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 folk dances 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_


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), 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) 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) studied various types of leisure-time activities among

---


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 organizational 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

---

\(^8\) Aikara, J. Ideological Orientation of Student Activism in Kerala, Ph. D. Soc. Poona Univ. 1974.


affect significantly the study habits of the students. Again, Mishra (1974) observed that academic achievement of high activists was greater than that of low activists. Avinashilingam (1977) remarked that social service programme could never hamper academic work. However, Ramchander (1980) 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. Jalprakash's(1972) 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) 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


16 Jalprakash, 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.

to participate more in activities, like sports and games, athletics etc. Lal (1974)\textsuperscript{18} found a large proportion of ST students participating more actively in NCC and sports than other activities. Nayar (1975)\textsuperscript{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)\textsuperscript{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)\textsuperscript{21} found that the educational worth of


\textsuperscript{21} Bhouraskar, 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)\textsuperscript{22} remarked about the unwillingness and non-involvement of a great majority of the teachers in co-curricular activities. Bakshi (1965)\textsuperscript{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)\textsuperscript{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)\textsuperscript{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

\begin{footnotesize}

\textsuperscript{23}Bakshi, K.D., Physical Education in Delhi Schools, Ph.D. Edu., Delhi Univ., 1965.


\end{footnotesize}
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

---


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

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) 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) 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) 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

---

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)\textsuperscript{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)\textsuperscript{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)\textsuperscript{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)\textsuperscript{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

students tended to make higher academic achievement in comparison to socially unsuccessful students. Jindal's study (1976)\textsuperscript{36} revealed similar results. The successful students were higher in achievement orientation and lower in test anxiety than failing students. Mathew (1976)\textsuperscript{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)\textsuperscript{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)\textsuperscript{39} found out that the male group of underachievers displayed the following personality characteristics - easy-going and outgoing, emotionally less stable, low in frustration, shy,

\textsuperscript{37}Mathew, T., Some Personality Factors Related to underachievement in Science, Ph.D. Edu. Kerala Univ. 1976.
\textsuperscript{38}Babu, 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.
\textsuperscript{39}Tandon, S., A Psychological and Ecological Study of underachievers, 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) 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) 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) 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) noted that the

---


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


gifted and the non-gifted children differed in their level of school adjustment. Periera's (1974)\textsuperscript{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)\textsuperscript{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)\textsuperscript{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)\textsuperscript{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

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

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

\textsuperscript{46}Gupta, 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.

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)\textsuperscript{48} found that academic leaders were less ascendent and more submissive while extra-curricular leaders were more ascendent and less submissive. Sinha (1960)\textsuperscript{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)\textsuperscript{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)\textsuperscript{51} observed that existing academic programmes

\textsuperscript{48}Nayar, F.S.K., A Study of Certain personality characteris-
tics of leaders among high school students, Ph.D. Psy. Mysore Univ. 1962.


\textsuperscript{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.

\textsuperscript{51}Mazumdar, T., Academic leadership and student unrest - A Pilot study, Zakir Hussain Centre for Edul. Studies, JNU.1974 (ICSSR financed).
failed to gratify students' psychological needs at three levels, namely, cognitive, connative, 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

\(^{52}\)Patel, B.N., Study of Leadership for Improving Inspection in High Schools of Selected districts in Gujrat, Ph.D. Edu., MSU. 1974.


\(^{56}\)Sinha, 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)\textsuperscript{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)\textsuperscript{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)\textsuperscript{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.

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

\textsuperscript{62}Das, P.C., Juvenile Delinquency: A Study and Identification of Causative Factors with Special Reference to Assam, Ph.D., Edu. Gauhati Univ., 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)\textsuperscript{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)\textsuperscript{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)\textsuperscript{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.


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) 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) 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) 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)
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 judgment and affords the pupils a knowledge of parliamentary procedure. Coleman (1961)\textsuperscript{70} found that boys valued youth culture movement and athletic status and girls valued popularity and leadership in extra-curricular activities with the view that 'peer activities generate a holding power' in educational attainment.

One easily recognizes 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)\textsuperscript{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.


\textsuperscript{71}Chaturvedi, S.L., Crafts as an Educational Medium in Elementary Schools, Ph.D. Edu., BHU., 1957.
Robertson (1952) 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) 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) aimed at understanding the art appreciation in secondary school children with reference to a few personality traits, viz., intelligence, imagination, extroversion and neuroticism.

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)\textsuperscript{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)\textsuperscript{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)\textsuperscript{77}

\textsuperscript{75}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.


\textsuperscript{77}Gupta, V.P., Intelligence and Personality characteristics of Selected Higher Secondary School Sportsmen and non-sportsmen, J.L of Educational Research and Extension, Vol.11, 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)\(^7\) and Clarke, Irving and Heath (1969)\(^7\) 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)\(^8\) 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)\(^9\) identified

\(^7\) Clarke, H.H., Characteristics of the Young Athlete: A Longitudinal look, Kinesiology Review, Washington, DC., AAEPFR 1968.

\(^8\) Clarke, 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)


\(^8\) Gupta, V.P., Personality Characteristics of Basket-Ball Players at three levels of performance as measured by 16 PFI, J.E. of Educational Research and Extension, Vol. 10, No.1, July 1973.

\(^9\) Girichhidda, 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)\textsuperscript{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)\textsuperscript{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.


\textsuperscript{84}Coleman, 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)\textsuperscript{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)\textsuperscript{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)\textsuperscript{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

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


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-operativeness, 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 Millia 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 researches. 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.