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 nourised 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
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 (Girichhidda, 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-
nality 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 A 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, conclusions arrived at and suggestions put forward for further studies.