SUMMARY AND CONCLUSION

The present study aimed at comparing the pupils belonging to the three different Naga tribes - Angami, Ao, and Sema, on their self-perception, socio-economic status, vocational and educational aspirations and academic achievement. Psychological researches have revealed that the concept of self is useful in understanding the dynamics of personality and behaviour. The self gives to personality its dynamic and unique character. The concept of self is accepted as the one related to perception and as a variable in motivation. The core of the individual's perceptual field is his self-concept. The self evaluation greatly influences an individual's behaviour in almost everything he does. In many cases, as the teacher gains an understanding of the nature of a pupil's self-perception, he is in a position to predict his future motivation and degree of success in the classroom.

Academic achievement is of paramount importance particularly in the socio-economic and cultural context. Self-concept plays a significant role toward the total achievement. Sinha (1966) and Brookover, Thomas and Paterson (1964) in their studies established a causal role on self-concept in determining the grades at school. The research
evidence based on various studies conducted on tribal children is almost conclusive that pupils with favourable environment show higher academic achievement than those from unfavourable environment.

Another manifestation of self-concept is vocational choice. Super (1953) has developed a proposition that 'preparing for and choosing an occupation essentially involves a process of development and implementing a self-concept'. This process involves a considerable role playing - related to the kind of self-perception the individual has. The process begins during the middle school years. At this stage, the pupils begin to think of educational choices in relation to tentative career interests in broad fields. Therefore, the knowledge of self-perception and vocational and educational aspirations of Naga tribal pupils would serve as a basis for the curriculum planning at different stages of education in the State of Nagaland. The present study contributed substantially towards this end.

6.10 Objectives

The study was designed to realise the following objectives:

1. To find out the differences in the self-perception of the pupils belonging to the Angami, Ao and Sema tribes.
2. To find out the differences in self-perception among pupils belonging to high, middle and low socio-economic status of the Angami, Ao and Sema tribes.

3. To study the differences in vocational choices of the pupils belonging to the Angami, Ao and Sema tribes.

4. To study the differences in vocational choices of the pupils belonging to high, middle and low socio-economic status of the Angami, Ao and Sema tribes.

5. To find out the reasons for vocational choices of pupils belonging to the Angami, Ao and Sema tribes.

6. To find out the educational aspirations of pupils belonging to the Angami, Ao and Sema tribes.

7. To find out the educational aspirations of pupils belonging to high, middle and low socio-economic status of the Angami, Ao and Sema tribes.

8. To find out the differential academic achievement of pupils belonging to the Angami, Ao and Sema tribes.
9. To find out the differential academic achievement of pupils belonging to high, middle and low socio-economic status of the Angami, Ao and Sema tribes.

10. To construct (a) Vocational Aspiration Scale; and (b) Vocational Prestige Value Scale for measuring vocational choices of pupils in Nagaland.

11. To construct an Achievement Test in General Science and Mathematics for pupils of Class IX in Nagaland.

6.20 Hypotheses

The following hypotheses were formulated and tested:

H: 1 There is statistically no difference in self-perception of pupils belonging to the Angami, Ao and Sema tribes.

H: 2 There is statistically no difference in the vocational choices of pupils belonging to the Angami, Ao and Sema tribes.

H: 3 There is no significant difference in the educational aspirations of pupils belonging to the Angami, Ao and Sema tribes.
H: 4 There is no significant difference in the academic achievement of pupils belonging to the Angami, Ao and Sema tribes.

H: 5 There is statistically no difference in self-perception of pupils belonging to high, middle and low socio-economic status of the Angami, Ao and Sema tribes.

H: 6 There is statistically no difference in the vocational choices of pupils belonging to high, middle and low socio-economic status of the Angami, Ao, and Sema tribes.

H: 7 There is no significant difference in the educational aspirations of pupils belonging to high, middle and low socio-economic status of the Angami, Ao, and Sema tribes.

H: 8 There is no significant difference in the academic achievement of pupils belonging to high, middle and low socio-economic status of the Angami, Ao, and Sema tribes.

6.30 The Sample Selection

In order to conduct the present study, two different sets of samples were drawn: (i) For testing the hypotheses a random sample of 674 pupils (353 boys and
321 girls) of standard IX belonging to Angami, Ao and Sema tribes drawn from 10 High Schools of three districts namely - Kohima, Mokokchung and Zunheboto. Due representation was given to sex and type of schools in the sample. Further, in order to see differences if any, among the pupils belonging to Angami, Ao and Sema tribes with respect to their socio-economic status, the total sample was divided into high, middle and low socio-economic groups; (ii) For determining the social prestige values of different vocations a purposive sample of 94 adults belonging to Angami, Ao and Sema tribes was chosen.

6.40 Tools and Techniques Employed

A number of tools were employed in order to get data relevant to the variables in the study. The included Deo-Jogawar Self-Concept Inventory, modified version of the Kuppuswamy's Socio-Economic Status Scale, Kamat's Educational Aspiration Scale. In addition, three instruments viz., Vocational Aspiration Scale, Vocational Prestige Value Scale, and an Achievement Test in General Science and Mathematics were prepared by the investigator specially for use in the study.

The data were collected in two parts. The data regarding the pupils' Self-perception, Socio-Economic Status,
Vocational and Educational Aspirations and Academic Achievement were obtained by administering the tools. The scoring sheets duly completed were collected and checked whether all the items were answered by the pupils. Scoring was done in accordance with the relevant scoring keys. Thereafter, the data were subjected to the statistical treatment as under:

(i) Means and SDs of scores on various variables of pupils belonging to the Angami, Ao and Sema tribes were calculated.

(ii) Means and SDs of scores on various variables of pupils belonging to high, middle and low SES groups of the three tribes were also computed.

(iii) The inter-group mean differences on each variable for pupils belonging to the three tribes were tested by employing 't-test' of significance for large independent samples.

(iv) The inter-group mean differences on each variable for pupils belonging to high, middle and low SES groups of the three tribes, was also tested by employing 't-test' of significance for large independent samples.

(v) To determine the social prestige values of the different vocations, median ranking for each vocation was computed.
(vi) The qualitative analysis of the vocational choices made by the pupils of various groups as well as the reasons given for preferring the vocation was done.

6.50 Conclusions

1. (a) While the Sema pupils were found to be significantly different from their Angami and Ao counterparts in respect of self-perception, the pupils belonging to the Angami and Ao tribes appeared similar;

(b) The boys belonging to Angami and Sema tribes were found to be significantly different from the girls of the same tribe but no such difference was found between Ao boys and girls on self-perception;

(c) Self-perception of Sema boys was significantly different from those of Angami and Ao boys;

(d) The girls belonging to the three tribes were found similar on self-perception; and

(e) The Angami and Ao pupils belonging to high, middle and low SES groups were not found to differ significantly on self-perception but Sema pupils belonging to low SES group were
found significantly different from their counterparts in high and middle SES levels as regards self-perception.

2. (a) While the Sema pupils were found to be significantly different from Ao pupils as regards their vocational choices, they were found similar to their Angami counterparts. Also, the Angami and Ao pupils appeared similar on the same variable;

(b) The boys belonging to the Angami and Sema tribes were found to have significantly different vocational choices than the girls in the respective tribes, whereas no such difference was noticed between the boys and girls of the Ao tribe;

(c) The vocational choices of Sema boys were found to be significantly different from those of the boys belonging to the Angami and Ao tribes;

(d) The vocational choices of girls belonging to the three tribes were not found to differ significantly from one another; and

(e) The vocational choices of the Angami and Ao pupils belonging to high, middle and low SES groups were not found to differ significantly but those of Sema
pupils belonging to high SES group were significantly different from their counterparts in low SES group.

3. (a) While the educational aspirations of Ao pupils were found to be significantly different from Sema pupils, they were found similar to their Angami counterparts. However, the Angami and Sema pupils appeared similar on the same variable;

(b) The educational aspirations of boys belonging to Angami, Ao and Sema tribes differed significantly from girls in the respective tribes;

(c) Boys belonging to the three tribes were found to have similar educational aspirations;

(d) The educational aspirations of girls belonging to the Angami and Ao tribes were found to differ significantly from their counterparts in Sema tribe whereas the Angami and Ao girls appeared similar on this variable; and

(e) While the Angami pupils in the high SES group were significantly different from those belonging to the low SES group on educational aspirations they were found to be similar to their counterparts at the middle SES level. The educational aspirations of
Ao pupils belonging to high SES group were found to be significantly different from their counterparts at middle and low SES levels. But Sema pupils belonging to high, middle and low SES groups were not found to differ significantly on educational aspirations.

4. (a) The academic achievement of the Angami pupils was significantly different from those of the Ao and Sema pupils, whereas the pupils belonging to Ao and Sema tribes were not found to differ significantly as far as academic achievement is concerned;

(b) The academic achievement of boys belonging to the three tribes was significantly different from those of the girls in the respective tribes;

(c) The academic achievement of Angami boys was significantly different from those of their counterparts in the Ao and Sema tribes, whereas the boys belonging to Ao and Sema tribes were found to be similar on the same variable;

(d) The girls belonging to three tribes were not found to differ significantly on academic achievement as such; and
(e) The academic achievement of Angami pupils belonging to the high and middle SES groups was found similar. But the academic achievement of Angami pupils belonging to low SES group was found to be significantly lower than their counterparts at high as well as middle SES levels. While the academic achievement of Ao pupils belonging to high SES group was found to be significantly higher than those at the low SES level, no significant difference was found when compared with those in the middle SES group. Further, the Sema pupils belonging to high, middle and low SES groups were not found to differ significantly on academic achievement.

5. The data on qualitative analysis of vocational choices and the reasons behind the preferences revealed as follows:

(a) The pupils (N=674) marked 97 different vocations altogether out of a list of 164 vocations;

(b) Angami pupils chose as many as 61 vocations out of 97 in the list, 16 vocations being common to Angami boys and girls. Likewise
Ao and Sema pupils chose 67 and 60 vocations respectively, 19 and 11 vocations being common to the boys and girls in each case;

(c) Classified in terms of social prestige categories, it was revealed that 12 vocations were found to have high social prestige whereas 76 and 9 vocations belonged to average and low prestige categories respectively. Out of 61 different vocations preferred by Angami pupils, 7 were found to belong to high, 52 to average and 2 to low social prestige categories. Likewise, out of 67 different vocations chosen by Ao pupils, 8, 54 and 5 vocations were found to have high, average and low prestige values respectively. Again, out of 60 different vocations preferred by Sema pupils, 8 vocations belonged to high, 49 to average and 3 to low prestige value;

(d) Further, the analysis of vocational choices SES wise revealed - (i) in the high SES group, the Angami pupils marked 43 vocations as against 33 and 30 of Ao and Sema pupils respectively, (ii) in the middle SES group there were 40, 39, and 38 different vocations chosen by Angami, Ao and Sema
pupils respectively, and (iii) at the low SES level, the Ao pupils chose as many as 36 vocations whereas Angami and Sema pupils marked 30 and 32 different vocations respectively;

(e) It may be interesting to note that out of 97 vocations preferred by 674 pupils, 19 vocations (1 from high and 18 from average social prestige category) were the most popular ones. These vocations were marked by majority (66%) of pupils.

(f) In order to find out the reasons behind vocational choices, a list of 19 reasons was attached to the list of vocations. It was found that 8 reasons played significant role in determining the vocational choices. These reasons in order of their ranking were as follows:

1) I will be doing my duty for the nation being in this vocation.
2) The subjects which I have selected in my course will be useful in this vocation.
3) This vocation enjoys the highest prestige in our society.
4) I like the work involved in this vocation.
(v) I always get good marks in the subjects which are necessary to be successful in this vocation.

(vi) My mother wished that I enter this vocation.

(vii) My father thinks this vocation suits me.

(viii) People earn a lot of money in this vocation.

One very important difference worth noticing was that a vast majority of girls belonging to the three tribes reported that they would choose their vocations in accordance with the wish of their mothers. In the case of Angami and Ao boys, father's advice was reported as playing a significant role in determining their vocational choices but for the Sema boys earning from a vocation appeared as an influencing factor in choosing the same.

6.60 Recommendations

The findings of the present study may profitably be utilised for understanding the tribal pupils behaviour and their educational and vocational aspirations. The following suggestions are put forward with the hope that they may, if tried, pave the way for desired changes in the educational system of Nagaland and for the general upliftment of the Naga tribal society.
1. The pupils of the Angami, Ao and Sema tribes of Nagaland are not exposed to the social and educational programmes in the same measure. However, they are becoming conscious of their identity as tribal groups in the state. This suggests that the gap between various tribal groups need to be bridged. Special attention may, therefore, be given to the underdeveloped tribal groups through various developmental programmes. Again, since the socio-economic background of pupils is found to be an important factor in determining their self-concept, educational and vocational aspirations and academic achievement, their overall socio-economic conditions need to be improved, among other things, by extending facilities for agriculture, small scale industries and other form of self-employment rural developmental programmes.

2. The boys and girls of different tribes have shown varying interest in their preference toward vocational choice. Some of the vocations were characteristically liked exclusively by boys whereas certain others were preferred by girls only. Distinct interests and needs of boys and girls be kept in mind while offering subject combinations at the secondary stage in both the academic as well as vocational streams.
3. It is seen that varying degrees of social prestige of different vocations serve an important factor for determining the vocational choice by an individual. As majority of students expect to enter vocations which enjoy high social prestige, it creates a discrepancy between what they think to become and the skills or type of training or education they have to acquire for that. To ensure correspondence between the two, vocational and educational guidance programme should be organised in the secondary schools in the State. This will, in turn, help them in wise selection of vocations in accordance with their talents, interests, and aptitudes.

4. Work experience programme should be suitably modified and vigorously followed in the school curriculum. This will provide the students a proper understanding of what a certain type of work pertains to and afford an opportunity to acquire desirable attitudes for that work.

5. Knowledge of self-concept would help the teacher to understand the behaviour of pupils. It may, therefore, well be that teachers during their training, both preservice as well as inservice, are duly equipped with the know-how accordingly.
6.70 Suggestions for Further Research

It is difficult to draw an exhaustive list of possible research areas in the field. Only such studies are proposed as are directly or indirectly related to the present study.

1. The present study was delimited to the pupils from the three Naga tribes. There are 14 major tribes in the State of Nagaland. It is, therefore, suggested that similar studies be taken up on the remaining tribal pupils for the purpose of cross-validating the findings of the present study.

2. In the present study no attempt was made to find out the relationship between the criterion variables. It may be worthwhile to take up correlational studies in this area.

3. The tribal pupils of Nagaland may be compared with the tribal pupils from other parts of the country with regard to the variables in question.

4. Creativity is the entelechy of life and one realizes one's potential mainly through it. This concept is axiomatic with the educational theory as well as the practice. In view of the increasing significance of
creativity of an individual vis-a-vis education, some studies may be undertaken to establish relationship between self-concept and creativity.

5. Group dynamics is another important related area of research. Its knowledge for a teacher is very essential. Since in group dynamics an individual's behaviour is observed in the presence of other members of the group, it is important and desirable to study some aspects of group dynamics in relation especially to self-concept of an individual.

6. Radical changes are taking place in the teaching-learning process. Teaching now is not a one-way traffic but a two-way effective communication. The interaction of a pupil with the teacher in classroom mostly depends on how he perceives himself or how others perceive him or what is his view of others perception about him. Some concrete results may be obtained in studying classroom interaction analysis in relation to self-concept of pupils.

7. The Vocational Prestige Value Scale used in the present study has been developed on adult members of the Angami, Ao and Sema tribes. The 'Scale' may be validated on larger adult sample drawn from all the major tribes in Nagaland.
8. In Nagaland, new pattern of education based on the 10+2+3 has been introduced from this year. Therefore, a number of diversified courses need to be organised to suit the needs of individual pupils within the Naga tribal society. Again, a comprehensive comparative study for assessing the educational and vocational aspirations of pupils in relation to the requirements of the Nagas need to be carried out for fruitfully designing the curriculum at the secondary stage.