

SELF ESTEEM AND SOCIAL ADJUSTMENT AMONG TRIBAL AND NON-TRIBAL STUDENTS: A COMPARATIVE STUDY

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Abstract: The present research was aimed to study the self-esteem and social adjustment among tribal and non-tribal students. The sample of the study consisted of 64 students (N=32 tribal students, N=32 nontribal students) from 4 different residential schools of Kottayam and Ernakulum. Social adjustment inventory by Dr. Roma Pal (1985) and self-esteem scale of Dr. Rosenbergare was used for collection of data. Pearson's correlation and t-test were used for the analysis of data. The result revealed that there is a correlation between self esteem and social adjustment in both tribal and non-tribal students. There is a significant difference in social adjustment of tribal and non tribal boys, that may be because of the quality of environment they belongs to and may be their difference in response pattern toward the opportunities that available to them. Both tribal and non-tribal girls are capable of adjusting with their society and difference in self-esteem pattern may be due to their disruption in perception about their self.

Index terms: social adjustment, self-esteem, tribal students, non-tribal students.

I. INTRODUCTION

1.1 Tribal communities in India

India is native land to a variety of tribal communities with numerous eco-cultural, socio-economic, and geographical backgrounds. In the Republic of the Indian constitution, the tribal people in India are named "scheduled Tribals". According to the 2001 census of India, the Scheduled Tribe population in Kerala is 3, 64,189 (male- 180,169 and females- 184,020). In India, Tribes are thought of as Adivasis. "Adivasis" nearly means the "original inhabitants" of the Republic of India. In Sanskrit, the word "Adivasis" means that forest dwellers or Adivasis. Hence, it should be appropriate to define a tribe as people dwelling in hills and forests. This complete population of India was generally divided into 2 main groups, like "tribes" and "castes".

1.2 Social adjustment

Social adjustment is the adaptation of the person to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment. (From Campbell, Psychiatric Dictionary, 1996) "Social adjustment resulting from positive self-concept can provide the person with some kind of ability to face the difficulties, and higher self-esteem strengthens one's ability to efficiently tackle the psychological pressures" Celebi and Gorra (1998)

An adjustment is the establishment of a satisfactory relationship, as representing, harmony, conformance adaptation etc. Whenever we have a tendency to meet an adjustment between 2 things, we modify one or both of them to correspond to each other (Webster, 1951). Social adjustment is an attempt created by an individual to deal with standards, values, and needs of a society in order to be accepted. The social adjustment has been considered as one of the major contributing psychological factors in characterizing the individuals. Although adjustment contains many aspects like social, emotional, physical and educational dimensions; the best aspect is a social adjustment which is the prerequisite to the other aspects of adjustment (Mazaheri, Baghiyan, & Fatehizadeh, 2006).

1.3 Self-esteem

In psychology, the term Self Esteem used to describe a person's overall sense of 'Self-worth' or 'Personal Value'. In other words how much appreciate and like yourself. Self-esteem can involve a variety of belief about you, such as the appraisal of your appearance, belief, emotions, and behaviours. It affects the people/s behaviour and thoughts. Self-esteem is defined as the positive or negative attitude about self, the degree of liking or satisfaction within the self, and owns feeling of perceived worth as compared with others.

Too little self-esteem will leave people to feel defeated or even depressed. It can even lead people to form unhealthy decisions, fall into destructive relationships, or fail to live up to their full potential. Too much self-esteem, as exhibited in narcissistic personality disorder, will definitely be off-putting to others and may even harm personal relationships. The self-esteem as a definite psychological construct has thought to have its origins within the work of William James (1892). James identified multiple dimensions of the self, with 2 levels of hierarchy: processes of knowing called as the 'I-self' and the resulting knowledge about the self, the 'Me-self'. Self-esteem is considered as a personality trait in theories of humanists like Rogers and Maslow. The need for self-esteem considered as an important part in psychologist Abraham Maslow's hierarchy of needs, which explained that self-esteem is most important part of the basic human motivations.

So the idea of self-esteem and social adjustment together plays a major role in the development of personality in people. We know that the scheduled castes and scheduled tribes are bottom of the socio-economic and educational scale of development in our society. To provide quality education to tribal students, there are 20 Model Residential School/Asramam School functioning under scheduled tribe development department of Kerala. Along with providing educational facilities, development of social adjustment and self-esteem plays a major role in the personal and social life of an individual, especially in tribes. This study important to find out the level of social adjustment and self-esteem of tribal and non-tribal students and try to understand is there any need for developing such kind of psycho-social skills and abilities

1.3 Aim of the study

This study aims to compare the social adjustment and self-esteem among tribal and non-tribal students and to understand, is there any kind of differences exist in tribal and non-tribal students social adjustment and self-esteem pattern.

II. METHODOLOGY

2.1 Hypotheses

- H1: There will be a significant difference between tribal male & female students with regards to their social adjustment patterns.
 H2: There will be a significant difference between non-tribal male & female students with regards to their social adjustment patterns.
 H3: There will be a significant difference between tribal & non-tribal boys with regards to their social adjustment patterns.
 H4: There will be a significant difference between tribal & non-tribal girls with regards to their social adjustment patterns.
 H5: There will be a significant difference between tribal male & female students with regards to their self esteem level.
 H6: There will be a significant difference between non-tribal male & female students with regards to their self esteem level.
 H7: There will be a significant difference between tribal & non-tribal boys with regards to their self esteem level.
 H8: There will be a significant difference between tribal & non-tribal girls with regards to their self esteem level.

2.2 Sample

Purposive random sampling method was used in this study. Tribal and non-tribal students who studying in IXth standard with the age between 13-15 whom living in residential schools were selected for this study. The present study includes 64 students (N=32 tribal students, N=32 nontribal students). Further the sample was divided on the basis of gender. (N=16 male tribal students, N=16 male non tribal students, N=16 female tribal students, N=16 female non tribal students) from 4 different residential schools of Kottayam and Ernakulum.

2.3 Measures

2.3.1 Social adjustment inventory

The present inventory designed by Dr. Roma Pal (1985) is a useful device asses Social Adjustment of Higher Secondary and college going pupils. There are 60 items in this inventory, 30 for emotional adjustment and 30 for social adjustment. Items for this purpose were selected after careful examinations from other available standard inventories and were modified, where deemed necessary.

2.3.2 Roseberg's Self esteem scale

Dr. Rosenberg was a Professor of Sociology at the University of Maryland from 1975 until his death in 1992. Roseberg's self-esteem scale is a 10-item scale that measures global self-worth by measuring both positive and negative feelings about the self.

2.4 Method of data collection

Method and questionnaires were used as instrument for data collection. The data was collected among the tribal and non tribal students. Those students who live in residential school were approached and given the questionnaire for social adjustment and self esteem. They were briefly explained about the purpose of the study and were asked to fill the form according to their response to each question. The data was collected directly from the participants.

III. RESULT AND DISCUSSION

Comparison of Self esteem and social adjustment among tribal and non tribal students

Table 1.1

Factor / Dimension	Group	N	Mean	SD	T	Sig.
Self esteem	Tribal boys	16	16.75	3.975	2.161	0.39
	Tribal girls	16	16.63	3.538		
	Non tribal boys	16	17.69	3.459		
	Non tribal girls	16	17.81	2.105		
	Tribal boys	16	15.63	3.500	2.185	.037
	Non-tribal boys	16	18.44	3.777		
	Tribal girl	16	19.63	3.538	1.068	.294
	Non-tribal girl	16	18.56	1.825		
Social adjustment	Tribal boys	16	55.56	3.464	.000	1.000
	Tribal girls	16	55.56	2.065		
	Non-tribal boys	16	55.19	3.103		
	Non-tribal girls	16	55.81	3.600		
	Tribal boys	16	52.63	3.575	2.011	.053
	Non-tribal boys	16	55.06	3.276		
	Tribal girls	16	53.88	2.941	1.852	0.74
	Non-tribal girl	16	56.19	4.037		

Correlation between self esteem and social adjustment in non tribal students

Table 1.2

		Self esteem	Social adjustment
Self esteem	Pearson Correlation	1	.121
	Sig. (2-tailed)		.510
	Sum of Squares and Cross-products	246.000	36.000
	Covariance	7.935	1.161
	N	32	32
Social adjustment	Pearson Correlation	.121	1
	Sig. (2-tailed)	.510	
	Sum of Squares and Cross-products	36.000	36.000
	Covariance	1.161	11.613
	N	32	32

Table 1.3

Correlation of the self esteem and social adjustment of tribal students

		Self esteem	Social adjustment
Self esteem	Pearson Correlation	1	.117
	Sig. (2-tailed)		.522
	Sum of Squares and Cross-products	246.000	40.625
	Covariance	7.935	1.310
	N	32	32
Social adjustment	Pearson Correlation	.117	1
	Sig. (2-tailed)	.522	
	Sum of Squares and Cross-products	40.625	243.875
	Covariance	1.310	7.867
	N	32	32

Pearson's product moment correlation and t-test are used to analyze the data obtained. T-test was used to study the difference in social adjustment and self-esteem of tribal and non tribal students. While considering the social adjustment pattern, there is no significant difference exist in three groups, tribal boys and girls, tribal and non-tribal girls and in non-tribal boys and girls. There is no significant difference exist in self esteem of both tribal and non-tribal students and there is no significant difference exist in tribal and non tribal girls also. But there is a significant difference found in both self esteem and social adjustment pattern of tribal and non-tribal boys. Another important result is that the self esteem and social adjustment among non- tribal girls is greater than all others

From the correlation analysis self esteem and social adjustment has a positive correlation among both tribal students and non tribal students. This indicates that self esteem has a positive impact on social adjustment and vice versa. From the result we can say that if one person lacks the ability to adjust with their society or with their surrounding, it is necessary to increase their self esteem.

VI. CONCLUSION

From the discussion and the finding it can be concluded that there is a significant difference exist in the comparison of tribal and non-tribal boys. There is a significant difference in social adjustment of tribal and non tribal boys, that may be because of the quality of environment they belongs to and may be their difference in response pattern toward the opportunities that available to them. There is a significant difference exist in self esteem of tribal and non-tribal boys. Self esteem is defined as the positive or negative attitude about self, the degree of liking or satisfaction within self, and owns feeling of perceived worth as compared with others. There is no significant difference in the self esteem and social adjustment of tribal and non tribal girls. This indicates that both tribal and non-tribal girls are capable of adjusting with their society. And they are capable of coping with the basic challenges of life and being worthy of happiness. Another important result is that the self esteem and social adjustment among non- tribal girls is greater than all others. As per the result it can be concluded that difference in self esteem pattern may be due to their disruption in perception about their self. The other entire hypotheses are rejected and that may be due to the small sample size.

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