CHAPTER – V

SUMMARY OF THE MAJOR FINDINGS, CONCLUSION, IMPLICATIONS AND SUGGESTIONS FOR THE FURTHER STUDY

In the previous chapter, analysis and interpretation of the data have been explained in detail manner. This chapter presents a brief summary of the various aspects pertaining to the present study. The significance and objectives of the study undertaken for investigation, the hypotheses formulated for testing, the methodology adopted and also the various statistical techniques used for analyzing the data have been presented. This chapter also presents the conclusions of the study under investigation and also the limitations of the study. Educational implications of the study have been explained recommendations and certain suggestions have been made by the Investigator for the pursuit of research in future in this area of study.

5.1 INTRODUCTION

In a country marked by a spaghetti bowl of languages, castes, religions and ideas; cementing indigenous values while embracing modernity, is a progressive phenomenon. Within the context of the education of marginalized communities such as tribals, a fine balance between these two ends of the spectrum is necessary to yield results that have an impact, are sustainable, and underpin a holistic education effort.

As education is a means of advancement of capacity, well-being and opportunity is undisputed, and more with reference to such communities which are on the periphery. Marked improvements in access and to some extent in quality of
primary education in tribal areas have occurred, and they stem from government and non-government initiatives. However, the number of out-of-school children continues to be several millions, mainly due to the lack of interest and parental motivation, inability to understand the medium of instruction (viz. state language), teacher absenteeism and unfavourable attitude, opportunity, cost of time spent in school (particularly for girls), large seasonal migration and other social taboos. Low literacy rates in tribal communities continue to indicate a need for overarching support that tackles issues from health to attitudes of non-tribal population. Recognizing that the education system is currently designed for the dominant group, there needs to be investment in creating support mechanisms that support in the merges of tribal children into the formal education system.

It is in this background that the present study is undertaken which is an attempt to compare the self-concept of the tribal children studying in tribal schools and non-tribal children studying in non-tribal schools. It proposes to measure the self-concept of tribal students and non-tribal students which might influence their goal seeking behaviour.

5.2 NEED AND SIGNIFICANCE OF THE STUDY

Even after 66 years of independence tribes in India remain as the most backward, especially in education and social development. They are very particular in keeping their identity and culture. Keeping their traditional pattern of life, they continue to choose their traditional occupation such as collecting minor forest produce and many of them prefer to live in or near to the forest. Their tribal cultural background and bondage prevent them from going to general schools.
Tribal education has been a visible problem in the country, hence it has been taken up as one of the developmental programmes. Nowhere in the country is the programme has shown absolute success. In view of the poor socio-economic conditions obtaining among the scheduled tribes, Government of Karnataka has launched special programmes for the all-round development of tribals.

In this context, several commissions and committees have recommended various measures for enabling the tribal people to overcome their disadvantages. Kothari Commission in 1966, in its Report devoted some attention to tribal education. It made 13 recommendations regarding aspects such as wastage and stagnation, hostels, scholarships, shortage of teachers. Several projects at national and state level were initiated to study the problems of tribal children. Considering these suggestions and also keeping Government’s objective of bringing everybody under one and the same umbrella viz. educational development, the Government has adopted the policy of starting special exclusive schools for tribal children. Government has already started model schools, Ashram schools and Morarji Desai residential schools.

Systematic researches are therefore, necessary to understand the problems embedded in the progress of education among the Tribals at present and to suggest measures which will accelerate the tempo of education in the Tribal communities.

A review of related literature clearly indicates that many researches have been undertaken in anthropological and sociological studies on tribes and education related studies are yet to be taken up. Under the above circumstances the present researcher was motivated to take up educational related research study on
tribal children. Mainly the researcher wanted to find out the differences in the potentialities of tribal and non-tribal children.

It is in this background that the present study which is an attempt to compare the self-concept of the tribal children studying in tribal schools and non-tribal children studying in non-tribal schools was taken up. It was proposed to measure the self-concept of tribal students and non-tribal students which might influence their goal seeking behaviour.

Though there are many factors which may influence the tribal children, in this study it was intended to compare the self-concept and its correlates like intelligence, personality, gender and academic achievement of Tribal children and non-tribal children.

Apart from this, the Investigator being a native of Chamarajanagar and having close contacts with all these tribal regions of four taluks (Chamarajanagar, Kollegal, Gundalpet and Yelandur) has a tall claim to make the benefits available to those children. The researcher is familiar with the life style of tribes residing in this area and intended to study the self-concept and their correlates among the Tribal and Non-Tribal secondary school children coming from different tribal regions of Chamarajanagar District.

5.3 STATEMENT OF THE PROBLEM

The present study is stated as “Self-concept and Its Correlates among Tribal and Non-Tribal Secondary School Children in Chamarajanagar District”.
5.4 OBJECTIVES OF THE STUDY

The present study was designed keeping the following objectives in view.

The Specific Objectives of the Study

1) To assess the level of self-concept among tribal and non-tribal children of secondary school.

2) To assess the level of intelligence among tribal and non-tribal children of secondary school.

3) To assess the personality type among tribal and non-tribal children of secondary school.

4) To assess the academic achievement among tribal and non-tribal children of secondary school.

5) To compare the level of self-concept of tribal and non-tribal children in secondary school.

6) To study the difference between level of self-concept among tribal and non-tribal children of different intellectual levels.

7) To study the difference between the level of self-concept among tribal and non-tribal children belonging to different types of personality.

14) To study the difference between the level of self-concept among tribal and non-tribal children of secondary school having different levels of academic achievement.

15) To study the difference between the level of self-concept of tribal and non-tribal boys and girls of secondary school.

8) To study the difference between the level of self-concept of tribal and non-tribal 9th and 10th standards secondary school children.
9) To study the relationship between self-concept and intelligence among tribal and non-tribal children of secondary school.

10) To study the relationship between self-concept and academic achievement among tribal and non-tribal children of secondary school.

11) To study the effect of interaction of intelligence, personality, and academic achievement on the self-concept among tribal and non-tribal children of secondary school.

*Note: In all the objectives children of secondary school means 9th and 10th standard secondary school children in Chamarajanagar District.

5.5 HYPOTHESES OF THE STUDY

Based on the objectives of the study, the researcher formulated the following null hypotheses in the present study:

1) There is no significant relationship between self-concept of tribal children and their intelligence.

2) There is no significant relationship between the self-concept of non-tribal children and their intelligence.

3) There is no significant relationship between the self-concept of tribal children and their academic achievement.

4) There is no significant relationship between the self-concept of non-tribal children and their academic achievement.

5) There is no significant association between self-concept of tribal children and their types of personality.

6) There is no significant association between self-concept of non-tribal children and their types of personality.
7) There is no significant difference between the levels of self-concept of tribal and non-tribal children.

8) There is no significant difference between the levels self-concept of tribal children of different intellectual level.

9) There is no significant difference between the level self-concept of non-tribal children of different intellectual level.

10) There is no significant difference between the level self-concept of tribal children having different types of personality.

11) There is no significant difference between the level self-concept of non-tribal children having different types of personality.

12) There is no significant difference between the level self-concept of tribal boys and girls.

13) There is no significant difference between the level self-concept of non-tribal boys and girls.

14) There is no significant difference between the level self-concept of tribal children with their level of academic achievement.

15) There is no significant difference between the level self-concept of non-tribal children with their levels of academic achievement.

16) There is no significant difference between the level of self-concept of tribal children of 9th and 10th standards.

17) There is no significant difference between the level of self-concept of non-tribal children of 9th and 10th standards.
There is no significant difference between the combined interaction effects of intelligence, personality, academic achievement on the level of self-concept of secondary school children.

5.6 DESIGN OF THE STUDY

The research design is an inevitable part of any research. It is a blueprint for the whole investigation. In the present study the Investigator has followed the field survey method. The major purpose of the present research was to undertake a comparative study of tribal and non-tribal secondary school children in Chamarajanagar District with respect to their self-concept, intelligence and academic achievement.

Considering the need, importance and purpose of the present study, the Investigator decided to follow “Field Survey Method” for the present investigation. The present study is Analytical type and Descriptive in nature. It is analytical because it intends to study the effect of selected correlates on the level of self-concept. It correlates the self-concept and its correlates like Intelligence, Personality, Academic achievement and Gender among Tribal and Non-Tribal children in Chamarajanagar district.

The research design includes variables, locale, sampling, tools employed, administration and scoring of the tools and statistical techniques to be used in the research work. The present study is designed to find out the influence or effect of four variables, viz. Intelligence, Personality, Academic Achievement and gender on the variable “Self-Concept” of the tribal and non-tribal 9th and 10th standard secondary school children in Chamarajanagar District.
5.7 **LOCALE OF THE STUDY**

The present study was carried out in Chamarajanagar District, Karnataka State, consisting of four taluks viz. Chamarajanagar, Kollegal, Gundalpet and Yelandur covering a fairly good forest area ranging from BR hills to MM hills and also to Bandipur forest consisting of largest and oldest tribal developmental blocks. The present study was confined to the secondary schools (Government, Aided schools and Morarji Desai Schools) of tribal areas and non-tribal (urban) area schools located in Chamarajanagar city in Karnataka state.

5.8 **VARIABLES OF THE STUDY**

Keeping the problem and the objectives of the study, all the variables viz. Self-concept, Intelligence, Personality and Academic Achievement are treated as Criterion variables.

Only when interaction effect of three variables seen on self-concept then Self-concept is treated as dependent variable. Intelligence, Personality and Academic Achievement is treated as independent variable in the present study.

The following demographic variables have been considered in the study.

a. Gender-Male, Female.  
b. Locality-Rural, Urban.  
c. Type-Tribe, Non-Tribe.  
d. Standard-9th standard, 10th standard.

5.9 **SAMPLE OF THE STUDY**

Population: The population for the study includes all tribal and non-tribal children in the secondary schools in Chamarajanagar District.

Sample: Three hundred tribal and non-tribal children studying in secondary schools selected through following random sampling technique.
The sample for the present investigation was drawn from the secondary schools of tribal and non-tribal origin located in the four taluks (viz. Chamarajanagar, Kollegal, Gundalpet and Yelandur) of Chamarajanagar District.

The sample of the study was drawn through *Stratified random sampling technique*. In this study *Proportionate sampling technique* is used to select the secondary schools. A group of 300 9th and 10th standard children (age group ranges from 13 years to 16 years) from the secondary schools of Chamarajanagar district constitute the sample. The size of the sample is 300 consisting of 150 tribal children viz., 75 boys and 75 girls from the four major tribal groups, viz. Soliga, Kadu Kuruba, Jenu Kuruba and Kaniyans were taken from secondary schools (Government, Morarji Desai School) of tribal areas in Chamarajanagar District. A group of 150 non-tribal children viz., 75 boys and 75 girls were taken from the JSS Secondary Schools of the Chamarajanagar City itself. In both the tribal and non-tribal group of 150 children 70 children from 9th standard and 80 children from 10th standard were taken.

### 5.10 Tools Used for the Study

In the present study the following tools were employed to collect data on Self-Concept, Intelligence, Personality and Academic Achievement of tribal and non-tribal secondary school children of Chamarajanagar district.

1. **Self-Concept:** “Vikram-Prahallada Self-Concept Inventory” developed by the Investigator (2011).
2. **Intelligence:** Standard Raven’s Progressive Matrices (RPM) developed by J.C. Raven (1948).
3. **Personality:** Eyscenk Personality Inventory (EPI) developed by H.J. Eyscenk (1963).
4. **Academic Achievement**: Marks obtained by the students in the previous year final examination from the School Records were obtained.

### 5.11 STATISTICAL TECHNIQUES USED

After the data had been collected, it was processed and tabulated in Microsoft-Excel sheet. The data was analysed with reference to objectives and hypotheses. For the present study both descriptive and inferential statistical techniques were used.

The following statistical techniques were employed to analyze the obtained data given under:

- Descriptive Statistics like Mean and Standard Deviation
- Pearson’s Product Moment Correlation Coefficient
- Analysis of Variance (ANOVA)
- t-test
- Multiple Regression Analysis
- Duncan’s Multiple Range Test (DMRT)

### 5.12 OPERATIONAL DEFINITIONS OF THE KEY TERMS USED

In the present study Tribes, Self-concept, Intelligence, Personality, Academic Achievement and secondary school children have been operationally defined in the following way.

#### 5.12.1 Tribes

Tribes are heterogeneous set of ethnic and tribal groups claimed to be the aboriginal population and comprised a substantial indigenous minority of the population of India. In this present study tribal child refers to Soliga, Kadu
Kuruba, Jenu Kuruba and Kaniyan tribal community secondary school children of Chamarajanagar District.

5.12.2 Self-Concept

As per Vikram-Prahallada Self-Concept Inventory the self-concept is operationally defined as the organization of all that the individual refers to as ‘I’ or ‘me’. “The way I feel about myself”. The Investigator has given the six dimensions of Self-Concept viz.,

- **Physical Appearance**: Individuals’ view of their body, health, physical appearance and strength.
- **Intellectual Aspects**: Individuals’ awareness of their intelligence and capacity of problem solving and judgments.
- **Emotional Characteristics**: Individuals’ view of their prevailing emotional stage or predominance of a particular kind of emotional reaction.
- **Personality Attributes**: Individual’s estimation of their totality of his behaviours (moral worth), adjustment to themselves and to the society.
- **Social Behaviour**: Individual’s sense of worth in Social Interactions.
- **Happiness and Satisfaction**: Individuals’ awareness of their joy, fulfillment, satisfaction.

5.12.3 Intelligence

In this present study operationally it can be defined as “The ability to learn, understand and make judgments or have opinions that are based on reason” “The ability to acquire and apply knowledge and skills”. It as an important physical basis for the intellectual status of the tribal and non-tribal children are found in
genetic maternity that directs the development of his nervous system in great
detail.

5.12.4 Personality

In this present study operationally it can be defined as “Personality is the
more or less stable and enduring organization of a person’s character temperament,
interact and physique which determines his unique adjustment to the environment”.
Personality stems from genetic influence or what we are born with, that the factor
of neuroticism is not a statistical artifact, but constitutes biological unit which is
inherited as a whole neurotic predisposition is to a large extent hereditarily
determined.

5.12.5 Academic Achievement

Academic achievement is operationally defined as academic performance,
attainment or accomplishment of the individual in the academic or educational
field. It is measured for a stipulated academic period. In the present research study
the academic achievement of the tribal and non-tribal secondary school children
were measured in terms of total marks, percentage and grade obtained in the
annual examination of previous year respectively.

5.12.6 Secondary School Children

Secondary school children are operationally defined as 9th and 10th standard
secondary school children in Chamarajanagar District consisting of four taluks i.e.
Chamarajanagar, Kollegal, Gundalpet and Yelandur.

5.13 MAJOR FINDINGS OF THE STUDY

The main focus of the Present investigation was to find out the Self-
concept of secondary school tribal and non-tribal children of Chamarajanagar
A total of 18 hypotheses were formulated and each one of them was tested for its significance. The results obtained have been briefly summarized and the major findings emerged out of the present study are listed below:

1. The study shows that there is a significant and positive relationship between self-concept and intellectual aspect of tribal children except for one of the component of self-concept, viz. physical appearance ($r=.144; p=.79$). It indicates as the scores in RPM increased, scores of self-concept also increased linearly and significantly, and vice versa. It means intellectual status of tribal children influence the self-concept of tribal children.

2. There is no significant relationship between self-concept of non-tribal children and its components towards their intelligence. It indicates that intelligence of non-tribal children does not influence their self-concept.

3. The study indicates that academic grading has significant influence over few of the components of self-concept and total self-concept of tribal children. It is clear that tribal students with high grading had higher self-concept and vice versa. However different levels of academic grading showed non-significant difference between students for the components of self-concept viz. physical appearance, intellectual aspects, emotional characteristics and personal attributes.

4. The results of the study show that academic grading had significant influence over few of the components of the self-concept, viz. emotional characteristics, social behaviour, happiness and satisfaction and in total self-concept of non-
tribal children. However different levels of academic grading showed non-significant differences between students for physical appearance, intellectual aspects and personal attributes.

5. The study clearly reveals that the components of self-concept viz. physical appearance, intellectual aspects and social behaviour of tribal children were influenced by their personality type. However only three components of self-concept viz. emotional characteristics, personal attributes and happiness and satisfaction were independent and are not affected by their personality type. However the total self-concept of tribal children was influenced by their personality type.

6. The study indicates that there is no significant association between self-concept of tribal children and its components towards personality status. It indicates personality status does not influence self-concept of tribal children.

7. The study signifies that there is no significant relationship between self-concept of non-tribal children and its components towards personality type. It means that personality type has not influenced self-concept of non-tribal children.

8. The study clearly reveals that components of self-concept viz. physical appearance, intellectual aspects, emotional characteristics and personality attributes of non-tribal children were influenced by their personality status. However only two components of self-concept, viz. social behaviour and happiness and satisfaction are independent and not affected by their personality status.
9. The study clearly reveals that non-tribal children have higher self-concept compared to tribal children (44.7% and 19.3% respectively).

10. The study shows that majority of the tribal children fall under medium levels of self-concept of them were with low levels of self-concept (68.7%) followed by 19.3% children have high self-concept and remaining (12%) of them were with low level of self-concept.

11. Results indicate that 77% of the tribal children have below average intelligence followed by 19% of average intelligence and only 4% of the children have high intelligence. A significant association between levels of self-concept among tribal children of different intellectual level and groups (CC=.360; p=.000) can be seen.

12. The study indicates that majority of the non-tribal children fall under medium range of self-concept (48.7%) followed by 44.7% with high level of self-concept. There is no significant association between levels of self-concept among non-tribal children of different intellectual level and groups (CC=.183; p=.270).

13. Fourteen percent (14%) of the non-tribal children have below average intelligence followed by 47% of average intelligence and 39% of children has high level of intelligence.

14. The study reveals that majority of the tribal children viz. about 93% are ambivert followed by 5% are introvert, and remaining 2% are belong to extrovert category. It shows that there is no significant association between levels of self-concept among tribal children and of different personality types (CC=.078; p=.922).
15. The study also indicates that 73% of tribal children are normal in their personality status, 25% are suffering from high neurotic problems and remaining 2% are emotionally well balanced. It shows no significant association between levels of self-concept among non-tribal children and of different personality status levels (CC=.178; p=.297).

16. The study also reveals that 77% of non-tribal children are ambivert followed by 23% are introvert and there is no one respondent belongs to extrovert group. It shows that there is no significant association between levels of self-concept among non-tribal children and of different personality types (CC=.047; p=.850).

17. The results of the study show that 60% of non-tribal children are normal in their personality status, 39% are suffering from neurotic problems and remaining 1% is emotionally well balanced. It shows no significant association between levels of self-concept among non-tribal children and of different personality status levels (CC=.235; p=.067).

18. The study reveals that there is no marked difference in the levels of self-concept among male and female children. It is also shows that there is no significant association between levels of self-concept among tribal male and female children (CC=.235; p=.067).

19. The study indicates that males and females of the non-tribal children both have equal levels of self-concept. It shows significant association between levels of self-concept among male and female children (CC=.210; p=.032).

20. The study shows that majority of tribal children viz. 70% shows average and below average academic achievement and remaining 30% of children have
higher level of academic achievement. It is also observed that there is a significant association between levels of self-concept among tribal children of different academic achievement level and groups (higher the academic achievement, higher self-concept) (CC=.338; p=.013).

21. The study reveals that 81% of non-tribal children show average and below average academic achievement and remaining 19% of children have higher level of academic achievement (especially less than tribal children). It shows no significant association between levels of self-concept among non-tribal children of different academic achievement level and groups (CC=.233; p=.379).

22. The study clearly reveals that there is no marked difference between the level of self-concept of tribal children of 10th standard compare to 9th standard. The study reveals that 9th standard tribal children have higher self-concept (13%) compare to 10th standard children (7%). There is a significant association between levels of self-concept among 9th and 10th standard tribal children (CC=.239; p=.010).

23. The study clearly indicates that 10th standard non-tribal children have higher self-concept viz. 24.7% compare to 9th standard children viz. 20%. It also shows that there is no significant association between levels of self-concept among 9th and 10th standard non-tribal children (CC=.57; p=.786).

24. The study reveals that the academic achievement significantly predicted self-concept. In order to find out this regression analysis was used to test if the intelligence, personality and academic achievement dimensions significantly predicted self-concept. The results of the regression indicated explained 0.66% of the variance (R²=.066; F=6.990; p<.000).
5.14 RECOMMENDATIONS OF THE STUDY

The present investigation has thrown much light on the self-concept of tribal and non-tribal secondary school children of Chamarajanagar district. The low self-concept profile exhibited by these children is perhaps due to poor schooling facilities.

Keeping in mind the findings of the study, the following recommendations have been offered for the improvement of education standards of secondary school children of Chamarajanagar district of Karnataka state. It is hoped that if these recommendations are implemented, it will go a long way in improving the self-concept of tribal and non-tribal secondary school children.

1. The urgent need of the hour is to improve the physical and academic infrastructure of secondary schools in Chamarajanagar district especially in tribal regions.

2. Proper and effective residential facilities should be provided to the tribal and non-tribal children. This will help students to take interest in schooling, to be motivated to learn effectively and to improve their self-concept.

3. Co-curricular activities should be planned in a constructive way not only to involve students in activities but to develop positive self-concept among tribal and non-tribal children.

4. Children from the tribal society should be properly motivated to continue their education and to develop positive self-concept.

5. Incentives and rewards should be used to develop strong motivation among children to develop positive self-concept.

6. Sports, games, yoga and competitions should be organised to help students develop true sportsmanship which will have a bearing on their self-concept.
7. The study reveals low intellectual status and academic standards among tribal and non-tribal children. So teaching should be made interesting by using innovative teaching methods, appropriate learning aids so that the students learn better.

8. An understanding of the attitudes, emotions, feelings, values and motives of tribal and non-tribal secondary school children are important to develop self-confidence and therefore new activities for personal understanding need to be built into school work.

9. The study indicates that the tribal children have low self-concept compared to the non-tribal children. It is because of their little exposure to the outer world. The teacher has to provide them all opportunities to develop their self-confidence and to improve positive self-concept.

10. Healthy human relationships and interactions should be fostered and encouraged in the school between children and the teachers by conducting student-teacher counselling periodically in turn helps in developing self-concept positively.

11. The teachers have to play a greater role in developing personality of tribal and non-tribal secondary school children. They should teach and expose the students to get adjust to different circumstances which would enhances the development of positive self-concept.

12. Since students spend most of their time with teachers, the feedback from teachers may help children in identifying their own weaknesses and inadequacies which are affecting their self-concept.
13. Curriculum should provide programmes of action where enough opportunity for pupils to acquire a considerable amount of new knowledge. Individualized learning in order to develop logical thinking, reasoning, problem-solving abilities and creativity is essential for developing positive self-concept in our democratic society. The curriculum should be structured as need based and revamped from time to time.

14. Parent-teacher association meetings should be organised periodically especially in tribal areas so that parents will take interest in the education of their children and help in reducing dropout rate.

15. Education experts, policy makers and teachers in the field should make use of the findings of the present research study to plan the school curriculum and to improve the schooling facilities in both tribal and non-tribal regions in such a way that children develop better perspectives about their own self in a positive way.

16. District Institute of Education and Training (DIET) and District Tribal Welfare Department (DTWD) have a special role to play in the educational upliftment of tribal and non-tribal children of Chamarajanagar district.

5.15 EDUCATIONAL IMPLICATIONS OF THE STUDY

The main objective of this study was to find out self-concept of tribal and non-tribal secondary school children in Chamarajanagar district and to know how far students Intelligence, Personality, Academic Achievement, Gender and Area were related to their self-concept.

Self-concept is the totality of attitudes, judgments and values of an individual relating to his behaviour abilities and qualities. Self-concept is
dominant element in personality pattern and the positive self-concept which facilitates the students educational and vocational planning, it occupies the prime of place and given profound importance.

One of the findings of the present study is that children belonging to tribal area have lower intellectual status compared to non-tribal children which will influence their self-concept. Schools should arrange a variety of curricular and co-curricular activities, so that students can participate in number of activities of their choice which will help to improve their intellectual status which will in turn enhances their self-concept.

The study shows that non-tribal children had higher self-concept compared to tribal children. Education means not learning school subjects alone, along with school subjects the school should develop certain life skills which will enable them to expose to the outer world and prepare them for their tribal environment and which are helpful in their day-to-day life conditions. It leads to develop positive and high self-concept among tribal children.

The study clearly indicates that high and low scores on their academic achievement of tribal and non-tribal children had significant influence on their self-concept. It means the children with higher academic achievement scores had higher self-concept and vice versa. This signifies that academic achievement as a main variable is a very important dimension in determining the students’ self-concept. This means academic achievement is a potent factor in determining one’s self-concept. By means of practising effective study skills in students, innovative methods for teaching will enhance the level of their academic achievement.
The study showed significant interaction between personality type and personality status on self-concept of tribal and non-tribal secondary school children. This means that personality type and personality status are important factors in determining their self-concept. So education also should play a key role in developing a well balanced and integrated personality among children.

The results of the study clearly indicate that $10^{th}$ standard students have higher level of self-concept compared to $9^{th}$ standard students. It means $9^{th}$ standard students need more exposure to their surroundings and outer world which will enable them to know themselves effectively. Continuous internal assessment and evaluation with constant feedback to students will improve their intellectual status and in turn academic achievement as well as self-concept.

Comprehensive studies of family environment, characters covering psycho-social characteristics as well as characteristics associated with school performance of the tribal and non-tribal children may also be carried out.

5.16 DELIMITATIONS OF THE STUDY

It is assumed that the procedure adopted in the present study is adequate enough to throw light on the research problem. Adequate care has been taken to ensure to arrive at a valid and a reliable result. In spite of all such precautions certain delimitations may have affected the generalization of the outcome of the present study. Some of the major limitations are listed below.

1. The research is confined to Chamarajanagar district only, so the result might be indicative not conclusive.

2. The study is confined to secondary school children of Chamarajanagar District.
3. The study is restricted to tribal and non-tribal secondary school children of Chamarajanagar District.

4. The study is confined to 300 students, 150 children from tribal and 150 from non-tribal area of Chamarajanagar District.

5. The study is limited to the students studying in 9th and 10th standard only.

6. The data has been collected in tribal areas only from four major tribes (Soliga, Kadu Kuruba, Jenu Kuruba, and Kaniyan) of Chamarajanagar District.

7. The data has been collected in non-tribal area only from the schools of Chamarajanagar city.

8. The data collected from aided private schools in non-tribal area.

9. Even though there are many variables which influence the self-concept of students, in this present study only four variables, viz. Intelligence, Personality, Gender and Academic Achievement have been studied.

10. The construction of the items of self-concept inventory is confined only to six sub-dimensions of the self-concept, viz. physical appearance, Intellectual aspects, Emotional characteristics and Personal attributes, Social Behaviour and Happiness and Satisfaction.

5.17 SUGGESTIONS FOR FURTHER RESEARCH

On the basis of the Researcher’s acquaintance with the problem and also keeping the delimitations of the study in view the present research study has opened up many desirable avenues for further study. Some of them which deserve immediate attention of researchers as suggested below.

1. The present research study was carried out on the 300 tribal and non-tribal secondary school children of Chamarajanagar district in Karnataka. In order to
give more conclusive results, this study needs to be carried out on a larger population and longitudinal studies can also be initiated.

2. The present study was undertaken for the adolescent age group which can be replicated by taking students of different age groups.

3. The study may be extended to other districts in Karnataka state. This will help us to know inter-district variation in self-concept of students.

4. The present investigation could include only a few variables (viz. Intelligence, Personality and Academic Achievement), therefore it is suggested that researchers should explore the relationship and the effects of other important variables on the self-concept.

5. In the present investigation only a few students were administered self-concept inventory in each of tribal group. The number of students proportionally be increased in every group to get more representation of each tribal population.

6. A comparative study of Self-concept, Intelligence, Personality and Academic Achievement of secondary school students of Government and grant-in-aid schools may be extended to different types of private unaided schools, viz. CBSE, ICSE and Public schools.

7. The present study has selected children from twenty schools in Chamarajanagar district. The scope of the study could be increased by increasing the number of schools in both tribal and non-tribal region.

5.18 CONCLUSION

Tribal communities in India have been historically deprived of access to resources and opportunities, including the opportunity to get educated. On account of various reasons for such historically deprived communities, providing access to
education is simply not enough. The government has to play a protective role in improving overall conditions and opportunities that will facilitate their transition and breaking of the intergenerational cycle of poverty and literacy.

Several researchers have shown that the tribal children are having relatively low self-concept to other children. The self-concept of tribal children is subjected to domination, rejection and frequent punishment. Hence it has tended to lower than that of tribal children who have experienced success, love and understanding. The tribal children with lower self-concept have become generally submissive and withdrawn, although at times they may exhibit to extreme opposites of aggression and domination. A sensitive cadre of teachers and bureaucracy is definitely required to make the difference. At the other level, educational deprivation must be seen in the context of overall deprivation of the community and emphasis must be placed on improving the situation of the tribal community in general.