INTRODUCTION

Actions and achievements of an individual are largely determined by what he feels and thinks of himself. In the realm of human abilities, the conception of 'self' is an important factor. It is equally important in the learning process. Proper appraisal of one's own capabilities thus is essential to success in life. The concept of self is now accepted as the one related to perception and as a variable in motivation. Research evidence indicates that persons with good self-concept are less anxious, are judged to be better adjusted, are more effective in groups and are more honest in themselves and less defensive. Again, human behaviour is generally goal-directed. It is influenced by a striving for self-actualization and by one's levels of hopes and aspirations. It may be presumed, therefore, that human behaviour, in a given context is largely determined besides other things by one's perception of self.

In the context of the modern societies which are undergoing rapid changes, it is expected to prepare an individual for future life, so that he can find and adopt modes and behaviour suitable to the changing situation. Again, in a given society the child has to follow certain beliefs and values. It is also to be noted that his personality develops in a continuous process of interaction with the environment.
Self-concept plays significant role toward the total achievement of an individual. Sinha (1966)¹ compared high and low achievers in respect of their examination results. He found that low achievers were more dissatisfied with themselves. Brookover, Thomas and Paterson (1964)², in their study on the Seventh grade children, established the causal role on self concept in determining the grades at school.

The values, goals and ends which an individual holds guides and directs his behaviour. Individuals and groups tend to promote, protect and maintain their primary goals and values. However, an individual aspires in many directions including those motivated by educational and vocational ends, but his vision is, at the same time, circumscribed by the conception that he has of himself.

1.10 Significance of the Study and Statement of the Problem

In recent decades psychological researches have revealed that the concept of self is a useful construct in understanding the dynamics of personality and behaviour. The self is the sum

---

total of a person's ideas and attitudes about who and what he is. It comprises all the experiences that constitute a person's awareness of his existence. Several theories of personality employ 'self' as the central orienting concept designed to explain human behaviour and experience. The reasons are various and manifold. The 'self' gives to personality its dynamic and unique character. It is involved in one's most intense motives and purposes, one's most poignant frustrations, and one's most consistent attitudes and values. The self determines in a large measure the goals for which one strives, the likes and dislikes one has, and the satisfaction one obtains. In short, much of what an individual says and does, centres around, or derives from, an awareness of the self.

Some theorists have placed the self in the centre of their theoretical schemes and have examined its influence on behaviour patterns and experience. Sarbin (1968) formulated a theory regarding the origin and development of the self. He looked upon self as "... cognitive structure, whose origin occurs in early childhood as a result of interactions between the child and his world". This gave rise to investigations on various dimensions of the self.

The core of the individual's perceptual field is his self concept. Behaviour of the individual is influenced to a great extent by his self perception. The self concept is a system of attitudes, feelings and perceptions that the individual has about himself. All attitudes are important determinants of behaviour, but attitudes concerning the self are considered basic in determining the behaviour. The self concept is, therefore, of great importance to the classroom teacher in understanding the child's behaviour.

Backward sections of Indian society constitutionally referred to as Scheduled Castes and Scheduled Tribes have been denied their rights and basic human dignity for several centuries. With the spread of education the youth among the Scheduled Castes and Scheduled Tribes are getting aware of the widening gap between the scheduled and non-scheduled classes and the social barriers and handicaps in their enjoying civic rights freely. This means that their self-perception is also undergoing a change.

Since independence, the nature and dimension of social inequality have undergone a radical change. One of the developments is the legal abolition of inequality. In the Constitution of India, the people of our country have been guaranteed social, economic and political justice, liberty of thought and expression, equality of status and opportunity and fraternity among all individuals and groups. In pursuance of the directives
of the Constitution of India and the special provisions made therein for the Scheduled Tribes, the Government of India have been implementing special programmes for their socio-economic development.

As per the latest census, India had a tribal population of 5.16 crores in 1981. This comprises hundreds of groups listed as Scheduled Tribes. Anthropologically, it is difficult to develop a set of precise indices to set off tribals from non-tribals. But, broadly speaking, the term refers to territorial communities, the bulk of whom live in the relative isolation of hills and forests. Their partial isolation has kept them apart from the mainstream of Indian society and culture. Their low technological development and general economic backwardness has made them a special concern for the nation. Education has a great role to play in the integration of the scheduled tribes and rest of the population. As the progress of education varies from tribe to tribe, it would be seen that many of the comparatively backward tribes have suffered badly including those in Nagaland. There are fourteen major tribes in the State of Nagaland. But the rate of development has been varying from tribe to tribe. Education Commission (1964-66)\(^4\) rightly pointed out in this regard saying

that 'the different tribal people are at varying stages of economic and cultural development. There is much difference in the skills they have attained and in the technology they employ. Therefore, in predominantly tribal areas, each group and the area in which it lives, should be studied closely, and appropriate patterns of development worked out in close cooperation with the people. It is in terms of such a design of development that educational programmes, institutions and priorities should be proposed'.

Naga tribals are quite distinct from the other tribal groups of India. The occupational patterns of Naga society are much different from those of the other tribes or plainsmen. As such there is a need to study their vocational aspirations and choices. The educational and vocational aspirations of the Naga tribal children at the school stage itself need to be studied so as to prepare them for socially useful employment in their future life.

The relation of self-concept to vocational choices of an individual is explained by Super (1953). 'In choosing an occupation one is, in effect, choosing a means of implementing self concept. ... The choice of an occupation is one of the points in life at which a young person is called upon to state rather explicitly his concept of himself to say definitely, I
am this or that type of person. With this self-understanding the individual then seeks out and explores various occupations which are perceived as allowing him to lead a role commensurate with his self-concept.

Occupation is believed to correlate highly with class, status, income and education. It also permeates the lives of those engaged in it and colours their attitudes, values and goals. It also determines to a certain extent the social relations existing among various members of the society.

Academic achievement is of paramount importance particularly in the socio-economic and cultural contexts. Obviously, in the school, great emphasis is laid on achievement right from the beginning of formal education. But the studies conducted on tribals reveal that the performance of children at school is not up to the mark. The Naga students in particular are reported to find mathematics and science subjects difficult. They often fail in these subjects and consequently lose interest in studies and become reluctant to continue schooling. It has also been observed that students who fail once or twice also become victims of various psychological problems.

The research evidence based on various studies conducted on tribal children in India, and abroad, and on pupils coming from different cultural, ethnic, religious, and social groups is almost conclusive that pupils with favourable environment are more likely to get high academic achievement than those from unfavourable environment.

From the above discussion, it can be seen that the study of the variables like self-concept, educational and vocational aspirations, socio-economic status and academic achievement forms a significant area of research in respect of the Naga tribal pupils.

Further, though some researches have been conducted on tribals in India in respect of their general conditions, literacy level and programmes of upliftment, hardly any reference is available on the self-concept of tribals and especially of Naga tribal pupils. It prompted the investigator to take up the present study so as to compare the self concept, socio-economic status, vocational and educational aspirations and academic achievement of pupils of standard IX of the three different Naga tribes namely Angami, Ao and Sema. The study is entitled: "A Comparative Study of Various Naga Tribal Pupils in Relation to their Self-Perception, Socio-Economic Status, Vocational and Educational Aspirations and Academic Achievement".
1.20 **Objectives of the Study**

The study was aimed at finding out the self-perception, vocational and educational aspirations, and academic achievement of the pupils belonging to Angami, Ao and Sema tribes. The specific objectives sought to be realised are given below:

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.

1.30 Hypotheses Formulated

The hypotheses formulated for the study are as follows:

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.

1.40 Tools Employed

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

A brief description of the variables measured together with necessary information about the tools is given below.

1.41 Indices of Self-Concept: The Self-Concept was measured along 3 dimensions namely: Perceived Self, Ideal Self and Social Self by employing Deo-Jogawar Self Concept Personality Inventory (word-list).

1.42 Socio-Economic Status Indices: The notion of status or class in society usually refers to an individual's general standing in hierarchy of positions. This hierarchy is believed to have two dimensions: a productive dimension and a consumptive dimension. The former involves the degree to which an individual possesses wealth, knowledge and power. It is most commonly represented by an individual's income, education and occupation. The consumptive dimension of social class involves expression of a particular style of life and is measured by how a person spends his money, where his children are educated, and what values he espouses. The index of social class as employed in the present study is a measure of a person's general educational, occupational and economic status.
A suitably modified version of the Kuppuswamy's Socio-Economic Status Scale was employed to obtain socio-economic status (SES) index of each pupil in the sample. The pupils were divided into three groups, namely High SES group, Middle SES group and low SES group, based on their scores on the 'Scale'.

1.43 Indices of Vocational and Educational Aspirations: To determine the indices of educational aspirations, an eight-point 'Scale' developed by Vasudha Kamat was used.

For determining the vocational choices of pupils, a list of 164 different vocations was prepared. The pupils were asked to write the name of one vocation which they wished to choose as their career in future. They were also asked to tick-mark 5 reasons for selecting a particular vocation out of a list of 19 reasons as given in Vasudha Kamat's 'Scale'. The investigator further interpreted the vocational choices of pupils in terms of their social prestige value. Both the Vocational Choice list as well as the Vocational Prestige Value Scale were developed locally by the investigator.

1.44 Indices of Academic Achievement: In order to maintain uniformity, the academic achievement scores were obtained by administering Achievement Test in General Science and Mathematics, for standard IX prepared by the investigator.
1.50 Design of the Study

The hypotheses were tested on the response patterns of 674 pupils belonging to Angami, Ao and Sema tribes studying in standard IX drawn randomly from 10 High Schools of three district headquarters in Nagaland. The boys and girls of each tribe were divided into three groups as belonging to high SES, middle SES and low SES. In order to determine the social prestige values of different vocations, a separate purposive sample of 94 adults belonging to various professional, skilled and non-skilled occupations was drawn. The data were collected for various aspects of self concept (perceived self, ideal self and social self), vocational and educational aspirations, and academic achievement with the help of appropriate tools described above. The type of general data about the subjects regarding sex, age, place of residence, tribal group, school category, parents education, occupation and income where ever necessary were collected on specified places meant for this purpose on different tools.

The data collected were analysed variable-wise for each group of pupils at the three levels of socio-economic status. Following statistical techniques were used in the analysis of the data:
all categories, i.e., professional, skilled and non-skilled of different tribes under consideration were included. The study was delimitated as follows:

1. The comparison of self-perception was restricted to the pupils of three major tribes, namely - Angami, Ao and Sema.

2. Only three aspects of self concept, i.e., perceived self, ideal self and social self, and those traits or qualities which are included in Deo-Jogawar Self Concept Personality Inventory were studied.

3. The sample was chosen from the high schools of three district headquarters, namely, Kohima, Mokokchung and Zunheboto of the State of Nagaland.

1.70 Terms Defined

Self-perception is taken as the sum total of a person's ideas and attitudes about who and what he is. The terms self-perception and self concept have, however, been used interchangeably.

By educational aspiration is meant the aspiration set by an individual for academic attainments which range from Matric to Doctorate Degree.
By vocational aspiration is meant what the individual considers to be the ideal vocation for him. It is the individual's expression of his best liked occupation.

The term Socio-Economic Status refers to occupation, income, and education of parents/guardian supporting the pupil in his study at the school level.

Academic Achievement refers to the level of accomplishment, or proficiency, or performance in the given school subjects.

1.80 Organization of the Report

The present study has been reported in six chapters. The first chapter is concerned mainly with the significance, objectives and hypotheses of the study. Theoretical and conceptual framework of variables are given in Chapter-II. Chapter-III deals with the review of related literature which throws light on the work done in this area. Chapter-IV is concerned with the tools and methods followed in the study. Description of the detailed analysis of the data collected has been given under three sections in Chapter-V. Summary, conclusions, recommendations and suggestions for further research are reported in Chapter-VI.