



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2023; 9(8): 189-192
www.allresearchjournal.com
Received: 25-05-2023
Accepted: 03-07-2023

Dr. Reeha Sharma
Ex-Research Scholar, School of
Education, RIMT University,
Gobindgarh, Punjab, India

An introspective analysis of tribal and non-tribal students

Dr. Reeha Sharma

Abstract

An introspective analysis of tribal and non-tribal students delves into the intricate realm of self-awareness and self-understanding within these two distinct demographic groups. This exploration revolves around understanding how individuals from tribal and non-tribal backgrounds perceive themselves, their identities, and their place within the world. The study was intended to explore the level of self-understanding of tribal and non-tribal students. 400 tribal and non-tribal students were selected by using random sampling technique. All the respondents were elected within the age group of 14-21 years. Self-Understanding Scale (SUS) developed by Akther Banoo & Sushmaa Talesera (2014) was used for data collection. The collected data was subjected to statistical treatment by using Frequency, Percentage, Mean, SD and 't' value. Results revealed that tribal and non-tribal students differ significantly on various levels of self-understanding. Non-tribal students were seen with highly level of self-understanding as compared to tribal students.

Keywords: Self-understanding, tribal students, non-tribal students

1. Introduction

An introspective analysis of tribal and non-tribal students delves into the intricate facets of self-awareness and self-understanding within these two distinct demographic groups. The exploration of how individuals perceive themselves and their understanding of their own identities is a fundamental aspect of human psychology and social dynamics. By closely examining the self-perception of tribal and non-tribal students, this study aims to uncover potential differences and similarities in their levels of self-awareness, shedding light on the influence of cultural, social, and environmental factors on their introspective processes. The concept of self-awareness goes beyond mere self-recognition; it encompasses an individual's comprehension of their emotions, values, strengths, weaknesses, and aspirations. Cultural backgrounds, societal norms, and personal experiences can significantly shape one's sense of self and how they perceive their role in the world. Tribal communities often possess unique cultural contexts that influence their self-conception, while non-tribal individuals might be influenced by broader mainstream narratives. This introspective analysis will provide valuable insights into the factors that contribute to the development of self-understanding in both tribal and non-tribal students. By comparing the prevalence of high, moderate, and low levels of self-understanding within these groups, the study seeks to identify potential trends and variations that might exist. Additionally, examining the implications of these findings could shed light on the role of education, cultural heritage, and social dynamics in shaping self-awareness among students. Understanding the dynamics of self-perception among tribal and non-tribal students has implications that extend beyond individual psychology. It could offer insights into educational strategies, intercultural interactions, and the preservation of cultural identities. Ultimately, this introspective analysis holds the promise of fostering a deeper appreciation for the complexities of self-awareness and identity development, contributing to the broader discourse on human behaviour, education, and societal integration. Accordingly, the investigator conquers the research problem which reads as:

2. Statement of the problem: The statement of the research problem is as under:

“An introspective analysis of Tribal and Non-Tribal Students”

Corresponding Author:
Dr. Reeha Sharma
Ex-Research Scholar, School of
Education, RIMT University,
Gobindgarh, Punjab, India

3. Objectives of the study: The objectives of the present study are as under:

To analyse the self-understanding of tribal and non-tribal students on their level of self-understanding.

4. Hypothesis: Following hypothesis has been framed for the present study:

There exists no significant difference between tribal and non-tribal students on their level of self-understanding.

5. Operational definition: The operational definitions of terms and variables are as under:

1) **Self-understanding:** Self-understanding in the present study refers the set of score obtained by the respondents on self-understanding scale developed.

2) **Tribal students:** Tribal students in the present study refer those students who are belonging to Gojer, Bakerwall and Other Backwards Classes.

3) **Non-tribal students:** non-tribal students in the present study refer those students who are other than tribal students.

6. Researcher methodology: Keeping in view, the research evidences, objectives and hypotheses, the researcher found it suitable to go through descriptive survey method. Accordingly, present study was carried with the help of descriptive method.

a. **Sample:** 400 tribal and non-tribal were selected by using random sampling technique. These tribal and non-tribal students were drawn from Jammu district of Jammu division.

b. **Instrument Used** self-understanding scale developed by Akther Banoo & Sushmaa Talesera (2014) was used for data collection.

7. Analysis of the data: The collected data has been analysed as under:

Table 1: Showing the prevalence of self-understanding of tribal and non-tribal students

Rating	Tribal student	Non-tribal students
High self-understanding	20%	40%
Moderate self-understanding	50%	50%
Low self-understanding	30%	10%

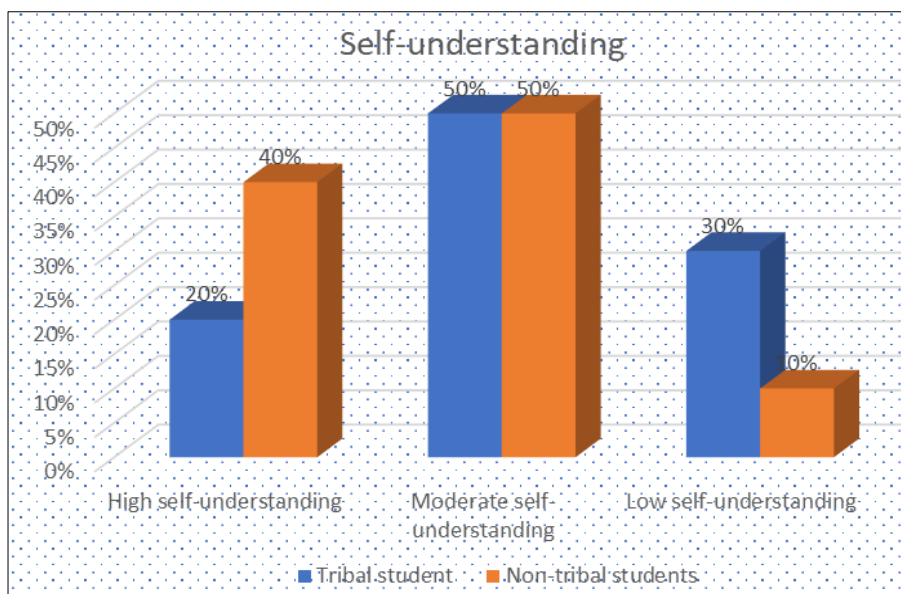


Fig 1: Showing the graphical representation prevalence of self-understanding of tribal and non-tribal students

Table 1.1 presents a comparative analysis of the prevalence of self-understanding among both tribal and non-tribal students. The table outlines the distribution of students across different levels of self-understanding, categorized as "High," "Moderate," and "Low." The data highlights the distinct percentages of students falling into each category within the two demographic groups. The table reveals that among tribal students, 20% exhibit a "High" level of self-understanding, showcasing a strong sense of self-awareness. Meanwhile, 50% of tribal students demonstrate a "Moderate" level of self-understanding, suggesting a balanced awareness of themselves. However, 30% of tribal students have a "Low" level of self-understanding, indicating a less developed sense of self-awareness. In comparison, non-tribal students show a different pattern. A higher proportion of non-tribal students, accounting for 40%, possess a "High" level of self-understanding,

indicating a significant degree of self-awareness. Additionally, an equal percentage of 50% of non-tribal students fall under the "Moderate" self-understanding category, suggesting a similar balanced self-awareness as their tribal counterparts. Interestingly, only 10% of non-tribal students exhibit a "Low" level of self-understanding, showcasing a comparatively stronger sense of self-awareness within this group. Overall, the table underscores the varying levels of self-understanding between tribal and non-tribal students, offering insights into how these two groups perceive and understand themselves.

Table 2: Showing tribal and non-tribal students on their composite score of self-understanding. (N=200 each)

Variable	Non-tribal Students		Tribal Students		t' value
	Mean	SD	Mean	SD	
Self-understanding	77.89	9.49	68.62	15.91	7.70@@

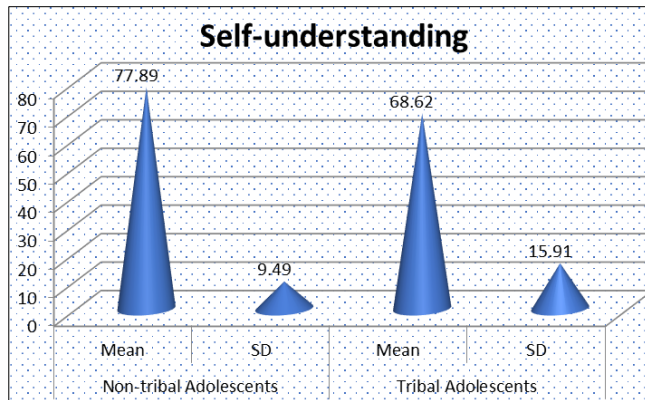


Fig 2: Showing graphical illustration of tribal and non-tribal students on composite score of self-understanding

The meticulous statistical analysis extracted from the aforementioned table (please refer to Table 1.1, Fig. 1.1) offers an intricate comparative assessment of the respondents based on the discernible and meaningful differences in their perceptions concerning their self-understanding scale. The findings derived from this analysis illuminate the contrasting aspects between tribal and non-tribal students, revealing a nuanced perspective on their levels of self-awareness. The results obtained underscore a noteworthy observation: the mean score of non-tribal students was notably higher ($M=77.89$) in contrast to tribal students ($M=68.62$). This discernible distinction in mean scores brings to light a compelling insight into the disparities present in how these two distinct student groups perceive their own self-understand. Furthermore, the quantitative analysis in the aforementioned table methodically employed an independent 't' value to comparatively evaluate tribal and non-tribal students. Remarkably, this statistical approach yielded a 't' value of 7.70, signifying a level of significance at the 0.01 level. These findings resonate as a testament to the robustness of the comparative analysis, revealing a tangible and substantial divergence in the self-understanding perceptions of tribal and non-tribal students. Consequently, the empirical results drawn from this investigation unveil a pivotal conclusion: the impact of tribe holds a significant sway over the self-understanding perception of respondents. Notably, non-tribal students emerge with a heightened level of self-understanding, standing in stark contrast to their tribal counterparts. This revelation resonates deeply with the intricate interplay between cultural identity and individual self-awareness. In light of these profound insights, the study subsequently affirms the salient disparity between tribal and non-tribal students in terms of their self-understanding levels. This stark distinction emphasizes the pronounced nature of the variance between the two groups, reinforcing the notion that non-tribal students tend to possess a more elevated degree of self-awareness when juxtaposed against their tribal peers. In summation, the meticulous examination of the statistical analysis corroborates the significant impact of tribal affiliation on the perception of self-understanding among respondents. The empirical data not only bolsters the distinct disparities between tribal and non-tribal students but also provides a broader lens through which to view the intricate dynamics of self-perception within diverse demographic contexts. Accordingly, the status of the

hypothesis is reported as under:

Hypothesis: There exists no significant difference between tribal and non-tribal students on their level of self-understanding.

Status: Rejected

Rejected: Significant difference has been reported between tribal and non-tribal students on their level of self-understanding. So in context to same, the results are supported by host of the researchers like; "Nida, A. (2002)^[9], Sharma, A. K. (2004)^[12], Ravinder, A. K. (2002)^[10], Yawer, A. L. (2003)^[14], Javid, A. G. (2009)^[6], Mehraj, A. (2009)^[8], Kuldeep, S. (2018)^[7]"

In the scholarly discourse surrounding the intricacies of self-understanding among different demographic groups, a collection of studies has illuminated noteworthy patterns. Sharma, A. K. (2004)^[12], in his comprehensive analysis, aptly substantiated that the impact of tribal affiliation, gender, and geographical locality bears a significant influence on the level of self-understanding exhibited by respondents. This assertion underscores the multifaceted nature of self-awareness, acknowledging the interplay between identity, social context, and personal perception. Building upon this foundation, Ravinder, A. K. (2002)^[16] contributed valuable insights by highlighting that male student, when juxtaposed with their female counterparts, exhibit a higher level of self-understanding. Additionally, non-tribal students, when compared to their tribal peers, demonstrate a more pronounced self-awareness. These observations resonate with the evolving discourse on gender roles and societal expectations, indicating potential differences in how individuals within these groups perceive and introspect upon themselves. Yawer, A. L. (2003)^[14] extended the narrative by unveiling that both tribe and locality wield a significant impact on the level of self-understanding experienced by respondents. This finding underscores the intricate interplay between cultural heritage and environment in shaping an individual's self-perception. These factors collectively contribute to a comprehensive understanding of the nuanced dynamics at play when individuals from different backgrounds engage in introspection. Further expanding the spectrum of insight, Javid, A. G. (2009)^[6] compellingly argued that both tribe and gender play pivotal roles in influencing the level of self-assessment among respondents. This assertion solidifies the notion that individual identity, shaped by culture and gender dynamics, is intricately woven into the fabric of self-perception. Mehraj, A. (2009)^[8], in his revelatory work, exposed that the rural-urban dichotomy exerts a significant impact on the emotional maturity of respondents, thereby indirectly touching upon the aspect of self-understanding. This observation resonates with the broader understanding that geographic context can potentially shape emotional development, which, in turn, contributes to one's self-awareness. The discourse culminates with the observations of Kuldeep, S. (2018)^[7], who contended that tribal students, in contrast to their non-tribal counterparts, tend to exhibit a heightened level of self-understanding. This finding accentuates the distinct self-perception within tribal communities and highlights the need for a nuanced perspective that recognizes the diversity of introspective experiences.

8. Conclusions

The aim of the study was to explore the level of self-understanding of tribal and non-tribal students. In pursuance to same, significant difference was reported between tribal and non-tribal students. Non-tribal students were seen with high level of self-understanding as compared to tribal students.

9. Conflict of interests: Keeping entire research process under consideration, the investigator has not declared any conflict of interests.

10. References

1. Irene B, Ethel AA. Health Consciousness and Eating Habits among Non-medical Students in Ghana: A Cross-sectional Study. *Journal of Advocacy, Research and Education*. 2015;3(2):30-50.
2. Ishaq N. Health Related Physical Fitness Among Girls In Relation To Their Type Of School. *International Journal of Multidisciplinary Educational Research*. 2019;3(02):2-10.
3. Iversen VP, Kraft P. Does Socio-Economic Status & Health Consciousness Influence How Women Respond To Health Related Messages In Media? *Health Education Research*. 2006;21(5):601-610.
4. Iyer R, James AM. A Purpose and Object of Anti-Consumption. *Journal of Business Research*. 2008;62(25):160-168
5. Jain AL. Life Style Profile of Rural and Urban Students. *International Journal of Basic and Applied Research*. 2012;10(15):31-81.
6. Javid AG Self-concept of tribal and non-tribal students. *International Journal of Creative Basic and Applied Research*. 2009;10(12):14-18.
7. Kuldeep S. Self-concept of tribal and non-tribal students. *Journal of analytical research*. 2018;17(30):71-91.
8. Mehraj A. Self-concept of tribal and non-tribal students. *International Journal of health education*. 2009;27(18):41-71.
9. Nida A. self-understanding of tribal and non-tribal students. *International journal of creative basic and applied research*. 2002;10(12):14-18.
10. Ravinder AK. Self-concept of tribal and non-tribal students. *Journal of management and ethics*. 2002;18(13):41-91.
11. Sanam M. Health Consciousness of Male and Female Students. *International Journal of Current Researcher*. 2018;4(5):12-38.
12. Sharma AK. Self-concept of tribal and non-tribal students. *International Journal of Health Education*. 2004;12(19):78-90.
13. Yawer M. A Study of Health Consciousness of Male & Female Secondary School Students in Relation To Their Demographic Variables. *Journal of Physical Education and Sports Psychology*. 2018;4(5):37-35.
14. Yawer AL Self-concept of tribal and non-tribal students. *International journal of creative basic and applied research*. 2003;10(12):14-18.
15. Noor A. Analysed a study on Life style of professional and non-professional students. *International Journal of Applied Research*. 2015;15(12):17-21.

16. Ravinder AK. Life Style Profile of Rural and Urban Students. *International Journal of Health Education*. 2002;12(10):51-81.