

A Study of Mental Health and Self Confidence Among Tribals and Non-Tribals College Students

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ABSTRACT-

The present study aims to determine the status of mental health and self confidence among tribals and non-tribals college students. The sample consists of 240 subjects 120 tribals (60 male and 60 female) and 120 non-tribals (60 male and 60 female) college going students. Total sample selected in the age range of 19 to 24, who are living in different taluka of Jalgaondistrict. Standardized psychological test (Mental Health and Self Confidence) was used for data collection. After doing this, the scoring data treated as a mean, SD and t test. Finding after data analysis, there will be significant difference in mental health and self confidence of tribal and non-tribal college students. There will be significant difference in mental health and self confidence of male and female students.

Keywords- Mental Health, Self Confidence, Tribals and Non-Tribals College Students.

Today's world is the world of science and technology. We can notice that the whole human life is more comfortable today due to the use scientific equipment in domestic life. But tribal society still shows that they are limited in their beliefs, traditions, customs, religions, special grouping, married conjugal groups, living with the stamp of their cast. On the one hand, 21st century, scientific research has led to various discoveries, which made the human life happier, on the other hand, tribal society is looking at us but lost in the world. We see however, that physical and mental health of the tribal's is diminished. Tribal society basically inhabit away from public buildings, in groups of the forests, community life. They are influenced by their lives, customs, traditions, culture and religion and in this way they are affecting their lives and their health. Hence we can observe that their mental quotient and physical health is deteriorating. Because of their mental health, their emotional quotient can not be fully realized and that is why indirectly it affects their own self. These physical and mental health factors cause disrupt to living a happy life, and therefore, we see that there is adverse effect on educational support and achievement.

Mental Health

Mental health which today is recognized as an important aspect of one's total health status is a basic factor that contributes to the maintenance of physical health as well as social effectiveness. It is a normal state of well-being, and in the words of Johns, Sutton and Webster, "is a positive but relative quality of life. It is a condition which is characteristic of the average person who meets the demands of life on the basis of his own capacities and limitations". By the word 'relative' we imply that the degree of mental health which an individual enjoys at a time is continuously changing. According to Hadfield 'mental health is the full and harmonious functioning of the whole personality. It is a positive, active quality of the individual's daily living. This quality of living is manifest in the behaviour of an individual whose body and mind are working together in the same direction. His thoughts, feelings and actions function harmoniously towards the common end. It means the ability to balance feelings, desires, ambitions and ideals in one's daily living as well as ability to face and accept the realities of life. It connotes such habits of work and attitudes towards people and things that bring maximum satisfaction and happiness to the individual. But the individual gets this satisfaction and happiness without any function with the social order or group to which he or she belongs.

According to WHO (World Health Organization), defined mental health is "A state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community". WHO stresses that mental health "is not just the absence of mental disorder".

According to Medilexicon's medical dictionary, defined mental health is "emotional, behavioural, and social maturity or normality; the absence of a mental or behavioural disorder; a state of psychological well-being in which one has achieved a satisfactory integration of one's instinctual drives acceptable to both oneself and one's social milieu; an appropriate balance of love, work, and leisure pursuits".

Self Confidence

In the study of wholesome personality, the most important fundamental factor is self – confidence. This is an attitude build up by a long series of satisfying adjustments to difficulties. Self – confidence is not built overnight, it develops gradually. Self – confidence is one of the most important factors in daily life. A person with confidence believes that he or she can successfully carry out a specific activity. Confidence can be introduced as a reasonable expectation of success, as it is related to our own skill, or belief that one can successfully carry out an activity or reach to a goal. In general, self – confidence is best improved by installing positive thoughts about our abilities (what we can achieve or learn to achieve) i.e; I can succeed at whatever I want; I can learn any skill etc. As a strategy, we should look for any negative thoughts about what we can do and replace them with the opposite, positive thoughts. Self – confidence also comes from building on past success. In this way it can grow and intensify through time. This is a natural process that we have seen over and over with the harms. Installing positive thoughts often lead to a long period of personal growth that spreads, into diverse areas. According to Goleman (1998) defined self-confidence as a strong sense of one's own self-worth and capabilities, According to Baswana (1971) while explaining self-confidence clearly denotes that "it is a phenomenological construct and no chain is stronger than its weakest link, it is an unequivocal truth in the field of characters. It is that power within individual which gives knowledge of himself that how much able he is when power in him is developed, making his life comfortable to go forward and become energetic."

Significance of the study

The result of present study will provide a base which may help in strengthening or improving the life style, mental health and self-confidence of the tribal college students. The finding will also act as a linkage of mental health and self-confidence which in turn impacts a significant role in the development and achievements of tribal college students. This study correlates the mental health with self-confidence which may lead to greater achievements for prosperous and bright future of college going tribal students in jalgaon district. It will also give information to create favourable mental health environment for greater development of educational and social life programme of college going tribal students. On the basis of the findings, the development of mental health and self-confidence of tribal's and rural areas students can be done through study. The present study provides a base which may help in strengthening or improving. emotional, psychological and intellectual development of the tribal and non-tribal as well as rural and urban of the college students. Therefore, the researcher undertook of this study of mental health and self-confidence among tribal and non-tribal students of jalgaon district.

Review of the study

Studies on Mental Health

Devarapalli SV, Kallakuri S, Salam A, Maulik PK. (2020) Study of Mental health research on scheduled tribes in India. Concluded that the first of its kind to review research on mental health among the STs. Mental health research conducted among STs in India is limited and is mostly of low-to-moderate quality. Determinants of poor mental health and interventions for addressing them need to be studied on an urgent basis. **Singh, B., Kumar, A. and Moral, A.** (2015) Study by mental health of male and female students. Results showed that there is no significant difference between the mental health scores of male and female students. There was also no correlation between gender and mental health. As it clear from the above studies that there are researches which found the gender difference in mental health and which did not found the gender difference in mental health. So researcher includes this variable in his study. **Bhagat Singh** (2016) Study of gender, education stream and mental health. Results indicate that there was no significant difference ($F=2.23$) between mental health of male and female students. There was a significant difference ($F=3.99$, $p<0.05$) among mental health of art, science and commerce stream students. Gender and Education Stream jointly influence the mental health of college students. Fvalue (13.29) was found significant at 0.01 level of significance. Interaction effect of gender and education stream plays a significant role in mental health of

college students. Male students of art stream have significantly better mental health than the male students of science and commerce stream. While female students of science stream have significantly better mental health than the female students of art and commerce stream. There is a significant gender difference in art stream students while there is no gender difference in science and commerce stream students. Findings of the study throw light upon the holistic approach of mental health of college going students.

Studies on Self Confidence

S. M. Mali (2020) Study by self confidence and social adjustment among the tribal and non-tribal students. Measure the hypothesis a sample of 100 Tribal and Non-Tribal Students, 50 college students was selected from Tribal and 50 college students are selected from Non-tribal area of Nashik district and around the city. The result reveals that the non-tribal students have high level self confidence as compare to tribal students, and non-tribal students have more social adjustment as compare to tribal students. There was positive association between self confidence and social adjustment.

Mohammad Muzzafar Lone and Mahmood Ahmad Khan (2019) found that Non-Tribal Students indicating thereby that they are high on need achievement as compared to the group of Tribal Students. The children who experience love, affection, care and encouragement from their society and surroundings come forward with a high level of need achievement and have great hope of success. They follow great ideals and act in a situation by following reality principle. The exposure to external competitive environments builds confidence among them and they aspire more and more and struggle for achieving very high. The students who despite love, affection, care etc. experience isolation, aggression and alienated social environment could not work with zeal and zest. They experience fear of failure, low level of self-confidence.

Tripti Vyas, and Ravi Gunthey (2017) Study of Emotional Maturity, Self Confidence and Academic Achievement of Adolescents In Relation To Their Gender and Urban-Rural Background. The results shows that there is significant difference between male and female adolescents of emotional maturity; no significant difference between urban and rural adolescents on level of emotional maturity ; and there is no significant difference between male and female adolescents of self confidence but there is significant difference between urban and rural adolescents on level of self confidence. It was also noticed that male and female adolescents and urban and rural adolescents both have significant difference in academic achievement.

The present study was planned and performed to study the mental health and self confidence among tribals and non-tribals students of Jalgaon district.

OBJECTIVES

- To find out the difference in mental health of tribal and non-tribal students.
- To find out the difference in mental health of male and female students.
- To find out the difference in self confidence of tribal and non-tribal students.
- To find out the difference in self confidence of male and female students.

HYPOTHESIS

- There is significant difference in mental health between tribal and non-tribal students.
- There is significant difference in mental health between male and female students.
- There is significant difference in self confidence between tribal and non-tribal students.
- There is significant difference in self confidence between male and female students.

VARIABLES

• Independent Variable-

- | | | |
|---------------|-----------|---------------|
| A) Community- | 1) Tribal | 2) Non-Tribal |
| B) Gender- | 1) Male | 2) Female |

• Dependent Variable-

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|--------------------|
| A) Mental Health |
| B) Self Confidence |

Methodology

Sample

The sample of the study consist of 240 (120 tribal and 120 non-tribal) sample of the study was selected by simple random sampling from the college going students of Jalgaon district. Their age range was 19-24 years. Thus, the male and female students' ratio was 1:1.

Tools

For measuring the **Mental Health**, Mithila Mental Health Status Inventory constructed and developed by (Hindi Adaptation) Dr. Anand Kumar and Dr. Giridhar P. Thakur. This inventory adapted from Mithila

Mental Health Status Inventory. This inventory consists of 50 items and each item is provided with five alternatives. For measuring the **Self Confidence**, Agnihotris Self Confidence Inventory Constructed and developed by Dr. Rekha Gupta. This inventory consists of 56 items. The statement of the inventory are simple and declarative about self, seeking response in YES or NO.

Research Design

Since, there were two independent variables and each variable was classified at two levels. A 2x2 factorial design was used.

Statistical Treatment of Data

First, the data was treated by means, SD and t. SPSS software was used for data analysis.

RESULT AND DISCUSSION

In this part investigator has explained the result related to statistical analysis and hypothesis.

HY-01- There is significant difference in mental health between tribal and non-tribal students.

Table no- 01- Community wise comparison on mental health

Variable	Community	N	Mean	Std. Deviation	t	Sig. Level
Mental Health	Tribal	60	138.51	11.52	.352	NS
	Non-tribal	60	137.73	12.79		

(P at 0.05=1.98, 0.01=2.61)

Table no 01 shows the level of mental health between tribal and non-tribal students. The researcher found that the mean value in mental health of tribal students was 138.51 and SD is 11.52. Similarly, the mean value in mental health of non-tribal students was 137.73 and SD is 12.79. The calculated “t” value is .352. It is not significant. It is indicating that there is no significant difference in mental health between tribal and non-tribal students. That’s why above hypothesis is rejected.

HY-02- There is significant difference in mental health between male and female students.

Table no- 02- Gender wise comparison on mental health

Variable	Gender	N	Mean	Std. Deviation	t	Sig. Level
Mental Health	Male	60	139.53	13.34	1.27	NS
	Female	60	136.71	10.70		

(P at 0.05=1.98, 0.01=2.61)

Table no 02 shows the level of mental health between male and female students. The researcher found that the mean value in mental health of male students was 139.53 and SD is 13.34. Similarly, the mean value in mental health of female students was 136.71 and SD is 10.70. The calculated “t” value is 1.27. It is not significant. It is indicating that there is no significant difference in mental health between male and female students. That’s why above hypothesis is rejected.

HY-03- There is significant difference in self confidence between tribal and non-tribal students.

Table no- 03- Community wise comparison on self confidence

Variable	Gender	N	Mean	Std. Deviation	t	Sig. Level
Self Confidence	Tribal	60	26.35	9.44	.301	NS
	Non-tribal	60	25.81	9.97		

(P at 0.05=1.98, 0.01=2.61)

Table no 03 shows the level of self confidence between tribal and non-tribal students. The researcher found that the mean value in self confidence of tribal students was 26.35 and SD is 9.44. Similarly, the mean value in self confidence of non-tribal students was 25.81 and SD is 9.97. The calculated “t” value is .301. It is not significant. It is indicating that there is no significant difference in mental health between tribal and non-tribal students. That’s why above hypothesis is rejected.

HY-04- There is significant difference in self confidence between male and female students.

Table no- 04- Gender wise comparison on self confidence

Variable	Gender	N	Mean	Std. Deviation	t	Sig. Level
Self Confidence	Male	60	25.26	10.68	.924	NS
	Female	60	26.90	8.56		

(P at 0.05=1.98, 0.01=2.61)

Table no 04 shows the level of self confidence between male and female students. The researcher found that the mean value in self confidence of male students was 25.26 and SD is 10.68. Similarly, the mean value in self confidence of female students was 26.90 and SD is 8.56. The calculated “t” value is .924. it is not significant. It is indicating that there is no significant difference in self confidence between male and female students. That’s why above hypothesis is rejected.

DISCUSSION

The aim of the present study was to find out the difference in mental health and self confidence of tribal and non-tribal college going students of Jalgaon district.

First hypothesis result obtained after analysis of data as seen in table no-01 reveals that there is no significant difference between tribal and non-tribal students with reference to their mental health. This no significant “t” value (.352) indicates that there is no significant difference in mental health between tribal and non-tribal students. Over the past few decades, the tribal community shown a positive attitude towards education. As a result, we see radical changes in their thinking and behaviour. We see it when adopting a scientific approach. A lot of people in the group have come to cities and are making adjustment with them. At the same time, due to the reduction in cast gaps, radical positive changes have taken place in their behaviour. All of this has made their mental health appear to be on average better than others. **Singh and Ohri (1993)** opined in their study that the educational status of tribals should be improved. The study suggested that as a result of modernization, education and social change among tribals have improved better. Further improvement can be made on the basis of data related to education available from various sources, identifying tribal groups for initiating innovative educational programmes at the micro level, conducting state-wise and district-wise surveys of causes of non-enrolment of girl child in tribal communities in order to achieve the goal of universalisation of elementary education, studying the problems of drop-outs, wastage and stagnation 85 among tribal girls in school and examining their occupational mobility. The role of mass media also needs to be assessed in the educational development of tribals. **Manjuvani E. (1990)** carried out a study on influence of home and school environment on the mental health status of children. The major findings of the study were: 1. The home environment was a major significant contributor to all the three components of mental health. 2. The school environment contributed to liabilities and the mental health index.

Second hypothesis result obtained after analysis of data as seen in table no-02 reveals that there is no significant difference between male and female students with reference to their mental health. This no significant “t” value (1.27) indicates that gender not significantly affected the mental health, **Kulkarni (2013)** purposed of the study was to study the academic achievement of tribal students of ashram schools, to study the impact of gender and innate and learned behaviour on academic achievement and to suggest appropriate strategies for improvement in academic achievement. The study was undertaken in three ashram schools in tribal areas on 60 male and 120 female students were included. The group tests, namely Culture Fair Intelligence Test (CFIT) and Draw-a-Man Test of Intelligence (DMTI) was administered for assessing learning abilities. The Achievement Values Anxiety Inventory (AVAI) and School Adjustment Inventory (SAI) was administered to assess the achievement motivation and adjustment at school 78 respectively. It was revealed that the students have potential to excel in academics but their academic achievement was low. The study concluded that the role of gender in academic performance was limited. This reflects influence of proximate and extrinsic factors associated with quality of education and family background. **Devi (1993)** studied creativity and academic achievement in relation to mental health of tribal and non-tribal high school students. It was found that only one mental health factor had significant effect on creativity. Extrovert students had been found to be more creative than introverts. The rest of the factors of mental health i.e., insecurity, inferiority, psychocism, neuroticism, state-anxiety, trait-anxiety and adjustment as single main variables did not show significant difference on creativity of the students.

Third hypothesis result obtained after analysis of data as seen in table no-03 reveals that there is no significant difference between tribal and non-tribal students with reference to their self confidence. This no significant “t” value (.301) indicates that there is no significant difference in self confidence between tribal and non-tribal

students. Over the past few decades, the tribal community shown a positive attitude towards education. As a result, we see radical changes in their thinking and behaviour. We see it when adopting a scientific approach. A lot of people in the group have come to cities and are making adjustment with them. At the same time, due to the reduction in cast gaps, radical positive changes have taken place in their behaviour. All of this has made their mental health appear to be on average better than others. **S. M. Mali (2020)** Study by self confidence and social adjustment among the tribal and non-tribal students. Measure the hypothesis a sample of 100 Tribal and Non-Tribal Students, 50 college students was selected from Tribal and 50 college students are selected from Non-tribal area of Nashik district and around the city. The result reveals that the non-tribal students have high level self confidence as compare to tribal students, and non-tribal students have more social adjustment as compare to tribal students. There was positive association between self confidence and social adjustment.

Fourth hypothesis result obtained after analysis of data as seen in table no-04 reveals that there is no significant difference between male and female students with reference to their self confidence. This no significant "t" value (.924) indicates that gender not significantly affected the self confidence. **Mohammad Muzzafar Lone and Mahmood Ahmad Khan (2019)** found that Non-Tribal Students indicating thereby that they are high on need achievement as compared to the group of Tribal Students. The children who experience love, affection, care and encouragement from their society and surroundings come forward with a high level of need achievement and have great hope of success. They follow great ideals and act in a situation by following reality principle. The exposure to external competitive environments builds confidence among them and they aspire more and more and struggle for achieving very high. The students who despite love, affection, care etc. experience isolation, aggression and alienated social environment could not work with zeal and zest. They experience fear of failure, low level of self-confidence.

CONCLUSION

- Result found that there was no significant difference in mental health of tribal and non-tribal students.
- Result found that there was no significant difference in mental health of male and female students.
- Result found that there was no significant difference in self confidence of tribal and non-tribal students.
- Result found that there was no significant difference in self confidence of male and female students.

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