

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

A synopsis of PhD thesis

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Chapter outline

Chapter 1:	Context of the Study
Chapter 2:	Problem of the Study
Chapter 3:	Method and Procedure of the Study
Chapter 4:	Analysis and Interpretation of Data
Chapter 5:	Conclusion

This chapter introduced the concept of psychological well-being and self-esteem, their interrelations, importance of the phenomena in present-day context as well as significance of the present study.

Introduction

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, how digital gadgets keep us connected all the time, and how much pressure there is to keep up with standards that are always getting higher. Wellbeing, which includes both physical and mental health, is a very important way to deal with these stresses. 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, 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. 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.

Importance of Mental Health and Happiness

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) 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.

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.

This chapter describes the literature review, knowledge gap, major research questions, objectives, delimitations and hypotheses which have led the researcher to select and move forward with the problem of this research.

Research Questions

- a. Do the students (tribe and non-tribe both) of Jangalmahal area of West Bengal possess adequate self-esteem?
- b. Do the students (tribe and non-tribe both) of Jangalmahal area of West Bengal possess adequate psychological wellbeing?
- c. How do different demographic and socio-economic indicators variate self-esteem of tribal and non-tribal Students in Jangalmahal area of West Bengal?
- d. How do different demographic and socio-economic indicators variate psychological wellbeing of tribal and non-tribal Students in Jangalmahal area of West Bengal?
- e. Are there any relationship exist between self-esteem and psychological wellbeing among students (tribe and non-tribe both) in Jangalmahal area of West Bengal?
- f. Are there any relationship exist between self-esteem and psychological wellbeing among tribal students in Jangalmahal area of West Bengal?

Delimitations of the study

- a. The present study was delimited to only two districts located in Jangalmahal area of West Bengal i.e., Jhargram and Paschim Medinipur.
- b. The study was delimited to only Bengali and English medium students of Jangalmahal area in West Bengal.
- c. The study was restricted to 1567 students as a sample.
- d. 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.
- e. Self-esteem has measured through Rosenberg's self-esteem scale and psychological wellbeing has measured using Carol Ryff's psychological wellbeing scale.

- f. Only relevant data was collected by the researcher at the time of the survey for the study.
- g. 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.

Objectives of the study

- a. To understand the present state of self-esteem among students (tribe and non- tribe both) in Jangalmahal area of West Bengal.
- b. To understand the present state of psychological wellbeing among students (tribe and non-tribe both) in Jangalmahal area of West Bengal.
- c. To examine the difference in self-esteem between tribe and non-tribe students in Jangalmahal area of West Bengal.
- d. To examine the difference in psychological wellbeing between tribe and non- tribe students in Jangalmahal area of West Bengal.
- e. 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.
- f. 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.
- g. To examine the relationship between self-esteem and psychological wellbeing among students (tribe and non-tribe both) in Jangalmahal area of West Bengal.
- h. 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.

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

Hypotheses

H₀1: Self-esteem does not significantly differ between tribe and non-tribe students in West Bengal.

H₀2: Psychological wellbeing does not significantly differ between tribe and non-tribe students in West Bengal.

H₀3: Self-esteem does not significantly differ between male and female students in West Bengal.

H₀4: Psychological wellbeing does not significantly differ between male and female students in West Bengal.

H₀5: Self-esteem does not significantly differ between students from nuclear and joint families in West Bengal.

H₀6: Psychological wellbeing does not significantly differ between students from nuclear and joint families in West Bengal.

H₀7: Self-esteem does not significantly differ between students from rural and urban habitation in West Bengal.

H₀8: Psychological wellbeing does not significantly differ between students from rural and urban habitation in West Bengal.

H₀9: Self-esteem does not significantly differ between English and Bengali medium students in West Bengal.

H₀10: Psychological wellbeing does not significantly differ between English and Bengali medium students in West Bengal.

- H₀11:** Self-esteem does not significantly differ among different number of siblings of students in West Bengal.
- H₀12:** Psychological wellbeing does not significantly differ among different number of siblings of students in West Bengal.
- H₀13:** Self-esteem does not significantly differ among different stream of study of students in West Bengal.
- H₀14:** Psychological wellbeing does not significantly differ among different stream of study of students in West Bengal.
- H₀15:** Self-esteem does not significantly differ among different present studying class of students in West Bengal.
- H₀16:** Psychological wellbeing does not significantly differ among different present studying class of students in West Bengal.
- H₀17:** Self-esteem does not significantly differ among different father's occupation of students in West Bengal.
- H₀18:** Psychological wellbeing does not significantly differ among different father's occupation of students in West Bengal.
- H₀19:** Self-esteem does not significantly differ among different mother's occupation of students in West Bengal.
- H₀20:** Psychological wellbeing does not significantly differ among different mother's occupation of students in West Bengal.
- H₀21:** Self-esteem does not significantly differ among different father's educational qualification of students in West Bengal.
- H₀22:** Psychological wellbeing does not significantly differ among different father's educational qualification of students in West Bengal.
- H₀23:** Self-esteem does not significantly differ among different mother's educational qualification of students in West Bengal.
- H₀24:** Psychological wellbeing does not significantly differ among different mother's educational qualification of students in West Bengal.
- H₀25:** Self-esteem does not significantly correlate with psychological wellbeing among students in West Bengal.
- H₀26:** Self-esteem does not significantly differ between male and female tribal students in West Bengal.

H₀27: Psychological wellbeing does not significantly differ between male and female tribal students in West Bengal.

H₀28: Self-esteem does not significantly differ between nuclear and joint family- based tribal students in West Bengal.

H₀29: Psychological wellbeing does not significantly differ between nuclear and joint family-based tribal students in West Bengal.

H₀30: Self-esteem does not significantly differ between rural and urban habitation-based tribal students in West Bengal.

H₀31: Psychological wellbeing does not significantly differ between rural and urban habitation-based tribal students in West Bengal.

H₀32: Self-esteem does not significantly differ between English and Bengali medium-based tribal students in West Bengal.

H₀33: Psychological wellbeing does not significantly differ between English and Bengali medium-based tribal students in West Bengal.

H₀34: Self-esteem does not significantly differ among different number of siblings of tribal students in West Bengal.

H₀35: Psychological wellbeing does not significantly differ among different number of siblings of tribal students in West Bengal.

H₀36: Self-esteem does not significantly differ among different stream of study of tribal students in West Bengal.

H₀37: Psychological wellbeing does not significantly differ among different stream of study of tribal students in West Bengal.

H₀38: Self-esteem does not significantly differ among different present studying class of tribal students in West Bengal.

H₀39: Psychological wellbeing does not significantly differ among different present studying class of tribal students in West Bengal.

H₀40: Self-esteem does not significantly differ among different father's occupation of tribal students in West Bengal.

H₀41: Psychological wellbeing does not significantly differ among different father's occupation of tribal students in West Bengal.

H₀42: Self-esteem does not significantly differ among different mother's occupation of tribal students in West Bengal.

H₀43: Psychological wellbeing does not significantly differ among different mother's occupation of tribal students in West Bengal.

H₀44: Self-esteem does not significantly differ among different father's educational qualification of tribal students in West Bengal.

H₀45: Psychological wellbeing does not significantly differ among different father's educational qualification of tribal students in West Bengal.

H₀46: Self-esteem does not significantly differ among different mother's educational qualification of tribal students in West Bengal.

H₀47: Psychological wellbeing does not significantly differ among different mother's educational qualification of tribal students in West Bengal.

H₀48: Self-esteem does not significantly correlate with psychological wellbeing among tribal students in West Bengal.

This chapter describes the method and procedures followed in the study. The researcher has adopted various techniques to structure the work by complying with different theoretical assumptions in educational research.

Methods, Population and Sample

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. 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. 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. 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.

Variables

Independent variables of the study was – category, gender, habitat, types of family, number of siblings, stream of study, present studying class, medium of instruction, father's

occupation, mother's occupation, father's education and mother's education of the students. Dependent variables of the study was psychological well-being and self-esteem of the students.

Instruments for data collection

The researcher has primarily made use of two standardized scales for collection of relevant data. Morris Rosenberg's Rosenberg Self-Esteem Scale (RSE) and the 42-item Psychological Wellbeing Scale developed by Carol D. Ryff (2007) was used in this study for collection of relevant data.

Procedure & Analyses

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.

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.

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.

The results and interpretations of all analyses are presented in this chapter. The findings from the study are presented independently, then compared for clarity. Both descriptive and inferential data were addressed in each study.

Some highlights of the finds are as follows.

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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.
- f. 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.

- g. 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; $p\text{-value}=0.004$, which indicated a significant difference in mean between rural and urban areas students considering psychological wellbeing among all students.
- h. 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; $p\text{-value}= 0.218$, which indicated no significant difference in mean between rural and urban areas students considering self-esteem among all students.
- i. 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; $p\text{-value}=0.000$, which indicated a significant difference in mean between stream of study students considering psychological wellbeing among tribal students.
- j. 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; $p\text{-value}=0.000$, which indicated a significant difference in mean between present studying class students considering psychological wellbeing among all students.
- k. 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; $p\text{-value}=0.000$, which indicated a significant difference in mean between father's educational status students considering self-esteem among all students.
- l. 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.
- m. 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.

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.

Discussion

The study aimed to investigate self-esteem and psychological wellbeing among students in the Jangalmahal area of West Bengal. Results showed that students from non-tribal communities had greater psychological wellbeing than tribal students, possibly due to socioeconomic inequality, limited access to healthcare, education, and infrastructure. Tribal adolescents also had worse academic success and higher prevalence of depression. Female students showed better psychological wellbeing than male students, possibly due to strong ties to their communities and important roles as mothers. Male students showed higher self-esteem than female students among all students, possibly due to gender roles and social rules that boost male confidence and lower female self-worth. Students from joint families appeared with better psychological wellbeing than students from nuclear families, possibly due to more social support and shared tasks. Cultural beliefs and feeling linked to each other can help people feel like they fit and feel emotionally stable. The study also found a positive correlation between self-esteem and wellbeing among all students and among tribal students. 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.

Educational Implications

The study on self-esteem and wellness among tribal children highlights the importance of cultural relevance in education. Tribal students often have distinct cultural backgrounds, which can impact their self-esteem and overall well-being. To improve their academic achievements and overall growth, educational curriculum and teaching approaches should be culturally relevant and respectful, incorporating tribal traditions and customs. A cohesive and collaborative environment is crucial for fostering self-perception and overall wellbeing. Discrimination and prejudices can negatively impact self-esteem, so mentoring programs with tribal elders or leaders can help bridge cultural gaps. Holistic education, emphasizing academic development, life skills acquisition, mental well-being, and emotional intelligence, is also essential. Workshops and sessions promoting self-esteem, resilience, and wellbeing should be part of the educational process. Constructive feedback and mental health resources are crucial for tribal students, and schools should be equipped with trained counselors and mental health specialists. Parents and the wider community are also essential for engagement and self-esteem development. Curricular interventions, including narratives and societal contributions, can address self-esteem issues. Safe spaces within educational institutions can support the sharing and celebration of cultural heritage, contributing to self-worth development.

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