

Psychological Well-being among Tribal and Non-Tribal B.Ed. Students

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Abstract: The psychological well-being of an individual is a significant value that pertains to their inherent desirable qualities. Our ability to cope with psychological issues and live longer, healthier lives are both aided by psychological well-being. Every day, many college students are dealing with problems related to their psychological health. These days, the teaching profession is drawing youth due to the respect it enjoys in society and the large number of open positions. Numerous initiatives implemented by the federal and state governments, either alone or in tandem, to improve the standard of living for tribal. The study's objective was to evaluate Ranchi B.Ed. students' psychological well-being. Examining how gender and ethnicity affect psychological well-being was the main goal. 30 tribal and 30 non-tribal students from Doranda College Ranchi district participated in the study. Data were gathered using a personal data sheet and the Psychological well-being questionnaire developed by Devendra Singh Sisodia and Pooja Choudhry in 2012. Psychological well-being was regarded as a dependent variable, whereas gender and ethnicity were the independent variables. Mean, SD, and t ratio were used to examine the data. Tribal B.Ed. students had higher psychological well-being than non-tribal students, according to the statistical research. Compared to girl B.Ed. students, the boy B.Ed. students exhibited better psychological health.

Keywords: Psychological Well-being, Tribal B.Ed. Students.

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I. INTRODUCTION

The efficient value of a favorable outcome is how well-being is understood. Well-being reveals how we feel about how well our lives are going. A high degree of life happiness, mental health, a feeling of purpose, and the capacity to handle stress are all elements of well-being. One essential aspect of wellbeing that has a significant impact on our lives in regard to our emotions is psychological well-being. Taking on difficulties and working toward personal development and improvement are common definitions of psychological well-being (Waterman, 1993).

One important component of mental health is psychological well-being. It is the incorporation of resilience together with pleasure, happiness, satisfaction, significance, and enjoyment. The idea of psychological well-being is multifaceted; its unique components have been identified as optimism, self-control, happiness, curiosity, and the absence of fear, loneliness, and failure (Sinha and Verma 1992).

India is home to a vast number of indigenous people. Many communities remain unaffected by the contemporary

way of life. Tribal people are often less developed than non-tribal people. However, the Indian constitution has taken action for tribal people since independence and offers a lot of benefits and services to help them progress. In order to increase tribe members' involvement in higher education Research on well-being has traditionally focused mostly on individuals in developing nations. Very little study has been done on tribal students, and much less has been done on comparing the psychological well-being of tribal and non-tribal B.Ed. students. Concerns regarding the welfare of educators are important since they affect not only the educators but also the classroom outcomes. A teacher's psychological health is important since it enables them to handle difficulties at home and at school.

Since B.Ed. students will soon be teachers, they should be psychologically healthy since teacher happiness and work satisfaction have a big impact on how teachers behave and are favorably correlated with student accomplishment and the school and classroom environment. This study aims to determine whether there are any notable differences in the well-being of tribal and non-tribal B.Ed. students.

Teaching is regarded as one of the most prestigious occupations in the world. Since ancient times, teachers have occupied the greatest social position in India. These days, teaching is a popular career choice for young people due to the abundance of open positions and the opportunity to get respect from others. The Bachelor of Education (B.Ed.) is a 2 year undergraduate program that prepares students to become teachers. Today, obtaining a B.Ed. degree is required to work as a teacher.

➤ *Jharkhand's Tribal Population and Educational System*

The world's biggest tribal population resides in India. Seven hundred and five ethnic groups are classified as scheduled tribes in central India. The term "Adivasis," which literally translates to "indigenous people," is frequently used to refer to scheduled tribes. According to the 2011 census, there are an estimated 104 million tribal members, or 8.6% of the total population. The eighth northeastern states of India, which are said to be part of the "central tribal belt" that extends from Rajasthan to West Bengal, are home to the greatest concentration of indigenous people.

Because of its origin, diverse physiography, and climate, Jharkhand is one of the most biodiverse areas in India. However, the region's indigenous people may also be responsible for its high biodiversity. Jharkhand is home to thirty-two tribal groups. Tribal people make up a definite majority in various Jharkhand districts. In the districts of Lohardagga and Paschim singhum, the STs make up over half of the population. However, the tribal population in Pakur and Ranchi district ranges from 41.8 to 44.6 percent. In Jharkhand's rural regions Male literacy rates were 72.86% and female literacy rates were 46.62% respectively. Out of India's 36 states and union territories, Jharkhand has the 32nd-highest literacy rate. To assist scheduled tribes (ST) in becoming teachers, the governments of many states have launched an effort to open several B.Ed. training institutes in as many tribal regions as possible. Many Tribal youngsters are enrolling in B.Ed. programs these days in order to become teachers in the future, Due to their rural and isolated position, the indigenous community struggles to access social and healthcare development programs.

➤ *Well-being and Psychological Well-being*

Positive psychology is where the concept of well-being first emerged. Positive psychology's primary objective is to investigate people's personal development.

• *New Model of Well-being*

According to the new well-being paradigm, well-being includes resilience, creativity, health, vitality, and fulfillment in addition to the general flourishing and elevation of the environment, society, body, and mind. Well-being is the harmonious interplay of cognitive and emotional processes rather than their triumph. In Indian hraseology, it refers to the euphony of Indriyas, Chitta, and Atma. Pleasure is one component of wellness. Pleasant feelings based on perception, self-object, mind, and sense organ are referred to as sukh. "Preyas" is the hedonic view on well-being, whereas "Shreyas" is the eudemonic outlook.

From an Indian point of view, physical, spiritual, and psychological well-being is all related. Maitri, Karuna, Mudita, and Upeksha—which signify relatedness, compassion, pleasant temperament, and ignorance of conflict—are used in the Indian concept of well-being. Well-being, in particular, is the process of nullifying the ego and connecting the self with the self. Ultimately, it comes to the conclusion that identity, freedom, well-being, and survival are all components of well-being.

A person's sense of well-being is a result of the interplay between their psychological resources and the actions of their circumstances. The goal of well-being is to control factors that promote health and alter a person's lifestyle accordingly. Optimistic psychology literature acknowledges that there are two fundamental perspectives on wellbeing. Eudemonic and hedonistic well-being is the first and second concepts, respectively. The hedonic point of view is associated with subjective well-being, whereas the eudemonic perspective is related to psychological well-being.

Ryff's (1989) has given model of psychological wellbeing which states that there are six elements that affect an individual's psychological well-being: self-acceptance, autonomy, environmental mastery, healthy interpersonal relation, and life purpose.

II. LITERATURE REVIEW

(Suvera, 2013) Research on 120 non-tribal and 120 tribal college-going students from Sabarkantha district revealed the psychological health of non-tribal students is better than that of tribal students. Male college-going students had higher psychological well-being than female students.

(Ryff, 1989) Conducted a study on 321 men and women and breaking them down into three groups: older, middle-age young. The subjects assessed themselves in a variety of wellbeing-related categories, along with, affect balance, depression, self-esteem, locus of control, life satisfaction, and spirits,they include, positive interpersonal connections, self-acceptance, independence, life's purpose, environmental mastery, and personal growth.For the usual measures of psychological health, there were sex-specific differences; female respondents reported lower levels of morale and internal control.

Mukesh C. Rathwa (2014) revealed a study on 120 B.Ed. students, 60 of whom were male and 60 of whom were female. The study's objective was to determine the psychological well-being of B.Ed. students. No appreciable variation in the psychological well-being of B.Ed. students from urban and rural locations, or between boys and girls students, is revealed by the data.

Michalos (1991) also found no significance gender difference in their study of 18,000 college students from 39 Different nations. According to Kakkar, S.B. (1992), significant differences were found in financial, aesthetic,

and social values between teacher educators and teacher candidates, but there were not significantly different were found in conceptual, political, or religious values.

According to Sharon et al. (2015), childhood traumatic experiences from age’s 17 to 21 tarnish psychological well-being taking their toll on the adult life of the individuals and can also affect resilience. According to Zheng, H. (2009), pre-service teachers' views are the center of change in the educational process, and teacher preparation should be focused on helping them create their beliefs.

(Avei, 2012) discovered a strong and favorable correlation between college nursing students' self-esteem and subjective well-being. Additionally, based on students' assessed income levels and connections, a strong association was found between their subjective well-being and self-esteem levels. The self-esteem and subjective well-being ratings by gender differed significantly, but there was no difference in the subjective well-being scores.

➤ *Objectives-*

- To study the relationship between tribal and non-tribal B.Ed. student’s well-being.
- To examine the gender difference in well-being.
- To determine how the well-being of Ranchi B.Ed. students differs between boys and girls

➤ *Hypothesis*

- The well-being of Ranchi’s tribal and non-tribal B.Ed. students would differ significantly.

- There will be significant difference between well-being of boys and girls.

III. METHODOLOGY

➤ *The Study's Design*

The aim of study is to determine the psychological well-being of B.Ed. students from both tribal and non-tribal back ground. To collect data on psychological well-being, the stratified random sample approach is employed. While well-being is a dependent variable; gender and ethnicity are independent factors.

➤ *Population and Sample*

For the present study, 60 B.Ed. students (30 tribal and 30 non-tribals) were selected from Doranda college of Ranchi district. The subjects were chosen using the stratified random sampling approach.

➤ *Tools for Data Collection*

The following tools have been used.

- **Personal description questionnaire** – A personal description questionnaire has been used to collect information’s related to respondents.
- **Psychological well-being scale:** Psychological well-being questionnaire developed by Devendra Singh Sisodia and Pooja Chaudhary (2012). The scale contains 42 items. Each item of this scale has five responses (strongly agree, agree undecided, disagree, strongly disagree).

IV. ANALYSIS AND INTERPRETATION OF DATA

Table 1 Table shows the mean Difference in Psychological Well-being between Tribe and Non-tribal B.Ed. Students is Significant.

Group	N	Mean	SD	df	T-value
Tribal	30	194.70	23.76	58	2.06
Non-tribal	30	182.36	21.79		

*At the 0.05 threshold, Significant

Table 1 compares the psychological well-being of B.Ed. students who are tribal and those who are not. Table 1 makes it evident that the mean score of tribal students is greater (194.7) than that of non-tribal students (182.30). It was discovered that psychological well-being was statistically significant at the 0.05 level. It suggests that

tribal B.Ed. students had higher psychological well-being than non-tribal B.Ed. students. Therefore, our first hypothesis that the well-being of Ranchi’s tribal and non-tribal B.Ed. students would differ significantly was accepted.

Table 2 Table Shows Significance of mean Difference between Girls and Boys of B.Ed. on Psychological Well-being.

Group	N	Mean	SD	df	T-value
Girls	30	183.80	23.507	58	1.58
Boys	30	193.40	22.60		

Not Significant at any Level

Table 2 displays the psychological well-being of girls and boys B.Ed. students. Table 2 makes it evident that boys' psychological well-being mean score was somewhat higher (193.4) than girls' psychological well-being (183.8), but this difference was not statistically significant at any level. It

demonstrates that the psychological well-being of boy B.Ed. students was greater than that of girl B.Ed. students. Consequently, the 2nd hypothesis, which said that there would be a notable difference in the well-being of boys and girls, was disproved. Regarding the comparison of the

average well-being ratings of two B.Ed. student groups (tribal and non-tribal), it can be seen that the tribal group's mean score is greater than the non-tribal groups. While a low score indicates a low level of wellbeing, a high score indicates an excellent degree. At 0.05 thresholds, the resultant t-value was determined to be significant. It demonstrates how ethnicity significantly affects wellbeing. Therefore, our theory that tribal B.Ed. students would be less happy than non-tribal students has been disproved. Tribal B.Ed. students have a better well-being score rather than non-tribal B.Ed. students, which might be due to greater educational attainment, a stronger sense of community, or a trend toward urbanization.

In this case, the gender t-ratio was determined to be non-significant at all levels. The t-ratio for ethnicity has been shown to be significant at the 0.05 level, indicating that gender has no discernible impact on the high or low degree of well-being of B.Ed. students. This indicates that whereas gender does not significantly influence the high or low psychological well-being of B.Ed. students, ethnicity does have a substantial impact on both outcomes.

V. CONCLUSION

The health and well-being of youth is a developing issue that requires practical solutions to support a healthy lifestyle. Through the college mental health program, the college counselor can be assigned to the campus for the purpose of promoting prevention, remedial intervention, and well-being services.

Overall, the findings suggest that while gender has no significant impact on psychological well-being, ethnicity does. Tribal youth' improved psychological well-being may result from a number of factors, including exposure to media and education, moving to a city, receiving a higher education, and fostering stronger bonds with friends, family, and the community.

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