



A STUDY OF SOCIO-POLITICAL INFLUENCES ON NAGA STUDENTS

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Abstract

The sociopolitical and cultural milieu of a society influences and determines political involvement. Political socialization develops a nation's political culture. Family, peer groups, educational institutions, secondary groups, the mass media, government, and party agencies all influence political socialization. Reference groups impact one's views and behaviour. This study examines how family, peer group, church, traditional authority, political parties, mass media, and higher education affect college and university students in Nagaland.

Keywords: Socio-political, Influences, Naga Students, Political participation, attitudes, behavior.

Introduction

College students are smart, active, and progressive. They've contributed to political progress and societal transformation in numerous nations. They've come to lead changes in a swiftly changing society. Student politics has two primary areas of activity, on-campus and off-campus, but problems and involvements in one frequently impact the other. Student unions provide students experience with elections and leadership on campus. Student union politics teach kids about democracy (NongkhlawSita, 2011). College and university students have been a significant pressure group with many concerns and demands. Student protests varied from calm to violent. It includes protests at educational institutions, municipalities, regions, and states (OvungAthungo, 2012).

Nagaland

Nagaland became India's 16th state on December 1, 1963. Nagaland is in India's far northeast and covers 16,579 square kilometres, approximately 0.5% of the country's overall area. Nagas are Tibeto-Burman linguists and Tibeto-Chinese Mongoloids. Nagaland's population is 1,978,502, with 1,024,649 males and 953,853 females. Nagaland's density is 119/km². 72% of Nagas' population lives in rural regions and 28.86% in cities. Nagaland's literacy rate is 80.1%, above the national standard of 74.4%. Literacy is at 80.1%, up from 10.38% in 1951.



Higher Education and Political Participation

Higher education helps societies develop. According to UNESCO's 21st century report, "higher education bridges the knowledge gap between nations and communities through improving conversations, culture, international living, and networking of ideas, research, and technology." Higher education includes colleges and universities. Higher education affects lower levels. It influences every human endeavour by supplying people for manufacturing, planning, administration, and scientific and technical advances. It affects national future (Phukan, 2012).

Research Methodology

The research uses primary and secondary data. Primary data is acquired through surveying undergraduate and graduate students in Zunheboto, Kohima, and Dimapur, where Nagaland University campuses are situated. In each district, two undergraduate colleges and two postgraduate departments were randomly chosen. To guarantee representativeness, a rural and urban undergraduate college was selected. The undergraduate colleges/postgraduate departments selected represent humanities/social sciences, natural sciences, and professional courses. In the specified undergraduate colleges/postgraduate departments, 25 junior and 25 senior students were randomly picked from attendance records. The sample includes male and female students.

Students were questioned using a timetable. 300 samples total. In addition to the survey, academics, student leaders, religious leaders, political leaders, and tribal chiefs were questioned about the views, orientations, and engagement of educated young in Nagaland.

Secondary data comes from books, journals, articles, college/university periodicals, social media sites, online sources, government documents, and student, church, and tribal literature. Primary and secondary sources are analyzed numerically via statistics tables and qualitatively using Likert scale to assess students' opinions and perceptions.

Analysis

Gender and Interest in Politics

Psychological involvement (e.g., interest, efficacy) may predict political participation, according to research. Political engagement often requires political interest. Between the 1960s and 1990s, a rise in political interest in Western democracies correlated with a shift from materialist to post-materialist perspectives. Women are less engaged in politics, according to several studies.

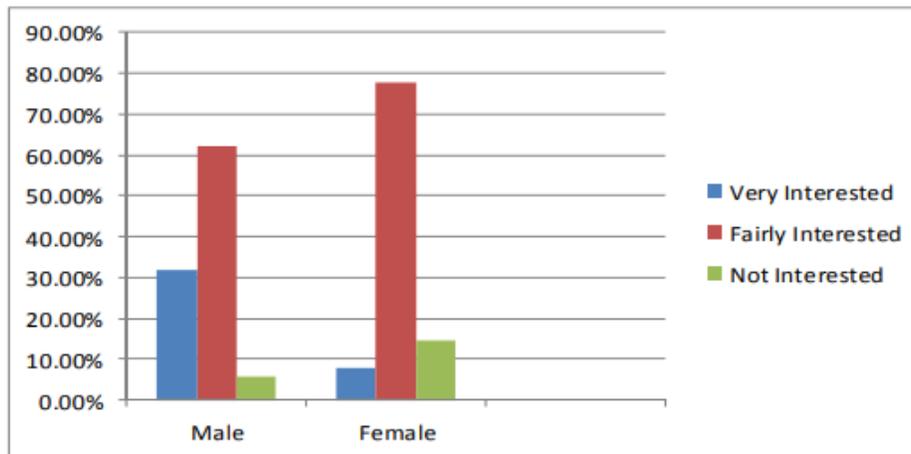


Figure 1: Interest in Politics

Figure 1 compares gender and political interest. The row shows gender (male & female) and the column shows political interest (Very Interested, Fairly Interested, Not Interested). Row count shows sample frequency. Men (31.9%) are more interested in politics than women (7.9%). Females (75%) are less engaged in politics than men (25%).

Family Influences

- The family is young people's major socialization setting, including for political ideas and behaviours. Young kids learn social, gender, and political roles in the home. Parents socialize their children politically.
- 14.3% of male respondents are extremely engaged in politics, showing that these parents influence their children. Even when parents weren't engaged in politics, 13.8% of men were.
- In the second table, which displays female respondents, while parents were extremely engaged in politics, only 15% agreed that they were likewise very interested, and 7.1% said they were not interested despite their parents' enthusiasm.
- Thus, female respondents appear less interested in politics due to parental apathy than male respondents.

Peer Group Influences

- Peer group, a key part of socialization at all levels, should influence university activity. Only 5.5% of female students who regularly talked politics with friends were found to be extremely engaged in politics.
- 30.3% of students often discuss politics with peers. Male students are more likely to talk politics with their peers than female pupils.



- Both male and female respondents had substantial relationships between these factors. For men, chi-square (4, N=100) = 32.282, $p < 0.01$; for women, it was 21.020, $p < 0.01$. $p < 0.05$ rejects the null hypothesis. Peer group influence and political interest aren't independent, although they appear linked.

Media Influences

- As a socializer, media may influence people's views, behaviours, and gender expectations. Internet has provided digitally mediated spaces that have altered 'politics'
- Respondents were questioned about sources of daily political information. Internet usage is greatest among students (39%) followed by newspapers (35.3%), television (17%), college teachers (4.0%), radio (3%) and classmates/friends (1.7%).
- 6 percent of men and 13 percent of women frequently watch TV for political information. More women than men watch TV for political news.

Church Influences

- Nagaland's Church is one of the most prominent religious institutions, affecting many sectors of society. In 2011, 87.93% of Nagaland's population was Christian.
- 59% of men and 47.6% of women said they'd never support a church-recommended candidate, while 6.7% of men and 5.4% of women said they'd do so regularly.
- 31.3% of men and 22.9% of women 'Agreed' that the church is Nagaland's most powerful institution. Whereas 29.1% of males and 44.6% 'disagree' In both assertions, women were less responsive to Church leaders than males.

University Influences

- College and university environments foster student involvement and political awareness. Higher education culture, traditions, and practices affect student political awareness.
- When professors allow pupils to voice their political beliefs in class, 57% of male respondents are extremely engaged in politics, while 43% are disinterested.
- Role of education and students' political involvement (2, N=100) = 24.574 and $p < .001$ for male responders. For male students, both factors are statistically significant, thus we reject the null hypothesis that they are independent. $\chi^2(4, N=100) = 0.006$ and $p = .60$ for women. Since the p-value is bigger than the 5% significance threshold, we fail to reject the null hypothesis and the two variables are independent in the context of female students.



Conclusion

This research examined how family, peer group, mass media, church, traditional authority, and university environment affect college and university students in Nagaland. The research found the following. Political discussions with parents affect student interest. Parental political engagement boosts student activism. Peer pressure and conflict with community values effect college and university student political engagement. In Nagaland, men students are more engaged in politics than females, according to the survey. After analyzing the impacts of numerous variables on student political orientation and engagement, the following study will investigate students' perceptions regarding ethnic identity, customary laws, corruption, and migrants and illegal immigrants in Nagaland.

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