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 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 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 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 did 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 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 Vigours - Doubting (Factor J). But the moderately motivated students did 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 fulfill 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 indigenous 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, Basket ball Association and Athletic association exist in this institution. One coach is allocated for each of the four associations, viz. football, 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 Mokokchung 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 SU'PW 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.