

Social Support among Tribal and Non-Tribal School Students in West Singhbhum, Jharkhand

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ABSTRACT

The present study is an attempt to examine the level of social support among tribal and non-tribal school students. A total number of 80 students (40 tribal and 40 non-tribal) were included in the sample. Purposive sampling technique was used for sample selection. Social support scale developed by Prof. Indira Dull and Sangeeta Godara (2015) was used to assess the level of social support of the tribal and non-tribal school students. The results were analyzed by means of t-test. The result showed that both tribal and non-tribal school students did not differ significantly in term of social support.

Keywords: *Social Support, Tribal, Non-Tribal, Students*

Adolescence is the progression stage from childhood to adulthood that occurs between ages 13 to 19. The physical and intellectual changes that take place in adolescence often start earlier. Adolescence has an important role in society. What they do, what they accomplish, what they are exposed to have every effect on, not only their personal future, but the future of society as a whole.

India has the greatest population of the tribal people in the world. Scheduled tribal's constitute 8.61 % of the population of the country, numbering 14.93 million (2011 census) and cover about 15 % of the count total area. Jharkhand is having 32 tribal communities.

The term social support means the person seeks help and support from family, friends and other. If a adolescent is deprived of social support (family, friends, teacher and other support), then many types of mental problems may arise, including depression, bullying, sexual activity, drug use, obesity, academic problems, peer pressure etc. Albrecht and Adelman (1987) define social support as verbal and non verbal communication between recipients and providers that reduces uncertainty about the circumstance, the self, the other, or the relationship, and functions to increase a perceptions of personal control in one's experience.

Cutrona and Suhr (1992) define five general category of social support carry different benefits-

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Social Support among Tribal and Non-Tribal School Students in West Singhbhum, Jharkhand

- **Emotional Social Support-** Emotional Social Support includes affirmations of one's worth, sharing of positive regard, concern about one's love, trust, affection, caring.
- **Informational Social Support-** Informational Social Support involves the sharing of advice, suggestions, and information that can help someone who is experiencing a stressor or challenge they don't know how to handle.
- **Tangible Social Support-** Tangible Social Support is conceived as physically providing needed services and goods to recipients. This type of support is practical.
- **Esteem Social Support-** Esteem Social Support involves the messages that help to promote one's skills, abilities, and intrinsic values.
- **Social Network Support-** Social Network Support includes the messages that help to enhance one's sense of belonging to a specific group with similar situations or interests.

Frey and Rothlisberger (1996) found to provide prime supportive functions in day-to-day matters, the social support provided by parents has a stress-buffering effect in emergency situations.

Cohen et al. (2000) said that surgery and pharmaceuticals are not only effective procedures we have to improve our health. The natural human tendency to protection for fellow humans, to support them with social networks, has proven to be powerful treatment as well. The level of low social support have been repeatedly linking to physical and mental health outcomes.

Reevy and Maslach (2001) revealed that femininity was associated with seeking and receiving emotional support, and with seeking and receiving support from women. Masculinity was linked only with receiving tangible support.

Ozbay, Johnson, Dimoulas, Morgan, Charney and Southwick (2007) numerous studies indicate social support is essential for maintaining physical and psychological health. They also found the negative consequences of bad social support and the protective effects of good social support in mental illness have been well documented.

Baqutayan (2011) carried out a study focusing on stress and social support among students. She finding of her study indicate that there are significant differences between the experimental group and the control group in relation to stress and social support. The experimental group proved to cope with academic stress better than the control group, and they were satisfied with their academic performance during the experimentation. Stress is highly desirable to encourage the students to use social support as coping mechanism.

Mendonca, Cheng, Melo and Junior (2014) found those who received more overall social support as well as support from both parents, friends, and family showed higher level of physical activity.

Khan (2015) finding of his study revealed that there is positive and significant relationship between social support and life satisfaction of adolescents. His study also indicates that social support impact life satisfaction of adolescents.

Devi and Jyotsana (2016) have found that the no significant difference between male and female adolescents on the variable of identify formation, self-esteem and social support.

Social Support among Tribal and Non-Tribal School Students in West Singhbhum, Jharkhand

Adolescent, their parents and guardian to develop more supportive social relations may be helpful in alleviating stress to decreasing suicidal ideation among adolescents.

Bukhari and Afzal (2017) said that perceived social support is negatively associated with depression, anxiety and stress while perceived social support is a significant negative predictor of depression and anxiety. Agbaria, Berte and Mahamind (2017) found in their study that higher scores on social support correlated with lower scores on risk behaviors.

Bacigalupe, Camara, and Padilla (2017) found that the dual role of interpersonal relationship - as stressors and social sources of support. Adolescents draw on sources of support that are familiar, mature, friendly, confidently and most importantly worth of trust.

Alsubaie, Stain, Webster & Wadman (2019) found that social support from family, and friends was a significant predictor of depressive symptoms, Quality of life (Psychological) was significantly predicted by social support from family and friends. Results of hierarchical regression analyses suggest that stress and social support (from family, friends and significant other support) are important predictors of suicidal ideation (Kumari, 2019).

Bender, Osch, Slegers and Ye (2019) found different types and sources of social support affect the relationship between social support and international student's psychological adjustment, and whether the relationship between social support and international student's adjustment is identical for both positive and negative outcomes of psychological adjustment. They also investigated whether the connection between adjustment and social support is moderated by cultural distance.

Ikiz and Cakar (2010) finding suggest that according to gender, there's a statistically significant difference on the perceived peer and teacher support levels.

Objectives

- To examine the level of social support of tribal and non tribal school students.
- To examine the level of social support of male and female tribal school students.
- To examine the level of social support of male and female non tribal school students.
- To examine the level of social support of male tribal and male non-tribal school students.
- To examine the level of social support of female tribal and female non-tribal school students.

Hypotheses

- Ho1: Overall tribal and non-tribal school students would not differ significantly in term of social support.
- Ho2: Male and female tribal school students would not differ significantly in term of social support.
- Ho3: Male and female non tribal school students would not differ significantly in term of social support.
- Ho4: Male tribal and male non tribal school students would not differ significantly in term of social support.
- Ho5: Female tribal and female non tribal school students would not differ significantly in term of social support.

METHODOLOGY

Sample

Total number of 80 school students included in proposed study. The sample is based on the two genders (male & female), and caste (tribal & non tribal). The sample has been collected from government high schools of West Singhbhum, Jharkhand. The purposive sampling technique was used.

Tool Used

Social Support Scale Developed by Dhull and Godara (2015): This test in consists of 40 items designed to measures four components of Social Support. Family support, Teacher support, Friends/Peer support, Online support. Both temporal stability reliability and internal consistency reliability of SSS were computed. The Spearman Brown coefficient was 0.861 and Test-retest reliability was 0.751. The validity of Social Support Scale was tested on the basis of face validity and content validity.

Procedure

Test was administered individually, under normal conditions, without having any external disturbances in the following sequence to the students Social Support Scale. The students will be assured about the confidentiality of the information sought by the researcher. They will be appraised that information only used for the research purpose.

RESULTS AND DISCUSSION

Table 1 Shows Mean, SD, SED and t value between tribal and non-tribal school students in level of social support

Level of Social Support	Area	N	Mean	SD	SED	t value	Level of Sign.
Family Support	Tribal	40	20.7	3.77	1.19	1.51	p>0.05
	Non-Tribal	40	22.5	3.64			
Teacher Support	Tribal	40	24.7	3.41	1.51	1.49	p>0.05
	Non-Tribal	40	22.45	4.15			
Friends Support	Tribal	40	23.55	3.32	1.17	2.47	p<0.01
	Non-Tribal	40	20.65	3.36			
Online Support	Tribal	40	19.2	3.32	1.15	1.82	p>0.05
	Non-Tribal	40	17.1	3.80			

Table-1 shows the significance of difference between tribal and non-tribal students in term of social support and its various dimensions. As far as family support, teacher support and online support are concerned, tribal students and non-tribal students did not differ significantly. Tribal and non-tribal students differ significantly in term of friend support. Tribal students are getting more friend support as compared to non-tribal students, which are evident from their mean score 23.55 and 20.65 respectively.

Table 2 Shows Mean, SD, SED and t value among tribal and non-tribal school students in level of social support

Group	N	Mean	SD	SED	t value	Level of Sign.
Tribal	40	89.35	9.01	2.87	1.55	p>0.05
Non-tribal	40	84.85	8.65			

Social Support among Tribal and Non-Tribal School Students in West Singhbhum, Jharkhand

Table-2 indicates the significance of difference between tribal and non-tribal students in term of overall social support. They did not differ significantly. Although, tribal students are getting more social support as compare to non-tribal students, which are mentioned in their mean score 89.35 and 84.85 respectively.

Table 3 Shows Mean, SD, SED and t value on the basis of gender in tribal school students in level of social support

Group	N	Mean	SD	SED	t value	Level of Sign.
Male (Tribal)	20	92.3	9.59	4.002	1.47	p>0.05
Female (Tribal)	20	86.4	7.27			

Table-3 shown the significance of difference between tribal male and tribal female students in term of overall social support. They did not differ significantly. Social support seems to be more among tribal male students as compare to tribal female students, which are evident from their mean score 92.3 and 86.4 respectively.

Table 4 Shows Mean, SD, SED and t value on the basis of gender in non-tribal school students in level of social support

Group	N	Mean	SD	SED	t value	Level of Sign.
Male (Non-Tribal)	20	83.1	9.54	3.99	0.87	p>0.05
Female (Non-Tribal)	20	86.6	7.24			

Table-4 indicates the significance of difference between non-tribal male and non-tribal female students in term of overall social support. They did not differ significantly. Although, non-tribal female students are getting more social support as compare to non-tribal male students, which are mentioned in their mean score 86.6 and 83.1 respectively.

Table 5 Shows Mean, SD, SED and t value among male tribal and male non-tribal school students in level of social support

Group	N	Mean	SD	SED	t value	Level of Sign.
Male (Tribal)	20	92.3	9.59	4.50	2.04	p<0.01
Male (Non-Tribal)	20	83.1	9.54			

Table-5 shown that tribal male and non-tribal male students differ significantly in term of overall social support. Tribal male students getting more social support as compare to non-tribal male students, which are mentioned in their mean score 92.3 and 83.1 respectively.

Table 6 Shows Mean, SD, SED and t value among female tribal and female non-tribal school students in level of social support

Group	N	Mean	SD	SED	t value	Level of Sign.
Female (Tribal)	20	86.4	7.27	3.41	0.00058	p>0.05
Female (Non-Tribal)	20	86.6	7.24			

Table-6 reveals that tribal and non-tribal female students did not differ significantly in term of overall social support. Both the group are getting same amount of social support. This may be attributed due to the females are high on social support, which are evident from their mean score 86.4 and 86.6 respectively.

CONCLUSION

On the basis of above findings, it may be concluded that social support has become pervading feature student's life. A study reveals that social support is associated with happiness and wellbeing. It moderates the effect of depression, anxiety, stress, drug use, academic problems, etc.

Significance of Study

This proposed study measured the term of social support of tribal and non tribal school students which will be beneficial to school management, family and friend at large to understand that how the student is present day suffering from these problems.

Limitations and Suggestions of Study

In the present study, only secondary school students were taken as a sample further study can be done on senior secondary school students. Secondly, the sample size is too small. A sample of 80 students is not considered enough to generalize the findings of the study and to reach on some definite conclusion. A large sample would be more appropriate which may facilitate in validating the findings.

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Conflict of Interest

The author declared no conflict of interest.

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