Objective and Subjective Effectiveness of Students

pragmatism typical of those exposed to public view, organisational involvement seems to contradict the assumptions of the signalling theory.

The remaining forms of student activity may be perceived as motivated bi-directionally. This interpretation is concurrent with the observations of Bańka (2007), according to which each activity may prove a conclusive element in terms of reaching desired objectives related to the labour market.

**Summary**

Nowadays “activity” tends to be treated as a standard element of student life, and the lack thereof is perceived in terms of deficiency. Therefore, young people may feel motivated to initiate additional activity, e.g., in order to improve their own image. The results show that only an above-average level of activity is actually connected with a higher level of selected effectiveness indicators, while averagely active individuals frequently do not prove to be more effective than their non-active counterparts. Thus, encouragement to undertake activity does not necessarily entail an increase in the effectiveness of an individual in various areas of functioning.

The presented analysis of the level of autotelism/calculation of activities sheds some light upon the issue of young people’s motivation connected with a selected activity. Commonly perceived as altruist, voluntary work proved to be the most pragmatic activity among the subjects. Contrary to stereotypical opinions, pursuit of a hobby has not proved to be an activity resulting from personal needs, as it partially constitutes a method of improvement of the image of an individual. The most autotelic activity is foreign language learning, which provides evidence of a positive attitude of young adults towards participation in globalised contemporary reality.

**References**


