SELF-ESTEEM AND WELLBEING AMONG TRIBAL AND NON-TRIBAL STUDENTS IN JANGALMAHAL

THESIS SUBMITTED TO JADAVPUR UNIVERSITY FOR THE

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SUBMITTED BY

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UNDER THE SUPERVISION OF

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This thesis is dedicated to my Parents

For their unconditional love, support and encouragement

Certificate

Certified that the thesis entitled **"Self-Esteem and Wellbeing Among tribal and non-tribal students in Jangalmahal"** submitted by me for the award of the Degree of Doctor of Philosophy in Arts at Jadavpur University is based upon my work carried out under the supervision of Dr. Manikanta Paria, Assistant Professor, Department of Education, Jadavpur University and that neither this thesis nor any part of it has been submitted before for any degree or diploma anywhere / elsewhere.

Countersigned by the Supervisor
(Dr. Manikanta Paria)

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Date:

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Acronyms Index

PWB	:	Psychological Well-Being
SE	:	Self-Esteem
OPW	:	Overall Psychological Well-Being
AUT	:	Autonomy
EM	:	Environmental Mastery
PG	:	Personal Growth
PRWO	:	Positive Relation with Others
PIL	:	Purpose in Life
SA	:	Self-Acceptance
SPSS	:	Statistical Package for The Social Sciences
ANOVA	:	Analysis Of Variance
M	:	Mean Value
Sd	:	Standard Deviation Value
F	:	One Way ANOVA Test Value
p- Value	:	Probability Value
t- Value	:	Independent Sample T- Test Value
r	:	Coefficient Of Correlation
r^2	:	Correlation Value in Regression Analysis
α	:	Alpha B
H_0	:	Null Hypothesis
M	:	Mean
df	:	Degree of Freedom
Std.	:	Standard
sd	:	Standard Deviation
WHO	:	World Health Organization
UNESCO	:	United Nations Educational Scientific Cultural Organization
UNICEF	:	United Nations Children's Emergency Fund
RSES	:	Rosenberg's Self-esteem Scale
S	:	Significant
NS	:	Not Significant

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Abstract

Self-esteem and wellbeing have been the subject of scholarly discourse for many decades, and it is widely acknowledged that these two constructs are intricately interconnected. The enhancement of self-esteem is a pivotal factor in fostering the holistic well-being of individuals. The primary aim of this research was to investigate the disparities and correlations between self-esteem and wellbeing among students from tribal and non-tribal backgrounds in the Jhargram district of West Bengal but the complete research work has considered 10 objectives and 48 hypotheses. A cross-sectional survey study framework was implemented using the simple random sampling technique, with a sample size of 1567 tribal and non-tribal students. Among 1567 total students, 1103 students were from non-tribal communities and 464 students were from tribal communities. Standardized bilingual version of Morris Rosenberg's Self-esteem scale (RSE), Carol Ryff's Psychological wellbeing scale and a basic information schedule were used to collect relevant data to fulfil the objectives of the study. Further, IBM-SPSS (Version-21) was operated to analyze the data. Descriptive and inferential parametric tests (Independent Sample T-Test, One-way ANOVA & Pearson's correlation) were computed to draw the parameter. Findings yielded that students from non-tribal communities (m=189.82) performed better in psychological well-being than tribal students (m=186.00) and the t-value was found to be 2.891; p-value=0.004, which indicated a significant difference in mean between the tribal and non-tribal students considering psychological wellbeing and students from non-tribal communities (m=28.3) performed better in self-esteem than tribal students (m=27.49) and the t-value was found to be 3.339; p-value=0.001, which indicated a significant difference in mean between the tribal and non-tribal students considering self-esteem. Again, t was found that self-esteem and psychological wellbeing has a positive and significant correlation between them among all students as well as among tribal group ($p<0.05$).

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CHAPTER I

CONTEXT OF THE STUDY

1.1 Introduction

"*Wellness is the complete integration of body, mind, and spirit - the realization that everything we do, think, feel, and believe has an effect on our state of well-being.*" - Greg Anderson

Wellbeing is a fundamental and pressing concern for everyone in the 21st century. In a time when technology is changing swiftly, the economy is changing, and social norms are changing, it is more important than ever to be healthy. First and foremost, the 21st century is marked by amounts of worry and nervousness that have never been seen before. There is a mental health problem because of how fast life moves (Kessler & Üstün, 2008), how digital gadgets keep us connected all the time (Torous & Powell, 2019), and how much pressure there is to keep up with standards that are always getting higher (Bevan & Rutter, 2016). Wellbeing, which includes both physical and mental health, is a very important way to deal with these stresses (Kessler & Üstün, 2008). It gives people the tools and strength they need to deal with the difficulties of everyday life. Also, the structure of work has changed in a big way in the 21st century. The rise of the "gig economy," technology (Muntaner, 2018; Dobbins et al., 2018), and working from home has made it harder to find a job. People are put under a lot of stress by not knowing if they will have a job and having to keep learning new skills (World Economic Forum, 2016). People all over the world are now linked through technology, but it has also led to more social separation and disconnection. For real relationships, understanding, and social cooperation to grow, people need to be happy. It lets people manage the complicated world of digital relationships while still feeling like they belong and are linked. People are becoming more interested in organic and environmentally friendly ways of living in the 21st century. Wellbeing fits in with this trend because it stresses the value of balance, being in

the moment, and having a sense of purpose. It pushes people to put self-care, mental health, and general life happiness at the top of their list of priorities. This makes for a more satisfying and purpose-driven life.

On the other hand, the socio-economic conditions of indigenous communities in India exhibit significant diversity. Numerous individuals have difficulties in achieving reading skills as a result of various causes, such as geographical isolation and language disparities (Ministry of Tribal Affairs, 2019). Despite the efforts of government agencies to enhance literacy rates, discrepancies continue to exist. Throughout history, indigenous populations have experienced social marginalization. However, in response to these challenges, legislative safeguards and the establishment of reserves have been implemented to address these concerns (NITI Aayog, 2021). From an economic standpoint, traditional livelihoods often face threats, and income gaps continue, even the implementation of government initiatives. The situation exhibits significant variation between tribal groups and localities, necessitating a comprehensive analysis of current changes and localized circumstances to provide a more precise understanding. Throughout history, it has been observed that individuals belonging to the STs (Scheduled Tribes) have shown somewhat lower levels of literacy in comparison to the wider community (Patel & Kataria, 2014). Nevertheless, there has been a consistent upward trend in literacy rates among Scheduled Tribes (STs). The literacy rate among Scheduled Tribes (STs) was about 59.4%, indicating a lesser percentage compared to the national average. However, this figure signifies noteworthy advancements when compared to past decades. The Sarva Shiksha Abhiyan (SSA) and the Tribal Sub-Plan (TSP) are some of the key initiatives aimed at improving educational outcomes among tribal communities (NITI Aayog, 2021). The research location as Jangalmahal, often referred to as the Jungle Mahals, is a geographical area situated in the western portion of West Bengal, India. This locale is renowned for its abundant woodland and the presence of indigenous communities. The geographical area includes the districts of West Midnapore, Bankura, Purulia, and Jhargram. The socio-economic circumstances of the tribal population in the

Jangalmahal region of West Bengal are marked by a confluence of obstacles and governmental initiatives aimed at enhancing their status. This research study was conducted at the PhD level, focusing on students from both tribal and non-tribal backgrounds in the Jangalmahal district of West Bengal. Given the significance of understanding the efforts made towards tribal communities, it is imperative to do research in order to enhance their wellbeing and get comprehensive insights into their social status, socio-economic and educational conditions.

1.2 Concept and Definition of Psychological Well-being

Psychological wellness is an essential component of mental health. Psychological wellbeing encompasses not only the absence of mental illness, but also positive emotions, a sense of purpose, and positive relationships with others. It includes both hedonic (enjoyment, pleasure) and Eudaimonic (meaning, fulfilment) happiness, as well as resilience (coping, emotion regulation, and good problem-solving) (tang, 2019). Eudaimonic well-being beyond the mere pursuit of pleasure and enjoyment, including a more profound feeling of satisfaction obtained from personal development, societal contribution, and alignment with one's values. On the other hand, Hedonic well-being is derived from the active pursuit of pleasurable experiences and the deliberate avoidance of unpleasant ones. The primary objective is to optimize the occurrence of favorable encounters while decreasing unfavorable ones. On a fundamental level, psychological well-being (PWB) is equivalent to other terms that characterize positive mental states, such as pleasure or satisfaction. Concerning oneself with minor differences between these words is not necessary or beneficial in many respects. If you say you are happy or very happy with your life, you can be pretty sure that your mental health is pretty good (Cooper). This perspective emphasizes personal development, self-acceptance, positive relationships, environmental mastery, autonomy, and life purpose and direction. Psychological well-being is essential because it not only impacts an individual's overall contentment and life

satisfaction, but also their physical health, relationships, and overall quality of life. It is a multidimensional concept that is influenced by factors such as heredity, personality, life circumstances, and social support. Various organizations and renowned psychologists have defined psychological wellbeing as -

American Psychological Association defines psychological wellbeing as "a state of flourishing that includes feeling good and functioning effectively." The concept incorporates several dimensions such as pleasant emotions, engagement, interpersonal connections, sense of purpose, and personal achievement.

Positive psychologists **Martin Seligman**, a prominent psychologist in positive psychology, defines wellbeing as “PERMA, which stands for Positive emotion, Engagement, Relationships, Meaning, and Accomplishment”. These elements collectively contribute to a person's overall sense of wellbeing.

The Positive Mental Health Foundation defines mental wellbeing as "a state of wellbeing in which every individual realizes their potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community."

The Mental Health Foundation (UK) describes mental wellbeing as "a dynamic state, in which the individual is able to develop their potential, work productively and creatively, build strong and positive relationships with others, and contribute to their community."

World Health Organization (WHO) defines mental health as "a state of well-being in which an individual realizes their abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to their community."

1.3 Models and Frameworks of PWB

The field of Positive Psychology focuses on the flourishing of individuals and communities (Hefferon & Boniwell, 2011). ‘Well-Being’ is a central theme within

positive psychology. Well-being is the state of being healthy, happy, and prosperous. It includes excellent mental health, high life satisfaction, a sense of meaning or purpose, and stress management skills. The World Health Organization emphasises the importance of 'Mental well-being' in the 'Health' of an individual. While, there is no single unanimous definition of well-being, in psychological literature it is often used as synonymous with happiness, contentment, quality of life and so forth (Hefferon & Boniwell, 2011). Different models of well-being have been developed by psychologists and researchers in order to comprehend and quantify various facets of human well-being. Here are some prominent examples: -

1.3.1 Flow Model of PWB

In the 1970s, Mihaly Csikszentmihalyi introduced flow theory based on research investigating individuals who engaged in pleasurable activities without being compensated monetarily or socially fame. Psychological well-being is a multifaceted concept that incorporates the mental and emotional state of an individual. Flow, as defined by Csikszentmihalyi, is a state of optimal experience in which individuals are entirely immersed and engaged in an activity.

In Mihaly Csikszentmihalyi's FLOW model, one of the important factors that contribute to the experience of flow is the balance between the level of difficulty of activity and an individual's level of talent.

- **Challenge level:** The term "challenge level" refers to the degree to which the activity or endeavor presents a challenge in terms of its difficulty or complexity. It is a representation of the expectations and demands that the activity makes on the capabilities and talents of an individual. The difficulty level of the challenge can change based on the activity, and it can either be objective or subjective, depending on how the individual perceives it.

- **Skill level:** The skill level is a measure of how well and how often a person can do a certain job or action. It shows what the person can do, what they know, and how much experience they have with the action. Practice and learning can help you build and improve your skills.

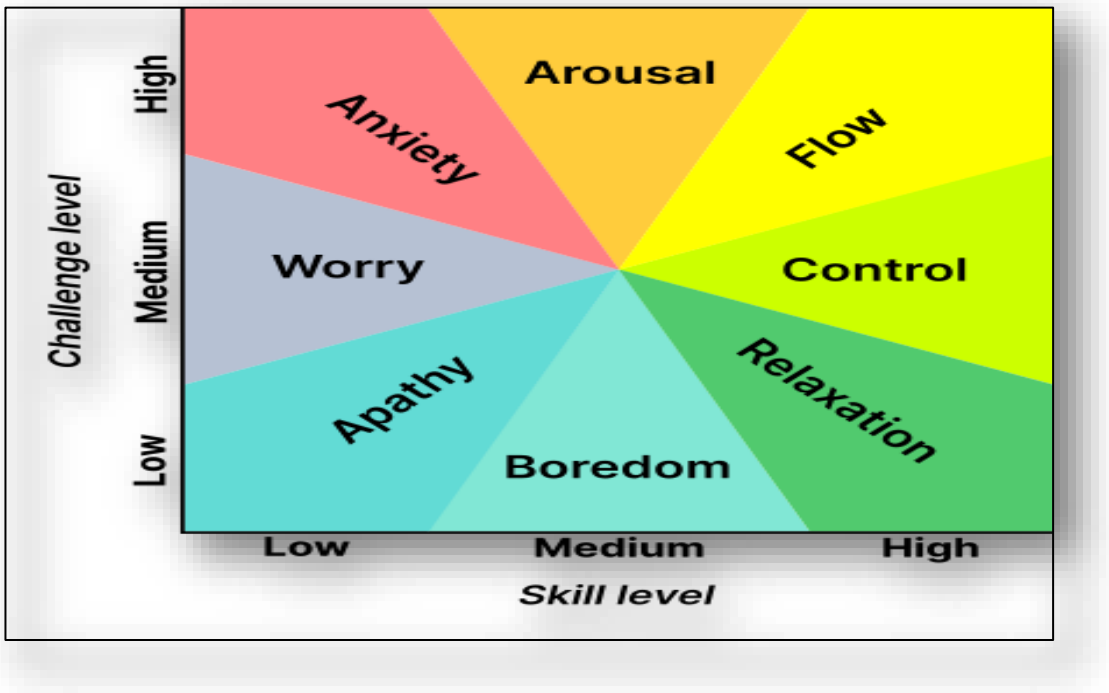
The flow state is most likely to occur when the individual's challenge level and skill level are in equilibrium. Here are the potential outcomes:

i. Low challenge, High skill: When the level of the task is low and the person's skill level is high, this can make them bored. The task at hand is too easy and doesn't use all of the person's skills, which makes them lose interest and drive.

ii. High challenge, Low skill: When a person's skill level is low and the level of difficulty is high, it can make them feel anxious or frustrated. The task is too hard and beyond the person's current skills, making them feel stressed and not good enough.

Flow is more likely to occur when the individual's challenge level and skill level are well-matched. In this circumstance, the activity poses a challenge that is within the individual's capabilities. The individual experiences a sense of control and competence, resulting in intense engagement and immersion.

Figure 1.1: Challenge vs skill of FLOW model



Source: https://en.wikipedia.org/wiki/Arousal

1.3.2 Basic Aspects of the FLOW model

According to the FLOW model, the following aspects significantly contribute to psychological well-being:

i. Engagement and enjoyment

The feeling of being completely immersed in an activity while also experiencing a high level of satisfaction is known as flow. People are said to be in a state of flow when they are completely engrossed in what they are doing and are afterwards filled with a sense of accomplishment and contentment.

ii. Clear goals and feedback

Having clear goals and getting feedback right away are important parts of being in the flow. Clear goals give people a sense of direction and purpose, and feedback helps them see how they're doing and make any changes they need to stay in the flow state.

iii. Balance between challenge and skill

Flow is more likely to occur when the level of difficulty presented by an activity corresponds to a person's level of competence. When the level of difficulty is too low, individuals may become apathetic, while when it is too high, they may experience anxiety. Finding the optimal equilibrium facilitates a state of flow.

iv. concentration and focused attention

Flow is characterized by intense focus and concentration on the task at hand. Individuals in a flow state are completely immersed in the activity at hand, filtering out distractions and ignoring time.

v. Sense of control

A sense of control over the activity facilitates the development of flow. Individuals have a sense of agency and competence, believing they possess the skills necessary to overcome obstacles and navigate the activity successfully.

vi. Loss of self-consciousness

Flow is characterized by the absence of self-awareness. In a flow state, individuals are not concerned with their self-image or how they appear to others. They are completely engaged in the activity.

vii. Timelessness

Flow is frequently accompanied by a sense of timelessness, in which individuals lose track of time and experience the passage of time differently. This is because they are completely absorbed in the activity and unaware of the passing of time.

viii. Personal growth and mastery

Flow experiences promote personal development and a feeling of mastery. By engaging in challenging activities and attaining a state of flow, individuals are able to develop their skills, expand their capabilities, and experience a sense of accomplishment and development.

ix. Intrinsic motivation

Flow is frequently associated with intrinsic motivation, in which people engage in an activity for the pure enjoyment and satisfaction it provides, rather than for external rewards or incentives.

1.3.3 PERMA Model

Dr. Martin Seligman, a pioneer in the area of positive psychology, created the PERMA model as a psychological framework. It was developed as a tool for learning about and fostering contentment. The model singles out these five factors as crucial to a person's happiness and fulfilment in life:

i) Positive Emotion (P): This element refers to positive emotions such as happiness, appreciation, affection, and contentment. It is about experiencing happiness and finding enjoyment in daily existence.

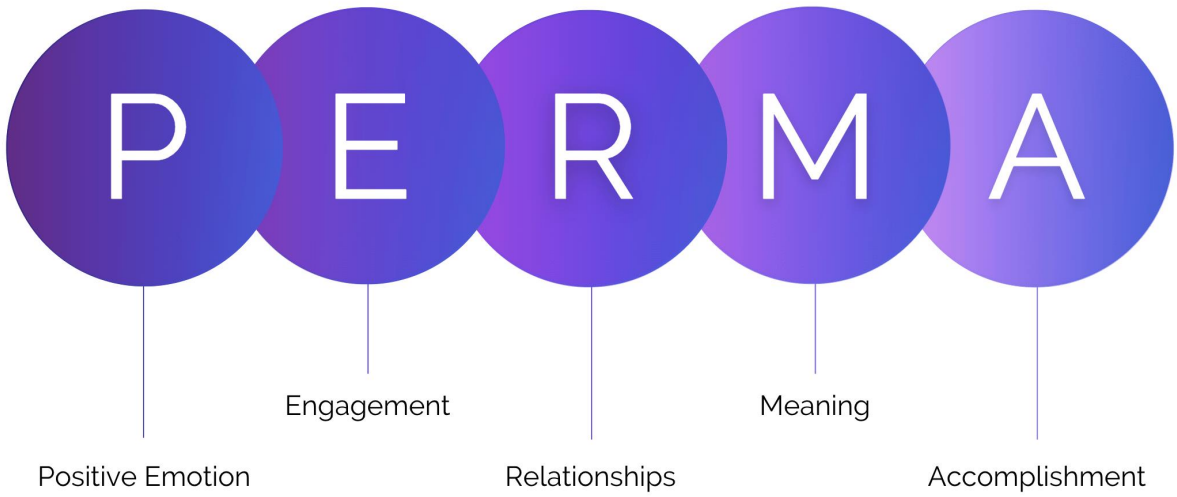
ii) Engagement (E): Engagement entails complete absorption and immersion in activities or experiences. It is frequently associated with a state of "flow" in which one loses track of time because they are so immersed in their work.

iii) Relationships (R): Establishing and sustaining positive social connections is essential for happiness. Positive relationships with colleagues, family, and the community have a significant impact on an individual's contentment.

iv) Meaning (M): Having a sense of purpose or meaning in life is crucial to one's overall happiness. This element pertains to the pursuit of profoundly meaningful and satisfying objectives.

v) Accomplishment (A): Accomplishment involves establishing and achieving significant objectives. It is about advancing, acquiring new skills, and experiencing a sense of accomplishment.

Figure 1.2: Showing Factors PERMA Model



Source: https://www.infijoy.com/blog/positive-psychology/key-elements-positive-psychology-the-perma-model.

The PERMA model suggests that in order to improve psychological well-being and life satisfaction, individuals should cultivate these five elements. Dr. Seligman emphasizes that happiness is not solely dependent on external circumstances, but can be fostered and developed through deliberate actions and a mental shift. Influential in the field of positive psychology, the PERMA model has inspired research and interventions aimed at promoting well-being and contentment by addressing these five essential elements.

1.3.4 Flourishing Model

The Flourishing Model of Wellbeing, which is often linked to positive psychology and was created by Martin Seligman, is a complete way to understand and improve mental health. This model moves away from the standard focus on mental illness and instead puts the spotlight on the things that make a life full and happy.

In the Flourishing Model, happiness is represented by the word PERMA, which stands for five important things:

- Positive Emotion: This part talks about how important it is to feel good feelings like happiness, thanks, and satisfaction. Positive feelings are seen as one of the most important parts of being healthy.
- Engagement: Engagement is when a person is fully absorbed and involved in activities that test and stimulate their skills and interests. When people are interested in something, they often feel a sense of "flow," in which time seems to go by quickly because they are so into it.
- Positive Relationships: People believe that having healthy and useful social ties is important for their health. Having good ties with family, friends, and people in the community helps people feel like they fit and have support.
- Meaning: Having a feeling of purpose and meaning in life is a big part of being happy and healthy. People who know what they stand for and what they want out of life tend to be happier with their lives.
- Accomplishment: A feeling of control and self-efficacy comes from reaching goals and completing tasks, no matter how big or small. Recognizing your successes and growth is important for your general health and happiness.

The Flourishing Model says that these factors combine and affect each other, providing a dynamic and whole-person view of wellness. By focusing on these things, people can build a life full of good feelings, interest, strong relationships, a sense of purpose, and a sense of success. This will lead to a state of thriving and better mental health.

1.3.5 Carol Ryff Model

The model of psychological wellbeing proposed by Carol Ryff is a highly regarded and important paradigm within the field of psychology, which places significant emphasis on the many aspects of wellbeing. Ryff's model, which emerged during the latter part of the 1980s, has six fundamental characteristics. These factors together contribute to an individual's whole psychological wellness.

- Self-acceptance: Self-acceptance pertains to the degree to which a person has a favorable and embracing perception of oneself, including elements such as self-esteem and self-respect. Individuals who possess a high level of self-acceptance exhibit a sense of ease and contentment with both their own qualities and limitations.
- Positive relationship with others: This term pertains to the caliber of an individual's social connections. Robust, affirming, and optimistic interpersonal connections with individuals, including kinship, companions, and the broader societal network, have a substantial influence on overall welfare.
- Autonomy: Autonomy refers to the state of possessing a perception of self-reliance, self-governance, and the capacity to exercise decision-making in accordance with one's own beliefs and pursuits. Individuals who possess a considerable degree of autonomy have a sense of being in command of their own life.
- Environmental mastery: The dimension of environmental mastery pertains to an individual's capacity to proficiently navigate and regulate their surroundings and everyday activities. The aforementioned qualities include problem-solving abilities, the capacity to adapt, and a perception of efficacy in navigating the difficulties encountered in life.
- Purpose in life: The presence of a feeling of purpose and direction plays a crucial role in fostering psychological wellness. Individuals who possess a strong sense of purpose often have a profound feeling of significance and direction in their life, accompanied by well-defined objectives and ideals.
- Personal growth: Personal growth encompasses the ongoing process of development, acquisition of knowledge, and the actualization of one's inherent capabilities. Individuals who proactively engage in the pursuit of possibilities for personal growth and development are more likely to enjoy elevated levels of overall wellbeing.

According to Ryff's paradigm, the six dimensions proposed exhibit interactivity and complementarity. The attainment of psychological wellness is not accomplished by the predominance of a single component, but rather by the establishment of equilibrium and integration across all six dimensions. An individual who achieves high ratings on every measure is seen as possessing elevated levels of psychological wellness. The significance of personal development, strong connections, self-acceptance, and other variables in fostering a satisfying and thriving existence is emphasized by this comprehensive perspective on wellbeing.

1.4 Significance of Psychological Wellbeing

Psychological wellness, also known as mental wellbeing or mental health, is of great significance for people, communities, and society at large. There exist various crucial rationales that underscore the utmost importance of psychological wellness.

i) Enhanced Quality of Life: The overall quality of life of a person is significantly correlated with their psychological wellness. Individuals who encounter excellent mental health are inclined to get more pleasure from life, experience heightened levels of life satisfaction, and cultivate an enhanced feeling of fulfillment.

ii) Enhanced Physical Health: A robust correlation has been demonstrated between psychological well-being and physical health. There exists a positive correlation between good mental health and decreased prevalence of chronic illnesses, diminished occurrence of stress-related disorders, and improved general physical well-being.

iii) Resilience: The presence of psychological wellness has a significant role in enhancing an individual's ability to withstand and overcome various hardships encountered throughout life. Individuals who possess robust mental well-being

have enhanced abilities to manage and navigate stress, adversity, and setbacks, hence enabling them to rebound with more efficacy.

iv) Positive Relationships: It has been observed that individuals who possess excellent mental health tend to have relationships that are characterized by improved well-being and greater satisfaction. Individuals possess a greater aptitude for establishing and sustaining social bonds, so facilitating the provision of emotional support and enhancing their overall state of well-being.

v) Productivity and Creativity: There exists a positive correlation between mental wellness and heightened levels of productivity and creativity. The presence of mental well-being in individuals is positively associated with their performance in professional and creative endeavors, as well as their ability to produce novel and effective problem-solving strategies.

vi) Reduced Healthcare Costs: A population characterized by improved mental health exerts a reduced strain on healthcare services. The presence of fewer mental health concerns and improved general wellbeing has the potential to result in decreased healthcare expenditures for both people and nations.

vii) Economic Benefits: There exists a positive correlation between optimal mental well-being and many favorable outcomes in the realm of employment, including heightened degrees of occupational engagement, enhanced workplace efficiency, and augmented earning capacity. The aforementioned phenomenon has a beneficial impact on both the expansion and stability of the economy.

viii) Social Cohesion: A community characterized by a population that has good mental health is inclined to exhibit greater levels of cohesion and harmony. The promotion of social inclusion and tolerance may be facilitated by the mitigation of mental health stigma and the enhancement of comprehension about mental health concerns.

ix) Prevention of Mental Illness: The promotion of psychological wellness has the potential to serve as a preventive measure against the development of mental

diseases. The use of early intervention strategies and a prioritization on individuals' welfare have the potential to mitigate the likelihood of developing mental health illnesses.

x) Global Wellbeing: The overall psychological well-being of a people has wider-ranging socioeconomic ramifications. The aforementioned factors have the potential to have an impact on the stability of social structures, rates of criminal activity, educational achievements, and the general advancement of society.

In essence, psychological wellness is a crucial element of both individual and community welfare. It exerts influence on several facets of existence, including bodily well-being, interpersonal connections, efficiency, and general well-being. Acknowledging the importance of psychological well-being and allocating resources towards the development and establishment of mental health support systems may result in enhanced physical and emotional health, increased satisfaction, and improved adaptability among people and communities.

1.5 Concept and Definition of Self-esteem

Self-esteem is a crucial aspect of human behaviour that has been examined by a large number of scientists. In the late nineteenth century, self-esteem entered the discourse of the human sciences. Since then, it has become one of the most influential and pervasive ideas in psychological research, psychotherapy, and popular discussions of the self and self-help. Self-esteem is generally regarded as the evaluative component of the self-concept, a multidimensional representation of the self that includes cognitive and behavioural aspects in addition to evaluative or affective ones (Blascovich & Tomaka,1991). According to Harter (1983), self-concept-related constructs are typically defined using terms such as self-worth, self-esteem, self-confidence, and self-regard. The evaluation of the self-esteem construct, which began with William James in 1890 and has continued for more than a century, is of interest. The concept and term are utilized by both professionals and non-specialists, and it is deceptively

straightforward. In order to concise the concept of self-esteem, psychologist from various parts of world gave definitions of self-esteem as-

Webster's Dictionary (2019) defines self-esteem as a feeling of having respect for yourself and your abilities.

Rosenberg (1965) defined self-esteem as, "evaluation which the individual makes and customarily maintains with regard to himself, expressed as an attitude of approval or disapproval".

According to Nathaniel Branden (1969) self -esteem as confidence in our ability to think, to cope with the basic challenges of life and confidence in our right to be successful and happy and to trust one's mind and to know that one is worthy of happiness is the essence of self-esteem.

1.5.1 Types and levels of self-esteem

Basically, self-esteem has two levels as high level of self-esteem and low level of self-esteem.

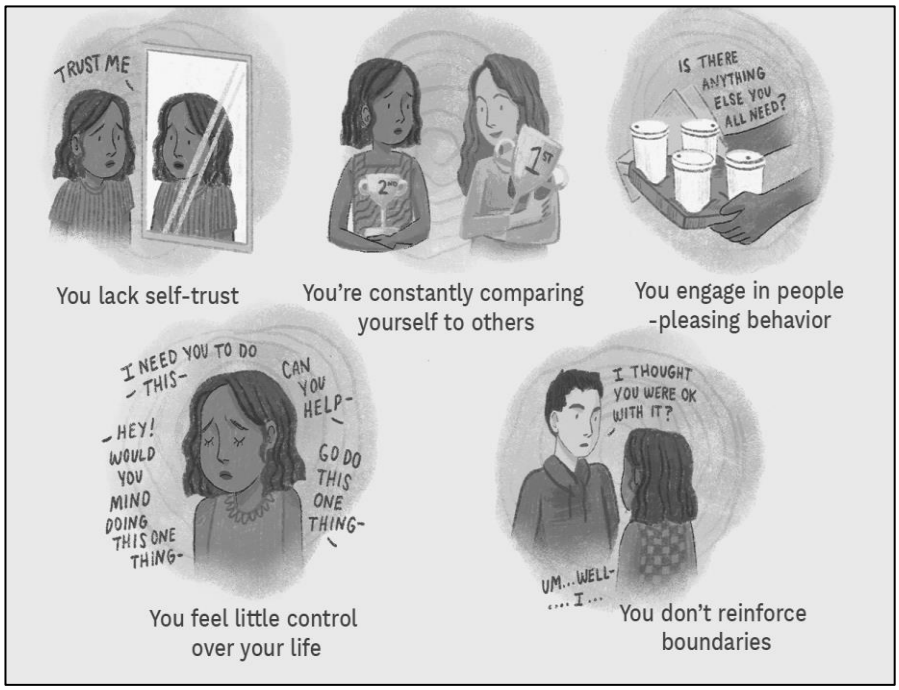
- **High self-esteem** - High self-esteem is characterized by a favorable and certain opinion of oneself. Individuals characterized by elevated levels of self-esteem often have a robust perception of their own value and confidence. Individuals have a belief in their own talents and sense of worth, which subsequently contributes to favorable psychological consequences. There is a commonly seen correlation between high levels of self-esteem and positive outcomes in mental health, increased ability to cope with adversity, and enhanced overall life contentment. Individuals who possess elevated levels of self-esteem have a greater propensity to actively engage in the pursuit of their objectives, successfully navigate setbacks, and cultivate positive interpersonal connections. The process of developing a strong sense of self-worth include nurturing a favorable perception of oneself,

embracing one's own identity, and demonstrating self-compassion, all of which eventually contribute to a more gratifying and prosperous existence.

Figure 1.3: Signs of high self-esteem

- **Low self-esteem -** Low self-esteem is characterized by a negative and decreased opinion of oneself. Individuals with poor self-esteem often experience emotions characterized by a sense of inadequacy, self-doubt, and diminished self-worth. Individuals often have a tendency to diminish their own capabilities and may encounter difficulties in accepting themselves. There exists a correlation between low self-esteem and many psychological difficulties, such as heightened susceptibility to stress, anxiety, and depression. It has the potential to impede individual development, restrict the pursuit of objectives, and place pressure on interpersonal connections. The process of addressing low self-esteem often include the development of self-assurance, the examination and modification of detrimental self-perceptions, and the cultivation of self-compassion, eventually resulting in enhanced psychological and emotional welfare.

Figure 1.4: Signs of low self-esteem



1.6 Theoretical Framework of Self-esteem

The theoretical framework pertaining to self-esteem covers a range of psychological theories and models that aim to elucidate the essence, progression, and influence of self-esteem on people' cognitive processes, emotional experiences, and behavioral patterns. Numerous influential ideas and frameworks have made significant contributions to the advancement of our comprehension of self-esteem.

1.6.1 Self-determination theory

The theory known as Self-Determination Theory (SDT) was developed by psychologists Edward L. Deci and Richard M. Ryan during the early 1980s. Their research has played a crucial role in advancing our comprehension of several aspects of human motivation, including autonomy and self-esteem. The Self-Determination Theory (SDT) is a well-recognized psychological theory that examines the connection between self-esteem and intrinsic drive. The theory

proposes that humans possess an innate motivation to fulfill three fundamental psychological needs: autonomy, competence, and relatedness.

- **Autonomy** - Autonomy is a psychological concept that pertains to the inherent human need for a feeling of agency and freedom in making choices and doing acts. The perception of personal agency and autonomy has a beneficial impact on an individual's self-esteem.
- **Competence** - The concept of competence pertains to the inherent drive to experience a sense of efficacy and proficiency in one's endeavors. The enhancement of self-esteem is facilitated by the attainment of achievement and the mastery of tasks, since these experiences reinforce one's confidence in their own capabilities.
- **Relatedness -** The concept of relatedness pertains to the inherent human need to establish significant interpersonal ties and cultivate a feeling of belonging within social groups. The presence of healthy relationships and social ties has been shown to have a favorable impact on an individual's self-esteem.

Based on Self-Determination Theory (SDT), the fulfillment of these three requirements increases the likelihood of people experiencing intrinsic motivation, whereby they participate in activities primarily for their inherent enjoyment rather than external incentives. In turn, this inherent incentive cultivates elevated levels of self-esteem and on the contrary, in instances when these fundamental psychological demands are impeded, there is a potential for a decline in self-esteem. Instances of helplessness, characterized by a perceived deficiency in competence, as well as experiences of being subjected to external control, which signify a lack of autonomy, have the potential to erode an individual's self-esteem.

1.6.2 Self-consistency theory

The self-consistency theory of self-esteem, as articulated by Morris Rosenberg in 1979, is a psychological framework that emphasizes the significance of maintaining congruity between an individual's self-concept and their actions. This theoretical framework examines the ways in which people endeavor to reconcile their behaviors and self-conceptions in order to maintain a consistent and favorable sense of self-worth. The self-consistency hypothesis of self-esteem encompasses many fundamental elements, namely:

- **Self-Concept:** As posited by Rosenberg's theoretical framework, people possess a self-concept that encompasses their own ideas, attitudes, and views pertaining to their own identity. The self-concept is a comprehensive construct that encompasses several dimensions of identity, such as values, personality characteristics, and roles.
- **Incongruence:** It refers to a state in which there exists a disparity or incongruity between a person's self-concept and their shown acts or behaviors. This incongruence gives rise to psychological tension and discomfort inside the individual. The lack of alignment between these factors poses a potential risk to an individual's self-esteem.
- **Consistency striving:** The notion of consistency striving posits that individuals are driven to minimize incongruity by aligning their behaviour with their self-image. Individuals have the potential to modify their behaviors or beliefs in order to regain congruity and safeguard their self-worth.
- **Self-evaluation:** The level of self-esteem is intricately linked to the perceived congruence between an individual's self-concept and their shown conduct. When people are able to consistently maintain this level of consistency, they tend to feel an increase in their self-esteem. On the other hand, neglecting to engage in such behavior might result in a decrease in one's self-esteem.

- **Adjustment mechanism:** Rosenberg proposed that people use diverse adjustment strategies as a means of preserving self-consistency and safeguarding self-esteem. These mechanisms include potential strategies such as modifying behaviors, engaging in cognitive processes to justify acts, or actively seeking new knowledge that is consistent with one's self-concept.

The self-consistency theory of self-esteem emphasizes the significance of people' efforts to maintain congruence between their self-concept and their actions in order to safeguard and augment their self-esteem. When an individual's self-concept does not align with their behavior, they may undertake actions to minimize this discrepancy in order to safeguard their self-esteem. This theory offers valuable insights into the ways in which people navigate and safeguard their self-esteem via the pursuit of consistency in their self-perceptions and behaviors.

1.6.3 Social identity theory

The Social Identity Theory (SIT) is a psychological framework that investigates the process by which people develop their self-esteem and sense of identity via their affiliations with various social groups and categories. The Social Identity Theory (SIT), developed by social psychologists Henri Tajfel and John Turner during the 1970s, places significant emphasis on the influence of social identity on an individual's self-esteem. This aspect may be linked to self-esteem.

- **Social categorization:** It is a cognitive process described by Social Identity Theory (SIT), whereby people classify themselves and others into distinct social groups. These groupings may be formed based on factors such as race, country, religion, or related hobbies. Group memberships have a key role in shaping an individual's sense of self.
- **Social comparison:** It is a cognitive process in which individuals assess their own group in a favorable manner relative to other groups. This

phenomenon is sometimes referred to as in-group bias. The good perception of one's in-group by people has been shown to have a beneficial impact on their self-esteem.

- **Social identity:** The Social Identity Theory (SIT) posits that people form a social identity via their affiliations with other groups. The social identity in question has the potential to serve as a foundation for self-esteem when people have favorable attitudes towards their group and possess a strong sense of identification with it. For instance, an individual's self-esteem may be impacted by the perceived prestige and positively connected with a certain country or sports team, leading them to identify as a "proud member" of this group.
- **Depersonalization:** It refers to a phenomenon in which people may undergo a process whereby their self-esteem becomes intricately tied to their group identity, resulting in a devaluation of their individual identity. In such circumstances, an individual's self-esteem is dependent upon their affiliation with a particular group and their perception of the group's social standing.
- **Threats to self-esteem:** The self-esteem of people might be adversely affected when they sense a danger to their in-group or encounter instances of discrimination. The presence of this danger may prompt individuals to engage in actions aimed at safeguarding the reputation of the group and enhancing in-group bias as a means of restoring their own self-worth.

Social Identity Theory posits that an individual's self-esteem is contingent upon their affiliation with social organizations and the appraisals they make of these groupings. A favorable perception of one's in-group has the potential to bolster an individual's self-esteem, while instances of group identity-related threats or unfavorable encounters might have an adverse impact. This theoretical framework emphasizes the significance of social identity and group dynamics in influencing an individual's self-esteem and sense of identity.

1.6.4 Bandura's self-esteem theory

Albert Bandura is a renowned psychologist who has made important contributions to the field of psychology, including his influential self-esteem theory. Bandura's self-esteem theory is grounded in his broader social cognitive theory, which emphasizes the reciprocal interaction between an individual's beliefs, behaviours, and environment. Bandura defines self-esteem as an individual's subjective evaluation of his or her own worth and abilities.

- **Key aspects of Bandura's self-esteem theory**

As part of his broader social cognitive theory, Bandura's self-esteem theory emphasizes several important factors that contribute to the development and maintenance of self-esteem. These features include:

i. Self-efficacy beliefs

Bandura's theory places a heavy emphasis on self-efficacy, which refers to a person's beliefs about his or her capacity to effectively complete specific tasks and achieve desired outcomes. Self-efficacy beliefs are central to the formation of self-esteem. Individuals with high self-efficacy beliefs are more likely to have a healthy self-image.

ii. Mastery experiences

Bandura stressed the significance of mastery experiences in the formation of self-esteem. When individuals engage in activities or tasks that result in success and desired outcomes, their sense of competence and self-worth is enhanced, leading to an increase in self-esteem.

iii. Social comparison

Bandura recognized that people frequently engage in social comparison, which entails comparing oneself to others in order to assess one's abilities and qualities. Individuals may compare themselves to those they perceive to be more successful or competent, which can have a negative effect on their self-esteem.

iv. Social support and feedback

Bandura emphasized the significance of social support and feedback in the formation of self-esteem. A person's self-esteem can be bolstered by encouraging and appreciative comments from others. In contrast, negative or critical feedback can have a negative impact on one's self-esteem.

v. Cultural and societal influences

Bandura acknowledged that cultural and societal influences play an important role in determining self-esteem. Individuals' perceptions of themselves and their sense of self-worth are affected by societal standards, cultural values, and norms. Conforming to societal norms and cultural expectations can have a positive effect on self-esteem, whereas deviating from them can have the opposite effect.

Bandura's theory of self-esteem emphasizes the dynamic nature of self-esteem and its changeability due to experiences, social influences, and an individual's own beliefs and perceptions. It emphasizes the significance of cultivating positive self-efficacy beliefs, providing opportunities for mastery experiences, and fostering self-esteem through the creation of supportive environments.

1.7 Psychological Wellbeing and Self-esteem in Cross-Cultural Context

Psychological well-being and self-esteem are essential components of an individual's mental health and contentment as a whole. Although these ideas are universal, they are susceptible to cultural influences. Let's investigate the connection between psychological well-being, self-esteem, and intercultural contexts. Psychological well-being refers to a person's mental health as a whole, including factors such as life satisfaction, positive emotions, self-acceptance, and resiliency. Cultural contexts play a crucial role in determining psychological well-being. Norms, values, and beliefs regarding what constitutes a fulfilling existence differ across cultures. Individualistic cultures, such as Western societies, tend to place a premium on personal accomplishments, autonomy, and self-expression

as indicators of well-being. In contrast, collectivistic cultures, such as many Asian cultures, value harmonious social relationships, interdependence, and social role fulfilment. Self-esteem refers to a person's perception of their own worth and value. Culture can influence how an individual develops and maintains self-esteem. In some cultures, self-esteem is fostered by personal achievements, such as academic or professional success. Self-esteem in other cultures may be derived from fulfilling social roles and maintaining community harmony. Additionally, cultural ideals of beauty, social status, and success can have a significant impact on self-esteem, as individuals may compare themselves to cultural standards and experience a sense of worth or inadequacy as a result. Acculturation is the process of adopting the beliefs, values, and behaviors of a distinct culture. It may have consequences for well-being. When people migrate to a new cultural context, they may experience acculturative stress, which can be detrimental to their mental health. This tension can be caused by obstacles such as language barriers, discrimination, cultural adaptation, and conflicts between the values of their native culture and the values of their host culture. Those who effectively navigate these obstacles and cultivate a bicultural identity can, over time, experience improved psychological well-being. Cultural relativism acknowledges that self-esteem and the criteria for evaluating self-worth can vary across cultures. Regarding self-esteem, cultural relativism cautions against imposing one's own cultural standards on others. What one culture may perceive as poor self-esteem; another may perceive as healthy humility. In order to avoid misunderstandings and promote cultural sensitivity, it is essential to comprehend and value diverse cultural perspectives on self-esteem. In conclusion, psychological health and self-worth are influenced by cultural factors. Individuals' perceptions of what comprises a satisfying existence and their estimations of their own value are influenced by cultural norms, values, and beliefs. Acculturation processes and cultural relativism accentuate the significance of recognizing and respecting cultural differences in the context of psychological wee-being and self-esteem.

1.8 Significance of Self-esteem

Self-esteem refers to an individual's comprehensive perception of their intrinsic worth and significance. Self-esteem refers to an individual's subjective evaluation of their own self-worth, including their perceptions of personal qualities, capabilities, and overall value as a human being. The impact of self-esteem extends to several domains of human cognition, emotion, and behavior. Individuals who possess elevated levels of self-esteem have a greater propensity for cultivating robust interpersonal connections, maintaining optimal mental and physical well-being, achieving notable academic and professional accomplishments, demonstrating resilience, and experiencing a comprehensive state of overall wellness. Individuals are more prone to exhibit confidence, assertiveness, and optimism. Moreover, individuals in this category have a higher propensity to engage in self-care practices and establish ambitious objectives for personal growth. Individuals who possess diminished levels of self-esteem have an increased propensity for engaging in detrimental relationships, experiencing suboptimal mental and physical well-being, encountering challenges in academic and professional domains, as well as facing obstacles in recovering from adverse circumstances. Individuals in this demographic have a higher propensity for experiencing anxiety, feelings of insecurity, and symptoms of depression. Individuals may also have challenges in establishing objectives and successfully attaining them. The cultivation of a robust sense of self-worth is crucial for the enhancement of our holistic state of being. The incorporation of this practice has the potential to enhance our overall well-being, leading to increased levels of happiness, improved physical health, and a greater sense of fulfillment in our life. Individuals who find themselves grappling with diminished self-esteem have the capacity to undertake several measures aimed at enhancing their self-perception. It is advisable to get assistance from a qualified therapist or counselor, or alternatively, consider using the aforementioned strategies. The concept of self-esteem is dynamic and subject to change. The concept of self-identity is subject to transformation as a result of personal experiences and cognitive processes. The

concept of self-esteem does not revolve on the attainment of perfection. The topic pertains to the act of embracing our inherent selves, inclusive of our imperfections and shortcomings. The concept of self-esteem does not revolve on the act of comparing oneself to others. The topic at hand pertains to directing our attention towards our own talents and achievements.

1.9 Wellbeing and Self-esteem of the Tribal students

The well-being and self-esteem of tribal students can be affected by a variety of factors, including their cultural context, socioeconomic circumstances, educational opportunities, and social support. It is essential to recognize the diversity of tribal communities, with their distinct cultural practices, values, and experiences. But there are some things to keep in mind when looking into the well-being and self-esteem of tribe students:

i. A strong feeling of ethnic identity and joy in their tribal background can be good for the health and self-esteem of tribal students. Keeping in touch with their cultural customs, language, and community can help them feel like they fit and boost their sense of self-worth.

ii. Access to quality education is essential to the well-being and self-respect of tribal students. Important contributors to their educational success, self-esteem, and confidence are equitable access to educational resources, culturally pertinent curriculum, and supportive learning environments.

iii. Strong social support networks, such as family, community, and mentors, can play a crucial role in boosting the well-being and self-esteem of tribal students. The cultivation of supportive relationships and participation in culturally pertinent activities and programs that cultivate a sense of belonging and pride can have a positive effect on their sense of self-worth.

iv. Providing tribal students with opportunities to develop leadership skills, participate in decision-making processes, and make contributions to their

communities can improve their self-esteem and well-being. Empowering tribal pupils to shape their own futures can foster a sense of competence, purpose, and self-esteem.

v. It is essential for the well-being of tribal students to address their mental health requirements. Providing culturally sensitive counseling services, fostering emotional resilience, and resolving the unique challenges and traumas they may confront can contribute to their mental and emotional health.

vi. For the well-being of tribal students, it is crucial to advocate for policies and initiatives that address their unique needs and aspirations. The protection of their rights, equitable access to resources, and participation in decision-making processes can have a positive effect on their well-being and amplify their voices.

vii. Recognizing and celebrating the accomplishments and contributions of tribal students can boost their sense of self-worth. Whether it is academic achievement, artistic ability, leadership skills, or community service, recognizing their accomplishments fosters a sense of competence and value.

viii. Students' self-esteem can be substantially affected by the presence of positive role models and mentors who share their tribal origins. Mentors who provide direction, encouragement, and support can foster a sense of competence, confidence, and self-worth.

It is essential to recognize that the well-being of tribal students is intertwined with that of their communities and the broader sociocultural context. Promoting the well-being of tribal students requires taking a holistic and culturally sensitive approach, involving tribal communities in decision-making, and tailoring interventions to their specific requirements and the other hand self-esteem of tribal students with cultural sensitivity and a focus on the community. Recognizing and respecting their unique cultural identities, providing support networks, and fostering their strengths and talents in inclusive environments can have a positive effect on their self-esteem. Involving tribal communities in supporting the well-

being and self-esteem of indigenous students is also essential for long-term success.

1.10 Rationale of the Study

The self-esteem of tribal pupils is shaped by several aspects, including their cultural identity, educational encounters, socio-economic circumstances, and social assistance. Achieving a harmonious equilibrium between cultural heritage and prevailing societal standards is of utmost importance. The presence of positive educational experiences and the cultivation of cultural sensitivity have the potential to enhance an individual's self-esteem. The negative impact on self-esteem may be seen as a result of several factors, including socio-economic issues, limited access to resources, and instances of discrimination. The provision of social support from many sources, such as family, friends, and the community, is of great significance in influencing an individual's self-esteem. There exists a correlation between mental health conditions such as stress and depression and an individual's self-esteem. Interventions that prioritize empowerment, cultural preservation, and identity affirmation have the potential to be effective. The attainment of academic achievement has been shown to have a good impact on an individual's self-esteem. Additionally, the presence of positive role models from within the tribal community has been seen to serve as a source of inspiration for students. In conclusion, the use of culturally sensitive strategies has the potential to enhance the self-esteem and general well-being of students belonging to tribal communities. On the other hand, the idea of wellbeing among tribal kids encompasses several dimensions, including physical, mental, emotional, social, cultural, and educational components. The provision of adequate nourishment, healthcare services, and a conducive atmosphere plays a crucial role in promoting physical well-being. The mental and emotional welfare of individuals may be impacted by academic pressure and challenges related to cultural identity, necessitating the provision of support services that are culturally sensitive. The

promotion of social inclusion and the cultivation of a feeling of belonging are vital for the enhancement of social welfare. The act of safeguarding and commemorating one's cultural heritage has a significant role in enhancing cultural welfare. The general welfare of individuals is enhanced by factors such as quality education, economic opportunity, and support from both family and community. The cultivation of resilience and coping abilities plays a crucial role in assisting tribal pupils in effectively navigating various situations. In brief, enhancing the welfare of indigenous students necessitates a comprehensive strategy that takes into account their distinct cultural identities and attends to several facets of their existence in order to foster their comprehensive growth and achievement. Often, tribal pupils have a distinctive cultural identity that can affect their self-esteem. Their sense of self can be affected by the equilibrium between preserving their cultural heritage and conforming to conventional educational and societal norms (Chavan,2016).

West Bengal, a culturally wealthy province in eastern India, is home to a considerable number of tribal communities. Despite their significant contribution to the cultural and social mosaic of the state, these communities are frequently marginalized. It is necessary to conduct research on the welfare of tribal people in West Bengal for a number of essential reasons as - the tribal communities of West Bengal, including the Santhals, Mundas, and Oraons, have distinct traditions, languages, art forms, and rituals from mainstream Bengali culture. To ensure the preservation of these cultural artifacts, it is essential to comprehend their health. If these communities confront existential hazards as a result of a lack of prosperity, their distinct cultures are at risk of extinction. Numerous tribal regions in West Bengal lag behind in terms of infrastructure development, education, and health facilities. Detailed research can identify the unique requirements and challenges of these communities, allowing for targeted interventions and ensuring that they receive the benefits of socioeconomic development.

Historically, discrimination and exploitation have been institutionalized against tribal populations. Whether through land acquisition without adequate

compensation or a lack of representation in political and social platforms, their concerns are frequently ignored. These issues will be brought to the forefront by research on their well-being, promoting equity and justice. Tribal communities frequently reside in remote areas with limited access to medical care. This makes them susceptible to a variety of maladies and health concerns, some of which may be unique to their environment and way of life. Research can illuminate their health requirements, thereby facilitating the development of individualized healthcare solutions. Tribes frequently coexist with nature. As a result of the accelerated industrialization and urbanization in West Bengal, these communities are at risk of being displaced. Understanding their well-being entails understanding their connection to their land and environment, which can inform policies designed to protect land rights and the environment. Traditional educational systems may not always be effective or pertinent for Native American students. By investigating their well-being, we are able to comprehend their educational requirements and devise culturally appropriate pedagogical strategies, ensuring that they do not fall behind in the competition for progress. To make informed decisions, policymakers require accurate data and insights. Without exhaustive research on the welfare of tribal people, any policy aimed at their advancement may be misguided. Effective research ensures that policies are grounded in reality. Tribal communities have enormous potential to contribute to the state's economy, particularly in sectors such as tourism and the arts and crafts. These potentials can be unlocked by recognizing and enhancing their wellbeing, leading to mutual growth.

West Bengal's vitality depends on its diversity. By recognizing and addressing the well-being of tribal communities, we can promote greater social harmony and cohesion. It contributes to the creation of a more cohesive society by bridging the divide between the mainstream and the marginalized and most importantly, it is our ethical obligation. Every community has an inherent right to well-being, regardless of its size or historical heritage. By conducting research and acting on the results, we validate their position in society and reaffirm our commitment to

universal human rights. Through investigating the welfare of tribal people in West Bengal is not merely an academic exercise, but an urgent necessity. It is consistent with the overarching objectives of sustainable development, social justice, and inclusivity. As West Bengal advances, it is essential that no community, particularly one as integral as the tribal communities, is left behind.

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Chapter II Problem of the Study

CHAPTER II

PROBLEM OF THE STUDY

2.1 Introduction

The review of related literature is an essential component of any research study because it helps to establish the importance of the research, identify gaps in the existing literature, develop a theoretical framework, identify research methods and instruments, and prevent duplication of research. A literature review is an essential and crucial stage in creating a research problem. The review of related literature entails the systematic and logical identification, location, and analysis of the articles to provide data relevant to the research problem. Before planning the preparation and execution of a new study, every researcher should be aware of what essential works have been done on the subject. The nature and conclusions of prior studies can be used to develop a rationale for the current investigation. "A brief summary of previous research and the writing of recognized experts make the researcher familiar with what is already known and with what is still unknown and untested. Since effective research must be based on past knowledge, this step helps to eliminate the duplication of what was been done already and provides useful hypotheses and helpful suggestions for significant investigation." (Best, 1997). A review of related literature helps an investigator to eliminate the duplication of what has been done and the project provides useful hypotheses and helpful suggestions for significant investigation (Best and Kahn, 1999).

2.2 Importance of the Review

Reviewing the related literature lets the researcher get up to date on what is known in the field or area where he will be doing his research. A literature review has a number of functions (Kumar, 2005). Reviewing related studies is important for the following reasons:

i) It provides a theoretical context for a study.

ii) To acquire a foundational understanding of the research problem.

iii) It reviews methods to establish links between the investigator's proposed study and previous research.

iv) To discover suitable methodology, research design, means of measuring concepts, and analysis approaches.

v) The literature review shows how the findings have contributed to your profession's body of knowledge.

2.3 Review of Related Literature

Ranjan et al. (2021) in their research work entitled "**Self-esteem and well-being among tribal and non-tribal adolescent girls"**. This study examined to find out that Self-esteem plays a key role in adolescent wellness and depression. Adolescent girls of tribal and non-tribal ancestry were evaluated for self-esteem and general well-being. Purposive sampling techniques were used in the study and also cross-sectional survey study to choose the two schools and one institute. Result of the study, in comparison to adolescent girls of non-tribal ethnicity, it was discovered that teenage girls of tribal ethnicity had low self-esteem and were depressed. While 13.3% of non-tribal teenage girls and 33.9% of tribal adolescent girls were found to have depressive dimensions, respectively.

Birndorf et al. (2005) conducted research on "**High self-esteem among adolescents: Longitudinal trends, sex differences, and protective factors**." They sought to more accurately define self-esteem and discover the early adolescent characteristics that are connected to eventual high self-esteem. A randomly selected, nationally representative sample of 8th graders who responded to questionnaires in grades 8, 10, and 12 was made available by the National Education Longitudinal Study (n=16,489). Self-esteem fluctuations were monitored, as well as high and low self-esteem. Controlling for sociodemographic characteristics, logistic regression found traits that were predictive of high self-esteem. Boys and girls in adolescence report higher levels of self-esteem. By

encouraging good communication via relationships of care and support, adults may help teenagers develop their sense of self-worth.

Corwyn (2000) Studied on **"The Factor Structure of Global Self-Esteem among Adolescents and Adults**". The aim of this study was to investigate the factor structure of the Rosenberg Self-Esteem Scale (RSES; Rosenberg, 1965). The RSES factor structure is still a mystery despite its widespread use. Confirmatory factor analysis (CFA) and the Eight competing models of the RSES factor structure were compared using the CFA methodology to multitrait-multimethod data analysis. The findings of this study suggest that the RSES is a unidimensional construct tainted by a technique effect predominantly linked with poorly worked items. These findings were discovered in both teenagers and adults. Furthermore, the findings provided support for the concept that the method's effects reduce with higher linguistic competence. The theoretical and methodological consequences of these discoveries are examined.

Suvera (2013) had done a study on "**Psychological Adjustment: A comparative study of tribal and non-tribal college students**". The goal of the current study was to determine how the sex, student type, and faculty type of college students affected their psychological well-being. utilised to acquire the relevant data. The factorial design was 2x2x2.planned in which student kinds, gender, and teacher type were regarded independent variables and psychological well-being as dependent variables. As a result, 2x2x2 ANOVA was used to test the hypothesis. Results demonstrated considerable difference between Tribal and Non-Tribal College students on psychological well-being. The psychological well-being of non-tribal college students is superior to that of tribal college students. The male college student's psychological well-being is batter then the female college students. The psychological well-being of science students is superior to that of arts students.

Biro et al. (2006) in their study, "**Self-Esteem in Adolescent Females".** Self-esteem is a significant "predictor" of life satisfaction. This longitudinal study

looked at mean and individual changes in self-esteem as well as how race and body mass affect self-esteem. Age/phase, race, and body mass index all had main effects and interactions in the regression model (BMI). Significant factors included BMI (inverse relationship), age-racial, race-racial, and age-race-BMI triple-interactions, as well as BMI and its triple-interactions with race. The transitional model uses a phase. (With race and BMI), BMI, as well as the interactions between race and phase and race and BMI, were important. In Phase II (middle adolescence), for instance, white women's sense of self-worth was typically lower. Significant tracking of one's own self-esteem was seen (correlation 0.22, p.001). There was a strong correlation between a person's self-worth in any one of the three phases of adolescence.

Brito & Oliveira (2013) studied on **"Bullying and self-esteem in adolescents from public schools".** In order to estimate the prevalence of bullying, according to gender, age, and role in bullying scenarios, as well as to identify the level of students' self-esteem by gender and role in bullying, a situational analysis of bullying and self-esteem in municipal school units must be conducted. 237 middle school students in the city of Olinda's public schools who were enrolled in the School Health Program for their ninth-grade year participated in this cross-sectional survey (PE). Three blocks made up the study's questionnaire: a sociodemographic block; a bullying block that Freire, Simo, and Ferreira (2006) had validated; and a Rosenberg block that measured self-esteem (1989). Adolescents, primarily female (56.4%), aged 15-19 years (51.3%), and of black ethnicity (69.1%), comprised the study population. Most pupils (79.7%) resided in family-owned homes (83.8%), which had five or more rooms (79.1%). When the roles of bullying are related with self-esteem in connection to gender, it was observed that in the groups of victims/aggressors and aggressors ($p = 0.006$ and 0.044, respectively), males had higher statistically significant self-esteem scores when compared to females.

Dubois & Tevendale (1999) Assessed in their study The adaptive importance of self-esteem between childhood and adolescence has been the subject of wildly

divergent recent reports, which has sparked the creation of a "self-esteem debate." Self-esteem is portrayed on one side of the argument as having a significant beneficial impact on how well young people adjust. The opposing view asserts that the self-esteem-related effects are completely unfounded. Both viewpoints are oversimplified and incorrect, according to an assessment of empirical findings. Instead, it seems that the adaptive consequences of self-esteem during childhood and adolescence are diverse and varied, ranging from extremely positive to perhaps even adverse. The findings highlight the significance of taking into account (a) a variety of distinct aspects of self-esteem; (b) the moderating role of youth characteristics, environmental experiences, and processes in the development and maintenance of self-esteem; and (c) the bidirectional, recursive links between self-esteem and adaptive functioning throughout development.

Serinkan et al. (2013) in their study **''Determination of Students Self-Esteem Levels at Pamukkale University''** sought to Self-esteem is a psychological, social, and partially physical emotion that begins at birth and changes as a result of life events that take place in the years leading up to and during maturity. According to recent studies, a student's self-esteem is greatly impacted by their education and their time in school. Additionally, studies reveal a link between a student's self-esteem and academic success. The sample was chosen at random. The Mann-Whitney U test and the Kruskall-Wallis test, two non-parametric tests, were used to evaluate the pupils' levels of self-esteem. The study discovered that groups of various demographics and educational eras had varying degrees of self-esteem. Higher self-esteem among students is associated with greater physical health, enjoyment of interpersonal interactions, a sense of freedom, and success in both their academic and social lives.

Singh (2019) studied on ''**Effect of environment and well-being among tribal and non-tribal''** In terms of attitudes and behaviours among adolescents, this study details both the favourable and unfavourable effects of environment. And the research makes it clear how crucial it is to include a resolution in the curriculum that will improve environmental awareness among both tribal and non-tribal

communities. According to the study, both tribal and non-tribal groups have different views about the environment, so it is crucial that those who may have contributed to environmental problems are aware of their responsibility in resolving them. Non-tribal groups should remind people that successful environmental education should be practised at all levels of education in order to achieve this. based on the results of various studies. Adolescence is considered to be the ideal educational time to effectively teach environmental education.

Majumdar and Chatterjee (2022) conducted research entitled **"Perception of Subjective Well-being of the Lodha Tribe in West Bengal"** the individual's opinion about the condition of the Lodha tribe in West Bengal, India. This study used interviews with participants (n = 53) from the Lodha tribal community in West Bengal, eastern India, as its primary research methodology. Positive results, joy the framework used to record the subjective impression of wellbeing was domain satisfaction. The study discovers that health, traditional knowledge, festivals, and social connectivity are the four key themes that emerged as the perception of subjective well-being. Additionally, this study unequivocally recommends that in addition to implementing policies that can enhance the material benefits (shelter, a means of subsistence, and biological health), additional efforts should be made to promote mental health, indigenous knowledge, and social connections.

Brown et al. (2002) studied on **"The Relationship Between Internalizaron and Self Esteem Among Black Adult**" The purpose of this study is to enhance understanding of internalisation and highlight its potentially harmful effects on the psychological health of Blacks. First, we describe the black self-hatred hypothesis and provide evidence for it. Inequalities in self-esteem and illustrate how the black-self-hatred paradigm gave rise to the idea of internalisation. Second, we define and discuss internalisation, examine pertinent empirical findings, and suggest a heuristic model that connects social criticism and negative feedback to low self-esteem via internalisation. Hypotheses using cross-sectional data from the National Survey of Black Americans (NSBA). The NSBA was the first national

household probability sample of self-identified black Americans living on the continent. The observed range of self-esteem was 1.67 to 4, and its distribution was negatively skewed. No respondents in the sample had the very lowest level of self-esteem. The observed range of rejecting positive stereotypes was 1 to 3.25, and its distribution was favourably skewed. No respondents in the sample absolutely rejected all positive stereotypes about blacks.

War et al. (2016) tried to investigate "**Mental Health and Self-Esteem of Institutionalized Adolescents Affected by Armed Conflict"** This study compared the prevalence of mental health issues and teenagers who had experienced conflict and were living in charitable seminaries to those who had grown up in natural households. A sizable body of evidence demonstrates the emotional and behavioural problems these teenagers face**.** A total of 30 youth from a traditional school and 27 youth from a charitable Muslim seminary were enrolled in this study. Measures of one's own self-reported well-being and self-esteem were taken, along with clinical interviews. The results suggest that, in comparison to adolescents living in intact, two-parent households, adolescents in institutional settings may not be experiencing concerns with their mental health and self-esteem.

Cha (2003) conducted a study entitled "**Subjective Well-Being Among College Student"** This investigation looked at the students' subjective well-being in connection to personality traits including optimism and self-esteem. 350 Korean students' subjective well-being and personality traits were evaluated using self-report questionnaires. Through regression and dominance analyses, the relative contributions of personality characteristics to predicting subjective well-being were investigated. Compared to students from other countries, Korean students performed poorly in terms of life satisfaction and affective well-being. Life satisfaction, positive affect, and negative affect were substantially linked with all personality variables.

Roberts & Bengtson (1993) designed a study entitled as **"Relationships with parents, self-esteem, and psychological well-being in young adulthood"** What are the psychological advantages of tight parent-child relationships for adult sons and daughters? We do so by utilising identity theory to create predictions about Potential effects of parental affection on young adults' filial self-esteem and wellbeing adulthood. Based on the psychological significance of the filial identity, we anticipate that the immediate psychological effects of such affection will vary. Parent-child affection should be less important in young adulthood due to competing "adult" employment, marital, and parental role-identities, which would reduce the importance of filial identity. With the sons and daughters ageing from their late teens to their thirties, a panel of 293 parent-child pairs gave longitudinal data (covering 14 years) on relationship quality and filial well-being. The main conclusions are as follows: 1) In late adolescence and early adulthood, parent-child affection made a modest contribution to filial self-esteem; 2) For young adults who had work and, to a lesser extent, marital and parental identities, low parent-child affection had less of an adverse psychological effect; and 3) Early contributions of affection to filial self-esteem provided modest long-term psychological benefits for sons and daughters in adulthood.

War et al. (2016) conducted research on **"Mental Health and Self-Esteem of Institutionalized Adolescents Affected by Armed Conflict"** This study's main objective was to evaluate the prevalence of mental health issues and teenagers living in charitable seminaries who experienced conflict to those who were raised in natural households. The mental and behavioural problems these adolescents face is illustrated by a sizable body of literature. In this study, 30 teenagers from a regular school and 27 adolescents from a charitable Muslim seminary were included. Mental health and self-esteem were assessed using self-report tools and clinical interviews. The results suggest that, in comparison to adolescents living in intact, single-parent households, adolescents in institutional settings may not have mental health or concerns with self-esteem.

Watson (2017) had undertaken a study on **"Examining the Relationship Between Self-Esteem, Mattering, School Connectedness, And Wellness Among Middle School Students"** This study used information from 254 middle school (5-8) students to examine the effects of self-esteem, feeling important, and being linked to their school on kids' general wellness. The amount of variance in student health that can be explained by self-esteem and mattering alone was shown to be dramatically reduced when school connectivity was considered.

Khumas & Lukman (2019) clearly implied in their study **"Self-Compassion and Subjective well-being in Adolescents: A Comparative Study of Gender and Tribal in Sulawesi, Indonesia"** Self-compassion is a key predictor of wellbeing, and this is becoming more and more clear. Examining the relationship between self-compassion and subjective well-being (SWB) while using culture as a moderator variable is the goal of the current study. In this study, the Positive and Negative Affect Scale Expanded Form (PANAS-X) and the Subjective Well-Being Scale (Cronbach's 0.839, 0.742, and 0.859, respectively) are both used. Self-compassion and SWB have been linked in prior studies, which this study confirms. Only responders from Bugis and Makassar, meanwhile, consistently agreed with these findings. Self-compassion is also positively and significantly correlated with cognitive SWB for participants from the Makassar study, while it is positively and significantly correlated with emotional SWB for people from the Bugis and Mandar studies. Between Bugis, Makassar, and Mandar, there were variations in SWB. Compared to Bugis and Mandar, Makassar respondents have higher cognitive SWB scores, but Bugis respondents have higher emotion SWB scores.

Ghosh (2013) conducted a study entitled "**Self-esteem and depression of the tribal and non-tribal students: It's role on academic achievement need**" The goal of the current study was to assess the levels of self-esteem, academic achievement needs, and depression among tribal and non-tribal students attending higher secondary schools in Tripura. In this study, the connections between depression, the need for academic success, and self-esteem were also explored. 120 students in higher secondary schools, ranging in age from 16 to 18,

made up the sample. Among them, there were 60 tribal pupils (Boys: 30; Girls: 30) and 60 non-tribal students (Boys: 30; Girls: 30). The self-esteem measure by Singh and Srivastava, the academic achievement need scale by Tanwar and Amalnerkar, and the Beck depression inventory by Beck were utilised to gather data for the current study. The Sample was chosen at random from six government higher secondary schools in suburban areas. Utilising the t-test and correlation, the data were examined. Results showed substantial disparities in depression, self-esteem, and academic achievement needs between tribal and non-tribal students. Comparatively speaking to non-tribal pupils, tribal students have lower levels of self-worth, lower academic attainment needs, and more depression. The study's variables show some strong correlations with one another. The results support the research hypotheses. The findings of the current study can be applied retroactively to ensure that psychological counselling is provided to tribal kids in order to improve their academic achievement and self-esteem, as failure to do so would negate the government's stated goal of upliftment of the tribes.

O'farrell et al. (2005) in their research entitled "**Factors associated with self-reported depression and self-esteem among school goning from a geographically defined region in Ireland"** to find out how common depression and poor self-esteem are among Irish post-primary students, as well as the risk factors connected with these conditions. An anonymous questionnaire was presented to 1,428 pupils who were chosen at random from a sample of post-primary schools. Bivariate and multivariate logistic regression were used in the analyses. 992 (69.9%) of the participants who received questionnaires filled them out. The depression score for 2o6 (2.8%) was high. A high depression score was independently linked to being a woman, coming from a single-parent family, having low self-esteem, and being physically unfit.

Samhitha et al. (2020) in their study, "**A comparative study on self-esteem among tribal adolescent boys and girls in Adilabad district of Telangana state"** The way one feels about themselves and how they view themselves is known as self-esteem. Comparing self-esteem among tribal teenage boys and girls

in Telangana's Adilabad area was the goal of the current study. They were chosen through the use of a purposive random sampling technique.The study was conducted with an ex-post factor research approach. Teenagers from indigenous communities were evaluated using Rosenberg's self-esteem scale. Utilizing frequencies, percentages, means, SDs, and the "t" test, the data were analysed. The findings indicated that half of the teenagers had high levels of self-esteem and the other half had ordinary levels. None of the teenagers demonstrated a low degree of self-esteem. In terms of self-esteem, girls performed significantly better than guys.

Parmar & Jain (2019) studied on "**Effectiveness of life skills training for enhancing self-esteem among tribal youths**" Learning skills that improve a person's self-direction begins with developing their life skills. This investigation was done to determine how tribal youths' self-esteem was affected by life skills instruction. This study employed a pre-post experimental control group design. they were randomly divided into two groups, the experimental group and the control group. For data analysis, covariance analysis was carried out. The study's findings indicated that indigenous teenagers' self-esteem was positively impacted by life skills training.

Sharma & Arif (2015) clearly implied in their study "**Spiritual intelligence, self-esteem and mental health status among the school going adolescents**" The investigation of the connections between spiritual intelligence, self-esteem, and teenage mental health was the study's main goal. It was a cross-sectional study in the current study. Following completion of the socio-demographic information, the Spiritual Intelligence Self-Report Inventory, Self Esteem Scale, and Strengths and Difficulties Questionnaire were administered. The relationship between spiritual acumen and self-esteem was favourable. The results of the current study revealed a connection between spiritual intelligence and adolescents' self-esteem and mental health. Therefore, improving spiritual intelligence can be considered a method for promoting and preventing psychiatric issues in teenagers as well as for improving quality of life.

Stumblingbear-Riddle & Romans (2012). assessed in their study "**Resilience among urban American Indian adolescents: exploration into the role of culture, self-esteem, subjective well-being, and social support**" It was investigated how enculturation, self-esteem, subjective well-being, and social support impacted resilience in urban American Indian (AI) teenagers from the South-Central region of the United States. A community-based participatory research (CBPR) approach was applied throughout the research process in terms of creating the study and gathering, analysing, and interpreting results in order to undertake culturally competent research. Results showed a strong, unfavourable correlation between subjective well-being and self-esteem, which was advantageous because low scores indicated better self-esteem. Both subjective well-being and resilience were found to have a moderately positive connection with social support from peers.

Lyyra et al. (2021) examined in their study **"The association between loneliness, mental well-being, and self-esteem among adolescents in four Nordic countries"** The current study looks at how common loneliness is, as well as the correlations between loneliness, mental well-being, and high self-esteem in four Nordic nations. Cross-sectional surveys of 11-, 13-, and 15-year-old students are used as part of the HBSC project, an international collaboration with the World Health Organization [30]. Random cluster sampling ensures the use of nationally representative data sets. Teenagers from Finland and Iceland have the highest rates of loneliness when compared to the other Nordic nations. The countries with the highest rates of good self-esteem and mental well-being were Denmark and Sweden. Boys generally scored higher on measures of good mental health, whereas girls scored higher on loneliness. In all Nordic nations, loneliness was a significant predictor of poor mental health and low self-esteem. Being alone is a risk factor for adolescents' positive mental health in addition to being linked to mental health issues including depression and anxiety.

Mohan & Kumari (2018) ascertained that **"Effect of yoga on positive–negative affect and self-esteem on tribal male adolescents-A randomized control**

study" In order to improve marginalized populations in every way, scientists, researchers, and authorities concentrate on them. There are other strategies in use, including reservations. However, ground-level implementation of scientific methodologies is required to make the process effective and efficient. Therefore, focusing on developing children's skills is necessary. Teenagers face a wide range of psychosocial problems, according to research. Here, improving their social skills is the main goal. The purpose of the current study is to assess how integrated expressive art therapies affect social competence, self-esteem, and personal growth initiatives. The Personal Growth Initiative by Christine Robitscheck (2008), the Self-esteem Scale by Rosenberg (1965), and the Adolescents Social Competence Scale by Devassy and Raji (2012) were utilised as tools. The research involved a sample of 60 young people from the tribal area, and the integrated art therapy included painting, role-playing, storytelling, finger painting, and collage-making. For statistical analysis, paired and independent t-tests, as well as other statistical tests, were used. The findings showed that the experimental and control groups varied significantly in terms of social competence, self-esteem, and personal growth initiative. Therefore, it was discovered that the intervention was successful in raising tribal youths' levels of social competence, self-esteem, and personal growth initiative.

Sajeev & Jose (2021) Studied "**Self Esteem and Social Adjustment Among Tribal and Non-Tribal Students: A Comparative Study"** The current study examined pupils from both tribal and non-tribal backgrounds in terms of self-esteem and social adjustment. Data gathering methods included the Dr. Roma Pal (1985) Social Adjustment Inventory and the Dr. Rosenberger Self-Esteem Scale. The data analysis method employed was the t-test, along with Pearson's correlation. The findings showed that social adjustment and self-esteem are correlated in both tribal and non-tribal students. Boys from tribes and non-tribes have very different social adjustment levels, which may be due to the quality of the environments they are from or to the ways in which they respond differently to the

opportunities that are presented to them. Both tribal and non-tribal girls are able to fit into their community, and the difference in self-esteem patterns may be caused by their altered self-perception.

Alves-Martins et al. (2002) in their study "**Self-esteem and academic achievement among adolescents"** The major goal of this study is to examine the tactics used to defend self-esteem when it is threatened by a poor self-evaluation of academic ability. With the help of a scale of attitudes towards school and Harter's Self-Perception Pro- le for Adolescents, data were gathered. According to the findings, there are significant disparities between successful and unsuccessful kids' self-esteem in the seventh grade; however, these differences decrease in the eighth and ninth grades. They also show disparities in self-evaluation in particular domains. that are associated to success. Additionally, we discovered that kids with low academic achievement place less value on academic matters and exhibit fewer positive attitudes towards learning.

Dubois & Tevendale (1999) In their research work entitled **"Self-esteem in childhood and adolescence: Vaccine or epiphenomenon" A "**self-esteem debate" has recently arisen as a result of the vastly divergent recent explanations of the adaptive value of self-esteem during childhood and adolescence. Self-esteem is portrayed on one side of the argument as having a significant beneficial impact on how well young people adjust. On the other hand, the opposing viewpoint claims that the predicted effects of self-esteem are completely untrue**.** Both perspectives appear to be simplistic and unreliable, according to an examination of empirical results. Instead, it seems that the adaptive consequences of self-esteem during childhood and adolescence are complicated and diverse, ranging from highly beneficial to maybe even harmful. Recent findings highlight the significance of taking into account (a) various, distinct facets of self-esteem; (b) the moderating influence of youth characteristics, environmental experiences, and processes in the formation and maintenance of self-esteem; and (c) bidirectional, recursive links between self-esteem and adaptive functioning throughout development.

Yadav et al. (2013) in their research entitled **"A comparative study on self-esteem among tribal and non-tribal students in Udupi Taluk, Karnataka, India"** The definition of self-esteem includes one's attitude towards themselves, their level of liking or pleasure with themselves, and their perception of their own value in relation to others. To succeed and be happy throughout one's life, a person has to have a healthy sense of self. This study's objective was to compare the self-esteem of tribal and non-tribal students in Udupi Taluk. In the government school in Brahmavar, Udupi Taluk, a descriptive cross-sectional study was carried out in November 2012. Students from classes eight, nine, and ten took part in the study. The list of Brahmavar public schools was narrowed down to one institution. Purposive sampling was used, and the sample size was 76, with 38 of the participants coming from the tribal category and 38 from the general category. Students' self-esteem was measured using Rosenberg's scale. SPSS version 15 was used to enter and analyse the data. The frequency and proportion of the results are given. To compare the self-esteem of tribal and non-tribal students, an independent t test was utilised. According to the study, more over two thirds of tribal students exhibited low self-esteem. Between pupils from tribal and non-tribal backgrounds, there was a statistically significant difference in self-esteem (p0.001).

Roshni et al. (2020) examined in their study **"Mental health of the tribal students in Bangladesh"** The current study sought to examine the mental health status of tribal students. As a control group for the comparison, the mental health state of 180 general (non-tribal) pupils was also assessed. The findings showed that tribal pupils had significantly worse mental health than non-tribal students (P0.01) on average. The study's findings also showed that tribal male students had considerably (P0.05) higher mental health than tribal female pupils. Also, the results showed no discernible differences in mental health amongst the various ethnic groupings (P0.01).

Hossain et al. (2016) assessed in their study **"Subjective well-being of tribal and non-tribal people in relation to psychological needs"** The psychological

need components of autonomy, competence, and relatedness were the focus of the current study, which also looked at how they related to different aspects of subjective well-being. Using a cross sectional survey design, 200 individuals from various neighbourhoods in Khagrachari city were chosen using the purposive sample technique. Findings showed that, with the exception of relatedness and competence, all psychological need dimensions were strongly associated with one another for both tribal and non-tribal individuals. According to expectations, all of the need constructs were significantly correlated with tribal people's positive affect, negative affect, and life satisfaction, with the exception of two: autonomy and competence, which were not significantly correlated with positive affect and life satisfaction, respectively.

Hooja & Shaktawat (2017) tried to investigate **"The role of home environment and achievement motivation on psychological well-being among school going children"** The current study set out to determine how family environment and motivation for accomplishment impacted students' psychological wellbeing. Data were gathered using the Deo-Mohan accomplishment motivation scale, the Mishra Home environment inventory, and the Ryff psychological wellbeing measure. With SPSS, correlation and regression analysis were performed. The findings showed a strong association between six out of ten subscales of home environment and achievement motivation. Subscales of social exclusion, privation of privileges, and rejection have a negative, substantial link with psychological health, whereas subscales of reward have a positive relationship with psychological wellbeing. Furthermore, the findings show a link between psychological health and drive for achievement.

Cicek (2021) studied on "**Mediating Role of Self-Esteem in the Association between Loneliness and Psychological and Subjective Well-Being in University Students"** to examine how self-esteem affects how lonely college students feel and how their psychological and emotional well-being is affected. There was a total of 340 college students in the study, 118 men and 222 women. People between the ages of 18 and 27 are taking part. The study used the

Rosenberg Self-Esteem Scale, the Flourishing Scale, the Satisfaction with Life Scale, and the UCLA Loneliness Scale. The study's results showed that loneliness was linked to lower self-esteem, psychological well-being, and emotional well-being. There was a strong and positive link between self-esteem and psychological and emotional well-being. In this study, female students were more likely than male students to say they had higher self-esteem, psychological and emotional well-being, and less loneliness. Mediation analysis showed that loneliness was a significant and poor indicator of self-esteem, psychological, and emotional well-being. Self-esteem was a part of the link between loneliness and well-being results, and it was a strong predictor of both psychological and emotional well-being. Aloneness and self-esteem made up 38% of the difference in psychological well-being among college students, while emotional well-being was 25%. Researchers can do new studies to learn more about the good things about college students, and psychologists who work in schools can help students improve the good things about themselves. loneliness has a bad effect on how people feel about themselves. These results show that loneliness is a strong predictor of self-esteem and well-being measures, and that self-esteem plays a role in the relationship between loneliness and well-being. Because of this, self-esteem is important for university students' mental and emotional health, especially when they feel lonely.

Padhy et al. (2011) conducted research entitled as **"Self Esteem and Subjective Wellbeing: Correlates of Academic Achievement of Students".** Main aim of the study was too looked at University students' self-esteem, how they feel about themselves, and how well they do in school. Self-esteem and psychological well-being were also looked at in terms of gender differences. The study had 120 people take part in a simple two-group poll with a between-subjects design. The data showed that there was a strong link between self-esteem, feeling good about yourself, and doing well in school. The independent t-test showed that female students had much higher self-esteem and feelings of well-being than male students. In three of the eleven areas of emotional health (transcendence, social

support, and lack of social contact), female students scored significantly higher than male students.

Murtaza et al. (2022) in their study, titled **"Self-Esteem and Quality of Life among Students with and without Physical Disability"** tried to find out if there was a link between self-esteem (SE) and quality of life (QOL) among students with and without physical challenges. It also looked at how subjects' self-esteem and quality of life were different based on their gender. 200 people from 4 colleges in Gujrat and Islamabad, 100 of whom were physically crippled and 100 of whom were not, were chosen by purposeful choosing. Data was collected using the WHO Quality of Life (WHOQOL Group, 1998) and the State Self-esteem Scale (Heatherton & Polivy, 1991). The results showed that self-esteem is strongly linked to quality of life (r=.89, p=.00). Results show that there was a big difference between how regular and disabled students felt about themselves and how happy they were with their lives. It was also pointed out that both normal and disabled female students had lower self-esteem and a lower quality of life than normal and disabled male students. The results also showed that a student's self-esteem is a strong factor of their quality of life. This study found that the subjects' physical disabilities didn't have a big effect on how they saw themselves, but they did have an effect on how good their lives were.

Priyadharshini & Relton (2014) attempted to examine **"Self-Esteem and Academic Performance of freshmen at Karunya University"**. In order to achieve the aim, a cross-sectional/descriptive study was implemented by researchers on first-year students at Karunya University in Coimbatore to look at the link between self-esteem and how well they did in school. The Rosenberg self-esteem measure was the main tool used. Data were taken from both boys and girls in a group of 50 kids. The findings showed that kids who feel good about themselves do well in school. So, the results of this study suggest that there is a strong link between a student's sense of self-worth and how well they do in school. Again, Researchers have found that a freshman's self-esteem and how well they do in school are closely connected.

Nguyen et al. (2019) studied on **"Low Self-Esteem and Its Association with Anxiety, Depression, and Suicidal Ideation in Vietnamese Secondary School Students: A Cross-Sectional Study"** to investigate how many Vietnamese high school students have low self-esteem and what social and demographic factors are linked to anxiety, sadness, educational stress, and suicide thoughts. This study used a cross-sectional methodology and had 1,149 kids from Cantho City in Vietnam take part. An organised form was used to ask about self-esteem, sadness, anxiety, school stress, and suicide thoughts. The number of students who had low self-esteem was found to be 19.4%. High school stress and physical and mental abuse by parents or other adults in the home were two of the biggest risk factors for low self-esteem. Taking extra classes was one way to protect against low self-esteem. Researchers found a link between low self-esteem and more worry, sadness, and suicide thoughts. Self-esteem is linked to worry, sadness, and school stress, all of which have a big effect on the quality of life of students and are linked to suicide thoughts. Based on these results, it seemed like there needs to be a school-based or web-based programme to help kids feel better about themselves and learn how to deal with academic worry.

Berger et al. (2011) in their work **"Socio-emotional well-being and academic achievement: evidence from a multilevel approach"** investigated Role of socio-emotional well-being on student's academic achievement. This study used a multilevel approach to test this relationship among Chilean elementary school students. It looks at both individual (socio-emotional well-being, self-esteem, and social integration) and social (classroom social environment and traits of social networks) factors. Results show that social and emotional factors, especially how teachers rate their students' self-esteem, are linked to academic success. The effects of how individual and environmental factors interact are shown, and the implications for study and solutions are talked about.

Rezaei et al. (2015) conducted a study on **"The prediction of mental health based on variables of Self-esteem, life satisfaction and hope among College students".** They observed the influence of the factors of self-esteem, life happiness,

and hope to identify students' mental health. This study looked at how well non-experimental works match up with each other. All 9,000 students at Shahrood University made up the group. The krejcie and Morgan table was used to choose a sample size of 368. People were asked to answer questions in a paper, which included:1-demographic Questionnaire2-The Goldberg and Hiller Questionnaire on General Health 3- Snyder Hope quiz 4- Rosenberg self-worth assessment.5-Diners' happiness with life Questionnaire. Charts, measures of central tendency and dispersion, as well as the Pearson correlation coefficient, the t-test, and stepwise regression analysis, were used to look at the data. The data show that there is a strong link between self-esteem, happiness with life, hope, and mental health (r=0.76, 0.70, and 0.76). Students' mental health can be forecast by their self-esteem (= 0/42), how happy they are with their lives (= 0/21) and how hopeful they are (= 0/52). The number of people with low self-esteem (0/42) was more common. nothing was different Between self-esteem, hope, and mental health, girls did better than boys, but boys did better when it came to life happiness. This study showed that, in general, students with good mental health, and the data showed that students can improve their mental health by having more self-esteem, hope, and life happiness.

Yıldız & Karadaş (2017) studied on **"Multiple Mediation of Self-Esteem and Perceived Social Support in the Relationship between Loneliness and Life Satisfaction".** The goal of this study is to test the role of self-esteem and perceived social support as serial-multiple mediators in the link between loneliness and life happiness among college students. 398 college students took part in this study. There were 289 women and 109 men, and their ages ranged from 17 to 41, with a mean age of 21.79 (SD=3.23). This study used the Ordinary Least Squares Regression Model and the Bootstrap method to look at how statistically important the interaction effects were in the studied model. The results showed that the interaction effect of self-esteem and perceived social support variables alone was higher on the link between loneliness and life satisfaction than when both variables were put into the model together. Single interaction did not change the

effect of each variable. Focusing on how much social support and self-worth students feel they have could be a good way to make university students happier with their lives. This study could also help college counsellors and people who work in mental health come up with ways to protect and avoid problems when working with students.

Merisuo-Storm & Soininen (2014) in their study entitled **"The Interdependence between Young Students' Reading Attitudes, Reading Skills, and Self-Esteem"** investigated how kids feel about themselves, how well they can read, and how they feel about reading and school during their first two years. We used a 50-item assessment to find out how children felt about themselves. In the second grade, students took a reading comprehension test to measure how well they could understand what they read. They read a piece of nonfiction about a squirrel and then answered questions about it. The answers to the easier questions were in the text, but to answer the hardest question, students had to make links that were not clear in the text. It means they had to be able to "read between the lines." To find out how first and second graders feel about reading, we made a poll with 17 questions for all of the students and five extra questions for the second graders. The quiz asks about four different things: 1) how you feel about reading, 2) how you feel about learning, 3) how you feel about reading with other people, and 4) how competent you feel. The scale used in the survey is a Likert scale that goes from 1 to 4 (agree to disagree). The study included 563 kids, 281 boys and 259 girls. The results show that children's self-esteem is strongly linked to how well they understand what they read (r=.310, p=.000), how they feel about reading (r=.419, p=.000), and how they feel about learning (r=.384, p=.000). Students who like themselves have good reading skills and a good way of thinking about reading and learning. When looking at the different parts of the self-esteem scale, the greatest links are between students' selfhood and how they feel about studying (r=.376, p=.000) and between association and how they feel about studying (r=.348, p=.000). This shows that kids like to study when they are sure of themselves, happy with who they are, and get along well with their friends. Even

more often than kids who are careful or who think they are good at what they do. The data show that a student's sense of self-worth has a big effect on how well they learn and how they feel about themselves. But knowing how important it is for first and second graders to learn how to read well, it is also possible that learning to read boosts the self-esteem of young students. So, it is very important for teachers to help each student improve their self-esteem, reading skills, and views towards reading.

Houtte et al. (2012) had done a research work on **"Self-esteem of academic and vocational students: Does within-school tracking sharpen the difference?".** They have assessed whether processes of within-school tracking (multilateral schools) effect students' global self-esteem differently than processes of between-school tracking (categorical schools). Analyses are based on a subsample of the Flemish Educational Assessment collected in 2004–2005. This subsample includes 10 multilateral schools and 56 categorical schools with 3,758 academic students and 2,152 vocational students. Multilevel analyses (HLM6) reveal that academic students have significantly higher self-esteem than vocational students, and that this disparity is accentuated in multilateral institutions. Multilateral school students have marginally greater self-esteem than categorial school students. Academic students may compare themselves to vocational students, resulting in a heightened awareness of status gratification and a consequent increase in self-esteem.

Ahmed (2012). attempted to examine "**The self-concept among tribal and non-tribal secondary level students in south Garo Hills"** The educational goals created for the overall advancement of the country while taking into account the socioeconomic and cultural realities determine how people develop. The system must develop in response to the needs and priorities of the stakeholders, not from outside parties that have adopted different requirements and priorities. The adoption of more modern information technology has clearly shifted policy in recent years, accelerating the rate of change and development. Tribal and non-tribal curriculum, methodology, evaluation criteria, incalculability, and the burden

of ignorance are critical issues un the field of education. The importance of ensuring secondary students receive a high-quality education has increased as pedagogy has changed from teaching to learning and from a focus on books to one that emphasises real-world application. The study's weakest group of students saw impressive success. It's also necessary to streamline the educational system. In this study, it is crucial to base variables off of both self-reported and self-imposed concepts. Aside from scientific evaluation of students, emerging democratic opposition is anticipating manifestation actions and education implementation in collaboration with others, and it should be un-explored research to assist students in covering Tribal and Non-Tribal areas.

PV & Premsingh (2019) conducted a study entitled **"Self-esteem-its influence and structural changes in the lives of tribal students of Kannur district, Kerala"** The basis of psychological health is self-esteem. Studies generally support this conclusion. Self-esteem plays a role in positive behavior during the adolescent years when people want to become independent and begin to evaluate themselves. In a forested or hilly environment, tribes are the native inhabitants. They are reluctant to maintain a positive relationship with the outside community. They must leave because of their current needs. However, they are expected to encounter numerous difficulties there. These individuals must be psychologically capable. In this article, the researcher seeks to determine the level of self-esteem among tribal pupils and the association between sociodemographic traits and self-esteem, particularly with regard to the Kannur region of Kerala.

Garg (2017). tried to investigate **"A Comparative Study of Self Confidence of Tribal and Non-Tribal Adolescents"** The current study sought to compare the self-confidence levels of teenagers from tribal and non-tribal backgrounds and to analysis the self-confidence levels of adolescents from both groups. 100 pupils from government and private secondary schools in the Betul district of M.P. were chosen in accordance with the study using the stratified random selection technique. 50 teenagers of secondary school age from tribes and 50 from non-tribes made up the sample's overall strength, according to the M.P. Board. The Self

Confidence Inventory developed by Dr. Rekha Agnihotri was utilised for data gathering. To test the hypothesis, central tendency measures and the t-test were utilised. Teenagers from tribal and non-tribal backgrounds had significantly different levels of self-confidence, according to an analysis of the study's data.

Jesa & Meera (2022) assessed in their study "**Academic Stress and Self Esteem of Tribal School Adolescent Girls in Kerala**" The disadvantaged and those cut off from daily life are welcomed by an inclusive social, physical, and emotional environment, which also offers them the chance to preserve some of what is indigenous. However, a child from a marginalised group is more likely to experience psychological issues, and academic stress and discontent have been highlighted as two significant mental conditions that necessitate a safe haven in the contexts of family, community, and the classroom. There is a difference in educational success between scheduled castes and scheduled communities. If the disadvantaged population does not have access to high-quality education in a secure setting, the Dream of India will never come true. In Kerala, disparities in educational attainment between scheduled caste and scheduled tribe communities have been found. There are many studies, strategies, suggestions, projects, plans, and conversations on the topic of tribal education in India, particularly in Kerala, where 4 lakh tribes of various ethnicities live. Using the academic stress scale and a self-esteem questionnaire, a survey study was conducted among a stratified random sample of 120 tribal adolescent girl students with the aim of determining the relationship between their academic stress and self-esteem.

Whitesell et al. (2009) had done a research work on **"A longitudinal study of self-esteem, cultural identity, and academic success among American Indian adolescents"** The development of self-esteem and cultural identity among American Indian high school students were estimated using latent growth curve modelling, and the relationships between these trajectories and personal

resources, problematic behaviors, and academic performance at the end of high school were also explored. the sample had 1,611 individuals participated in the Voices of Indian Teens project, a three-year longitudinal study of youth from three different American Indian cultural groups in the western United States. Academic success had a clear relationship with self-esteem trajectory, while cultural identification had little to no relationship with it, with neither direct nor very modest indirect effects. Personal resources and problematic behaviors acted as mediators in the links between self-esteem and success.

Sontakke & Patil (2022) In their research work entitled **"A Study of Mental Health and Self Confidence Among Tribals and Non-Tribals College Students"** The purpose of this study is to compare the mental health and self-confidence levels of college students from tribal and non-tribal backgrounds. The sample consists of 240 college-bound students, 120 of whom are tribal (60 men and 60 women) and 120 of whom are not tribal (60 men and 60 women). The entire sample, aged 19 to 24, was drawn from several taluka in the Jalgaon District. Data collection involved the use of a standardized psychological test (Mental Health and Self Confidence). The scoring data was then processed as a mean, SD, and t test. Following data analysis, it was shown that tribal and non-tribal college students' mental health and self-confidence differed significantly. Male and female pupils' mental health and self-confidence will differ significantly.

Lefley (1974) studied on **"Social and Familial Correlates of Self-Esteem among American Indian Children"** The current study's goals were to (a) determine the association between tribe level of acculturation and level of Self-esteem, and (b) determine whether stronger racial discrimination experiences were present despite equal contact with non-Indians. Children who are American Indian have social and familial correlates of self-esteem. In 72 American Indian reserve children who had significantly low self-esteem compared to Anglo norms, social and familial variables of self-esteem were examined in connection to tribe acculturation. 34 Miccosukee and 38 Seminole children and their mothers (N = 32) made up the whole student body of the Miccosukee Day School. they were all

members of the same ethnolinguistic group. The Miccosukee tribe was more socially intact and less acculturated than its Seminole counterparts, and the results showed that even though the tribes did not differ in socialization practises, both mothers and children in that tribe had much higher Self-esteem.

Pittenger (1998) conducted a study entitled **"The relationship between ethnic identity, self-esteem, emotional well-being and depression among Lakota/Dakota sioux adolescents"** Given recent advancements in the field of ethnic identity research, such as new conceptual frameworks, enhanced methodology, and precise measurement techniques. This study looked at the connections between ethnic identification, self-esteem, mental health, and depression in Native American youth living on reservations. According to the results of a number of hierarchical multiple regression analyses, neither the American Indian ethnic identification nor the White American identification scores, nor their interaction, significantly contributed to the variance for any of the criterion variables above that which was explained by age and gender. The findings confirm that age, gender, and ethnic identity have a complex relationship and influence on young American Indian people's ability to change psychologically.

Hossain et al. (2016) tried to investigate **"Subjective well-being of tribal and non-tribal people in relation to psychological needs"** The psychological need components of autonomy, competence, and relatedness were the focus of the current study, which also looked at how they related to other aspects of subjective well-being. 200 people were included in the sample, conveniently chosen from Khagrachari, with 52 percent of them men and 48.5% of them tribal. Following a cross sectional survey approach, 200 individuals were chosen at random from various parts of Khagrachari city. There were 104 of them (52%) who were male and 96 (48%) who were female. The results showed that, for both tribal and non-tribal people, all psychological need components were highly connected with one another, with the exception that relatedness and competence were not significantly related for non-tribal people. According to expectations, all of the need dimensions were strongly correlated with tribal people's positive affect,

negative affect, and life satisfaction, with the exception of two: autonomy and competence, which were not significantly correlated with positive affect and life satisfaction, respectively Once more, study showed a strong correlation between life satisfaction and the need for relatedness among non-tribal people. And there was a strong correlation between autonomy and life pleasure.

Mukherjee & Sanyal (2014) In their research work entitled **"The status of subjective well-being, role stress, coping, and ego-functions of the tribal and non-tribal people of Tripura"** According to the term "subjective well-being," people's assessments of their lives include both affective (mood and emotion) and cognitive judgements (life satisfaction and positive and negative emotional responses, for example) judgements**.** The goal of the study was to determine how certain psychological traits and subjective well-being related to one another. The current study aims to integrate and assess the elements of organisational role stress, individual coping mechanisms, and ego-functions that may both positively influence the development of SWB in the tribal population of Tripura and negatively impact it. A sample of 800 working people from various government and non-government organisations in Tripura were used for the study. The findings indicated that tribal people are much less stressed and happier than non-tribal people, which can be linked to their simple way of life and lack of competition.

Gamit & Makvana (2021) attempted to examine **"A Comparative Study of Self Confidence among Tribal and Non-tribal 12th Students"** The study seeks to determine the self-confidence levels of individuals by gender, ethnicity, and stream. Therefore, the investigator chose three groups, each with 360 members: gender, forms of ethnicity, and stream. Districts in Tapi were used to get the data. Scale created by Dr. Rekha Gupta in 2005 and used for data collecting is the personal datasheet and self-confidence scale. A 2x2x3 factorial design was used, and the 'F' test was performed to analyses the data. The findings indicate a strong impact on students' self-confidence, both male and female (A). Compared to tribal students, non-tribal students have higher levels of self-assurance (B). Students

studying the arts, sciences, and business are affected significantly (C). Significant effects on self-confidence were caused by the interaction between gender and different ethnic groups (AxB). Self-confidence did not significantly differ based on the interaction of gender and stream type (AxC). Self-confidence significantly decreased as a result of the interaction between ethnicity and stream kinds (BxC). Self-confidence was significantly impacted by the interplay of gender, different ethnic groups, and different stream types (AxBxC).

Gonzales-Backen et al (2015) conducted a study on **"The Role of Social and Personal Identities in Self-Esteem Among Ethnic Minority College Students"** This study investigated the latent personal-social identity profiles among ethnic minority college students (N = 3,009) that emerged from concurrent consideration of ethnic, national (United States), and personal identities as well as how personal and social identities are jointly related to self-esteem. Results showed that there were some parallels among ethnic groups as well as considerable differences in the structure of personal-social identity profiles. Three profiles for Black people, four for Asian Americans, and two for Latinos were discovered by the study. While some personal-social identification profiles were shared by several different ethnic groups, others were exclusive to a single ethnicity. Overall, the profiles showed significant correlations between personal identification, national identity, and ethnic identity. Individuals who reported having a lot of different social and personal identities also had the highest self-esteem in comparison to people with other profiles.

Hope et al. (2013) assessed in their study **"Connecting Self-Esteem and Achievement"** Four academic identification profiles were found after using a person-oriented approach to examine patterns of self-esteem and achievement among 324 Black college freshmen throughout the course of the first year of study. According to multivariate analyses, there were profile differences in academic and psychological outcomes at the start and end of the freshman year (academic contingencies of self-esteem, anxiety, depressive symptoms, and perceived stress),

indicating that there are various circumstances in which relationships between self-esteem and achievement are related to positive or negative adjustment.

Rahna & Nithya (2022) In their research work entitled **"Efficacy of Integrated Art Therapy on Social Competence, Self-esteem, and Personal Growth Initiative among Adolescents from Tribal Areas"** In order to improve marginalised populations in all spheres, scientists, researchers, and authorities have been focusing on them for decades. Numerous other plans, including reservations, are in place. However, ground-level implementation of scientific methodologies is required to make the process effective and efficient. Therefore, focusing on developing children's skills is necessary. Teenagers face a wide range of psychosocial problems, according to research. Here, improving their social skills is the main goal. The purpose of the current study is to assess how integrated expressive art therapies affect social competence, self-esteem, and personal growth initiatives. The Personal Growth Initiative by Christine Robitscheck (2008), the Self-esteem Scale by Rosenberg (1965), and the Adolescents Social Competence Scale by Devassy and Raji (2012) were utilised as tools. The research included 60 indigenous youth as a total sample, and the integrated art therapy included collage-making, finger painting, role-playing, storytelling, and painting. In order to conduct a statistical analysis, t-tests, including independent and paired tests, were performed. The findings showed a substantial difference between the experimental and control groups in terms of social competence, self-esteem, and personal growth initiative. Therefore, it was discovered that the intervention was successful in fostering social skills, self-esteem, and personal growth initiative in teenagers from tribal communities.

Garriott et al. (2008) tried to investigate **"Anti-Black Racism, Self-Esteem, and the Adjustment of White Students in Higher Education"** The current study investigated how racism hurts White university students. In addition to having an adverse effect on academic adjustment, anti-Black racism was predicted to have negative effects on students' self-worth, college social adjustment, and personal-emotional adjustment. Self-esteem was also expected to act as a mediator in the

association between racism and college adjustment. Students who expressed attitudes towards Blacks that included overt racism and egalitarianism also showed worse levels of self-esteem and college social adjustment in a sample of White university students. Additionally, self-esteem acted as a mediating factor in the association between anti-Black racism and collegiate social adjustment. Findings shed light on the multifaceted nature of racism's harmful effects on White students in higher education.

Sebastian & Ravindernath (2001) assessed in their study **"A Comparative Study of Self-esteem among Tribal and Non-tribal Students of Manipur"** The current study aims to ascertain the degree of self-esteem among Manipurean students, both tribal and non-tribal, and explore the elements that influence it. The Senapati and Imphal West districts' nine schools and colleges were included in the study**.** For the study, a sample of 82 individuals was chosen at random from classes 10 and 10+2, including graduates and 41 tribal and 41 non-tribal kids. Both male and female students from tribal and non-tribal institutions and colleges were included in the sample**.** To measure the respondents' degree of self-esteem, Morris Rosenberg's self-esteem scale from 1965 was used. A researcher-developed open-ended questionnaire was used to identify the components that affect self-esteem. Only 75.6% of the kids who identify as tribal and who are not in the majority among non-tribal pupils (90.2%) appear to have self-esteem levels that are within the normal range. The main variables determining self-esteem vary between tribal and non-tribal students. The levels of self-esteem between males and females were shown to differ by gender.

Laar (2000) attempted to examine **"The paradox of low academic achievement but high self-esteem in African American students: An attributional account"** Students of colour typically exhibit better levels of self-esteem despite having on average lower academic achievement than White students. To explain this paradox, an attributional account is offered. This story focuses on African American college students' expectations, perceptions, and self-esteem. We discuss the literature on attributions, expectations, and self-esteem before introducing the results of two

recent research. The discussion concludes with a few educational implications. The discussion concludes with some consequences for schooling. It is concluded that worries about potential harm to African American kids' self-esteem may be unfounded. Instead, the findings indicate that African American college students have growing scepticism about whether their achievements will be recognised in ways that are comparable to those of White students, and they attribute more externally. The findings indicate that our educational institutions should deal more directly with the question of opportunity and ethnicity.

Demo & Parker (1987) In their research work entitled **"Academic Achievement and Self-Esteem Among Black and White College Students"** The majority of research on the level of self-esteem among black and white Americans use high school and elementary school student samples. In the current study, information on 298 black and white college students was supplied, and its relationship with self-esteem was looked at. A number of findings support earlier studies on school-aged youngsters. Despite blacks having much lower grade point averages than whites, there was no significant difference between the self-esteem levels of the two racial groups. However, the association between grade point average and self-esteem was insignificant among black and white males, indicating that academic accomplishment is not essential to college students' self-concept.

Alessandria & Nelson (2005) tried to investigate **"Identity Development and Self-Esteem of First-Generation American College Students: An Exploratory Study"** Differences in self-esteem and identity development between first-generation American (FGA) college students and non-first-generation American (NFGA) students were explored using Chickering's approach. The FGA generation was the first to have one or both parents who were foreign-born and raised and to give birth in the United States. The Index of Self-Esteem and the Erwin Identity Scale were completed by each participant. According to the findings, FGAs had much better self-esteem than NFGAs. Research advances our understanding of how multicultural challenges affect college students' growth. The implications for college counsellors and other student affairs professionals are discussed.

Watkins et al. (1996) had done a research work on **"Culture and gender differences in the self-esteem of college students: A four-country comparison"** The Personal and Academic Self-Concept Inventory responses from 268 Hong Kong and 399 Nigerian first- or second-year undergraduate social science students were compared to results from comparable studies with American and Nepalese students. According to the region of self-esteem being studied, country x gender analysis revealed distinct, statistically significant main and interaction effects. The finding that subjects from non-Western cultures tend to report stronger academic but lower non-academic self-esteem than their Western classmates lends credence to the tendency discovered in study with secondary school pupils. Though not universally true across civilizations, gender distinctions did not exist.

Huang et al. (2020) tried to investigate **"Strengthening University Student Wellbeing: Language and Perceptions of Chinese International Students"** The purpose of this study was to investigate how Chinese foreign students conceptualise wellbeing, the language that is used to discuss and promote wellbeing, and the activities that students believe improve both their own and others' wellbeing. A selection of 30 students who engaged in semi-structured interviews out of the 84 Chinese foreign students who completed the online survey. Language, phenomenographic, and theme analysis were used to examine the data. The participants' perceptions of what constitutes wellbeing tended to be primarily focused on physical and mental health, with intrapersonal activities being seen as the main strategy for enhancing wellbeing. The results provide new data on population health through a wellbeing lens and help to broaden the understanding of the wellbeing concept among tertiary students. They also help to identify students' perspectives on the activities that enhance their wellbeing.

Young et al. (2020) attempted to examine **"The impact of a wellbeing program imbedded in university classes: the importance of valuing happiness, baseline wellbeing and practice frequency"** Universities have a duty to prepare students for a complicated environment, yet present mental health conditions

harm academic performance. Positive education interventions are in high demand, although they are still a relatively new field that needs more study. This is due to growing concerns about students' wellbeing. Three studies involving 469 individuals were used to examine a positive psychology wellbeing intervention that was incorporated into undergraduate psychology courses. Improvements in the wellbeing, positive affect, negative affect, and clinical wellbeing categories are shown by the intervention results over a three-year period. Studies comparing the intervention to an active control showed that it provided a stress buffer for the semester. However, wellbeing increases were higher for students with low baseline wellbeing and those who valued happiness more, indicating that some students may benefit more from positive education interventions. Practise frequency had minimal impact on wellbeing. This study shows that integrated wellness programmes can enhance students' wellbeing with little effort and little stigma.

Holzer et al. (2021) had done a research work on **"Conceptualisation of students' school-related wellbeing: students' and teachers' perspectives"** The purpose of the current study is to advance the conceptualization of the construct by delving deeper into events that occur inside the context. It does this by using a multi-informant strategy and exploring both the viewpoints of students and teachers. A survey was given to secondary school teachers (n = 197) and students (n = 150). Participants responded to open-ended questions about their general comprehension of the term and the markers of high and low levels of wellbeing associated to school. A qualitative content analysis methodology was used for data analysis. The Kern et al. EPOCH model, with its aspects of Engagement, Perseverance, Optimism, Connectedness, and Happiness, was used as a categorization framework. The category system was extended inductively for coded segments that did not match the EPOCH domains. Findings The EPOCH domains were mentioned in little over three-quarters of all coded segments. Overall, there was some consistency in the themes and information covered by students' and instructors' responses, albeit the teacher sample appeared to place more emphasis on eudaimonic elements, according to the research. The current

study supports the idea of conceptualising school-related wellbeing in terms of both hedonic and eudaimonic components and offers preliminary insights into students' and instructors' perceptions towards its conceptualization from their points of view.

Soutter (2011) conducted research entitled as **"What can we learn about wellbeing in school"** The concept of wellness has gained popularity as an explicit educational goal in recent years. In spite of its widespread usage, it is rarely precisely defined and frequently applied widely. Common conceptual alignments used in political discourse, such as wealth, health, and happiness, are often used to explain wellbeing in education policy. Given the attention that wellbeing is receiving from politicians around the world, it is crucial to think about whether conventional meanings of the term apply to and resonate with people in the setting of schools, especially with those who are just beginning their adult life. data gathered over a three-day teaching and learning event where students were invited to share their perspectives on wellness while working to complete objectives connected to their school exams. The framework for wellbeing developed by Soutter, Gilmore, and O'Steen (2010) used as the theoretical basis for data analysis. The main finding was that although students' perceptions of wellbeing were multi-dimensional and complex and held both practical and intrinsic value for them as individuals, educational experiences did not play a significant part in their visual or verbal expression of wellbeing.

Liu et al. (2021) in their study **"The relationship between perceived discrimination and wellbeing in impoverished college students"** The purpose of this study was to investigate the mediating role of self-esteem in the link between subjective wellbeing and perceived discrimination. It also looked at how resilience and the belief in a just world interact to mitigate the negative effects of perceived discrimination on subjective wellbeing. A questionnaire survey of 872 poor college students in China was undertaken. The findings showed that: (1) Self-esteem mediated the association between perceived discrimination and subjective well-being. (2) Perceived discrimination and subjective wellbeing were moderated

by belief in a just world, and individuals who held higher (vs. lower) levels of this belief experienced less of a negative influence from perceived discrimination on their wellbeing. Resilience mediated the association between perceived discrimination and self-esteem, and for those with lower (vs. greater) levels of resilience, the negative effects of discrimination on self-esteem were reduced. College students' mental health is significantly and irrevocably impacted by poverty. In the association between discrimination and subjective wellbeing among underprivileged Chinese college students, perseverance and faith in a just world play a protective function. The recent research implies that we shouldn't overstate resilience's ability to protect. It is essential to alter unfavourable environmental aspects like prejudice against poverty.

Petegem et al (2008) had done a research work **on "The importance of pre-measurements of wellbeing and achievement for students' current wellbeing"** This study focuses on student well-being at the conclusion of grade 10 and how it relates to current success, as well as pre-measurements of student well-being and achievement. The traits of the student and his or her reasons for attending school are taken into consideration. Student views of the psychosocial aspects of the classroom are taken into consideration as a key component in the explanation of students' well-being in studies on the classroom environment. We used information from 429 students who attended 13 different secondary technical and vocational institutions in Flanders, Belgium. The findings showed that student welfare at the end of grade 10 is favourably correlated with pre-measurements of student wellbeing and achievement. When compared at the conclusion of grade 10, there is no correlation between students' wellbeing and achievement.

Zhang (2016) conducted a study on **"Making Students Happy with Wellbeing-Oriented Education: Case Study of a Secondary School in China"** To enhance students' wellbeing in schools, positive education is being used more and more. In order to promote students' resilience, positive feeling, engagement, and purpose, schools' primary positive education initiatives focus on teaching wellness skills to

them directly. The existing curricula of schools can either be expanded upon or merged with these wellbeing skills. Although teachers and school administrators play a crucial role in institutionalising positive education and creating "happy" schools, there is little research on the leadership styles that make up such environments. By presenting a qualitative case study on leadership techniques for enhancing students' welfare, the current paper makes an attempt to close this knowledge gap. The case study was situated in a junior secondary school in Guangzhou, China, where academic pressure causes secondary school pupils' wellbeing to be typically low. The goal of this strategy was to lessen the pressure that students feel regarding their academic performance and to enhance their ability to learn and grow. Findings indicate that after implementing wellbeing-oriented education at the school for three years, student learning and wellbeing significantly increased.

Khan (2015) ascertained that **"Impact of Spiritual Practices on Well-Being among Madarsa and University Students"** The goal of this study was to ascertain how spiritual practises affected university and madarsa students' wellness. There were 100 people in the sample (50 from the Madarsa and 50 from the universities). The data was gathered using the Well Being Scale and the Spiritual Practises Scale (M). Data analysis techniques included t-test, correlation, and simple linear regression. The results of this study showed that spiritual practises had a favourable and significant impact on students' general wellness. The wellbeing of Madarsa as well as university students was significantly impacted by spiritual practises. Further t-test was used, and a significant difference between spiritual practises and welfare of University and Madarsa students was discovered.

Parihar & Jha (2014) tried to investigate **"Study of self-concept of tribal and non-tribal adolescents"** The purpose of this study was to look into how adolescent self-concept is influenced by culture. The sample for this study consisted of 200 tribal subjects—100 male and 100 female, both XI class students—and 200 non-tribal subjects—100 male and 100 female, XI class students. 400 participants received the Sherry, Verma, and Goswami-developed

Swatva Bodh Parikshan. Data analysis was done using the T-test. The findings showed that culture has an impact on teenagers' self-perceptions and causes a noticeable difference in self-perception. The study's findings showed that, when compared to tribal individuals, non-tribal students had higher mean scores on the overall self-concept scale.

Sibi & Meera (2022) attempted to examine **"A Comparative Study on Self-Concept among Tribal and Non-Tribal Secondary School Students of Wayanad District"** The definition of self-concept is the amalgamation of the image of one's self-perception, which is a belief, along with one's emotions and attitudes towards the values that one considers to be his or her defining characteristics. This study compared how tribal and non-tribal schoolchildren in Wayanad District saw themselves. As a sample for the study, the eighth-grade pupils were chosen. Purposive sampling was used to choose a 100-person sample, with 50 of the participants being tribal students and 50 being non-tribal students. The self-concept of the pupils was evaluated using a self-concept scale (Sibi & Meera, 2019). Data was personally evaluated and analyzed. To compare the self-concept of tribal and nontribal kids, an independent t test was utilized. The research revealed that tribal students have poor self-perceptions. The difference in self-concept between tribal and non-tribal students was statistically significant (p 0.001).

Garg (2017) ascertained that **"A study of emotional intelligence among tribal and non tribal adolescents"** The goal of the current study was to compare the emotional intelligence of tribal and non-tribal teenagers in Betul, M.P. The adolescent pupils were chosen using a stratified random sample procedure from the various higher secondary schools in the Betul area of Madhya Pradesh. Data on emotional intelligence was gathered using the emotional intelligence inventory developed by Mangal & Mangal. The data were analyzed with the independent samples t-test. At the 0.01 level of significance, the results showed a significant difference between tribal and non-tribal teenagers on the emotional intelligence scale. At a significance level of 0.01, the findings revealed a substantial difference between tribal and non-tribal teenagers on the emotional intelligence test.

Teenagers who were not from a tribal group displayed stronger emotional intelligence than pupils from a tribal group.

Edlina et al. (2020) had done a research work on **"Prevalence of emotional, behavioural problems and ego resilience among tea tribe adolescents living in Dibrugarh district of Assam"** The study's objective was to investigate the emotional, behavioural, and ego resilience issues among school-age members of the Tea Tribe. Research was conducted using a cross-sectional approach. A total enumeration method was used to choose the respondents, and four schools were chosen using simple random sampling. The survey involves students enrolled in public schools in Dibrugarh district's Tingkhong block who are between the ages of 13 and 19. A socio-demographic questionnaire, the Strengths and Difficulties Questionnaire, and the Ego-Resiliency Scale were used. The Statistical Package for Social Sciences, version 20 (SPSS- 20), was used to assist in the data analysis. Adolescents of tea tribe descent were more likely to have emotional problems, conduct problems, hyperactivity, peer problems, and pro-social behaviour in the following proportions: 5.9%, 28.2%, 6.5%, 15.3%, and 12.4%, respectively. In school-age teenagers of the Tea tribe, 60.0% have a high level of resiliency, 25.9% have an unknown characteristic, 12.9% have a high level, and 1.2% have a low level.

Ali & Eqbal (2016) attempted to examine **"Mental health status of tribal school going adolescents: A study from rural community of Ranchi, Jharkhand"** to determine the level of mental health among tribal youth residing in remote communities who attend school. To ascertain the mental health status (emotional, hyperactivity, relationships, conduct issues, and pro-social behaviours) of school-age tribal youth. Cross-sectional descriptive research is the method used in the current study. In the Ranchi district of Jharkhand, schools were specifically chosen from rural communities. The respondents were given a Strengths and Difficulties Questionnaire (SDQ) and a sociodemographic data sheet. Tribal students were chosen using a random sampling procedure. The study had a total of 780 male students. In the survey study, it was discovered that 5.12% of the tribal pupils had

emotional symptoms, 9.61% had conduct issues, 4.23% had hyperactivity, and 1.41% had serious peer issues.

Waghmare (2016) conducted a study entitled **"A study of psychological well being among male and female college students"** The current study's goal was to find out how the location and gender of college students affected their psychological health. 100 college students from Jalna City made up the sample for the study. 50 male students (25 from the city and 25 from the country) and 50 female students (25 from the city and 25 from the country) were divided equally. Bholge and Prakash (1995) collected data using the psychological well-being measure. Whereas psychological well-being was regarded as a dependent variable and location, gender, and location, independent variables. Utilising a 2x2 factorial design, the data were analyzed using the Mean, SD, and "t" values. Male and female, urban and rural, college students' psychological well-being did not differ significantly, according to the results.

Akhter (2015) tried to investigate **"Psychological well-being in student of gender difference"** The current study looked on the psychological well-being of gender differences. In this investigation, the random sampling Method was applied. A total of 100 students made up the sample. Students in the 10th grade, 50 male and 50 female, were chosen from Jamshedpur. The psychological well-being was assessed using the Ryff' scales of psychological well-being dimension, established by Carol Ryff in 1989. The psychological well-being Inventory was used to collect data for this study. The hypothesis was tested and verified via data analysis. According to the outcome, the 't' value is 5.68, which is significant at the 0.01 level. Therefore, the theory is accepted. The results revealed considerable gender variations in the degrees of psychological well-being. This indicates that there are psychological wellbeing differences between male and female pupils.

Gohil, M. L. (2020) "Psychological well-being with reference to internet addicts and non addicts male and female" The purpose of the study is to determine the psychological health of male and female internet addicts and non-

addicts. Therefore, the researcher chose two groups, each with 120 respondents: one group was made up of different categories of addicts, while the other was made up of gender. Every group has 60 addicts, while the other group has 60 young people from the surrounding neighbourhood. Information was gathered from Anand and the neighbouring areas. The Personal Datasheet Psychological Well-Being Scale, created in 1971 by Devendra Singh Sisodia and Ms. Pooja Choudhry, was used to collect the data. Data were analyzed using the 'F' test and a 2×2 factorial design. The results demonstrate that psychological wellness with reference to ADO differs significantly. ADO for people who are not internet addicted measures psychological health better. Significant differences in psychological wellness according to gender have been discovered. It is better for men psychologically than for women. On psychological wellness, there is no discernible interaction impact between gender and ADO.

Kantariya (2017) tried to investigate **"Impact of gender on psychological well-being among post-graduate students"** The current study's goal was to look into how psychological well-being varied between male and female post-graduate students based on gender. This study used the random sampling approach. 60 post-graduate students made up the sample as a whole. From the various departments at Saurashtra University, Rajkot, 30 men and 30 women studying for an M.A. Positive Mental Health To assess psychological well-being, a scale created by Bhogle and Prakash was employed. Male and female post-graduate students' psychological well-being did not significantly differ based on gender, according to the results.

García et al. (2019) attempted to examine **"Perceived psychological well-Being among university students: A comparative study by gender"** The current study aimed to compare the well-being profiles of male and female Mexican university students. The study included a total of 708 participants, including 374 women and 334 males between the ages of 18 and 26. A descriptive and cross-sectional survey design was used in a quantitative method. The Psychological Well-Being Scales' Spanish translation was completed by every participant. In comparison to women,

men scored higher on the subscales of self-acceptance, positive relationships, autonomy, environmental mastery, purpose in life, and personal growth, according to the findings of a one-way multivariate analysis of variance and a one-way univariate analysis of variance. These findings indicate that when designing any intervention aimed at enhancing the perceived well-being of the students, the variable gender should be taken into account due to the variations between men and women's perceptions of well-being that were discovered.

Kling et al. (1999) conducted a study on **"Gender differences in self-esteem: a meta-analysis"** To investigate the gender variations in overall self-esteem, two analyses were done. A computerized literature search produced 216 effect sizes for Analysis I, which correspond to the testing of 97,121 respondents. The overall effect size was 0.21, favouring men slightly more than women. The strongest influence appeared in late adolescence, according to a significant quadratic age effect (d=0.33). In Analysis II, three sizable, nationally representative data sets from the National Centre for Education Statistics (NCES) were used to analyse gender inequalities. All of the NCES effect sizes (ds varied from 0.04 to 0.24), which summarise the responses of about 48,000 young Americans, showed higher male self-esteem. When the two analyses are combined, there is some indication that men score slightly higher than women on global self-esteem scales. Theoretical explanations for the modest but dependable effect magnitude are addressed. All rights reserved. (PsycINFO Database Record (c) 2016 APA)

Bleidorn (2016) tried to investigate **"Age and gender differences in self-esteem—A cross-cultural window"** In psychology over the past 20 years, research and theorizing on age and gender differences in self-esteem have received significant attention. However, almost all empirical research has been conducted in the US or other Western industrialised nations, giving a limited empirical background from which to create theories. The current study conducts the first large-scale systematic cross-cultural analysis of gender and age variations in self-esteem in order to extend the empirical base (N=985,937). We discovered large gender gaps, with men consistently reporting higher self-esteem than women,

across 48 countries, which is in line with previous research. We also discovered age-related increases in self-esteem from late adolescence to middle adulthood. Despite these considerable cross-cultural commonalities, gender, age, and age impacts on self-esteem varied widely among countries. Socioeconomic, sociodemographic, gender-equality, and cultural value indicators showed a correlation between these characteristics and cultural differences.

Robins et al. (2002) attempted to examine **"Global self-esteem across the life span"** With the help of cross-sectional data gathered from 326,641 people through the Internet, this study gives a thorough overview of age differences in self-esteem from 9 to 90 years old. Childhood self-esteem was high, it plummeted during adolescence, it progressively increased throughout maturity, and it drastically decreased as people aged. The majority of the time, this trajectory persisted regardless of gender, socioeconomic background, race, and nationality (US citizens vs. non-US citizens). Overall, our results help explain discrepancies in the literature, validate earlier studies, and identify new tendencies that need more study.

Orth et al. (2010) assessed in their study **"Self-esteem development from young adulthood to old age: A cohort-sequential longitudinal study"** Between young adulthood and elderly age, the authors looked at how self-esteem changed. The Americans' Changing Lives research, which included 3,617 people aged 25 to 104 years old in 4 assessments spread over 16 years, provided the information. Self-esteem, according to latent development curve analysis, has a quadratic growth pattern throughout the adult life span, peaking about the age of 60 and then falling as people become older. The self-esteem trajectory did not show any cohort differences. In young adulthood, women had lower self-esteem than males did, but as they aged, their paths converged. Young and middle adulthood had similar trajectory for Whites and Blacks, but as people aged, Blacks' self-esteem plummeted more dramatically than that of Whites. Although their trajectories were similar, people with higher levels of education had better self-esteem than people with lower levels of education. According to the findings, the drop in self-

esteem that occurs as people age can be attributed to changes in socioeconomic position and physical health.

Gentile et al. (2009) in their study **"Gender differences in domain-specific self-esteem: A meta-analysis"** This meta-analysis analyses gender differences in ten distinct self-esteem domains across 115 studies with 32,486 participants and 428 effect sizes. In a mixed-effects analysis, men considerably outperformed women in the areas of physical attractiveness (d = 0.35), athletic ability (d = 0.41), sense of one's own identity (d = 0.28) and self-esteem (d = 0.33). In terms of moral-ethical self-esteem and behavioral conduct, women outperformed men (d = 0.17 and 0.38, respectively). Only after 1980 did the gender gap in self-esteem related to physical attractiveness become noticeable, with adults showing the greatest gender gap. In terms of academic performance, social acceptance, family life, and self-esteem, there were no obvious gender disparities. The findings show how reflected evaluations affect self-esteem.

Quatman & Watson (2001) conducted a study on **"Gender differences in adolescent self-esteem: An exploration of domains"** Boys consistently score higher than girls in studies examining the tiny but significant association between gender and overall adolescent self-esteem, with boys outperforming girls. In this study, we looked at how gender disparities in adolescent self-esteem varied in terms of its constituent pieces. Eight areas of teenage self-esteem were identified using a moderately large (n = 545) sample of adolescents from Grades 8, 10, and 12. personal security, home/parents, peer popularity, academic competence, attractiveness, personal mastery, psychological permeability, and athletic competence). The relative contributions of the various domains to the overall self-esteem scores were calculated, along with gender differences. In line with expectations, boys scored marginally higher on the global self-esteem scale than did girls, with a difference of.22 standard deviation units. Boys considerably outperformed girls in 6 out of 8 domains, in contrast to our anticipation of more evenly distributed domain effects. The gender differences in the 2 remaining domains were not statistically significant. In line with expectations, boys scored

marginally higher on the global self-esteem scale than did girls, with a difference of.22 standard deviation units. Boys considerably outperformed girls in 6 out of 8 domains, in contrast to our anticipation of more evenly distributed domain effects. The gender differences in the 2 remaining domains were not statistically significant. The impacts of grade level were neither major nor interactional. Global self-esteem in boys and girls is predicted in very comparable strengths and in the same order of magnitude by the same domains of self-esteem in terms of their respective contributions to the two genders' overall self-esteem:

Cummins (1979) tried to investigate **"Linguistic interdependence and the educational development of bilingual children"** This paper's main argument is that first language (L1) proficiency must be sufficiently developed in order to reach a form of bilingualism that is cognitively and academically advantageous. To get this conclusion, two hypotheses are developed and integrated. According to the "threshold" concept, a bilingual child may need to reach a certain level of linguistic proficiency in order to avoid cognitive deficits and to allow the perhaps advantageous features of bilingualism to influence his cognitive and scholastic functioning. These theories are included into a bilingual education model that links aspects including background, child input, and educational therapy to explain how learning outcomes change over time. It has been stated that a large number of evaluations of bilingual education initiatives have generated unintelligible data as a result of failing to take the possibilities of these interactions into account when developing their research strategies.

Beena & Khemchandani (2016) attempted to examine **"A Study of Self Confidence in Relation to The Age and Medium of Instruction of Teacher Trainees"** The current study examined self-confidence among B.Ed. teacher candidates in connection to their age and preferred medium of teaching. Data from 80 B.Ed. teacher candidates in the Ulhasnagar region were gathered using a survey method. The current study employed the Convenient Sampling Method. The

study's instrument was the Agnihotri Selfconfidence Inventory (ASCI), which was created by Agnihotri and Dr. Rekha Gupta. The pertinent data was gathered and put through a percentage-based analysis. According to the study, only a small percentage of B.Ed. teacher candidates had "very high" self-confidence, while the majority had "high," "average," or "very low" self-confidence. Age of B.Ed teacher candidates and self-confidence were significantly correlated. There was no connection between B.Ed teacher candidates' self-confidence and their chosen medium of instruction. In general, it can be inferred from the current study that age raises the level of self-confidence. Nevertheless, there is little correlation between the self-confidence and the teaching method. Additionally, it was noted that the majority of B.Ed. teacher candidates displayed "average" levels of confidence.

Tripathi (2013) ascertained that **"Effect of medium of instruction on self-efficacy: A study of PMT/PET course aspirants"** The study looked at how self-efficacy of PMT/PET course applicants was affected by the language of instruction (Hindi and English). This survey included 120 respondents in total. The interaction effect for self-efficacy was also shown by the results to be significant. The data appear to show that engineering students have a higher level of self-efficacy than do medical students. The results of the teaching medium clearly show a higher level of self-efficacy among English-taught students than among Hindi-taught pupils.

Peen et al. (2010) in their study **"The current status of urban-rural differences in psychiatric disorders**" Reviews of the variations between urban and rural areas in psychiatric diseases have found that urban rates may be slightly higher, and particularly slightly higher for depression. Pooled results, however, are not accessible. On the basis of information from 20 population survey studies that have been published since 1985, a meta-analysis of differences in prevalence between urban and rural areas was performed. The overall prevalence of mental illnesses, as well as the prevalence of mood, anxiety, and drug use disorders, were determined using pooled urban-rural odds ratios. For the prevalence of all mental

diseases as well as for mood and anxiety disorders, there were significant pooled urban-rural OR observed. Substance use problems did not seen to be significantly associated with urbanization. The urban-rural OR barely changed after taking different variables into account.

Singh & Misra (2009) attempted to examine **"Loneliness, depression and sociability in old age"** Since they are unable to actively participate in community activities due to living alone, having no close family ties, or having fewer connections to their culture of origin, many elderly persons experience loneliness and sadness. The goal of the current study was to better understand the connections between senior people's depression, loneliness, and sociability. The 55 senior participants in this study included both male and female participants. Beck Depression Inventory, UCLA Loneliness Scale, and Eysenck Sociability Scale were the instruments employed. According to the findings, loneliness and depression are significantly correlated.

Probst et al. (2006) attempted to examine **"Rural-urban differences in depression prevalence: implications for family medicine"** Although there is conflicting research regarding the frequency of mental health illnesses in rural settings, rural inhabitants do suffer more challenging living conditions than metropolitan populations. We looked at how often depression is in rural versus urban regions. The 1999 National Health Interview Survey (NHIS) was used in our cross-sectional investigation. The Composite International Diagnostic Interview Short Form (CIDI-SF) depression scale was given by the NHIS to 30,801 adults, ages 18 and above, in face-to-face interviews. An estimated 2.6 million adults in rural areas experience depression. Rural populations had a considerably higher unadjusted prevalence of depression than urban groups (6.1% versus 5.2%). But after correcting for differences between urban and rural populations, the odds of depression were the same regardless of where you lived. People with fair or poor self-reported health, hypertension, limits in daily activities, or whose health status altered in the preceding year were more likely to experience depression. These individuals were also more likely to be seen in a primary care environment.

Orth et al. (2012) had done a research work on **"Life-span development of self-esteem and its effects on important life outcomes"** We looked at how self-esteem changes over time and investigated whether it affects the emergence of key life outcomes such relationship satisfaction, work satisfaction, occupational standing, pay, positive and negative affect, depression, and physical health. The Longitudinal Study of Generations was used to collect the data. A sample of 1,824 people, ranging in age from 16 to 97, underwent five evaluations over a 12-year period to form the basis of the analyses. First, it was discovered through development curve analysis that self-esteem rises from youth to middle adulthood, peaks about age 50, and then falls as people get older. Second, cross-lagged regression analysis revealed that self-esteem is best represented as a cause rather than a result of life events. Third, growth curve analyses with self-esteem as a time-varying covariate revealed that self-esteem has small to medium-sized effects on trajectories of relationship and job satisfaction, very small to medium-sized effects on trajectories of health, and no effects on trajectories of occupational status. Children, parents, grandparents, and their great-grandparents all duplicated these findings throughout the 4 generations of individuals. Together, the findings imply that self-esteem has a large potential influence on actual life experiences and that high and low self-esteem are not merely coincidental outcomes of success and failure in crucial spheres of human existence.

Twenge & Campbell (2002) attempted to examine **"Self-esteem and socioeconomic status: A meta-analytic review"** In a meta-analysis of 446 samples (total participant N = 312,940), socioeconomic status (SES) exhibits a weak but significant connection with self-esteem (d =.15, r =.08). People with higher SES levels report having stronger self-esteem. Young children have a very small impact size, which increases significantly as they get older, stays higher until middle age, and then decreases for individuals over the age of 60. Birth cohort and gender interactions for women, the impact size grew over time while it shrank for men. Asians and Asian Americans exhibit larger effect sizes, and occupation and

education correlate more strongly with self-esteem than does wealth. A social indicator or salience model best fits the findings.

Downey (2001) ascertained that **"Number of siblings and intellectual development: The resource dilution explanation"** According to the resource dilution concept, parental resources are limited and must inevitably decrease as the number of children in a household rises. Less siblings are preferable since they are less of a competition for parents' attention, effort, and money. There are already too many siblings. Sibling influence on one aspect of the educational process tests of intellectual development is discussed in detail by the author, who also evaluates the diluting position's merits. The author points out significant weaknesses in recent critiques of the dilution hypothesis and comes to the conclusion that dilution remains the most viable explanation for why children with fewer siblings do better on cognitive skill tests than children with more siblings.

Blake (1981) ascertained that **"Family size and the quality of children"** Is it accurate to assume that the quality of children has an important and inverse relation to family size if couples choose to have fewer children in order to produce higher "quality" offspring? The investigation shows that only children do not experience the negative effects of having no siblings and that other last-borns are not affected by a "teaching deficit," which is a theory that holds that the quality of each child decreases as the number of children increases. The number of siblings is found to have a significant negative impact on child quality (relative to other background variables), and this effect is made worse by the fact that most background factors—however significant they may be to a couple's decision regarding the size of their family—are no longer easily manipulable by that point in their lives. According to the findings, the number of siblings has a detrimental effect on the intervening factors that affect college plans. In general, the evidence shows that high fertility has negative effects on certain siblings, especially in the United States, a nation that is (at least for whites) socially, economically, and politically privileged.

Falbo & Polit (1986) attempted to examine **"Quantitative review of the only child literature: Research evidence and theory development"** To assess the situation of the lone child and direct theory development in this area, six meta-analyses of the scientific literature on the topic were carried out. On the following subjects: accomplishment, adjustment, character, intelligence, parent-child interactions, and sociability, the 115 research that were included in this study produced adequate data to support meta-analyses. With the exception of firstborns and members of two-child households, only borns were shown to outperform everyone else in terms of success and IQ. In terms of character and the quality of the parent-child bond, they outperformed all non-only borns, particularly those from large households with three or more children. They also outperformed all non-only borns in terms of personality. It was discovered that only children could not be distinguished from firstborns and members of small families across all developmental outcomes. The findings of the six meta-analyses refuted theories about only children's deprivation and uniqueness. The meta-analysis confirmed the importance of parent-child relationships in determining the developmental outcomes reached by only children, firstborns, and members of two-child families.

Milevsky (2005) tried to investigate **"Compensatory patterns of sibling support in emerging adulthood: Variations in loneliness, self-esteem, depression and life satisfaction"** This study investigates the relationship between psychological adjustment in emerging adulthood and the compensatory effects of sibling-provided social support. A number of well-being indicators and social support assessments were completed by participants. Support from one's siblings has been linked to reduced feelings of loneliness and despair as well as increased levels of self-worth and life satisfaction. Participants evaluated their social support and a variety of well-being measures. Support from one's siblings has been associated with less loneliness and hopelessness as well as higher sense of self-worth and life satisfaction. For all of the well-being measures, sibling support substantially offset low friend support, and it fully offset low self-esteem,

depression, and life satisfaction. The potential advantages of sibling assistance call for a closer look at the many complex problems that arise in sibling relationships.

Sulloway (1996) ascertained that **"Born to rebel: Birth order, family dynamics, and creative lives"** A crucial realization that lies at the core of this investigation into human development is that siblings differ in personality because of the various tactics they take to win over their parents' favor. The most significant discovery made by Frank J. Sulloway is that older children identify more strongly with their parents and the established order, and they support it, whereas younger children rebel. He modifies our view of personality formation and its roots in family dynamics by referencing Darwin's work and the emerging fields of evolutionary psychology.

McHale (2000) attempted to examine **"When does parents' differential treatment have negative implications for siblings"** As a function of the gender configuration of the sibling dyad, we compared the degree of parents' differentiated treatment (PDT) and girls' and boys' assessments of their fairness in middle childhood and adolescence. studied connections between PDT in three areas: parental warmth, parental participation in time, and the distribution of household duties, as well as both siblings' self-esteem and positive sibling relationship. Participants included first- and second-born siblings from 385 families, as well as mothers, fathers, and other carers. Individual family members were questioned in their homes to learn more about the experiences of their siblings' families and their general wellbeing. Seven nighttime telephone interviews were also done over the course of the following two to three weeks, with a focus on the daily activities of the siblings. The results of the analyses showed that there are diverse patterns of PDT for siblings depending on the age and gender constellation, higher associations between self-esteem and sibling positivity for fairness perceptions than for PDT, and various patterns of relationship between self-esteem and sibling relations across PDT domains.

Milevsky et al. (2005) conducted a study on **"Familial and contextual variables and the nature of sibling relationships in emerging adulthood"** In the present study, siblings' support for one another as emerging adults is described both quantitatively and qualitatively, along with an analysis of the familial and contextual factors associated with sibling relationships. A remote northeastern state university recruited 247 college students and 58 non-college students as participants (M = 22.41, SD = 3.25). Participants completed questions about their family structure, level of economic and religious commitment, and sibling relationships. Participants also answered a free-form inquiry regarding their sibling relationship. Participants reported relying on their siblings for instant assistance and for care if they were ill, which speaks to the descriptive nature of sibling relationships. The most important finding from the qualitative part of the study was that age and location disparities contributed to some of the variation in these associations. The present findings emphasis the necessity of addressing contextual variables in the larger study of sibling relationships and the role of siblings as social support systems for emerging adults.

Suldo et al. (2008) had done a research work on **"Relationships among stress, coping, and mental health in high-achieving high school students**" This study looks into the connections between stress, coping mechanisms, and mental health in 139 students enrolled in an International Baccalaureate high school diploma programme. Both positive and negative indices of teenage social, emotional, and academic functioning were used to evaluate mental health, including life satisfaction, academic success, and academic self-efficacy. The results show that high-achieving high school students who are enrolled in an IB programme experience stress at a considerably higher rate than a sample of 168 of their peers who are enrolled in a general education programme. They also show that different coping mechanisms have varying effects on mental health outcomes in this subgroup of students.

De Vos et al. (2009) tried to investigate **"Proactive career behaviours and career success during the early career"** The current paper explores a

longitudinal model of the relationship between proactive professional activities and career success, Using two samples of graduates transitioning from college to the workforce. Two samples from a longitudinal panel study were used, with a time lag of three years (for sample 1) and one year (for sample 2) between the first and second data collection. The findings provide credence to the process model and imply that the intention to advance one's career has an impact on career planning after graduation. The act of networking is thereafter favorably correlated with career planning. While career planning and networking are both positively correlated with each other one year after graduation (sample 1), these connections were no longer significant in sample 2, which employed a three-year time lag.

Marsh & Yeung (1997) In their research work entitled **"Causal effects of academic self-concept on academic achievement: Structural equation models of longitudinal data"** In three high school years (N = 603), data on academic self-concept, grades, and teacher evaluations of achievement were gathered. Multiple indicators were included in the structural equation models (SEMs) under consideration to quantify academic self-concept as well as school-based performance. SEMs were utilized to assess how prior academic self-concept affected later achievement after adjusting for prior achievement as well as how prior achievement affected subsequent academic self-concept after controlling for prior academic self-concept. Both the academic self-concept and achievement effects have strong evidence to support them, despite the fact that the impacts of achievement tended to be more significant and systematic. All three of the school disciplines had evidence to support the reciprocal effects paradigm, but self-concept effects tended to be greater and more systematic in mathematics than in science and, particularly, in English.

Arslan et al. (2010) designed a study entitled as **"The relationship between conflict communication, self-esteem and life satisfaction in university students"** The relationship between life satisfaction, self-esteem, and conflict communication was examined in the current study using a survey model to analyses 306 university students. The Rosenberg Self-Esteem Scale, the

Satisfaction with Life Scale, and the Conflict Communication Scale were used to gather data. We calculated the Pearson product-moment correlation coefficients. According to the study's findings, life happiness, emotional expression, conflict, and self-disclosure are all positively connected with self-esteem. The findings also indicate a favorable relationship between self-disclosure, emotional expressiveness, and conflict and life happiness.

Shamir (1986) ascertained that **"Self-esteem and the psychological impact of unemployment"** The study looks at the connection between self-esteem and work position among Israeli people with advanced degrees. Surveys were used to measure the self-esteem of employed and jobless people as well as other factors related to their psychological health at two points in time, six months apart. Contrary to popular belief, self-esteem is neither sensitive to employment status nor to changes in work status, according to cross-sectional comparisons and longitudinal analysis. These findings indicate that depressed affect, morale, and anxiety are all influenced by employment status. The association between employment status and psychological well-being is further demonstrated to be moderated by self-esteem; those with low self-esteem are more sensitive to employment status than people with high self-esteem. lack of confidence When contemplating employment offers, unemployed people also seem to be more adaptable in other ways. These results are more consistent with self-consistency theory than with the socio-cognitive approach to self-concept.

Lau et al. (2008) in their study **"A structural equation model of the relationship between body perception and self-esteem: Global physical self-concept as the mediator"** The goals of this study were to determine whether three subscale scores—body fat, appearance, and strength—as well as the global physical self-concept and global self-concept scores of the Physical Self-Description Questionnaire (PSDQ) are applicable to Chinese children; whether there is a gender difference in these relationships; and whether global physical self-concept functions as a mediator of global self-concept. Children from low- to middle-class Chinese families were randomly selected for a cross-sectional study,

with 45% females and 55% boys. In a typical Hong Kong urban primary school, participants studied in grades 3 through 6. The study's sample of kids came from a Hong Kong community that was socioeconomically similar to one another. 320 Chinese children aged 7–12 years were involved. The PSDQ was used to assess two global dimensions (global physical self-concept and global self-concept) and three specific dimensions (body fat, appearance, and strength) of self-worth. The children's version of the silhouette matching task (SMT) was adopted from Marsh and Roche [Marsh, H. W., & Roche, L. (1996). Regardless of the gender, young Chinese children might use the factor structure of the modified PSDQ model. The model was considered appropriate based on the findings of the structural equation model (SEM). It was explored how the model's structural routes interacted with the global physical self-concept's mediating influence on the global self-concept.

Leary (1999) ascertained that **"Making sense of self-esteem"** According to the sociometer theory, the self-esteem system developed as a gauge of social acceptance, and the so-called self-esteem motive serves not to uphold self-esteem in and of itself but rather to prevent social devaluation and rejection. Lowered self-esteem and behaviors that improve relationship evaluation are motivated by cues that the person is not sufficiently appreciated and accepted by others. The hypothesis is supported by empirical data pertaining to the self-esteem motive, the self-esteem antecedents, the relationship between low self-esteem and psychological issues, and the effects of boosting self-esteem.

Moksnes & Espnes (2012) attempted to examine **"Self-esteem and emotional health in adolescents–gender and age as potential moderators"** The current study examines the relationship between self-esteem and emotional states, including depression and anxiety, as well as potential gender and age disparities. From public primary and secondary schools in mid-Norway, 1,209 adolescents between the ages of 13 and 18 make up the cross-sectional sample. The findings revealed that whereas boys consistently scored higher on self-esteem across all age groups, girls consistently reported higher scores on state anxiety and state despair. State depression and state anxiety were both substantially and adversely

correlated with self-esteem. Self-esteem and gender interacted to a greater extent for girls than for boys in the connection between state depression and self-esteem. The connections that were made provide evidence in favor of the beneficial impact that self-esteem has on teenagers' emotional health and wellbeing.

Simsek (2013) ascertained that **"Structural relations of personal and collective self-esteem to subjective well-being: Attachment as moderator"** The association between personal self-esteem and measures of subjective well-being, such as happiness and life satisfaction, was hypothesized to be mediated by the relationship between communal self-esteem and these measures. The model, which took into account every participant, provided good data fit. According to the findings, personal self-esteem fully mediated the relationship between collective self-esteem and happiness, but life satisfaction only experienced partial mediation. According to the findings, personal self-esteem fully mediated the relationship between collective self-esteem and happiness, but life satisfaction only experienced partial mediation. when examined across four groups of attachment styles, the findings showed that the secure group only experienced a partial mediation, compared to the scared, preoccupied, and dismissive groups.

Kernis et al. (1991) assessed in their study **"Stability of self-esteem as a moderator of the relation between level of self-esteem and depression"** It was investigated whether self-esteem stability would mitigate the association between self-esteem level and depression. In particular, it was hypothesized that the degree of self-esteem was more closely correlated with eventual depression in those with stable self-esteem than in people with unstable self-esteem. The findings showed that this theory was correct. The moderator variable approach to personality and prediction, as well as the relationship between self-esteem level and depression, are examined and their implications.

2.4 Statement of the problem

The researcher studied just a handful of literature on the causes, existence, and resolutions of Self-Esteem and Well-Being, which led him to investigate deeply into determining how Self-Esteem and Well-Being can be measured using various parameters. The researcher was unable to locate a study that significantly shed light on the existence of Self-Esteem and Well-Being using actual data. Although numerous theoretical explanations suggested the existence of Self-Esteem and Well-Being in developing nations, particularly in the underdeveloped regions of these nations, empirical studies are still lacking. Therefore, the current researcher has identified a substantial knowledge gap between the conceptual and practical existence of self-esteem and well-being. Based on the researcher's contextual reading and analysis of the existing literature, the following research questions on the present study were identified: –

i) Do the students (tribe and non-tribe both) of Jangalmahal area of West Bengal possess adequate self-esteem?

ii) Do the students (tribe and non-tribe both) of Jangalmahal area of West Bengal possess adequate psychological wellbeing?

iii) How do different demographic and socio-economic indicators variate self-esteem of tribal and non-tribal Students in Jangalmahal area of West Bengal?

iv) How do different demographic and socio-economic indicators variate psychological wellbeing of tribal and non-tribal Students in Jangalmahal area of West Bengal?

v) Are there any relationship exist between self-esteem and psychological wellbeing among students (tribe and non-tribe both) in Jangalmahal area of West Bengal?

vi) Are there any relationship exist between self-esteem and psychological wellbeing among tribal students in Jangalmahal area of West Bengal?

Hence, to find out the answers to the above-identified research questions and knowledge gaps, the problem of the present study can be stated as- **"Self-Esteem and Well-Being among Tribal and Non-Tribal Students in Jangalmahal"**

2.5 Delimitations of the study

Delimitation refers to the scope or the boundary, that the researcher wanted to restrict his study within. The present study was delimited to:

1. The present study was delimited to only two districts located in Jangalmahal area of West Bengal i.e., Jhargram and Paschim Medinipur.

2. The study was delimited to only Bengali and English medium students of Jangalmahal area in West Bengal.

3. The study was restricted to 1567 students as a sample.

4. Except post-graduation and above levels, the researcher has surveyed almost all the educational levels of the education system of West Bengal i.e., primary, secondary, higher secondary and undergraduate.

5. Self-esteem has measured through Rosenberg's self-esteem scale and psychological wellbeing has measured using Carol Ryff's psychological wellbeing scale.

6. Only relevant data was collected by the researcher at the time of the survey for the study.

7. The present study was delimited to twelve background or demographic variables like-, gender, category, habitat, type of family, number of siblings, stream of study, present studying class, father's occupation, mother's occupation, medium of instruction, father's education, mother's education.

2.6 Objectives of the study

According to the research question and delimitation of the study following objectives were formulated for the study as-

i) To understand the present state of self-esteem among students (tribe and non-tribe both) in Jangalmahal area of West Bengal.

ii) To understand the present state of psychological wellbeing among students (tribe and non-tribe both) in Jangalmahal area of West Bengal.

iii) To examine the difference in self-esteem between tribe and non-tribe students in Jangalmahal area of West Bengal.

iv) To examine the difference in psychological wellbeing between tribe and non-tribe students in Jangalmahal area of West Bengal.

v) To investigate the variation of various independent variables viz; gender, habitat, family type, medium of instruction, number of siblings, present studying class, stream of study, father's occupation, mother's occupation, father's educational qualification, mother's educational qualification on self-esteem among students (tribe and non-tribe both) in Jangalmahal area of West Bengal.

vi) To investigate the variation of various independent variables viz; gender, habitat, family type, medium of instruction, number of siblings, present studying class, stream of study, father's occupation, mother's occupation, father's educational qualification, mother's educational qualification on psychological wellbeing among students (tribe and non-tribe both) in Jangalmahal area of West Bengal.

vii) To examine the relationship between self-esteem and psychological wellbeing among students (tribe and non-tribe both) in Jangalmahal area of West Bengal.

viii) To investigate the variation of various independent variables viz; gender, habitat, family type, medium of instruction, number of siblings, present studying class, stream of study, father's occupation, mother's occupation, father's educational qualification, mother's educational qualification on self-esteem among tribal students in Jangalmahal area of West Bengal.

ix) To investigate the variation of various independent variables viz; gender, habitat, family type, medium of instruction, number of siblings, present studying

class, stream of study, father's occupation, mother's occupation, father's educational qualification, mother's educational qualification on psychological wellbeing among tribal students in Jangalmahal area of West Bengal.

x) To examine the relationship between self-esteem and psychological wellbeing among tribal students in Jangalmahal area of West Bengal.

2.7 Hypotheses of the study

$H_0$1: Self-esteem does not significantly differ between tribe and non-tribe students in West Bengal.

$H_0$2: Psychological wellbeing does not significantly differ between tribe and non-tribe students in West Bengal.

$H_0$3: Self-esteem does not significantly differ between male and female students in West Bengal.

$H_0$4: Psychological wellbeing does not significantly differ between male and female students in West Bengal.

$H_0$5: Self-esteem does not significantly differ between students from nuclear and joint families in West Bengal.

$H_0$6: Psychological wellbeing does not significantly differ between students from nuclear and joint families in West Bengal.

$H_0$7: Self-esteem does not significantly differ between students from rural and urban habitation in West Bengal.

$H_0$8: Psychological wellbeing does not significantly differ between students from rural and urban habitation in West Bengal.

$H_0$9: Self-esteem does not significantly differ between English and Bengali medium students in West Bengal.

$H_0$10: Psychological wellbeing does not significantly differ between English and Bengali medium students in West Bengal.

$H_0$11: Self-esteem does not significantly differ among different number of siblings of students in West Bengal.

$H_0$12: Psychological wellbeing does not significantly differ among different number of siblings of students in West Bengal.

$H_0$13: Self-esteem does not significantly differ among different stream of study of students in West Bengal.

$H_0$14: Psychological wellbeing does not significantly differ among different stream of study of students in West Bengal.

$H_0$15: Self-esteem does not significantly differ among different present studying class of students in West Bengal.

$H_0$16: Psychological wellbeing does not significantly differ among different present studying class of students in West Bengal.

$H_0$17: Self-esteem does not significantly differ among different father's occupation of students in West Bengal.

$H_0$18: Psychological wellbeing does not significantly differ among different father's occupation of students in West Bengal.

$H_0$19: Self-esteem does not significantly differ among different mother's occupation of students in West Bengal.

$H_0$20: Psychological wellbeing does not significantly differ among different mother's occupation of students in West Bengal.

$H_0$21: Self-esteem does not significantly differ among different father's educational qualification of students in West Bengal.

$H_0$22: Psychological wellbeing does not significantly differ among different father's educational qualification of students in West Bengal.

$H_0$23: Self-esteem does not significantly differ among different mother's educational qualification of students in West Bengal.

$H_0$24: Psychological wellbeing does not significantly differ among different mother's educational qualification of students in West Bengal.

$H_0$25: Self-esteem does not significantly correlate with psychological wellbeing among students in West Bengal.

$H_0$26: Self-esteem does not significantly differ between male and female tribal students in West Bengal.

$H_0$27: Psychological wellbeing does not significantly differ between male and female tribal students in West Bengal.

$H_0$28: Self-esteem does not significantly differ between nuclear and joint family-based tribal students in West Bengal.

$H_0$29: Psychological wellbeing does not significantly differ between nuclear and joint family-based tribal students in West Bengal.

$H_0$30: Self-esteem does not significantly differ between rural and urban habitation-based tribal students in West Bengal.

$H_0$31: Psychological wellbeing does not significantly differ between rural and urban habitation-based tribal students in West Bengal.

$H_0$32: Self-esteem does not significantly differ between English and Bengali medium-based tribal students in West Bengal.

$H_0$33: Psychological wellbeing does not significantly differ between English and Bengali medium-based tribal students in West Bengal.

$H_0$34: Self-esteem does not significantly differ among different number of siblings of tribal students in West Bengal.

$H_0$35: Psychological wellbeing does not significantly differ among different number of siblings of tribal students in West Bengal.

$H_0$36: Self-esteem does not significantly differ among different stream of study of tribal students in West Bengal.

$H_0$37: Psychological wellbeing does not significantly differ among different stream of study of tribal students in West Bengal.

$H_0$38: Self-esteem does not significantly differ among different present studying class of tribal students in West Bengal.

$H_0$39: Psychological wellbeing does not significantly differ among different present studying class of tribal students in West Bengal.

$H_0$40: Self-esteem does not significantly differ among different father's occupation of tribal students in West Bengal.

$H_0$41: Psychological wellbeing does not significantly differ among different father's occupation of tribal students in West Bengal.

$H_0$42: Self-esteem does not significantly differ among different mother's occupation of tribal students in West Bengal.

$H_0$43: Psychological wellbeing does not significantly differ among different mother's occupation of tribal students in West Bengal.

$H_0$44: Self-esteem does not significantly differ among different father's educational qualification of tribal students in West Bengal.

$H_0$45: Psychological wellbeing does not significantly differ among different father's educational qualification of tribal students in West Bengal.

$H_0$46: Self-esteem does not significantly differ among different mother's educational qualification of tribal students in West Bengal.

$H_0$47: Psychological wellbeing does not significantly differ among different mother's educational qualification of tribal students in West Bengal.

$H_0$48: Self-esteem does not significantly correlate with psychological wellbeing among tribal students in West Bengal.

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Chapter III Method and Procedure of the study

CHAPTER III

METHOD AND PROCEDURE OF THE STUDY

The proper methodology of the study is the central point on which the success of any research work depends. As the characteristic of the different problem is completely different, a proper methodology should be used according to the characteristic of the problem. The researcher indicated two parts in the present chapter as an overview of the research design. One of the parts of this chapter contained the study design, sample, population of the study, variable and instrument of data collection and the second one indicates the overall procedure of data collection.

3.1 Method

Method refers to all those activities, procedures, and techniques used in research by the researcher called method. It is concerned with the collection of data, statistical techniques and design of the study. 'The research method, that is, the actual data collection and data analysis method is described and justification is provided on why the particular research method was chosen.' (Goundar, 2012).

The present study was conducted to find out the present status of self-esteem and well-being among the tribe and non-tribe students in Jangalmahal at Jhargram and Paschim Medinipur districts of West Bengal. For this purpose, the researcher conducted an incentive survey on schools and college-level students of Jhargram and Paschim Medinipur districts in West Bengal. The researcher randomly adopted samples on the basis of a self-esteem and psychological well-being scale and socio-demographic information to understand the present scenario of students' self-esteem and well-being among the tribe and non-tribe students.

3.1.1 Study design

The study design is the comprehensive plan or strategy that describes how a research study will be carried out. It includes the decisions and choices made by researchers regarding the structure, methods, and procedures that will be used to answer their research queries or achieve their research objectives. A well-designed study guarantees that the collected data is valid, dependable, and pertinent to the research objectives. 'The term research design refers to the entire process of planning and carrying out a research study. It is the process of visualization of the entire process of conducting empirical research before its commencement.' (Kabir, 2016).

In this study, the researcher implemented a cross-sectional survey framework to collect quantitative data by using a questionnaire. The cross-sectional studies are conducted at a single point- in time or a successive period- and the survey method is used to aggregate information on a broad area with personal facts, attitudes, past behaviour, and opinions. The researcher used Statistical analysis to test the hypothesis and describe the nature of the population.

3.1.2 Population

In research, the term population refers to the entire group of individuals, objects, or phenomena that the researcher wishes to examine. It represents the larger target population to whom the study's findings will be generalized. In this study, the researcher indicated all school-going and college-level students of West Bengal were considered as the population. The following map was showing the location of the population area which is given in Figure 3.1.

Figure 3.1- Presenting population area of study as West Bengal

Retrieve from https://www.alamy.com/west-bengal-red-highlighted-in-map-of-india.

Showing population area of study as West Bengal

3.1.3 Sample

A sample is a subset of individuals, objects, or elements selected from a larger population for the purpose of representing it in a study. Due to constraints such as resources and accessibility, the researcher frequently investigates a subset of the population rather than the entire population. 1567 school-going and college students of Jhargram and Paschim Medinipur Districts located in the Jangalmahal area were chosen randomly as sample.

Figure 3.2- Presenting sampling area of study as Jangalmahal

Showing sampling area of study as Jangalmahal

Table 3.1 Representing the sample Distribution

Variable	Categories	Frequency (N)	Per cent %
Category	Non-tribe	1103	70.4
	Tribe	464	29.6
	Total	**1567**	**100**
Gender	Male	774	49.4
	Female	793	50.6
	Total	**1567**	**100**
Habitat	Rural	1457	93.0
	Urban	110	7.0
	Total	**1567**	**100**
Type of Family	Joint	451	28.8
	Nuclear	1116	71.2
	Total	**1567**	**100**
Number of Siblings	No Sibling	278	17.7
	One Sibling	609	38.9
	More than one Siblings	680	43.4
	Total	**1567**	**100**
Streams of study	School students	956	61.0
	Arts	482	30.8
	Science	129	8.2
	Total	**1567**	**100**
Present studying class	Primary	352	22.5
	Secondary	717	45.8
	Higher Secondary	227	14.5
	Undergraduate	271	17.3
	Total	**1567**	**100**
	English	79	5.0

Medium of Instruction	Bengali	1488	95.0
	Total	**1567**	**100**
Fathers Occupation	Cultivation	951	60.7
	Business	222	14.2
	Govt. Service	147	9.4
	Private Sector	40	2.6
	Daily Labour	207	13.2
	Total	**1567**	**100**
Mothers Occupation	Homemaker	1362	86.9
	Business	64	4.1
	Govt. Service	69	4.4
	Private Sector	15	1.0
	Daily Labour	57	3.6
	Total	**1567**	**100**
Fathers Education	Illiterate	120	7.7
	Primary	521	33.2
	Secondary	494	31.5
	Higher Secondary	251	16.0
	Higher Education	181	11.6
	Total	**1567**	**100**
Mothers Education	Illiterate	170	10.8
	Primary	613	39.1
	Secondary	484	30.9
	Higher Secondary	218	13.9
	Higher Education	82	5.2
	Total	**1567**	**100**

Figure 3.3 Showing sample distribution with respect to category

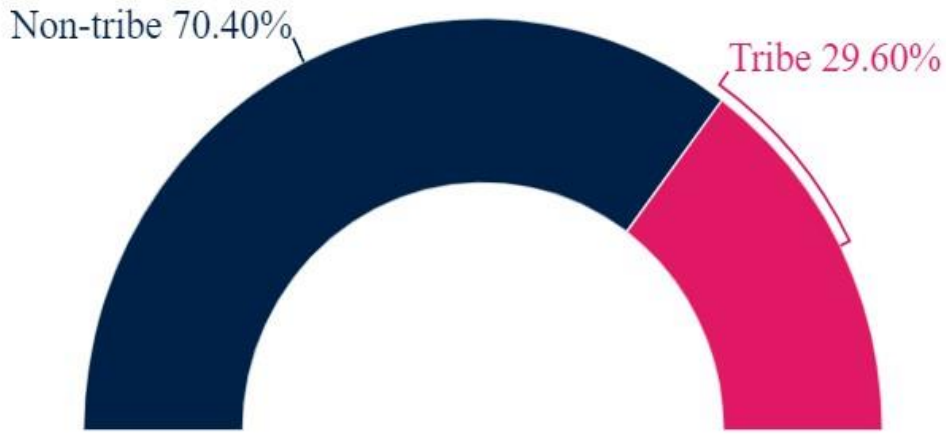


Figure 3.4 Showing sample distribution with respect to gender

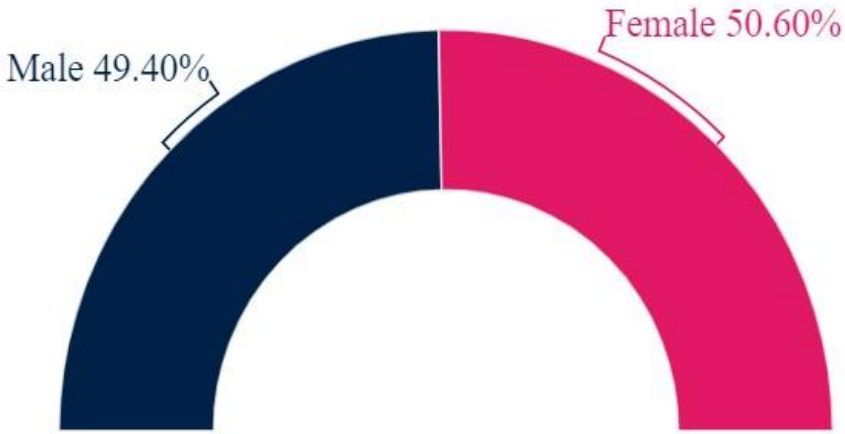


Figure 3.5 Showing sample distribution with respect to habitat.

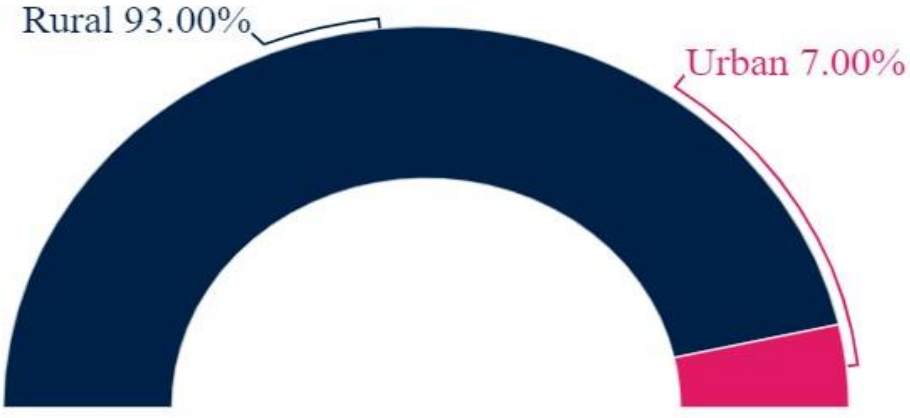


Figure 3.6 Showing sample distribution with respect to type of family.

Figure 3.7 Showing sample distribution with respect to number of siblings.

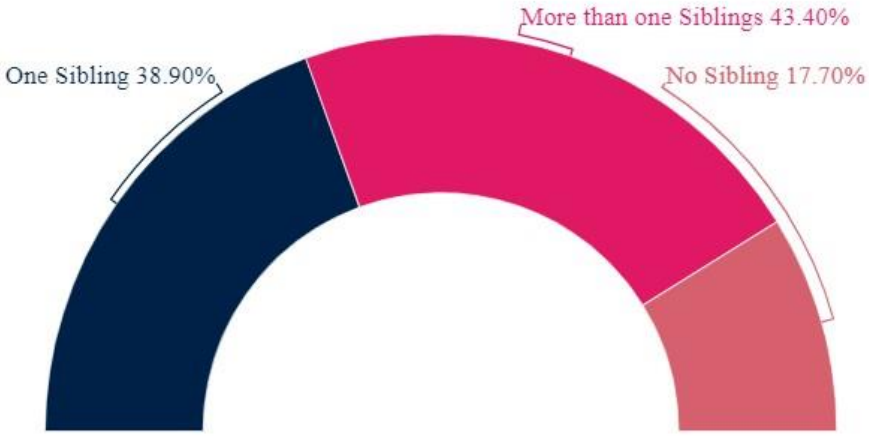


Figure 3.8 Showing sample distribution with respect to streams of study.

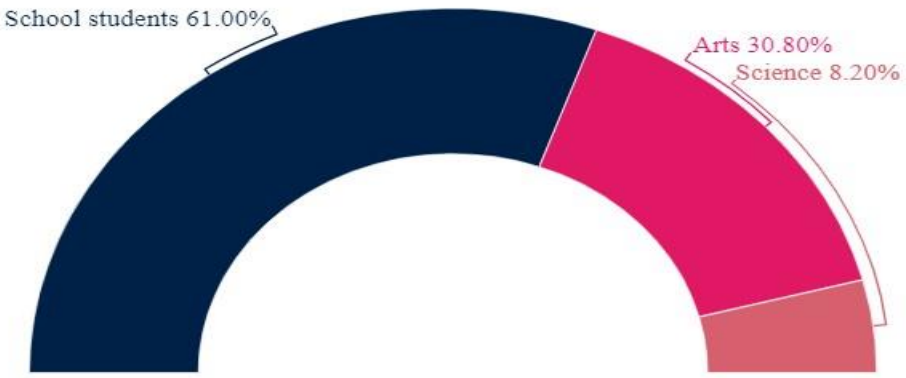


Figure 3.9 Showing sample distribution with respect to Present studying class.

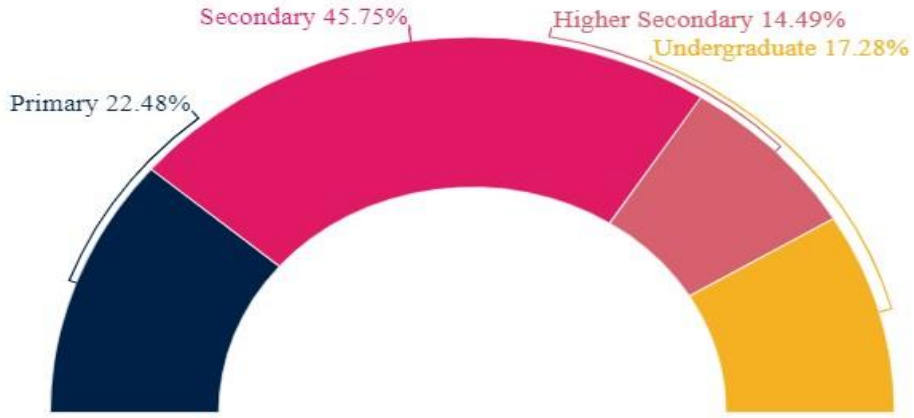


Figure 3.10 Showing sample distribution with respect to medium of instruction.

Figure 3.11 Showing sample distribution with respect to father's occupation.

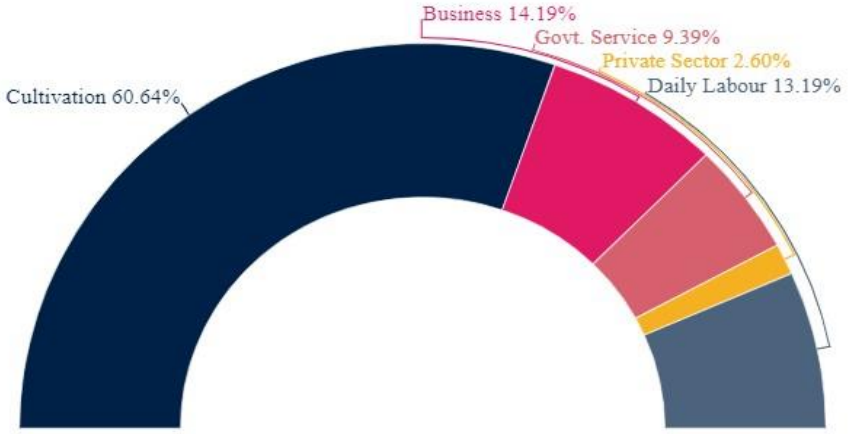


Figure 3.12 Showing sample distribution with respect to mother's occupation.

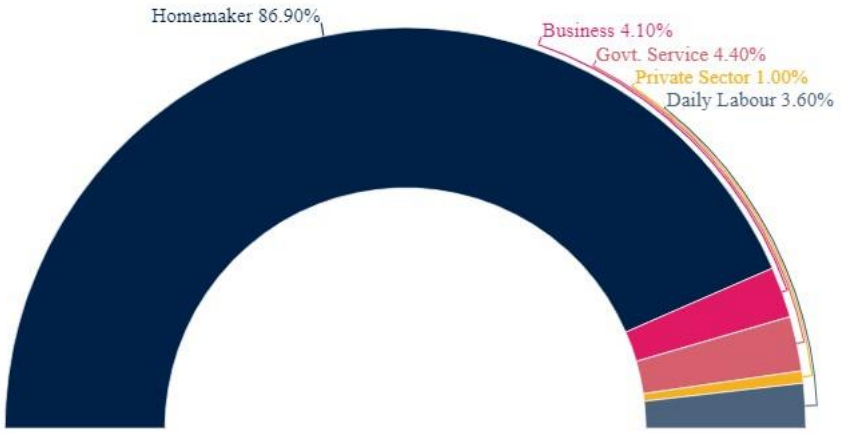


Figure 3.13 Showing sample distribution with respect to father's education.

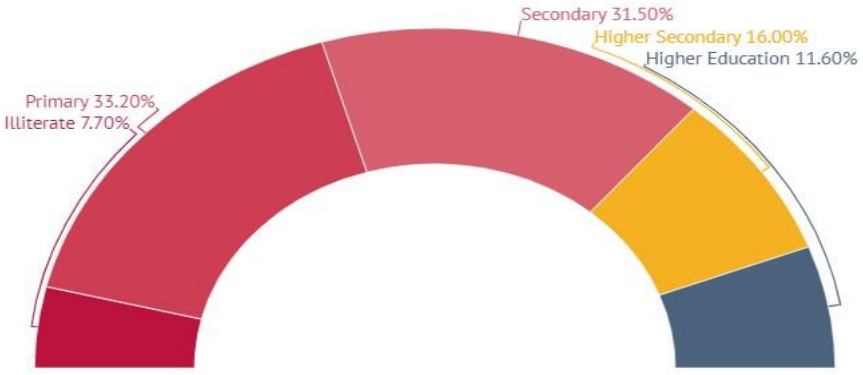
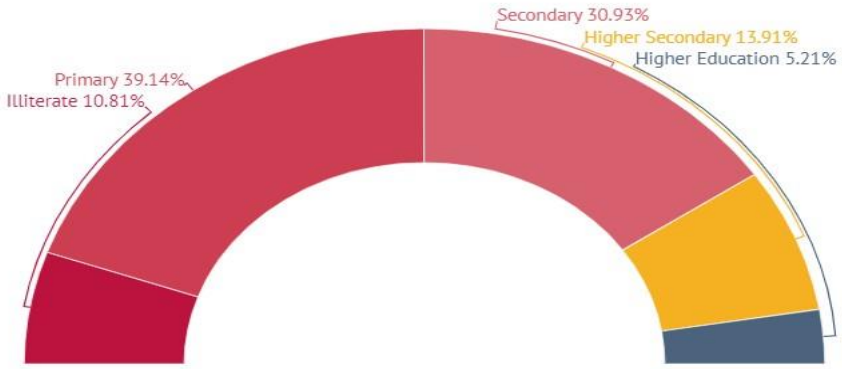


Figure 3.14 Showing sample distribution with respect to mother's education.



3.1.4 Variables

A variable is a characteristic of the subject (participants) of the research that can be measured. A variable refers to a person, event, incident, object etc that can be tested through hypothesis (Labaree, 2021). The following variables are identified for the present study as-

- **Independent Variables**

Independent variables are thought to be the ones that the researcher manipulated and assumed used to directly affect the dependent variables. The following are the independent variables that were used in the study. In the present study, the following independent variables are mentioned below:

1) Category: In the present study the researcher included category as an independent variable which has some impact on the dependent variable. In this study, this independent variable category is divided into two categories i.e.,

i) Non-tribe

ii) Tribe

2) Gender: In the present study the researcher included gender as an independent variable which has some impact on the dependent variable. In this study, this independent variable gender is divided into two categories i.e.,

i) Male

ii) Female

3) Habitat: in the present study the researcher included habitat as an independent variable divided into two categories like-

i) Rural

iii) Urban

4) Types of family: in the present study the researcher included the Number of types of family as an independent variable divided into two categories like-

i) Joint family

ii) Nuclear family

5) Number of Siblings: in the present study the researcher included the Number of Siblings as an independent variable divided into categories like-

i) No sibling

ii) One sibling

iii) More than one sibling

6) Streams of study: Streams of study were considered to have an effect on the dependent variable. in the present study, the researcher included the streams of study as an independent variable divided into three categories like-

i) School students

ii) Arts

iii) Science

7) Present studying class: in the present study the researcher included the present studying class of instruction as an independent variable divided into four categories like-

i) Primary

ii) Secondary

iii) Higher Secondary

iv) Undergraduate

8) Medium of instruction: in the present study the researcher included the medium of instruction as an independent variable divided into two categories like-

i) English

ii) Bengali

9) Father's occupation: Father's occupation was considered to have an effect on the dependent variable. The researcher included the father's occupation as an independent variable divided into five categories like-

i) Cultivation

ii) Business

iii) Govt. service

iv) Private sector

v) Daily labour

10) Mother's occupation: in the present study the researcher included mother's occupation as an independent variable divided into five categories like-

i) Homemaker

ii) Business

iii) Govt. service

iv) Private sector

v) Daily labour

11) Father's education: in the present study the researcher included the father's education as an independent variable divided into five categories like-

i) Illiterate

ii) Primary

iii) Secondary

iv) Higher Secondary

v) Higher education

12) Mother's education: in the present study the researcher included the mother's education as an independent variable divided into five categories like-

i) Illiterate

ii) Primary

iii) Secondary

iv) Higher Secondary

v) Higher education

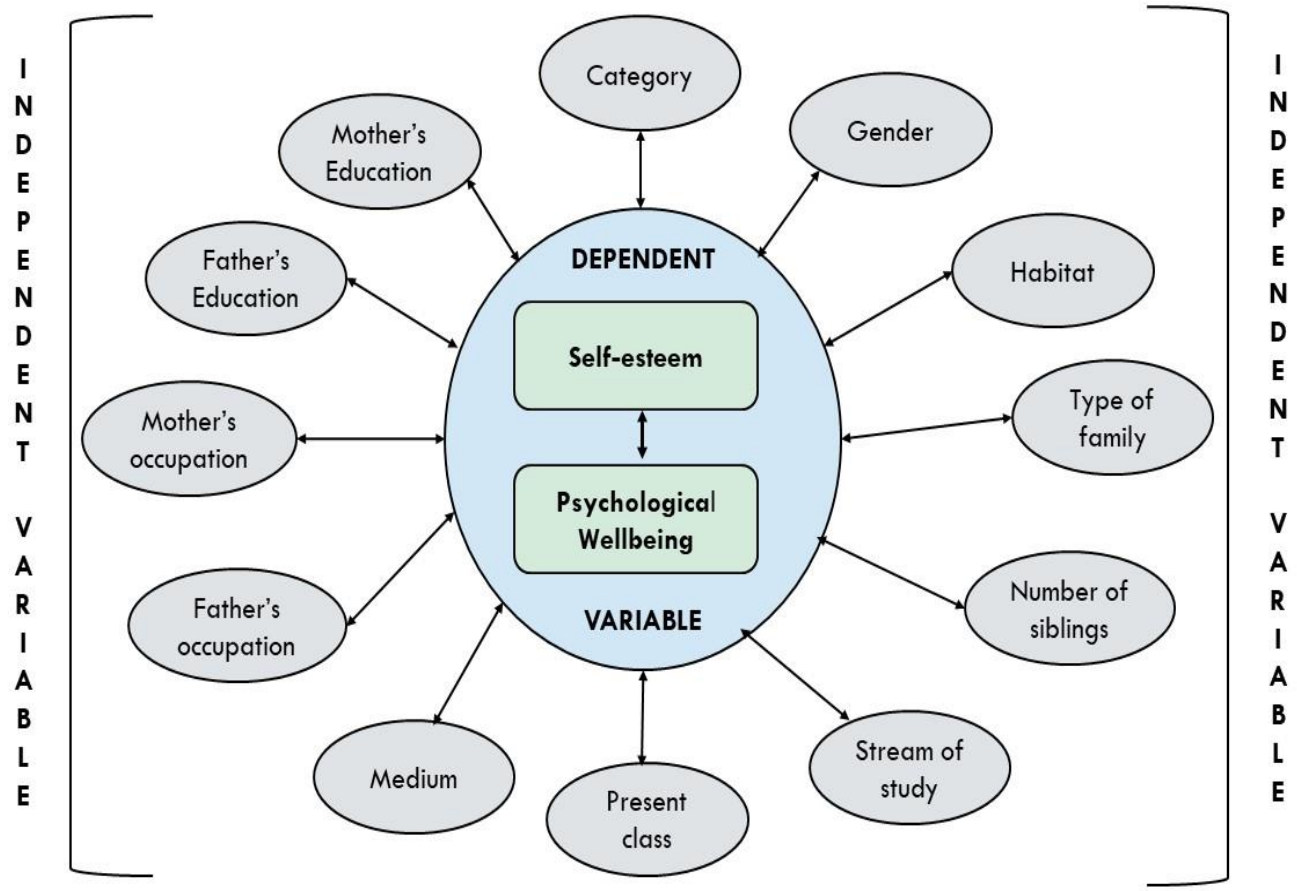
- **Dependent variable**

The dependent variable is the variable that is measured, observed, or tested to determine its relationship with or response to changes in other variables. In a study, it is frequently the outcome or the variable of interest. The dependent variable's values are dependent on the independent variable(s) or other factors under investigation. The main aim of this study was to measure the influence of the independent variable on the dependent variable. The dependent variables of the present study are-

i. Self-esteem

ii. Psychological well-being

Figure 3.15 Showing the variable interaction.



3.1.5 Tools Used for Data Collection

i) Self-esteem scale

- Morris Rosenberg's **Rosenberg Self-Esteem Scale (RSE)** was used by the researcher in the current investigation. The RSE was chosen to gather data since it is regarded as a well-liked and user-friendly questionnaire and is available in 28 languages. Further, the researcher translated and standardized this questionnaire according to study purpose. This scale was invented by Morris Rosenberg (Maryland University) in 1995. Thus, scales Target Audiences of High school youth but six-item version is also available for younger children. There are ten test items on this scale. These ten items

were positive and negative both which measure of global self-esteem. Each of these ten items had a four-point scale from strongly agree to strongly disagree.

Table 3.2: The scoring procedure of the self-esteem scale.

Positive Statements	Negative Statements
Item-1,3,4,7,10	Item-2,5,6,8,9
Scoring	
Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1	Strongly Agree=1, Agree=2, Disagree=3, Strongly Disagree=4

- **Reliability of RSE**

These ten items can measure person's sentiments of self-esteem, when people compare themselves to others. Rosenberg developed this scale to measure the one-dimensional self-esteem globally. The scale has been modified in native version where responses can be recorded for self-esteem from the current emotions of individuals. The instrument exhibited decent internal reliability, which was not enhanced by removing individual elements. Thus, we deemed that the aggregate scores could be used for remaining analyses. 0.82 Reliability correlation is suggested for one form of reliability as evidence 0.76 to 0.85 suggested for internal consistency. From 0.80 to 0.86 suggested inter-rater Reliability. Method and procedure of the investigation. Validity: How accurately it is able to measure what it is designed to measure. Content/Face Validity:0 .53 Criterion validity, and Construct Validity is 0.66 with anxiety 0.59 with melancholy, and 0.44 with anomie.

ii) Psychological well-being scale

To test the hypothesis, it is very important for a study to collect relevant and suitable data from the Samples. The researcher used a statement form with a set of questions to get the sociodemographic information and data he or she needed.

In the present study, the researcher used the psychological well-being scale developed by psychologist Carol D. Ryff to collect data as it is regarded to be a popular and user-friendly questionnaire. The 42-item Psychological Wellbeing (PWB) Scale measures six aspects of wellbeing and happiness: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (Ryff et al., 2007; adapted from Ryff, 1989). The questionnaire was translated into Bengali version to make it convenient for the participants. The whole process of adoption, modification and translation of the employed questionnaire was executed under the guidance of the researcher's Supervisor. The total number of items in the questionnaire is 42 and was measured on a 7-point Likert scale from 1 (strongly agree) to 7 (strongly disagree).

Table 3.3: Showing psychological well-being and the number of items under each dimension.

SL.NO.	Dimension of Psychological Well-being	Number of Items
1.	AUTONOMY	7
2.	ENVIRONMENTAL MASTERY	7
3.	PERSONAL GROWTH	7
4.	POSITIVE RELATIONS WITH OTHERS	7
5.	PURPOSE IN LIFE	7
6.	SELF_ACCEPTANCE	7
TOTAL NUMBER OF ITEMS		42

- **Psychometric Properties of Psychological Wellbeing Scale**

Ryff's (1989) original paper revealed that the six scales exhibit acceptable internal consistency (α) ranging from .93 to .86. Further, test–retest reliability over six weeks returned coefficients ranging from .88 to .81, suggesting that responses to the questionnaire remain fairly consistent over time in the absence of

intervention. Overall, these findings suggest the questionnaire is sufficiently reliable. The internal consistency of items in the Bengali translated version was r= 0.82 which was very good. The Bengali translated version was checked and validated in terms of the content meaning by three subject experts other than the research supervisor.

3.2 Procedure

3.2.1 Data collection

In this present study researcher randomly collected data from the Jhargram and Paschim Medinipur districts of West Bengal. The researcher went to a respected authority at the school and Colleges in West Bengal to get permission to explain the purpose of collecting data. Participants of the study were assured that their socio-demographic details would be kept confidential.

3.2.2 Data quality

A total number of 1595 respondents were collected by the researcher. But 28 of them did not complete the questionnaire and not answered properly all questions. So, the rest of the 1567 responses will be considered as sample.

3.2.3 Tabulation of the data

The whole data set was drawn systematically and tabulated sequentially for further analysis and to draw an inference based on the objectives of the present study. The raw data of 1567 school and college students were individually tabulated by the researcher in an Excel sheet. Further, it was coded by various identifiers and made ready for further analysis.

3.2.4 Statistical Analysis

The researcher used IBM-SPSS (version 21) to analyze the data. Descriptive statistics indicating Percentage analysis and Mean and Standard deviation had performed to comprehend the characteristics of the sample. Then, independent sample T-test, one-way ANOVA and Pearson Correlation had performed to check the significance level. Also, the graphical representation was made through bar diagram and pie diagram using the mentioned software.

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Chapter IV Analysis and Interpretation of Data

CHAPTER IV
ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of data are two of the most crucial phases of the research process. The process of organising, and summarising data, in order to answer research queries is known as data analysis. Data interpretation involves conveying the significance of the data and deriving conclusions from them. There are numerous methods for analysing data, including statistical analysis, qualitative analysis, and content analysis. Statistical analysis is utilised to examine numerical data such as survey results and experimental data. Qualitative analysis is utilised to examine non-numerical data, such as interview transcripts and field notes. Analysis of the content of texts, such as articles, novels, and websites, is performed using content analysis. Data interpretation involves conveying the significance of the data and deriving conclusions from them. This can be accomplished by comparing the data to previous research, developing hypotheses, or developing theories. The interpretation of data should be done in a plain, concise, and objective manner. Analysis and interpretation of data are necessary stages in the research process. They enable researchers to respond to research queries, develop theories, and produce new knowledge. Researcher divided this chapter in major two parts as -Descriptive statistics and inferential statistics including Hypotheses Testing. Descriptive part showed exact nature and characteristics of data, where, inferential statistics were used to observe the significance results obtained from the data.

4.1 Descriptive Statistics

Descriptive statistics provides an exhaustive overview of the dataset, enabling researchers and analysts to comprehend its characteristics, recognise patterns, and draw significant conclusions. Descriptive statistics measures central tendency of dataset, dispersion of data set and variability of dataset. In present study, the descriptive statistics portion showed mean scores distributions, standard

deviation of various explanatory and independent variables depends on student's self-esteem and psychological well-being.

4.1.1 Overall psychological wellbeing and self-esteem of both Tribal and Non-Tribal students based on various demographic and socio-economic variables.

Table 4.1: Mean score distribution of psychological well-being between Tribal and Non-Tribal students.

Mean score distribution of Psychological Wellbeing between Tribal and Non-Tribal students				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Non-Tribe	1103	189.82	24.828
	Tribe	464	186	21.488
Autonomy	Non-Tribe	1103	31.94	5.54
	Tribe	464	30.55	5.07
Environmental Mastery	Non-Tribe	1103	30.07	5.685
	Tribe	464	30.25	5.308
Personal Growth	Non-Tribe	1103	31.62	6.255
	Tribe	464	31.26	5.611
Positive relation with others	Non-Tribe	1103	33.67	6.02
	Tribe	464	33.8	5.313
Purpose in life	Non-Tribe	1103	31.28	6.69
	Tribe	464	29.67	6.363
Self-acceptance	Non-Tribe	1103	31.24	6.235
	Tribe	464	30.47	5.739

Figure 4.1: Showing Psychological Well-being between Tribal and Non-Tribal students.

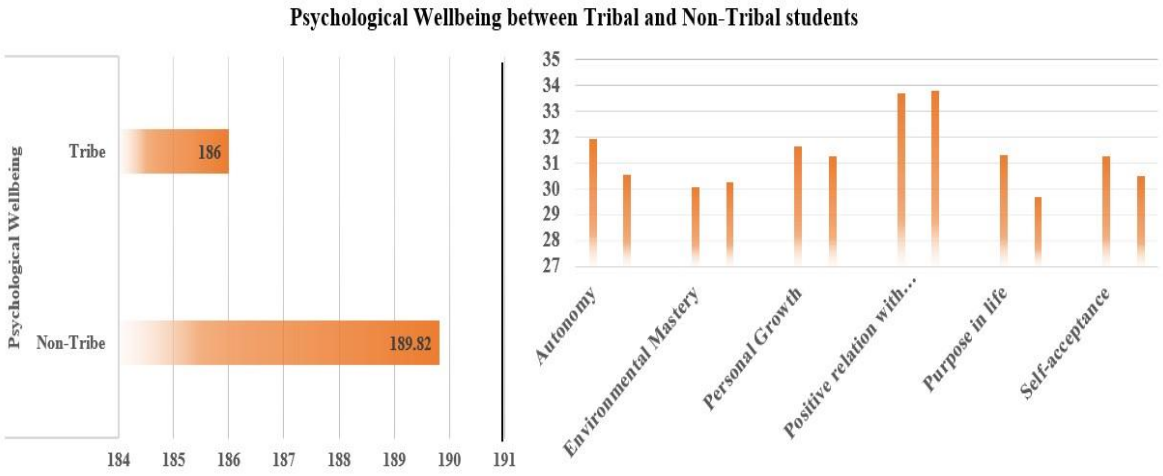

Table 4.1 and Figure 4.1 presented comparison of mean score distributions and standard deviations of psychological wellbeing between non-tribal and tribal students. It can be observed from particular table that non-tribal students scored 189.82, sd= 24.828 and tribal students scored 186.00, sd=21.488 on psychological wellbeing.

Table 4.2: Mean score distribution of Self-esteem between Tribal and Non-Tribal students.

Mean score distribution of Self-esteem between Tribal and Non-Tribal students				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Non-Tribe	1103	28.3	4.513
	Tribe	464	27.49	4.083

Figure 4.2: Showing Self-esteem between Tribal and Non-Tribal Students.

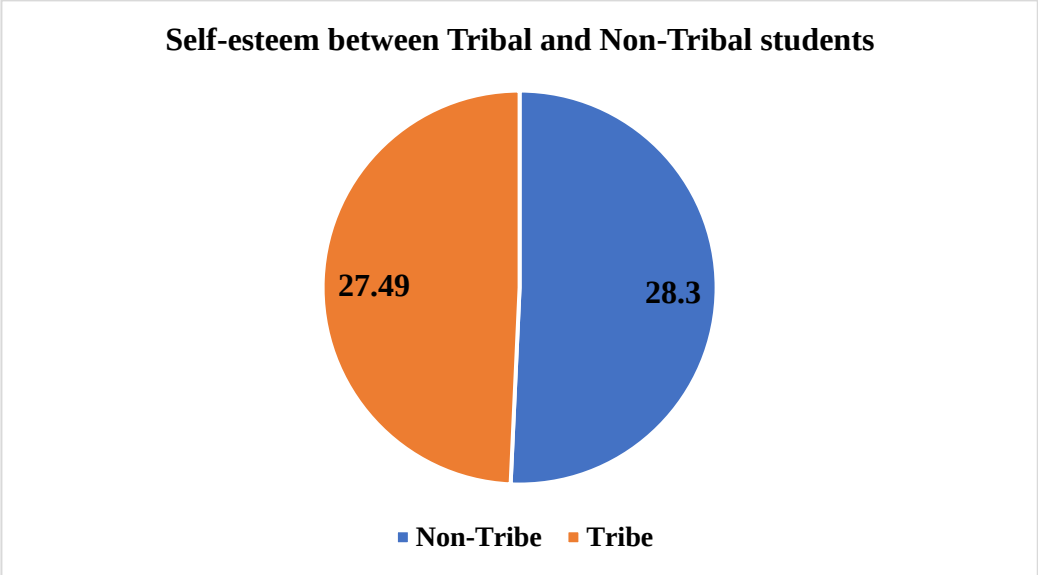

Table 4.2 and Figure 4.2 presented comparison of mean score distributions and standard deviations of self-esteem between non-tribal and tribal students. It can be observed from particular table that non-tribal students scored 28.30, sd= 4.513 and tribal students scored 27.49, sd=4.083 on self-esteem.

Table 4.3: Mean score distribution of Psychological Wellbeing based on Gender.

Mean score distribution of Psychological Wellbeing based on Gender				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Male	774	188.06	24.565
	Female	793	189.3	23.323
Autonomy	Male	774	31.5	5.579
	Female	793	31.55	5.306
Environmental Mastery	Male	774	29.75	5.533
	Female	793	30.49	5.594
Personal Growth	Male	774	31.36	6.206
	Female	793	31.66	5.938

Positive relation with others	Male	774	33.69	5.900
	Female	793	33.73	5.741
Purpose in life	Male	774	30.82	6.671
	Female	793	30.79	6.601
Self-acceptance	Male	774	30.95	6.174
	Female	793	31.08	6.031

Figure 4.3: Showing Psychological Wellbeing based on gender.

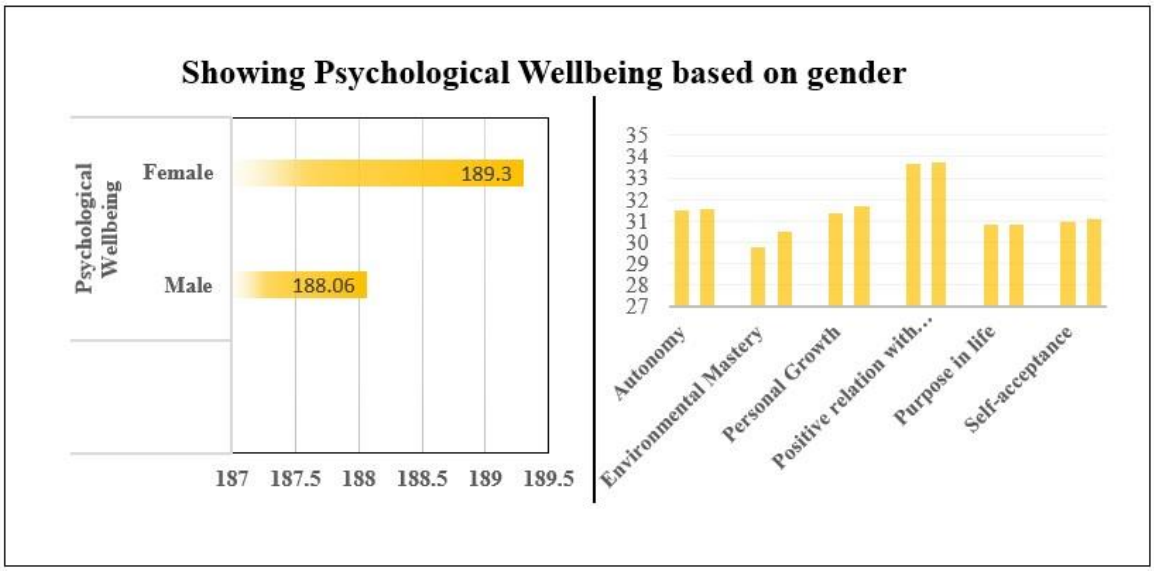

Table 4.3 and Figure 4.3 presented mean score distributions and standard deviations of psychological wellbeing based on student's gender. It can be observed from particular table that male students scored 188.06, sd= 24.565 and female students scored 189.30, sd=23.323 on psychological wellbeing.

Table 4.4: Mean score distribution of Self-esteem based on Gender.

Mean score distribution of Self-esteem based on Gender				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Male	774	28.15	4.345
	Female	793	27.98	4.463

Figure 4.4: Showing Self-esteem based on Gender.

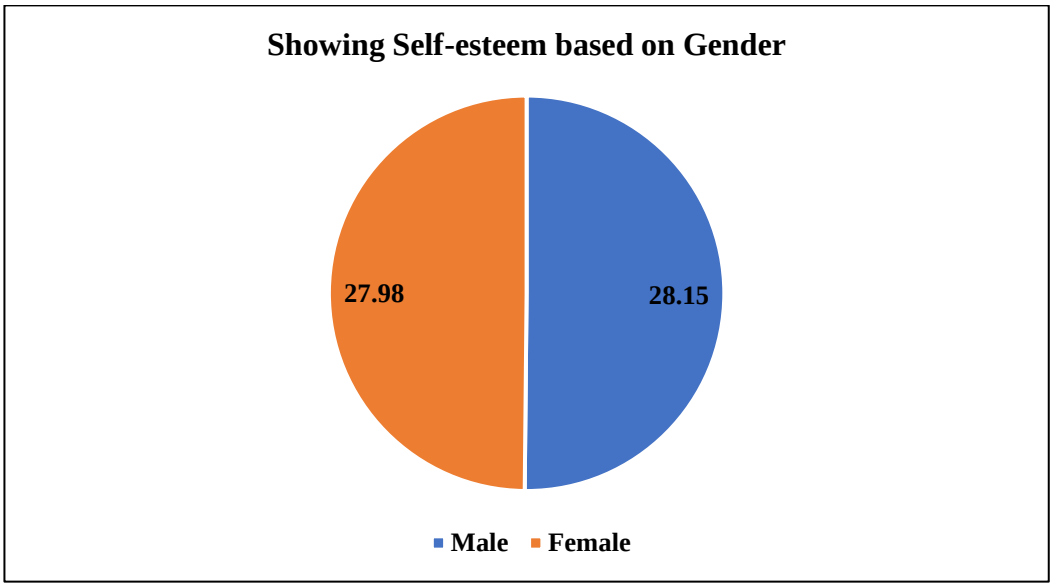

Table 4.4 and Figure 4.4 presented mean score distributions and standard deviations of self-esteem based on student's gender. It can be observed from particular table that male students scored 28.15, sd=4.345 and female students scored 27.98, sd=4.463 on self-esteem.

Table 4.5: Mean score distribution of Psychological Wellbeing based on Family type.

Mean score distribution of Psychological Wellbeing based on Family type.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Joint Family	451	189.48	25.511
	Nuclear Family	1116	188.37	23.286
Autonomy	Joint Family	451	31.48	5.328
	Nuclear Family	1116	31.54	5.488
Environmental Mastery	Joint Family	451	30.42	5.435
	Nuclear Family	1116	30.01	5.629
Personal Growth	Joint Family	451	31.54	6.395
	Nuclear Family	1116	31.5	5.939

Positive relation with others	Joint Family	451	33.81	6.104
	Nuclear Family	1116	33.67	5.701
Purpose in life	Joint Family	451	30.98	6.798
	Nuclear Family	1116	30.73	6.567
Self-acceptance	Joint Family	451	31.24	6.073
	Nuclear Family	1116	30.92	6.112

Figure 4.5: Showing Psychological Wellbeing based on Family type.

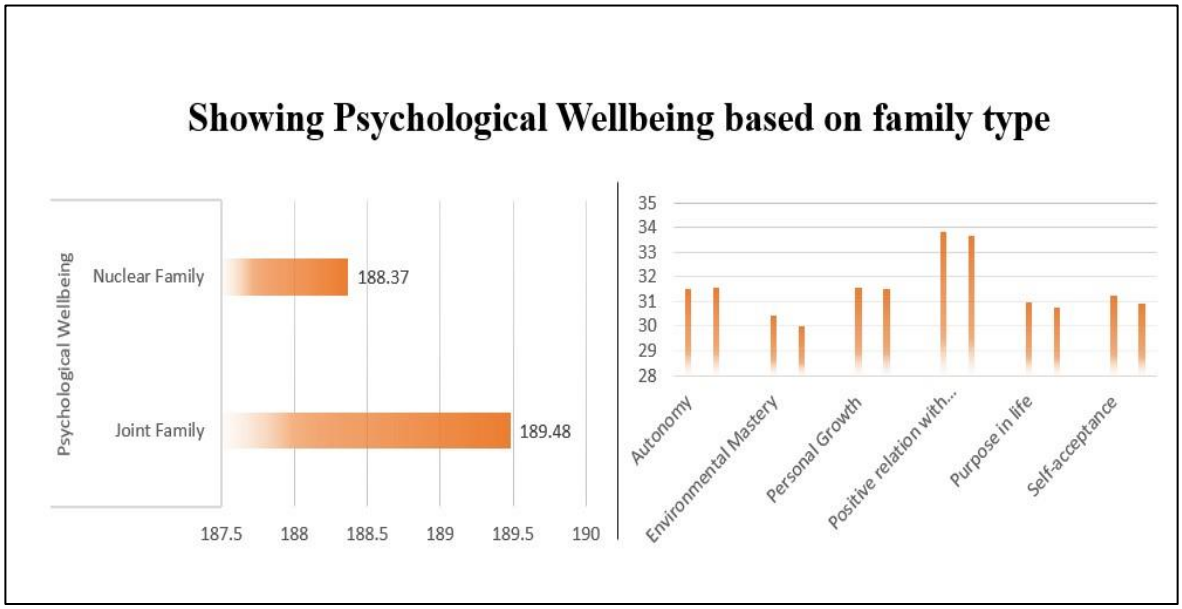

Table 4.5 and Figure 4.5 presented mean score distributions and standard deviations of psychological wellbeing based on student's type of family. It can be observed from particular table that students from joint families scored 189.48, sd= 25.511 and students from nuclear families scored 188.37, sd=23.286 on psychological wellbeing.

Table 4.6: Mean score distribution of Self-esteem based on Family type.

Mean score distribution of Self-esteem based on Family type				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Joint Family	451	27.93	4.448
	Nuclear Family	1116	28.12	4.388

Figure 4.6: Showing self-esteem based on Family type.

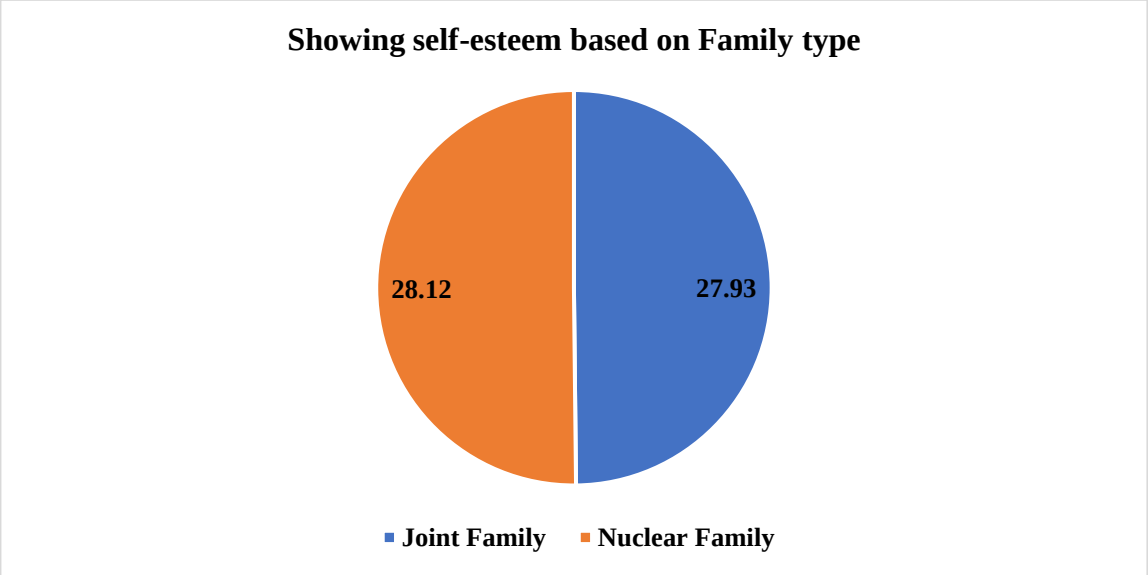

Table 4.6 and Figure 4.6 presented mean score distributions and standard deviations of self-esteem based on student's family type. It can be observed from particular table that students from joint families scored 27.93, sd=4.448 and students from nuclear families scored 28.12, sd=4.388 on self-esteem.

Table 4.7: Mean score distribution of Psychological Wellbeing based on Medium of instruction.

Mean score distribution of Psychological Wellbeing based on Medium of instruction				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	English	79	178.14	20.394
	Bengali	1488	189.25	23.995
Autonomy	English	79	30.06	5.63
	Bengali	1488	31.60	5.422
Environmental Mastery	English	79	27.72	4.638
	Bengali	1488	30.25	5.593
Personal Growth	English	79	29.29	5.221
	Bengali	1488	31.63	6.092
Positive relation with others	English	79	32.37	5.400
	Bengali	1488	33.78	5.833
Purpose in life	English	79	28.41	5.037
	Bengali	1488	30.93	6.685
Self-acceptance	English	79	30.29	4.552
	Bengali	1488	31.05	6.171

Figure 4.7: Showing Psychological Wellbeing based on Medium of Instruction.

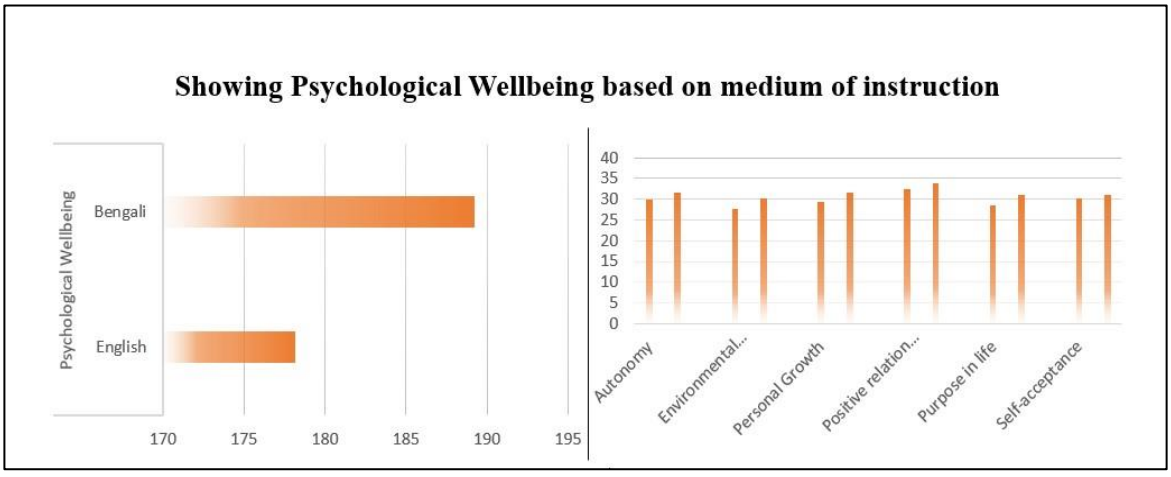

Table 4.7 and Figure 4.7 presented mean score distributions and standard deviations of psychological wellbeing based on student's medium of instruction. It can be observed from particular table that students from English medium scored 178.14, sd= 20.394 and students from Bengali medium scored 189.25, sd=23.995 on psychological wellbeing.

Table 4.8: Mean score distribution of Self-esteem based on Medium of instruction.

Mean score distribution of Self-esteem based on Medium of instruction.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	English	79	27.94	4.789
	Bengali	1488	28.07	4.385

Figure 4.8: Showing self-esteem based on Medium of instruction.

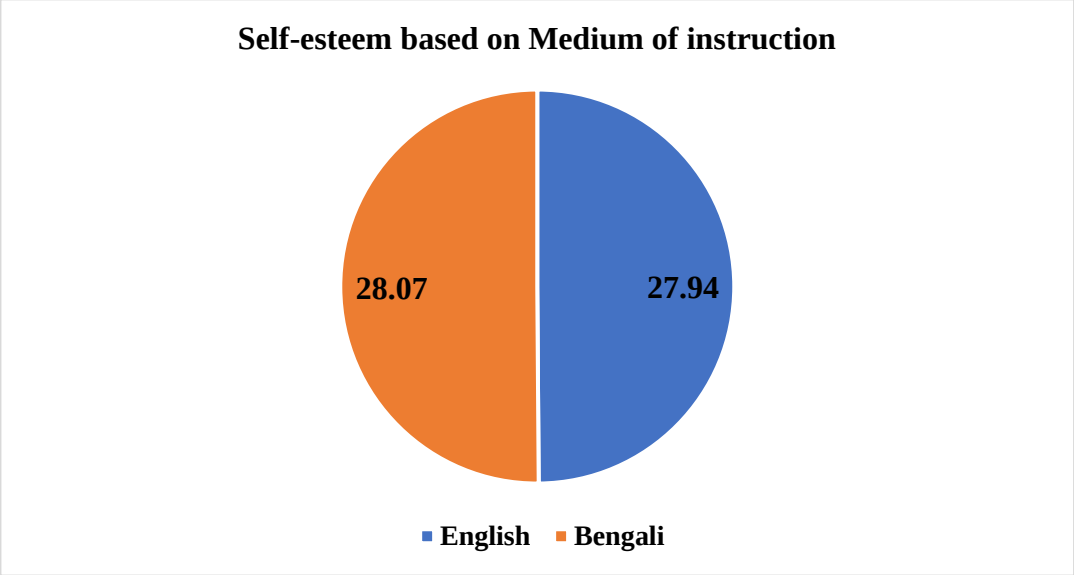

Table 4.8 and Figure 4.8 presented mean score distributions and standard deviations of self-esteem based on student's medium of instruction. It can be observed from particular table that students from English medium scored 27.94, sd=4.789 and students from Bengali medium scored 28.07, sd=4.385 on self-esteem.

Table 4.9: Mean score distribution of Psychological Wellbeing based on Habitat.

Mean score distribution of Psychological Wellbeing based on Habitat.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Rural	1457	188.21	23.859
	Urban	110	194.97	24.304
Autonomy	Rural	1457	31.48	5.429
	Urban	110	32.18	5.582
Environmental Mastery	Rural	1457	30.13	5.544
	Urban	110	30.05	5.995
Personal Growth	Rural	1457	31.37	6.062
	Urban	110	33.43	5.891
Positive relation with others	Rural	1457	33.67	5.776
	Urban	110	34.20	6.358
Purpose in life	Rural	1457	30.66	6.707
	Urban	110	32.67	5.250
Self-acceptance	Rural	1457	30.91	6.035
	Urban	110	32.44	6.788

Figure 4.9: Showing Psychological Wellbeing based on Habitat.

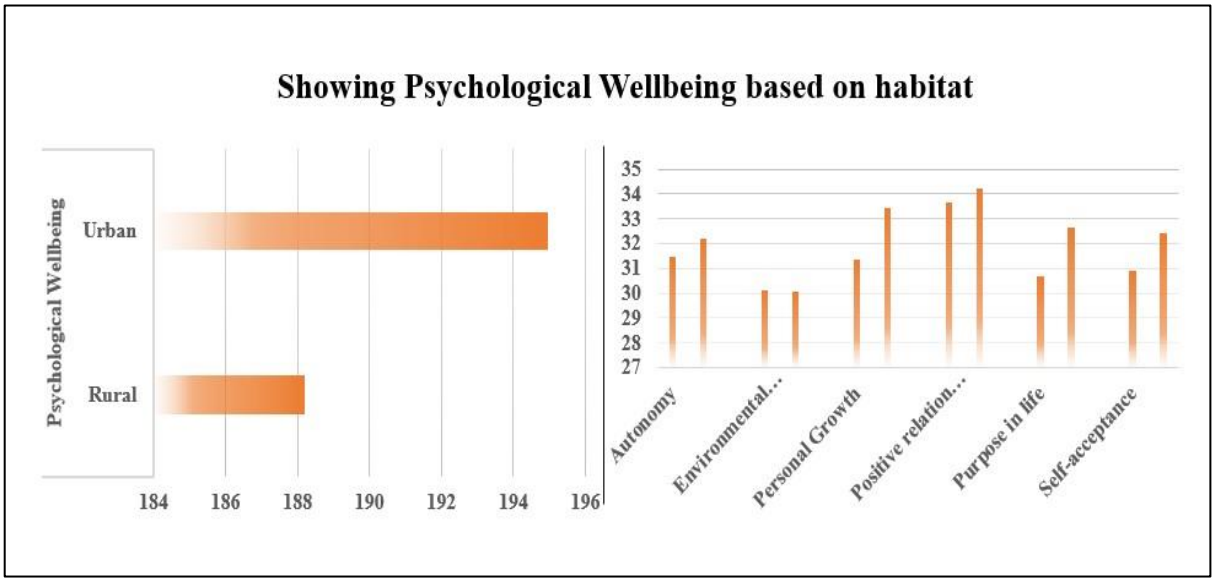

Table 4.9 and Figure 4.9 presented mean score distributions and standard deviations of psychological wellbeing based on student's habitat. It can be observed from particular table that rural students scored 188.21, sd= 23.859 and urban students scored 194.97, sd=24.304 on psychological wellbeing.

Table 4.10: Mean score distribution of Self-esteem based on Habitat.

Mean score distribution of Self-esteem based on Habitat.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Rural	1457	28.03	4.373
	Urban	110	28.56	4.802

Figure 4.10: Showing self-esteem based on Habitat.

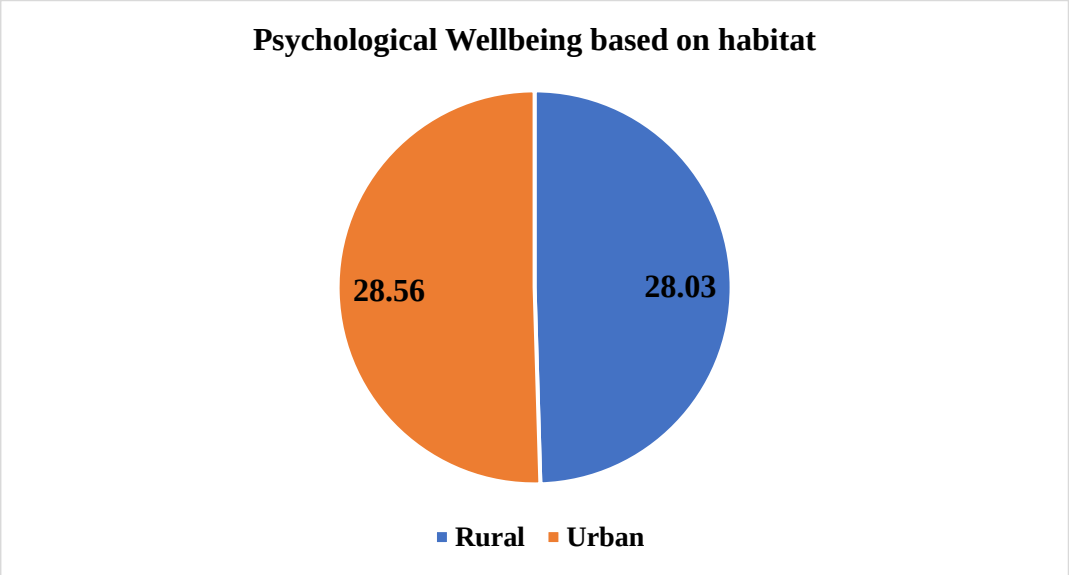

Table 4.10 and Figure 4.10 presented mean score distributions and standard deviations of self-esteem based on student's habitat. It can be observed from particular table that rural students scored 28.03, sd=4.373 and urban students scored 28.56, sd=4.802 on self-esteem.

Table 4.11: Mean score distribution of Psychological Wellbeing based on sibling count.

Mean score distribution of Psychological Wellbeing based on Sibling count.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	No Sibling	278	185.00	24.213
	One Sibling	609	192.16	24.010
	More Than One Siblings	680	187.08	23.409
	Total	1567	188.69	23.945
Autonomy	No Sibling	278	31.11	5.971
	One Sibling	609	32.13	5.600
	More Than One Siblings	680	31.16	5.013
	Total	1567	31.53	5.441
Environmental Mastery	No Sibling	278	29.73	5.247
	One Sibling	609	30.32	5.470
	More Than One Siblings	680	30.11	5.793
	Total	1567	30.13	5.575
Personal Growth	No Sibling	278	30.80	5.730
	One Sibling	609	32.52	6.098
	More Than One Siblings	680	30.90	6.069
	Total	1567	31.51	6.072
Positive relation with others	No Sibling	278	33.47	6.108
	One Sibling	609	33.83	5.702
	More Than One Siblings	680	33.70	5.806
	Total	1567	33.71	5.819
Purpose in life	No Sibling	278	29.62	6.441
	One Sibling	609	32.11	6.742
	More Than One Siblings	680	30.12	6.425

	Total	1567	30.80	6.633
Self-acceptance	No Sibling	278	30.28	6.017
	One Sibling	609	31.26	6.104
	More Than One Siblings	680	31.09	6.118
	Total	1567	31.01	6.101

Figure 4.11: Showing Psychological Well-being based on sibling count.

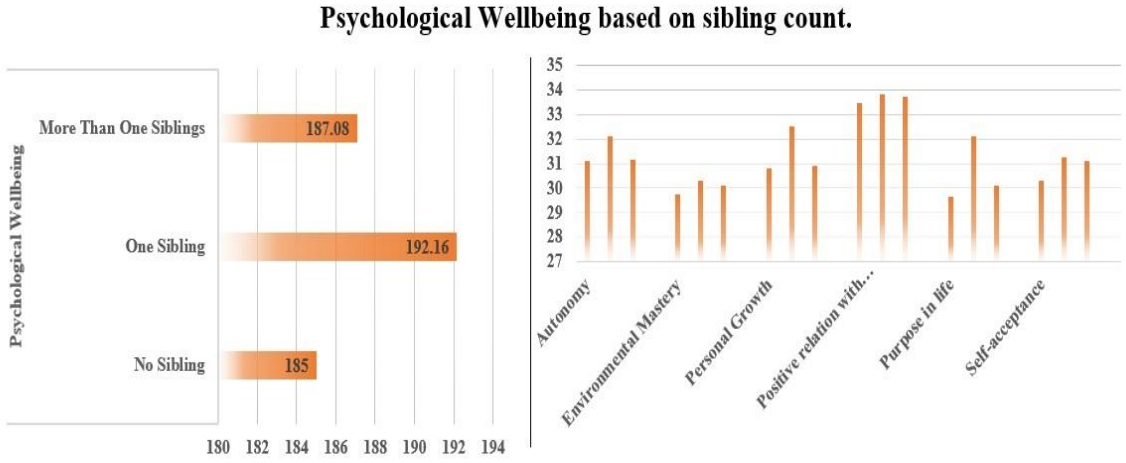

Table 4.11 and Figure 4.11 presented mean score distributions and standard deviations of psychological wellbeing based on student's sibling count. It can be observed from particular table that students had no sibling scored 185.00, sd= 24.213, students had one sibling scored 192.16, sd=24.010 and students had more than one sibling scored 187.08, sd=23.409 on psychological wellbeing.

Table 4.12: Mean score distribution of Self-esteem based on sibling count.

Mean score distribution of Self-esteem based on Sibling count.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
	No Sibling	278	27.78	4.055
	One Sibling	609	28.50	4.639

Self-esteem	More Than One Sibling	680	27.79	4.300
	Total	1567	28.06	4.405

Figure 4.12: Showing Self-esteem based on Sibling count.

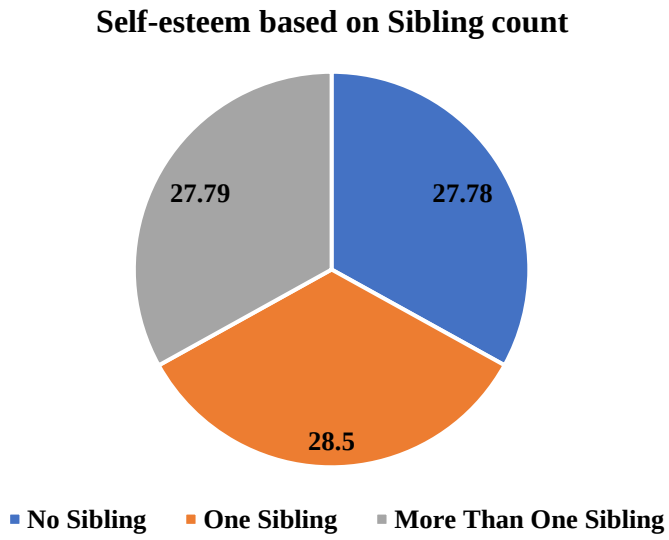

Table 4.12 and Figure 4.12 presented mean score distributions and standard deviations of self-esteem based on student's sibling count. It can be observed from particular table that students had no sibling scored 27.78, sd=4.055, students had one sibling scored 28.50, sd= 4.639 and students had more than one sibling scored 27.79, sd=4.300 on self-esteem.

Table 4.13: Mean score distribution of Psychological Wellbeing based on Stream of study.

Mean score distribution of Psychological Wellbeing based on Stream of study.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	School Students	956	184.64	22.944
	Arts	482	193.04	24.524
	Science	129	202.40	21.068
	Total	1567	188.69	23.945
	School Students	956	30.83	5.334

Autonomy	Arts	482	32.28	5.330
	Science	129	33.84	5.666
	Total	1567	31.53	5.441
Environmental Mastery	School Students	956	29.77	5.492
	Arts	482	30.48	5.742
	Science	129	31.42	5.315
	Total	1567	30.13	5.575
Personal Growth	School Students	956	30.68	5.925
	Arts	482	32.31	6.164
	Science	129	34.71	5.327
	Total	1567	31.51	6.072
Positive relation with others	School Students	956	33.46	5.710
	Arts	482	33.77	5.939
	Science	129	35.31	5.943
	Total	1567	33.71	5.819
Purpose in life	School Students	956	29.86	6.639
	Arts	482	31.73	6.307
	Science	129	34.33	6.124
	Total	1567	30.80	6.633
Self-acceptance	School Students	956	30.04	5.960
	Arts	482	32.48	6.141
	Science	129	32.78	5.501
	Total	1567	31.01	6.101

Figure 4.13: Showing Psychological Wellbeing based on Stream of study.

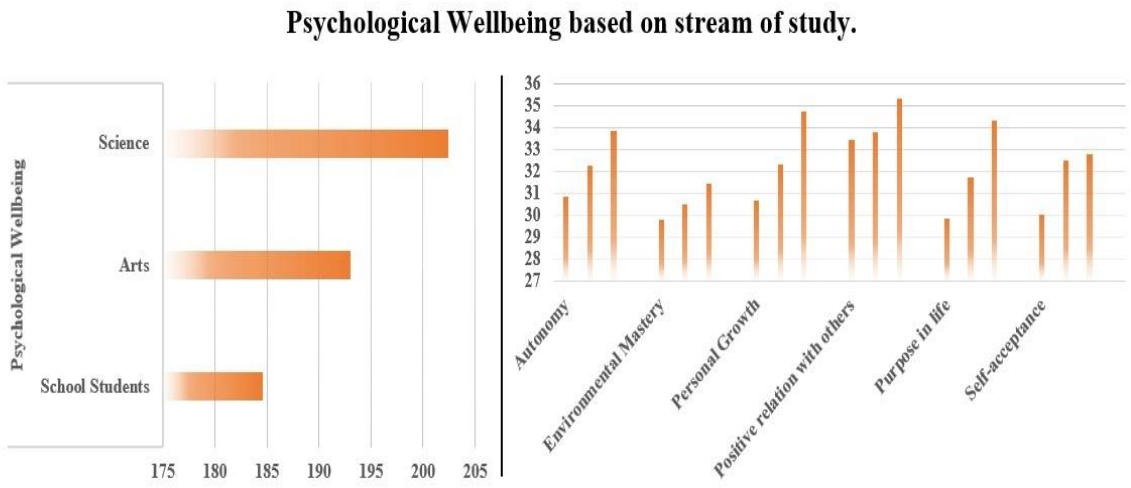

Table 4.13 and Figure 4.13 presented mean score distributions and standard deviations of psychological wellbeing based on stream of study. It can be observed from particular table that school students had scored 184.64, sd= 22.944; students of arts stream scored 193.04, sd=24.524 and students of science stream scored 202.40, sd=21.068 on psychological wellbeing.

Table 4.14: Mean score distribution of Self-esteem based on Stream of study.

Mean score distribution of Self-esteem based on Stream of study.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	School Students	956	27.50	4.203
	Arts	482	29.01	4.571
	Science	129	28.75	4.560
	Total	1567	28.06	4.405

Figure 4.14: Showing Self-esteem based on Stream of study.

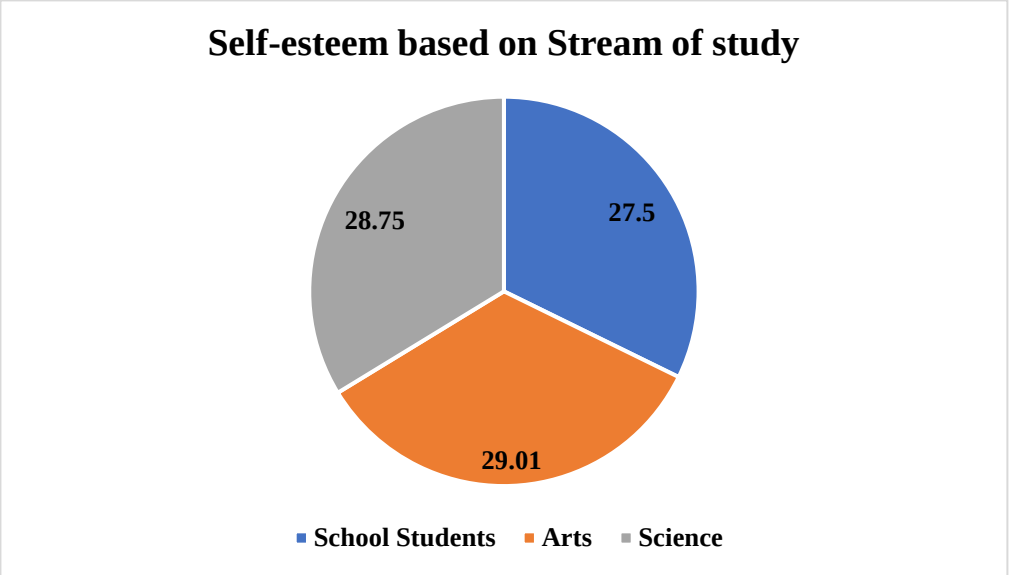

Table 4.14 and Figure 4.14 presented mean score distributions and standard deviations of self-esteem based on stream of study. It can be observed from particular table that school students had scored 27.50, sd= 4.203; students of arts stream scored 29.01, sd=4.571 and students of science stream scored 28.75, sd=4.560 on self-esteem.

Table 4.15: Mean score distribution of Psychological Wellbeing based on present studying class.

Mean score distribution of Psychological Wellbeing based on present studying class.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Primary	352	173.89	17.541
	Secondary	717	192.20	23.136
	Higher Secondary	227	201.46	23.173
	Undergraduate	271	187.90	24.502
	Total	1567	188.69	23.945
Autonomy	Primary	352	29.10	4.945
	Secondary	717	31.99	5.342
	Higher Secondary	227	33.05	5.445
	Undergraduate	271	32.18	5.368

	Total	1567	31.53	5.441
Environmental Mastery	Primary	352	28.10	4.688
	Secondary	717	30.82	5.719
	Higher Secondary	227	31.44	5.657
	Undergraduate	271	29.80	5.471
	Total	1567	30.13	5.575
Personal Growth	Primary	352	28.96	5.233
	Secondary	717	32.12	6.113
	Higher Secondary	227	34.09	5.763
	Undergraduate	271	31.05	6.004
	Total	1567	31.51	6.072
Positive relation with others	Primary	352	32.22	5.429
	Secondary	717	34.34	5.800
	Higher Secondary	227	35.57	5.467
	Undergraduate	271	32.42	5.944
	Total	1567	33.71	5.819
Purpose in life	Primary	352	27.20	5.064
	Secondary	717	31.63	6.870
	Higher Secondary	227	33.31	6.121
	Undergraduate	271	31.20	6.413
	Total	1567	30.80	6.633
Self-acceptance	Primary	352	28.32	5.035
	Secondary	717	31.31	6.135
	Higher Secondary	227	33.99	6.325
	Undergraduate	271	31.25	5.690
	Total	1567	31.01	6.101

Figure 4.15 Showing Psychological Wellbeing based on present studying class.

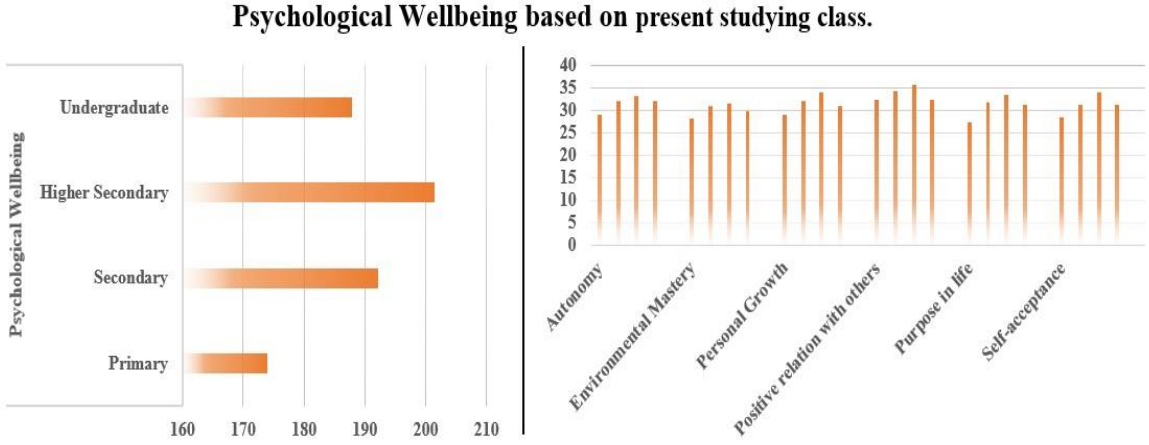

Table 4.15 and Figure 4.15 presented mean score distributions and standard deviations of psychological wellbeing based on present studying class. It can be observed from particular table that students of primary education had scored 173.89, sd= 17.541; students of secondary education had scored 192.20, sd=23.136, students of higher secondary education had scored 201.46, sd=23.173, students of undergraduate education had scored 187.90, sd=24.502 on psychological wellbeing.

Table 4.16: Mean score distribution of self-esteem based on present studying class.

Mean score distribution of self-esteem based on present studying class.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Primary	352	27.03	3.765
	Secondary	717	27.85	4.376
	Higher Secondary	227	29.69	4.230
	Undergraduate	271	28.62	4.926
	Total	1567	28.06	4.405

Figure 4.16 Showing self-esteem based on present studying class.

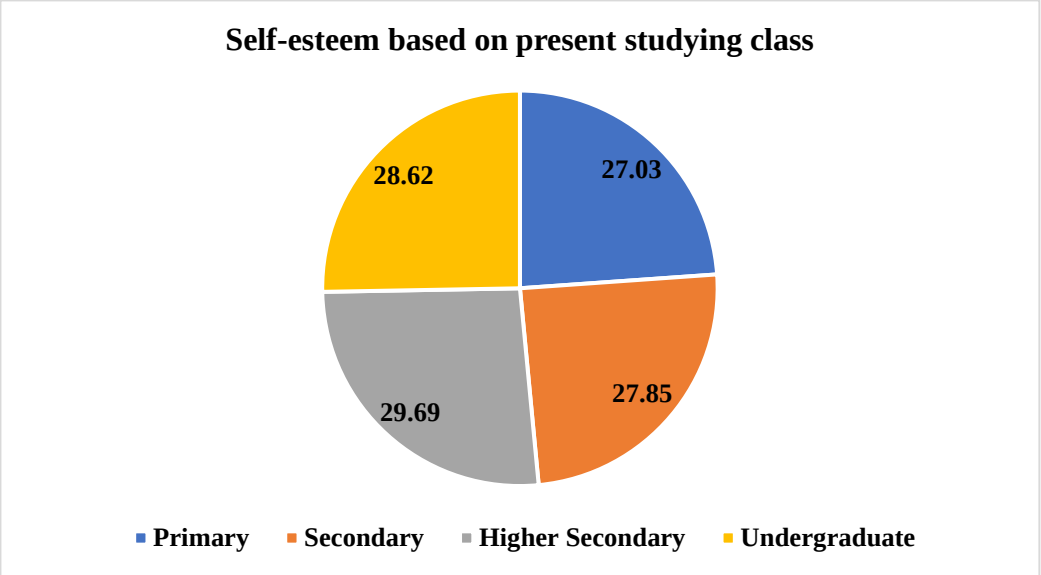

Table 4.16 and Figure 4.16 presented mean score distributions and standard deviations of self-esteem based on present studying class. It can be observed from particular table that students of primary education had scored 27.03, sd= 3.765; students of secondary education had scored 27.85, sd=4.376, students of higher secondary education had scored 29.69, sd=4.230, students of undergraduate education had scored 28.62, sd=4.926 on self-esteem.

Table 4.17: Mean score distribution of Psychological Wellbeing based on Father's occupation.

Mean score distribution of Psychological Wellbeing based on Father's occupation.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Cultivation	951	188.07	23.434
	Business	222	189.55	25.746
	Government Service	147	196.70	25.361
	Private Sector	40	192.50	18.461
	Daily Labour	207	184.19	22.869
	Total	1567	188.69	23.945
	Cultivation	951	31.48	5.452

Autonomy	Business	222	31.63	5.558
	Government Service	147	32.16	5.636
	Private Sector	40	32.63	5.367
	Daily Labour	207	30.98	5.100
	Total	1567	31.53	5.441
Environmental Mastery	Cultivation	951	30.07	5.469
	Business	222	30.14	5.678
	Government Service	147	31.20	6.134
	Private Sector	40	31.30	4.998
	Daily Labour	207	29.36	5.536
	Total	1567	30.13	5.575
Personal Growth	Cultivation	951	31.65	5.912
	Business	222	31.56	6.638
	Government Service	147	32.65	6.084
	Private Sector	40	30.88	5.170
	Daily Labour	207	30.12	6.122
	Total	1567	31.51	6.072
Positive relation with others	Cultivation	951	33.80	5.809
	Business	222	33.32	5.815
	Government Service	147	34.73	5.407
	Private Sector	40	34.23	5.142
	Daily Labour	207	32.88	6.167
	Total	1567	33.71	5.819
Purpose in life	Cultivation	951	30.30	6.538
	Business	222	32.00	6.892
	Government Service	147	32.60	6.293
	Private Sector	40	30.80	6.933
	Daily Labour	207	30.56	6.647
	Total	1567	30.80	6.633

Self-acceptance	Cultivation	951	30.76	5.993
	Business	222	30.91	6.813
	Government Service	147	33.35	6.134
	Private Sector	40	32.68	4.896
	Daily Labour	207	30.29	5.573
	Total	1567	31.01	6.101

Figure 4.17: Showing Psychological Wellbeing based on Father's occupation.

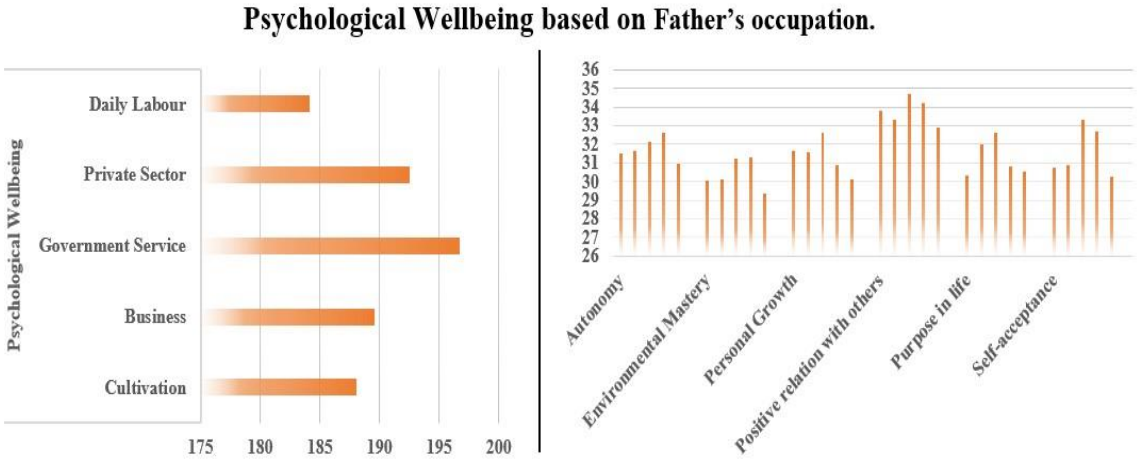

Table 4.17 and Figure 4.17 presented mean score distributions and standard deviations of psychological wellbeing based on fathers' occupation. It can be observed from particular table that whose father's occupation was cultivation had scored 188.07, sd= 23.434; whose father's occupation was business had scored 189.55, sd=25.746, whose father's occupation was govt service had scored 196.70, sd=25.361, whose father's occupation was private job had scored 192.50, sd=18.461, whose father's occupation was daily labour had scored 184.19, sd=22.869 on psychological wellbeing.

Table 4.18: Mean score distribution of Self-esteem based on Father's occupation.

Mean score distribution of Self-esteem based on Father's occupation.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Cultivation	951	28.02	4.393
	Business	222	28.05	4.690
	Government Service	147	29.10	4.584
	Private Sector	40	28.80	4.392
	Daily Labour	207	27.40	3.879
	Total	1567	28.06	4.405

Figure 4.18: Showing self-esteem based on Father's occupation.

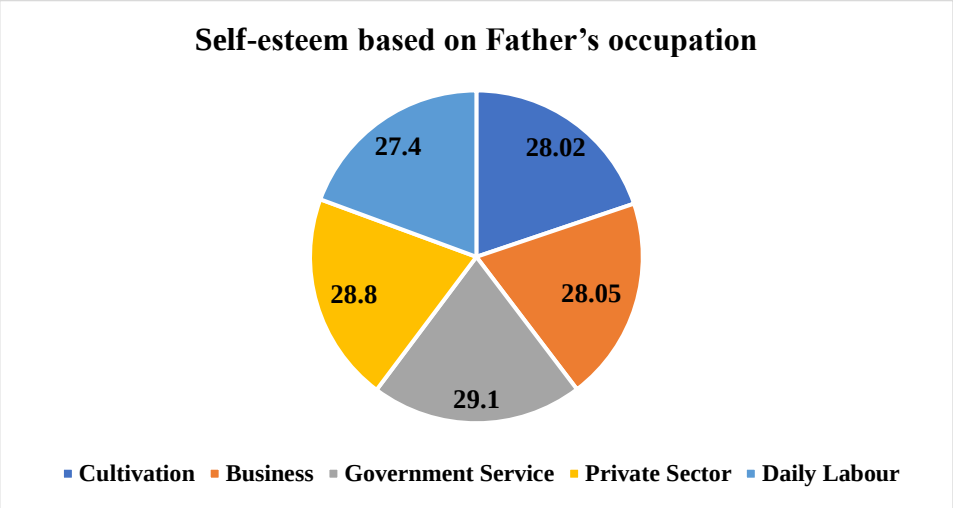

Table 4.18 and Figure 4.18 presented mean score distributions and standard deviations of self-esteem based on fathers' occupation. It can be observed from particular table that whose father's occupation was cultivation had scored 28.02, sd= 4.393; whose father's occupation was business had scored 28.05, sd=4.690, whose father's occupation was govt service had scored 29.10, sd=4.584, whose father's occupation was private job had scored 28.80, sd=4.392, whose father's occupation was daily labour had scored 27.40, sd=3.879 on self-esteem.

Table 4.19: Mean score distribution of Psychological Wellbeing based on Mother's occupation.

Mean score distribution of Psychological Wellbeing based on Mother's occupation.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Homemaker	1362	189.18	24.084
	Business	64	180.64	18.473
	Government Service	69	191.65	25.128
	Private Sector	15	201.47	26.562
	Daily Labour	57	179.09	19.519
	Total	1567	188.69	23.945
Autonomy	Homemaker	1362	31.64	5.401
	Business	64	29.70	4.997
	Government Service	69	31.99	6.565
	Private Sector	15	34.40	5.591
	Daily Labour	57	29.54	4.488
	Total	1567	31.53	5.441
Environmental Mastery	Homemaker	1362	30.25	5.576
	Business	64	29.36	5.041
	Government Service	69	29.84	5.697
	Private Sector	15	30.27	9.677
	Daily Labour	57	28.19	4.121
	Total	1567	30.13	5.575
Personal Growth	Homemaker	1362	31.54	6.084
	Business	64	30.81	6.174
	Government Service	69	32.32	5.862
	Private Sector	15	33.47	6.653
	Daily Labour	57	30.12	5.587
	Total	1567	31.51	6.072

Positive relation with others	Homemaker	1362	33.74	5.860
	Business	64	32.59	4.185
	Government Service	69	34.65	5.943
	Private Sector	15	35.87	6.833
	Daily Labour	57	32.56	5.723
	Total	1567	33.71	5.819
Purpose in life	Homemaker	1362	30.87	6.645
	Business	64	28.84	6.280
	Government Service	69	31.55	6.764
	Private Sector	15	36.53	6.081
	Daily Labour	57	28.96	5.535
	Total	1567	30.80	6.633
Self-acceptance	Homemaker	1362	31.13	6.219
	Business	64	29.33	4.899
	Government Service	69	31.30	5.413
	Private Sector	15	30.93	6.984
	Daily Labour	57	29.70	4.539
	Total	1567	31.01	6.101

Figure 4.19: Showing Psychological Wellbeing based on Mother's occupation.

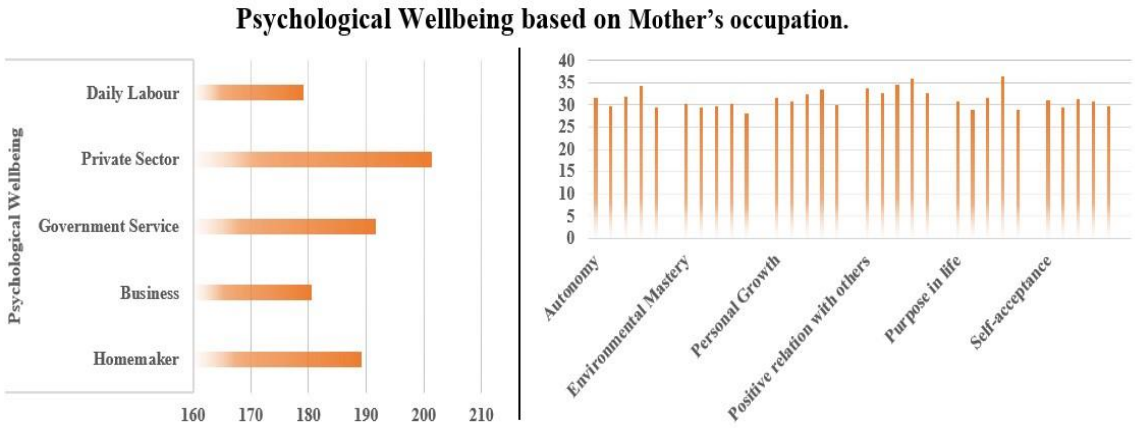

Table 4.19 and Figure 4.19 presented mean score distributions and standard deviations of psychological wellbeing based on mothers' occupation. It can be observed from particular table that whose mother's occupation was homemaker had scored 189.18, sd= 24.084; whose mother's occupation was business had scored 180.64, sd=18.473, whose mother's occupation was govt service had scored 191.65, sd=25.128, whose mother's occupation was private job had scored 201.47, sd=26.562, whose mother's occupation was daily labour had scored 179.09, sd=19.519 on psychological wellbeing.

Table 4.20: Mean score distribution of Self-esteem based on Mother's occupation.

Mean score distribution of Self-esteem based on Mother's occupation.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Homemaker	1362	28.21	4.389
	Business	64	26.44	4.101
	Government Service	69	28.32	4.042
	Private Sector	15	30.00	4.986
	Daily Labour	57	25.56	4.289
	Total	1567	28.06	4.405

Figure 4.20: Showing Self-esteem based on Mother's occupation.

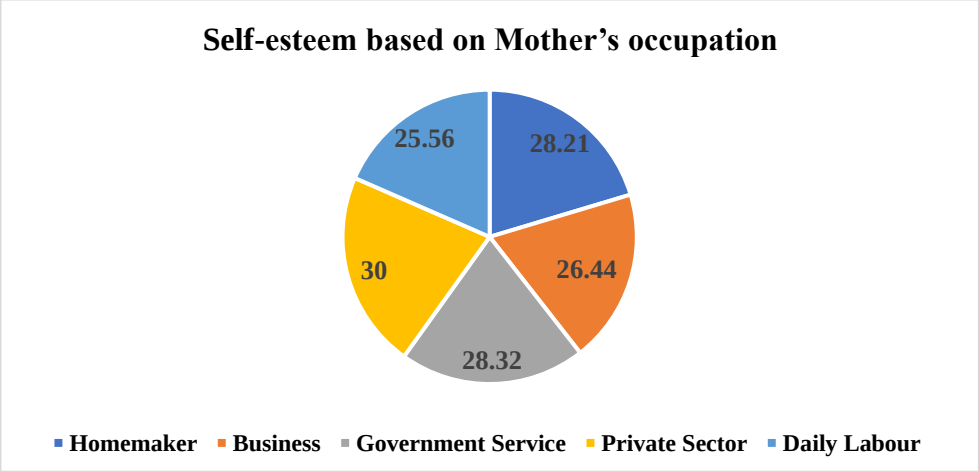

Table 4.20 and Figure 4.20 presented mean score distributions and standard deviations of self-esteem based on mothers' occupation. It can be observed from particular table that whose mother's occupation was homemaker had scored 28.21, sd= 4.389; whose mother's occupation was business had scored 26.44, sd=4.101, whose mother's occupation was govt service had scored 28.32, sd=4.042, whose mother's occupation was private job had scored 30.00, sd=4.986, whose mother's occupation was daily labour had scored 25.56, sd=4.289 on self-esteem.

Table 4.21: Mean score distribution of Psychological Wellbeing based on father's educational qualification.

Mean score distribution of Psychological Wellbeing based on father's educational qualification.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Illiterate	120	180.66	19.235
	Primary Education	521	184.90	22.847
	Secondary Education	494	188.27	22.444
	Higher Secondary Education	251	192.50	26.627
	Higher Education	181	200.76	24.887
	Total	1567	188.69	23.945
Autonomy	Illiterate	120	30.04	4.818
	Primary Education	521	31.02	5.210
	Secondary Education	494	31.26	5.499
	Higher Secondary Education	251	32.11	5.710
	Higher Education	181	33.87	5.224
	Total	1567	31.53	5.441
	Illiterate	120	29.30	4.315

Environmental Mastery	Primary Education	521	29.42	5.582
	Secondary Education	494	30.13	5.407
	Higher Secondary Education	251	30.68	5.805
	Higher Education	181	31.91	5.973
	Total	1567	30.13	5.575
Personal Growth	Illiterate	120	29.91	5.448
	Primary Education	521	31.04	6.056
	Secondary Education	494	31.49	5.807
	Higher Secondary Education	251	31.91	6.574
	Higher Education	181	33.44	6.037
	Total	1567	31.51	6.072
Positive relation with others	Illiterate	120	32.77	5.510
	Primary Education	521	33.12	5.937
	Secondary Education	494	33.98	5.489
	Higher Secondary Education	251	33.64	6.200
	Higher Education	181	35.39	5.667
	Total	1567	33.71	5.819
Purpose in life	Illiterate	120	28.90	6.640
	Primary Education	521	30.23	6.379
	Secondary Education	494	30.76	6.635
	Higher Secondary Education	251	31.45	6.937
	Higher Education	181	32.93	6.339
	Total	1567	30.80	6.633
	Illiterate	120	29.74	5.569

Self-acceptance	Primary Education	521	30.07	5.953
	Secondary Education	494	30.65	5.669
	Higher Secondary Education	251	32.71	6.297
	Higher Education	181	33.22	6.700

Figure 4.21: Showing Psychological Wellbeing based on father's educational qualification.

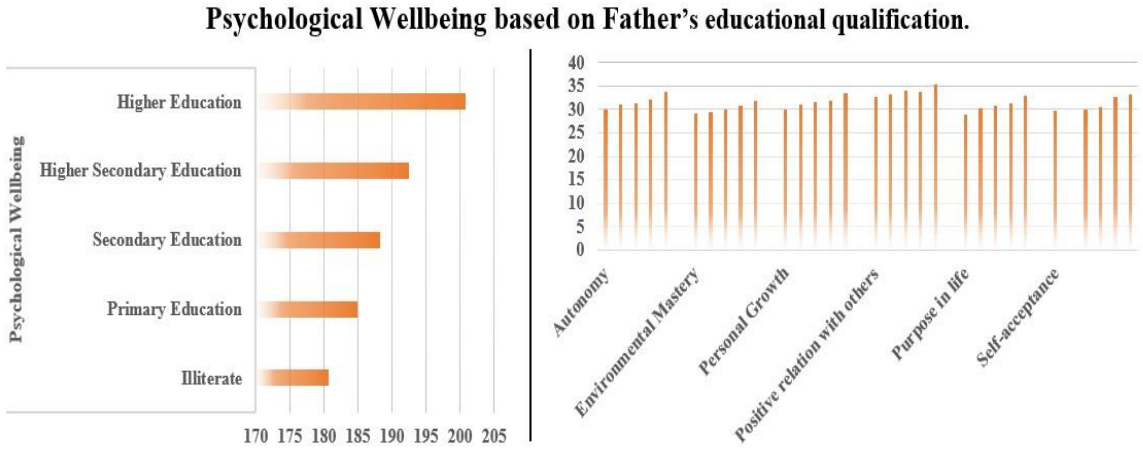

Table 4.21 and Figure 4.21 presented mean score distributions and standard deviations of psychological wellbeing based on father's education. It can be observed from particular table that whose fathers were illiterate had scored 180.66, sd= 19.235; whose father's educational qualification was primary education had scored 184.90, sd=22.847, whose father's educational qualification was secondary education had scored 188.27, sd=22.444, whose father's educational qualification was higher secondary education had scored 192.50, sd=26.627, whose father's educational qualification was higher education had scored 200.76, sd=24.887 on psychological wellbeing.

Table 4.22: Mean score distribution of Self-esteem based on father's educational qualification.

Mean score distribution of Self-esteem based on father's educational qualification.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Illiterate	120	27.15	3.884
	Primary Education	521	27.49	4.238
	Secondary Education	494	27.89	4.396
	Higher Secondary Education	251	28.81	4.860
	Higher Education	181	29.75	3.996
	Total	1567	28.06	4.405

Figure 4.22: Showing Self-esteem based on father's educational qualification.

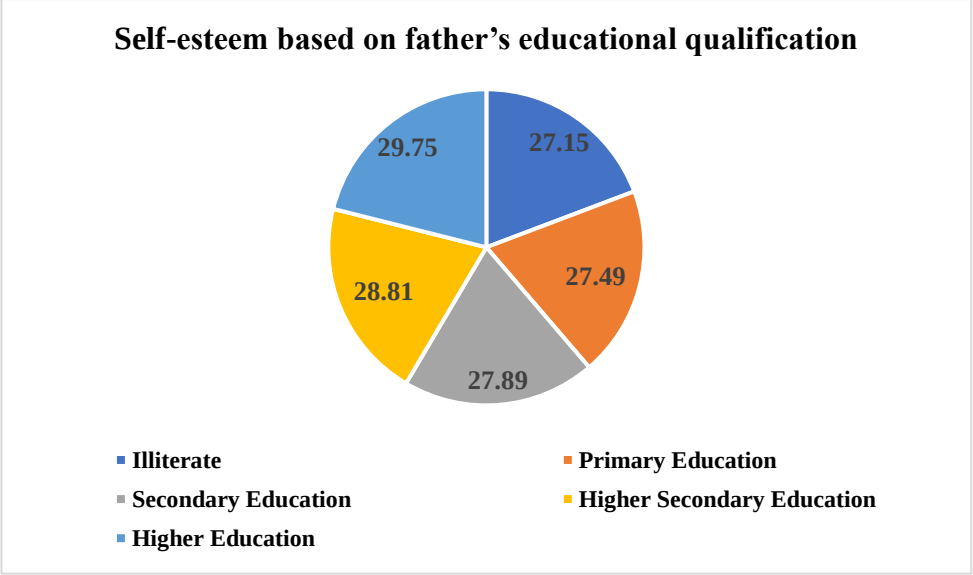

Table 4.22 and Figure 4.22 presented mean score distributions and standard deviations of self-esteem based on father's education. It can be observed from particular table that whose fathers were illiterate had scored 27.15, sd= 3.884;

whose father's educational qualification was primary education had scored 27.49, sd=4.238, whose father's educational qualification was secondary education had scored 27.89, sd=4.396, whose father's educational qualification was higher secondary education had scored 28.81, sd=4.860, whose father's educational qualification was higher education had scored 29.75, sd=3.996 on self-esteem.

Table 4.23: Mean score distribution of Psychological Wellbeing based on mother's educational qualification.

Mean score distribution of Psychological Wellbeing based on mother's educational qualification.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Illiterate	170	181.48	19.307
	Primary Education	613	185.69	22.864
	Secondary Education	484	190.19	24.304
	Higher Secondary Education	218	192.74	25.017
	Higher Education	82	206.44	24.587
	Total	1567	188.69	23.945
Autonomy	Illiterate	170	29.96	4.626
	Primary Education	613	31.26	5.514
	Secondary Education	484	31.36	5.212
	Higher Secondary Education	218	32.57	5.697
	Higher Education	82	34.99	5.309
	Total	1567	31.53	5.441
Environmental Mastery	Illiterate	170	29.39	4.941
	Primary Education	613	29.66	5.413
	Secondary Education	484	30.56	5.727

	Higher Secondary Education	218	30.27	5.891
	Higher Education	82	32.20	5.629
	Total	1567	30.13	5.575
Personal Growth	Illiterate	170	30.02	5.479
	Primary Education	613	30.93	6.009
	Secondary Education	484	31.90	6.070
	Higher Secondary Education	218	32.52	6.144
	Higher Education	82	33.93	6.303
	Total	1567	31.51	6.072
Positive relation with others	Illiterate	170	32.92	5.487
	Primary Education	613	33.51	5.743
	Secondary Education	484	33.83	6.045
	Higher Secondary Education	218	33.55	5.810
	Higher Education	82	36.60	4.899
	Total	1567	33.71	5.819
Purpose in life	Illiterate	170	28.94	5.830
	Primary Education	613	30.34	6.491
	Secondary Education	484	31.26	6.879
	Higher Secondary Education	218	31.44	6.932
	Higher Education	82	33.73	5.531
	Total	1567	30.80	6.633
	Illiterate	170	30.25	5.683
	Primary Education	613	29.99	5.871
	Secondary Education	484	31.28	6.207

Self-acceptance	Higher Secondary Education	218	32.39	5.570
	Higher Education	82	35.00	6.946

Figure 4.23: Showing Psychological Wellbeing based on mother's educational qualification.

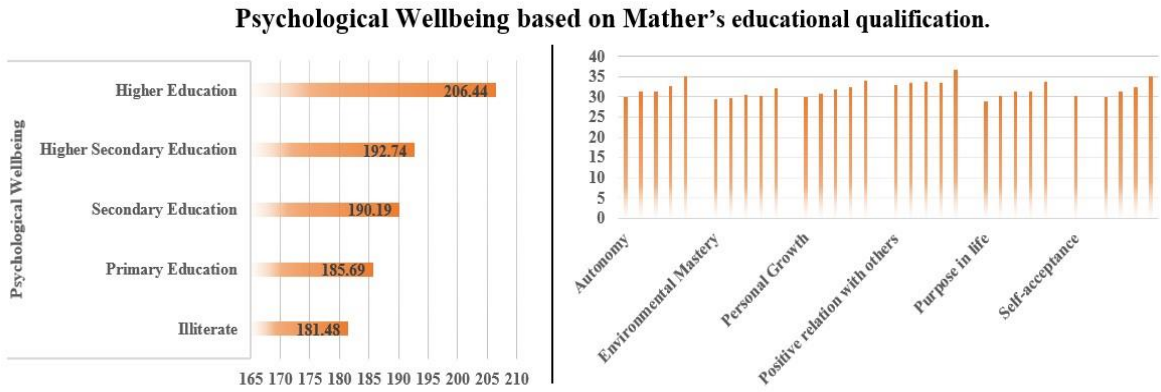

Table 4.23 and Figure 4.23 presented mean score distributions and standard deviations of psychological wellbeing based on mother's education. It can be observed from particular table that whose mothers were illiterate had scored 181.48, sd= 19.307; whose mother's educational qualification was primary education had scored 185.69, sd=22.864, whose mother's educational qualification was secondary education had scored 190.19, sd=24.304, whose mother's educational qualification was higher secondary education had scored 192.74, sd=25.017, whose mother's educational qualification was higher education had scored 206.44, sd=24.587 on psychological wellbeing.

Table 4.24: Mean score distribution of Self-esteem based on mother's educational qualification.

Mean score distribution of Self-esteem based on mother's educational qualification.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
	Illiterate	170	27.34	3.592

Self-esteem	Primary Education	613	27.67	4.317
	Secondary Education	484	28.06	4.615
	Higher Secondary Education	218	28.87	4.427
	Higher Education	82	30.44	4.255
	Total	1567	28.06	4.405

Figure 4.24: Showing Self-esteem based on mother's educational qualification.

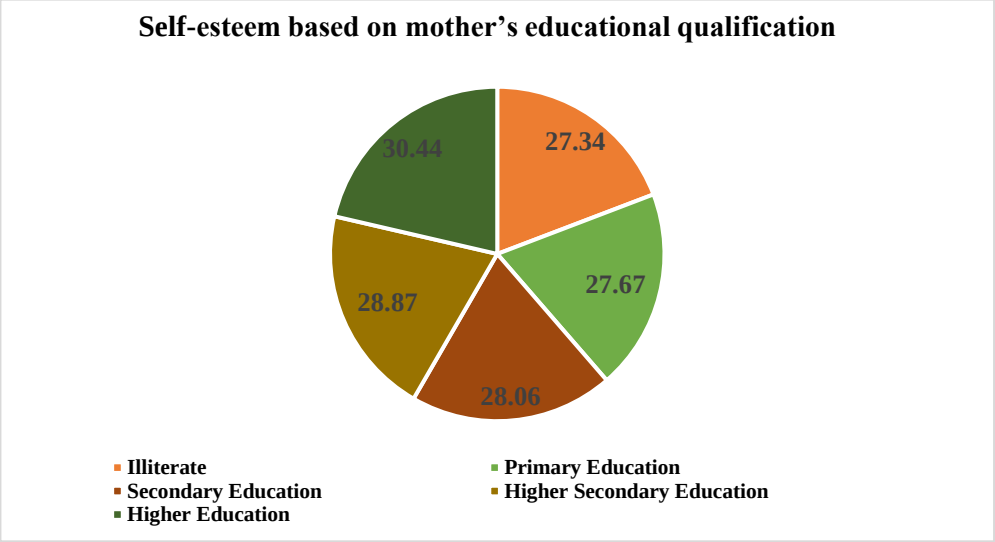

Table 4.24 and Figure 4.24 presented mean score distributions and standard deviations of self-esteem based on mother's education. It can be observed from particular table that whose mothers were illiterate had scored 27.34, sd= 3.592; whose mother's educational qualification was primary education had scored 27.67, sd=4.317, whose mother's educational qualification was secondary education had scored 28.06, sd=4.615, whose mother's educational qualification was higher secondary education had scored 28.87, sd=4.427, whose mother's educational qualification was higher education had scored 30.44, sd=4.255 on self-esteem.

4.1.2 Overall psychological wellbeing and self-esteem of Tribal students based on various demographic and socio-economic variables.

Table 4.25: Mean score distribution of Psychological Wellbeing based on Gender of tribal students.

Mean score distribution of Psychological Wellbeing based on Gender of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Male	220	185.98	23.233
	Female	244	186.01	19.832
Autonomy	Male	220	30.75	5.284
	Female	244	30.36	4.874
Environmental Mastery	Male	220	30.36	5.302
	Female	244	30.16	5.323
Personal Growth	Male	220	31.06	5.538
	Female	244	31.43	5.681
Positive relation with others	Male	220	33.95	5.256
	Female	244	33.66	5.371
Purpose in life	Male	220	29.45	6.465
	Female	244	29.88	6.276
Self-acceptance	Male	220	30.42	5.870
	Female	244	30.52	5.630

Figure 4.25 Showing Psychological Wellbeing based on Gender of tribal students.

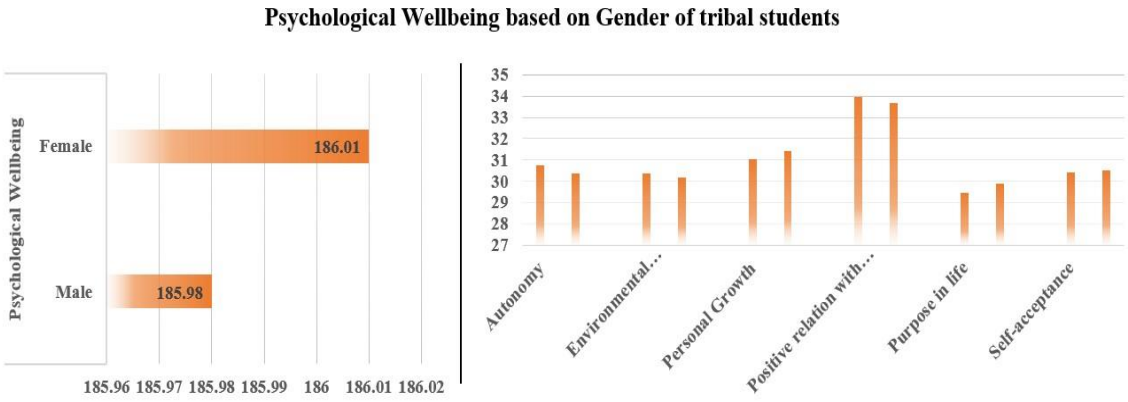

Table 4.25 and Figure 4.25 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's gender. It can be observed from particular table that male students scored 185.98, sd= 23.233 and female students scored 186.01, sd=19.832 on psychological wellbeing.

Table 4.26: Mean score distribution of Self-esteem based on Gender of tribal students.

Mean score distribution of Self-esteem based on Gender of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Male	220	27.72	4.120
	Female	244	27.29	4.047

Figure 4.26: Showing self-esteem based on Gender of tribal students.

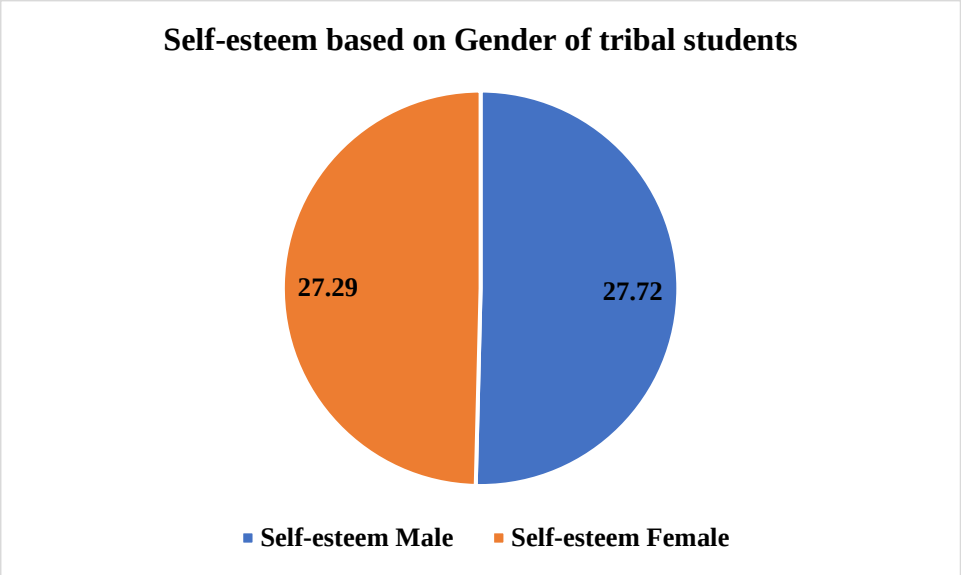

Table 4.26 and Figure 4.26 presented mean score distributions and standard deviations of self-esteem based on tribal student's gender. It can be observed from particular table that male students scored 27.72, sd=4.120 and female students scored 27.29, sd=4.047 on self-esteem.

Table 4.27: Mean score distribution of Psychological Wellbeing based on Family type of tribal students.

Mean score distribution of Psychological Wellbeing based on Family type of tribal students				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Joint Family	123	190.63	24.524
	Nuclear Family	341	184.33	20.060
Autonomy	Joint Family	123	31.02	5.518
	Nuclear Family	341	30.37	4.896
Environmental Mastery	Joint Family	123	31.43	5.722
	Nuclear Family	341	29.83	5.093
Personal Growth	Joint Family	123	31.72	5.371
	Nuclear Family	341	31.09	5.693
	Joint Family	123	34.27	5.605

Positive relation with others	Nuclear Family	341	33.63	5.202
Purpose in life	Joint Family	123	30.69	6.657
	Nuclear Family	341	29.30	6.223
Self-acceptance	Joint Family	123	31.50	6.145
	Nuclear Family	341	30.10	5.549

Figure 4.27: Showing Psychological Wellbeing based on Family type of tribal students.

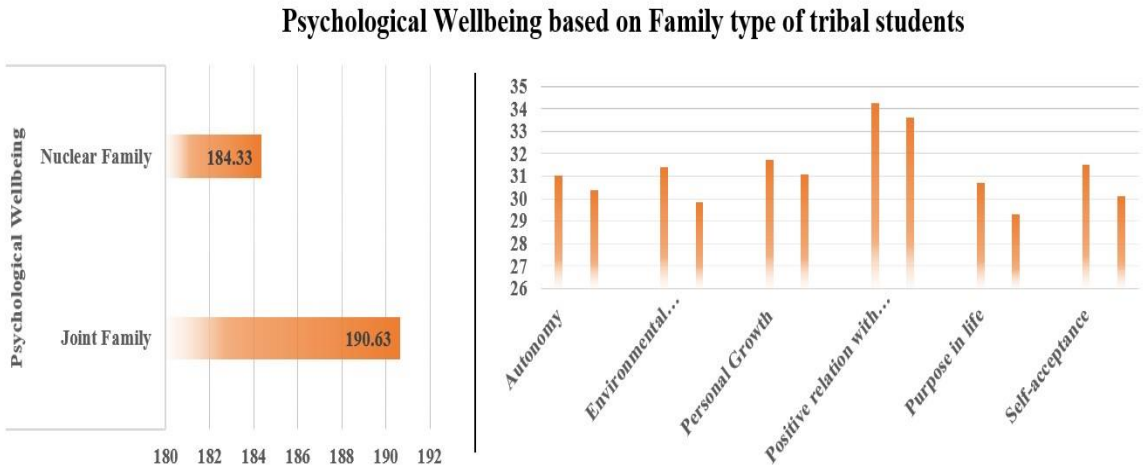

Table 4.27 and Figure 4.27 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's type of family. It can be observed from particular table that students from joint families scored 190.63, sd= 24.524 and students from nuclear families scored 184.33, sd=20.060 on psychological wellbeing.

Table 4.28: Mean score distribution of Self-esteem based on Family type of tribal students.

Mean score distribution of Self-esteem based on Family type of tribal students				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
	Joint Family	123	27.45	4.163

Self-esteem	Nuclear Family	341	27.51	4.060

Figure 4.28: Showing self-esteem based on Family type of tribal students.

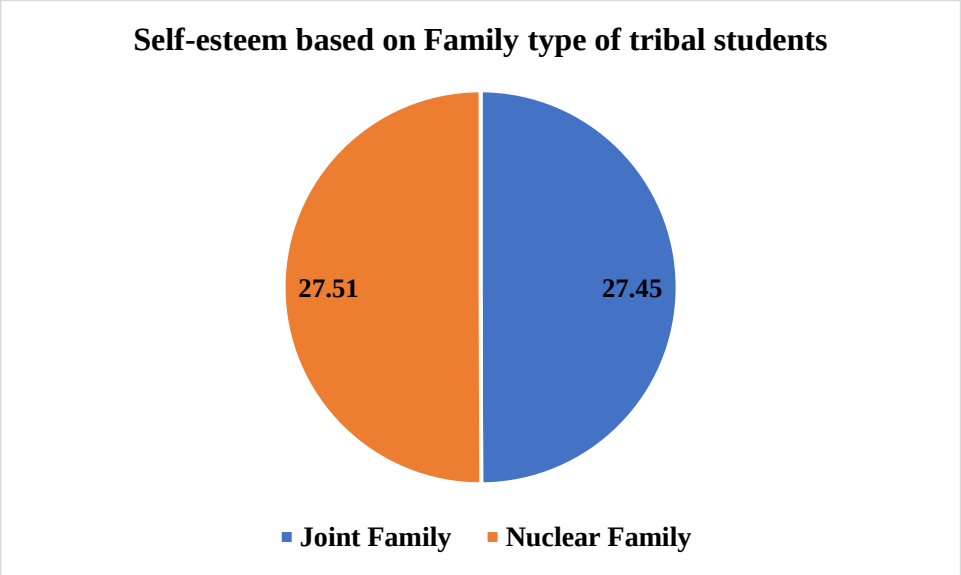

Table 4.28 and Figure 4.28 presented mean score distributions and standard deviations of self-esteem based on tribal student's family type. It can be observed from particular table that students from joint families scored 27.45, sd=4.163 and students from nuclear families scored 27.51, sd=4.060 on self-esteem.

Table 4.29: Mean score distribution of Psychological Wellbeing based on Medium of instruction of tribal students.

Mean score distribution of Psychological Wellbeing based on Medium of instruction of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	English	14	180.36	17.005
	Bengali	450	186.17	21.604
Autonomy	English	14	30.07	2.868
	Bengali	450	30.56	5.125
Environmental Mastery	English	14	28.36	4.814

	Bengali	450	30.31	5.317
Personal Growth	English	14	29.71	4.008
	Bengali	450	31.30	5.650
Positive relation with others	English	14	33.79	2.751
	Bengali	450	33.80	5.375
Purpose in life	English	14	28.14	4.276
	Bengali	450	29.72	6.415
Self-acceptance	English	14	30.29	3.074
	Bengali	450	30.48	5.804

Figure 4.29: Showing Psychological Wellbeing based on Medium of Instruction of tribal students.

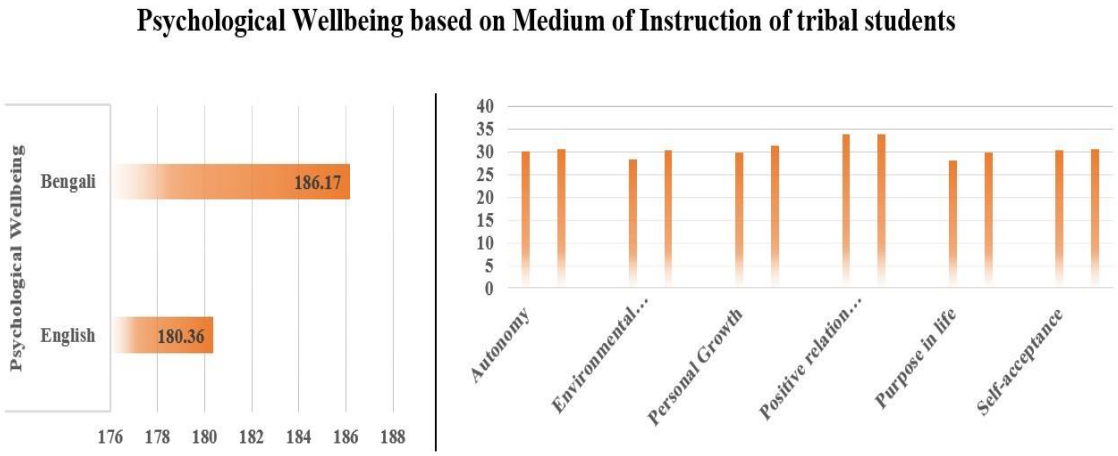

Table 4.29 and Figure 4.29 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's medium of instruction. It can be observed from particular table that students from English medium scored 180.36, sd= 17.005 and students from Bengali medium scored 186.17, sd=21.604 on psychological wellbeing.

Table 4.30: Mean score distribution of Self-esteem based on Medium of instruction of tribal students.

Mean score distribution of Self-esteem based on Medium of instruction of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	English	14	27.86	2.852
	Bengali	450	27.48	4.118

Figure 4.30: Showing Self-esteem based on Medium of Instruction of tribal students.

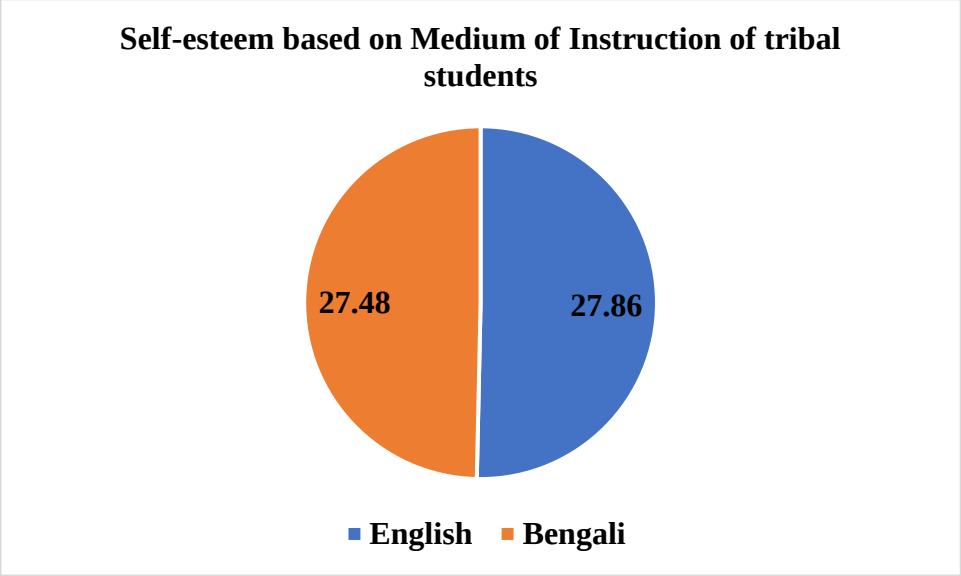

Table 4.30 and Figure 4.30 presented mean score distributions and standard deviations of self-esteem based on tribal student's medium of instruction. It can be observed from particular table that students from English medium scored 27.86, sd=2.852 and students from Bengali medium scored 27.48, sd=4.118 on self-esteem.

Table 4.31: Mean score distribution of Psychological Wellbeing based on habitat of tribal students.

Mean score distribution of Psychological Wellbeing based on habitat of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Rural	446	185.98	21.430
	Urban	18	186.39	23.545
Autonomy	Rural	446	30.50	5.084
	Urban	18	31.56	4.743
Environmental Mastery	Rural	446	30.29	5.308
	Urban	18	29.44	5.404
Personal Growth	Rural	446	31.17	5.624
	Urban	18	33.28	4.992
Positive relation with others	Rural	446	33.89	5.289
	Urban	18	31.56	5.565
Purpose in life	Rural	446	29.63	6.389
	Urban	18	30.67	5.750
Self-acceptance	Rural	446	30.50	5.693
	Urban	18	29.89	6.994

Figure 4.31: Showing Psychological Wellbeing based on habitat of tribal students.

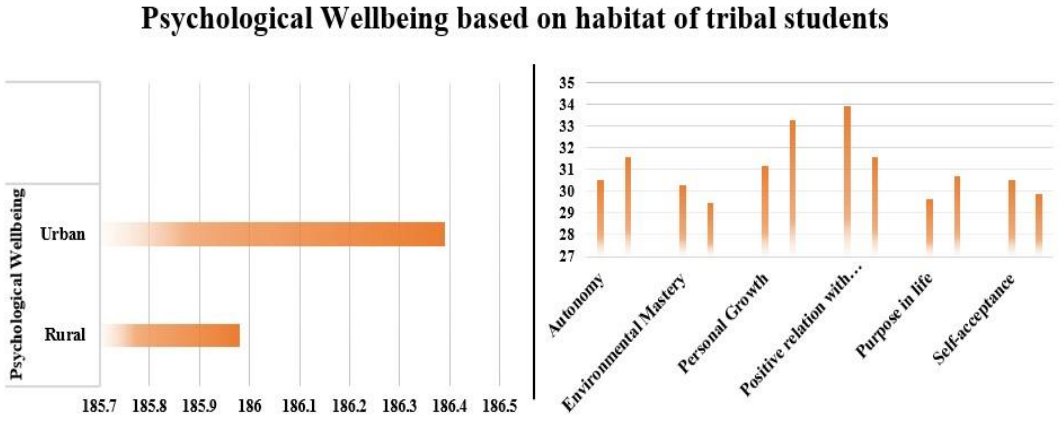

Table 4.31 and Figure 4.31 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's habitat. It can be observed from particular table that students from rural area scored m= 185.98, sd= 21.430 and students from urban area scored m= 186.39, sd= 23.545 on psychological wellbeing.

Table 4.32: Mean score distribution of Self-esteem based on habitat of tribal students.

Mean score distribution of Self-esteem based on habitat of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Rural	446	27.46	3.993
	Urban	18	28.28	5.998

Figure 4.32: Showing Self-esteem based on habitat of tribal students.

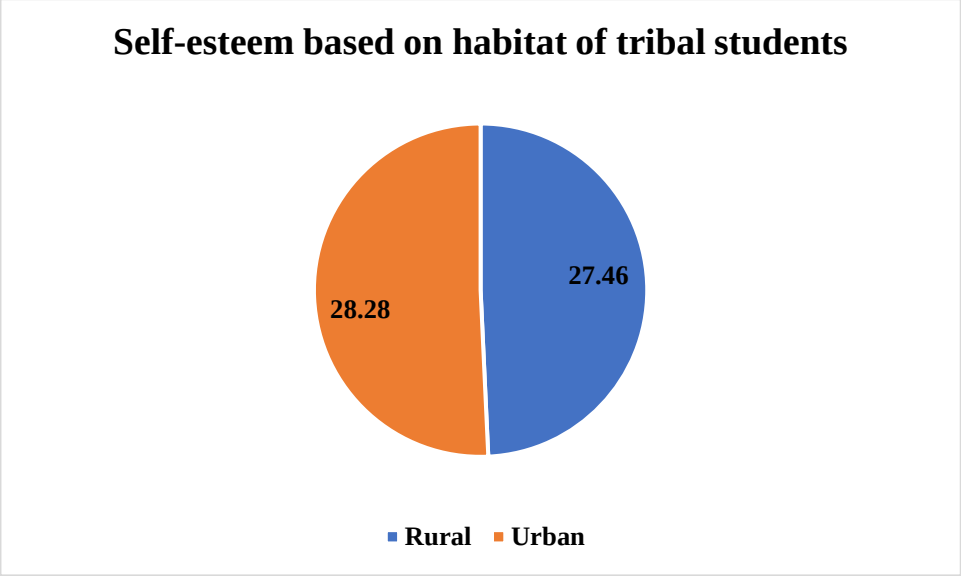

Table 4.32 and Figure 4.32 presented mean score distributions and standard deviations of self-esteem based on tribal student's habitat. It can be observed from particular table that students from rural area scored m= 27.46, sd= 3.993 and students from urban area scored m= 28.28, sd= 5.998 on self-esteem.

Table 4.33: Mean score distribution of Psychological Wellbeing based on sibling count of tribal students.

Mean score distribution of Psychological Wellbeing based on Sibling count of tribal students				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	No Sibling	66	177.61	20.385
	One Sibling	130	188.61	21.290
	More Than One Siblings	268	186.80	21.428
	Total	464	186.00	21.488
Autonomy	No Sibling	66	29.29	5.626
	One Sibling	130	30.90	5.170
	More Than One Siblings	268	30.68	4.847
	Total	464	30.55	5.070
Environmental Mastery	No Sibling	66	28.97	4.307
	One Sibling	130	29.97	4.787
	More Than One Siblings	268	30.71	5.711
	Total	464	30.25	5.308
Personal Growth	No Sibling	66	29.33	4.862
	One Sibling	130	32.32	5.169
	More Than One Siblings	268	31.21	5.870
	Total	464	31.26	5.611
Positive relation with others	No Sibling	66	33.29	4.285
	One Sibling	130	33.69	4.730
	More Than One Siblings	268	33.97	5.794
	Total	464	33.80	5.313
	No Sibling	66	27.85	6.279
	One Sibling	130	31.02	6.999

Purpose in life	More Than One Siblings	268	29.47	5.932
	Total	464	29.67	6.363
Self-acceptance	No Sibling	66	28.88	5.085
	One Sibling	130	30.70	6.131
	More Than One Siblings	268	30.75	5.650
	Total	464	30.47	5.739

Figure 4.33: Showing Psychological Wellbeing based on Sibling count of tribal students.

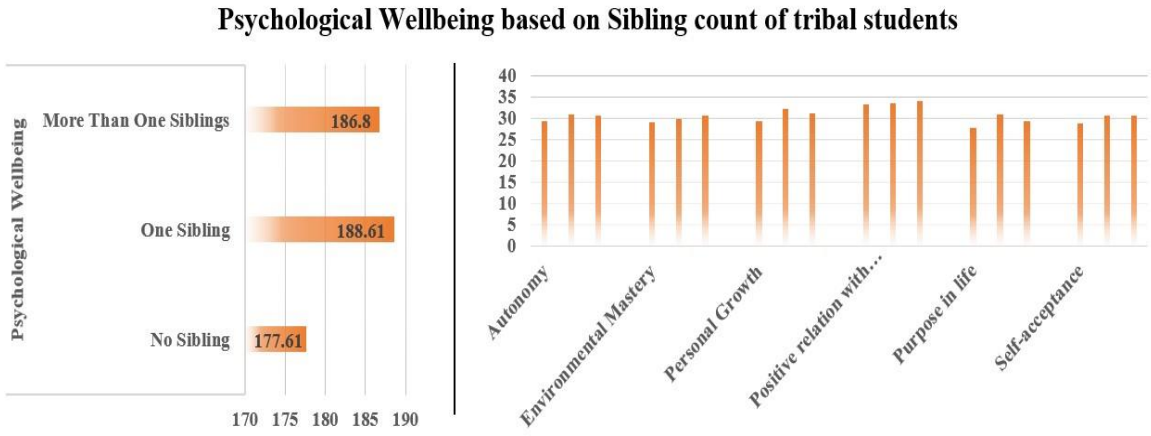

Table 4.33 and Figure 4.33 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's sibling count. It can be observed from particular table that students had no sibling scored 177.61, sd= 20.385, students had one sibling scored 188.61, sd=21.290 and students had more than one sibling scored 186.80, sd=21.428 on psychological wellbeing.

Table 4.34: Mean score distribution of Self-esteem based on sibling count of tribal students.

Mean score distribution of Self-esteem based on Sibling count of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	No Sibling	66	26.80	3.034
	One Sibling	130	28.02	4.579
	More Than One Sibling	268	27.41	4.035
	Total	464	27.49	4.083

Figure 4.34: Showing Self-esteem based on Sibling count of tribal students.

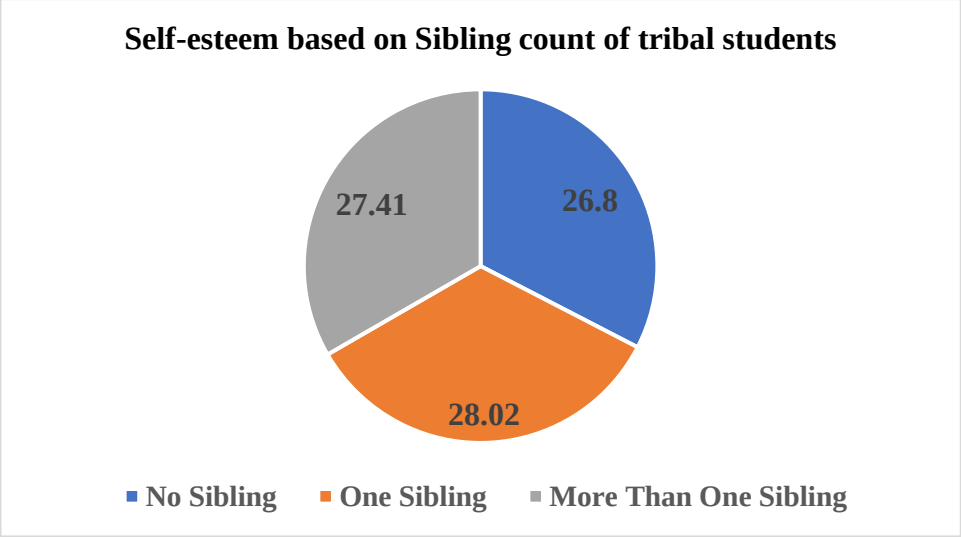

Table 4.34 and Figure 4.34 presented mean score distributions and standard deviations of self-esteem based on tribal student's sibling count. It can be observed from particular table that students had no sibling scored 26.80, sd=3.034, students had one sibling scored 28.02, sd= 4.579 and students had more than one sibling scored 27.49, sd=4.083 on self-esteem.

Table 4.35: Mean score distribution of Psychological Wellbeing based on Stream of study of tribal students.

Mean score distribution of Psychological Wellbeing based on Stream of study of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	School Students	353	183.14	20.192
	Arts	86	193.51	23.710
	Science	25	200.48	19.906
	Total	464	186.00	21.488
Autonomy	School Students	353	30.29	4.991
	Arts	86	31.33	5.116
	Science	25	31.40	5.831
	Total	464	30.55	5.070
Environmental Mastery	School Students	353	29.91	5.307
	Arts	86	30.97	5.387
	Science	25	32.68	4.240
	Total	464	30.25	5.308
Personal Growth	School Students	353	30.65	5.397
	Arts	86	32.98	6.116
	Science	25	33.92	4.915
	Total	464	31.26	5.611
Positive relation with others	School Students	353	33.58	5.181
	Arts	86	34.13	5.545
	Science	25	35.80	6.055
	Total	464	33.80	5.313
Purpose in life	School Students	353	29.07	6.288
	Arts	86	31.35	6.376
	Science	25	32.48	5.796
	Total	464	29.67	6.363
	School Students	353	29.65	5.352
	Arts	86	32.77	6.422

Self-acceptance	Science	25	34.20	5.091
	Total	464	30.47	5.739

Figure 4.35: Showing Psychological Wellbeing based on Stream of study of tribal students.

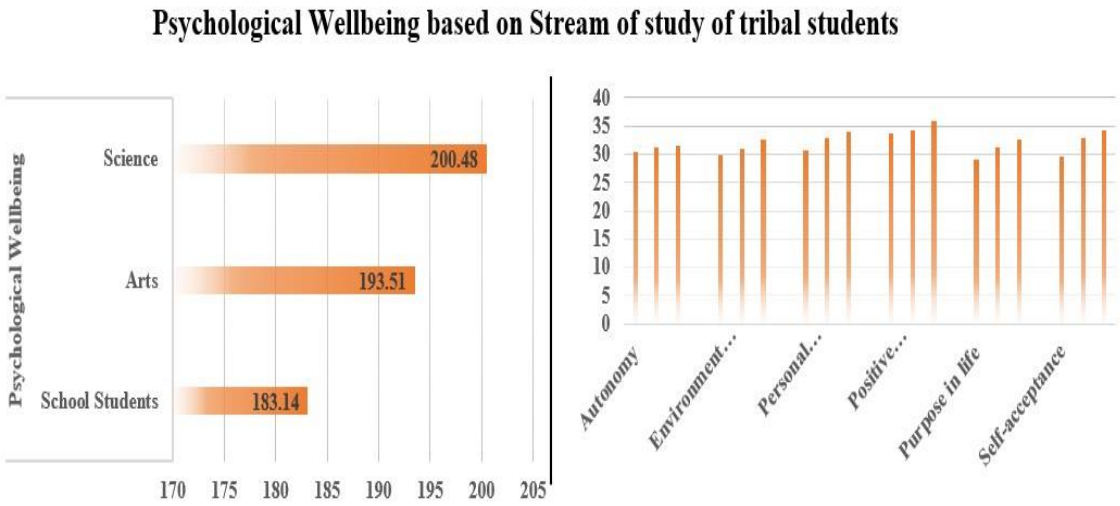

Table 4.35 and Figure 4.35 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's stream of study. It can be observed from particular table that school students had scored 183.14, sd= 20.192; students of arts stream scored 193.51, sd=23.710 and students of science stream scored 200.48, sd=19.906 on psychological wellbeing.

Table 4.36: Mean score distribution of Self-esteem based on Stream of study of tribal students.

Mean score distribution of Self-esteem based on Stream of study of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	School Students	353	27.08	3.903
	Arts	86	28.84	4.330
	Science	25	28.76	4.594
	Total	464	27.49	4.083

Figure 4.36: Showing Self-esteem based on Stream of study of tribal students.

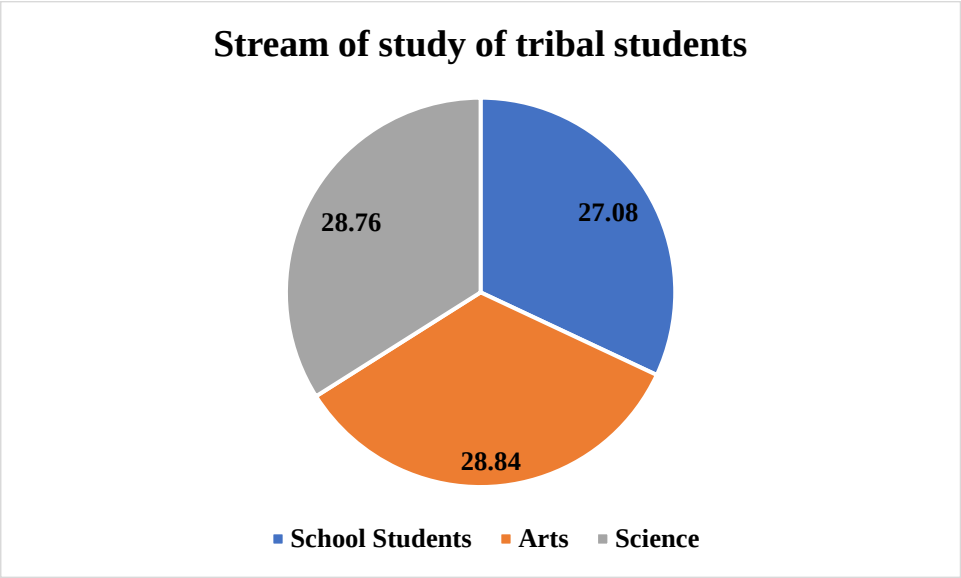

Table 4.36 and Figure 4.36 presented mean score distributions and standard deviations of self-esteem based on tribal students's stream of study. It can be observed from particular table that school students had scored 27.08, sd= 3.903; students of arts stream scored 28.84, sd=4.330 and students of science stream scored 28.76, sd=4.594 on self-esteem.

Table 4.37: Mean score distribution of Psychological Wellbeing based on present studying class of tribal students.

Mean score distribution of Psychological Wellbeing based on present studying class of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Primary	102	174.26	14.959
	Secondary	281	187.07	20.678
	Higher Secondary	70	198.37	24.869
	Undergraduate	11	188.64	19.038
	Total	464	186.00	21.488
	Primary	102	28.50	4.917
	Secondary	281	30.93	4.900

Autonomy	Higher Secondary	70	32.07	5.014
	Undergraduate	11	30.00	6.083
	Total	464	30.55	5.070
Environmental Mastery	Primary	102	28.25	4.080
	Secondary	281	30.67	5.483
	Higher Secondary	70	31.31	5.633
	Undergraduate	11	31.45	4.569
	Total	464	30.25	5.308
Personal Growth	Primary	102	29.75	5.149
	Secondary	281	31.19	5.496
	Higher Secondary	70	33.67	6.083
	Undergraduate	11	31.73	4.921
	Total	464	31.26	5.611
Positive relation with others	Primary	102	32.71	4.804
	Secondary	281	33.93	5.395
	Higher Secondary	70	35.17	5.394
	Undergraduate	11	31.82	5.288
	Total	464	33.80	5.313
Purpose in life	Primary	102	26.53	4.707
	Secondary	281	30.06	6.456
	Higher Secondary	70	32.17	6.543
	Undergraduate	11	32.91	5.300
	Total	464	29.67	6.363
Self-acceptance	Primary	102	28.53	5.085
	Secondary	281	30.30	5.380
	Higher Secondary	70	33.97	6.690
	Undergraduate	11	30.73	4.407
	Total	464	30.47	5.739

Figure 4.37: Psychological Wellbeing based on present studying class of tribal students.

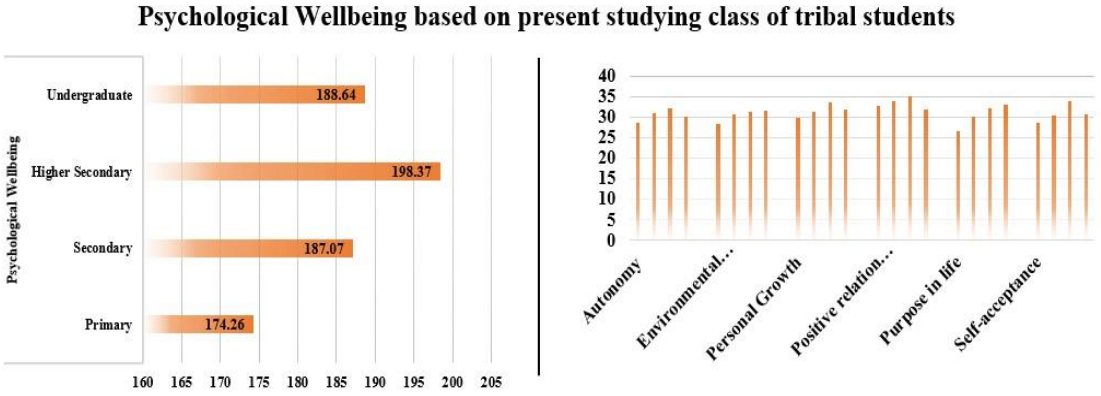

Table 4.37 and Figure 4.37 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's present studying class. It can be observed from particular table that students of primary education had scored 174.26, sd= 14.959; students of secondary education had scored 187.07, sd=20.678, students of higher secondary education had scored 198.37, sd=24.869, students of undergraduate education had scored 188.64, sd=219.038 on psychological wellbeing.

Table 4.38: Mean score distribution of self-esteem based on present studying class of tribal students.

Mean score distribution of self-esteem based on present studying class of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Primary	102	26.82	3.663
	Secondary	281	27.20	4.028
	Higher Secondary	70	29.60	4.447
	Undergraduate	11	27.82	2.750
	Total	464	27.49	4.083

Figure 4.38: Showing self-esteem based on present studying class of tribal students.

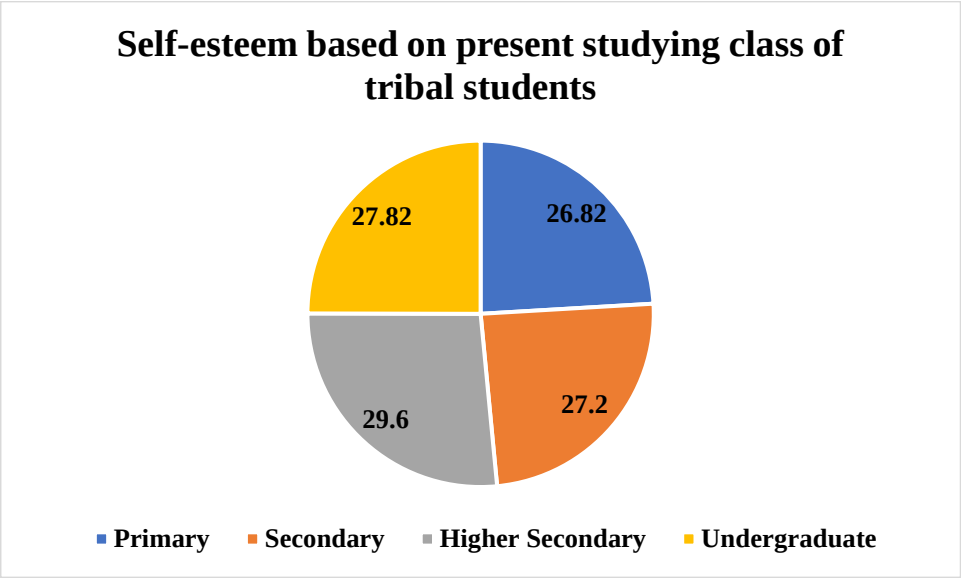

Table 4.38 and Figure 4.38 presented mean score distributions and standard deviations of self-esteem based on tribal student's present studying class. It can be observed from particular table that students of primary education had scored 26.82, sd= 3.663; students of secondary education had scored 27.20, sd=4.028, students of higher secondary education had scored 29.60, sd=4.447, students of undergraduate education had scored 27.82, sd=2.750 on self-esteem.

Table 4.39: Mean score distribution of Psychological Wellbeing based on Father's occupation of tribal students.

Mean score distribution of Psychological Wellbeing based on Father's occupation of tribal students				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Cultivation	362	185.78	21.202
	Business	21	187.43	25.721
	Government Service	39	191.08	21.942
	Private Sector	1	172.00	.
	Daily Labour	41	182.66	21.369

	Total	464	186.00	21.488
Autonomy	Cultivation	362	30.58	5.209
	Business	21	29.81	4.457
	Government Service	39	31.41	4.794
	Private Sector	1	25.00	.
	Daily Labour	41	29.90	4.329
	Total	464	30.55	5.070
Environmental Mastery	Cultivation	362	30.05	4.971
	Business	21	31.14	5.416
	Government Service	39	32.41	6.142
	Private Sector	1	26.00	.
	Daily Labour	41	29.68	6.821
	Total	464	30.25	5.308
Personal Growth	Cultivation	362	31.41	5.468
	Business	21	31.10	5.176
	Government Service	39	32.18	5.758
	Private Sector	1	30.00	.
	Daily Labour	41	29.10	6.614
	Total	464	31.26	5.611
Positive relation with others	Cultivation	362	33.89	5.182
	Business	21	32.24	4.437
	Government Service	39	32.87	6.216
	Private Sector	1	33.00	.
	Daily Labour	41	34.66	5.906
	Total	464	33.80	5.313
	Cultivation	362	29.41	6.408
	Business	21	32.05	6.895
	Government Service	39	30.31	5.597
	Private Sector	1	29.00	.

Purpose in life	Daily Labour	41	30.15	6.346
	Total	464	29.67	6.363
Self-acceptance	Cultivation	362	30.43	5.669
	Business	21	31.10	6.818
	Government Service	39	31.90	6.210
	Private Sector	1	29.00	.
	Daily Labour	41	29.17	5.224
	Total	464	30.47	5.739

Figure 4.39: Showing Psychological Wellbeing based on Father's occupation of tribal students.

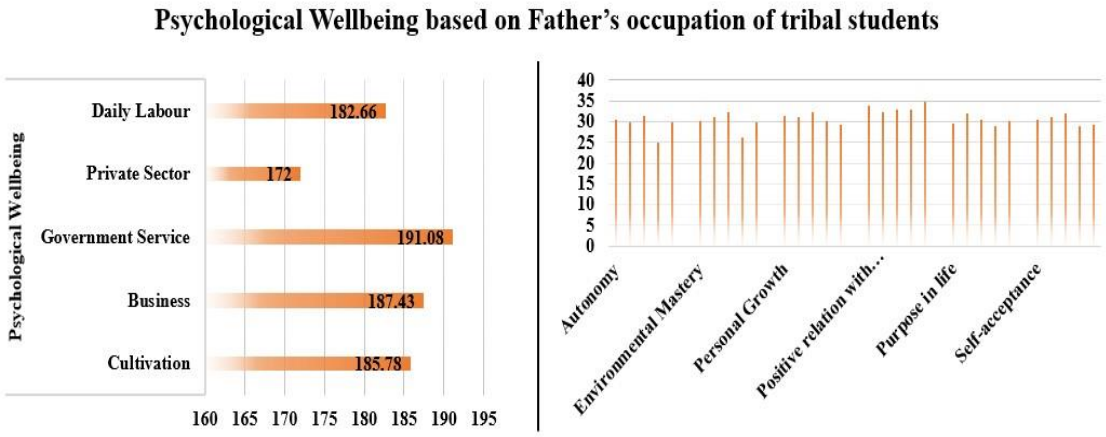

Table 4.39 and Figure 4.39 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's fathers' occupation. It can be observed from particular table that whose father's occupation was cultivation had scored 185.78, sd= 21.202; whose father's occupation was business had scored 187.43, sd=25.721, whose father's occupation was govt service had scored 191.08, sd=21.942, whose father's occupation was private job had scored 172.00, sd=0.000, whose father's occupation was daily labour had scored 182.66, sd=21.369 on psychological wellbeing.

Table 4.40: Mean score distribution of Self-esteem based on father's occupation of tribal students.

Mean score distribution of Self-esteem based on father's occupation of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Cultivation	362	27.43	4.108
	Business	21	29.00	3.578
	Government Service	39	28.23	4.475
	Private Sector	1	25.00	.
	Daily Labour	41	26.63	3.555
	Total	464	27.49	4.083

Figure 4.40: Showing Self-esteem based on father's occupation of tribal students.

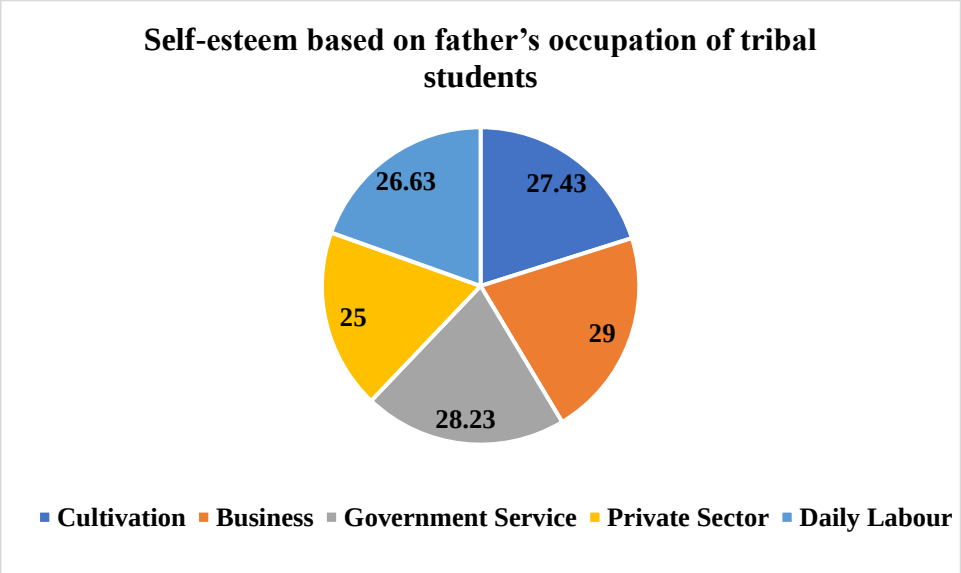

Table 4.40 and Figure 4.40 presented mean score distributions and standard deviations of self-esteem based on tribal student's fathers' occupation. It can be observed from particular table that whose father's occupation was cultivation had scored 27.43, sd= 4.108; whose father's occupation was business had scored 29.00, sd=3.578, whose father's occupation was govt service had scored 28.23,

sd=4.475, whose father's occupation was private job had scored 25.00, sd=0.00, whose father's occupation was daily labour had scored 26.63, sd=3.555 on self-esteem.

Table 4.41: Mean score distribution of Psychological Wellbeing based on Mother's occupation of tribal students.

Mean score distribution of Psychological Wellbeing based on Mother's occupation of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Homemaker	409	186.24	21.765
	Business	22	179.41	13.012
	Government Service	14	188.86	27.112
	Private Sector	2	229.00	.000
	Daily Labour	17	181.18	11.759
	Total	464	186.00	21.488
Autonomy	Homemaker	409	30.65	5.062
	Business	22	27.32	4.064
	Government Service	14	32.57	6.223
	Private Sector	2	34.00	.000
	Daily Labour	17	30.06	4.190
	Total	464	30.55	5.070
Environmental Mastery	Homemaker	409	30.30	5.225
	Business	22	29.41	4.563
	Government Service	14	31.86	7.513
	Private Sector	2	41.00	.000
	Daily Labour	17	27.71	4.634
	Total	464	30.25	5.308
	Homemaker	409	31.33	5.670
	Business	22	31.05	4.685

Personal Growth	Government Service	14	30.93	6.866
	Private Sector	2	33.00	.000
	Daily Labour	17	29.88	4.608
	Total	464	31.26	5.611
Positive relation with others	Homemaker	409	33.78	5.370
	Business	22	33.59	3.621
	Government Service	14	33.86	6.927
	Private Sector	2	43.00	.000
	Daily Labour	17	33.47	3.793
	Total	464	33.80	5.313
Purpose in life	Homemaker	409	29.64	6.461
	Business	22	28.05	4.835
	Government Service	14	30.00	6.656
	Private Sector	2	43.00	.000
	Daily Labour	17	30.65	3.656
	Total	464	29.67	6.363
Self-acceptance	Homemaker	409	30.55	5.825
	Business	22	30.00	5.674
	Government Service	14	29.64	4.217
	Private Sector	2	35.00	.000
	Daily Labour	17	29.41	5.124
	Total	464	30.47	5.739

Figure 4.41: Showing Psychological Wellbeing based on Mother's occupation of tribal students.

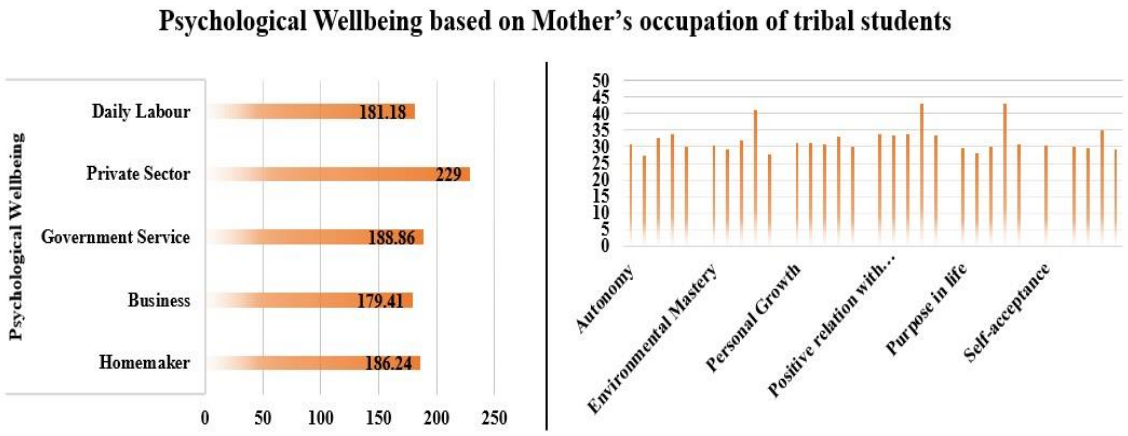

Table 4.41 and Figure 4.41 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's mothers' occupation. It can be observed from particular table that whose mother's occupation was homemaker had scored 186.24, sd= 21.765; whose mother's occupation was business had scored 179.41, sd=13.012, whose mother's occupation was govt service had scored 188.86, sd=27.112, whose mother's occupation was private job had scored 229.00, sd=0.000, whose mother's occupation was daily labour had scored 181.18, sd=11.759 on psychological wellbeing.

Table 4.42: Mean score distribution of Self-esteem based on Mother's occupation of tribal students.

Mean score distribution of Self-esteem based on Mother's occupation of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Self-esteem	Homemaker	409	27.54	4.094
	Business	22	27.23	2.861
	Government Service	14	27.36	3.003
	Private Sector	2	37.00	.000
	Daily Labour	17	25.82	4.760

	Total	464	27.49	4.083

Figure 4.42: Showing Self-esteem based on Mother's occupation of tribal students.

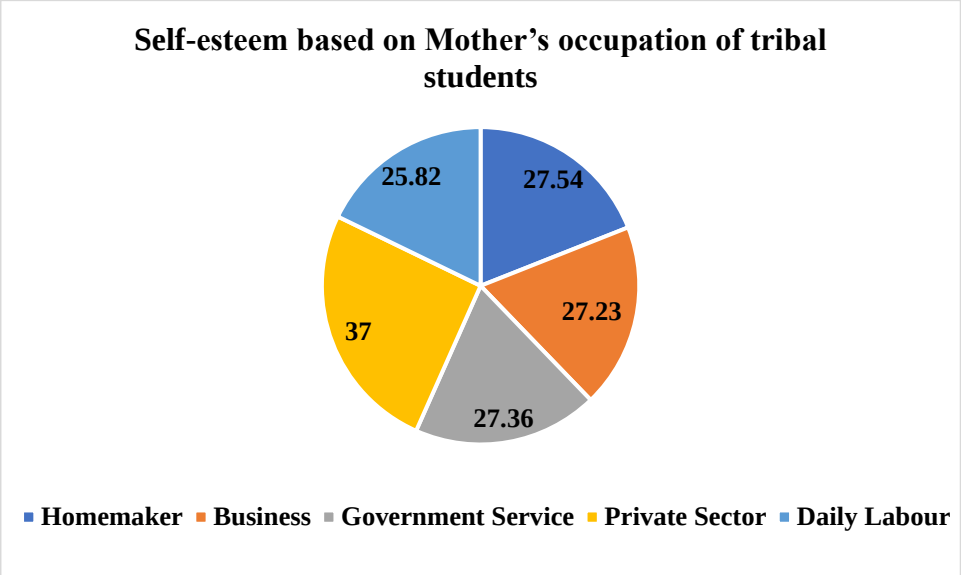

Table 4.42 and Figure 4.42 presented mean score distributions and standard deviations of self-esteem based on tribal student's mothers' occupation. It can be observed from particular table that whose mother's occupation was homemaker had scored 27.54, sd= 4.094; whose mother's occupation was business had scored 27.23, sd=2.861, whose mother's occupation was govt service had scored 27.36, sd=3.003, whose mother's occupation was private job had scored 37.00, sd=0.000, whose mother's occupation was daily labour had scored 25.82, sd=4.760 on self-esteem.

Table 4.43: Mean score distribution of Psychological Wellbeing based on father's educational qualification of tribal students.

Mean score distribution of Psychological Wellbeing based on father's educational qualification of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
	Illiterate	52	178.98	19.620

Psychological Wellbeing	Primary Education	129	179.66	17.794
	Secondary Education	181	185.47	17.656
	Higher Secondary Education	78	196.56	27.724
	Higher Education	24	204.92	23.984
	Total	464	186.00	21.488
Autonomy	Illiterate	52	29.63	4.546
	Primary Education	129	30.05	4.536
	Secondary Education	181	30.30	5.153
	Higher Secondary Education	78	31.65	5.633
	Higher Education	24	33.46	5.133
	Total	464	30.55	5.070
Environmental Mastery	Illiterate	52	28.96	3.906
	Primary Education	129	28.86	4.812
	Secondary Education	181	30.30	4.954
	Higher Secondary Education	78	31.82	6.060
	Higher Education	24	35.13	6.463
	Total	464	30.25	5.308
Personal Growth	Illiterate	52	29.92	5.986
	Primary Education	129	30.34	5.156
	Secondary Education	181	31.30	5.032
	Higher Secondary Education	78	32.77	6.542
	Higher Education	24	33.79	6.447
	Total	464	31.26	5.611
	Illiterate	52	32.48	4.277

Positive relation with others	Primary Education	129	32.73	5.659
	Secondary Education	181	33.98	4.797
	Higher Secondary Education	78	35.08	5.649
	Higher Education	24	36.88	6.038
	Total	464	33.80	5.313
Purpose in life	Illiterate	52	28.79	6.864
	Primary Education	129	28.29	5.374
	Secondary Education	181	29.41	6.116
	Higher Secondary Education	78	32.06	7.411
	Higher Education	24	33.21	5.267
	Total	464	29.67	6.363
Self-acceptance	Illiterate	52	29.19	5.343
	Primary Education	129	29.40	5.177
	Secondary Education	181	30.18	5.019
	Higher Secondary Education	78	33.18	7.111
	Higher Education	24	32.46	6.653

Figure 4.43: Showing Psychological Wellbeing based on father's educational qualification of tribal students.

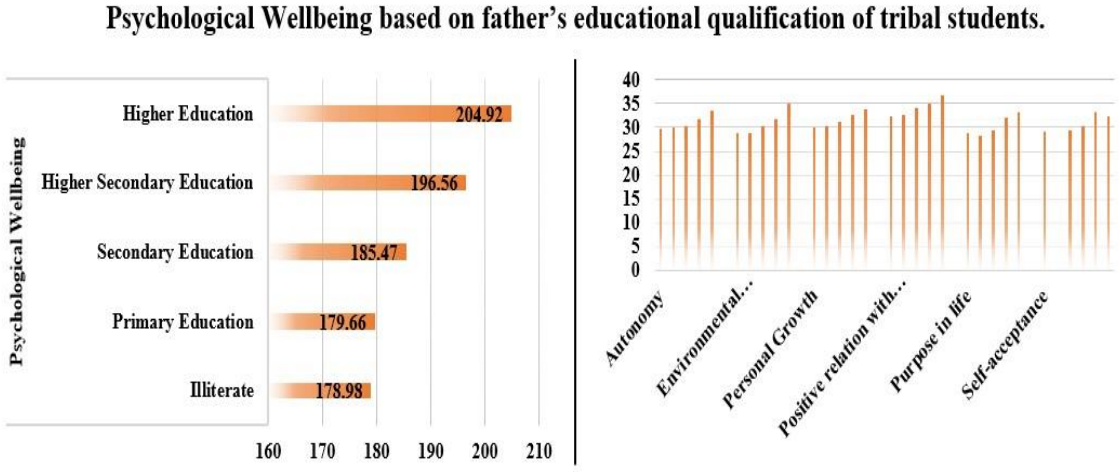

Table 4.43 and Figure 4.43 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's father's education. It can be observed from particular table that whose fathers were illiterate had scored 178.98, sd= 19.620; whose father's educational qualification was primary education had scored 179.66, sd=17.794, whose father's educational qualification was secondary education had scored 185.47, sd=17.656, whose father's educational qualification was higher secondary education had scored 196.56, sd=27.724, whose father's educational qualification was higher education had scored 204.92, sd=23.984 on psychological wellbeing.

Table 4.44: Mean score distribution of Self-esteem based on father's educational qualification of tribal students.

Mean score distribution of Self-esteem based on father's educational qualification of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
	Illiterate	52	28.06	2.754
	Primary Education	129	26.40	3.591

Self-esteem	Secondary Education	181	27.09	3.888
	Higher Secondary Education	78	28.99	4.945
	Higher Education	24	30.33	4.706
	Total	464	27.49	4.083

Figure 4.44: Showing Self-esteem based on father's educational qualification of tribal students.

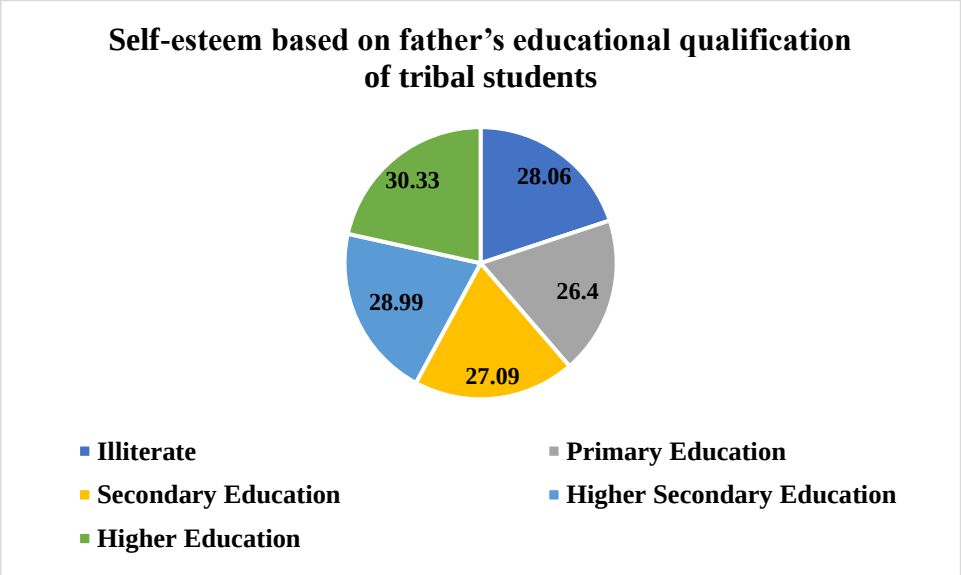

Table 4.44 and Figure 4.44 presented mean score distributions and standard deviations of self-esteem based on tribal student's father's education. It can be observed from particular table that whose fathers were illiterate had scored 28.06, sd= 2.754; whose father's educational qualification was primary education had scored 26.40, sd=3.591, whose father's educational qualification was secondary education had scored 27.09, sd=3.888, whose father's educational qualification was higher secondary education had scored 28.99, sd=4.945, whose father's educational qualification was higher education had scored 30.33, sd=4.706 on self-esteem.

Table 4.45: Mean score distribution of Psychological Wellbeing based on mother's educational qualification of tribal students.

Mean score distribution of Psychological Wellbeing based on mother's educational qualification of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
Psychological Wellbeing	Illiterate	76	178.67	14.550
	Primary Education	184	182.08	20.422
	Secondary Education	153	191.90	22.536
	Higher Secondary Education	39	192.97	23.741
	Higher Education	12	194.67	26.851
	Total	464	186.00	21.488
Autonomy	Illiterate	76	29.16	4.688
	Primary Education	184	30.06	4.861
	Secondary Education	153	31.51	5.474
	Higher Secondary Education	39	31.15	4.699
	Higher Education	12	32.50	3.631
	Total	464	30.55	5.070
Environmental Mastery	Illiterate	76	29.12	3.759
	Primary Education	184	29.34	5.169
	Secondary Education	153	31.71	5.687
	Higher Secondary Education	39	30.77	5.527
	Higher Education	12	31.17	6.206
	Total	464	30.25	5.308
	Illiterate	76	30.04	5.084
	Primary Education	184	30.75	5.424

Personal Growth	Secondary Education	153	32.10	5.887
	Higher Secondary Education	39	32.51	5.689
	Higher Education	12	31.83	6.162
	Total	464	31.26	5.611
Positive relation with others	Illiterate	76	32.17	4.916
	Primary Education	184	33.26	5.359
	Secondary Education	153	35.00	5.159
	Higher Secondary Education	39	34.56	5.519
	Higher Education	12	34.58	5.143
	Total	464	33.80	5.313
Purpose in life	Illiterate	76	28.63	4.982
	Primary Education	184	29.21	6.321
	Secondary Education	153	30.24	6.889
	Higher Secondary Education	39	31.21	6.602
	Higher Education	12	31.17	6.118
	Total	464	29.67	6.363
Self-acceptance	Illiterate	76	29.55	5.292
	Primary Education	184	29.46	4.971
	Secondary Education	153	31.33	6.452
	Higher Secondary Education	39	32.77	5.575
	Higher Education	12	33.42	6.360
	Total	464	30.47	5.739

Figure 4.45: Showing Psychological Wellbeing based on mother's educational qualification of tribal students.

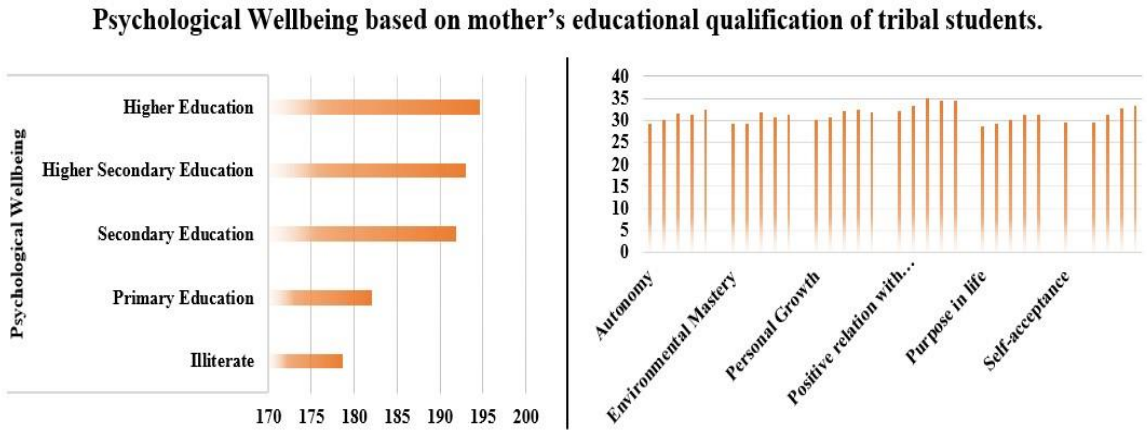

Table 4.45 and Figure 4.45 presented mean score distributions and standard deviations of psychological wellbeing based on tribal student's mother's education. It can be observed from particular table that whose mothers were illiterate had scored 178.67, sd= 14.550; whose mother's educational qualification was primary education had scored 182.08, sd=20.422, whose mother's educational qualification was secondary education had scored 191.90, sd=22.536, whose mother's educational qualification was higher secondary education had scored 192.97, sd=23.741, whose mother's educational qualification was higher education had scored 194.67, sd=26.851 on psychological wellbeing.

Table 4.46: Mean score distribution of Self-esteem based on mother's educational qualification of tribal students.

Mean score distribution of Self-esteem based on mother's educational qualification of tribal students.				
Dependent variable	**Factors**	**N**	**Mean**	**SD**
	Illiterate	76	27.63	2.911
	Primary Education	184	26.78	3.829
	Secondary Education	153	27.71	4.581

Self-esteem	Higher Secondary Education	39	29.10	4.376
	Higher Education	12	29.50	4.602
	Total	464	27.49	4.083

Figure 4.46: Showing Self-esteem based on mother's educational qualification of tribal students.

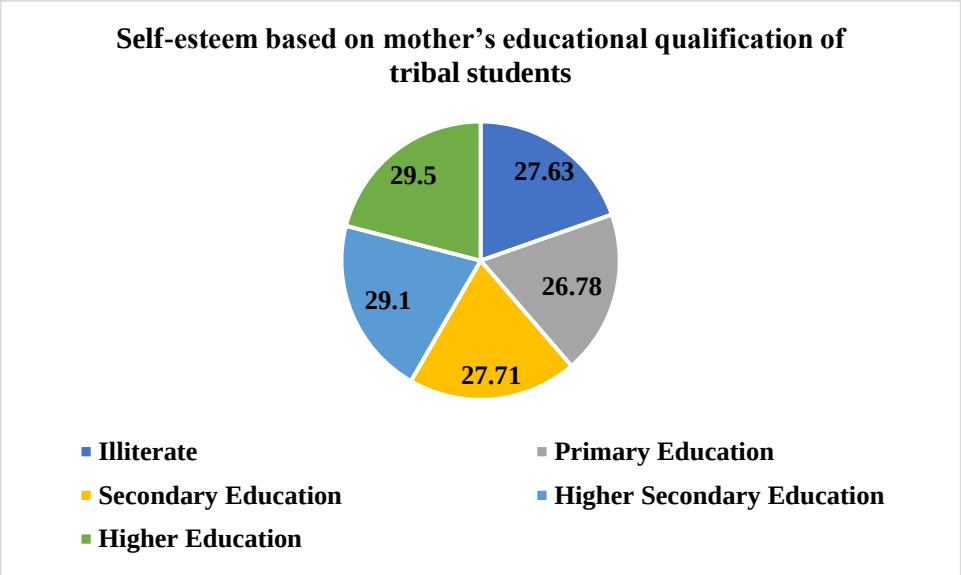

Table 4.46 and Figure 4.46 presented mean score distributions and standard deviations of self-esteem based on tribal student's mother's education. It can be observed from particular table that whose mothers were illiterate had scored 27.63 sd= 2.911; whose mother's educational qualification was primary education had scored 26.78, sd=3.829, whose mother's educational qualification was secondary education had scored 27.71, sd=4.581, whose mother's educational qualification was higher secondary education had scored 29.10, sd=4.376, whose mother's educational qualification was higher education had scored 29.50, sd=4.602 on self-esteem.

4.2 Inferential Statistics:

Inferential statistics is a part of statistics that includes making conclusions about a community from a sample of data. It draws conclusions and makes predictions based on chance theory and tests of hypotheses. Inferential statistics lets researchers generalise their results to a bigger group by looking at a representative subset of data. This helps them understand relationships, patterns, and trends. It helps people make smart choices, understand uncertainty, and figure out how reliable findings are. Here the researcher has used three major statistics as independent sample T-Test, One-way ANOVA and Pearson Correlation to find the significant results based on data.

4.2.1 Hypotheses Testing:

In this portion researcher has tested the framed null hypotheses as follows-

$H_0$1 – Self-esteem does not significantly differ between tribe and non-tribe students in West Bengal.

$H_0$2 – Psychological wellbeing does not significantly differ between tribe and non-tribe students in West Bengal.

Table 4.47: Showing independent sample T-Test based on self-esteem and psychological wellbeing with respect to category of students.

Independent Sample T-Test based on category of students					
	t	**df**	**Std. Error Difference**	**P Value**	**Remarks**
Self-esteem	3.339	1565	.243	0.001	*S
Overall Psychological Wellbeing	2.891	1565	1.322	0.004	*S
Autonomy	4.657	1565	.299	0.000	*S
Environmental Mastery	-.595	1565	.309	0.552	*NS

Personal Growth	1.077	1565	.336	0.282	*NS
Positive Relation with Others	-.390	1565	.322	0.697	*NS
Purpose In Life	4.401	1565	.365	0.000	*S
Self-Acceptance	2.282	1565	.337	0.023	*S

***S=Significant *NS=Not Significant**

Table 4.47 showed that the independent sample t-test evaluating the comparison of mean scores of tribe and non-tribe respect to self-esteem among students was appeared statistically significant **[$t_{(1567)}$ = 3.339, p<0.05]** and the comparison of mean scores of tribe and non-tribe respect to psychological wellbeing among students was appeared statistically significant **[$t_{(1567)}$ = 2.891, p<0.05].**

Result of $H_0$1: 'Self-esteem does not significantly differ between tribe and non-tribe students in West Bengal' - is rejected.

Result of $H_0$2: 'Psychological wellbeing does not significantly differ between tribe and non-tribe students in West Bengal' – is rejected.

$H_0$3 – Self-esteem does not significantly differ between male and female students in West Bengal.

$H_0$4 – Psychological wellbeing does not significantly differ between male and female students in West Bengal.

Table 4.48: Showing independent sample T-Test based on self-esteem and psychological wellbeing with respect to gender.

Independent Sample T-Test based on gender					
	t	**df**	**Std. Error Difference**	**P Value**	**Remarks**
Self-esteem	0.735	1565	0.223	0.462	*NS

Overall Psychological Wellbeing	-1.017	1565	1.210	0.309	*NS
Autonomy	-.167	1565	0.275	0.867	*NS
Environmental Mastery	-2.659	1565	0.281	0.008	*S
Personal Growth	-.979	1565	0.307	0.328	*NS
Positive Relation with Others	-.119	1565	0.294	0.905	*NS
Purpose In Life	.096	1565	0.335	0.923	*NS
Self-Acceptance	-.434	1565	0.308	0.665	*NS

***S=Significant *NS=Not Significant**

Table 4.48 showed that the independent sample t-test evaluating the comparison of mean scores of male and female respect to self-esteem among students was appeared statistically not significant **[$t_{(1567)}$ = 0.735, p>0.05]** and the comparison of mean scores of male and female respect to psychological wellbeing among students was appeared statistically not significant**[$t_{(1567)}$ = -1.017, p>0.05].**

Result of $H_0$3: 'Self-esteem does not significantly differ between male and female students in West Bengal' – is failed to reject.

Result of $H_0$4: 'Psychological wellbeing does not significantly differ between male and female students in West Bengal' – is failed to reject.

$H_0$5 – Self-esteem does not significantly differ between students from nuclear and joint families in West Bengal.

$H_0$6 – Psychological wellbeing does not significantly differ between students from nuclear and joint families in West Bengal.

Table 4.49: Showing independent sample T-Test based on self-esteem and psychological wellbeing with respect to type of family.

Independent Sample T-Test based on family type					
	t	**df**	**Std. Error Difference**	**P Value**	**Remarks**
Self-esteem	-.786	1565	.246	0.432	*NS
Overall Psychological Wellbeing	.832	1565	1.336	0.406	*NS
Autonomy	-.196	1565	.304	0.844	*NS
Environmental Mastery	1.317	1565	.311	0.188	*S
Personal Growth	.133	1565	.339	0.894	*NS
Positive Relation with Others	.453	1565	.325	0.651	*NS
Purpose In Life	.664	1565	.370	0.507	*NS
Self-Acceptance	.951	1565	.340	0.342	*NS

***S=Significant *NS=Not Significant**

Table 4.49 showed that the independent sample t-test evaluating the comparison of mean scores of nuclear and joint family based students respect to self-esteem was appeared statistically not significant **[$t_{(1567)}$ = -0.786, p>0.05]** and the comparison of mean scores nuclear and joint family based students respect to psychological wellbeing was appeared statistically not significant**[$t_{(1567)}$ = 0.832, p>0.05].**

Result of $H_0$5: 'Self-esteem does not significantly differ between students from nuclear and joint families in West Bengal' – is failed to reject.

Result of $H_0$6: 'Psychological wellbeing does not significantly differ between students from nuclear and joint families in West Bengal' – is failed to reject.

$H_0$7 – Self-esteem does not significantly differ between students from rural and urban habitation in West Bengal.

$H_0$8 – Psychological wellbeing does not significantly differ between students from rural and urban habitation in West Bengal.

Table 4.50: Showing independent sample T-Test based on self-esteem and psychological wellbeing with respect to habitat.

Independent Sample T-Test based on habitat					
	t	**df**	**Std. Error Difference**	**P Value**	**Remarks**
Self-esteem	-1.233	1565	.435	0.218	*NS
Overall Psychological Wellbeing	-2.862	1565	2.362	0.004	*S
Autonomy	-1.312	1565	.538	0.190	*NS
Environmental Mastery	.138	1565	.551	0.891	*S
Personal Growth	-3.444	1565	.598	0.001	*S
Positive Relation with Others	-.918	1565	.575	0.359	*NS
Purpose In Life	-3.074	1565	.654	0.002	*S
Self-Acceptance	-2.541	1565	.602	0.011	*S

***S=Significant *NS=Not Significant**

Table 4.50 showed that the independent sample t-test evaluating the comparison of mean scores of rural and urban students respect to self-esteem was appeared statistically not significant **[$t_{(1567)}$ = -1.233, p>0.05]** and the comparison of mean scores of rural and urban students respect to psychological wellbeing was appeared statistically significant **[$t_{(1567)}$ = -2.862, p<0.05].**

Result of $H_0$7: 'Self-esteem does not significantly differ between students from rural and urban habitation in West Bengal' - is failed to reject.

Result of $H_0$8 – 'Psychological wellbeing does not significantly differ between students from rural and urban habitation in West Bengal' – is rejected.

$H_0$9 – Self-esteem does not significantly differ between English and Bengali medium students in West Bengal.

$H_0$10 – Psychological wellbeing does not significantly differ between English and Bengali medium students in West Bengal.

Table 4.51: Showing independent sample T-Test based on self-esteem and psychological wellbeing with respect to medium of instruction.

Independent Sample T-Test based on medium of instruction					
	t	**df**	**Std. Error Difference**	**P Value**	**Remarks**
Self-esteem	-0.264	1565	.509	0.791	*NS
Overall Psychological Wellbeing	-4.038	1565	2.751	0.000	*S
Autonomy	-2.456	1565	.627	0.014	*S
Environmental Mastery	-3.951	1565	.641	0.000	*S
Personal Growth	-3.346	1565	.699	0.001	*S
Positive Relation with Others	-2.106	1565	.671	0.035	*S
Purpose In Life	-3.307	1565	.763	0.001	*S
Self-Acceptance	-1.080	1565	.704	0.280	*NS

***S=Significant *NS=Not Significant**

Table 4.51 showed that the independent sample t-test evaluating the comparison of mean scores of English and Bengali medium students respect to self-esteem

among students was appeared statistically not significant **[$t_{(1567)}$ = -0.264, p>0.05]** and the comparison of mean scores of English and Bengali students respect to psychological wellbeing among students was appeared statistically significant **[$t_{(1567)}$ = -4.038, p<0.05].**

Result of $H_0$9: 'Self-esteem does not significantly differ between English and Bengali medium students in West Bengal' – is failed to reject.

Result of $H_0$10: 'Psychological wellbeing does not significantly differ between English and Bengali medium students in West Bengal' – is rejected.

$H_0$11 – Self-esteem does not significantly differ among different number of siblings of students in West Bengal.

$H_0$12 – Psychological wellbeing does not significantly differ among different number of siblings of students in West Bengal.

Table 4.52: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to number of siblings.

Showing One-way ANOVA based on number of siblings				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	2, 1564	4.988	0.007	*S
Overall Psychological Wellbeing	2, 1564	11.374	0.000	*S
Autonomy	2, 1564	6.116	0.002	*S
Environmental Mastery	2, 1564	1.066	0.345	*NS
Personal Growth	2, 1564	13.927	0.000	*S
Positive Relation with Others	2, 1564	.370	0.691	*NS
Purpose In Life	2, 1564	20.307	0.000	*S

Self-Acceptance	2, 1564	2.573	0.077	*NS

***S=Significant *NS=Not Significant**

Table 4.52 showed that One-way ANOVA evaluating the comparison of mean scores among different number of siblings of students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(2,1564)} = 4.988, p<0.05$]** and the comparison of mean scores among different number of siblings of students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(2,1564)} = 11.374, p<0.05$].**

Result of $H_0$11: 'Self-esteem does not significantly differ among different number of siblings of students in West Bengal'- is rejected.

Result of $H_0$12: 'Psychological wellbeing does not significantly differ among different number of siblings of students in West Bengal'- is rejected.

$H_0$13 – Self-esteem does not significantly differ among different stream of study of students in West Bengal.

$H_0$14 – Psychological wellbeing does not significantly differ among different stream of study of students in West Bengal.

Table 4.53: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to stream of study.

Showing One-way ANOVA based on stream of study				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	2, 1564	21.133	0.000	*S
Overall Psychological Wellbeing	2, 1564	45.145	0.000	*S
Autonomy	2, 1564	24.680	0.000	*S

Environmental Mastery	2, 1564	6.361	0.002	*S
Personal Growth	2, 1564	32.424	0.000	*S
Positive Relation with Others	2, 1564	5.804	0.003	*S
Purpose In Life	2, 1564	34.043	0.000	*S
Self-Acceptance	2, 1564	32.766	0.000	*S

***S=Significant *NS=Not Significant**

Table 4.53 showed that One-way ANOVA evaluating the comparison of mean scores among different stream of study of students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(2,1564)} = 21.133, p<0.05$]** and the comparison of mean scores among different stream of study of students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(2,1564)} = 45.145, p<0.05$].**

Result of $H_0$13: 'Self-esteem does not significantly differ among different stream of study of students in West Bengal' – is rejected.

Result of $H_0$14: 'Psychological wellbeing does not significantly differ among different stream of study of students in West Bengal' – is rejected.

$H_0$15 – Self-esteem does not significantly differ among different present studying class of students in West Bengal.

$H_0$16 – Psychological wellbeing does not significantly differ among different present studying class of students in West Bengal.

Table 4.54: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to present studying class.

Showing One-way ANOVA based on present studying class				
	df	**F value**	**P Value**	**Remarks**

Self-esteem	3, 1563	19.501	0.000	*S
Overall Psychological Wellbeing	3, 1563	82.829	0.000	*S
Autonomy	3, 1563	34.371	0.000	*S
Environmental Mastery	3, 1563	24.926	0.000	*S
Personal Growth	3, 1563	40.060	0.000	*S
Positive Relation with Others	3, 1563	23.594	0.000	*S
Purpose In Life	3, 1563	54.638	0.000	*S
Self-Acceptance	3, 1563	45.189	0.000	*S

***S=Significant *NS=Not Significant**

Table 4.54 showed that One-way ANOVA evaluating the comparison of mean scores among different present studying class of students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(3,1563)}$ = 19.501, p<0.05]** and the comparison of mean scores among different present studying class of students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(3,1563)}$ = 82.829, p<0.05].**

Result of $H_0$15: 'Self-esteem does not significantly differ among different present studying class of students in West Bengal' – is rejected.

Result of $H_0$16: 'Psychological wellbeing does not significantly differ among different present studying class of students in West Bengal' – is rejected.

$H_0$17 – Self-esteem does not significantly differ among different father's occupation of students in West Bengal.

$H_0$18 – Psychological wellbeing does not significantly differ among different father's occupation of students in West Bengal.

Table 4.55: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to father's occupation.

Showing One-way ANOVA based on father's occupation				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	4, 1562	3.539	.007	*S
Overall Psychological Wellbeing	4, 1562	6.514	.000	*S
Autonomy	4, 1562	1.483	.205	*NS
Environmental Mastery	4, 1562	2.824	.024	*S
Personal Growth	4, 1562	4.277	.002	*S
Positive Relation with Others	4, 1562	2.598	.035	*S
Purpose In Life	4, 1562	6.000	.000	*S
Self-Acceptance	4, 1562	7.404	.000	*S

***S=Significant *NS=Not Significant**

Table 4.55 showed that One-way ANOVA evaluating the comparison of mean scores among different father's occupation of students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(4,1562)} = 3.539, p<0.05$]** and the comparison of mean scores among different father's occupation of students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(4,1562)} = 6.514, p<0.05$].**

Result of $H_0$17: 'Self-esteem does not significantly differ among different father's occupation of students in West Bengal' – is rejected.

Result of $H_0$18: 'Psychological wellbeing does not significantly differ among different father's occupation of students in West Bengal' – is rejected.

$H_0$19 – Self-esteem does not significantly differ among different mother's occupation of students in West Bengal.

$H_0$20 – Psychological wellbeing does not significantly differ among different mother's occupation of students in West Bengal.

Table 4.56: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to mother's occupation.

Showing One-way ANOVA based on mother's occupation				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	4, 1562	8.089	0.000	*S
Overall Psychological Wellbeing	4, 1562	5.638	0.000	*S
Autonomy	4, 1562	5.056	0.000	*S
Environmental Mastery	4, 1562	2.252	0.061	*NS
Personal Growth	4, 1562	1.661	0.156	*NS
Positive Relation with Others	4, 1562	2.126	0.075	*NS
Purpose In Life	4, 1562	5.608	0.000	*S
Self-Acceptance	4, 1562	2.057	0.084	*NS

***S=Significant *NS=Not Significant**

Table 4.56 showed that One-way ANOVA evaluating the comparison of mean scores among different mother's occupation of students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(4,1562)} = 8.089$, $p<0.05$]** and the comparison of mean scores among different mother's occupation of students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(4,1562)} = 5.638$, $p<0.05$].**

Result of $H_0$19: 'Self-esteem does not significantly differ among different mother's occupation of students in West Bengal' – is rejected.

Result of $H_0$20: 'Psychological wellbeing does not significantly differ among different mother's occupation of students in West Bengal' – is rejected.

$H_0$21 – Self-esteem does not significantly differ among different father's educational qualification of students in West Bengal.

$H_0$22 – Psychological wellbeing does not significantly differ among different father's educational qualification of students in West Bengal.

Table 4.57: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to father's educational qualification.

Showing One-way ANOVA based on father's educational qualification				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	4, 1562	12.501	.000	*S
Overall Psychological Wellbeing	4, 1562	20.763	.000	*S
Autonomy	4, 1562	13.181	.000	*S
Environmental Mastery	4, 1562	8.115	.000	*NS
Personal Growth	4, 1562	7.874	.000	*S
Positive Relation with Others	4, 1562	6.221	.000	*S
Purpose In Life	4, 1562	8.885	.000	*S
Self-Acceptance	4, 1562	16.237	.000	*S

***S=Significant *NS=Not Significant**

Table 4.57 showed that One-way ANOVA evaluating the comparison of mean scores among different father's educational qualification of students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(4,1562)} = 12.501, p<0.05$]** and the comparison of mean scores among different father's educational qualification of students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(4,1562)} = 20.763, p<0.05$].**

Result of $H_0$21: 'Self-esteem does not significantly differ among different father's educational qualification of students in West Bengal' – is rejected.

Result of $H_0$22: 'Psychological wellbeing does not significantly differ among different father's educational qualification of students in West Bengal' – is rejected.

$H_0$23 – Self-esteem does not significantly differ among different mother's educational qualification of students in West Bengal.

$H_0$24 – Psychological wellbeing does not significantly differ among different mother's educational qualification of students in West Bengal.

Table 4.58: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to mother's educational qualification.

Showing One-way ANOVA based on mother's educational qualification				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	4, 1562	10.393	.000	*S
Overall Psychological Wellbeing	4, 1562	20.535	.000	*S
Autonomy	4, 1562	14.818	.000	*S
Environmental Mastery	4, 1562	5.468	.000	*NS
Personal Growth	4, 1562	9.394	.000	*S

Positive Relation with Others	4, 1562	6.196	.000	*S
Purpose In Life	4, 1562	9.373	.000	*S
Self-Acceptance	4, 1562	17.412	.000	*S

***S=Significant *NS=Not Significant**

Table 4.58 showed that One-way ANOVA evaluating the comparison of mean scores among different mother's educational qualification of students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(4,1562)} = 10.393, p<0.05$]** and the comparison of mean scores among different father's educational qualification of students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(4,1562)} = 20.535, p<0.05$].**

Result of $H_0$23: 'Self-esteem does not significantly differ among different mother's educational qualification of students in West Bengal' – is rejected.

Result of $H_0$24: 'Psychological wellbeing does not significantly differ among different mother's educational qualification of students in West Bengal' – is rejected.

$H_0$25 – Self-esteem does not significantly correlate with psychological wellbeing among students in West Bengal.

Table 4.59: Showing Pearson correlation between self-esteem and psychological wellbeing of students.

		Pearson's Correlations							
		SE	**OPW**	**AU**	**EM**	**PG**	**PRWO**	**PIL**	**SA**
SE	Pearson Correlation	1	.414**	.275**	.239**	.287**	.236**	.320**	.301**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	1567	1567	1567	1567	1567	1567	1567	1567
OPW	Pearson Correlation	.414**	1	.630**	.639**	.714**	.635**	.717**	.683**

	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	1567	1567	1567	1567	1567	1567	1567	1567
AU	Pearson Correlation	.275**	.630**	1	.282**	.339**	.276**	.356**	.336**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	1567	1567	1567	1567	1567	1567	1567	1567
EM	Pearson Correlation	.239**	.639**	.282**	1	.402**	.268**	.332**	.326**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	1567	1567	1567	1567	1567	1567	1567	1567
PG	Pearson Correlation	.287**	.714**	.339**	.402**	1	.296**	.450**	.366**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	1567	1567	1567	1567	1567	1567	1567	1567
PRWO	Pearson Correlation	.236**	.635**	.276**	.268**	.296**	1	.343**	.378**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	1567	1567	1567	1567	1567	1567	1567	1567
PIL	Pearson Correlation	.320**	.717**	.356**	.332**	.450**	.343**	1	.331**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	1567	1567	1567	1567	1567	1567	1567	1567
SA	Pearson Correlation	.301**	.683**	.336**	.326**	.366**	.378**	.331**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	1567	1567	1567	1567	1567	1567	1567	1567
****. Correlation is significant at the 0.01 level (2-tailed).**									

Table 4.59 showed Pearson correlation between self-esteem and psychological wellbeing among students. The calculated r value found to be 0.414 and it was statistically significant. Hence, it can be concluded that self-esteem and psychological wellbeing have a positive correlation between them, as increasement of self-esteem would result to higher psychological wellbeing.

Result of $H_0$25: 'Self-esteem does not significantly correlate with psychological wellbeing among students in West Bengal' – is rejected.

$H_0$26 – Self-esteem does not significantly differ between male and female tribal students in West Bengal.

$H_0$27 – Psychological wellbeing does not significantly differ between male and female tribal students in West Bengal.

Table 4.60: Showing independent sample T-Test based on self-esteem and psychological wellbeing with respect to gender of tribal students.

Independent Samples Test based on gender of tribal students					
	t	**df**	**Std. Error Difference**	**P Value**	**Remarks**
Self-esteem	1.148	462	.380	0.251	*NS
Overall Psychological Wellbeing	-.015	462	2.000	0.988	*NS
Autonomy	.807	462	.472	0.420	*NS
Environmental Mastery	.403	462	.494	0.687	*NS
Personal Growth	-.719	462	.522	0.472	*NS
Positive Relation with Others	.605	462	.494	0.546	*NS
Purpose In Life	-.729	462	.592	0.466	*NS
Self-Acceptance	-.192	462	.534	0.848	*NS

***S=Significant, *NS=Not Significant**

Table 4.60 showed that the independent sample t-test evaluating the comparison of mean scores of male and female respects to self-esteem among tribal students was appeared statistically not significant **[$t_{(462)}$ = 1.148, p>0.05]** and the comparison of mean scores of male and female respects to psychological wellbeing among tribal students was appeared statistically not significant **[$t_{(462)}$ = -0.015, p>0.05].**

Result of $H_0$26: 'Self-esteem does not significantly differ between male and female tribal students in West Bengal' – is failed to reject.

Result of $H_0$27: 'Psychological wellbeing does not significantly differ between male and female tribal students in West Bengal' - is failed to reject.

$H_0$28 – Self-esteem does not significantly differ between nuclear and joint family-based tribal students in West Bengal.

$H_0$29 – Psychological wellbeing does not significantly differ between nuclear and joint family-based tribal students in West Bengal.

Table 4.61: Showing independent sample T-Test based on self-esteem and psychological wellbeing with respect to family type of tribal students.

Independent Samples Test based on family type of tribal students					
	t	**df**	**Std. Error Difference**	**P Value**	**Remarks**
Self-esteem	-.147	462	.430	0.883	*NS
Overall Psychological Wellbeing	2.807	462	2.243	0.005	*S
Autonomy	1.223	462	.533	0.222	*NS
Environmental Mastery	2.890	462	.554	0.004	*S
Personal Growth	1.058	462	.590	0.290	*NS
Positive Relation with Others	1.147	462	.559	0.252	*NS
Purpose In Life	2.078	462	.667	0.038	*S
Self-Acceptance	2.319	462	.601	0.021	*S

***S=Significant, *NS=Not Significant**

Table 4.61 showed that the independent sample t-test evaluating the comparison of mean scores of nuclear and joint family-based tribal students respect to self-esteem was appeared statistically not significant **[$t_{(462)}$ = -0.147, p>0.05]** and the comparison of mean scores of nuclear and joint family-based tribal students respect to psychological wellbeing was appeared statistically significant**[$t_{(462)}$ = 2.807, p<0.05].**

Result of $H_0$28: 'Self-esteem does not significantly differ between nuclear and joint family-based tribal students in West Bengal' – is failed to reject.

Result of $H_0$29: 'Psychological wellbeing does not significantly differ between nuclear and joint family-based tribal students in West Bengal' – is rejected.

$H_0$30 – Self-esteem does not significantly differ between rural and urban habitation-based tribal students in West Bengal.

$H_0$31 – Psychological wellbeing does not significantly differ between rural and urban habitation-based tribal students in West Bengal.

Table 4.62: Showing independent sample T-Test based on self-esteem and psychological wellbeing with respect to habitat of tribal students.

Independent Samples Test based on habitat of tribal students					
	t	**df**	**Std. Error Difference**	**P Value**	**Remarks**
Self-esteem	-.831	462	.982	0.406	*NS
Overall Psychological Wellbeing	-.079	462	5.172	0.937	*NS
Autonomy	-.862	462	1.219	0.389	*NS
Environmental Mastery	.660	462	1.277	0.510	*NS
Personal Growth	-1.561	462	1.347	0.119	*NS

Positive Relation with Others	1.831	462	1.274	0.068	*NS
Purpose In Life	-.676	462	1.531	0.500	*NS
Self-Acceptance	.439	462	1.381	0.661	*NS

***S=Significant, *NS=Not Significant**

Table 4.62 showed that the independent sample t-test evaluating the comparison of mean scores of rural and urban habitation-based tribal students respect to self-esteem was appeared statistically not significant **[$t_{(462)} = -0.831, p>0.05$]** and the comparison of mean scores of rural and urban habitation-based tribal students respect to psychological wellbeing was appeared statistically not significant**[$t_{(462)} = -0.079, p>0.05$].**

Result of $H_0$30: 'Self-esteem does not significantly differ between rural and urban habitation-based tribal students in West Bengal' – is failed to reject.

Result of $H_0$31: 'Psychological wellbeing does not significantly differ between rural and urban habitation-based tribal students in West Bengal' – is failed to reject.

$H_0$32 – Self-esteem does not significantly differ between English and Bengali medium-based tribal students in West Bengal.

$H_0$33 – Psychological wellbeing does not significantly differ between English and Bengali medium-based tribal students in West Bengal.

Table 4.63: Showing independent sample T-Test based on self-esteem and psychological wellbeing with respect to medium of instruction of tribal students.

Independent Samples Test based on medium of instruction of tribal students				
	t	**df**	**P Value**	**Remarks**

			Std. Error Difference		
Self-esteem	.338	462	1.109	0.736	*NS
Overall Psychological Wellbeing	-.997	462	5.832	0.319	*NS
Autonomy	-.355	462	1.377	0.723	*NS
Environmental Mastery	-1.359	462	1.439	0.175	*NS
Personal Growth	-1.044	462	1.522	0.297	*NS
Positive Relation with Others	-.008	462	1.443	0.993	*NS
Purpose In Life	-.913	462	1.727	0.362	*NS
Self-Acceptance	-.123	462	1.559	0.902	*NS

***S=Significant, *NS=Not Significant**

Table 4.63 showed that the independent sample t-test evaluating the comparison of mean scores of English and Bengali medium-based tribal students respect to self-esteem was appeared statistically not significant **[$t_{(462)}$ = 0.338, p>0.05]** and the comparison of mean scores of English and Bengali medium-based tribal students respect to psychological wellbeing was appeared statistically not significant**[$t_{(462)}$ = -0.997, p>0.05].**

Result of $H_0$32: 'Self-esteem does not significantly differ between English and Bengali medium-based tribal students in West Bengal' – is failed to reject.

Result of $H_0$33: 'Psychological wellbeing does not significantly differ between English and Bengali medium-based tribal students in West Bengal' – is failed to reject.

$H_0$34 – Self-esteem does not significantly differ among different number of siblings of tribal students in West Bengal.

$H_0$35 – Psychological wellbeing does not significantly differ among different number of siblings of tribal students in West Bengal.

Table 4.64 Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to number of siblings of tribal students.

Showing One-way ANOVA based on number of siblings of tribal students				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	2, 461	2.107	0.123	*NS
Overall Psychological Wellbeing	2, 461	6.320	0.002	*S
Autonomy	2, 461	2.462	0.086	*NS
Environmental Mastery	2, 461	3.132	0.045	*S
Personal Growth	2, 461	6.379	0.002	*S
Positive Relation with Others	2, 461	.476	0.622	*NS
Purpose In Life	2, 461	5.903	0.003	*S
Self-Acceptance	2, 461	2.994	0.051	*NS

***S=Significant, *NS=Not Significant**

Table 4.64 showed that One-way ANOVA evaluating the comparison of mean scores of different numbers of siblings of tribal students in West Bengal with respect to self-esteem was appeared statistically not significant **[$F_{(2,461)}$ = 2.107, p>0.05]** and the comparison of mean scores of different numbers of siblings of tribal students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(2,461)}$ = 6.320, p<0.05].**

Result of $H_0$34: 'Self-esteem does not significantly differ among different number of siblings of tribal students in West Bengal' – is failed to reject.

Result of $H_0$35: 'Psychological wellbeing does not significantly differ among different number of siblings of tribal students in West Bengal' – is rejected.

$H_0$36 – Self-esteem does not significantly differ among different stream of study of tribal students in West Bengal.

$H_0$37 – Psychological wellbeing does not significantly differ among different stream of study of tribal students in West Bengal.

Table 4.65: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to stream of study of tribal students.

Showing One-way ANOVA based on stream of study of tribal students				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	2, 461	7.930	0.000	*S
Overall Psychological Wellbeing	2, 461	14.898	0.000	*S
Autonomy	2, 461	1.811	0.165	*NS
Environmental Mastery	2, 461	4.183	0.016	*S
Personal Growth	2, 461	9.249	0.000	*S
Positive Relation with Others	2, 461	2.264	0.105	*NS
Purpose In Life	2, 461	7.214	0.001	*S
Self-Acceptance	2, 461	16.868	0.000	*S

***S=Significant, *NS=Not Significant**

Table 4.65 showed that One-way ANOVA evaluating the comparison of mean scores of different stream of study of tribal students in West Bengal with respect

to self-esteem was appeared statistically significant **[$F_{(2,461)} = 7.930, p<0.05$]** and the comparison of mean scores of different stream of study of tribal students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(2,461)} = 14.898, p<0.05$].**

Result of $H_0$36: 'Self-esteem does not significantly differ among different stream of study of tribal students in West Bengal' – is rejected.

Result of $H_0$37: 'Psychological wellbeing does not significantly differ among different stream of study of tribal students in West Bengal' – is rejected.

$H_0$38 – Self-esteem does not significantly differ among different present studying class of tribal students in West Bengal.

$H_0$39 – Psychological wellbeing does not significantly differ among different present studying class of tribal students in West Bengal.

Table 4.66: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to present studying class of tribal students.

Showing One-way ANOVA based on present studying class of tribal students				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	3, 460	7.980	0.000	*S
Overall Psychological Wellbeing	3, 460	20.452	0.000	*S
Autonomy	3, 460	8.631	0.000	*S
Environmental Mastery	3, 460	6.756	0.000	*S
Personal Growth	3, 460	7.101	0.000	*S

Positive Relation with Others	3, 460	3.622	0.013	*S
Purpose In Life	3, 460	14.339	0.000	*S
Self-Acceptance	3, 460	13.710	0.000	*S

***S=Significant, *NS=Not Significant**

Table 4.66 showed that One-way ANOVA evaluating the comparison of mean scores of different present studying class of tribal students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(3,460)}$ = 7.980, p<0.05]** and the comparison of mean scores of different present studying class of tribal students in West Bengal with respect to psychological wellbeing was appeared statistically significant**[$F_{(3,460)}$ = 20.452, p<0.05].**

Result of $H_0$38: 'Self-esteem does not significantly differ among different present studying class of tribal students in West Bengal' – is rejected.

Result of $H_0$39: 'Psychological wellbeing does not significantly differ among different present studying class of tribal students in West Bengal' – is rejected.

$H_0$40 – Self-esteem does not significantly differ among different father's occupation of tribal students in West Bengal.

$H_0$41 – Psychological wellbeing does not significantly differ among different father's occupation of tribal students in West Bengal.

Table 4.67: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to father's occupation of tribal students.

Showing One-way ANOVA based on father's occupation of tribal students				
	df	**F value**	**P Value**	**Remarks**

Self-esteem	4, 459	1.609	0.171	*NS
Overall Psychological Wellbeing	4, 459	.930	0.446	*NS
Autonomy	4, 459	.862	0.487	*NS
Environmental Mastery	4, 459	2.195	0.069	*NS
Personal Growth	4, 459	1.884	0.112	*NS
Positive Relation with Others	4, 459	1.052	0.380	*NS
Purpose In Life	4, 459	1.038	0.387	*NS
Self-Acceptance	4, 459	1.213	0.304	*NS

***S=Significant, *NS=Not Significant**

Table 4.67 showed that One-way ANOVA evaluating the comparison of mean scores of different father's occupation of tribal students in West Bengal with respect to self-esteem was appeared statistically not significant **[$F_{(4,459)}$ = 1.609, p>0.05]** and the comparison of mean scores of different father's occupation of tribal students in West Bengal with respect to psychological wellbeing was appeared statistically not significant**[$F_{(4,459)}$ = 0.930, p>0.05].**

Result of $H_0$40: 'Self-esteem does not significantly differ among different father's occupation of tribal students in West Bengal' – is failed to reject.

Result of $H_0$41: 'Psychological wellbeing does not significantly differ among different father's occupation of tribal students in West Bengal' – is failed to reject.

$H_0$42 – Self-esteem does not significantly differ among different mother's occupation of tribal students in West Bengal.

$H_0$43 – Psychological wellbeing does not significantly differ among different mother's occupation of tribal students in West Bengal.

Table 4.68: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to mother's occupation of tribal students.

Showing One-way ANOVA based on mother's occupation of tribal students				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	4, 459	3.535	0.007	*S
Overall Psychological Wellbeing	4, 459	2.854	0.023	*S
Autonomy	4, 459	3.162	0.014	*S
Environmental Mastery	4, 459	3.572	0.007	*S
Personal Growth	4, 459	.337	0.853	*NS
Positive Relation with Others	4, 459	1.534	0.191	*NS
Purpose In Life	4, 459	2.703	0.030	*S
Self-Acceptance	4, 459	.582	0.676	*NS

***S=Significant, *NS=Not Significant**

Table 4.68 showed that One-way ANOVA evaluating the comparison of mean scores of different mother's occupations of tribal students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(4,459)} = 3.535$, $p<0.05$]** and the comparison of mean scores of different mother's occupations of tribal students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(4,459)} = 2.854$, $p<0.05$].**

Result of $H_0$42: 'Self-esteem does not significantly differ among different mother's occupation of tribal students in West Bengal' – is rejected.

Result of $H_0$43: 'Psychological wellbeing does not significantly differ among different mother's occupation of tribal students in West Bengal' – is rejected.

$H_0$44 – Self-esteem does not significantly differ among different father's educational qualification of tribal students in West Bengal.

$H_0$45 – Psychological wellbeing does not significantly differ among different father's educational qualification of tribal students in West Bengal.

Table 4.69: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to father's educational qualification of tribal students.

Showing One-way ANOVA based on father's educational qualification of tribal students				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	4, 459	9.124	0.000	*S
Overall Psychological Wellbeing	4, 459	15.260	0.000	*S
Autonomy	4, 459	3.844	0.004	*S
Environmental Mastery	4, 459	10.551	0.000	*S
Personal Growth	4, 459	4.362	0.002	*S
Positive Relation with Others	4, 459	5.506	0.000	*S
Purpose In Life	4, 459	6.785	0.000	*S
Self-Acceptance	4, 459	7.341	0.000	*S

***S=Significant, *NS=Not Significant**

Table 4.69 showed that One-way ANOVA evaluating the comparison of mean scores of different father's educational qualification of tribal students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(4,459)}$ = 9.124, p<0.05]** and the comparison of mean scores of different father's educational qualification of tribal students in West Bengal with respect to

psychological wellbeing was appeared statistically significant **[$F_{(4,459)}$ = 15.260, p<0.05].**

Result of $H_0$44: 'Self-esteem does not significantly differ among different father's educational qualification of tribal students in West Bengal' – is rejected.

Result of $H_0$45: 'Psychological wellbeing does not significantly differ among different father's educational qualification of tribal students in West Bengal' – is rejected.

$H_0$46 – Self-esteem does not significantly differ among different mother's educational qualification of tribal students in West Bengal.

$H_0$47 – Psychological wellbeing does not significantly differ among different mother's educational qualification of tribal students in West Bengal.

Table 4.70: Showing One-way ANOVA based on self-esteem and psychological wellbeing with respect to mother's educational qualification of tribal students.

Showing One-way ANOVA based on mother's educational qualification of tribal students				
	df	**F value**	**P Value**	**Remarks**
Self-esteem	4, 459	3.857	.004	*S
Overall Psychological Wellbeing	4, 459	8.678	.000	*S
Autonomy	4, 459	3.911	.004	*S
Environmental Mastery	4, 459	5.500	.000	*S
Personal Growth	4, 459	2.703	.030	*S
Positive Relation with Others	4, 459	4.628	.001	*S

Purpose In Life	4, 459	1.805	.127	*NS
Self-Acceptance	4, 459	5.303	.000	*S

***S=Significant, *NS=Not Significant**

Table 4.70 showed that One-way ANOVA evaluating the comparison of mean scores of different mother's educational qualification of tribal students in West Bengal with respect to self-esteem was appeared statistically significant **[$F_{(4,459)}$ = 3.857, p<0.05]** and the comparison of mean scores of different mother's educational qualification of tribal students in West Bengal with respect to psychological wellbeing was appeared statistically significant **[$F_{(4,459)}$ = 8.678, p<0.05].**

Result of $H_0$46: 'Self-esteem does not significantly differ among different mother's educational qualification of tribal students in West Bengal' – is rejected.

Result of $H_0$47: 'Psychological wellbeing does not significantly differ among different mother's educational qualification of tribal students in West Bengal' – is rejected.

$H_0$48 – Self-esteem does not significantly correlate with psychological wellbeing among tribal students in West Bengal.

Table 4.71: Showing Pearson correlation between self-esteem and psychological wellbeing of tribal students.

		Pearson Correlations							
		SE	**OPW**	**AUT**	**EM**	**PG**	**PRWO**	**PIL**	**SA**
SE	Pearson Correlation	1	.451**	.276**	.308**	.309**	.224**	.306**	.312**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	464	464	464	464	464	464	464	464
OPW	Pearson Correlation	.451**	1	.573**	.669**	.661**	.593**	.694**	.655**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000

	N	464	464	464	464	464	464	464	464
AUT	Pearson Correlation	.276**	.573**	1	.254**	.273**	.192**	.283**	.270**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	464	464	464	464	464	464	464	464
EM	Pearson Correlation	.308**	.669**	.254**	1	.419**	.239**	.359**	.326**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	464	464	464	464	464	464	464	464
PG	Pearson Correlation	.309**	.661**	.273**	.419**	1	.227**	.330**	.292**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	464	464	464	464	464	464	464	464
PRWO	Pearson Correlation	.224**	.593**	.192**	.239**	.227**	1	.318**	.329**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	464	464	464	464	464	464	464	464
PIL	Pearson Correlation	.306**	.694**	.283**	.359**	.330**	.318**	1	.289**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	464	464	464	464	464	464	464	464
SA	Pearson Correlation	.312**	.655**	.270**	.326**	.292**	.329**	.289**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	464	464	464	464	464	464	464	464
****. Correlation is significant at the 0.01 level (2-tailed).**									

Table 4.71 showed Pearson correlation between self-esteem and psychological wellbeing among tribal students. The calculated r value found to be 0.451 and it was statistically significant. Hence, it can be concluded that self-esteem and psychological wellbeing have a positive correlation between them, as increasement of self-esteem would result to higher psychological wellbeing among tribal students.

Result of $H_0$48: 'Self-esteem does not significantly correlate with psychological wellbeing among tribal students in West Bengal' – is rejected.

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Chapter V Conclusion

CHAPTER V

CONCLUSION

The present study employed a cross-sectional survey methodology to gather quantitative data through the administration of a questionnaire. Major results in research are very important because they add to what is known, prove or disprove hypotheses, and have real-world effects. They are the basis for scientific progress and help people make decisions in many areas. Peer review makes sure that the results are true and can be repeated, which builds trust in scientific work. Also, these results lead to more research, which changes theory frameworks and brings up ethical questions. They are also important outside of academia because they affect policy, practice, and society by helping make decisions, advancing knowledge, and solving problems in the real world.

5.1 Summary of Findings

- **Psychological Wellbeing between Tribal and Non-Tribal students**

i. Students from non-tribal communities (m=189.82) performed better in psychological well-being than tribal students (m=186.00) and the t-value was found to be 2.891; p-value=0.004, which indicated a significant difference in mean between the tribal and non-tribal students considering psychological wellbeing.

- **Self-Esteem between Tribal and Non-Tribal students**

i. Students from non-tribal communities (m=28.3) performed better in self-esteem than tribal students (m=27.49) and the t-value was found to be 3.339; p-value=0.001, which indicated a significant difference in mean between the tribal and non-tribal students considering self-esteem.

- **Psychological Wellbeing & Gender**

i. Female students (m=189.3) appeared with better psychological wellbeing than male students (m=188.06) among all students and the t-value was found to be -

1.017; p-value=0.309, which indicated no significant difference in mean between male and female students considering psychological wellbeing among all students.

ii. Female students (m=186.01) appeared with better psychological wellbeing than male students (m=185.98) among tribal students and the t-value was found to be -0.015; p-value=0.988, which indicated no significant difference in mean between male and female students considering psychological wellbeing among tribal students.

- **Self-Esteem & Gender**

i. Male students (m=28.15) showed higher self-esteem than female students (m=27.98) among all students and the t-value was found to be 0.735; p-value= 0.462, which indicated no significant difference in mean between male and female students considering self-esteem among all students.

ii. Male students (m=27.72) showed higher self-esteem than female students (m=27.29) among tribal students and the t-value was found to be 1.148; p-value=0.251, which indicated no significant difference in mean between male and female students considering self-esteem among tribal students.

- **Psychological Wellbeing & Type of Family**

i. Students from joint families (m=189.48) appeared with better psychological wellbeing than students from nuclear families (m=188.37) among all students and the t-value was found to be 0.832; p-value=0.406, which indicated no significant difference in mean between joint and nuclear family students considering psychological wellbeing among all students.

ii. Students from joint families (m=190.63) appeared with better psychological wellbeing than students from nuclear families (m=184.33) among tribal students and the t-value was found to be 2.807; p-value=0.005, which indicated a significant difference in mean between joint and nuclear family students considering psychological wellbeing among tribal students.

- **Self-Esteem & Type of Family**

i. Students from nuclear families (m=28.12) showed higher self-esteem than students from joint families (m=27.93) among all students and the t-value was found to be 0.786; p-value= 0.432, which indicated no significant difference in mean between joint and nuclear family students considering self-esteem among all students.

ii. Students from nuclear families (m=27.51) showed higher self-esteem than students from joint families (m=27.45) among tribal students and the t-value was found to be 1.147; p-value=0.883, which indicated no significant difference in mean between joint and nuclear family students considering self-esteem among tribal students.

- **Psychological Wellbeing & Medium of Instruction**

i. Students from Bengali medium (m=189.25) appeared with better psychological wellbeing than English medium students (m=178.14) among all students and the t-value was found to be 4.038; p-value=0.000, which indicated a significant difference in mean between Bengali and English medium students considering psychological wellbeing among all students.

ii. Students from Bengali medium (m=186.17) appeared with better psychological wellbeing than English medium students (m=180.36) among tribal students and the t-value was found to be 0.997; p-value=0.319, which indicated no significant difference in mean between Bengali and English medium students considering psychological wellbeing among tribal students.

- **Self-Esteem & Medium of Instruction**

i. Students from Bengali medium (m=28.07) showed higher self-esteem than English medium students (m=27.94) among all students and the t-value was found to be 0.264; p-value= 0.791, which indicated no significant difference in mean between Bengali and English medium students considering self-esteem among all students.

ii. Students from English medium (m=27.86) showed higher self-esteem than Bengali medium students (m=27.48) among tribal students and the t-value was found to be 0.338; p-value=0.736, which indicated no significant difference in mean between Bengali and English medium students considering self-esteem among tribal students.

- **Psychological Wellbeing & Habitat**

i. Students from Urban habitation (m=194.97) appeared with better psychological wellbeing than students from rural habitation (m=188.21) among all students and the t-value was found to be 2.862; p-value=0.004, which indicated a significant difference in mean between rural and urban areas students considering psychological wellbeing among all students.

ii. Students from Urban habitation (m=186.39) appeared with better psychological wellbeing than students from rural habitation (m=185.98) among tribal students and the t-value was found to be 0.079; p-value=0.937, which indicated no significant difference in mean between rural and urban areas students considering psychological wellbeing among tribal students.

- **Self-Esteem & Habitat**

i. Students from Urban habitation (m=28.56) showed higher self-esteem than students from rural habitation (m=28.03) among all students and the t-value was found to be 1.233; p-value= 0.218, which indicated no significant difference in mean between rural and urban areas students considering self-esteem among all students.

ii. Students from Urban habitation (m=28.28) showed higher self-esteem than students from rural habitation (m=27.46) among tribal students and the t-value was found to be 0.831; p-value=0.406, which indicated no significant difference in mean between rural and urban areas students considering self-esteem among tribal students.

- **Psychological Wellbeing & Sibling Count**

i. One sibling student (m=192.16) appeared with better psychological wellbeing than no sibling (m=185) and more than one sibling (m=187.08) students among all students and the f-value was found to be 11.374; p-value=0.000, which indicated a significant difference in mean between number of siblings students considering psychological wellbeing among all students.

ii. One sibling student (m=188.61) appeared with better psychological wellbeing than no sibling (m=177.61) and more than one sibling (m=186.08) students among tribal students and the f-value was found to be 6.320; p-value=0.002, which indicated a significant difference in mean between number of siblings students considering psychological wellbeing among tribal students.

- **Self-Esteem & Sibling Count**

i. One sibling student (m=28.5) showed higher self-esteem than no sibling (m=27.78) and more than one sibling (m=27.79) students among all students and the f-value was found to be 4.988; p-value=0.007, which indicated a significant difference in mean between number of siblings students considering psychological wellbeing among all students.

ii. One sibling student (m=28.02) showed higher self-esteem than no sibling (m=27.8) and more than one sibling (m=27.41) students among tribal students and the f-value was found to be 2.107; p-value=0.123, which indicated no significant difference in mean between number of siblings students considering self-esteem among tribal students.

- **Psychological Wellbeing & Stream of Study**

i. Science category students (m=202.4) appeared with better psychological wellbeing than school (m=184.64) and arts students (m=193.04) among all

students and the f-value was found to be 45.145; p-value=0.000, which indicated a significant difference in mean between stream of study students considering psychological wellbeing among all students.

ii. Science category students (m=200.48) appeared with better psychological wellbeing than school (m=183.14) and arts students (m=193.51) among tribal students and the f-value was found to be 14.898; p-value=0.000, which indicated a significant difference in mean between stream of study students considering psychological wellbeing among tribal students.

- **Self-Esteem & Stream of study**

i. Arts students (m=29.01) showed higher self-esteem than school (m=27.5) and science (m=28.75) students among all students and the f-value was found to be 21.133; p-value=0.000, which indicated a significant difference in mean between stream of study students considering psychological wellbeing among all students.

ii. Arts students (m=28.84) showed higher self-esteem than school (m=27.08) and science (m=28.76) students among tribal students and the f-value was found to be 7.930; p-value=0.000, which indicated no significant difference in mean between stream of study students considering self-esteem among tribal students.

- **Psychological Wellbeing & Present Studying Class**

i. Higher secondary students (m=201.46) appeared with better psychological wellbeing than primary (m=173.89), secondary (m=192.2) and undergraduate students (m=187.9) among all students and the f-value was found to be 82.829; p-value=0.000, which indicated a significant difference in mean between present studying class students considering psychological wellbeing among all students.

ii. Higher secondary students (m=198.37) appeared with better psychological wellbeing than primary (m=174.26), secondary (m=187.07) and undergraduate students (m=188.64) among tribal students and the f-value was found to be 20.452; p-value=0.000, which indicated a significant difference in mean between

present studying class students considering psychological wellbeing among tribal students.

- **Self-Esteem & Present Studying Class**

i. Higher secondary students (m=29.69) showed higher self-esteem than primary (m=27.03), secondary (m=27.85) and undergraduate students (m=28.62) among all students and the f-value was found to be 19.501; p-value=0.000, which indicated a significant difference in mean between present studying class students considering self-esteem among all students.

ii. Higher secondary students (m=29.06) showed higher self-esteem than primary (m=26.82), secondary (m=27.2) and undergraduate students (m=27.82) among tribal students and the f-value was found to be 7.980; p-value=0.000, which indicated a significant difference in mean between present studying class students considering self-esteem among tribal students.

- **Psychological Wellbeing & Father's Occupation**

i. Government service students (m=196.7) appeared with better psychological wellbeing than cultivation (m=188.07), business (m=189.55), private sector (m=192.5) and daily labour (m=184.19) students among all students and the f-value was found to be 6.514; p-value=0.000, which indicated a significant difference in mean between father's occupation students considering psychological wellbeing among all students.

ii. Government service students (m=191.08) appeared with better psychological wellbeing than cultivation (m=185.78), business (m=187.43), private sector (m=177) and daily labour (m=182.66) students among tribal students and the f-value was found to be 0.930; p-value=0.446, which indicated no significant difference in mean between father's occupation students considering psychological wellbeing among tribal students.

- **Self-Esteem & Fathers Occupation**

i. Government service students (m=29.1) showed higher self-esteem than cultivation (m=28.02), business (m=28.05), private sector (m=28.8) and daily labour (m=27.4) students among all students and the f-value was found to be 3.539; p-value=0.007, which indicated a significant difference in mean between father's occupation students considering self-esteem among all students.

ii. Business category students (m=29) showed higher self-esteem than cultivation (m=27.43), government service (m=28.23), private sector (m=25) and daily labour (m=26.63) students among tribal students and the f-value was found to be 1.609; p-value=0.171, which indicated no significant difference in mean between father's occupation students considering self-esteem among tribal students.

- **Psychological Wellbeing & Mothers Occupation**

i. Private sector students (m=201.47) appeared with better psychological wellbeing than homemaker (m=189.18), business (m=180.64), government service (m=191.65) and daily labour (m=179.09) students among all students and the f-value was found to be 5.638; p-value=0.000, which indicated a significant difference in mean between mother's occupation students considering psychological wellbeing among all students.

ii. Private sector students (m=229) appeared with better psychological wellbeing than homemaker (m=186.24), business (m=179.41), government service (m=188.86) and daily labour (m=181.18) students among tribal students and the f-value was found to be 2.854; p-value=0.023, which indicated a significant difference in mean between mother's occupation students considering psychological wellbeing among tribal students.

- **Self-Esteem & Mothers Occupation**

i. Private sector students (m=30) showed higher self-esteem than homemaker (m=28.21), business (m=26.44), government service (m=28.32) and daily labour (m=25.56) students among all students and the f-value was found to be 8.089; p-

value=0.000, which indicated a significant difference in mean between mother's occupation students considering self-esteem among all students.

ii. Private sector students (m=37) showed higher self-esteem than homemaker (m=27.54), business (m=27.23), government service (m=27.36) and daily labour (m=25.82) students among tribal students and the f-value was found to be 3.535; p-value=0.007, which indicated a significant difference in mean between mother's occupation students considering self-esteem among tribal students.

- **Psychological Wellbeing & Fathers Educational Status**

i. Higher education students (m=200.76) appeared with better psychological wellbeing than illiterate (m=180.66), primary education (m=184.9), secondary education (m=188.27) and higher secondary education (m=192.5) students among all students and the f-value was found to be 20.763; p-value=0.000, which indicated a significant difference in mean between father's educational status students considering psychological wellbeing among all students.

ii. Higher education students (m=204.92) appeared with better psychological wellbeing than illiterate (m=178.98), primary education (m=179.66), secondary education (m=185.47) and higher secondary education (m=196.56) students among tribal students and the f-value was found to be 15.260; p-value=0.000, which indicated a significant difference in mean between father's educational status students considering psychological wellbeing among tribal students.

- **Self-Esteem & Fathers Educational Status**

i. Higher education students (m=200.76) showed higher self-esteem than illiterate (m=27.15), primary education (m=27.49), secondary education (m=27.89) and higher secondary education (m=28.81) students among all students and the f-value was found to be 12.501; p-value=0.000, which indicated a significant difference in mean between father's educational status students considering self-esteem among all students.

ii. Higher education students (m=30.33) showed higher self-esteem than illiterate (m=28.06), primary education (m=26.4), secondary education (m=27.09) and higher secondary education (m=28.09) students among tribal students and the f-value was found to be 9.124; p-value=0.000, which indicated a significant difference in mean between father's educational status students considering self-esteem among tribal students.

- **Psychological Wellbeing & Mothers Educational Status**

i. Higher education students (m=206.44) appeared with better psychological wellbeing than illiterate (m=181.48), primary education (m=185.69), secondary education (m=190.19) and higher secondary education (m=192.74) students among all students and the f-value was found to be 20.535; p-value=0.000, which indicated a significant difference in mean between mother's educational status students considering psychological wellbeing among all students.

ii. Higher education students (m=194.67) appeared with better psychological wellbeing than illiterate (m=178.67), primary education (m=182.08), secondary education (m=191.9) and higher secondary education (m=192.97) students among tribal students and the f-value was found to be 8.678; p-value=0.000, which indicated a significant difference in mean between mother's educational status students considering psychological wellbeing among tribal students.

- **Self-Esteem & Mothers Educational Status**

i. Higher education students (m=30.44) showed higher self-esteem than illiterate (m=27.34), primary education (m=27.67), secondary education (m=28.06) and higher secondary education (m=28.87) students among all students and the f-value was found to be 10.393; p-value=0.000, which indicated a significant difference in mean between mother's educational status students considering self-esteem among all students.

ii. Higher education students (m=29.5) showed higher self-esteem than illiterate (m=27.63), primary education (m=26.78), secondary education (m=27.71) and

higher secondary education (m=29.1) students among tribal students and the f-value was found to be 3.857; p-value=0.004, which indicated a significant difference in mean between mother's educational status students considering self-esteem among tribal students.

- **Correlation between Self-Esteem & Psychological wellbeing**

i. Pearson correlation between self-esteem and psychological wellbeing among all students showed that moderately positive correlation **(r=0.414)** and the p-value was found to be 0.000 **(p<0.05)** which indicated a significant correlation difference between self-esteem and psychological wellbeing.

ii. Pearson correlation between self-esteem and psychological wellbeing among tribal students showed that moderately positive correlation **(r=0.451)** and the p-value was found to be 0.000 **(p<0.05)** which indicated a significant correlation difference between self-esteem and psychological wellbeing.

5.2 Discussion

The current study aimed to investigate Self-Esteem and Psychological wellbeing among the students of Jangalmahal area in West Bengal. Findings appeared with interesting facts that make sense to us about self-esteem and psychological wellbeing accurately. Before discussing the results, lets gone through again at the major research objectives, which were also stated previously in chapter: ii as – a) To compare the tribe and non-tribe students of Jangalmahal area in terms of self-esteem and psychological wellbeing. B) To understand the present status of self-esteem and psychological wellbeing of tribe and non-tribe students of Jangalmahal area with respect to their socio-economic background. C) To find out the relationship between self-esteem and psychological wellbeing of tribe and non-tribe students of Jangalmahal area.

Findings showed that students from non-tribal communities appeared with greater psychological wellbeing than tribal students. Yes, it would be not point-less to estimate that Tribal communities often have difficulties associated with socioeconomic inequality, restricted availability of healthcare, education, and infrastructure, factors that might lead to diminished overall well-being in comparison to non-tribal people. A study conducted by Ranjan et al., (2021) on comparing wellbeing among tribal and non-tribal students showed similar result to current result. Other than that, numerous inter-related studies were found that showed the tribal adolescents had worse academic success and a higher prevalence of depression as compared to their non-tribal counterparts (Ghosh, 2013); tribal adolescents have a comparatively diminished degree of emotional intelligence in comparison to their non-tribal counterparts (Garg, 2017). Inconsistent results were also revealed that Tea tribe teenagers had a higher prevalence of emotional and peer connection difficulties in comparison to their non-tea tribe counterparts (Edlina et al, 2020); the prevalence of emotional problems, peer problems, and pro-social behavior problems was much greater among tribal adolescents in comparison to their non-tribal counterparts (Ali & Eqbal, 2016).

Again, it was found that students from non-tribal communities showed higher self-esteem than tribal students, similar results were found in other researches (Ahmed, 2012; Yadav et al., 2013; Parihar & Jha, 2014; Ghosh, 2013; Rashid & Singh, 2020; Sibi & Meera, 2022). Yes, it is obvious that in comparison to non-tribal populations, tribal communities may have lower self-esteem due to historical marginalization, socioeconomic disparities, and limited access to resources, among other factors. Moreover, no other handful of research investigations were found to contradict this result.

Current study revealed that female students appeared with better psychological wellbeing than male students, which was supported by Akhter, 2015; Waghmare, 2016. But in most of the studies it was found that males possessed better psychological wellbeing than females (Kantariya, 2017; Garcia et al, 2019; Gohil,

2020). In the case of tribal students, again it was found than tribal girl students showed better psychological wellbeing than tribal male students. It may be possible because, tribal girls often have strong ties to their communities and important roles as mothers, which can give them a feeling of purpose and make them feel better. On the other hand, tribal boys may face more outside stresses and threats, which could affect their general health. But no related studies were found in support or contradiction to this finding.

Self-esteem wise, the male students showed higher self-esteem than female students among all students. It might happen due to gender roles and social rules that boost male confidence and lower female self-worth and gender stereotypes are also kept alive by cultural and media factors, which affect how people see themselves. The finding was supported through the works done by Kling et al., 1999; Robins et al., 2002; Orth et al, 2010; Bleidorn et al., 2016. Some research works also have showed contradiction to current finding that females showed higher self-esteem than males (Quatman & Watson, 2001; Gentile et al, 2009). Among tribal students, it was also found that male tribal students showed higher self-esteem than female tribal students. But no research works have been found in support or confutation of this finding.

Students from joint families appeared with better psychological wellbeing than students from nuclear families among all students and specifically on tribal group as well. When compared to students from nuclear families, those from joint families often have more social support and share tasks, which can improve their mental health. When families live together, cultural beliefs and feeling linked to each other can help people feel like they fit and feel emotionally stable. A study done on 'Adjustment patterns among urban and rural college students' by Sethi, 2012 also appeared with the similar result that students from joint families appeared to have better emotional adjustment, potentially contributing to better overall psychological wellbeing. But some other researches also affirmed that, in a certain Indian setting, teenagers from nuclear families reported less depression than those from mixed families (Das & Srivastava, 2009). Another research work

suggests that adolescents hailing from nuclear households may exhibit enhanced academic performance, serving as an indirect indicator of their psychological well-being (Kumar & Daria, 2013). Besides, students from nuclear families showed higher self-esteem than students from joint families among all students and specifically on tribal group as well. The potential for students from nuclear families to exhibit elevated levels of self-esteem may be attributed to the greater degree of autonomy and individual attention they often get. Conversely, joint families tend to stress group ideals above individual accomplishments. Kaur & Garg (2008) investigated the variations in adjustment and self-esteem levels among adolescents belonging to nuclear and combined family structures. Although not conclusive, there were signs of variations in certain dimensions of self-esteem between the two groups, with the potential for these variations to alter depending on the circumstances. Significant difference found on a study between joint and nuclear family-based students in respect to their self-esteem (Bhanot & Sharma, 2016).

Significant difference found in mean between Bengali and English medium students considering psychological wellbeing. A study found on self confidence in relation to medium of instruction of teacher trainees and the study revealed that positive but not significant relation of medium of instruction with self-confidence (Khemchandani, 2016). Another article showed how a strong base in one's original language can improve thinking and academic skills in a second language. This suggests that students who do well in school will be happier and healthier (Cummins,1979). Clifton & Malik (2012) in their study claimed that English-medium instruction may not always correlate with quality education and may place undue burden on students, thereby affecting their wellbeing and the influence of medium of instruction policies on student outcomes worldwide has significant consequences for student well-being (Yi, 2017). In the case of self-esteem, It has been found that Bengali medium students showed higher self-esteem than English medium students among all students and English medium students showed high self-esteem than Bengali medium students among tribal

students and both results were not statistically significant. No related findings of other researches were found to compare current result but a study conducted by Tripathi, 2013 revealed that Students who learn in English have a better level of self-efficacy than those who learn in Hindi, and this is clear from the fact that English is their main language of teaching.

Again, findings showed that the students from urban habitation appeared with better psychological wellbeing than students from rural habitation and the difference was found to be statistically significant. Related studies suggested similar result to current result that there are differences in psychological well-being between urban and rural students, though the results may vary depending on socioeconomic status, access to services, and cultural nuances (Probst et al., 2006; Singh & Mishra, 2009; Peen et al., 2010). Compared to rural students, urban students typically have superior access to educational and healthcare resources, as well as a wider range of socio-cultural experiences, all of which can contribute to greater well-being. Again, self-esteem wise students from urban habitation appeared with higher self-esteem than students from rural habitation and the difference was found to be statistically not significant. According to other researches on self-esteem, there were disparities in self-esteem between urban and rural students, with urban students sometimes demonstrating a higher level of self-esteem due to greater access to resources and a greater diversity of sociocultural experiences (Twenge & Campbell, 2002; Orth et al., 2012).

The interaction between number of siblings and psychological wellbeing of Jangalmahal area students found to be significant. Some research indicates that children from larger families may develop superior social skills because they have more opportunities to interact socially within the family (Downey, 2001). Resource Dilution Theory posits that in larger families, resources (both material and non-material) become diluted, which may result in less individual attention and potentially lower educational achievements (Blake, 1981). Some studies indicate that only children may receive more parental attention and resources, but they may lose out on the social interactions and educational opportunities that come

with having siblings (Falbo & Polit, 1986) and Siblings can provide emotional support during difficult periods, and their presence is associated with improved psychological health (Voorpostel et al., 2009). The nature of sibling relationships can have an effect on mental health. Positive relationships can provide support and serve as a buffer against tension, whereas negative relationships can have negative consequences (Milevsky, 2005). Current study found that the interaction between number of siblings and self-esteem of Jangalmahal area students found to be significant. Some research on birth order suggests that firstborns might have higher self-esteem due to their leadership role in the sibling hierarchy, but findings on this topic are divided (Sulloway, 1996). In families with multiple children, there may be more opportunities for social comparison, which can have a negative effect on self-esteem. Depending on birth order and perceived parental favoritism, this can vary. (McHale et al., 2000). Many studies have compared only children to those with siblings. Some studies suggest that only children may have marginally higher self-esteem due to more concentrated parental attention (Falbo & Polit, 1986; Milevsky et al., 2012).

Result revealed that students of science stream found with greater psychological wellbeing than students of other streams and the relation between stream of study and psychological wellbeing of Jangalmahal area students found to be significant. Science students may have a better sense of mental health because they see more job options in the future and because science-related areas are seen as important by society. A related study was found that showed certain academic disciplines as science may be associated with greater academic pressures, which can have an effect on psychological health. In certain cultural or educational contexts, science or engineering may be viewed as more difficult, for instance (Suldo et al., 2008). A student's psychological well-being can be affected by their perceptions of job opportunities and future prospects associated with their chosen major (De Vos et al., 2009). On the other hand, Arts streamed students showed higher self-esteem than students of other streams and the relation between stream of study and self-esteem of Jangalmahal area students found to be significant. Students in the arts

stream may have a higher sense of self-worth than students in other streams due to the freedom of expression and the validation of individual perspectives. Multiple factors, including individual interests, societal values, parental pressures, and perceived future opportunities, can influence the relationship between a student's chosen field of study and their sense of self-worth. A study conducted by Marsh & Yeung, (1997) affirmed that students with higher self-esteem are more likely to pursue academic disciplines that align with their personal interests and values. Students with higher self-esteem are more likely to pursue academic disciplines that align with their personal interests and values (Festinger, 1954).

Result of examining relationship of present studying class with self-esteem and psychological wellbeing showed higher secondary students performed better in both subjects and the relation was statistically significant. No related studies were found in support or contradiction with current result. Furthermore, according to parental occupation and highest education qualification, whose father’s occupation was govt. service they appeared with greater psychological wellbeing as well as self-esteem and both relationships were statistically significant. It might be possible because govt. service enables an assured income regularly which can be attributed to greater self-esteem and wellbeing. Researcher could not find any related study to compare present study. Again, whose mother’s occupation was private job they showed higher self-esteem and wellbeing. So, the bottom line is that any type of job or service promote fluent income that makes people happy. Parental highest educational qualification wise whose parents hold higher educational degree they showed better self-esteem and wellbeing and both relationships were statistically significant. Higher educational degrees have the potential to enhance individuals' overall well-being via many mechanisms. Providing enhanced professional prospects and more economic security. Promoting individual development, self-worth, and overall contentment in life. Promoting the growth of social networks and cultivating significant interpersonal connections. Providing people with problem-solving and coping skills. Apart from this, no related studies found in support or contradiction to current result.

Lastly, the study assured a positive correlation between self-esteem and wellbeing among all students as well as among tribal students. Studies on estimating the association between self-esteem and wellbeing suggested a positive correlation between them (Shamir, 1986; Kernis et al, 1991; Leary, 1999; Lau et al, 2008; Arsalan et al, 2010; Padhy et al, 2011; Moksnes & Espnes, 2012; Simsek, 2013;). Obviously, Self-esteem and wellbeing are positively related because high self-esteem leads to increased contentment, resilience against stress, healthier relationships, fewer mental health issues, better lifestyle choices, greater motivation, less fear of failure, and a more optimistic outlook on life. These factors collectively contribute to an individual's well-being.

5.3 Educational Implications

The investigation of self-esteem and wellness, with a specific focus on tribal kids, yields significant findings that may be used by educators, legislators, and community leaders to improve the scholastic achievements and overall growth of these students. The research has many educational consequences as - the significance of cultural relevance lies in the fact that tribal students often possess distinct cultural backgrounds that set them apart from their mainstream counterparts. It is imperative that educational curriculum and teaching approaches be designed in a manner that is culturally relevant and respectful. This entails incorporating tribal traditions and customs within the educational framework. This may enhance self-esteem by establishing a setting in which pupils see themselves as being respected and understood. The presence of cohesive and collaborative environment is associated with a favorable relationship between self-esteem and wellbeing, suggesting that an improvement in students' self-perception is likely to result in enhanced overall wellbeing. It is essential for educational institutions to provide an inclusive atmosphere that fosters acceptance, respect, and a profound feeling of belongingness among the indigenous students. Discrimination or prejudices have the potential to have a detrimental influence on an individual's self-esteem, hence exerting an adverse effect on their holistic mental and emotional well-being.

Mentorship programs that include the active participation of tribal elders or leaders inside the educational system may effectively fulfill two distinct objectives. The bridging of cultural gaps via the preservation and continuance of tribal knowledge and customs serves to enhance the self-esteem of tribal pupils by providing them with relatable role models and holistic education is of paramount importance as it places equal emphasis on academic development, life skills acquisition, mental well-being, and emotional intelligence. Incorporating workshops and sessions centered on the promotion of self-esteem, resilience, and the enhancement of general wellbeing should be considered an essential component of the educational process. Here, interplay between teachers and students exerts a crucial role in the educational context as a mechanism for promotion of mental health and overall wellbeing. Constructive feedback, in particular, serves as a valuable tool in this regard. Acknowledging accomplishments, regardless of their magnitude, may serve as a substantial catalyst for enhancing one's self-assurance. The provision of mental health resources in educational institutions is crucial, particularly in the context of tribal kids, since they have distinct obstacles. It is imperative that schools be adequately equipped with trained counsellors and mental health specialists who possess a comprehensive understanding of these specific difficulties. This practice guarantees that students are provided with a secure environment in which they may openly engage in discussions on their emotions, difficulties, and seek appropriate support, therefore fostering their mental welfare.

Educators assume a crucial role in molding the self-esteem and overall welfare of their pupils. It is recommended that a systematic arrangement of training sessions be implemented for educators, with a specific emphasis on enhancing cultural sensitivity, comprehending the distinct requirements of tribal pupils, and equipping them with the necessary skills and approaches to facilitate the development of a positive self-image and overall well-being. The involvement of parents and the wider community is crucial for fostering engagement. They have a significant impact on the development of a child's self-esteem. It is essential for

educational institutions to establish consistent community outreach initiatives, conduct seminars for parents, and actively include them in decision-making processes in order to promote the comprehensive growth and development of indigenous children. Curricular interventions have the potential to effectively address issues pertaining to self-esteem and overall well-being. The inclusion of narratives, historical accounts, and societal contributions from tribal groups has the potential to foster a strong feeling of pride and self-esteem among pupils belonging to these tribes. The establishment of safe spaces inside educational institutions is crucial for fostering an inclusive environment that supports the gathering, sharing, and celebration of indigenous students' cultural heritage. This space may function as a sanctuary where individuals are able to openly articulate their thoughts and emotions, so contributing to the development and reinforcement of their self-worth.

Moreover, the existing body of research pertaining to self-esteem and wellbeing among tribal adolescents highlighted the need for an all-encompassing educational strategy that incorporates elements of cultural significance, emotional intelligence, and community engagement. By acknowledging and accepting these consequences, it is possible to achieve enhanced educational achievements and holistic welfare for indigenous pupils.

5.4 Scope for Further Studies

1) The research was carried out on a sample of students enrolled in both primary and tertiary educational institutions. Additional research might be conducted on elementary-aged children.

2) The current investigation was specifically focused on students hailing only from the state of West Bengal. Further research may be conducted by a comparative study including other states and countries.

3) Additional research may be conducted by include B.Ed. teacher trainees, teachers, administrators, management personnel, and even parents in the study.

Educators throughout several educational tiers, including elementary, secondary, senior secondary, college, and university levels.

4) In the present study Rosenberg's Self-esteem scale and Ryff's Psychological wellbeing scale were used for the study. Further studies can be done taking other scales on self-esteem and wellbeing.

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APPENDIX INDEX

Appendix - 1

Respondents' Information Schedule

এই ফর্মের সকল তথ্য অত্যন্ত গোপনীয় এবং আপনার পরিচয় গোপন রেখে ট্যাব ব্যবহৃত হবে । অনুগ্রহ করে নিম্নোক্ত প্রশ্নগুলির যথাসম্ভব সঠিক উত্তর প্রদান করুন ।

বয়স (Age): ..... বছর (Years) **লিঙ্গ (Sex):** ছেলে (Male) / মেয়ে (Female)

জাতি (Caste): সাধারন (General) / তপশিলী জাতি (SC) / তপশিলী উপজাতি (ST)/ অন্যান্য অনগ্রসর জাতি (OBC)

ভাই বনের সংখ্যা (Number of Siblings): নেই (None) / এক (One)/ একের বেশি (More Than One)

পাঠরত শাখা (Stream of Study): কলা (Arts) / বিজ্ঞান (Science)/ বানিজ্য (Commerce)/ যন্ত্রবিজ্ঞান (Engineering)/ চিকিৎসা বিজ্ঞান (Medical)

বর্তমান পাঠরত শ্রেণী (Present Studying Class): পঞ্চম (v)/ ষষ্ট (vi)/ সপ্তম (vii)/ অষ্টম (vii)/ নবম (ix)/ দশম (x)/ একাদশ (xi)/ দ্বাদশ (xii)/ প্রথম বর্ষ (1^{st} Year)/ দ্বিতীয় বর্ষ (2^{nd} Year)/ তৃতীয় বর্ষ (3^{rd} Year)/ চতুর্থ বর্ষ (4^{th} Year)/ পঞ্চম বর্ষ (5^{th} Year) ।

বাবার পেশা (Father's Occupation): চাষবাস (Cultivation)/ ব্যবসা (Business)/ সরকারি চাকরি (Govt. Servicve)/ বেসরকারি ক্ষেত্র (Private Sector)/ দিনমজুর (Daily Labour)

মায়ের পেশা (Mother's Occupation): গৃহকর্মী (Home Maker)/ ব্যবসা (Business)/ সরকারি চাকরি (Govt. Service)/ বেসরকারি ক্ষেত্র (Private Sector)/ দিনমজুর (Daily Labour)

পরিবারের বার্ষিক আয় (Annual Family Income) .....

শিক্ষার মাধ্যম (Medium of Instruction): ইংরেজি (English)/ বাংলা (Bengali)/ অন্যন (Others)

বাবার শিক্ষা (Father's Education): নিরক্ষর (Illiterate)/ প্রাথমিক (Primary)/ মাধ্যমিক (Secondary)/ উচ্চমাধ্যমিক (H.S)/ উচ্চশিক্ষা (Higher Educatiuon)

মায়ের শিক্ষা (Mother's Education): নিরক্ষর (Illiterate)/ প্রাথমিক (Primary)/ মাধ্যমিক (Secondary)/ উচ্চমাধ্যমিক (H.S)/ উচ্চশিক্ষা (Higher Education)

বাসস্থান (Habitat): গ্রাম (Rural)/ শহর (Urban)

আগের পরীক্ষায় প্রাপ্ত নম্বরের শতকরা হার (Percentage of Marks in Previous Exam.) .....

.....

Signature of Respondent

Self-Esteem Scale

Sl. No.	Items	সম্পূর্ণ একমত Strongly Agree	একমত Agree	একমত নয় Disagree	সম্পূর্ণ একমত নয় Strongly Disagree
1	সামগ্রিক ভাবে আমি নিজেকে নিয়ে সন্তুষ্ট। (On the whole, I am satisfied with myself)				
2	মাঝে মাঝে মনে হয় আমি সব দিক থেকে ঠিক নই। (At times I think I am no good at all)				
3	আমি মনে করি আমার মধ্যে কিছু ভাল গুন আছে। (I feel that I have a number of good qualities)				
4	আমি ও অন্যান্য মানুষদের মত কাজ করতে সক্ষম। (I am able to do things as well as most other people)				
5	আমি মনে করি গর্ব করার মত আমার মধ্যে কিছু নেই। (I feel I do not have much to be proud of)				
6	মাঝে মাঝে মনে হয় আমি অপ্রয়োজনীয়। (I certainly feel useless at times)				
7	অন্যদের মত আমি নিজেকে মূল্যবান ব্যক্তি মনে করি। (I feel that I'm a person of worth, at least on an equal plane with others)				
8	আমি মনে করি না যে নিজের প্রতি আমার যথেস্ত আত্মসন্মান বোধ আছে। (I wish I could have more respect for myself)				
9	সবসময় আমি মনে করি যে আমি একজন ব্যর্থ ব্যক্তি। (All in all, I am inclined to feel that I am a failure)				
10	আমার নিজের প্রতি আমি ধনাত্মক অনুভব পোষণ করি। (I take a positive attitude toward myself)				

Psychological Well-Being Scale

Please carefully read each item in the list and indicate your answer. (✓)

Sl.no.	Items	Strongly agree	Somew hat agree	A little agree	Neither agree nor disagree	A little disagre e	Somew hat disagre e	Strongly disagree
1	"I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people." আমি আমার বক্তব্য তুলে ধরতে ভয় পাই না এমনকি তখনও যখন অধিকাংশ লোক ভিন্ন মত পোষণ করছে।							
2	"For me, life has been a continuous process of learning, changing, and growth." আমার কাছে জীবন হল শিখন, পরিবর্তন এবং বৃদ্ধির একটি ক্রমাগত প্রক্রিয়া।							
3	"In general, I feel I am in charge of the situation in which I live." সাধারনভাবে আমি মনে করি, আমি যে পরিস্থিতিতে থাকি তা আমার নিয়ন্ত্রাধীন।							
4	"People would describe me as a giving person, willing to share my time with others." অন্যরা আমাকে একজন ভালো সঙ্গ হিসেবে মনে করে যে তার সময় অন্যদের জন্য ব্যয় করতে পারে।							
5	"I am not interested in activities that will expand my horizons." আমি এমন কোন কাজে আগ্রহী নই যা আমার পরিধি বিস্তার করবে।							

6	"I enjoy making plans for the future and working to make them a reality." আমি ভবিষ্যৎ পরিকল্পনা করতে এবং সেগুলিকে বাস্তবায়িত করতে পছন্দ করি।							
7	"Most people see me as loving and affectionate." লোকে আমাকে ভালোবাসা এবং স্নেহপরায়ণ মানুষ হিসেবে মনে করে।							
8	"In many ways I feel disappointed about my achievements in life. আমি আমার জীবনের সফলতাগুলি নিয়ে নানাভাবে হতাশায় ভুগি।							
9	"I live life one day at a time and don't really think about the future." আমি বর্তমানেই বাঁচি, ভবিষ্যৎ নিয়ে খুব একটা চিন্তা করি না।							
10	"I tend to worry about what other people think of me." অন্যরা আমাকে নিয়ে কি ভাবে, তা নিয়ে আমি চিন্তিত থাকি।							
11	"When I look at the story of my life, I am pleased with how things have turned out." অতীতের কথা ভাবলে আমার জীবনে ঘটে যাওয়া বিষয়গুলো নিয়ে আমি সন্তুষ্টবোধ করি।							
12	"I have difficulty arranging my life in a way that is satisfying to me." জীবনকে নিজের পছন্দ মতো সাজাতে আমার অসুবিধে হয়।							

13	"My decisions are not usually influenced by what everyone else is doing." আমার সিদ্ধান্তগুলি সাধারনত অন্যের কার্যকলাপ দ্বারা প্রভাবিত হয় না।							
14	"I gave up trying to make big improvements or changes in my life a long time ago." আত্মউন্নয়ন বা আত্মপরিবর্তনের সবরকম চেষ্টা আমি বহুদিন আগেই পরিত্যাগ করেছি।							
15	"The demands of everyday life often get me down." দৈনন্দিন জীবনের চাহিদাগুলি আমাকে প্রায়শই বেকায়দায় ফেলে।							
16	"I have not experienced many warm and trusting relationships with others." অন্যদের সাথে সুস্থ এবং বিশ্বাসযোগ্য সম্পর্কের খুব একটা অভিজ্ঞতা আমার নেই।							
17	"I think it is important to have new experiences that challenge how you think about yourself and the world." আমার মনে হয় নিজেকে এবং জগৎকে দেখার ধরন পরিবর্তন করার জন্য নতুন অভিজ্ঞতা নেওয়া খুবই প্রয়োজন।							
18	"Maintaining close relationships has been difficult and frustrating for me." ঘনিষ্ঠ সম্পর্ক বজায় রাখা আমার পক্ষে খুবিই কঠিন এবং হতাশাজনক।							

19	"My attitude about myself is probably not as positive as most people feel about themselves." সাধারণত অধিকাংশ মানুষ নিজের সম্পর্কে যতটা ইতিবাচক মনোভাব রাখে আমি ততটা রাখি না।							
20	"I have a sense of direction and purpose in life." "জীবন সম্পর্কে আমার একটি অভীমুখ ও লক্ষ্য আছে।							
21	"I judge myself by what I think is important, not by the values of what others think is important." অন্যদের মূল্যবোধ দারা প্রভাবিত না হয়ে নিজে যা গুরুত্বপূর্ণ মনে করি সেই অনুযায়ী নিজেকে বিচার করি।							
22	"In general, I feel confident and positive about myself." সাধারণত, আমি নিজের সম্পর্কে আত্মবিশ্বাসী এবং ইতিবাচক ধারনা রাখি।							
23	"I have been able to build a living environment and a lifestyle for myself that is much to my liking." নিজের পছন্দ অনুযায়ী আমি একটি প্রাণময় পরিবেশ এবং জীবনধারা তৈরি করতে সক্ষম হয়েছি।							
24	"I tend to be influenced by people with strong opinions." দৃঢ় মতামত যুক্ত ব্যক্তিদের দারা আমি প্রভাবিত হয় থাকি।							
25	"I do not enjoy being in new situations that require me to change my old familiar ways of doing things." "আমি এমন কোন নতুন পরিস্থিতিতে থাকতে পছন্দ করি না যেখানে আমাকে আমার পুরানো কাজকর্মের পদ্ধতি							

	পরিবর্তন করতে হবে।							
26	“I do not fit very well with the people and the community around me.” আমি আমার চারপাশের মানুষ ও সম্প্রদায়ের সাথে খুব একটা মানিয়ে নিতে পারি না।							
27	“I know that I can trust my friends, and they know they can trust me.” "আমি জানি যে, আমি আমার বন্ধুদের বিশ্বাস করতে পারি এবং তারাও জানে যে, তারা আমাকে বিশ্বাস করতে পারে।"							
28	“When I think about it, I haven’t really improved much as a person over the years.” "যখন চিন্তা করি, দেখি যে, মানুষ হিসাবে বছরের পর বছর ধরে সত্যিই আমি খুব একটা উন্নতি করতে পারিনি।							
29	“Some people wander aimlessly through life, but I am not one of them.” "কিছু মানুষ জীবনভর লক্ষ্যহীনভাবে ঘুরে বেড়ায়, কিন্তু আমি তাদের একজন নই।"							
30	“I often feel lonely because I have few close friends with whom to share my concerns.” আমার চিন্তা, সমস্যা ইত্যাদি ভাগ করে নিতে পারা খুব অল্পসংখ্যক ঘনিষ্ঠ বন্ধু থাকার কারনে আমি প্রায়শই একাকীত্ব বোধ করি।							

31	“When I compare myself to friends and acquaintances, it makes me feel good about who I am.” "যখন নিজেকে বন্ধু এবং পরিচিতদের সাথে তুলনা করি, তখন আমার নিয়ে আনন্দ হয়।							
32	“I don’t have a good sense of what it is I’m trying to accomplish in life.” "আমি জীবনে কী অর্জন করার চেষ্টা করছি সে সম্পর্কে আমার ভাল ধারণা নেই।"							
33	“I sometimes feel as if I've done all there is to do in life.” "মাঝে মাঝে আমার মনে হয় যে, জীবনে যা যা করার আছে, আমি তা করেছি।"							
34	“I feel like many of the people I know have gotten more out of life than I have.” "আমি অনুভব করি যে, আমি যাদের চিনি তাদের মধ্যে অনেকেই আমার চেয়ে বেশি তাদের জীবন থেকে তারা বেরিয়ে এসেছে।"							
35	“I have confidence in my opinions, even if they are contrary to the general consensus.” "সাধারণ ঐক্যমতের বিপরীতও হলেও আমি আমার মতামতগুলির ওপর আস্থা রাখি।"							
36	“I am quite good at managing the many responsibilities of my daily life.” "দৈনন্দিন জীবনের দায়িত্বগুলি আমি ভালভাবেই সামলাতে পারি।"							
37	“I have the sense that I have developed a lot as a person over time.” "আমার ধারণা, সময়ের সাথে সাথে মানুষ							

	হিসাবে আমি অনেকটাই বিকশিত হয়েছি।"							
38	“I enjoy personal and mutual conversations with family members and friends.” "পরিবারের লোকজন এবং বন্ধুবান্ধবদের সাথে ব্যক্তিগত ও পারস্পরিক কথাবার্তা বলতে আমার বেশ ভালই লাগে।"							
39	“My daily activities often seem trivial and unimportant to me.” "নিজের দৈনন্দিন কাজকর্ম প্রায়ই আমার কাছে তুচ্ছ এবং গুরুত্বহীন বলে মনে হয়।"							
40	“I like most parts of my personality.” "নিজের ব্যক্তিত্বের বেশিরভাগ অংশই আমি পছন্দ করি।"							
41	“It’s difficult for me to voice my own opinions on controversial matters.” "বিতর্কিত বিষয়ে নিজের মতামতগুলি প্রকাশ করা আমার পক্ষে কঠিন।"							
42	“I often feel overwhelmed by my responsibilities.” "আমার উপর অর্পিত দায়িত্বগুলি প্রায়ই আমাকে অভিভূত করে।"							

Researcher- Gopal Chandra Mura (Ph.D. Scholar)
Department of Education, Jadavpur University

Supervisor-Dr. Manikanta Paria

Appendix-II

PhD Thesis

By Gopal Chandra Mura

PhD Thesis

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