	4
Sunhe- boto	Private recog- nised	1. St. Paul School, Sunheboto	Total - 1
	Private unrecog- nised	1. V.K. High School, V.K.	Total - 1
Wokha	Govern- ment	1. Govt. High School, Wokha 2. Govt. High School, Aitepyong 3. Govt. High School, Baghty. 4. Govt. High School, Sungro 5. Govt. High School, Bhandari	Total - 5
	Private recog- nised	1. Donbosco School, Wokha 2. S.M.B.E. School, Wokha 3. Sungro Range English School, Wokha	Total - 3
	Private unrecog- nised	NIL	
Tuensang	Govern- ment	1. Govt. High School, Tuensang 2. Govt. High School, Longkhim 3. Govt. High School, Noklak. 4. Govt. High School, Chare 5. Govt. High School, Shamator 6. Govt. High School, Neksam (Saikhu) 7. Govt. High School, Toba 8. Govt. High School, Bumei	

	1	2	3	4
			9. Govt. High School, Longleng	
			10. Govt. High School, Tamlu	
			11. Govt. High School, Kiphire	
				Total - 11
	Private recog- nised		1. St. John High School, Tuensang	Total - 1
	Private unrecog- nised		NIL	
MON	Government		1. Govt. High School, Mon	
			2. Govt. High School, Wakching	
			3. Govt. High School, Champang	
			4. Govt. High School, Naginimora	
			5. Govt. High School, Chen.	
				Total - 5
	Private recog- nised		NIL	
	Private unrecog- nised		1. Likhan English School, Naginimora	Total - 1
				GRAND TOTAL = 104



HSPQ

WHAT TO DO: You have a Booklet and an Answer Sheet. Write your name, age, etc., on the Answer Sheet where it tells you to.

The Booklet before you has in it questions about your interests and your likes and dislikes. Although you are to read the questions in *this* Booklet, *you must put your answers on the Answer Sheet*, making sure that the number of your answer *matches* the number of the question in the Booklet.

First, we shall give you two examples so that you will know exactly what to do. After each of the questions there are three answers. Read the following examples and fill in the right boxes where it says Example 1 and Example 2, on the Answer Sheet, below your name. Fill in the left-hand box if your answer choice is the "a" answer, the middle box if your choice is the "b" answer, and the right-hand box if you choose the "c" answer.

EXAMPLES:

- | | |
|---|--|
| 1. Which would you rather do:
a. visit a zoo,
b. uncertain,
c. go up in an airplane? | 2. If you have a quarrel, do you
make friends again quickly?
a. yes, b. in between, c. no. |
|---|--|

As you see from these examples, there are *usually* no right or wrong answers, although sometimes a correct answer is expected. Each person is different and you should say only what is true for *you*. You can always find one answer that suits you a *little* better than the others, so never leave a question without marking one of the answers.

Inside you will find more questions like the ones above. When you are told to turn the page, begin with number 1 and go on until you finish all the questions. In answering them, please keep these four points in mind:

1. Answer the questions frankly and truthfully. There is no advantage in giving an untrue answer about yourself because you think it is the "right thing to say."
2. Answer the questions as quickly as you can. Don't spend too much time thinking about them. Give the first, natural answer that comes to you. Some questions may seem much like others, but no two are exactly alike so your answers will often be different too.
3. Use the middle answer *only* when it is *absolutely impossible* to decide on one of the other choices. In other words, the "a" or the "c" answer should be used *most* of the time.
4. Don't skip any questions. Sometimes a statement may not seem to apply to you, but answer every question, somehow.

If there is anything you don't understand, please ask your questions now. If you have no question now, but later on come across a word you don't know, ask the examiner then.

DO NOT TURN PAGE UNTIL TOLD TO DO SO

1. Have you understood the instructions?
a. yes, b. uncertain, c. no.
2. At a picnic would you rather spend some time:
a. exploring the woods alone,
b. uncertain,
c. playing around the campfire with the crowd?
3. In a group discussion, do you like to tell what you think?
a. yes, b. sometimes, c. no.
4. When you do a foolish thing, do you feel so bad that you wish the earth would just swallow you up?
a. yes, b. perhaps, c. no.
5. Do you find it easy to keep an exciting secret?
a. yes, b. sometimes, c. no.
6. When you decide something, do you:
a. wonder if you may want to change your mind,
b. in between,
c. feel sure you're satisfied with it?
7. Can you work hard on something, without being bothered if there's a lot of noise around you?
a. yes, b. perhaps, c. no.
8. If friends' ideas differ from yours, do you keep from saying yours are better, so as not to hurt their feelings?
a. yes, b. sometimes, c. no.
9. Do you usually ask someone else to help you when you have a hard problem?
a. seldom, b. sometimes, c. often.
10. Would you say that *some* rules and regulations are stupid and out of date?
a. yes, and I don't bother with them if I can help it,
b. uncertain,
c. no, most rules are necessary and should be obeyed.
11. Which of these says better what you are like?
a. a dependable leader,
b. in between,
c. charming, good looking.
12. Do you sometimes feel, before a big party or outing, that you are not so interested in going?
a. yes, b. perhaps, c. no.
13. When you rightly feel angry with people, do you think it's all right for you to shout at them?
a. yes, b. perhaps, c. no.
14. When classmates play a joke on you, do you usually enjoy it as much as others without feeling at all upset?
a. yes, b. perhaps, c. no.
15. Are there times when you think, "People are so unreasonable, they can't even be trusted to look after their own good"?
a. true, b. perhaps, c. false.
16. Can you stay cheerful even when things go wrong?
a. yes, b. uncertain, c. no.
17. Do you try to keep up with the fads of your classmates?
a. yes, b. sometimes, c. no.
18. Do most people have more friends than you do?
a. yes, b. uncertain, c. no.
19. Would you rather be:
a. a traveling TV actor,
b. uncertain,
c. a medical doctor?
20. Do you think that life runs more smoothly and more satisfyingly for you than for many other people?
a. yes, b. perhaps, c. no.
21. Do you have trouble remembering someone's joke well enough to tell it yourself?
a. yes, b. sometimes, c. no.

22. Have you enjoyed being in drama, such as school plays?
a. yes, b. uncertain, c. no.
23. "Mend" means the same as:
a. repair, b. heal, c. patch.
24. "Truth" is the opposite of:
a. fancy, b. falsehood, c. denial.
25. Do you completely understand what you read in school?
a. yes, b. usually, c. no.
26. When chalk screeches on the blackboard does it "give you the shivers"?
a. yes, b. perhaps, c. no.
27. When something goes all wrong, do you get very angry with people before you start to think what can be done about it?
a. often, b. sometimes, c. seldom.
28. When you finish school, would you like to:
a. do something that will make people like you, though you are poor,
b. uncertain,
c. make a lot of money?
29. Do you avoid going into narrow caves or climbing to high places?
a. yes, b. sometimes, c. no.
30. Are you always ready to show, in front of everyone, how well you can do things compared with others?
a. yes, b. perhaps, c. no.
31. Do you ask advice from your parents about the best things to do at school?
a. often, b. sometimes, c. seldom.
32. Can you talk to a group of strangers without stammering a little or without finding it hard to say what you want to?
a. yes, b. perhaps, c. no.
33. Do some types of movies upset you?
a. yes, b. perhaps, c. no.
34. Would you enjoy more watching a boxing match than a beautiful dance?
a. yes, b. perhaps, c. no.
35. If someone has been unkind to you, do you soon trust him again and give him another chance?
a. yes, b. perhaps, c. no.
36. Do you sometimes feel you are not much good, and that you never do anything worthwhile?
a. yes, b. perhaps, c. no.
37. When a group of people are doing something, do you:
a. take an active part in what they are doing,
b. in between,
c. usually only watch?
38. Do you tend to be quiet when out with a group of friends?
a. yes, b. sometimes, c. no.
39. Do people say you are a person who can always be counted on to do things exactly and properly?
a. yes, b. perhaps, c. no.
40. When you read an adventure story, do you:
a. just enjoy the story as it goes along,
b. uncertain,
c. get bothered whether it's going to end happily?
41. Does it bother you if you have to sit still and wait for something to begin?
a. yes, b. in between, c. no.

42. Do you feel hurt if people borrow your things without asking you?
a. yes, b. perhaps, c. no.
43. "Firm" is the opposite of:
a. easy, b. kind, c. loose.
44. "Rich" is to "money" as "sad" is to:
a. trouble, b. friends, c. land.
45. Have you always got along really well with your parents, brothers, and sisters?
a. yes, b. in between, c. no.
46. If your classmates leave you out of a game, do you:
a. think it just an accident,
b. in between,
c. feel hurt and angry?
47. Do people say you are sometimes excitable and scatterbrained though they think you are a fine person?
a. yes, b. perhaps, c. no.
48. When you are on a bus or train, do you talk:
a. in your ordinary voice,
b. in between,
c. as quietly as possible?
49. Which would you rather be:
a. the most popular person in school,
b. uncertain,
c. the person with the best grades?
50. In a group of people, are you generally one of those who tells jokes and funny stories?
a. yes, b. perhaps, c. no.
51. Do you like to tell people to follow proper rules and regulations?
a. yes, b. sometimes, c. no.
52. Are your feelings easily hurt?
a. yes, b. perhaps, c. no.
53. In a play, would you rather act the part of a famous teacher of art than that of a tough pirate?
a. yes, b. perhaps, c. no.
54. Which course would you rather take:
a. practical mathematics,
b. uncertain,
c. foreign language or drama?
55. Would you rather spend free time:
a. by yourself, on a book or stamp collection,
b. uncertain,
c. working under others in a group project?
56. Do you feel that you are getting along well, and that you do everything that could be expected of you?
a. yes, b. perhaps, c. no.
57. Do you have trouble acting like or being like other people expect you to be?
a. yes, b. uncertain, c. no.
58. If you found you had nothing to do some evening, would you:
a. call up some friends and do something with them,
b. not sure,
c. read a good book or work on a hobby?
59. Would you like to be extremely good-looking, so that people would notice you wherever you go?
a. yes, b. perhaps, c. no.
60. When something important is coming up, such as a test or a big game, do you:
a. stay very calm and relaxed,
b. in between,
c. get very tense and worried?
61. If someone puts on noisy music while you are trying to work, do you feel you *must* get away?
a. yes, b. perhaps, c. no.

62. In dancing or music, do you pick up a new rhythm easily?
a. yes, b. sometimes, c. no.
63. "Run" is to "pant" as "eat" is to:
a. exercise, b. indigestion, c. sleep.
64. If Joan's mother is my father's sister, what relation is Joan's father to my brother?
a. second cousin, b. grandfather, c. uncle.
65. Do you often make big plans and get excited about them, only to find that they just won't work out?
a. yes, b. occasionally, c. no.
66. When things go wrong and upset you, do you believe in:
a. just smiling,
b. in between,
c. making a fuss?
67. Do you often remember things differently from other people, so that you have to disagree about what really happened?
a. yes, b. perhaps, c. no.
68. Are there times when you feel so pleased with the world that you just have to sing and shout?
a. yes, b. perhaps, c. no.
69. When you are ready for a job, would you like one that:
a. is steady and safe, even if it takes hard work,
b. uncertain,
c. has lots of change and meetings with lively people?
70. Do you like doing really unexpected and startling things to people?
a. yes, b. once in a while, c. no.
71. If everyone were doing something you think is wrong, would you:
a. go along with them,
b. uncertain,
c. do what you think is right?
72. Can you work just as well, without feeling uncomfortable, when people are watching you?
a. yes, b. perhaps, c. no.
73. Would you rather spend a free afternoon:
a. in a place with beautiful pictures and gardens,
b. uncertain,
c. in a duck shooting match?
74. Would you rather spend an afternoon by a lake:
a. watching dangerous speed boat racing,
b. uncertain,
c. walking by the lovely shore with a friend?
75. When you are in a group, do you spend more time:
a. enjoying the friendship,
b. uncertain,
c. watching what happens?
76. Can you always tell what your real feelings are, for example, whether you are tired or just bored?
a. yes, b. perhaps, c. no.
77. When things are going wonderfully, do you:
a. actually almost "jump with joy,"
b. uncertain,
c. feel good inside, while appearing calm?
78. Would you rather be:
a. a builder of bridges,
b. uncertain,
c. a member of a traveling circus?
79. When something is bothering you a lot, do you think it's better to:
a. try to ignore it until you cool off,
b. uncertain,
c. blow off steam?
80. Do you sometimes say silly things, just to see what people will say?
a. yes, b. perhaps, c. no.
81. When you do poorly in an important game, do you:
a. say, "This is just a game,"
b. uncertain,
c. get angry and "kick yourself"?

82. Do you go out of your way to avoid crowded buses and streets?
a. yes, b. perhaps, c. no.
83. "Usually" means the same as:
a. sometimes, b. always, c. generally.
84. The grandmother of the daughter of my brother's sister is my:
a. mother, b. sister-in-law, c. niece.
85. Are you almost always contented?
a. yes, b. in between, c. no.
86. If you keep breaking and accidentally wasting things when you are making something, do you keep calm just the same?
a. yes, b. perhaps, c. no, I get furious.
87. Have you ever felt dissatisfied and said to yourself, "I bet I could run this school better than the teachers do"?
a. yes, b. perhaps, c. no.
88. Would you rather be:
a. someone who plans homes and parks,
b. uncertain,
c. a singer or member of a dance band?
89. If you had a chance to do something really wild and adventurous, but also rather dangerous, would you:
a. probably not do it,
b. not sure,
c. certainly do it?
90. When you have homework to do, do you:
a. very often just not do it,
b. in between,
c. always get it done on time?
91. Do you usually discuss your activities with your parents?
a. yes, b. sometimes, c. no.
92. When the class is discussing something, do you usually have something to say?
a. almost never,
b. once in a while,
c. always.
93. Do you stand up before your class without looking nervous and ill-at-ease?
a. yes, b. perhaps, c. no.
94. Which would you rather watch on a fine evening:
a. car racing,
b. uncertain,
c. an open-air musical play?
95. Have you ever thought what you would do if you were the only person left in the world?
a. yes, b. not sure, c. no.
96. Do you learn games quickly?
a. yes, b. in between, c. no.
97. Do you wish you could learn to be more carefree and lighthearted about your school work?
a. yes, b. perhaps, c. no.
98. Are you, like a lot of people, slightly afraid of lightning?
a. yes, b. perhaps, c. no.
99. Do you ever suggest to the teacher a new subject for the class to discuss?
a. yes, b. perhaps, c. no.
100. Would you rather spend a break between morning and afternoon classes in:
a. a card game,
b. uncertain,
c. catching up on homework?
101. When you are walking in a quiet street in the dark, do you often get the feeling you are being followed?
a. yes, b. perhaps, c. no.

102. In talking with your classmates, do you dislike telling your most private feelings?
a. yes, b. sometimes, c. no.
103. When you go into a new group, do you:
a. quickly feel you know everyone,
b. in between,
c. take a long time to get to know people?
104. Look at these five words: *mostly, gladly, chiefly, mainly, highly*. The word that does not belong with the others is:
a. mostly, b. gladly, c. highly.
105. Do you sometimes feel happy and sometimes feel depressed without real reason?
a. yes, b. uncertain, c. no.
106. When people around you laugh and talk while you are listening to radio or TV:
a. are you happy,
b. in between,
c. does it spoil things and annoy you?
107. If you accidentally say something odd in company, do you stay uncomfortable a long time and find it hard to forget?
a. yes, b. perhaps, c. no.
108. Which would you rather read about:
a. how to win at basketball,
b. uncertain,
c. how to be nice to everyone?
109. Are you best thought of as a person who:
a. thinks, b. in between, c. acts?
110. Do you spend most of your weekly allowance for fun (instead of saving some for future needs)?
a. yes, b. perhaps, c. no.
111. Do other people often get in your way?
a. yes, b. in between, c. no.
112. How would you rate yourself?
a. inclined to be moody,
b. in between,
c. not at all moody.
113. How often do you go places or do things with a group of friends:
a. very often, b. sometimes, c. hardly ever.
114. What kind of movie do you like best?
a. musicals, b. uncertain, c. war stories.
115. Do you get in trouble more often by saying to a group that wants to do something:
a. "Let's go!"
b. uncertain,
c. "I'd rather not join in"?
116. When you were growing up, did you expect the world to be:
a. kinder and more considerate than it is,
b. uncertain,
c. tougher and harder than it is?
117. Do you find it easy to go up and introduce yourself to an important person?
a. yes, b. perhaps, c. no.
118. Do you think that often a committee of your classmates takes more time and makes poorer decisions than one person would?
a. yes, b. perhaps, c. no.
119. Do you feel you are doing pretty much what you should be doing in life?
a. yes, b. uncertain, c. no.
120. Do you sometimes feel so mixed up that you don't know what you are doing?
a. yes, b. perhaps, c. no.
121. When someone is disagreeing with you, do you:
a. let him say all he has to say,
b. uncertain,
c. tend to interrupt before he finishes?

122. Would you rather live:
 a. in a deep forest, with only the song of birds,
 b. uncertain,
 c. on a busy street corner, where a lot happens?
123. If you were to work on a railroad, would you rather:
 a. be a conductor and talk to the passengers,
 b. uncertain,
 c. be the engineer and run the train?
124. Look at these five words: *below, beside, above, behind, between*. The word that does not belong with the others is:
 a. below, b. between, c. beside.
125. If someone asks you to do a new and difficult job, do you:
 a. feel glad and show what you can do,
 b. in between,
 c. feel you will make a mess of it?
126. When you raise your hand to answer a question in class, and many others raise their hands too, do you get excited?
 a. sometimes, b. not often, c. never.
127. Would you rather be:
 a. a teacher, b. uncertain, c. a scientist?
128. On your birthday, do you prefer:
 a. to be asked beforehand to choose the present you want,
 b. uncertain,
 c. to have the fun of getting a present that's a complete surprise?
129. Are you very careful not to hurt anyone's feelings or startle anyone, even in fun?
 a. yes, b. perhaps, c. no.
130. If you were working with groups in class, would you rather:
 a. walk around to carry things from one person to another,
 b. uncertain,
 c. specialize in showing people how to do one difficult part?
131. Do you take trouble to be sure you are right before you say anything in class?
 a. always, b. generally, c. not usually.
132. Are you so afraid of what might happen that you avoid making decisions one way or the other?
 a. often, b. sometimes, c. never.
133. When things are frightening, can you laugh and not be bothered?
 a. yes, b. perhaps, c. no.
134. Do some books and plays almost make you cry?
 a. yes, often, b. sometimes, c. no, never.
135. Would you like better, when in the country:
 a. running a class picnic,
 b. uncertain,
 c. learning to know all the different trees in the woods?
136. In group discussions, do you often find yourself:
 a. taking a lone stand,
 b. uncertain,
 c. agreeing with the group?
137. Do your feelings get so bottled up that you feel you could burst?
 a. often, b. sometimes, c. seldom.
138. Which kind of friends do you like? Those who like to:
 a. "kid around,"
 b. uncertain,
 c. be more serious?
139. If you were not a human being, would you rather be:
 a. an eagle on a far mountain,
 b. uncertain,
 c. a seal, in a seal colony by the seashore?
140. Are you usually a very careful person?
 a. yes, b. in between, c. no.
141. Do small troubles sometimes "get on your nerves" even though you know that they are not very important?
 a. yes, b. perhaps, c. no.
142. Are you sure you have answered every question?
 a. yes, b. perhaps, c. no.

APPENDIX D**FINAL FORM OF THE QUESTIONNAIRE ON THE PARTICIPATION
IN STUDENT ACTIVITIES****(For Students)**

Your school might be providing you opportunities to participate in different types of activities apart from the regular classroom learning. You might have liked to take part in some activities or all the activities that the school provides you. We would like to know what type of activities you do take part in and to what extent. We will be thankful to you if you kindly let us know it by answering this Questionnaire truthfully. This is not any test. No marks are assigned for it. All your answers will be kept strictly confidential. We request you once again to co-operate with us fully.

Before you turn the page, please write your name below where it tell you to do so.

Name _____

Class _____

School _____

Age _____

Sex _____

Tribal/Non-Tribal _____

(Do Not Turn Page Until Told To Do So)

QUESTIONNAIRE

(A) Sports and Games

1. Does your school have any facility for sports and games?
 (a) Yes (b) No

If your answer is **Yes** to Qn. No. 1 then,

2. i) Do you participate in sports and games? Always/Rarely/Never
 ii) If you do participate, what is the reason for your participation?
 (Tick your choices)

- a) It develops in building a good character
 b) It is a part of education
 c) It is a leisure time recreation
 d) Elders compel to take part
 e) Any other (please specify)

3. Which of the undermentioned games do you participate mostly in the school? (Tick from among the games given below)

- | | |
|---------------|--|
| a) Football | f) Badminton |
| b) Volleyball | g) Table Tennis |
| c) Basketball | h) Carom |
| d) Hockey | i) Chess |
| e) Cricket | j) Chinese Checker |
| | k) Any other? (Please list them below) |

4. How often do you play the games in school?

- a) Come to school to play even during vacation
 b) Whenever free time is available in the school during the week days
 c) During the game period

5. i) Does your school organise competitions in sports and games?
 (a) Yes (b) No

- ii) If **Yes**, how often have you participated in them?
Many times / Rarely / Never
- iii) Have you received prizes or certificates in sports and games?
More than once / Once / Never
- 6. i) Does your School participate in tournaments/matches/competitions?
(a) Yes (b) No
- ii) If **Yes**, have you ever been selected to represent your school?
More than once / Once / Never
- 7. i) Have you ever been selected to play at -
 - a) District level Yes/No
 - b) State level Yes/No
 - c) National level Yes/No
- ii) If **Yes** to any category in Item 7 (i) above, what do you think that made you selected most of the times
 - a) I am good in games
 - b) Somehow the selectors picked me up
 - c) It was a chance factor
- iii) **Yes** to any category in 7 (i), how many times have you been selected? (Please mention the number of times and year(s) during which selected

Levels of competition(s)	No. of times	Year(s)
a) District level		
b) State level		
c) National level		

- 8. Have you at any time felt that you should become a better player?
n Many times / Rarely / Never

9. Does your school provide the -
- i) Specialists in different games and sports to train the talented
Yes / No
 - ii) Personal encouragement to the talented to improve their skill
Yes / No
 - iii) Financial help Yes / No
10. If **Yes** to any in Item No. 9, how often do you utilise the opportunities?
- To my best / Sometimes / Never
11. Since when have you been taking interest in games?
- Since a long time / Recently / Never
12. Have you at any time aspired to become a national player?
- Many times / Sometimes / Never
13. i) Have you ever been awarded the Sports Talent Scholarship?
- Yes / No
- ii) If **Yes**, since when are you getting it?
- a) Since I have joined the sports and games
 - b) Since two years
 - c) Since this year
14. i) Do you know that there are some certificate degree courses such as C.P. Ed.; B.P.Ed. etc.
- Yes / No
- ii) If **Yes**, have you ever thought of going for those courses after the completion of your study?
- Many times / Sometimes / Never
15. Do you think that in order to be an established and a renowned player one has to neglect his studies?
- No / Cannot say / Yes
16. What influence do you think that participation in sports and games lead to?
- a) Develops feelings of brotherhood
 - b) Develops sportsmanship
 - c) Develops physical strength and fitness
 - d) None of the above

(B) N. C. C

1. Do you participate in N.C.C. in your school?
Yes / No
2. If your answer is **Yes**, since how long have you been an N.C.C. Cadet?
 - a) Since I was in Class VIII
 - b) Since I was in Class IX
 - c) Since I am in Class X
3. If you are an NCC Cadet, why did you join the NCC?
(Tick from among the reasons given below)
 - a) I had great interest in NCC
 - b) it provides a chance to have camp-life
 - c) it serves as an additional qualification for future studies or career
 - d) I was compelled by elders to join NCC
4. What is your rank (position) in the NCC? (Please mention)
 - a) Sergeant
 - b) Corporal
 - c) Lance-Corporal
5. What is the name of your NCC Company (please tick from below)
 - a) 24 Indep Coy NCC
 - b) 66 Indep Coy NCC
 - c) 24 Indep Coy NCC
6. Where is your NCC Directorate located (Please tick)
 - a) At Kohima
 - b) At Shillong
 - c) At Gauhati
7. What influence do you think the NCC training leads to?
 - a) It develops a sense of discipline
 - b) It inculcates the habit of punctuality
 - c) It enhances self-confidence
 - d) It cultivates a sense of co-operation
 - e) It makes one a responsible person
 - f) Any other? (specify below)

8. Is participation in NCC in your school -
 a) optional b) compulsory
9. i) How many days in a week should you undergo training in NCC?
 a) Three days in a week
 b) Two days in a week
 c) Once in a week
- ii) How regular are you in attaining the training?
 Very regular / Somewhat regular / Irregular
10. i) What is the reporting time for parade? (Please mention)
- ii) How regular are you in attending the parades?
 a) Do not miss a single parade
 b) I stay away from parade very rarely
 c) I do miss quite a number of parades giving various reasons.
11. i) Have you attended any annual training camp in NCC so far?
 (a) Yes (b) No
- ii) If **Yes**, how many training camps have you attended so far?
 More than twice / twice / once only
12. i) Have you ever attended any special training camp(s) outside your district?
 Yes / No
- ii) If **Yes**, please indicate the type of the special training camp and the number of times you have attended each in the block given below :-

Type of special camp	Number of times
Army attachment camp	
Navy attachment Camp	
Airforce attachment camp	
Mountaineering	
High Altitude Training	
Any other (please specify)	

13. i) Have you ever appeared in any NCC examination?
Yes / No
- ii) If **Yes**, which examination of the NCC have you passed leading to any one of the certificates?
- a) Certificate 'A'
 - b) Certificate 'B'
 - c) Certificate 'C'
14. Do you think that in order to be an NCC Cadet one has to neglect ones studies?
NO / Cannot say / Yes
15. i) Have you joined the Air Wing?
Yes / No
- ii) If **Yes**, please indicate the name of the Airwing given below
- a) Air wing, Govt. High School, Dimapur
 - b) Air wing, Mokokchung
16. Do you like to join Indian Armed Forces in future after your educational career?
Yes / Cannot decide / NO

(C) Literary Activities

1. Do you have a literary association (which organises debates, Essay competitions, dramas, etc.) in your school?
Yes / No
2. What type of activities does it organise? (please tick from the list below)
- a) Debates
 - b) Impromptu Speech
 - c) Essay writing
 - d) Quiz
 - e) Drama
 - f) Magazine Publication

3. In which of the above items are you interested? (please mention)
- (a)
 - (b)
 - (c)
 - (d)
4. How often have you taken part in these activities?
Many times / Once or twice / Never
5. i) Do you think that taking part in these activities helps the students in their development?
Yes / Cannot say / No
- ii) If **Yes**, then, - How does it help the students? (Tick below)
- a) Students overcome shyness
 - b) Students become fluent in speech
 - c) Students become free and straightforward
 - d) Students can analyse and express a point precisely
 - e) Students get opportunities for leadership training
 - f) Students get the chance to broaden their knowledge
 - g) Students can develop the power of independent thinking and writing
 - h) Any other (please specify)
6. i) Does your school organise any competition on these activities?
Yes / No
- ii) If **Yes**, then - Have you ever participated in any competition?
More than once / Once / Never
- iii) Since how long have you been taking part in these activities?
Since 2 years / Since a year / Recently
7. i) Does your School participate in any competition?
Yes / No
- ii) If **Yes**, then, - Have you ever been selected to represent your school in any such competition?
Many times / Once / Never

7. iii) Have you ever been selected to represent at -

- a) District level Yes / No
 b) State level Yes / No
 c) National level Yes / No

iv) If **Yes** to any category in Item 7(iii) above:

Please mention the number of times you have been selected and the year of selection in the block given below:

Level of competition	No. of times	Year(s)
District		
State		
National		

8. Have you ever been bestowed with any prize or certificate?

More than once / Once / Never

9. Have you ever felt that you should further improve your performance in these activities?

Many times / Rarely / Never

10. In your opinion should these activities be part of school education?

Yes / Do not know / No

11. Do you think that your participation in these activities come in the way of your studies?

No / Cannot say / Yes

12. If you have not taken part, have you witnessed these activities?

Many times / Once / Never

13. What do you gain by witnessing these activities? (please tick below)

- a) It helps to know and appreciate the talents of my friends
 b) It gives a sense of satisfaction of participating in these activities
 c) It gives a pleasure to see friends competing
 d) Nothing of any worth

4. i) Do you think that these activities are of any help to you?
 Yes / No
- ii) If **Yes**, how does the participation in these activities help you?
 (please put a tick mark with which you agree)
- a) It develops knowledge, skills and understandings
 - b) It develops a sense of dignity for manual work
 - c) It prepares for vocational life
 - d) It develops a positive attitude towards social values
 - f) It generates pleasant, joyful and gainful experiences
 - g) It prepares to practise and perform manual work individually and collectively
 - h) It helps in understanding the principles involved in the various types of work
 - i) It helps to arrive at suitable conclusions based on scientific knowledge
- j) Any other (please specify below)
-
5. i) Has the school conducted exhibition during your stay in the school?
 Yes / No
- ii) If **Yes**,
- a) Have you ever exhibited your things? Yes / No
 - b) If not exhibited, have you helped in organising the exhibition? Yes / No
 - c) Not at all participated.
- iii) How often have you received prizes or certificates for your exhibits?
 More than once / Once / Never
-
6. i) Has your school participated in the inter-school exhibitions during your stay in the school?
 Yes / No
- ii) If **Yes**, have you ever been selected to represent your school in such exhibitions?
 More than once / Once / Never

6. iii) How often have you received prizes or certificates in the inter-school exhibition?

More than once / Once / Never

7. i) Have you ever felt the need for some special help in these activities?

Yes / No

- ii) If **Yes**, please tick from the below:

- a) A specialist teacher
- b) Provision of the required material by the school
- c) Extra space to undertake the activities in the school

8. Do you think that your participation in these activities come in the way of your studies?

No / Cannot say / Yes

APPENDIX E

SCORING KEY

For each of the item, the scoring for the different choices in responses is given below:

(A) Sports and GamesItem No

1.	No Score for any response	
2.(i)	Always - 3	
	Rarely - 2	
	Never - 1	
	(ii) For indicating 2 or more choices (other than 'd')	3
	For indicating one choice (other than 'd')	2
	For indicating only 'd'	1
3.	For indicating 4 or more choices	3
	For indicating less than 4 choices	2
	For indicating one choice	1
4.	For ticking (a)	3
	For ticking (b)	2
	For ticking (c)	1
5(i)	No score for any response	
	(ii) Many times	3
	Rarely	2
	Never	1
	(iii) More than once	3
	Once	2
	Never	1

6(i)	No Score for any response	
(ii)	More than once	3
	Once	2
	Never	1
7(i)	No score for any response	
(ii)	For ticking (a)	3
	For ticking (b)	2
	For ticking (c)	1
(iii)	Any number of times at national level	3
	Any number of times at State Level	2
	Any number of times at district level	1
8.	Many times	3
	Rarely	2
	Never	1
9.	No Score for any response	
10.	To my best	3
	Some times	2
	Never	1
11.	Since a long time	3
	Recently	2
	Never	1
12.	Many times	3
	Some times	2
	Never	1
13(i)	No score for any response	
(ii)	For ticking (a)	3
	For ticking (b)	2
	For ticking (c)	1

14.(i)	No score for any response.	
	(ii) Many times	3
	Some times	2
	Never	1
15.	No	3
	Can not say	2
	Yes	1
16.	For ticking 2 or more choices	3
	For ticking one choice	2
	For ticking only 'd'	1

(B) N.C.C.Item No.

1.	No Score for any responses.	
2.	For ticking (a)	3
	For ticking (b)	2
	For ticking (c)	1
2.	For ticking 2 or more choices	3
	For ticking one choice	2
	For ticking only 'd'	1
4.	For ticking (a)	3
	For ticking (b)	2
	For ticking (c)	1
5.	No score for any response	
6.	No score for any response	
7.	For indicating 4 or more choices	3
	For indicating less than 4 choices	2
	For indicating nothing	1

8.	No score for any response	
9.(i)	For ticking (a)	3
	For ticking(b)	2
	For ticking (c)	1
(ii)	Very regular	3
	Some what regular	2
	Irregular g	1
10(i)	No score for any response	
(ii)	For ticking (a)	3
	For ticking (b)	2
	For ticking (c)	1
11(i)	No score for any response.	
(ii)	More than twice	3
	Twice	2
	Once only	1
12(i)	No score for any response	
(ii)	3 or more than 3 times for any training camp	3
	2 times for any training camp	2
	1 time only for any training camp	1
13(i)	No score for any response.	
(ii)	Certificate 'A'	3
	Certificate 'B'	2
	Certificate 'C'	1
14.	No	3
	Can not say	2
	Yes	1
15.(i)	No score for any response	
(ii)	No score for any response	

16. Yes	3
Can not say	2
No	1

(C) LITERARY ACTIVITIESItem No

1.	No Score for any response	
2.	No score for any response	
3.	For indicating 3 or more	3
	For indicating 2	2
	For indicating 1	1
4.	Many times	3
	Once or twice	2
	Never	1
5(i)	Yes	3
	Can not say	2
	No	1
(ii)	For indicating 4 or more choices	3
	For indicating 2 choices	2
	For indicating 1 choice	1
6(i)	No score for any response.	
(ii)	More than once	3
	Once	2
	Never	1
(iii)	Since 2 years	3
	Since a year	2
	Recently	1

7(i)	No score for any response	
(ii)	Many times	3
	Once	2
	Never	1
(iii)	No score for any response.	
(iv)	Any number of times at national level	3
	Any number of times at State level	2
	Any number of times at district level	1
8.	More than once	3
	Once	2
	Never	1
9.	Many times	3
	Rarely	2
	Never	1
10.	Yes	3
	Donot know	2
	No	1
11.	No	3
	Cannot say	2
	Yes	1
12.	Many times	3
	Once	2
	Never	1
13.	For indicating 2 or were choices(other than 'd')	3
	For indicating 1 choice (other than 'd')	2
	For indicating 'd' only	1

(D) OTHER STUDENT ACTIVITIESItem No

1.	No score for any response	
2.	No score for any response.	
3.	All activities school offer	3
	Some of activities	2
	Nothing	1
4(i)	No score for any response.	
	(ii) For indicating 4 or more choices	3
	For indicating less than 4 choices	2
	For indicating 1 choice	1
5(i)	No score for any response.	
	(ii) For indicating 'Yes' to (a)	3
	For indicating 'yes' to (b)	2
	For indicating (c)	1
	(iii) More than once	3
	Once	2
	Never	1
6(i)	No score for any response.	
	(ii) More than once	3
	Once	2
	Never	1
	(iii) More than once	3
	Once	2
	Never	1
7(i)	No score for any response	
	(ii) No score for any response.	
8.	No	3
	Cannot say	2
	Yes	1

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