

Study of Self Esteem and Resilience of Tribal Students

Paper Submission: 16/08/2020, Date of Acceptance: 25/08/2020, Date of Publication: 26/08/2020



Sarika Sharma

Head,
School of Education,
Central University of Haryana
Mahendragarh, Haryana, India



Devasish Paul

Research Scholar,
Central University of Haryana,
Mahendragarh, Haryana, India

Abstract

The primary objective of education is to make the students to cultivate positive attitude for the development of self. Though it is difficult to say that whether self-esteem and resilience has any influence on the academic achievement of the pupils but we cannot deny the fact that self-esteem and resilience has a vital place in the life of human being. The learners who are in senior secondary standard belong to adolescent period and from this period students should start to learn these qualities like positive attitude, having faith in one's own abilities and adjustment skills of life. So from the very beginning parents and teachers should focus on the improvement and enhancement of self-esteem and resilience of the learners. The present paper is based on Study of Self Esteem and Resilience Tribal Students. It is a concept developed during M.Phil Programme.

Keywords: Self Esteem, Resilience, Tribal Students, Academic Achievement.

Introduction

India is second largest populated nation in this world. It is an exceptional, multicultural, multiracial country. The society of India is well-known for its unity in diversity. But one thing, it is infamous for social inequality which has created weaker section of society which is as diverse as the society of India itself. Scheduled tribe who is also the weaker section of the Indian society have encountered with socio-economic and political discrimination. Keeping these problems in view the Indian Constitution has special considerations for Scheduled Tribes (STs). Article 46 of the Indian Constitution provides that the State shall encourage with distinctive care the financial, educational and scholastic welfares of the Scheduled Tribes. Statement of the problem Article 15, 17 also safeguard the scholastic and educational welfares of the tribal. The total inhabitant of the country is 1,028,737,436 and the total ST population of India is 84,326,240, which constitutes 8.19 % of the total population (2011 Census). In the state like Assam the total tribal population is 3,308,570 which is 12.41% of the total population of the state (2011 census). One of the distinguishing features of STs of Assam is that, the majority of them live in scattered habitations located in interior, remote, and forest areas of various districts of the state. If we talk about Kokrajhar district it is predominantly dominated by the Bodo tribes and comprises 31.4% of the population of Kokrajhar district (2011 Census).

Aim of the Study

The aim of the analysis or investigation is to study the link or relationship of resilience and self-esteem with academic achievement and their impact on the same of senior secondary tribal students. Many research studies have been carried out in recent past to explore and analyse the influence of self-esteem and resilience on academic success and performance of the learners, but very few studies have been done but to recognize the association among these variables with respect to tribal students there are very less number of studies. Self-esteem is often perceived and observed as a significant aspect of resilience. The ability to triumph over and overcome pressure or difficulty is resilience. Accordingly, resilience assumes a vital portion in psychological results or outcomes of a person when put under stress and pressure. Academic achievement or performance of the learners is one of the most significant consequences of any academic or educational set up. So, educational or academic status of the pupil is highly portrayed through academic success or achievement. In this extremely competitive world academic achievement has become an index of future of a child. On the whole, this investigation or

study could throw some light over the importance of concepts or factors like resilience, self-esteem and academic achievement of tribal students.

Statement of The Problem

The objective or aim of this research study is to investigate the self-esteem and resilience of senior secondary tribal students as determinant of their academic achievement. Achievement or success is the output or end-product of all educational and academic happenings. For a very long time it has been an area of substantial interest and inquiry. Hence educators give paramount credence to the academic attainment of the students. In this process of academic attainment, a large number of students lag behind leaving the parents and teachers with so much disappointment and queries as to where it went wrong. There have been many efforts to study the different elements and components which may influence or affect academic achievement. Considering this in view it was planned to study and investigate self-esteem and resilience with respect to academic achievement of students of tribal community. Thus, the present study is entitled as "*Study of Self Esteem and Resilience Tribal Students*".

Self-Esteem

It refers to three major parts: i) General Self-esteem- The attitude one has to oneself that get by with feelings in general ii) Social Self-Esteem- It suggests that self-esteem has a purpose which is nothing but communication that reveals whether an individual is accepted socially by others or not. (iii) Cognitive Self-Esteem- From the point of view of cognition self-esteem is the notion or faith or feeling that one person has about himself or herself as adequacy or inadequacy, loved or unloved, worthiness or unworthiness and competency or incompetency.

Resilience

Resilience is explained by: i) Perseverance- It is the persistency to do something regardless of difficulty or delay in achieving success, ii) Composure- It means the state or feeling of remain calm and in control of oneself, iii) Self-reliance- It means reliance of an individual on one's own powers and resources rather than those of others, iv) Faith- It refers to complete faith or confidence in someone or something.

Academic Achievement

Academic achievement denotes the percentage of marks or score acquired in aggregate by class XI pupils in their previous year examination (i.e. X class Board Examination) conducted by S.E.B.A.

Senior Secondary Tribal Students

Senior secondary tribal students refer to the Bodo students of Kokrajhar district studying in XI standard.

Objectives of The Study

The objectives of the study are considered as follows:

1. To study the self -esteem of senior secondary tribal students.
2. To study the resilience of senior secondary tribal students.
3. To study the academic achievement of senior secondary tribal students.

Review of Literature

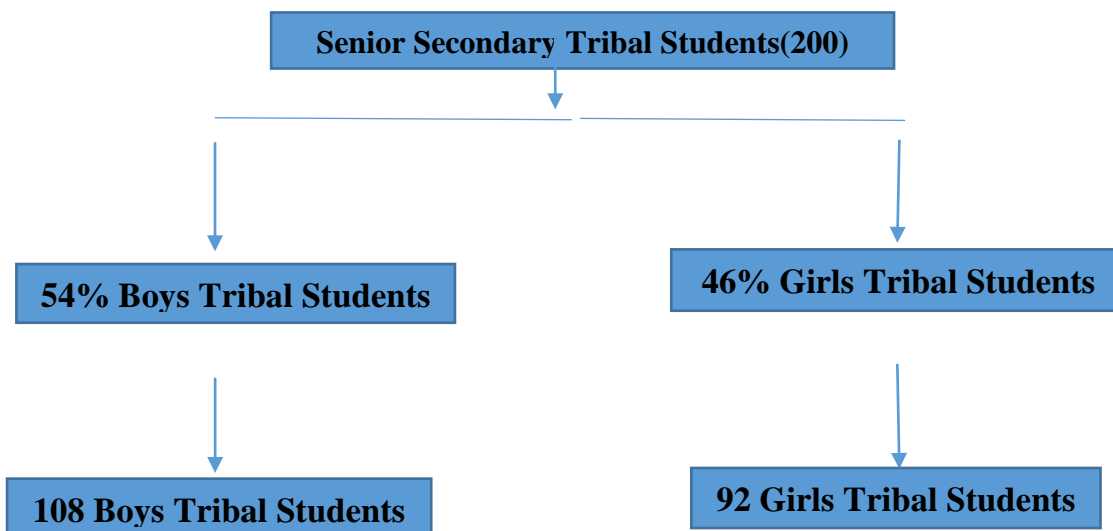
The study is distinctive for numerous reasons. It is understood from the review of related literatures that no study has been done so far taking self-esteem, resilience and academic achievement together. It may be observed from the related literature review very less number of investigations has been carried out on academic achievement and resilience of tribal pupils in India. No study has so far been conducted on senior secondary tribal students taking all these variables together. Some studies suggest that self-esteem and academic achievement of the pupils are significantly connected and some suggest that no relationship exist between these two variables. And so the present investigation focuses about role of self-esteem on academic achievements of tribal pupils. Even though there are noteworthy amount of effort has been made to investigate the impression of self-esteem and resilience on academic achievement of the students, there is a scarcity of research with respect to Bodo tribes taking all these variables together. Various aspects of resilience and self-esteem of senior secondary students yet to be studied. Effect of social networking addiction and academic self-concept in adolescents on their academic achievement (Sharma, S. 2017), social networking addiction and academic self-concept (Sharma, S. 2017), developmental perspectives on identity its nature and formation (Sharma, S. 2018) and role of education and socio-cultural change of girls of Haryana (Sharma, S. 2019) are the various references which describes in one or another way. Thus, complete research works need to be carried out to study those factors closely.

Sampling

In this investigation 200 tribal students of XIth class were selected from 6 government senior secondary schools and 5 colleges of Kokrajhar district. For selection of the sample the researcher obtained a list of all the government senior secondary schools and colleges of Kokrajhar district that is of 22 in numbers from the office of Inspector of Schools of Kokrajhar district and out of that 6 senior secondary schools and 5 colleges were selected.

The total number of senior secondary tribal students who were studying in XIth standard in government schools and colleges was 2009 out of which 1075 were boys and 934 were girls. As 54% of the entire population comprise of boys and rest 46% comprise of girls tribal students, so the sample size for boys and girls students have also been selected according to the same which is shown in the figure 1.

Figure Sampling Procedure



Data Representation

The data were collected through standardized tool. These are shown in the following

tables 4.1 to 4.3. The summary of statistics for each variable has been presented in the tables given below.

Table 1 Summary of Statistics on Self-Esteem (Total)

Variable	N	Mean	Median	Mode	Skewness
Self-Esteem	200	102.84	104.00	104.00	-0.35

The above table represents the value of Mean, Median and Mode on self-esteem of total number of tribal senior secondary school students. The calculated value of skewness was found to be -0.35. As a general rule of thumb if value of skewness falls in between -0.5 and 0.5, the distribution is approximately symmetric. Hence the data on self-esteem specifies the symmetry of normal distribution. The dimensions of the Self-Esteem of the tool are General Self-Esteem, Social Self-Esteem

and Cognitive Self-Esteem under which the result was calculated. It was observed that the mean value of the scores is 102.84, the median value is 104.00 and the mode value is 104.00, which clearly specifies that the measure values of central tendency were approximately equal. The tendency of all measures to remain at the center of normal probability curve proved that the scores are normally distributed.

Table 2 Summary of Statistics on Resilience (Total)

Variable	N	Mean	Median	Mode	Skewness
Resilience	200	97.87	99.00	97.00	-0.36

The above table represents the value of Mean, Median and Mode on resilience of total number of tribal senior secondary school students. The calculated value of skewness was found to be -0.36. As a general rule of thumb if value of skewness falls in between -0.5 and 0.5, the distribution is approximately symmetric. Hence the data on resilience specifies the symmetry of normal

distribution. It was observed that the mean value of the scores is 97.87, the median value is 99.00 and the mode value is 99.00, which clearly specifies that the measure values of central tendency were approximately equal. The tendency of all measures to remain at the center of normal probability curve proved that the scores are normally distributed.

Table 3 Summary of Statistics on Academic Achievement (Total)

Variable	N	Mean	Median	Mode	Skewness
Academic Achievement	200	65.21	66.00	66.00	-0.04

The above table represents the value of Mean, Median and Mode on academic achievement of total number of tribal senior secondary school students. The calculated value of skewness was found to be -0.04. As a general rule of thumb if value of skewness falls in between -0.5 and 0.5, the

distribution is approximately symmetric. Hence the data on academic achievement specifies the symmetry of normal distribution. It was observed that the mean value of the scores is 65.21, the median value is 66.00 and the mode value is 66.00, which clearly specifies that the measure values of central

Periodic Research

tendency were approximately equal. The tendency of all measures to remain at the center of normal probability curve proved that the scores are normally distributed.

Results, Interpretation and Discussion of The Data

The result, interpretation and discussion of the data pertaining to each variable in response to each objectives and hypothesis of the study are given below.

Objective 1

To study the self -esteem of senior secondary tribal students.

Table 4 Level of self -esteem of senior secondary tribal students

Variable	Very High		High		Average		Low		Very Low	
	No.	%	No.	%	No.	%	No.	%	No.	%
Self-Esteem	25	12.5	10	5.0	25	12.5	55	27.5	85	42.5

It is clear from the above table that 12.5% of the senior secondary tribal students have very high Self-Esteem, 5.0% of them have high Self-Esteem,

12.5% of them have average Self-Esteem, 27.5% of them low Self-Esteem and 42.5% of them have very low level of self-esteem. It is given in the graph below.

Table 5 Level of self -esteem of senior secondary tribal students with respect to gender

Variable	Gender	Number of tribal students	Very High		High		Average		Low		Very Low	
			No.	%	No.	%	No.	%	No.	%	No.	%
Self-Esteem	Boys	108	14	12.96	06	5.55	13	12.03	33	30.55	42	38.88
	Girls	92	11	11.95	04	4.34	12	13.04	22	23.91	43	46.73

It is clear from the above table that 12.96% of the boy senior secondary tribal students have very high Self-Esteem, 5.55% of them have high Self-Esteem, 12.03% of them have average Self-Esteem, 30.55% of them have low Self-Esteem and 38.88% of them have very low level of self-esteem. It is also very much clear that 11.95% of the girls senior secondary tribal students have very high Self-Esteem, 4.34% of them have high Self-Esteem, 13.04% of them have average Self-Esteem, 23.91%

of them have low Self-Esteem and 46.73% of them have very low level of self-esteem respectively. It is also given in the graph below. The dimensions of the Self-Esteem of the tool are General Self-Esteem, Social Self-Esteem and Cognitive Self-Esteem under which the result was calculated.

Objective 2

To study the resilience of senior secondary tribal students.

Table 4.6 Level of Resilience Of Senior Secondary Tribal Students

Variable	High		Average		Low	
	No.	%	No.	%	No.	%
Resilience	6	3.0	169	84.5	25	12.5

It is clear from the above table that 3.0% of the senior secondary tribal students have high level of resilience, 84.5% of them have average level of

resilience, 12.5% of them have low level of resilience. It is given in the graph below.

Table 7 Level of resilience of senior secondary tribal students with respect to gender

Variable	Gender	Number of tribal students	High		Average		Low	
			No.	%	No.	%	No.	%
Resilience	Boys	108	4	3.70	89	82.40	15	13.88
	Girls	92	2	2.17	80	86.96	10	10.87

It is clear from the above table that 3.70% of the boy senior secondary tribal students have high level of resilience, 82.40% of them have average level of resilience, 13.88% of them have low level of resilience. It is also very much clear that 2.17% of the girls senior secondary tribal students have high level of resilience, 86.96% of them have average level of resilience, 10.87% of them have low

level of resilience respectively. The dimensions of the resilience of the tool are Preservance, Composure, Self-reliance and Faith under which the result was calculated. It is also given the graph below.

Objective 3

To study the academic achievement of senior secondary tribal students.

Table 8 Level of academic achievement of senior secondary tribal students

Variable	High		Average		Low	
	No.	%	No.	%	No.	%
Academic Achievement	53	26.5	70	35.0	77	38.5

It is clear from the above table that 26.5% of the senior secondary tribal students have high Academic Achievement, 35.0% of them have average

Academic Achievement, 38.5% of them have low level of academic achievement. It is given in the graph below.

Table 9 Level of academic achievement of senior secondary tribal students with respect to gender

Variable	Gender	Number of tribal students	High		Average		Low	
			No.	%	No.	%	No.	%
Academic Achievement	Boys	108	27	25	37	34.26	44	40.74
	Girls	92	26	28.26	33	35.87	33	35.87

It is clear from the above table that 25.0% of the boys senior secondary tribal students have high level of academic achievement, 34.26% of them have average level of academic achievement, 40.74% of them low level of academic achievement. It is also very much clear that 28.26% of the girls senior secondary tribal students have high, 35.87% of them have average, 35.87% of them low level of academic achievement respectively. It is also given the graph below.

Conclusion

In this present investigation it can be said and inferred that the self-esteem and academic achievement of senior secondary tribal students of Kokrajhar district was discussed. The resilience and academic achievement of senior secondary tribal students of Kokrajhar district has no relationship. The self-esteem of senior secondary boys tribal students and girls tribal students of Kokrajhar district is almost same.

Educational Implications

The primary objective of education is to make the students to cultivate positive attitude for the development of self. Though it is difficult to say that whether self-esteem and resilience has any influence on the academic achievement of the pupils but we cannot deny the fact that self-esteem and resilience has a vital place in the life of human being. The learners who are in senior secondary standard belong to adolescent period and from this period students should start to learn these qualities like positive attitude, having faith in one's own abilities and adjustment skills of life. So from the very beginning parents and teachers should focus on the improvement and enhancement of self-esteem and resilience of the learners.

The parents and teachers should develop self-esteem by making students learn from their mistakes by allowing the children to fail from time to time if enough support can be provided which can be done in a positive way and encouragement should also be provided to try hard again and again until success is achieved.

The teachers must encourage the students to learn how capable they are. The students probably go on learning and expand their knowledge if the students believe in their own judgment. If the student is confident in the classroom then he or she will be able to choose right career option for them.

The power of modelling cannot be ignored because parents and teachers may act as role models for the students. There is nothing bad for a role model to be seen committing mistake unless

they admit the same and self-esteem in parents and teachers can be transmittable outwardly.

To build resilience, self-awareness and skills of self-regulation among the students the parents and teachers must make the students learn the adjustment skills. To empower the students to be self-reflective and to be accountable for their actions they should learn how to adjust positively. These skills essentially benefit the students even after they leave the classroom. The parents and the teacher must develop positive relationship with the students. The teacher must foster relational skills among the students by adopting effective methods of teaching and appropriate instructions which contribute to the engagement and achievement of the student.

The teacher must emphasize on collaborative learning strategies to enhance the social skills, self-management, self-esteem and self-awareness. The parents at home and the teachers in the classroom must focus on fostering positive emotions among the student which can be done by building the sense of pride and belonging within home and the school environment. The students must be provided safe environment at home and school as well so that they feel safe physically and emotionally. A positive learning environment must be created where voice and choice of the students are valued.

The strength-based approach is very much effective for the development of resilience, self-worth among the learners which proactively works to identify the abilities and positive qualities of the same.

The students must be engaged with local and global community so that they develop sense of wellbeing which positively influences the achievement of the learners. This is important for the guardians and other adherents of the family to create a conducive environment at home for better learning outcomes and performance. If possible the parents and other family members must provide essential materials for learning at home so that the academic performance of the learners can be improved. Parents must help the students to find the solution of the academic problems.

In influencing the academic achievement of the learners, the role of teacher can be ignored. The teachers are given the authority to run all the activities of the classroom and manage learning. The teacher must be approachable so that students can discuss their problem which they experience in normal classroom situation, the teacher must listen to the same and suggest appropriate solution. Teachers must have knowledge regarding the subject which

they teach and must provide enough information regarding the same. The teacher must use modern technology and effective methods in the classroom transaction. The teacher must maintain the discipline in the classroom. Teachers must emphasize on the academic achievement of the learners and lead them for overall development.

The students must be engaged with local and global community so that they develop sense of wellbeing which positively influences the achievement of the learners. This is important for the guardians and other adherents of the family to create a conducive environment at home for better learning outcomes and performance. If possible the parents and other family members must provide essential materials for learning at home so that the academic performance of the learners can be improved. Parents must help the students to find the solution of the academic problems.

References

1. Chow, M.K., Tang, W.F.F., Chan, W.H.C., Sit, W.H.J., Choi, K.C., & Chan, S. (2018). Resilience and well-being of university nursing students in Hong Kong: a cross-sectional study. *BMC Medical Education*, 18(13). <https://doi.org/10.1186/s12909-018-1119-0>
2. Dar, S.A., & Chakraborty, R. (2019). Dimensional analysis of the academic resilience construct with respect to gender in secondary school students. *International Journal of Education*, 11
3. Deb, A., & Arora, M. (2012). Resilience and academic achievement among adolescents. *Journal of the Indian Academy of Applied Psychology*, 38(1), 93–101.
4. Dominique, T., Chlup, E.M., Gonzalez, J., Gonzalez, E., Aldape, H., Guerra, M., Lagunas, B., Yu, Q., Manzano, H., & Daniel, S.Z. (2019). Latina/o high school students' perceptions and experiences obtaining information about going to college: A qualitative study for understanding. *Journal of Latinos and Education*, 1-13.
5. Kumari, P, Sharma, S (2018). Effect of social network addiction and academic self concept in adolescents on their academic achievement. *Ph.D. Central University of Haryana*.
6. Maity, S. (2018). Multidimensional poverty status of Bodo tribes of Udalguri district, Bodoland, Assam. *Journal of Economic Development*, 43(1), 29-47. <http://doi: 10.35866/caujed.2018.43.1.002>.
7. Mali, P. (2018). Academic achievement as a function of emotional intelligence and self-esteem of higher secondary students. *Ph.D.thesis. Gauhati University* Retrieved from: <http://hdl.handle.net/10603/267730>.
8. Robert, R.S. (2017). Development of a multimedia resilience intervention to remediate maladaptive behaviours and anxiety among higher secondary school students. *Ph.D.thesis Mahatma Gandhi University*. Retrieved from: <http://hdl.handle.net/10603/239940>.
9. Rodriguez-Fernandez, A., Ramos-Diaz, E., & Axpe-Saez, I. (2018). The role of resilience and psychological well-being in school engagement and perceived academic performance: An exploratory model to improve academic achievement. *Intech Open Access*. <https://doi: 10.5772/intechopen.73580>.
10. Sharma, S (2017). Effect of social networking addiction and academic self concept in adolescents on their academic achievement, P: ISSN No. 0976-8602, *Asian Resonance*, VOL.-6, ISSUE-2.
11. Sharma, S (2017). Social networking addiction and academic self-concept, P: ISSN NO.: 2394-0344 E: ISSN NO.: 2455-0817 RNI No. UPBIL/2016/67980 VOL-2 ISSUE-1 *Remarking An Analisation*
12. Sharma, S (2018). Developmental perspectives on identity its nature and formation, P: ISSN NO.: 2321-290X E: ISSN NO.: 2349-980X RNI: UPBIL/2013 /55327 VOL-6 ISSUE-4 (Part-1) *ShrinkhlaEkShodhparakVaicharikPatrika*
13. Sharma, S (2019). Role of education and socio-cultural change of girls of haryana, P: ISSN NO.: 2321-290X E: ISSN NO.: 2349-980X RNI: UPBIL/2013 /55327 Volume 6 Issue *ShrinkhlaEkShodhparakVaicharikP*