Anxiety and adjustment pattern among tribal and non tribal students

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The present study is an aimed to find out level of adjustment and anxiety among tribal and non-tribal student. The total samples consist of 184 among 92 tribal students and 92 non-tribal students. The research tool assessing the level of adjustment developed by Bell (1934) (Mohsin & Shamshad adaptation) was used. Sinha Anxiety Scale was administered to find out the level of anxiety. Obtained score were analyzed with the help of t-test and r was applied to check correlation. Result reveled that, there was significant difference between tribal and non-tribal students on adjustment and anxiety. Tribal students possessed more anxiety and adjustment related problems. The results also showed significant of difference on the dimension of home, health, social and emotional adjustment. Further, correlation coefficient signifies the negative relationship between anxiety and adjustment.

Keywords: anxiety, adjustment, tribal, non-tribal students

World Health Origination (WHO) considered health in more comprehensive term that includes physical health, psychological health, social and emotional well-being. According to the WHO mental health depends upon biological and social factors, its transient and not the static in nature. Mental health is a complete of physical, mental and social well-being and not merely absence of the disease or infirmity. It involves emotional stability over-all adjustment, autonomy, security-insecurity, self-concept, intelligence.

Adjustment refers to individual's achieving an overall harmonious balance between the demands of various aspects of environment, such as home, health, social, emotional and school on the one hand and cognition on the other.

Adjustment in the case of an individual should consist of personal as well as environmental components. These two aspects of adjustment can be further subdivided into smaller aspects of personal and environmental factors. Adjustment, although seeming to be a universal characteristic or quality may have different aspects and dimensions. However, there are numerous efforts at measuring adjustment through inventories and other techniques. These aspects have been identified and various tests have been constructed to assess their dimensions. Bell (1958) has taken five areas or dimensions in his adjustment inventory namely, home, health, social, emotional and occupational. Arkoff (1968) in his book: Adjustment and Mental Health has enumerated the family, school or college, vocation and marriage as the important areas of adjustment. According to him adjustment is the person's interaction with his or her environment. According to Arkoff (1968), adjustment is person's interaction with his or her environment. According to Kaplan, et al. (1996) anxiety is characterized by diffuse, unpleasant, vague sense of apprehension, often accompanied by autonomic symptoms such as headache, perspiration, palpitations, tightness in the chest, and mild stomach discomfort.

According to Caostello et al. (2003) anxiety is one of the most common psychological disorders in school children and adolescents in all over the world. People hardly pay attention towards the adverse effect of anxiety among children and adolescents and it is being ignored consciously and unconsciously. Tomb and Hunter (2004) drown the attention of people towards the adverse effect of anxiety and its ignorant attitude of the people due to its inherent nature of its symptoms.

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Several studies have been incorporated explaining its adverse or negative effect anxiety on children's social, emotional and academic success (Essau et al., 2000). Anxiety also affect learning, cognitive ability and performance to school-aged children and adolescents worldwide (McDonald, 2001). According to Akhtar (2011), parental pressure and high expectations are the major sources of anxiety among the students in India. A same finding was also reported by Deb (2001). Mental health problem are found to be associated more with authoritarian and less with authoritative and permissive parenting style. Parenting style has been found to predict the child's wellbeing in various domains such as social competence, academic performance, psychological development, adjustment and problem behavior (Sharma et al., 2011).

Kurdek and Fine (1994) studied Family Acceptance and Family Control as Predictors of adjustment in young adolescents. In their study they explore relation between adjustment and perception of both family acceptance and family control.

Heinz (1949) observed that the class status is most important in connection with the student's adjustment in the areas of curriculum, in relation to school administrators and the social life. Kappuswamy (1963) views that low socio-economic status people develop inferiority complex in them, and often feel different to meet the challenges of life of to adjust themselves to the demands of the society, thus become isolated and detached from the main stream. It is also observed that boys and girls from lower SES group show the greatest dissatisfaction with the school.

According to Upadhyay et al. (1985) Socio-economic status has a tremendous influence on adjustment and low SES is a major contributor to frustration. The value pattern of adolescents depends on the SES. Lower SES have negative tendency towards science subjects than upper SES. Parameshwaran (1957) noticed that low SES condition of the family affects the adolescent group adversely in adjustment problems. When compared to foreign students, Indian students face different types of problems like finances, living conditions, religious, vocational and educational future as against the former's problem of health and adjustment to college work. The conflicts with parents regarding his changing world, the basic tendency with oneself for "recognition" create more adjustment problems during adolescence.

Raju and Rahmatulla (2007), significant difference is observed between boys and girls on the financial and emotional factors of adjustment. On the financial adjustment dimension, girls have

higher mean scores than the boys indicating that they have better financial adjustment. An examination of the individual items of the financial adjustment factor indicated that girl students as compared to boy students' feel their parents' fulfill their needs easily. This could be because parents of girl students tend to give more importance to the needs of their daughters. Significant differences are observed among clerical, labour and executives in the family factors of adjustment. In this dimension, children of executives have higher mean scores than the labour and clerical. An examination of the individual items of the family adjustment factor indicated that children of executives are better adjusted compared to children whose parents are doing labour and, clerical jobs. These children feel that their family members take active criticism in their future plans, because their parents have status in the society and generally parents take care of the welfare of their children. Executive parents by virtue of their better educational back group may offer a more conducive atmosphere at home thereby facilitating better family adjustment among their children. In emotional adjustment dimension private unaided English medium school students are better adjusted than other schools students. An examination of individual items of the emotional adjustment dimension indicated that the private un-aided English medium school students display the following qualities. They are not afraid of talking to others, they do not have tears in their eyes seeing anybody in trouble or distress, and they do not feel jealous whenever anybody super cedes them and do not get angry nor like to beat others if they joke at them.

Objectives of the study

The aim of present study is to examine the level of adjustment and anxiety among tribal and non-tribal students. It is also aimed to explore the relationship between anxiety and adjustment among tribal and non-tribal.

Hypotheses of the study

- Tribal and non tribal students would differ in Home Adjustment.
- Tribal and non tribal students would differ in Health Adjustment.
- Tribal and non tribal students would differ in Social Adjustment.
- Tribal and non tribal students would differ in Emotional Adjustment.
- Tribal and Non-Tribal would differ on overall Adjustment and Anxiety.
- There would be no relationship between anxiety and all the dimensions of adjustment.

Method

Participants

A Total number of 184 students (92 tribal & 92 non tribal) studying in different schools of Jamshedpur were included in this study. The age range of the sample was between 12-18 years. Purposive sampling technique was used for the selection of the sample.

Instrument

Sinha Anxiety Scale: Sinha anxiety scale developed and standardized by Sinha (1961) formerly professor and head department of Psychology University of Allahabad. The scale consists of 100 items. The split half reliability of the test is 0.86 and test retest reliability found 0.75. The validity of this scale is 0.69.

Bell Adjustment Inventory: Bell adjustment inventory (Mohsin-Shamshad Adaptation) developed and standardized by H. M. Bell

(1934) was administered on sample. This scale is consists of 124 items, which measure adjustment, four dimensions namely- Home, health, social and emotion. The reliability of this scale is 0.75 to 0.89 and the validity of this scale is 0.58 to 0.89.

Personal Data Questionnaire: Personal data questionnaire developed by researcher includes question name, age, sex, parental education, parental occupation and natures of school.

Procedure

The researcher visited different government and private schools of Jamshedpur and approached students of different government and private schools to get their responses. Bell adjustment inventory and Sinha anxiety scale were administered. Prior to the administration students were briefed about the tests and they were taken into confidence for getting true responses from the respondents. They are also briefed that their responses would be kept confidential by the researcher. Researcher visited private and government schools separately. In this regard private schools such as Tagore Academy, Jamshedpur Public School, Narveram High School students were included in the sample. Government schools namely Adivasi School, Central Krimia High School, Amar jyoti high School were included in the sample. Both Hindi and English versions of the test were administered on the sample as required by the nature of school.

Results

Table1: Showing level of Home Adjustment among tribal and non tribal students

Groups	N	Mean	SD	t-value	Level of Signi.
Tribal students	92	54.47	13.33	2.45	0.01
Non Tribal Students	92	59.53	14.11		

Table2: Showing level of Health Adjustment among tribal and non tribal students

Groups	N	Mean	SD	t-value	Level of Signi.
Tribal students	92	49.67	9.78	3.77	0.01
Non Tribal Students	92	51.78	11.23		

Table3: Showing level of Social Adjustment among tribal and non tribal students

Groups	N	Mean	SD	t-value	Level of Signi.
Tribal students	92	46.89	9.75	4.87	0.01
Non Tribal Students	92	52.77	12.67		

Table 4: Showing level of emotional adjustment among tribal and non tribal students

Groups	N	Mean	SD	t- value	Level of Signi.
Tribal students	92	36.78	8.89	5.33	0.01
Non Tribal Students	92	45.23	10.93		

Table5: Showing overall, mean, SD and t value of Tribal and Non-Tribal on Adjustment and Anxiety

Variables	Groups	N	Mean	SD	t-value	Level of Signi.
Adjustment	Tribal	92	43.66	10.36	3.67	0.01
`	Non-Tribal	92	62.35	13.45		
Anxiety	Tribal	92	64.36	14.27	3.05	0.01
	Non-Tribal	92	49.25	12.11		

Table 6: Coefficient of Correlation among Adjustment and Anxiety for Tribal and Non-Tribal

Variables	Groups	R
Anxiety and Home adjustment	Tribal and Non-Tribal	-0.23
Anxiety and Health adjustment	Tribal and Non-Tribal	-0.38
Anxiety and Social adjustment	Tribal and Non-Tribal	-0.35
Anxiety and Emotional adjustment	Tribal and Non-Tribal	-0.46

Discussion

Table 1 indicates the significance of difference between tribal and non tribal on the dimension of home adjustment. Both the group differed significantly. Tribal are more satisfied with their homely life as compared to non students. Impacts of mass media and information technology have brought huge changes in the perception of younger generation as compared to their counterpart. Since non tribal students are more expose to urbanization, industrialization, mass media and information technology, they face difficulty in traditional pattern of adjustment process.

As far as health adjustment is concerned, non tribal students showed better adjustment as compared to tribal students. Since the tribes in Jharkhand are living in miserable condition. They are deprived of basic health amenities. Tribal students are not even aware of the basic information related to health issue. Though development does not always bring improvement in health status in same degrees, it is essential for the attainment and maintenance of minimum level of health standards. It is also a subject of study to find out how the health and health care behaviour act in the tribal societies with low level of development. There have been studies on it in India but are mostly confined to the narrative approaches. This study attempts to find out the relationship between the levels of socio- economic development and health condition among the Scheduled Tribes of Jharkhand through empirical methods with an inquiry into Socio-Economic Development, Health Care, Nutrition and adjustment on health and health care behaviour. It also examines the presumption about the tribes that they do not use the modern medicine and also the associations of the development indicators. Finally, it tries to find out alternatives for the better health conditions of the tribes. The study is very useful for researchers, academicians, policy makers, administrators, health professionals and NGOs working in the area of tribal health.

It is evident from the table 3 that tribal and non tribal students also differed significantly on the dimension of social adjustment. Non tribal showed better social adjustment as compared to their counterpart. Since tribal student have to interact with outside of their territory when they attend classes in different schools of the city. Sometimes their values, attitudes, customs and traditions do not match with non tribal student; consequently, they experience lack of social adjustment.

On dimension of emotional adjustment, both the group differed significantly, tribal student showed better adjustment as compared to non tribal students which are evident from their mean score 36.78 and 45.23 respectively. This may be attributed to socio-political factor of Jharkhand. Insurgency and frequent clashes made the life of tribal students more adapted to face emotional situation

Table 5 shows over all significance of difference among tribal and non tribal students on adjustment and anxiety both the groups differed significantly. Tribal students are showing more anxiety and adjustment related problem as compared to their counterpart. This may be due to vague and uncertain career related problems. This may also be attributed variations in cultural values and norms. Both the groups have different cultural ethos which make them distinct from each other. As a matter of fact non-tribal students are showing batter adjustments in social, home and health dimension. Contrary to it tribal students are showing mal-adjustments in social, home and health dimension. Consequently tribal students are more experiencing anxiety as compared to non-tribal. A same finding was confirmed by Akhtar, 2011. In contrast Ghosh (2012) found non-tribal students possessed serious amount of depression and anxiety

Table 6 depicts the value of correlation co-efficient anxiety and home adjustment, anxiety and health adjustment, anxiety and social adjustment, and anxiety and emotional adjustment. All the dimensions of adjustments namely home, health, social and emotional are negatively correlated with the anxiety. It signifies that higher the anxiety level lower is the adjustment in all dimensions. More negative correlations are found between anxiety and emotional adjustment. It means anxiety severely affect emotional adjustment of tribal and non-tribal both. Anxiety impedes behavior patterns, cognitive ability and in future it would lead to lack of adjustment in professional life. Depression and anxiety are the indicators of ill mental health of the students are as important as physical health (Ghosh, 2012).

Conclusion

Adjustment and anxiety are more studied variable in behavioral research. But tribal students are rarely studied by the researchers in psychological perspectives. Examining the level of adjustment and anxiety of tribal and non tribal students is burning issue in social researcher. Tribal students are showing mal-adjustment in home, health and social dimension as compared to their counterpart. It was also revealed that tribal students showed better emotional adjustment. Negative correlation was found between adjustment and anxiety as far as tribal and non tribal students are concerned.

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