

**PERCEPTION OF MIZO POST GRADUATE STUDENTS ON THE INFLUENCE OF
THEIR INVOLVEMENT IN SOCIAL ACTIVITIES UPON THEIR ACADEMIC
ACHIEVEMENT, MORAL AND SOCIAL DEVELOPMENT**

**Dissertation Submitted in Partial Fulfillment for Degree of Master of Philosophy in
Education**

Submitted by

Francis L.R. Puia Tlau

(Reg. No. MZU/M.Phil./167 of 09.05.2014)

Under the supervision of
PROF. B.B. MISHRA
(Professor of Education)



**DEPARTMENT OF EDUCATION
SCHOOL OF EDUCATION AND HUMANITIES
MIZORAM UNIVERSITY**

July 2015

DECLARATION

I, Francis L.R. Puia Tlau, hereby declare that the dissertation/subject matter of dissertation entitled “Perception of Mizo Post Graduate Students on the Influence of their Involvement in Social Activities upon their Academic Achievement, Moral and Social Development” is a record of work done by me; that the content of this dissertation did not form basis of the award of any previous degree to me, or to the best of my knowledge, to anybody else; and that the dissertation has not been submitted by me for any research degree in any other University/Institute.

This is being submitted to the Mizoram University, Aizawl for the award of Master of Philosophy in Education.

Mizoram University
Aizawl: Mizoram
Dated:

(Francis L.R. Puia Tlau)
Candidate

(Prof. R.P Vadhera)
Head of Department

(Prof. B.B Mishra)
Supervisor

ACKNOWLEDGEMENT

I deem it my most pleasant duty to gratefully acknowledge the invaluable guidance and help given to me by my guide and supervisor Prof. B.B. Mishra, Professor, Department of Education, Mizoram University, Aizawl, Mizoram whose constant inspiration, able guidance and fatherly affection enabled me to complete this work.

I express my profound gratitude to Prof. R.P. Vadhera, Head of Department of Education, Prof. Lalhmasai Chuaungo, Prof. Department of Education, Dr. H. Malsawmi, Dr. Lalbiakdiki Hnamte, Dr. Lynda Zohmingliani and Mrs. Lalmuanzuali, Faculty Members of Department of Education, Mizoram University, Aizawl, Mizoram and Mr. Vanlalhruaia, Senior Technical Assistant and other supporting staff of Department of Education, Mizoram University for extending their cooperation in the conduct of this research.

I also express my special and sincere gratitude to my parents Mr and Mrs Malsawmthanga, aunty Lalzuimawii Tlau, my dear friend Vanlalruatfela Hlondo, Ph.D Scholar, Department of Education, Mizoram University and my younger brothers and sister for their support and inspiration.

I also express my sincere thanks to the Head of Departments, faculty members, students and supporting staff of the various departments of Mizoram University who had cooperated in the process of data collection.

Above all, the culmination of my gratitude for having completed my research rests with my Lord and Savior Jesus Christ who had been a constant source of my inner and outer strength.

(Francis L.R. Puia Tlau)

MIZORAM UNIVERSITY

AIZAWL: MIZORAM – 796 004

PROF. B.B. MISHRA
Department of Education

Phone No: 0389 – 2331611/9436353711(M)
Dated: 17th July 2015

This is to certify that the work incorporated in this Dissertation entitled **Perception of Mizo Post Graduate Students on the Influence of their Involvement in Social Activities upon their Academic Achievement, Moral and Social Development** is the bonafied research work carried out by **Francis L. R. Puia Tlau** under my supervision for his M.Phil. Degree and the same has not been submitted previously for any degree.

(Prof. B. B. Mishra)

CONTENTS

List of Tables		i-ii
Chapter I	INTRODUCTION	1-16
1.01:	Introduction	
1.02:	Impact of social Activities of Community	
1.03:	Brief Profile of Mizoram and Mizo Culture	
1.04:	Social Organizations in Mizo Society	
1.05:	Research Position on the Impact of Social Activities	
1.06:	Rationale of the Study	
1.07:	Statement of the Problem	
1.08:	Operational Meanings of Keywords	
1.09:	Objectives of the Study	
1.10:	Delimitation of Scope of Enquiry	
1.11:	Plan of the Report	
Chapter II	REVIEW OF RELATED LITERATURE	17-21
Chapter III	PLAN AND PROCEDURE	22-24
3.01:	The Research Approach	
3.02:	Sources of Data	
3.03:	Population and Sample	
3.04:	Tool and Technique Used	
3.05:	Data Collection	

3.06: Organization of Data

3.07: Analysis of Data

Chapter IV ANALYSIS AND INTERPRETATION

25-58

4.01: Comparison of Perceptions of Different Groups of Post Graduate Mizo students on the Influence of their Involvement in Social Activities upon Academic Achievement

4.02: Comparison of Perceptions of Different Groups of Post Graduate Mizo students on the Influence of their Involvement in Social activities upon Moral Development

4.03: Comparison of Perceptions of Different Groups of Post Graduate Mizo students on the Influence of their Involvement in Social activities upon Social Development

4.04: Examination and comparison of suggestions of Post Graduate Mizo students based on gender and stream of study on the influence of their involvement in social activities upon their Academic Achievement, Moral and Social development

Chapter V RESULTS AND DISCUSSIONS

59-66

5.01: Findings of the Study

5.02: Discussion of Results

5.03: Suggestions

5.04: Educational Implication

5.05: Limitations of the Study

5.06: Suggestions for Further Research

SUMMARY

BIBLIOGRAPHY

APPENDICES

List of Tables

Sl. No.	Table No.	Title	Page
1.	4.01	Perception of Arts Male Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	27
2.	4.02	Perception of Arts Female Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	28
3.	4.03	Perception of Arts Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	29
4.	4.04	Perceptions of Science Male Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	30
5.	4.05	Perception of Science Female Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	31
6.	4.06	Perception of Science Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	32
7.	4.07	Perception of Commerce Male Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	33
8.	4.08	Perception of Commerce Female Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	34

9.	4.09	Perception of Commerce Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	35
10.	4.10	Perception of Male Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	36
11.	4.11	Perception of Female Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	37
12.	4.12	Perception of Post Graduate Mizo Students (Total) on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and Social Development	38
13.	4.13	Chi-square Values on the Perceptions of Different Groups upon Academic Achievement	39
14.	4.14	Chi-square Values on the Perceptions of Different Groups upon Moral Development	40
15.	4.15	Chi-square Values on the Perceptions of Different Groups upon Social Development	41
16.	4.16	Chi-square Values on the Perceptions of Different Groups upon Suggestions	42

CHAPTER-I

INTRODUCTION

CHAPTER-II

REVIEW OF RELATED LITERATURE

CHAPTER-III

PLAN AND PROCEDURE

CHAPTER-IV

ANALYSIS AND INTERPRETATION

CHAPTER V

RESULTS AND DISCUSSION

SUMMARY

BIBLIOGRAPHY

APPENDICES

ABSTRACT

1.01: Introduction

Man is a social animal. It is said that man without society is a figment of imagination. He is born in the society and breath last in the society. During his lifespan he used to be influenced by the society and he influences the society. The home, school, media, society etc. are the agencies which socialize the individual. Brown considers that “all education proceeds by the participation of the individual in the social consciousness of the race”. Ottaway was of the opinion “that education is an activity which goes on in a society, and its aims and methods depend on the nature of the society in which it takes place” (in Mathur, 2004, 42).

Guskin and Guskin (1970, 98) have defined socialization as the process by which an individual learns the behaviors, the values and the expectations of others that enable him/her to take on particular roles in the society. These are learned so that one can play his/her particular role in the society. Individuals do not come to this world with their roles defined. They learn their roles by living in the society. For example, the role of the mother or father or son is learnt by living in the society. The process by which the individuals come to learn their prescribed role and prepare to take up that role is known as socialization.

According to O. G. Brim, Jr. and S. Wheeler (1966, 3) socialization refers to the process by which persons acquire the knowledge, skills and dispositions that make them able members of their society. It implies that since birth all individuals are socialized through their interaction with various social organizations. Each individual has to meet the requirements laid down by other members of society in a variety of situations. The behavior which is required of a person in a given position can be defined as *prescribed role* and whatever are the requirements they may be called as *role prescriptions*. Socialization is thus a process through which the individual learns role prescriptions and role behavior. Also, through this process the individual understands the recognized statuses in the traditional positions in the society. Thus, it can be said that socialization performs the function of transforming human raw material of society into good working members. Through this

process an individual is led to understand the society's status, structure and the role prescriptions and behavior associated with different positions in this structure.

Society is like an organic whole and is composed of the individuals, as its parts. The process of socialization begins in early infancy and extends throughout the life cycle. The personality of the individual is shaped through socialization, which is a process of change in individuality. Through the process of socialization people come to know about what to do, what not to do and what they must do? The society develops, retains and perpetuates patterns traditions and norms that persist overtime. It is an ongoing process of change through the social institutions like family, community, neighborhood, school etc. Through socialization an individual can operate harmoniously in the society.

Human behavior is not guided by instincts alone unlike that of animals. No one teaches birds how a nest is built and fly southward during the winter. No one teaches bees how to communicate with little dance. This is all instinctive. But the innovative factors operate in the case of man. We learn how to build houses, roads and weapons. Physiologically, human race is endowed with greater faculties; man is a rational being. Psychological reflexes like extra alertness, capacity to perceive, think and analyze, rationalize and plan for the future are found in man. Human is pre-organized and is flexible. It is shaped by extensive socialization. Human child has much longer dependence on parents and grant parents. During this period a good deal of socialization takes place as sensibility to environment, habits, attitudes, food habits, sleeping habits, sanitary habits, attitudes towards siblings, parents and neighbors. And it can be said that shaping one's self as per needs of the society as knowing traditions, initiation of capacity to learn, read, perceive, imitate and to invent start with the process of socialization at home.

The school is a social institution which fulfils the special needs of the society. Social institutions are purposive, regulatory, and consequently primary cultural configurations, formed, unconsciously and or deliberately, to satisfy individual wants and social needs bound up with the efficient operation

of any plurality of persons. A school is described as a social institution because: it is a cultural configuration, it is formed deliberately to satisfy individual wants and social needs, and it embodies certain norms and has its own standardized way of solving societal problems. The school trains and socializes the individual and thus serves the societal needs. But it is to be remembered here that the societal needs differ in different societies.

Besides home and school, community has a greater responsibility towards socialization. As Crow and Crow (in Yogendra K. Sharma, 2003, 242) commented, “A community cannot expect something for nothing, if it wishes its young people to serve their community well; it must provide whatever educational advantages are needed by the young people, individually and collectively, to prepare themselves for that service.”

India is a country of diversity in terms of race, religion, language and culture. Different societies have their own social organizations which intend to socialize the future generations. Further, there are varieties of social organizations which work at different levels with different objectives. The Mizo society is not an exception to it.

1.02: Impact of Social Activities

Social activity implies the activity that involves association with other people. It is an activity considered appropriate on social occasions, action taken by a group of people, the act of consorting with or joining with others and the action of people mingling and coming into contact. Thus, social activity involves the various activities carried on by the social organizations for the sake of common good. The social activities have many positive impacts besides socialization for which every community has certain provisions in shape of traditions and rituals which every member is supposed to imbibe. Some common benefits arising of social activities organized by communities are discussed below:

Impact on physical development: Every enlightened community takes care of the physical well being of its youngsters by making provisions for nutritious food, occasions for rest, plenty of physical exercise, etc.

Impact on mental development: The community can play an important role in the mental development of its citizens by providing musical competitions, cultural functions, dramatic performances, seminars, etc. Besides, every enlightened community also builds libraries and reading rooms and encourages people to use them because mental development is hastened in the process of acquiring knowledge.

Impact on cultural development: Every community has its own distinctive customs, modes, mores, modes of behavior, traditions, ideals, etc., which are transferred to the younger generation through the process of socialization. This socialization process has so profound an influence upon the individual citizens that one can find distinctive patterns of behavior evolving in them which serve to distinguish them from members of any other community having a different set of ideals and traditions.

Impact on moral and character development: Community has an impact on moral and character development too. Every society has its own code of ethic which differs in some degree from that of other societies, and this difference is reflected in the behaviour of its citizens. Even the most backward society has some primitive moral code and it tries to instil these moral ideas into the younger generation. It is the community which provides the environment for the moral development of the child. If this environment is favourable it will create good character while on the contrary one will find defective character formation if the environment itself is defective. Hence, in this respect the duties of the community are self evident.

Impact on social development: Community is responsible for developing the community sentiment among its citizens, and this community sentiment creates in them a feeling and a sense of responsibility towards the community which brings with it awareness of certain duties. In Indian society the individual's socialization is achieved through a variety of religious functions deliberately intended to create social consciousness in the child participating in the function. This awareness of the society around one is manifested in each individual's desire to win the praise of the members of the community and to avoid criticism and disrespect.

In spite of such benefits, it must be remembered that development of social consciousness does not imply a blind following of the traditional rules

and customs of society. Many people do reflect upon the nature and values of all these customs, and if they find them defective they raise their voices against such customs and vigorously arouse people to get rid of them. This happens to be the beginning of social reform movements, and if members of the community cooperate with the revolutionaries, social reform takes place. But all this takes place within the society, because, the process of development and improvement of society occur within the society, not outside it.

1.03: Brief Profile of Mizoram and Mizo Culture

Mizoram is one of the states of Northeast India, with Aizawl as its capital. The name is derived from Mi (people), Zo (hill) and Ram (land), and thus Mizoram implies "land of the hill people". Mizoram is a land of rolling hills, valleys, rivers and lakes. Mizoram is located in the North East of India and its latitude lies at 21°58' & 24°35' N and longitude – 92°15' & 93°29' E. It has a total area of 21,081 km. It has as much as 404 km of international border with Myanmar and Bangladesh and sharing borders with the Indian states of Tripura, Assam, Manipur. Mizoram has eight districts, namely Aizawl, Lunglei, Saiha, Champhai, Kolasib, Serchhip, Lawngtlai and Mamit.

Mizoram was part of Assam until 1972, when it was carved out as a Union Territory. It became the 23rd state of India on 20 February 1987. As per 2011 census, Mizoram has a population of 1,091,014 with 552,339 males and 538,675 females. Mizoram is second least populated state of India. The population density of Mizoram, according to 2011 Census, is 52 persons per sq km. The sex ratio of the state is 976 females per thousand males, higher than the national ratio 940. The literacy rate of Mizoram in 2011 was 91.33 per cent, higher than the national average 74.04 per cent, and third highest among all the states of India.

The culture of the Mizo tribes and its social structure has undergone tremendous change over 100 years, since the arrival of Christianity in late 1890s. Contemporary people of Mizoram celebrate Christmas, Easter and other Christian celebrations replacing many of old tribal customs and practices. The growth of Christianity, scholars' state, was shaped from a foundation of cultural, religious and socio-political structure. One such

foundation cultural element of Mizo people was 'Hnatlang', which literally means social work, united labor or community labor. A consequence of 'Hnatlang' was the culture of 'Tlawmngaihna', which does not have a direct English translation. 'Tlawmngaihna' as cultural concept incorporates behavior that is self-sacrificing, self-denying, doing what an occasion demands unselfishly and without concern for inconvenience caused, persevering, stoical, stout – hearted, plucky, brave, firm, independent, loath to lose one's good reputation. Thus, after a fire or landslide or flood damage, the Mizo culture is one of spontaneous humble social work without demands or expectations.

1.04: Important Social Organizations in Mizo Society and their Roles

In Mizo society, there are various social organizations that take active part in community works and lead the people for the concerns of the society. Among them Young Mizo Association (Y.M.A), Mizo Zirlai Pawl (MZP), Mizo Students Union (MSU) and Church organization are the important ones that used to play active role in shaping and moulding the character of the people starting from the early stages of life which ultimately benefits the society. A brief description on these social organizations is made as under.

Young Mizo Association (YMA): It is the largest and most comprehensive non-profit, secular and non-governmental organization of the Mizo people. It was established on 15th June 1935, originally as the Young Lushai Association (YLA), which was later replaced with the Young Mizo Association in 1947. It was initiated by the Welsh Christian missionaries who understood the need of cultural conservation of the Mizo tribe, who were under pressure of political and social modernizations. It was registered as SR No. 4 of 1977 under Indian Societies Registration Act (XXI of 1860) on 14th May 1977 to the government of Mizoram. The association is administered by a central committee (Central YMA), headquartered at Aizawl, and under which there are 5 sub-headquarters, 47 groups and 772 branches, which covers all of Mizoram and some parts of Assam, Manipur, Meghalaya, Nagaland and Tripura. YMA is the only body in which all the Mizos can take part. YMA has three mottos- Good use/ proper utilization of leisure time, Reverence for a

good Christian life and Striving towards a holistic development of Mizo society.

Important activities of YMA: YMA never fails to play its voluntary roles, by following its theme “*To help the needy*”, as follows:

- Soon as they know someone is dead in their respective areas, members rush to the spot and never lose a minute in helping or arranging the hospitality to the bereaved family.
- They make every possible seat arrangements for the public who are coming to show their condolence for the bereaved family.
- They arrange refreshment, tea and drinking water for the people before the burial of the dead.
- If death takes place after 10 a.m. or if any dead body is brought to the locality from other places, decisions are taken by the leaders of YMA relating the funeral activities.
- Male members of YMA used to dig the grave-pit on voluntary basis.
- After the burial of the dead the YMA members take charge of singing condolence songs in that house for three nights.
- Most YMA branches keep some readymade coffins and gifts at their cost to meet such urgency of the locality and also outside.
- On YMA day i.e. 15 June, almost every branch of YMA used to organize a mass cleanliness program and the members use to sweep the streets of their respective locality.

Mizo Zirlai Pawl (MZP): It is also known as **Mizo Students’ Association**. This organization was established on 27th October, 1935. It was registered as No. 35 of 1969-70 under the Firm and Society Act. Its motto is Union is strength. Its main aims include preparing all people to be valuable citizens for the Mizo nation and to help the government in the development of the state and Mizo nation. MZP is a Mizo multinational student organization. It is not-for-profit organization. All Mizo students are the members of this association. Its General Headquarters is in Aizawl, and it has headquarters in most other Mizo inhabited areas. Under the General Headquarters and Headquarters, it also has Sub-Headquarters and under the

Sub-Headquarters, Branches are also established in many villages. MZP also has cooperation with the students' union of all colleges in Mizoram and Women Polytechnic in Aizawl and Lunglei, and the vice president and general secretary of each students' union are the ex-officio committee members of their respective Hqrs/Sub-Hqrs. The president and general secretary of Mizoram University Students' Council are also the ex-officio committee members of the General Headquarters. The following are some of the main aims and objectives of MZP:

- To safeguard the rights and unity of all Mizo students.
- To prepare Mizo people to become helpful citizens of the state (Zoram).
- To do its best to unite all Mizo people and create an independent Mizo state out of all the territories historically occupied by Mizo people.
- To prevent and attack corruption in Mizoram.
- To conserve traditional Mizo values.

Important activities of MZP: Since MZP is a student organization, the important activities performed by MZP are as follows:

- MZP used to give certificate of appreciation every year to those Mizo students who rank the top ten in the High School Leaving Certificate (HSLC) examination conducted by Mizoram Board of School Education (MBSE).
- To unite all the Mizos in different corners of the country and to preserve the Mizo culture and traditions, MZP General Headquarters used to organize ZOFEST a famous festival every year inviting leaders and members from headquarters, sub-headquarters and Mizo student organizations both from inside and outside Mizoram.
- MZP used to give advice and also assistance to the state government on issues which are related to the Mizo nationalism, issues regarding educational systems and schemes and issues concerning students of different levels.
- MZP also used to organize Inter School/College Quiz competitions as much as possible in collaboration with the Local Cable Network for the interested and talented students.

Mizo Students' Union (MSU): It was established on 12th February 1986 at Aizawl Club, Aizawl. It was believed that MSU was established on 1st November 1979 in Shillong for the first time in India by the Mizo students who pursued their education outside the state of Mizoram. MSU had made a lot of contributions in order to make Mizoram a peaceful and harmonious state. MSU has the following eight objectives:

- To prepare the Mizo students to make the highest possible achievements:
- To safeguard the Rights of Mizo students and to use its best efforts to bring the prosperity of the Mizo students.
- To help the needy and reward the deserving Mizo students.
- To establish common brotherhood and cooperation among all Mizos, all students from different places.
- To do its best to prepare for safeguarding Mizo nationalism. To safeguard the homeland and the gens of the Mizos, protect it from the possible assimilation.
- To do its best to unite all Mizos.
- To prepare the students to become good citizens.

Important activities of MSU: The activities of MSU are almost similar to that of MZP as both are student organizations. MSU used to perform its functions as under:

- MSU used to give certificates of appreciation every year to those Mizo students who rank the top ten in the Higher Secondary School Leaving Certificate (HSSLC) examination conducted by Mizoram Board of School Education (MBSE).
- Like MZP MSU never fails to play their roles on issues which concern Mizo nationalism, education system, and common brotherhood of all Mizos.

Church Organizations in Mizoram: The church organizations also play an important part in Mizo society by rendering services to its members through various activities going within it. In Mizoram, there are different

denominations like Presbyterian Church of India (PCI), Baptist Church of Mizoram (BCM), Salvation Army (SA), United Pentecostal Church (UPC), etc. In these church groups, the members play different roles and take part in various activities organized by their respective groups so as to serve their respective churches and above all the Lord. Most of the activities in these groups are usually meant for the administration and functioning of the church and even they also used to do some community work.

Activities of Churches: The most common and popular activities of churches include cleaning of streets, street preaching, organizing sports and entertainment programmes, publishing books, donating blood, making public urinal, helping the needy and poor members of society, organizing leadership training programmes and meetings etc.

In the activities of the above social organizations, the youngsters take active part guided by senior members. The youngsters include both males and females of above 14 years age.

1.05: Research Position on the Impact of Social Activities

The researcher tried to find out the studies in 3rd – 6th Survey of Educational Research Volumes but could not find much. A study conducted by Prasad (1977) found that social reinforcement was favorable to academic achievement. Further, Jain, Shikha and Mishra, Pushpa (1998) attempted to assess the influence of socialization on academic achievement of adolescents and found parental responsiveness was the only significant factor with regard to academic achievement of children.

Wankhede (2007, 463-464), the contributor to Chapter 8 (Sociology of Education) of Sixth Survey of Educational research writes: *Education functions within society and is bound to have its overall influence on it. Both education and society are socializing agencies and function with certain processes. While analyzing education it becomes pertinent to see the interrelationship between the other sub-systems, namely, stratification, economy, politics and religion etc., and their functional influence on each other. These functions are socialization, social mobility, equality, social change, modernization, development, etc.*

Due to time constraint the researcher might not have explored all resources. However, it is a fact that the socio-cultural practices vary from society to society and the nature of social activities and involvement of people also vary from society to society. There may be studies in other cultures; however, no critical study has been conducted in Mizoram regarding the students' perceptions about their participation in social activities. It will be interesting to conduct a study to reveal the perceptions of the students about involvement in social activities and its influence on their academic achievement, moral and social development.

1.06: Rationale of the Study

The Mizo society is a unique society as compared to other societies of the world because it has a lot of social activities which cannot be seen not only in other parts of our country but also of the world. In almost all of these activities, those who are actively participating are the youths above 14 years of age. From this point, it can be seen that the students, above class- VIII or so, are the active participants. The reason for active participation of the students is that in Mizo society when an individual becomes socially mature person i.e. 14 (according to the age norm given by Y.M.A), he/she is supposed to perform his/her duties as a member of the society. The society expects him/her to conform to the ongoing practices and to take part in those activities that are going on within the society. Thus, even the students have to take active part in social activities as far as possible otherwise they may not be regarded as a useful member of the society. Therefore, the students have to perform such duties in order to become socially acceptable persons. It is customary that the youths have to render their services in the occasions such as death, marriage, accidents, calamities, cleaning of streets and the like. Sometimes they have to pass sleepless nights.

No society has remained static. Due to the process of modernization and acculturation all societies have undergone changes, Mizo society is not an exception to it. Involvement in social activities, undoubtedly, takes a lot of time and especially for the students, it may affect their performance in academic life in a negative way if they spend most of time in taking active parts in these social activities. On the other hand, involvement in social

activities can help in gaining skills, knowledge, experiences, qualities, etc. that are essential for leading happy and successful lives in their physical and social environment. It is also supposed to inculcate values such as service to mankind, sincerity, punctuality, honesty, hospitality etc. Now days it is being observed that owing to tough competition for jobs, in business and in other activities for earning livelihood people have less time for such social activities and there might have been change in the attitude of the people, particularly among youngsters and students to spend their time for social activities.

The rationale behind selecting only Post Graduate students is that they all have passed through the various stages of education, have long time involvement in social activities and are matured enough to critically analyze their experiences and to express their views freely.

In this connection the following questions are raised:

- What is the perception of Mizo Post Graduate students on the influence of their involvement in social activities upon their academic achievement?
- What is the perception of Mizo Post Graduate students on the influence of their involvement in social activities upon their moral development?
- What is the perception of Mizo Post Graduate students on the influence of their involvement in social activities upon their social development?
- Do the male and female Mizo Post Graduate students differ in their perceptions regarding the influence of their involvement in social activities upon their academic achievement, moral development and social development?
- Do the arts, science and commerce Mizo Post Graduate students differ in their perceptions regarding the influence of their involvement in social activities upon their academic achievement, moral development and social development?
- What are the suggestions of the Mizo Post Graduate students regarding the involvement of students in social activities?

1.07: Statement of the Problem

It is a fact that the socio-cultural practices vary from society to society and the nature of social activities and involvement of people also vary from society to society. There may be studies in other cultures; however, no critical study has been conducted in Mizoram regarding the students' perceptions about their participation in social activities. It will be interesting to conduct a study to reveal the perceptions of the students about involvement in social activities and its influence on their academic achievement, moral and social development.

In the light of above discussions it was felt by the present investigator, who is a Mizo and has informally shared critical discussions with his Mizo friends about the existing practices and the perceptions, to get answers empirically to the questions raised in the preceding section. As such, the present research problem is formulated as below:

***Perception of Mizo Post Graduate Students on the Influence of their
Involvement in Social Activities upon their Academic Achievement, Moral
and Social Development***

1.08: Operational Meanings of Keywords

Different words have their different connotations according to their place of reference. In the present study, the words which are used in the title of the topic have the following operational meaning. For dictionary meaning, the Cambridge Learner's Dictionary (2007), third edition and Longman Dictionary of Contemporary English *New Edition* (1986) are referred and meanings of the words appropriate to the context have been cited.

Perception: The dictionary meaning of the word *perception* is *what you think or believe about something*. (Cambridge Learner's Dictionary).

In the present study, it refers to the thought or belief of the students on the influence of their involvement in social activities upon their academic achievement, moral and social development.

Social Activities: As already mentioned social activities includes multifarious activities intended for welfare of people. In the present study

social activities refers to the various activities that are carried out by the social organizations for the concern of the Mizo society.

Academic Achievement: The dictionary meaning of the word *academic* are 1) *concerning education, especially in a college or university.* 2) *being or based on subjects that are taught to develop the mind rather than to provide practical skills.* (Longman Dictionary of Contemporary English).

The dictionary meaning of the word *achievement* is the *successful gaining or finishing of something.* (Longman Dictionary of Contemporary English)

In the present study, academic achievement is the educational goal achieved by the student over a certain period that is measured either by examination or continuous assessment.

Moral Development: The dictionary meaning of the word *moral* is *concerning or based on principles of right and wrong and the difference between good and evil.* The dictionary meaning of the word *development* is *the act of developing or the process of being developed.* (Longman Dictionary of Contemporary English)

In the present context, moral development refers to the development of the student's principles of right and wrong, good and evil through their involvement in social activities.

Social Development: The dictionary meaning of the word *social* is *(adjective) relating to society and the way people live.* (Cambridge Learner's Dictionary).

In the present study, social development refers to how the student acquires the necessary knowledge, skills, etc. by taking part in social activities.

1.09: Objectives of the Study

1. To assess and compare the perceptions of the Mizo Post Graduate students on the influence of their involvement in social activities upon their academic achievement with reference to their gender and stream of study.

2. To assess and compare the perceptions of the Mizo Post Graduate students on the influence of their involvement in social activities upon their moral development with reference to their gender and stream of study.
3. To assess and compare the perceptions of the Mizo Post Graduate students on the influence of their involvement in social activities upon their social development with reference to their gender and stream of study.
4. To examine the suggestions of the Mizo Post Graduate students on their involvement in social activities with reference to their gender and stream of study.
5. To offer suggestions in the light of the findings of the study.

1.10: Delimitation of scope of enquiry

Conceptually and geographically the study was limited in its scope as follows:

1. It was limited to perception of Mizo Post Graduate students of Mizoram University.
2. It was confined only to the state of Mizoram.

1.11: Plan of the Report

The report of the present study is organized in five chapters to facilitate a systematic presentation.

In chapter-I the study is introduced. Brief profile of Mizoram and social organizations in Mizoram, research position, rationale of the study, statement of the problem, operational meanings of key terms used, objectives of the study and plan of the report have also been presented along with delimitation of the scope of enquiry in this chapter.

Chapter II will be devoted for review of related literature. In this chapter the findings of the researches conducted in the relevant area will be presented.

The procedure adopted for the conduct of the present study will be presented in Chapter III. The research approach, sources of data, population

and sample, tools and techniques used, procedure of data collection, organization of data and analysis of data will also be presented in Chapter III.

Chapter IV will be devoted for the analysis and interpretation of data.

In Chapter V, findings of the study will be presented and discussed. Educational implications, limitation of the study and suggestions for further research will also be presented in this chapter.

A brief summary of the study, list of References and Appendices will follow Chapter V.

Every piece of ongoing research needs to be connected with the work already done, to attain an overall relevance and purpose. The review of literature thus becomes a link between the research proposed and the studies already done.

Review of related literature has an important place in scientific investigation. Researchers have to be up-to-date in their information about studies related to their own problems. References are to be made to similar studies and their evaluation too is to be made for the benefit of the readers. Survey of related studies imply locating, studying and evaluating reports of relevant researches published as articles, encyclopedias, research abstracts, comprehensive books on the subjects and manuscripts if any for the worthwhile study. In any field of knowledge the researcher needs adequate familiarity with the works which have already been done in the area. The researchers have to build upon the accumulated and recorded knowledge of the past and draw maximum benefit from the previous investigations. Thus, review of related literature shows the real path to be pursued by the researchers to conduct their studies and locate problems which have remained unexplored in previous studies.

It is a fact that the socio-cultural practices vary from society to society and the nature of social activities and involvement of people also vary from society to society. There may be studies in other cultures; however, no critical study has been conducted in Mizoram regarding the students' perceptions about their participation in social activities. It will be interesting to conduct a study to reveal the perceptions of the students about involvement in social activities and its influence on their academic achievement, moral and social development.

However, few research studies are presented below in chronological order which have some literature related to the present studies keeping in view of the needs and problems of youth regarding the process of socialization.

Dutta et al (1998) carried a study on 'Social adjustment of adolescents' on a sample of adolescent youth drew from Assam Agricultural University and Kendriya Vidyalayas Districts of Assam and Jorhat with an age range of 16 to 18 and 19 to 21 years. Data were obtained using the adjustment inventory for

college students (Sinha and Singh, 1980). Results revealed that the boys and the girls and 16 to 18 years and 19 to 21 years did not differ in the social adjustment.

Jain, Shikha and Mishra, Pushpa (1998) attempted to assess the influence of socialization on academic achievement of adolescents and found parental responsiveness was the only significant factor with regard to academic achievement of children.

Graybill, A. (1999) focused on studies dealing with three factors, namely family relations, school and peer relations which are pertinent in the identification of certain clinical traits that exist among juvenile delinquents. He observed that weak parenting skills, child-parent conflicts, family transitions, and overall poor family functioning and relations has a negative effect on adolescents and may foster delinquent tendencies. Delinquents usually have a negative affiliation with school as an institution which results in low self-esteem and negative impact on academic achievement including development of social skills. As a result of this poor relationship with school, delinquents tend to lack motivation to achieve, have poor attendance, and usually experience alienation from school in general. Juvenile who are aggressive and have a tendency for delinquents usually experienced rejection from conventional peer groups. This rejection leads delinquents to form friendships with other delinquents. Over time, identities are formed within the group. It becomes extremely difficult to change delinquent behavior if this group has a long duration.

Pechmann and Shih (1999) studied eight hundred 9th graders emotional reactions during viewing, and smoking-related thoughts, beliefs, and intent were assessed afterward. They found that smoking scenes positively aroused the young viewers, enhanced their perceptions of smokers' social stature, and increased their intent to smoke. The authors decided to test only two theses: Excitation Transfer Thesis and Forbidden Fruit Thesis ruling out any other alternatives. Since there is a favorable effect of screening anti-smoking ads prior to a film according, it would be interesting to look into advertisements

for other forms of contentious movie depictions such as violence or street racing.

Wankhede (2007, 463-464), the contributor to chapter 8 (Sociology of Education) of Sixth Survey of Educational research writes: *Education functions within society and is bound to have its overall influence on it. Both education and society are socializing agencies and function with certain processes. While analyzing education; it becomes pertinent to see the interrelationship between the other sub-systems, namely, stratification, economy, politics and religion etc., and their functional influence on each other. These functions are socialization, social mobility, equality, social change, modernization, development, etc.*

Hawkins, Amy L. (2010) conducted a study on 'Relationship between Under Graduate Student Activity and Academic Performance'. Research has shown that student involvement enhances the overall college experience and the development of transferable skills for under graduate students. Participation in student organization can lead to the development of social and leadership skills, higher retention rates and heightened self confidence, improve satisfaction with college. Despite the long list of benefits, there is an assumption that student organizations distract students from educational activities, thus resulting in lower academic performance. This study examined the grade point average (GPA) of under graduate students enrolled at Purdue University during the 2009 semester to determine if there is a relationship between student involvement and GPA. The students were divided into one of three groups: general students, student organization members and student organization officers. An average GRA was calculated for each group and used in a two-sample t-test for significance. The results indicate a relationship between involvement and GPA with student organization officers earning a significantly higher GPA than regular members of the organizations and student organization members earning a significantly higher GPA than the general student population.

Sunday A. Adeyemo (2010) conducted a study on 'The relationship between students' participation school based extra-curricular activities and their

achievement in Physics'. The samples used for the research work were selected randomly from four senior secondary schools in Mainland Local Government Area of Lagos State. The total sample was of 200 Physics students comprising 100 females and 100 male students. Three null hypotheses were postulated and tested at 0.05 level of significance to find the relationship between students participation in school based extra-curricular activities and their achievement in Physics. The instruments used were students' questionnaire and Physics Students Achievement Test (PAT). The data collected were analyzed using simple regression statistical analysis and the results of the findings showed that school based extra-curricular activities having significant influence on students' achievement in Physics. Finally it was recommended in this study that a larger sample from both rural and urban areas should be used by future researchers to give a fairly valid result; importance of extra-curricular activities to the students should be highly emphasized.

Yee-Wang Fung and Ngai-Ying Wong (2011) conducted a study on 'Involvement in Extra-Curricular Activities as Related to Academic Performance, Personality, and Peer Acceptance'. A total of 294 Hong Kong Secondary School students responded to a questionnaire evaluating involvement in extra-curricular activities, academic performance, personality, and acceptance by their classmate. The actual number of extra-curricular activities they enrolled and the amount of time they spent on these activities were recorded. They were also asked if they had taken up duties in these activities. Results showed that involvement in extra-curricular activities was positively related to academic achievement, performance, personality, and peer acceptance.

Andrew Guest and Barbara Schneider (2012) conducted a study 'Adolescents' Extra-curricular Participation in Context: The Mediating Effects of Schools, Communities, and Identity'. This study investigated how school and community contexts relate to associations among high school students' extra-curricular participation, academic achievement, and educational ambition. On the basis of survey data from the Alfred P. Sloan Study of Youth and Social Development, the results show that participation in sports is most

strongly associated with achievement in schools with low educational expectations and schools in poor communities. Participation in non-sports extra-curricular activities, while also demonstrating some contextual variation, is more consistently associated with both higher academic achievement and higher educational expectations across types of communities than is participation in sports. A further examination of these associations suggests that having an athletic identity accounts for much of the variation in the value of sports. Thus, identity can help to explain the finding that social contexts differently influence developmental outcomes associated with participation in extra-curricular activity.

Lisa A. Kort-Butler and David D. Martin (2013) conducted a study ‘The influence of High School Activity Portfolios on Risky Behaviors in Emerging Adulthood’. This study examined the relationship between high school activity portfolios and risky behaviors (i.e. binge drinking, drug use, and law violation) among a college sample. Five activity portfolios were identified, including sports-focused, low involvement, highly engaged, and two combination portfolios. There were significant differences between portfolios on social psychological measures (e.g. pro-social beliefs and social responsibility), current extra-curricular involvement, and risky behaviors. Regression models indicated that social psychological factors and current involvement partially mediated the association between portfolios and risky behaviors, but portfolio type retained direct effects. Portfolios associated with involvement across several activity domains were more protective for emerging adults, in part by shaping their beliefs, sense of social responsibility, and continuing involvement.

This chapter is devoted for the description of plan and procedure followed for the conduct of the study and is organized into seven sections (i.e. 3.01 to 3.07). The section 3.01 describes research approach and section 3.02 deals with the sources selected for the collection of data. Population and sample of the study is described in section 3.03 followed by description of the tools and techniques used for the study in section 3.04. In sections 3.05, 3.06 and 3.07, the procedure followed for collection of data, organization of data and plan of analysis of data are narrated respectively.

3.01: The Research Approach

In any kind of research work, it is very vital to decide about the research approach that the researcher would use in dealing with the research problem. Research approach describes the various steps of the plan of attack to be adopted in the research process.

The present study was primarily intended to study the perception of Mizo Post Graduate students on the influence of their involvement in social activities upon their academic achievement, moral and social development and to offer suggestions in the light of the findings of the study. Therefore, descriptive survey approach was followed for the present study. The study is a mixed type i.e. both qualitative and quantitative in nature.

3.02: Sources of Data

For any kind of research the data must be collected from valid and reliable sources, the sources may be primary or secondary or both keeping the objectives of the study in view. The following primary and secondary sources were considered to be appropriate for collection of relevant data for the present study.

A. *Primary Source*: Since the main focus of the study was to study the perception of the Mizo Post Graduate students the Post Graduate students belonging to Mizo community were considered to be the main source of the study.

B. *Secondary Source*: Different National and State survey reports, books and journals and official records, internet, published and unpublished documents are major sources that are of utmost importance for any research. For the

present study these sources were also considered important. The literature on various social organizations like Y.M.A., MZP, MSU and church organizations were also considered important for the present study.

3.03: Population and Sample

In recent years appropriate techniques for sampling have been increasingly used in education and other social science researches to get information necessary about a specific population (target population). Through appropriate sampling techniques, it is possible to draw a representative sample from the population so that the inferences drawn from a study can be safely extended to the target population. In the present study, the investigator had taken steps as were necessary to see that the samples population was representative of the target population.

For the present study, the population included all Mizo Post Graduate students, whether they were pursuing their studies in Mizoram state or elsewhere. However, keeping the researcher's constraints of time and resources, it was decided to draw the sample from Mizoram University which is a central university and majority of the students are Mizo. Mizoram University had eight schools out of which School of Engineering and Technology is Under Graduate and School of Fine Arts, Architect and Fashion Technology is not yet functional. The rest six schools can broadly be classified as arts, science and commerce. The sample was comprised of 300 Post Graduate students from three streams viz. Arts, Science and Commerce out of which 150 were males and 150 were females. Stratified random sampling design was followed for selecting samples belonging to different schools of studies of Mizoram University under three broad streams i.e. Arts (School of Education and Humanities and School of Social Science), Science (School of Earth Sciences and Natural Resources Management, School of Life Sciences and School of Physical Science), and Commerce (School of Economics, Management and Information Sciences).

3.04: Tools and Technique used

Every researcher requires data gathering tools and techniques which may vary in their complexity, design, administration and interpretation. Each

tool/technique is appropriate for the collection of certain kind of data. In some situations, the researcher may find that the existing research tools do not suit their purpose. In such cases, they have to construct their own.

For the present study no readymade tool was found available. Therefore, the investigator developed a questionnaire to assess the perception of Mizo Post Graduate students on the influence of their involvement in social activities upon their academic achievement, moral and social development and also to get their suggestions. Though, it was not possible to test the reliability of the questionnaire, experts' views were obtained for the content validity of the questionnaire. A copy of the questionnaire is appended at the end of this report.

3.05: Collection of Data

Data collection is essentially an important part of research process. For the present study, data were collected through personal visits to various departments/disciplines of Mizoram University. Looking through the attendance registers Mizo students were identified and from among them the required numbers of subjects were selected for inclusion in the sample. Through personal approach and after establishing rapport, the subjects were handed over with the questionnaire with request to return the filled in questionnaire on the next day. There was no problem in getting back the filled in questionnaire.

3.06: Organization of Data

Keeping the objectives of the study in view, data collected were organized for the twelve groups based on the variables (gender and stream of study).

3.07: Analysis of Data

The data were analyzed quantitatively using, statistics like frequency and percentage. Further, chi-square test of independence on the hypothesis of equal probability was used to examine the trend of responses and for comparison in respect of the 40 items of the questionnaire for all the twelve groups.

This chapter deals with the analysis of data collected from Mizo Post Graduate students who are pursuing their study in Mizoram University and their interpretations. The chapter is divided into four sections. In section 4.01, the perceptions of different Groups of post graduate Mizo students on the influence of their involvement in social activities upon academic achievement will be presented and compared to fulfill the first objective of the study. Perceptions of different groups of post graduate Mizo students on the influence of their involvement in social activities upon moral development will be presented and compared in section 4.02 to fulfill the second objective of the study. Section 4.03 will deal with the perceptions and comparison of different groups of post graduate Mizo students on the influence of their involvement in social activities upon social development in connection with the third objective of the study. Section 4.04 will deal with examination and comparison of their suggestions of post graduate Mizo students based on gender and stream of study on the influence of their involvement in social activities upon their academic achievement, moral and social development in connection with the fourth objective of the study.

Data were collected from both male and female students of three streams i.e. arts, science and commerce. Thus, there were 12 groups based on stream of study and gender: arts male, arts female, arts (irrespective of gender), science male, science female, science (irrespective of gender), commerce male, commerce female, commerce (irrespective of gender), male (irrespective of stream of study), female (irrespective of stream of study), and total. The questionnaire had 40 statements, 10 each for academic achievement, moral development, social development and suggestions with three choices—agree, undecided, and disagree. The frequency of responses along with their percentage of all the 12 categories of respondents in respect of the 40 statements are organized and presented in tables 4.01- 4.12. The chi-square test was applied for each statement to examine the trend of responses, if any, on the hypotheses of equal probability. The chi-square values, in a summarized form, are presented in tables 4.13, 4.14, 4.15 and 4.16 in respect of academic achievement, moral development, social development and

suggestions respectively. For facilitating interpretation, the relevant statements will be presented in every section.

Criteria for Interpretation: As already mentioned each statement had three choices – agree undecided and disagree. For interpretation, it was decided to compare the percentage of respondents answering agree or disagree excluding the percentage of undecided. It is because; the respondents choose the undecided response not only when they are confused, but also when the issue is sensitive, the context is threatening, the respondents are non-serious and the like. The present issue i.e. participation in social activities is a sensitive issue as the social organizations are influential in every society that too in Mizo society.

Table 4.01
Perception of Arts Male Post Graduate Mizo Students on the Influence of
their Involvement in Social Activities upon Academic Achievement,
Moral and Social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	25 (50)	8 (16)	17 (34)	8.68*
2.	28(56)	13 (26)	9 (18)	12.04**
3.	26 (52)	10 (20)	14 (28)	8.32*
4.	20 (40)	12 (24)	18 (36)	2.09
5.	21 (42)	19 (38)	10 (20)	4.12
6.	14 (28)	25 (50)	11 (22)	6.52*
7.	34 (68)	7 (14)	9 (18)	27.16**
8.	19 (38)	20 (40)	11(22)	2.93
9.	23 (46)	10 (20)	17 (34)	2.67
10.	22 (44)	15 (30)	13 (26)	2.68
11.	39 (78)	9 (18)	2 (4)	46.35**
12.	21(42)	15 (30)	14 (28)	1.72
13.	26 (52)	13 (26)	11(22)	7.96*
14.	31(62)	7 (14)	12 (24)	19.23**
15.	16 (32)	23 (46)	11 (22)	4.36
16.	15 (30)	11 (22)	24 (48)	5.32
17.	12 (24)	13 (26)	25 (50)	6.28*
18.	23 (46)	14 (28)	13 (26)	3.64
19.	19 (38)	19 (38)	12 (24)	1.97
20.	29 (58)	11 (22)	10 (20)	11.31**
21.	37 (74)	4 (8)	9 (18)	37.95**
22.	17 (34)	15 (30)	18 (36)	0.29
23.	38 (76)	10 (20)	2 (4)	40.46**
24.	17 (34)	22 (44)	11 (22)	6.07*
25.	43 (86)	3 (6)	4 (8)	62.43**
26.	17 (34)	20 (40)	13 (26)	1.49
27.	44 (88)	3 (6)	3 (6)	67.23**
28.	31(62)	13 (26)	6 (12)	19.96**
29.	7 (14)	13 (26)	30 (60)	17.08**
30.	17 (34)	14 (28)	19 (38)	0.77
31.	21 (42)	17 (34)	12 (24)	2.44
32.	25 (50)	14 (28)	11(22)	6.52*
33.	15 (30)	17 (34)	18 (36)	0.3
34.	38 (76)	7 (14)	5 (10)	41.07**
35.	32 (64)	11(22)	7 (14)	21.63**
36.	24 (48)	12 (24)	14 (28)	4.96
37.	33 (66)	13 (26)	4 (8)	26.43**
38.	42 (84)	4 (8)	4 (8)	57.75**
39.	27 (58)	15 (30)	8 (16)	11.08**
40.	41 (82)	6 (12)	3 (6)	53.55**

(Figures in the parenthesis indicate percentage)

*Significant at .05 Level

**Significant at .01 Level

Table 4.02
Perception of Arts Female Post Graduate Mizo Students on the Influence
of their Involvement in Social Activities upon Academic Achievement,
Moral and Social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	30 (60)	7 (14)	13 (26)	17.08**
2.	27(54)	6 (12)	17 (34)	13.24**
3.	23 (46)	14 (28)	13 (26)	3.64
4.	24 (48)	15 (30)	11 (22)	5.32
5.	29 (58)	12 (24)	9 (18)	13.96**
6.	10 (20)	15 (30)	25 (50)	4.59
7.	41 (82)	5 (10)	4 (8)	53.31**
8.	33 (66)	10 (20)	7 (14)	21.86**
9.	17 (34)	13 (26)	20 (40)	1.49
10.	19 (38)	12 (24)	19 (38)	1.97
11.	42 (84)	4 (8)	4 (8)	57.75**
12.	21 (42)	13 (26)	16 (32)	1.99
13.	34 (68)	10 (20)	6 (12)	25.11**
14.	35 (60)	8 (16)	7 (14)	30.28**
15.	22 (44)	17 (34)	11 (22)	3.64
16.	21 (42)	11(22)	18 (36)	3.16
17.	10 (20)	9 (18)	31(62)	16.11**
18.	37 (74)	8 (16)	5 (10)	37.47**
19.	28 (56)	15 (30)	7 (14)	13.48**
20.	33 (66)	9 (18)	8 (16)	24.03**
21.	34 (68)	6 (12)	10 (20)	25.11**
22.	12 (24)	12 (24)	26 (52)	7.84*
23.	39 (78)	8 (16)	3 (6)	45.63**
24.	24 (48)	16 (32)	10 (20)	3.51
25.	43 (86)	4 (8)	3 (6)	62.43**
26.	26 (52)	16 (32)	8 (16)	9.76**
27.	44 (88)	1 (2)	5 (10)	67.71**
28.	35 (70)	12 (24)	3 (6)	32.68**
29.	9 (18)	20 (40)	21 (42)	5.32
30.	12 (24)	25 (50)	13 (26)	6.28*
31.	29 (58)	9 (18)	12 (24)	13.96**
32.	17 (34)	22 (44)	11 (22)	3.64
33.	26 (52)	9 (18)	15 (30)	8.92*
34.	33 (66)	7 (14)	10 (20)	21.86**
35.	34 (68)	7 (14)	9 (18)	27.16**
36.	23 (46)	16 (32)	11 (22)	4.36
37.	38 (76)	7 (14)	5 (10)	41.07**
38.	43 (86)	5 (10)	2 (4)	62.67**
39.	30 (60)	15 (30)	5 (10)	19.01**
40.	44 (88)	4 (8)	2 (4)	67.35**

(Figures in the parenthesis indicate percentage)

*Significant at .05 Level

**Significant at .01 Level

Table 4.03
Perception of Arts Post Graduate Mizo Students on the Influence of their Involvement in Social Activities upon Academic Achievement, Moral and social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	55 (55)	15 (15)	30 (30)	24.5**
2.	55 (55)	19 (19)	26 (26)	21.86**
3.	49 (49)	24 (24)	27 (27)	11.18**
4.	44 (44)	27 (27)	29 (29)	5.18
5.	50 (50)	31 (31)	19 (19)	14.66**
6.	24 (24)	40 (40)	36 (36)	4.15
7.	75 (75)	12 (12)	13 (13)	78.14**
8.	52 (52)	30 (30)	18 (18)	17.84**
9.	40 (40)	23 (23)	37 (37)	4.93
10.	41 (41)	27 (27)	32(32)	3.02
11.	81 (81)	13 (13)	6 (6)	102.99**
12.	42 (42)	28 (28)	30 (30)	3.44
13.	60 (60)	23 (23)	17 (17)	32.54**
14.	66 (66)	15 (15)	19 (19)	48.26**
15.	38 (38)	40 (40)	22 (22)	5.83
16.	36 (36)	22 (22)	42 (42)	6.32*
17.	22 (22)	22 (22)	56 (56)	23.12**
18.	60 (60)	22 (22)	18 (18)	32.24**
19.	47 (47)	34 (34)	19 (19)	11.78**
20.	62 (62)	20 (20)	18 (18)	37.04**
21.	71 (71)	10 (10)	19 (19)	65.07**
22.	29 (29)	27 (27)	44 (44)	4.34
23.	77 (77)	18 (18)	5 (5)	88.35**
24.	41 (41)	38 (38)	21 (21)	6.98*
25.	86 (86)	7 (7)	7 (7)	124.83**
26.	43 (43)	36 (36)	21 (21)	7.58*
27.	88 (88)	4 (4)	8 (8)	134.73**
28.	66 (66)	25 (25)	9 (9)	51.86**
29.	16 (16)	33 (33)	51 (51)	18.38**
30.	29 (29)	39 (39)	32 (32)	31.62**
31.	50 (50)	26 (26)	24 (24)	12.56**
32.	42 (42)	36 (36)	22 (22)	6.32*
33.	41 (41)	26 (26)	33 (33)	3.38
34.	71 (71)	14 (14)	15 (15)	63.87**
35.	66 (66)	18 (18)	16 (16)	48.08**
36.	47 (47)	28 (28)	25 (25)	8.54*
37.	71 (71)	20 (20)	9 (9)	65.67**
38.	85 (85)	9 (9)	6 (6)	120.27**
39.	57 (57)	30 (30)	13 (13)	29.54**
40.	85 (85)	10 (10)	5 (5)	120.51**

(Figures in the parenthesis indicate percentage)

**Significant at .05 Level*

***Significant at .01 Level*

Table 4.04
Perception of Science Male Post Graduate Mizo Students on the Influence
of their Involvement in Social Activities upon Academic Achievement,
Moral and Social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	30 (60)	9 (18)	11 (22)	16.12**
2.	14 (28)	9 (18)	27 (54)	10.36**
3.	33 (66)	4 (8)	13 (26)	26.43**
4.	30 (60)	7 (14)	13 (26)	17.08**
5.	37 (74)	5 (10)	8 (16)	37.47**
6.	10 (20)	6 (12)	34 (68)	25.11**
7.	34 (68)	11 (22)	5 (10)	28.12**
8.	30 (60)	13 (26)	7 (14)	17.08**
9.	18 (36)	12 (24)	20 (40)	2.09
10.	17 (34)	8 (16)	25 (50)	8.68*
11.	36 (72)	11 (22)	3 (6)	35.55**
12.	18 (36)	15 (30)	17 (34)	0.29
13.	39 (78)	6 (36)	5 (10)	44.91**
14.	38 (76)	5 (10)	7 (14)	41.07**
15.	21(42)	21(42)	8 (16)	6.75*
16.	13 (26)	15 (30)	22 (44)	2.68
17.	8 (16)	9 (18)	33 (66)	24.03**
18.	32 (64)	11(22)	7 (14)	21.63**
19.	24 (48)	13 (26)	13 (26)	4.84
20.	32 (64)	12 (24)	6 (12)	22.23**
21.	37 (74)	6 (12)	7 (14)	37.23**
22.	6 (12)	9 (18)	35 (70)	30.52**
23.	32 (64)	12 (24)	6 (12)	22.23**
24.	27 (54)	10 (20)	13 (26)	9.88**
25.	39 (78)	5 (10)	6 (12)	44.91**
26.	22 (44)	13 (26)	15 (30)	2.68
27.	42 (84)	5 (10)	3 (6)	57.87**
28.	35 (70)	8 (16)	7 (14)	30.28**
29.	7 (14)	19 (38)	24 (48)	9.16*
30.	6 (12)	20 (40)	24 (48)	10.72**
31.	29 (58)	10 (20)	11(22)	11.31**
32.	22 (44)	18 (36)	10 (20)	2.07
33.	18 (36)	16 (32)	16 (32)	0.05
34.	40 (80)	4 (8)	6 (12)	49.11**
35.	30 (60)	14 (28)	6 (12)	17.92**
36.	24 (48)	8 (16)	18 (36)	7.84*
37.	32 (64)	13 (26)	5 (10)	23.07**
38.	40 (80)	10 (20)	0	49.58**
39.	26 (52)	18 (36)	6 (12)	12.16**
40.	42 (84)	5 (10)	3 (6)	57.87**

(Figures in the parenthesis indicate percentage)

**Significant at .05 Level*

***Significant at .01 Level*

Table 4.05
Perception of Science Female Post Graduate Mizo Students on the
Influence of their Involvement in Social Activities upon Academic
Achievement, Moral and social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	30 (60)	6 (12)	14 (28)	17.92**
2.	18 (36)	15 (30)	17 (34)	0.29
3.	24 (48)	10 (20)	16 (32)	3.51
4.	28 (56)	11 (22)	11(22)	11.56**
5.	28 (56)	10 (20)	12 (24)	9.27**
6.	18 (36)	11 (22)	21 (42)	3.16
7.	32 (64)	14 (28)	4 (8)	24.15**
8.	34 (78)	11 (22)	5 (10)	28.12**
9.	22 (44)	12 (24)	16 (32)	3.04
10.	20 (40)	11 (22)	19 (38)	2.93
11.	40 (80)	10 (20)	0	49.58**
12.	16 (32)	24 (48)	10 (20)	3.51
13.	34 (78)	6 (12)	10 (20)	25.11**
14.	35 (70)	6 (12)	9 (18)	30.52**
15.	10 (20)	28 (56)	12 (24)	9.27**
16.	20 (40)	7 (14)	23 (46)	8.43*
17.	7 (14)	19 (38)	24 (48)	9.16*
18.	28 (56)	12 (24)	10 (20)	9.27**
19.	22 (44)	23 (46)	5 (10)	12.27**
20.	30 (60)	14 (28)	6 (12)	17.92**
21.	35 (70)	9 (18)	6 (12)	30.52**
22.	19 (38)	17 (34)	14 (28)	0.77
23.	30 (60)	16 (32)	4 (8)	20.32**
24.	20 (40)	16 (32)	14 (28)	1.13
25.	35 (70)	7 (14)	8 (16)	30.28**
26.	24 (48)	11 (22)	15 (30)	5.32
27.	36 (72)	9 (18)	5 (10)	34.11**
28.	30 (60)	12 (24)	8 (16)	16.48**
29.	5 (10)	24 (48)	21 (42)	12.51**
30.	8 (16)	21 (42)	21 (42)	6.75*
31.	30 (60)	9 (18)	11 (22)	16.12**
32.	17 (34)	21 (42)	12 (24)	2.44
33.	16 (32)	21 (42)	13 (26)	1.96
34.	31 (62)	8 (16)	11 (22)	18.76**
35.	20 (40)	20 (40)	10 (20)	1.6
36.	22 (44)	12 (24)	16 (32)	3.04
37.	29 (58)	15 (30)	6 (12)	16.12**
38.	34 (68)	13 (26)	3 (6)	30.04**
39.	23 (46)	19 (38)	8 (16)	7.24*
40.	39 (78)	5 (10)	6 (12)	44.91**

(Figures in the parenthesis indicate percentage)

**Significant at .05 Level*

***Significant at .01 Level*

Table 4.06
Perception of Science Post Graduate Mizo Students on the Influence of
their Involvement in Social Activities upon Academic Achievement,
Moral and social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	60 (60)	15 (15)	25 (25)	33.5**
2.	32 (32)	24 (24)	44 (44)	20.73**
3.	57 (57)	14 (14)	29 (29)	28.58**
4.	58 (58)	18 (18)	24 (24)	28.53**
5.	65 (65)	15 (15)	20 (20)	45.5**
6.	28 (28)	17 (17)	55 (55)	22.94**
7.	66 (66)	25 (25)	9 (9)	51.86**
8.	64 (64)	24 (24)	12 (12)	44.48**
9.	40 (40)	24 (24)	36 (36)	4.15
10.	37 (37)	19 (19)	44 (44)	9.98**
11.	76 (76)	21 (21)	3 (3)	86.79**
12.	34 (34)	39 (39)	27 (27)	2.17
13.	73 (73)	12 (12)	15 (15)	70.94**
14.	73 (73)	11 (11)	16 (16)	71.18**
15.	31 (31)	49 (49)	20 (20)	12.86**
16.	34 (34)	22 (22)	44 (44)	7.28*
17.	15 (15)	28 (28)	57 (57)	27.74**
18.	60 (60)	23 (23)	17 (17)	32.54**
19.	46 (46)	36 (36)	18 (18)	12.08**
20.	62 (62)	26 (26)	12 (12)	41.84**
21.	72 (72)	15 (15)	13 (13)	67.34**
22.	25 (25)	26 (26)	49 (49)	11.06**
23.	62 (62)	28 (28)	10 (10)	41.84**
24.	47 (47)	26 (26)	27 (27)	8.42*
25.	74 (74)	12 (12)	14 (14)	74.49**
26.	46 (46)	24 (24)	30 (30)	7.76*
27.	78 (78)	14 (14)	8 (8)	90.33**
28.	65 (65)	20 (20)	15 (15)	45.5**
29.	12 (12)	43 (43)	45 (45)	20.55**
30.	14 (14)	41 (41)	45 (45)	17.07**
31.	59 (59)	19 (19)	22 (22)	29.78**
32.	39 (39)	39 (39)	22 (22)	5.77
33.	34 (34)	37 (37)	29 (29)	0.73
34.	71 (71)	12 (12)	17 (17)	29.65**
35.	50 (50)	34 (34)	16 (16)	17.36**
36.	46 (46)	20 (20)	34 (34)	10.16**
37.	61 (61)	28 (28)	11 (11)	38.76**
38.	74 (74)	23 (23)	3 (3)	80.43**
39.	49 (49)	37 (37)	14 (14)	18.98**
40.	81 (81)	10 (10)	9 (9)	102.27**

(Figures in the parenthesis indicate percentage)

**Significant at .05 Level*

***Significant at .01 Level*

Table 4.07
Perception of Commerce Male Post Graduate Mizo Students on the
Influence of their Involvement in Social Activities upon Academic
Achievement, Moral and social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	21 (42)	13 (26)	16 (32)	2.23
2.	24 (48)	10 (20)	16 (32)	3.51
3.	27 (54)	9 (18)	14 (28)	10.36**
4.	24 (48)	11 (22)	15 (30)	5.32
5.	28 (56)	8 (16)	14 (28)	12.64**
6.	11 (22)	14 (28)	25 (50)	6.52*
7.	29 (58)	14 (28)	7 (14)	15.16**
8.	28 (56)	13 (26)	9 (18)	12.04**
9.	22 (44)	15 (30)	13 (26)	2.67
10.	21 (42)	13 (26)	16 (32)	2.68
11.	37 (74)	9 (18)	4 (8)	46.35**
12.	20 (40)	21 (42)	9 (18)	5.32
13.	35 (70)	7 (14)	8 (16)	30.28**
14.	35 (70)	9 (18)	6 (12)	30.52**
15.	20 (40)	18 (36)	12 (24)	2.09
16.	15 (30)	15 (30)	20 (40)	1.01
17.	9 (18)	15 (30)	26 (52)	8.92*
18.	27 (54)	16 (32)	7 (14)	12.04**
19.	20 (40)	18 (36)	12 (24)	2.09
20.	28 (56)	11 (22)	11 (22)	11.56**
21.	30 (60)	12 (24)	8 (16)	16.48**
22.	21 (42)	12 (24)	17 (34)	2.44
23.	34 (78)	12 (24)	4 (8)	28.96**
24.	21 (42)	23 (46)	6 (12)	10.35**
25.	37 (74)	6 (12)	7 (14)	37.23**
26.	25 (50)	14 (28)	11 (22)	6.52*
27.	42 (84)	5 (10)	3 (6)	57.87**
28.	33 (66)	10 (20)	7 (14)	21.86**
29.	9 (18)	23 (46)	18 (36)	6.04*
30.	14 (28)	17 (34)	19 (38)	0.77
31.	29 (58)	8 (16)	13 (26)	14.44**
32.	20 (40)	14 (28)	16 (32)	1.13
33.	16 (32)	12 (24)	22 (44)	3.04
34.	39 (78)	6 (12)	5 (10)	44.91**
35.	29 (58)	10 (20)	11 (22)	11.31**
36.	22 (44)	17 (34)	11 (22)	3.64
37.	31 (62)	14 (28)	5 (10)	20.92**
38.	47 (94)	3 (6)	0	83.06**
39.	30 (60)	13 (26)	7 (14)	17.08**
40.	42 (84)	5 (10)	3 (6)	57.87**

(Figures in the parenthesis indicate percentage)

**Significant at .05 Level*

***Significant at .01 Level*

Table 4.08
Perception of Commerce Female Post Graduate Mizo Students on the
Influence of their Involvement in Social Activities upon Academic
Achievement, Moral and Social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	19 (38)	15 (30)	16 (32)	0.53
2.	29 (58)	6 (12)	15 (30)	16.12**
3.	34 (68)	7 (14)	9 (18)	27.16**
4.	25 (50)	14 (28)	11 (22)	6.52*
5.	25 (50)	7 (14)	18 (36)	9.88**
6.	14 (28)	12 (24)	24 (48)	4.96
7.	37 (74)	11 (22)	2 (4)	39.63**
8.	30 (60)	14 (28)	6 (12)	17.92**
9.	25 (50)	12 (24)	13 (26)	6.28*
10.	22 (44)	10 (20)	18 (36)	2.07
11.	37 (74)	11 (22)	2 (4)	39.63**
12.	22 (44)	17 (34)	11 (22)	3.64
13.	31 (62)	12 (24)	7 (14)	19.24**
14.	35 (70)	8 (16)	7 (14)	30.28**
15.	17 (34)	23 (46)	10 (20)	2.67
16.	19 (38)	11 (22)	20 (40)	2.93
17.	7 (14)	19 (38)	24 (48)	9.16*
18.	26 (52)	13 (26)	11 (22)	7.96*
19.	30 (60)	14 (28)	6 (12)	17.92**
20.	30 (60)	12 (24)	8 (16)	16.48**
21.	32 (64)	13 (26)	5 (10)	23.07**
22.	17 (34)	11 (22)	22 (44)	3.16
23.	36 (72)	12 (24)	2 (4)	36.63**
24.	21 (42)	11 (22)	18 (36)	2.16
25.	36 (72)	9 (18)	5 (10)	34.11**
26.	30 (60)	15 (30)	5 (10)	19**
27.	42 (84)	7 (14)	1 (2)	58.83**
28.	30 (60)	15 (30)	5 (10)	19**
29.	6 (12)	15 (30)	29 (58)	16.12**
30.	13 (26)	23 (46)	14 (28)	3.64
31.	33 (66)	6 (12)	11 (22)	24.75**
32.	16 (32)	24 (48)	10 (20)	3.51
33.	12 (24)	22 (44)	16 (32)	3.04
34.	36 (72)	7 (14)	7 (14)	33.63**
35.	34 (68)	7 (14)	9 (18)	27.16**
36.	28 (56)	15 (30)	7 (14)	13.49**
37.	25 (50)	18 (36)	7 (14)	9.88**
38.	47 (94)	3 (6)	0	83.06**
39.	32 (64)	16 (32)	2 (4)	27.03**
40.	42 (84)	5 (10)	3 (6)	57.87**

(Figures in the parenthesis indicate percentage)

**Significant at .05 Level*

***Significant at .01 Level*

Table 4.09
Perception of Commerce Post Graduate Mizo Students on the Influence
of their Involvement in Social Activities upon Academic Achievement,
Moral and social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	40 (40)	28 (28)	32 (32)	1.33
2.	53 (53)	16 (16)	31 (31)	20.78**
3.	61 (61)	16 (16)	23 (23)	35.16**
4.	49 (49)	25 (25)	26 (26)	11.06**
5.	53 (53)	15 (15)	32 (32)	35.78**
6.	25 (25)	26 (26)	49 (49)	11.06**
7.	66 (66)	25 (25)	9 (9)	51.86**
8.	58 (58)	27 (27)	15 (15)	29.54**
9.	47 (47)	27 (27)	26 (26)	8.42*
10.	43 (43)	23 (23)	34 (34)	6.02*
11.	74 (74)	20 (20)	6 (6)	77.37**
12.	42 (42)	38 (38)	20 (20)	8.24*
13.	66 (66)	19 (19)	15 (15)	48.26**
14.	70 (70)	17 (17)	13 (13)	60.74**
15.	37 (37)	41 (41)	22 (22)	6.02*
16.	34 (34)	26 (26)	40 (40)	2.95
17.	16 (16)	34 (34)	50 (50)	17.36**
18.	53 (53)	29 (29)	18 (18)	19.22**
19.	50 (50)	32 (32)	18 (18)	29.48**
20.	58 (58)	23 (23)	19 (19)	27.62**
21.	62 (62)	25 (25)	13 (13)	39.14**
22.	38 (38)	23 (23)	39 (39)	4.81
23.	70 (70)	24 (24)	6 (6)	65.36**
24.	42 (42)	34 (34)	24 (24)	4.88
25.	73 (73)	15 (15)	12 (12)	70.94**
26.	55 (55)	29 (29)	16 (16)	23.66**
27.	84 (84)	12 (12)	4 (4)	116.1**
28.	63 (63)	25 (25)	12 (12)	41.75**
29.	15 (15)	38 (38)	47 (47)	16.34**
30.	27 (27)	40 (40)	33 (33)	16.27**
31.	62 (62)	14 (14)	24 (24)	38.48**
32.	36 (36)	38 (38)	26 (26)	2.47
33.	28 (28)	34 (34)	38 (38)	1.51
34.	75 (75)	13 (13)	12 (12)	77.75**
35.	63 (63)	17 (17)	20 (20)	39.74**
36.	50 (50)	32 (32)	18 (18)	29.48**
37.	56 (56)	32 (32)	12 (12)	42.77**
38.	94 (94)	6 (6)	0	166.18**
39.	62 (62)	29 (29)	9 (9)	42.98**
40.	84 (84)	10 (10)	6 (6)	115.77**

(Figures in the parenthesis indicate percentage)

**Significant at .05 Level*

***Significant at .01 Level*

Table 4.10
Perception of Male Post Graduate Mizo Students on the Influence of their
Involvement in Social Activities upon Academic Achievement, Moral and
social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	76 (50.67)	30 (20)	44 (29.33)	16.84**
2.	66 (44)	32 (21.33)	52 (34.67)	11.68**
3.	86 (57.33)	23 (15.33)	41 (27.33)	42.12**
4.	74 (49.33)	30 (20)	46 (30.67)	19.84**
5.	86 (57.33)	32 (21.33)	32 (21.33)	38.88**
6.	35 (23.33)	45 (30)	70 (46.67)	13**
7.	97 (64.67)	32 (21.33)	21 (14)	67.48**
8.	77 (51.33)	46 (30.67)	27 (18)	25.48**
9.	63 (42)	37 (24.67)	50 (33.33)	6.76*
10.	60 (40)	36 (24)	54 (36)	6.24*
11.	112 (74.67)	29 (19.33)	9 (6)	119.32**
12.	59 (39.33)	51 (34)	40 (26.67)	3.64
13.	100 (66.67)	26 (17.33)	24 (16)	75.06**
14.	104 (69.33)	21 (14)	25 (16.67)	87.64**
15.	57 (38)	62 (41.33)	31 (20.67)	11.08**
16.	43 (28.67)	41 (27.33)	66 (44)	7.72*
17.	29 (19.33)	37 (24.67)	84 (56)	35.82**
18.	82 (54.67)	41 (27.33)	27 (18)	32.68**
19.	63 (42)	50 (33.33)	37 (24.67)	6.76*
20.	89 (59.33)	34 (22.67)	27 (18)	46.12**
21.	104 (69.33)	22 (14.67)	24 (16)	87.52**
22.	44 (29.33)	36 (24)	70 (46.67)	11.64**
23.	104 (69.33)	34 (22.67)	12 (8)	92.32**
24.	65 (43.33)	55 (36.67)	30 (20)	13*
25.	119 (79.33)	14 (9.33)	17 (11.33)	142.92**
26.	64 (42.67)	47 (31.33)	39 (26)	6.52*
27.	128 (85.33)	13 (8.67)	9 (6)	182.68**
28.	99 (66)	31 (20.67)	20 (13.33)	73.24**
29.	23 (15.33)	55 (36.67)	72 (48)	24.76**
30.	37 (24.67)	51 (34)	62 (41.33)	6.78*
31.	79 (52.67)	35 (23.33)	36 (24)	25.24**
32.	67 (44.67)	46 (30.67)	37 (24.67)	9.98**
33.	49 (32.67)	45 (30)	56 (37.33)	1.96
34.	117 (78)	17 (11.33)	16 (10.67)	134.68**
35.	91 (60.67)	35 (23.33)	24 (16)	51.64**
36.	70 (46.67)	37 (24.67)	43 (28.67)	12.86**
37.	96 (64)	40 (26.67)	14 (9.33)	70.24**
38.	129 (86)	17 (11.33)	4 (2.67)	188.92**
39.	83 (55.33)	46 (30.67)	21 (14)	38.92**
40.	125 (83.33)	16 (10.67)	9 (6)	169.24**

(Figures in the parenthesis indicate percentage)

**Significant at .05 Level*

***Significant at .01 Level*

Table 4.11
Perception of Female Post Graduate Mizo Students on the Influence of
their Involvement in Social Activities upon Academic Achievement,
Moral and social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	79 (52.66)	28 (18.67)	43 (28.67)	27.48**
2.	74 (49.33)	27 (18)	49 (32.67)	22.12**
3.	81 (54)	31(20.67)	38 (25.33)	29.32**
4.	77 (51.33)	40 (26.67)	33 (22)	22.36**
5.	82 (54.67)	29 (19.33)	39 (26)	31.72**
6.	42 (28)	38 (25.33)	70 (46.67)	12.16**
7.	110 (73.33)	30 (20)	10 (6.67)	112**
8.	97 (64.67)	35 (23.33)	18 (12)	69.16**
9.	64 (42.67)	37 (24.67)	49 (32.67)	7.32*
10.	61 (40.67)	33 (22)	56 (37.33)	8.92*
11.	119 (79.33)	25 (16.67)	6 (4)	146.44**
12.	59 (39.33)	54 (36)	37 (24.67)	5.32
13.	99 (66)	28 (18.67)	23 (15.33)	72.28**
14.	105 (70)	22 (14.67)	23 (15.33)	90.76**
15.	49 (32.67)	68 (45.33)	33 (22)	12.28**
16.	60 (40)	29 (19.33)	60 (40.67)	13.24**
17.	24 (16)	47 (31.33)	79 (52.66)	30.52**
18.	91 (60.67)	33 (22)	26 (17.33)	50.94**
19.	80 (53.33)	52 (34.67)	18 (12)	38.56**
20.	93 (62)	35 (23.33)	22 (14.67)	57.16**
21.	101 (67.33)	28 (18.67)	21 (14)	78.52**
22.	48 (32)	40 (26.67)	62 (41.33)	4.44
23.	105 (70)	36 (24)	9 (6)	98.08**
24.	65 (43.33)	43 (28.67)	42 (28)	6.76*
25.	114 (76)	20 (13.33)	16 (10.67)	123.04**
26.	80 (53.33)	42 (28)	28 (18.67)	28.96**
27.	122 (81.33)	17 (11.33)	11 (7.33)	155.88**
28.	95 (63.33)	39 (26)	16 (10.67)	66.04**
29.	20 (13.33)	59 (39.33)	71 (47.33)	28.44**
30.	33 (22)	69 (46)	48 (32)	12.52**
31.	92 (61.33)	24 (16)	34 (22.67)	53.92**
32.	50 (33.33)	67 (44.67)	33 (22)	11.56**
33.	54 (36)	52 (34.67)	44 (29.33)	1.12
34.	100 (66.67)	22 (14.67)	28 (18.67)	75.36**
35.	88 (58.67)	34 (22.67)	28 (18.67)	43.68**
36.	73 (48.67)	43 (28.67)	34 (22.67)	16.68**
37.	92 (61.33)	40 (26.67)	18 (12)	57.76**
38.	124 (82.67)	21 (14)	5 (3.33)	166.84**
39.	85 (56.67)	50 (33.33)	15 (10)	49**
40.	125 (83.33)	14 (9.33)	11 (7.33)	168.84**

(Figures in the parenthesis indicate percentage)

**Significant at .05 Level*

***Significant at .01 Level*

Table 4.12
Perception of Post Graduate Mizo Students (Total) on the Influence of
their Involvement in Social Activities upon Academic Achievement,
Moral and social Development

Statement No.	Agree	Undecided	Disagree	Chi-square
1.	155 (51.67)	58 (19.33)	87 (29)	43.28**
2.	140 (46.67)	59 (19.67)	101 (33.67)	32.82**
3.	167 (55.67)	54 (18)	79 (26.33)	70.46**
4.	151 (50.33)	70 (23.33)	79 (26.33)	39.42**
5.	168 (56)	61 (20.33)	71 (23.67)	69.86**
6.	77 (25.67)	83 (27.67)	140 (46.67)	24.18**
7.	207 (69)	62 (20.67)	31 (10.33)	176.54**
8.	174 (58)	81 (27)	45 (15)	88.62**
9.	127 (42.33)	74 (24.67)	99 (33)	14.06**
10.	121 (40.33)	69 (23)	110 (36.67)	15.02**
11.	231 (77)	54 (18)	15 (5)	265.02**
12.	118 (39.33)	105 (35)	77 (25.67)	8.78*
13.	199 (66.33)	54 (18)	47 (15.67)	147.26**
14.	209 (69.67)	43 (14.33)	48 (16)	178.34**
15.	106 (35.33)	130 (43.33)	64 (21.33)	22.32**
16.	103 (34.33)	70 (23.33)	127 (42.33)	15.92**
17.	53 (17.67)	84 (28)	163 (54.33)	64.34**
18.	173 (57.67)	74 (24.67)	53 (17.67)	82.14**
19.	143 (47.67)	102 (34)	55 (18.33)	38.78**
20.	182 (60.67)	69 (23)	49 (16.33)	102.86**
21.	205 (68.33)	50 (16.67)	45 (15)	165.5**
22.	93 (31)	76 (25.33)	131 (43.67)	15.12**
23.	209 (69.67)	70 (23.33)	21 (7)	190.22**
24.	130 (43.33)	98 (32.67)	72 (24)	16.88**
25.	233 (77.67)	34 (11.33)	33 (11)	265.34**
26.	144 (48)	89 (29.67)	67 (22.33)	31.46**
27.	250 (83.33)	30 (10)	20 (6.67)	338**
28.	194 (64.67)	70 (23.33)	36 (12)	138.32**
29.	43 (14.33)	114 (38)	143 (47.67)	52.94**
30.	70 (23.33)	120 (40)	110 (36.67)	13.22**
31.	171 (57)	59 (19.67)	70 (23.33)	76.22**
32.	117 (39)	113 (37.67)	70 (23.33)	13.58**
33.	103 (34.33)	97 (32.33)	100 (33.33)	0.14
34.	217 (72.33)	39 (13)	44 (14.67)	205.46**
35.	179 (59.67)	69 (23)	52 (17.33)	95.06**
36.	143 (47.67)	80 (26.67)	77 (25.67)	27.78**
37.	188 (62.67)	80 (26.67)	32 (10.67)	127.68**
38.	253 (84.33)	38 (12.67)	9 (3)	355.34**
39.	168 (56)	96 (32)	36 (12)	87.36**
40.	250 (83.33)	30 (10)	20 (6.67)	338**

(Figures in the parenthesis indicate percentage)

*Significant at .05 Level

**Significant at .01 Level

Table 4.13
Chi-square Values on the Perceptions of Different Groups on the Influence of their Involvement in Social Activities upon Academic Achievement

GROUPS												
Statement No.	Arts Male	Arts Female	Arts	Science Male	Science Female	Science	Commerce Male	Commerce Female	Commerce	Male	Female	Total
1.	8.68*	17.08**	24.50**	16.12**	17.92**	33.50**	2.23	0.53	1.33	16.84**	27.48**	43.28**
2.	12.04**	13.24**	21.86**	10.36**	0.29	20.73**	3.51	16.12**	20.78**	11.68**	22.12**	32.82**
3.	8.32*	3.64	11.18**	26.43**	3.51	28.58**	10.36**	27.16**	35.16**	42.12**	29.32**	70.46**
4.	2.09	5.32	5.18	17.08**	11.56**	28.53**	5.32	6.52*	11.06**	19.84**	22.36**	39.42**
5.	4.12	13.96**	14.66**	37.47**	9.27**	45.5**	12.64**	9.88**	35.78**	38.88**	31.72**	69.86**
6.	6.52*	4.59	4.15	25.11**	3.16	22.94**	6.52*	4.96	11.06**	13.00**	12.16**	24.18**
7.	27.16**	53.31**	78.14**	28.12**	24.15**	51.86**	15.16**	39.63**	51.86**	67.48**	112**	176.54**
8.	2.93	21.86**	17.84**	17.08**	28.12**	44.48**	12.04**	17.92**	29.54**	25.48**	69.16**	88.62**
9.	2.67	1.49	4.93	2.09	3.04	4.15	2.67	6.28*	8.42*	6.76*	7.32*	14.06**
10.	2.68	1.97	3.02	8.68*	2.93	9.98**	2.68	2.07	6.02*	6.24*	8.92*	15.02**

*Significant at .05 Level

**Significant at .01 Level

Table 4.14
Chi-square Values on the Perceptions of Different Groups on the Influence of their Involvement in Social Activities upon Moral Development

GROUPS												
Statement No.	Arts Male	Arts Female	Arts	Science Male	Science Female	Science	Commerce Male	Commerce Female	Commerce	Male	Female	Total
11.	46.35**	57.75**	102.99**	35.55**	49.58**	86.79**	46.35**	39.63**	77.37**	119.32**	146.44**	265.02**
12.	1.72	1.99	3.44	0.29	3.51	2.17	5.32	3.64	8.24*	3.64	5.32	8.78*
13.	7.96*	25.11**	32.54**	44.91**	25.11**	70.94**	30.28**	19.24**	48.26**	75.06**	72.28**	147.26**
14.	19.23**	30.28**	48.26**	41.07**	30.52**	71.18**	30.52**	30.28**	60.74**	87.64**	90.76**	178.34**
15.	4.36	3.64	5.83	6.75*	9.27**	12.86**	2.09	2.67	6.02*	11.08**	12.28**	22.32**
16.	5.32	3.16	6.32*	2.68	8.43*	7.28*	1.01	2.93	2.95	7.72*	13.24**	15.92**
17.	6.28*	16.11**	23.12**	24.03**	9.16*	27.74**	8.92*	9.16*	17.36**	35.82**	30.52**	64.34**
18.	3.64	37.47**	32.24**	21.63**	9.27**	32.54**	12.04**	7.96*	19.22**	32.68**	50.94**	82.14**
19.	1.97	13.48**	11.78**	4.84	12.27**	12.08**	2.09	17.92**	29.48**	6.76*	38.56**	38.78**
20.	11.31**	24.03**	37.04**	22.23**	17.92**	41.84**	11.56**	16.48**	27.62**	46.12**	57.16**	102.86**

*Significant at .05 Level

**Significant at .01 Level

Table 4.15
Chi-square Values on the Perceptions of Different Groups on the Influence of their Involvement in Social Activities upon Social Development

GROUPS												
Statement No.	Arts Male	Arts Female	Arts	Science Male	Science Female	Science	Commerce Male	Commerce Female	Commerce	Male	Female	Total
21.	37.95**	25.11**	65.07**	37.23**	30.52**	67.34**	16.48**	23.07**	39.14**	87.52**	78.52**	165.5**
22.	0.29	7.84*	4.34	30.52**	0.77	11.06**	2.44	3.16	4.81	11.64**	4.44	15.12**
23.	40.46**	45.63**	88.35**	22.23**	20.32**	41.84**	28.96**	36.63**	65.36**	92.32**	98.08**	190.22**
24.	6.07*	3.51	6.98*	9.88**	1.13	8.42*	10.35**	2.16	4.88	13*	6.76*	16.88**
25.	62.43**	62.43**	124.83**	44.91**	30.28**	74.49**	37.23**	34.11**	70.94**	142.92**	123.04**	265.34**
26.	1.49	9.76**	7.58*	2.68	5.32	7.76*	6.52*	19**	23.66**	6.52*	28.96**	31.46**
27.	67.23**	67.71**	134.73**	57.87**	34.11**	90.33**	57.87**	58.83**	116.1**	182.68**	155.88**	338**
28.	19.96**	32.68**	51.86**	30.28**	16.48**	45.5**	21.86**	19**	41.75**	73.24**	66.04**	138.32**
29.	17.08**	5.32	18.38**	9.16*	12.51**	20.55**	6.04*	16.12**	16.34**	24.76**	28.44**	52.94**
30.	0.77	6.28*	31.62**	10.72**	6.75*	17.07**	0.77	3.64	16.27**	6.78*	12.52**	13.22**

*Significant at .05 Level

**Significant at .01 Level

Table 4.16
Chi-square Values on the Perceptions of Different Groups on the statements meant for suggestions about participation in Social Activities

GROUPS												
Statement No.	Arts Male	Arts Female	Arts	Science Male	Science Female	Science	Commerce Male	Commerce Female	Commerce	Male	Female	Total
31.	2.44	13.96**	12.56**	11.31**	16.12**	29.78**	14.44**	24.75**	38.48**	25.24**	53.92**	76.22**
32.	6.52*	3.64	6.32*	2.07	2.44	5.77	1.13	3.51	2.47	9.98**	11.56**	13.58**
33.	0.3	8.92*	3.38	0.05	1.96	0.73	3.04	3.04	1.51	1.96	1.12	0.14
34.	41.07**	21.86**	63.87**	49.11**	18.76**	29.65**	44.91**	33.63**	77.75**	134.68**	75.36**	205.46**
35.	21.63**	27.16**	48.08**	17.92**	1.6	17.36**	11.31**	27.16**	39.74**	51.64**	43.68**	95.06**
36.	4.96	4.36	8.54*	7.84*	3.04	10.16**	3.64	13.49**	29.48**	12.86**	16.68**	27.78**
37.	26.43**	41.07**	65.67**	23.07**	16.12**	38.76**	20.92**	9.88**	42.77**	70.24**	57.76**	127.68**
38.	57.75**	62.67**	120.27**	49.58**	30.04**	80.43**	83.06**	83.06**	166.18**	188.92**	166.84**	355.34**
39.	11.08**	19.01**	29.54**	12.16**	7.24*	18.98**	17.08**	27.03**	42.98**	38.92**	49**	87.36**
40.	53.55**	67.35**	120.51**	57.87**	44.91**	102.27**	57.87**	57.87**	115.77**	169.24**	168.84**	338**

*Significant at .05 Level

**Significant at .01 Level

4.01: Assessment and Comparison of Perceptions of Different Groups of Post Graduate Mizo students on the Influence of their Involvement in Social Activities upon Academic Achievement

Table 4.13 presents the summary of the results relating to the perception of the 12 groups based on gender and stream of study on the influence of their involvement in social activities upon their academic achievement. There were 10 statements (1-10) for examining the perception of respondents regarding influence of their involvement in social activities upon academic achievement. The statements are presented below to facilitate interpretation.

1. Involvement in social activities stimulates the students for higher academic achievement.
2. One of the main reasons of lower academic achievement of Mizo students in comparison to others is that they are obliged to spend much time on social activities.
3. Active participation in social activities disturbs the students even after the social activities are over.
4. High academic achievers are also active participants in social activities.
5. One can also have much time for studies even spending time for social activities.
6. All students should fully concentrate on their studies without bothering for social activities.
7. The main reason for poor academic achievement of Mizo students is not their involvement in social activities but wasting time in computer games, face book, internet etc.
8. Involvement in social activities provides scope to identify and interact with meritorious students.
9. Non-serious students show interest in social activities voluntarily to avoid their studies.
10. Involvement in social activities of Mizo students is the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity

The chi-square values of all groups based on gender and stream of study were found significant on statement no.7. From tables 4.01-4.12 it is found that majority of the respondents of various groups agreed with the statement. It implies that, irrespective of gender and stream of study, the Mizo Post Graduate students perceive that the main reason for poor academic achievement of Mizo students is not their involvement in social activities but wasting time in computer games, face book, internet etc.

In case of other 9 statements there is no definite trend among the various groups. Statement-wise interpretation and comparison are made below in respect of the twelve groups in respect of the rest 9 statements.

Statement 1 reads *“Involvement in social activities stimulates the students for higher academic achievement”*. Looking to the Tables 4.01-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male, and commerce female groups agreed with the statement. Irrespective of gender, it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that Mizo Post Graduate students favored their involvement in social activities as it used to stimulate them for higher academic achievement.

Statement 2 reads *“One of the main reasons of lower academic achievement of Mizo students in comparison to others was that they are obliged to spend much time on social activities”*. Looking to the Tables 4.01 - 4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science female, commerce male, and commerce female groups agreed with the statement. Irrespective of gender it is found that more respondents of arts, and commerce agreed with the statement. Similarly irrespective of stream of study, more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. But, more respondents from science

male and science total did not agree to it. It can be interpreted that as viewed by Mizo Post Graduate arts and commerce students, one of the main reasons of lower academic achievement of Mizo Post Graduate students in comparison to others was their obligation to spend much time on social activities. But, as viewed by Mizo Post Graduate science students, obligation to spend much time on social activities is not the main reason of lower academic achievement of Mizo Post Graduate students in comparison to others.

Statement 3 reads “*Active participation in social activities disturbs the students even after the social activities are over*”. Looking to the Tables 4.01-4.12 it is found that more respondents of arts male, arts female, science male, science female, commerce male, and commerce female groups agreed with the statements. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that according to Mizo Post Graduate Arts, Science and Commerce students, active participation in social activities disturbs the students even after the social activities are over.

Statement 4 reads “*High academic achievers are also active participants in social activities*”. Looking to the Tables 4.01-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male, and commerce female groups agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce students agreed with the statement. Similarly irrespective of stream of study more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that Mizo Post Graduate students agreed that high academic achievers are also active participants in social activities.

Statement 5 reads “*One can also have much time for study even if one spends time for social activities*”. Looking to the Tables 1.01-1.12, excluding

the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male, and commerce female groups agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that according to Mizo Post Graduate students, one can also have much time for study even if one spends time for social activities. They are in favor of participation in social activities.

Statement 6 reads “*All students should fully concentrate on their studies without bothering for social activities*”. Looking to the Tables 4.01-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male, and commerce female groups disagreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce disagreed with the statement. Similarly irrespective of stream of study more male and female students disagreed with the statement. Further, out of the total respondents, more respondents disagreed with the statement. It can be interpreted that as viewed by Mizo Post Graduate arts, science and commerce students all students should not fully concentrate on their studies, they should also spend some times on social activities.

Statement 8 reads “*Involvement in social activities provides scope to identify and interact with meritorious students*”. Looking to the Tables 4.01-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male, and commerce female groups agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce students agreed with the statement. Similarly irrespective of stream of study more male and female students agreed with the statement. Further, out of the

total respondents, more respondents agreed with the statement. It can be interpreted that according to Mizo Post Graduate students involvement in social activities provides scope to identify and interact with meritorious students.

Statement 9 reads *“Non-serious students show interest in social activities voluntarily to escape from their studies”*. Looking to the Tables 4.01-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, science female, commerce male, and commerce female groups agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that more respondents of Mizo Post Graduate students are of the opinion that non-serious students show interest in social activities voluntarily to escape from their studies.

Statement 10 reads *“Involvement in social activities of Mizo students is the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity”*. Looking to the Tables 4.01-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science female, commerce male, and commerce female groups agreed with the statement. Irrespective of gender it is found that more respondents of arts and commerce agreed with the statement. Similarly irrespective of stream of study more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. But, more respondents from science male and science total did not agree to it. It can be interpreted that as viewed by Mizo Post Graduate arts and commerce students involvement in social activities of Mizo students is the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity. But, as viewed by Mizo Post

Graduate science students, involvement in social activities is not the main reason of their low academic performance in subjects like Mathematics, Science etc which require more perseverance and sincerity.

4.02: Assessment and Comparison of Perceptions of Different Groups of Post Graduate Mizo students on the Influence of their Involvement in Social activities upon Moral Development

Table 4.14 presents the summary of the results relating to the perceptions of the 12 groups based on gender and stream of study on the influence of their involvement in social activities upon moral development. There were 10 statements (11-20) for examining the perceptions of respondents regarding influence of their involvement in social activities upon moral development. The ten statements are reproduced below to facilitate interpretation.

11. Involvement in social activities develops sound morality.
12. Participation in social activities often creates conflicts in the mind due to contradictions.
13. Through active participation in social activities students are able to differentiate between good and bad, right and wrong, desirable and undesirable.
14. Active participants in social activities are more morally mature than the inactive ones.
15. Participation in social activities often compels to compromise one's own morality.
16. Anti-social behavior like alcoholic, drug addiction, rape, cheating etc. are mostly found among the inactive participants in social activities.
17. Proper moral development can occur without involvement in social activities.
18. Participation in social activities develops disciplinary value among the students.
19. Sound moral development can occur by reading good books, imitating the life of great personalities, teachers, parents etc, instead of wasting time in social activities.

20. Home environment is more important for moral development than involvement in social activities.

The chi-square values of all groups based on gender and stream of study were found significant on statement numbers 11, 13, 14, 17, and 20. From tables 4.01-4.12 it is found that majority of the respondents of various groups agreed with these statements. It implies that, irrespective of gender and stream of study, the Mizo Post Graduate students favored their involvement in social activities as it used to develop sound morality, Mizo Post Graduate students opined that they are able to differentiate between good and bad, right and wrong, desirable and undesirable behavior through active participation in social activities, Mizo Post Graduate students perceive that active participants in social activities are more morally mature than the inactive ones. As viewed by Mizo Post Graduate students better moral development cannot occur without involvement in social activities and home environment is more important for moral development than involvement in social activities.

In case of other 5 statements there is no definite trend among the various groups. Statement-wise interpretation and comparison are made below in respect of the twelve groups in respect of the rest 5 statements.

Statement 12 reads *“Participation in social activities often creates conflicts in the minds due to contradiction”*. Looking to the Tables 4.01-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male, and commerce female groups agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that according to Mizo Post Graduate students participation in social activities often creates conflicts in the minds due to contradiction.

Statement 15 reads *“Participation in social activities often compels one to compromise against one’s own morality”*. Looking to the Tables 4.1-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents - of arts male, arts female, science male, commerce male, and commerce female students agreed with the statement. But, more respondents from science female did not agree to it. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that according to Mizo Post Graduate students participation in social activities often compels the students to compromise against their morality.

Statement 16 reads *“Anti-social behaviors like alcoholic, drug addiction, rape, cheating etc. are mostly found among the inactive participants in social activities”*. Looking to the Tables 1-12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, science male, science female, commerce male, and commerce female students disagreed with the statement. But, more respondents from arts female agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce disagreed with the statement. Similarly irrespective of stream of study more male and female students disagreed with the statement. Further, out of the total respondents, more respondents disagreed with the statement. It can be interpreted that more respondents of Mizo Post Graduate students disagreed to the statement implying anti-social behaviors like alcoholic, drug addiction; rape, cheating etc. are mostly found among the inactive participants in social activities. They

Statement 18 reads *“Participation in social activities develops disciplinary value among the students”*. Looking to the Tables 1-12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male, and

commerce female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that Mizo Post Graduate students favored participation in social activities as it used to develop disciplinary value among the students.

Statement 19 reads *“Superior moral development occurs by reading good books, imitating the life of great personalities, teachers, parents etc. instead of wasting time in social activities”*. Looking to the Tables 1-12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male, and commerce female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that according to Mizo Post Graduate students superior moral development occurs by reading good books, imitating the life of great personalities, teachers, parents etc. instead of wasting time in social activities.

4.03: Comparison of Perceptions of Different Groups of Post Graduate Mizo students on the Influence of their Involvement in Social activities upon Social Development

Table 4.15 presents the summary of the results relating to the perceptions of the 12 groups based on gender and stream of study on the influence of their involvement in social activities upon social development. There were 10 statements (21-30) for examining the perceptions of respondents regarding influence of their involvement in social activities upon social development. The ten statements are reproduced below to facilitate interpretation.

21. Involvement in social activities develops socially desirable qualities like honesty, punctuality, hospitality etc, among the Mizo students.

22. Students begin to learn bad habits like smoking, drinking liquor, chewing tobacco etc, while participating in social activities.
23. Students imbibe cultural values through participation in social activities.
24. Youngsters do not feel comfortable in the presence of seniors as the age range of membership in social organizations extends from 14 - 40 years.
25. Involvement of students in social activities develops skills in relationship, decision making among them.
26. Participation in social activities encourages youngsters to follow blindly the existing practices.
27. Social activities provide opportunities for development of leadership qualities.
28. Social activities provide competitive atmosphere for development of innate potentialities like music, sports and games etc.
29. Involvement of students in social activities develops the criminal tendency among them.
30. Students participate in the social activities because it is obligatory.

The chi-square values of all groups based on gender and stream of study were found significant on statement numbers 21, 23, 25, 27, and 28. From tables 4.01-4.12 it is found that majority of the respondents of various groups agreed with these statements. It implies that, irrespective of gender and stream of study, the Mizo Post graduate students favored involvement in social activities as it develops socially desirable qualities like honesty, punctuality, hospitality etc. among the Mizo students. According to Mizo Post Graduate students, through participation in social activities they imbibe cultural values. Mizo Post Graduate students favored participation in social activities as it used to develop skills in relationship, decision making among them. According to Mizo post Graduate students, social activities provide scope for development of leadership qualities. As viewed by Mizo Post Graduate students social activities provide an ideal atmosphere for development of innate potentialities in music, sports and games etc.

In case of other 5 statements there is no definite trend among the various groups. Statement-wise interpretation and comparison are made below in respect of the twelve groups in respect of the rest 5 statements.

Statement 22 reads “*Students begin to learn bad habits like smoking, drinking liquor, chewing tobacco etc. while participating in social activities*”. Looking to the Tables 4.1-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, and commerce female students disagreed with the statement. But, more respondents from science female and commerce male agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce disagreed with the statement. Similarly irrespective of stream of study it is found that more male and female students disagreed with the statement. Further, out of the total respondents disagreed with the statement. It can be interpreted that Mizo Post Graduate students disagreed with the statement that students begin to learn bad habits like smoking, drinking liquor, chewing tobacco etc. while participating in social activities. They are in favor of participation in social activities.

Statement 24 reads “*Youngsters do not feel comfortable in the presence of seniors as the age range of membership in NGOs extends from 14-40 years*”. Looking to the Tables 4.1-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male and commerce female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce students with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that as viewed by Mizo Post Graduate students youngsters do not feel comfortable in the presence of seniors as the age range of membership in NGOs extends from 14-40 years.

Statement 26 reads “*Participation in social activities encourages youngsters to follow blindly the existing practices*”. Looking to the Tables 4.1-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male and commerce female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that Mizo Post graduate students opined that participation in social activities encourages youngsters to follow blindly the existing practices.

Statement 29 reads “*Involvement of students in social activities develops the criminal tendency among them*”. Looking to the Tables 4.1-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male, and commerce female students disagreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce disagreed with the statement. Similarly irrespective of stream of study it is found that more male and female students disagreed with the statement. Further, out of the total respondents, more respondents disagreed with the statement. It can be interpreted that Mizo Post Graduate students opined that involvement of students in social activities did not develop the criminal tendency among them.

Statement 30 reads “*Students participate in social activities because it is obligatory*”. Looking to the Tables 4.1-4.12, it is found that more respondents of arts male, arts female, science male, science female, commerce male and commerce female students disagreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce disagreed with the statement. Similarly irrespective of stream of study it is found that more male and female students disagreed with the statement. Further, out of the total respondents, more respondents disagreed with the

statement. It can be interpreted that according to Mizo Post Graduate students the reason of students' participation is not because involvement in social activities is obligatory. Students used to participate in social activities according to their own will.

4.04: Examination and comparison of suggestions of Post Graduate Mizo students based on gender and stream of study on the influence of their involvement in social activities upon their Academic Achievement, Moral and Social development

Table 4.16 presents the summary of the results relating to the perceptions of 12 groups based on gender and stream of study on the statements meant for suggestions about participation in social activities. There were 10 statements (31-40) for examining the perceptions of respondents on the statements meant for suggestions about participation in social activities. The ten statements are reproduced below to facilitate interpretation.

31. Students should not be encouraged to actively participate in social activities as they can take part in such activities after completing academic life.
32. The age range for membership in social organizations should be modified.
33. There should be separate social organizations for the students of Secondary level to College level (Classes IX – U.G. Degree).
34. Participation in social activities by the students should be voluntary.
35. Students should be prevented from doing any social activities sacrificing their classes in educational institutions.
36. Students should be prevented from doing any social activities during night hours.
37. Competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations.
38. Talented students should be recognized and rewarded by the social organizations.

39. Remedial measures should be taken by the social organizations for modifying the deviant behavior of students.
40. Social organizations should support the education of poor and meritorious students.

The chi-square values of all groups based on gender and stream of study were found significant on statement numbers 34, 37, 38, 39 and 40. From tables 4.01-4.12 it is found that majority of the respondents of various groups agreed with these statements. It implies that, irrespective of gender and stream of study, the Mizo Post Graduate students opined that participation in social activities by the students should be voluntary. Mizo Post Graduate students opined that competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations. According to Mizo Post Graduate students talented students should be recognized and rewarded by the social organizations. As viewed by Mizo Post Graduate students remedial measures should be taken by the social organizations for modifying the deviant behavior of students. Mizo Post Graduate students opined that social organizations should support the education of poor and meritorious students.

In case of other 5 statements there is no definite trend among the various groups. Statement-wise interpretation and comparison are made below in respect of the twelve groups in respect of the rest 5 statements.

Statement 31 reads *“Students should not be encouraged to actively participate in social activities as they can take part in such activities after completing academic life”*. Looking to the Tables 4.1-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male and commerce female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total

respondents, more respondents agreed with the statement. It can be interpreted that as viewed by Mizo Post Graduate students, students should not be encouraged to participate actively in social activities as they can take part in such activities after completing academic life.

Statement 32 reads *“The age range for membership in social organizations should be modified”*. Looking to the Tables 4.1-4.12, it is found that more respondents of arts male, arts female, science male, science female, commerce male and commerce female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that according to Mizo Post Graduate students the age range for membership in NGOs should be modified.

Statement 33 reads *“There should be separate social organizations for the students of Secondary level to college level (Classes IX- U.G. Degree)”*. Looking to the Tables 4.1-4.12, it is found that more respondents of arts female, science male and science female students agreed with the statements. But, more respondents from arts male, commerce male and commerce female did not agree to it. Irrespective of gender it is found that more respondents of arts and science agreed with the statement. But, more respondents from commerce did not agree to it. Similarly irrespective of stream of study it is found that more female students agreed with the statement. But, more male students did not agree with the statement. However, out of the total respondents, more respondents agreed with the statement. It can be interpreted that as viewed by more respondents of Mizo Post Graduate students, there should be separate social organizations for the students of Secondary level to college level (Classes IX- U.G. Degree).

Statement 35 reads *“Students should be prevented from involving in any social activities sacrificing their classes in educational institutions”*. Looking to the Tables 4.1-4.12, excluding the undecided category of respondents and comparing the percentage of respondents answering agree or

disagree, it is found that more respondents of arts male, arts female, science male, science female, commerce male and commerce female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that according to Mizo Post Graduate students, students should be prevented from involving in any social activities sacrificing their classes in educational institutions.

Statement 36 reads “*Students should be prevented from doing any social activities during night hours*”. Looking to the Tables 4.1-4.12, it is found that more respondents of arts male, arts female, science male, science female, commerce male and commerce female students agreed with the statement. Irrespective of gender it is found that more respondents of arts, science and commerce agreed with the statement. Similarly irrespective of stream of study it is found that more male and female students agreed with the statement. Further, out of the total respondents, more respondents agreed with the statement. It can be interpreted that as viewed by Mizo Post Graduate students, students should be prevented from doing any social activities during night hours.

This chapter is divided into six sections. Major findings of the study have been presented in section 5.01 and discussed in 5.02. Suggestions are offered in section 5.03. Section 5.04, 5.05 and 5.06 pertain to the discussion on educational implications of the study, limitations of the study and suggestions for further research respectively.

5.01: Findings of the Study

- There is no definite trend in the perceptions of different groups of Mizo Post Graduate students relating to the influence of their participation in social activities upon their academic achievement, moral and social development
- Mizo Post Graduate students favored their involvement in social activities as it used to stimulate them for higher academic achievement.
- As viewed by Mizo Post Graduate arts and commerce students, one of the main reasons of lower academic achievement of Mizo Post Graduate students in comparison to others was their obligation to spend much time on social activities. But, as viewed by Mizo Post Graduate science students, obligation to spend much time on social activities is not the main reason of lower academic achievement of Mizo Post Graduate students in comparison to others.
- According to Mizo Post Graduate Arts, Science and Commerce students, active participation in social activities disturbs the students even after the social activities are over.
- Mizo Post Graduate students agreed that high academic achievers are also active participants in social activities.
- According to Mizo Post Graduate students, one can also have much time for study even if one spends time for social activities. They are in favour of participation in social activities.
- As viewed by Mizo Post Graduate arts, science and commerce students all students should not fully concentrate on their studies, they should also spend some times on social activities.

- Mizo Post Graduate students opined that the main reason for poor academic achievement of Mizo students is not because of their involvement in social activities but because of wasting time in computer games, face book, internet etc.
- According to Mizo Post Graduate students, involvement in social activities provides scope to identify and interact with meritorious students.
- Mizo Post Graduate students are of the opinion that non-serious students show interest in social activities voluntarily to escape from their studies.
- As viewed by Mizo Post Graduate arts and commerce students involvement in social activities of Mizo students is the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity. But, as viewed by Mizo Post Graduate science students, involvement in social activities is not the main reason of their low academic performance in subjects like Mathematics, Science etc which require more perseverance and sincerity.
- Mizo Post Graduate students favoured their involvement in social activities as it used to develop sound morality.
- According to Mizo Post Graduate students, participation in social activities often creates conflicts in the minds due to contradiction.
- Mizo Post Graduate students opined that they are able to differentiate between good and bad, right and wrong, desirable and undesirable behaviour through active participation in social activities.
- As viewed by Mizo Post Graduate students, active participants in social activities are more morally mature than the inactive ones.
- According to Mizo Post Graduate students participation in social activities often compels the students to compromise against their morality.

- Mizo Post Graduate students disagreed to the statement implying anti-social behaviours like alcoholic, drug addiction; rape, cheating etc. are mostly found among the inactive participants in social activities.
- As viewed by Mizo Post Graduate students better moral development cannot occur without involvement in social activities.
- Mizo Post Graduate students favoured participation in social activities as it used to develop disciplinary value among the students.
- According to Mizo Post Graduate students superior moral development occurs by reading good books, imitating the life of great personalities, teachers, parents etc. instead of wasting time in social activities.
- As viewed by Mizo Post Graduate students, home environment is more important for moral development than involvement in social activities.
- Mizo Post graduate students favoured involvement in social activities as it develops socially desirable qualities like honesty, punctuality, hospitality etc. among the Mizo students.
- Mizo Post Graduate students disagreed with the statement that students begin to learn bad habits like smoking, drinking liquor, chewing tobacco etc. while participating in social activities. They are in favour of participation in social activities.
- According to Mizo Post Graduate students, through participation in social activities they imbibe cultural values.
- As viewed by Mizo Post Graduate students, youngsters do not feel comfortable in the presence of seniors as the age range of membership in NGOs extends from 14-40 years.
- Mizo Post Graduate students favoured participation in social activities as it used to develop skills in relationship, decision making among them.

- Mizo Post graduate students opined that participation in social activities encourages youngsters to follow blindly the existing practices.
- According to Mizo post Graduate students, social activities provide scope for development of leadership qualities.
- As viewed by Mizo Post Graduate students social activities provide an ideal atmosphere for development of innate potentialities in music, sports and games etc.
- Mizo Post Graduate students opined that involvement of students in social activities did not develop the criminal tendency among them.
- According to Mizo Post Graduate students the reason of students' participation is not because involvement in social activities is obligatory. Students used to participate in social activities according to their own will.

5.03: Discussion of Results

The findings highlight the fact that there is a mixed response and feeling towards participation in social activities. A good number of Post Graduate students have also not expressed their clear opinion. It may be due to the fact that the social organizations are quite strong and play significant role in moulding the character of the people from their childhood. These organizations are quite influential in developing moral characters and in socializing the youngsters. Though, it is not binding rather voluntary to participate in social activities, majority prefer to participate, may be with apprehension of social rejection. However, youngsters, out of regards to these organizations, might have confused, felt embarrassing to express their free opinion and have opted to respond *undecided*.

From the findings of the study in respect of academic achievement, it can be concluded that Mizo post Graduate students are not opposed to their involvement in social activities as involvement in social activities used to stimulate them for higher academic achievement, gives them opportunity to

interact with meritorious students. Even though, involvement in social activities takes much time and disturbs the students after the social activities are over, they prefer to participate. However, Mizo Post Graduate arts and commerce students expressed that involvement in social activities of Mizo students is the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity and one of the main reasons of lower academic achievement of Mizo students in comparison to others was their obligation to spend much time on social activities. It seems to be a fact as those students might have experienced in their lives. Moreover all students are not of equal ability. There are students who can cope up with their academic requirements even attending the social activities but mediocre and low ability students fail to cope up. Further, Mizo Post Graduate student opined that involvement in social activities is not the main reason for poor academic achievement of Mizo students but because of wasting time in games, face book, internet etc.

From the findings of the study in respect of moral development, the study found that Mizo Post Graduate students favored their involvement in social activities as it used to develop sound morality, give them ability to differentiate between good and bad, right and wrong, desirable and undesirable behavior and developed disciplinary values among them. The students expressed that active participants in social activities are more morally matured than the inactive ones, and better moral development cannot occur without involvement in social activities. On the other hand, the students also expressed their feelings that sometimes participation in social activities often creates conflicts in the minds due to contradiction and it often used to compel the students to compromise against one's own morality. However, anti-social behaviors like alcoholic, drug addiction; rape, cheating etc. are not related to participation in social activities according to Mizo Post Graduate students. These anti-social behaviors are found among active as well as inactive participants of social activities. Further, students also expressed their feelings that superior moral development occurs by reading good books, imitating the life of great personalities, teachers, parents etc.

The study, in respect of social development, also found that Mizo Post graduate students favored involvement in social activities as it develops socially desirable qualities like honesty, punctuality, hospitality etc. among the Mizo students and they imbibed cultural values through participation in social activities and participation in social activities used to develop skills in relationship, decision making among them. Involvement in social activities provided scope for development of leadership qualities; it had provided an ideal atmosphere for development of innate potentialities in music, sports and games etc. Students' participation is not because of involvement in social activities is obligatory. Students used to participate in social activities according to their own will. On the other hand, the study also found that youngsters do not feel comfortable in the presence of seniors as the age range of membership in social organizations extends from 14-40 years and participation in social activities encourages youngsters to follow blindly the existing practices even they are interested or not.

As already mentioned, there is a mixed feeling with the students. It is a fact that every member of the social organizations sacrifices time in attending the activities that affect their studies. But, they are acquainted with the activities from a very early age as a result of which they have regards for the organizations. Further, they realized the benefits in terms of development of moral and social characters which are vary essential in one's life. This is reflected among Mizo youths in every field.

5.03: Suggestions

Suggestions were invited from the students for which ten statements were offered and were analyzed in section 4.04. Basing upon the responses the following suggestions are offered:

- Students should not be encouraged to participate actively in social activities as they can take part in such activities after completing academic life.
- The age range for membership in social organizations should be modified.

- There should be separate social organizations for the students of Secondary level to college level (Classes IX- U.G. Degree).
- Participation in social activities by the students should be voluntary.
- Students should be prevented from involving in any social activities sacrificing their classes in educational institutions.
- Students should be prevented from doing any social activities during night hours.
- Competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations.
- Talented students should be recognized and rewarded by the social organizations.
- Remedial measures should be taken by the social organizations for modifying the deviant behavior of students.
- Social organizations should support the education of poor and meritorious students.

5.04: Educational Implications

This study has implications for students, parents and the leaders of social organizations. Students should not sacrifice their classes and academic interest for social activities as their involvement is not binding but voluntary and without their involvement activities can be smoothly managed due to large participations of members. Whenever they are free, particularly during academic vacations, they should actively participate in these social activities.

Parents should guide their children in attending the social activities. They should advise their children to give importance to their studies and to attend the social activities during free time and vacations.

The leaders of social organizations should also take note of it and guide the student members when and how to participate in the social activities

as a result of which their academic interest are not affected and their moral and social development are not hampered.

5.05: Limitations of the Study

The investigator had tried to be scientific and objective in the process of investigation. However, the study contained the following limitations:

- The sample of the study might have been limited as the sample was consisted of only 150 male and 150 female Mizo Post Graduate students of Mizoram University.
- For the collection of data no standardized tool was used. The tool was developed by the investigator himself which might have some defects.
- The data were collected through questionnaire only.
- Due to lack of resources the researcher might not have gone through all relevant literature and research studies.

5.06: Suggestions for Further Research

Further research may be undertaken in the following lines:

- Similar studies may be conducted with larger samples to validate the present findings.
- Similar studies may be conducted at Under Graduate level.
- Similar studies may be conducted at Higher Secondary level.

Questionnaire to assess the Perception of Mizo Post Graduate Students on the Influence of their Involvement in Social Activities upon their Academic Achievement, Moral and Social development

Dear friend,

This questionnaire is meant for examining the perception of Mizo Post Graduate students regarding the influence of the involvement of students in social activities organized by various Non Government Organizations like Y.M.A, KTP, SAY, TKP, PYD etc on their Academic Achievement, Moral and Social Development. This is a part of my M.Phil dissertation in Education.

In this context, you'll agree with the fact that the modern society is marked by tough competition in all spheres of life. The socio-cultural practices in different societies vary. Mizo society is a unique society, having close relationship and the social organizations play key role in influencing the members starting from their childhood. The investigator being a Mizo has realize that the students use to devote much time in participating in various social activities. Now a day, people are critical about too much involvement of students in social activities at the cost of their academic achievement, though such organizations play important role in their social and moral development.

You, as a matured and experienced person, are requested to express your feelings and suggestions on this issue which will be very much useful for improvement in the practices of Mizo society for betterment of our future members. Your frank and objective response to the questionnaire is requested. This is to ensure you that your response will be kept strictly confidential and will be used for research purpose only.

In the questionnaire you'll find four sections with ten statements each. Each statement will have three responses such as **Agree (A)**, **Undecided (UD)** and **Disagree (DA)**. Please read the statements carefully and give your appropriate answer by putting a tick (✓) mark. It may be noted that there is no wrong or right answer. Your objective response may have larger implication for the benefit of Mizo society. Please co-operate.

Please fill up the information about yourself before responding to the statements:

Name : _____

Department : _____

Semester : _____

Date : _____

Your sincerely

Francis L.R. Puia Tlau
M.Phil Scholar
Department of Education
Mizoram University

Academic Achievement

1. Involvement in social activities stimulates the students for higher academic achievement. **A / UD/ DA**
2. One of the main reasons of lower academic achievement of Mizo students in comparison to others is that they are obliged to spend much time on social activities. **A / UD/ DA**
3. Active participation in social activities disturbs the students even after the social activities are over. **A / UD / DA**
4. High academic achievers are also active participants in social activities. **A / UD/ DA**
5. One can also have much time for studies even spending time for social activities. **A / UD / DA**
6. All students should fully concentrate on their studies without bothering for social activities. **A / UD/ DA**
7. The main reason for poor academic achievement of Mizo students is not their involvement in social activities but wasting time in games, face book, internet etc. **A / UD / DA**
8. Involvement in social activities provides scope to identify and interact with meritorious students. **A / UD / DA**
9. Non-serious students show interest in social activities voluntarily to avoid their studies. **A / UD / DA**
10. Involvement in social activities of Mizo students is the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity. **A / UD / DA**

Moral Development

11. Involvement in social activities develops sound morality. **A / UD / DA**
12. Participation in social activities often creates conflicts in the mind due to contradictions. **A / UD / DA**
13. Through active participation in social activities students are able to differentiate between good and bad, right and wrong, desirable and undesirable. **A / UD / DA**
14. Active participants in social activities are more morally mature than the inactive ones. **A / UD / DA**
15. Participation in social activities often compels to compromise one's own morality. **A / UD / DA**
16. Anti-social behavior like alcoholic, drug addiction, rape, cheating etc. are mostly found among the inactive participants in social activities. **A / UD / DA**
17. Proper moral development can occur without involvement in social activities. **A / UD / DA**
18. Participation in social activities develops disciplinary value among the students. **A / UD / DA**
19. Sound moral development can occur by reading good books, imitating the life of great personalities, teachers, parents etc, instead of wasting time in social activities. **A / UD / DA**
20. Home environment is more important for moral development than involvement in social activities. **A / UD / DA**

Social Development

21. Involvement in social activities develops socially desirable qualities like honesty, punctuality, hospitality etc, among the Mizo students. **A / UD / DA**

- | | | |
|-----|--|--------------------|
| 22. | Students begin to learn bad habits like smoking, drinking liquor, chewing tobacco etc, while participating in social activities. | A / UD / DA |
| 23. | Students imbibe cultural values through participation in social activities. | A / UD / DA |
| 24. | Youngsters do not feel comfortable in the presence of seniors as the age range of membership in social organizations extends from 14 - 40 years. | A / UD / DA |
| 25. | Involvement of students in social activities develops skills in relationship, decision making among them. | A / UD / DA |
| 26. | Participation in social activities encourages youngsters to follow blindly the existing practices. | A / UD / DA |
| 27. | Social activities provide opportunities for development of leadership qualities. | A / UD / DA |
| 28. | Social activities provide competitive atmosphere for development of innate potentialities like music, sports and games etc. | A / UD / DA |
| 29. | Involvement of students in social activities develops the criminal tendency among them. | A / UD / DA |
| 30. | Students participate in the social activities because it is obligatory. | A / UD / DA |

Suggestions

- | | | |
|-----|---|--------------------|
| 31. | Students should not be encouraged to actively participate in social activities as they can take part in such activities after completing academic life. | A / UD / DA |
| 32. | The age range for membership in social organizations should be modified. | A / UD / DA |
| 33. | There should be separate social organizations for the students of Secondary level to College level (Classes IX – U.G. Degree). | A / UD / DA |

34. Participation in social activities by the students should be voluntary. **A / UD / DA**
35. Students should be prevented from doing any social activities sacrificing their classes in educational institutions. **A / UD / DA**
36. Students should be prevented from doing any social activities during night hours. **A / UD / DA**
37. Competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations. **A / UD / DA**
38. Talented students should be recognized and rewarded by the social organizations. **A / UD / DA**
39. Remedial measures should be taken by the social organizations for modifying the deviant behavior of students. **A / UD / DA**
40. Social organizations should support the education of poor and meritorious students. **A / UD / DA**
41. Any other:-

Man is a social animal. It is said that man without society is a figment of imagination. He is born in the society and breath last in the society. During his lifespan he used to be influenced by the society and he influences the society. The home, school, media, society etc. are the agencies which socialize the individual.

Society is like an organic whole and is composed of the individuals, as its parts. The process of socialization begins in early infancy and extends throughout the life cycle. The personality of the individual is shaped through socialization, which is a process of change in individuality. Through the process of socialization people come to know about what to do, what not to do and what they must do? The society develops, retains and perpetuates patterns traditions and norms that persist overtime. It is an ongoing process of change through the social institutions like family, community, neighborhood, school etc. Through socialization an individual can operate harmoniously in the society.

Besides home and school, community has a greater responsibility towards socialization. As Crow and Crow (in Yogendra K. Sharma, 2003, 242) commented, “A community cannot expect something for nothing, if it wishes its young people to serve their community well; it must provide whatever educational advantages are needed by the young people, individually and collectively, to prepare themselves for that service.”

India is a country of diversity in terms of race, religion, language and culture. Different societies have their own social organizations which intend to socialize the future generations. Further, there are varieties of social organizations which work at different levels with different objectives. The Mizo society is not an exception to it.

Rationale of the Study

The Mizo society is a unique society as compared to other societies of the world because it has a lot of social activities which cannot be seen not only in other parts of our country but also of the world. In almost all of these activities, those who are actively participating are the youths above 14 years of age. From this point, it

can be seen that the students, above class- VIII or so, are the active participants. The reason for active participation of the students is that in Mizo society when an individual becomes socially mature person i.e. 14 (according to the age norm given by Y.M.A), he/she is supposed to perform his/her duties as a member of the society. The society expects him/her to conform to the ongoing practices and to take part in those activities that are going on within the society. Thus, even the students have to take active part in social activities as far as possible otherwise they may not be regarded as a useful member of the society. Therefore, the students have to perform such duties in order to become socially acceptable persons. It is customary that the youths have to render their services in the occasions such as death, marriage, accidents, calamities, cleaning of streets and the like. Sometimes they have to pass sleepless nights.

No society has remained static. Due to the process of modernization and acculturation all societies have undergone changes, Mizo society is not an exception to it. Involvement in social activities, undoubtedly, takes a lot of time and especially for the students, it may affect their performance in academic life in a negative way if they spend most of time in taking active parts in these social activities. On the other hand, involvement in social activities can help in gaining skills, knowledge, experiences, qualities, etc. that are essential for leading happy and successful lives in their physical and social environment. It is also supposed to inculcate values such as service to mankind, sincerity, punctuality, honesty, hospitality etc. Now days it is being observed that owing to tough competition for jobs, in business and in other activities for earning livelihood people have less time for such social activities and there might have been change in the attitude of the people, particularly among youngsters and students to spend their time for social activities.

The rationale behind selecting only Post Graduate students is that they all have passed through the various stages of education, have long time involvement in social activities and are matured enough to critically analyze their experiences and to express their views freely.

In this connection the following questions are raised:

- What is the perception of Mizo Post Graduate students on the influence of their involvement in social activities upon their academic achievement?
- What is the perception of Mizo Post Graduate students on the influence of their involvement in social activities upon their moral development?
- What is the perception of Mizo Post Graduate students on the influence of their involvement in social activities upon their social development?
- Do the male and female Mizo Post Graduate students differ in their perceptions regarding the influence of their involvement in social activities upon their academic achievement, moral development and social development?
- Do the arts, science and commerce Mizo Post Graduate students differ in their perceptions regarding the influence of their involvement in social activities upon their academic achievement, moral development and social development?
- What are the suggestions of the Mizo Post Graduate students regarding the involvement of students in social activities?

Statement of the Problem

It is a fact that the socio-cultural practices vary from society to society and the nature of social activities and involvement of people also vary from society to society. There may be studies in other cultures; however, no critical study has been conducted in Mizoram regarding the students' perceptions about their participation in social activities. It will be interesting to conduct a study to reveal the perceptions of the students about involvement in social activities and its influence on their academic achievement, moral and social development.

In the light of above discussions it was felt by the present investigator, who is a Mizo and has informally shared critical discussions with his Mizo friends about the existing practices and the perceptions, to get answers empirically to the questions raised in the preceding section. As such, the present research problem is formulated as below:

***Perception of Mizo Post Graduate Students on the Influence of their
Involvement in Social Activities upon their Academic Achievement, Moral and
Social Development***

Objectives of the Study

1. To assess and compare the perceptions of the Mizo Post Graduate students on the influence of their involvement in social activities upon their academic achievement with reference to their gender and stream of study.
2. To assess and compare the perceptions of the Mizo Post Graduate students on the influence of their involvement in social activities upon their moral development with reference to their gender and stream of study.
3. To assess and compare the perceptions of the Mizo Post Graduate students on the influence of their involvement in social activities upon their social development with reference to their gender and stream of study.
4. To examine the suggestions of the Mizo Post Graduate students on their involvement in social activities with reference to their gender and stream of study.
5. To offer suggestions in the light of the findings of the study.

The Research Approach

The present study was primarily intended to study the perception of Mizo Post Graduate students on the influence of their involvement in social activities upon their academic achievement, moral and social development and to offer suggestions in the light of the findings of the study. Therefore, descriptive survey approach was followed for the present study. The study is a mixed type i.e. both qualitative and quantitative in nature.

Sources of Data

For any kind of research the data must be collected from valid and reliable sources, the sources may be primary or secondary or both keeping the objectives

of the study in view. The following primary and secondary sources were considered to be appropriate for collection of relevant data for the present study.

A. *Primary Source:* Since the main focus of the study was to study the perception of the Mizo Post Graduate students the Post Graduate students belonging to Mizo community were considered to be the main source of the study.

B. *Secondary Source:* Different National and State survey reports, books and journals and official records, internet, published and unpublished documents are major sources that are of utmost importance for any research. For the present study these sources were also considered important. The literature on various social organizations like Y.M.A., MZP, MSU and church organizations were also considered important for the present study.

Population and Sample

For the present study, the population included all Mizo Post Graduate students, whether they were pursuing their studies in Mizoram state or elsewhere. However, keeping the researcher's constraints of time and resources, it was decided to draw the sample from Mizoram University which is a central university and majority of the students are Mizo. Mizoram University had eight schools out of which School of Engineering and Technology is Under Graduate and School of Fine Arts, Architect and Fashion Technology is not yet functional. The rest six schools can broadly be classified as arts, science and commerce. The sample was comprised of 300 Post Graduate students from three streams viz. Arts, Science and Commerce out of which 150 were males and 150 were females. Stratified random sampling design was followed for selecting samples belonging to different schools of studies of Mizoram University under three broad streams i.e. Arts (School of Education and Humanities and School of Social Science), Science (School of Earth Sciences and Natural Resources Management, School of Life Sciences and School of Physical Science), and Commerce (School of Economics, Management and Information Sciences).

Tool and Techniques used

For the present study no readymade tool was found available. Therefore, the investigator developed a questionnaire to assess the perception of Mizo Post Graduate students on the influence of their involvement in social activities upon their academic achievement, moral and social development and also to get their suggestions. Though, it was not possible to test the reliability of the questionnaire, experts' views were obtained for the content validity of the questionnaire. A copy of the questionnaire is appended at the end of this report.

Analysis of Data

The data were analyzed quantitatively using, statistics like frequency and percentage. Further, chi-square test of independence on the hypothesis of equal probability was used to examine the trend of responses and for comparison in respect of the 40 items of the questionnaire for all the twelve groups.

Findings of the Study

- There is no definite trend in the perceptions of different groups of Mizo Post Graduate students relating to the influence of their participation in social activities upon their academic achievement, moral and social development
- Mizo Post Graduate students favored their involvement in social activities as it used to stimulate them for higher academic achievement.
- As viewed by Mizo Post Graduate arts and commerce students, one of the main reasons of lower academic achievement of Mizo Post Graduate students in comparison to others was their obligation to spend much time on social activities. But, as viewed by Mizo Post Graduate science students, obligation to spend much time on social activities is not the main reason of lower academic achievement of Mizo Post Graduate students in comparison to others.

- According to Mizo Post Graduate Arts, Science and Commerce students, active participation in social activities disturbs the students even after the social activities are over.
- Mizo Post Graduate students agreed that high academic achievers are also active participants in social activities.
- According to Mizo Post Graduate students, one can also have much time for study even if one spends time for social activities. They are in favour of participation in social activities.
- As viewed by Mizo Post Graduate arts, science and commerce students all students should not fully concentrate on their studies, they should also spend some times on social activities.
- Mizo Post Graduate students opined that the main reason for poor academic achievement of Mizo students is not because of their involvement in social activities but because of wasting time in games, face book, internet etc.
- According to Mizo Post Graduate students, involvement in social activities provides scope to identify and interact with meritorious students.
- Mizo Post Graduate students are of the opinion that non-serious students show interest in social activities voluntarily to escape from their studies.
- As viewed by Mizo Post Graduate arts and commerce students involvement in social activities of Mizo students is the main reason of their low academic performance in subjects like Mathematics, Science etc. which require more perseverance and sincerity. But, as viewed by Mizo Post Graduate science students, involvement in social activities is not the main reason of their low academic performance in subjects like Mathematics, Science etc which require more perseverance and sincerity.
- Mizo Post Graduate students favored their involvement in social activities as it used to develop sound morality.

- According to Mizo Post Graduate students, participation in social activities often creates conflicts in the minds due to contradiction.
- Mizo Post Graduate students opined that they are able to differentiate between good and bad, right and wrong, desirable and undesirable behavior through active participation in social activities.
- As viewed by Mizo Post Graduate students, active participants in social activities are more morally mature than the inactive ones.
- According to Mizo Post Graduate students participation in social activities often compels the students to compromise against their morality.
- Mizo Post Graduate students disagreed to the statement implying anti-social behaviors like alcoholic, drug addiction; rape, cheating etc. are mostly found among the inactive participants in social activities.
- As viewed by Mizo Post Graduate students better moral development cannot occur without involvement in social activities.
- Mizo Post Graduate students favored participation in social activities as it used to develop disciplinary value among the students.
- According to Mizo Post Graduate students superior moral development occurs by reading good books, imitating the life of great personalities, teachers, parents etc. instead of wasting time in social activities.
- As viewed by Mizo Post Graduate students, home environment is more important for moral development than involvement in social activities.
- Mizo Post graduate students favored involvement in social activities as it develops socially desirable qualities like honesty, punctuality, hospitality etc. among the Mizo students.
- Mizo Post Graduate students disagreed with the statement that students begin to learn bad habits like smoking, drinking liquor, chewing tobacco

etc. while participating in social activities. They are in favour of participation in social activities.

- According to Mizo Post Graduate students, through participation in social activities they imbibe cultural values.
- As viewed by Mizo Post Graduate students, youngsters do not feel comfortable in the presence of seniors as the age range of membership in social organizations extends from 14-40 years.
- Mizo Post Graduate students favored participation in social activities as it used to develop skills in relationship, decision making among them.
- Mizo Post graduate students opined that participation in social activities encourages youngsters to follow blindly the existing practices.
- According to Mizo post Graduate students, social activities provide scope for development of leadership qualities.
- As viewed by Mizo Post Graduate students social activities provide an ideal atmosphere for development of innate potentialities in music, sports and games etc.
- Mizo Post Graduate students opined that involvement of students in social activities did not develop the criminal tendency among them.
- According to Mizo Post Graduate students the reason of students' participation is not because involvement in social activities is obligatory. Students used to participate in social activities according to their own will.

Suggestions

Suggestions were invited from the students for which ten statements were offered and were analyzed. Basing upon the responses the following suggestions are offered:

- Students should not be encouraged to participate actively in social activities as they can take part in such activities after completing academic life.
- The age range for membership in social organizations should be modified.
- There should be separate social organizations for the students of Secondary level to college level (Classes IX- U.G. Degree).
- Mizo Post Graduate students opined that participation in social activities by the students should be voluntary.
- Students should be prevented from involving in any social activities sacrificing their classes in educational institutions.
- Students should be prevented from doing any social activities during night hours.
- Competitions on academic and creative potentialities among the students of various levels should be organized by the social organizations.
- Talented students should be recognized and rewarded by the social organizations.
- Remedial measures should be taken by the social organizations for modifying the deviant behavior of students.
- Social organizations should support the education of poor and meritorious students.

Brim, O. G. and Wheeler, S. (1966). *Socialization after Childhood*, New York: John Weley.

Garret, H. E. (2008). *Statistics in Psychology and Education*, (First Indian Reprint), Kamla Nagar, Delhi: Surjeet Publications.

Guide Book for Salvation Army Youth (2002), Aizawl: The Salvation Army India Eastern Territory.

Guide Book for The Young Crusaders (Y.C.) (1989), Aizawl: The Salvation Army, Headquarters for North Eastern Region.

Guskin, A. E. and Samuel L. G. (1970). *A social Psychology of Education*, Reading: Addition-Wesley.

Kalita, R. (2013). *Influence of Social Institutions in the Formation of Behavior among Juvenile Delinquents*, Dept. of Education: Gauhati University, Gauhati, Assam.

Lalchhuanliana, Rev. (2007). *Mizoram Presbyterian Kohhran Chanchin (History of Mizoram Presbyterian Church*, Aizawl: Synod Literature and Publication Board.

Mangal, S. K. (2004). *Statistics in Psychology and Education (Second Edition)*, New Delhi: Prentice Hall of India Private Limited.

Manuals of Operations for Salvation Army Youth Work in India Eastern Territory (2012), Aizawl: The Salvation Army India Eastern Territory.

Mathur, S. S. (2004). *A Sociological Approach to Education*, Agra: Vinod Pustak Mandir.

NCERT (2007). *Sixth Survey of Educational Research* New Delhi: Publication Department, NCERT.

Pentecostal Youth Department North East India Ruby Jubilee Souvenir (2010), Aizawl: Pentecostal Youth Department.

Prasad, J. (2004). *Education and Society*. New Delhi; Kanishka Publishers, Distributors.

Sharma Y. K. (2003). *Foundations in Sociology of Education*, New Delhi: Kanishka Publishers, Distributors.

Zairemthanga, C. and C. Zorema (2000). *Mizoram Baptist Kohhran: Thalai Kristian Pawl Chanchin (History of Baptist Church of Mizoram: Thalai Kristian Pawl*, Serkawn: Communication Department, Baptist Church of Mizoram.

Adolescents' Extra-curricular Participation in Context: The Mediating Effects of Schools, Communities, and Identity retrieved from http://www.researchgate.net/publication/272582415_Adolescents%27_ExtraCurricular_Participation_in_context_The_Mediating_Effects_of_School_Communities_and_identity. Access on 18th March 2015.

History of Mizo Students Union retrieved from <http://www.msu.org.in/history.aspx>. Access on 16th April 2014.

Involvement in Extra-Curricular Activities as Related to Academic Performance, Personality, and Peer Acceptance retrieved from http://www.researchgate.net/publication/267769044_Involvement_in_ExtraCurricular_Activities_as_Related_to_Academic_Performance_Personality_and_Peer_Acceptance. Access on 18th March 2015.

Mizo Zirlai Pawl (Mizo Students' Association) retrieved from http://en.m.wikipedia.org/wiki/Mizo_Zirlai_Pawl. Access on 14th March 2014.

Mizoram Census 2011 and Literacy rate of Mizoram retrieved from <http://www.census2011.co.in/questions/29/state-literacy/literacy-rate-of-mizoram-census-2011.html>. Access on 13th March 2014.

Mizoram Literacy retrieved from <http://www.sinlung.com/2011/03/mizoram-literacy-at-9863.html> Access on 12th March 2014.

Motto of Young Mizo Association retrieved from <http://www.centralyma.org.in/>.
Access on 15th March 2014.

Pentecostal Youth Department retrieved from
<http://www.upcnei.org/youthdept>. Access on 14th April 2015.

Profile of Mizoram retrieved from <http://en.wikipedia.org/wiki/Mizoram>.
Access on 13th March 2014.

The Influence of High School Activity Portfolios on Risky Behaviors in Emerging Adulthood retrieved from
http://www.researchgate.net/publications/271669165_The_Influence_of_High_School_Activity_Portfolios_on_Risky_Behavior_in_Emerging_Adulthood. Access on 18th March 2015.

www.ktpmizoramynod.org Access on 17th March 2014.

Young Mizo Association retrieved from [http://en.wikipedia.org/wiki/Young Mizo Association](http://en.wikipedia.org/wiki/Young_Mizo_Association). Access on 15th March 2014.