

Research Paper

## Social Adjustment, Self Confidence and Social Relationship of Tribal Students Pursuing Education in Urban Colleges

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### ABSTRACT

**Aim:** The aim of the present research was to examine the social adjustment, self-confidence and Social Relationship of tribal students pursuing conventional education from colleges located in urban areas (18-22 yrs). **Material and Methods:** The total sample consisted 100 adolescents from age group of 18-22 yrs years out of which 50 males and 50 female students from various undergraduate and post graduate conventional colleges located in Nashik district of Maharashtra. For examine the level of adjustment and Social relationship of tribal students the researchers used scale by Dr. R. N. Singh and Prof. G. P. Thakur (2009) interpersonal relation scale by Dr. Pardeep Kumar, Faheem Nabi and Neha Thakur (2005). **Statistical Analysis:** Descriptive, inferential and correlational statistical analyses were used for observing relationship. Pearson product movement correlation was applied to check the relationship between social adjustment, self-confidence and Social relationship among tribal students. The t-value was calculated to study the gender difference. **Result & Conclusion:** The research finding shows that there is a gender difference in terms of self-confidence and interpersonal relationship. The result revealed that social adjustment is poor and the level of self-confidence and quality of social relationship is also lower among tribal students. The study also highlighted the relationship between Social Adjustment and Social relationship is positive and relationship between Social Adjustment and Self-confidence is also positive among Tribal Students Pursuing Education in Urban Colleges.

**Keywords:** Social Adjustment, Self-Confidence, Social relationship and Tribal students

**S**ocial adjustment the process by which individuals assimilate their actions, thoughts, and emotions to fit into their social communities. It includes fulfilling societal expectations, balancing personal goals with social norms, and maintaining healthy relationships with others.

### Characteristics of Social Adjustment

- Flexibility: The ability to adjust in different social environments.
- Social Competence: The ability to successfully navigate social roles.

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- Emotional regulation is the ability to manage feelings and emotions in social contexts.
- Problem-Solving: managing disputes and difficulties in a social setting.

**Self-confidence** is the belief in one's own skills, abilities, judgment, and potential for success. It affects social connections, motivation, and decision-making.

- Self-Efficacy: The conviction that one can accomplish particular activities.
- Believing that one is capable and competent is known as positive self-evaluation.
- Resilience: The ability to bounce back from setbacks with confidence.

### **Factors Influencing Self-Confidence:**

- Personal achievements and successes
- Social support and validation
- Personality traits (e.g., openness, conscientiousness)
- Cultural and societal influences

**Social relationship** are social ties that are established between people and characterized by communication, social support, and emotional bonds. They are essential for both personal growth and mental health and wellbeing of individuals.

Tribal students attending colleges in urban areas frequently experience a cultural shift as they go from comfortable rural surroundings to a variety of urban settings. Numerous obstacles pertaining to **social adjustment**, self-assurance, and the growth of interpersonal relationships. Fostering their academic achievement and overall well-being requires an understanding of these interrelated aspects.

The ability to adjust to new social standards, cultural expectations, and academic obligations is referred to as social adjustment. In order to maintain their cultural identity, tribal students may need to navigate strange customs, languages, and social systems during this transition process. In order to help students feel like they belong and manage the challenges of urban college life, effective social adjustment is essential.

**Self-confidence** plays an important role in empowering tribal students to overcome various obstacles from new educational settings. It affects their ability to participate in academic activities, social relationships and adjust themselves in new environment. Their self-esteem may be impacted by feelings of marginalization or loneliness, underscoring the necessity of encouraging measures that increase self-assurance.

**Social relationships** provide the social support necessary for students to thrive. Establishing meaningful relationships with teachers, mentors, and peers helps facilitate the adjustment and foster a feeling of belonging. In addition to providing emotional support, these interpersonal relations foster mutual understanding and cultural interchange, which benefits the urban college community as well as the tribal students.

For creating inclusive educational environments that support the holistic development of students, it is essential to understand how tribal students manage the various challenges of social adjustment, develop interpersonal relationships, and build self-confidence in urban educational settings.

## **REVIEW OF LITERATURE**

**Gupta, A. (2017)** examined socio-emotional adjustment of tribal adolescents in India. He conducted research on 100 tribal adolescents from secondary schools in Maharashtra and revealed that socio-emotional challenges, such as discrimination, caused difficulties in social adjustment, leading to strained relationships with classmates and teachers. **Mishra, K. S. (2014)** studied Social Adjustment and Academic Achievement among Tribal Students he conducts research on 250 tribal students from different high schools in Jharkhand and found there was a strong positive correlation between social adjustment and academic achievement. Students with better adjustment had improved interpersonal relations with peers and teachers, contributing to their academic success. **Tripathy, S. (2016)** studied impact of socio-economic factors on the level of adjustment of tribal students. He conducted research on 150 tribal students from rural schools in Odisha and revealed that lower socio-economic status negatively impacted students' ability to adjust in school, leading to poorer relationships with peers and lower academic performance. **Kumari, M. (2011)** for studying the adjustment problems among Tribal and Non-Tribal students in Andhra Pradesh he conducted research on 200 students, including both tribal and non-tribal, from two schools and found that tribal students displayed significantly lower social and academic adjustment compared to non-tribal students, mainly due to language barriers and cultural differences, affecting their interactions with peers and teachers.

**Jenkins, C. (2013)** investigate the challenges in the education of Indigenous Australian students. He conducted research on 180 indigenous students from high schools in rural Australia and found cultural dissonance led to adjustment difficulties, resulting in strained relationships with both peers and teachers, which affected students' overall educational experiences. **Thompson, G. (2011)** studied cultural Adjustment and Education of Indigenous students in Canada. He conducted research on 200 indigenous students from various secondary schools in Ontario, Canada and found Indigenous students faced significant cultural barriers that hindered social adjustment and peer relationships, contributing to lower engagement in school activities. **Wilson, S. (2008)** studied the relational and educational adjustment among Native American students on 100 Native American students from universities in the United States and suggested that students with strong family support networks adjusted better and developed stronger interpersonal relations, helping them.

According to **Kumar, 2015** studies tribal students often experience significant challenges in adjusting to urban environments due to cultural differences, language barriers, and unfamiliar academic settings. **Patel, 2019** emphasizes the importance of institutional support in facilitating social adjustment. Initiatives such as orientation programs, counselling services, and cultural sensitivity workshops have been shown to improve students' ability to adapt. **Singh and Verma (2017)** found that tribal students often enter urban colleges with lower levels of self-confidence compared to their urban counterparts.

Research by **Das (2021)** highlights that mentorship programs, particularly those led by senior tribal students, help build resilience and improve self-efficacy. Research by **Gupta, 2018** self-confidence is positively correlated with academic success. Students who feel confident in their abilities are more likely to engage in classroom activities, participate in discussions, and seek help when needed. According to **Mishra, 2019** in his comparative study between tribal and non-tribal students highlighted that tribal students initially struggle

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more with adjustment and self-confidence related issues and those who receive adequate support often demonstrate equal or greater resilience.

According to **Rao, 2016** tribal students often report difficulties in forming connections with peers, mentors, faculty and new community due to perceived or actual cultural barriers. Studies suggest that faculty who demonstrate cultural sensitivity and understanding of tribal students' backgrounds can foster trust and engagement (**Nair, 2019**).

### ***Objectives***

1. To assess the level of social adjustment of tribal students pursuing education in urban colleges.
2. To examine the self-confidence of tribal students pursuing education in urban colleges.
3. To analyze the quality of social relationship of tribal students with peers, faculty and community members while pursuing education in urban colleges.
4. To investigate the gender difference in terms of social adjustment, self-confidence and social relationship among tribal students pursuing education in urban colleges.
5. To study the relationship between social adjustment, self-confidence and social relationship among tribal students in the context of academic success and overall well-being while pursuing education in urban colleges.

### ***Hypotheses***

- **H1.** Social, Cultural and language barriers negatively impact the social adjustment and self-confidence of tribal students pursuing education in urban colleges.
- **H2.** The quality of social relationship of tribal students with peers, faculty and community members would be effected by social, cultural and language in urban educational settings.
- **H3.** Female tribal students face unique challenges in social adjustment, self-confidence and social relationship as compared to male tribal students in urban educational settings.
- **H4.** There would be positive correlation between social adjustment and the quality of interpersonal relationships among tribal students pursuing education in urban colleges.
- **H5.** Tribal students with higher levels of self-confidence would be indicates better social adjustment among in urban educational settings.

### ***Variables***

#### **Research Variables**

- Social Adjustment
- Self-Confidence
- Social Relationship
- Tribal Students

#### **Controlled Variables**

- **Age:** 18 to 22 years.
- **Region:** Colleges located in Nashik city (State - Maharashtra)
- Tribal students from belongs to ST, NT tribal communities enrolled in urban area colleges

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- Tribal students resident in hostels located in Nashik city for educational purpose.

### **Inclusion Criteria:**

- Tribal students currently pursuing conventional undergraduate or postgraduate courses in urban educational settings.
- Tribal students perceiving education from at least one academic year.

### **Sample:**

A purposive sampling method was used to select a representative sample of 100 tribal students pursuing education from various urban colleges located in Nashik City. The total sample of 100 tribal students from age group 18 to 22 years out of which 50 males and 50 females.

### **Design:**

The present study used the descriptive, comparative and correlational design.

### **Tools:**

**1) Social Adjustment Inventory by the R. C. Deva (2010):** This inventory consisted 100 statements based on 7 dimensions Family Adjustment, Social Adjustment, Group Adjustment, Interpersonal Adjustment, Behavioral Adjustment, Marriage Adjustment. Maximum score indicates poor level of social adjustment and minimum score indicates high level of social adjustment.

- **Reliability:** The test retest reliability was 0.91.
- **Validity:** The emotional and social adjustment scales of this inventory were validated against the corresponding scales of Saxena's 'Vyaktitva Parakh Prashnavali'. The validity of the two scales has come out to be 81 and 79 respectively.

**2) Self Confidence Scale by Dr. (Smt) A. Pandey:** The scale consisted of 50 statement based on 10 dimensions - Self-Efficacy, Self-Esteem, Assertiveness, Decision-Making Confidence, Social Confidence, Emotional Confidence, Physical Confidence, Cognitive Confidence, Resilience, Authenticity. For each item responded indicate their response using a Yes / No format. In this test lower score indicates low level of self -confidence and high score indicates high level of self-confidence.

- **Reliability:** The K.R. formula reliability was 0.60 and Spilt half reliability was 0.78.
- **Validity:** The test was correlated with personality test by Pandey and self-confidence scale by Agnihotri face validity with found 0.53.

**3) Social Relationship Scale by Dr. Pardeep Kumar, Faheem Nabi and Neha Thakur (2017):** The present scale consisted 35 items on a five point likert scale. The age group is 15 to 30 years. This scale measures the quality of relationships across various social contexts, including interactions with parents, siblings, friends, teachers, and strangers. In this test lower score indicates low level of self -confidence and high score indicates high level of self-confidence.

- **Reliability:** The test retest reliability was 0.93.
- **Validity:** The construct & content validity of the scale was satisfactory.

**RESULT AND DISCUSSION**

To analyze the data t-test was used for finding the gender difference and Pearson r-correlation was computed to check the relationship. The obtained data is systematically presented in the following tables.

*Table 1: Shows the Mean Values of Social Adjustment, Self Confidence and Social Relationship of Tribal Students Pursuing Education in Urban Colleges*

Variables	N	Mean	SD
Social Adjustment	100	156.45	2.20
Social - Confidence		21.76	0.41
Social Relationship		68.23	1.55

Table 1 shows the mean values of **Social Adjustment**, Self-confidence and Social relationship among Tribal Students Pursuing Education in Urban Colleges. The means of Social Adjustment is  $M = 156.45$  Mean value of Self-confidence is  $M = 21.76$  and Mean of Social relationship is  $M = 68.23$ . As per the interpretation of the score this indicated that the level of social adjustment among tribal students is poor and the level of self-confidence and quality of social relationship is lower. The stated hypothesis H1 & H2 is accepted.

The findings are also supported by **Gupta, A. (2017), Mishra, K. S. (2014), Tripathy, S. (2016) and Kumari, M. (2011)** found that tribal students displayed significantly lower social and academic adjustment compared to non-tribal students, mainly due to language barriers and cultural differences, affecting their interactions with peers and teachers.

**Singh and Verma (2017), Gupta (2018) and Mishra (2019)** highlighted that tribal students struggle more self-confidence related issues when enter in urban colleges.

According to **Nair (2019) and Rao, 2016** tribal students often report difficulties in forming connections with peers, mentors, faculty and new community due to perceived or actual cultural barriers.

*Table 2: Shows the Gender Difference in terms Social Adjustment among Tribal Students Pursuing Education in Urban Colleges*

Variable	Gender	N	Mean	t-value	Level of Sig
Social Adjustment	Male	50	153.26	<b>1.45</b>	<b>NS</b>
	Female	50	159.64		

Table 2 shows the gender difference in terms of **Social Adjustment among Tribal Students Pursuing Education in Urban Colleges** for this analysis t value is calculated. For the obtained values in Table 2 shows the means of males and females, males  $M = 153.26$  and females  $M = 159.64$  and the t value = 1.45 and it is not significant. This indicates that there is no gender difference in social adjustment it means that both male and female students experience similar levels of social adjustment. This result suggests that gender may not play a major role in how tribal students adapt to urban educational environments. Both groups likely face similar challenges, such as adjusting to cultural differences, navigating new social norms, and building relationships in a diverse setting. Their shared background and experiences as tribal students might contribute to this similarity in adjustment levels.

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**Table 3: Shows the Gender Difference in terms Self-confidence among Tribal Students Pursuing Education in Urban Colleges**

Variable	Gender	N	Mean	t-value	Level of Sig
Self Confidence	Male	50	23.31	<b>3.92</b>	<b>0.01</b>
	Female	50	20.24		

The findings in Table 3 show a significant gender difference in self-confidence among tribal students in urban colleges, with the t-value of 3.92 (significant at the 0.01 level). The mean scores indicate that male students (M = 23.21) have higher self-confidence compared to female students (M = 20.24). This difference may stem from various social, cultural, and environmental factors. Male tribal students might experience more freedom or encouragement to express themselves and take risks, which can build their confidence. In contrast, female tribal students may face societal expectations, cultural restrictions, or fewer opportunities to assert themselves, which can impact their self-confidence levels.

**Table 4: Shows the Gender Difference in terms Social relationship among Tribal Students Pursuing Education in Urban Colleges**

Variable	Gender	N	Mean	t-value	Level of Sig
Social Relationship	Male	50	71.49	<b>2.96</b>	<b>0.01</b>
	Female	50	64.82		

The findings in Table 4 reveal a significant gender difference in social relationships among tribal students in urban colleges, as indicated by the t-value of 2.96 (significant at the 0.01 level). The mean scores show that male students (M = 71.49) have stronger social relationships compared to female students (M = 64.82). This difference might reflect varying social dynamics and experiences between male and female tribal students in urban educational settings. Male students may find it easier to form social connections due to cultural or societal expectations, access to social opportunities, or differences in how they interact with peers and faculty. Female students, on the other hand, might face additional challenges such as cultural constraints, societal expectations, or safety concerns, which could limit their ability to build strong social relationships.

**Table 5: Shows the Relationship between Social Adjustment and Self-confidence among Tribal Students Pursuing Education in Urban Colleges**

Variable	N	Mean	r-value
Social Adjustment	100	156.45	0.63
Self-Confidence		21.76	

Table 5 shows the correlation between Social Adjustment and Self-confidence among Tribal Students Pursuing Education in Urban Colleges. For this analysis Pearson product moment correlation coefficient is 0.63. This indicates the positive correlation between Social Adjustment and Self-confidence among Tribal Students Pursuing Education in Urban Colleges. It indicates that lower level of social adjustment poor the self-confidence among the tribal students in urban educational settings.

This means that when students adapt well to their social environment, their self-confidence tends to improve. On the other hand, difficulties in social adjustment can negatively impact their self-confidence. This connection makes sense because social adjustment helps students

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feel more comfortable in their surroundings, interact effectively with others, and navigate new cultural and social norms. When students struggle to adjust, they may feel isolated, unsure, or out of place, which can lower their confidence in themselves and their abilities.

**Table 6: Shows the Relationship between Social Adjustment and Social relationship among Tribal Students Pursuing Education in Urban Colleges**

Variable	N	Mean	r-value
Social Adjustment	100	156.45	0.78
Social Relationship		68.23	

Table 6 shows the correlation between Social Adjustment and Social relationship among Tribal Students Pursuing Education in Urban Colleges. For this analysis Pearson product moment correlation coefficient is 0.78. This indicate the relationship between Social Adjustment and Social relationship among Tribal Students Pursuing Education in Urban Colleges is Positive It indicates that the quality of social relationship is affect due to poor social adjustment.

This means that when students struggle to adjust socially to their environment, the quality of their relationships with peers, faculty, and community members is likely to suffer as well. Conversely, better social adjustment tends to enhance the quality of these relationships. For tribal students, adapting to the cultural, social, and linguistic differences in urban educational settings can be challenging. When they face difficulties in adjusting, it may hinder their ability to communicate effectively, build trust, or feel a sense of belonging, all of which are critical for forming strong relationships.

### CONCLUSIONS

In the present research following are the conclusions:

1. There is a poor level of social adjustment and self-confidence among tribal students pursuing education in urban colleges with respect to their social, cultural and language barriers.
2. There is an issues faced by tribal students while maintaining the social relationship with peers, faculty and community members in urban education settings.
3. There is no gender difference in terms of social adjustment among tribal students in urban educational settings.
4. There is gender difference in terms of self-confidence and social relationship, female tribal students face unique challenges in self-confidence and social relationship as compared to male tribal students in urban educational settings.
5. There is positive correlation between social adjustment and the quality of interpersonal relationships among tribal students pursuing education in urban colleges.
6. There is positive relationship between social adjustment and self-confidence among tribal students, lower levels of self-confidence would be indicates poor social adjustment

### Implications

The findings of the present study on social adjustment, self-confidence, and social relationship of tribal students pursuing education in urban colleges will be helpful to various stakeholders, including educational institutions, policymakers, and tribal communities. Understanding the difficulties and problems faced by tribal students can help to develop

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various effective intervention modules to improve tribal students' academic success, well-being, and overall integration into urban educational settings.

### *The findings will be helpful for:*

- Developing support services for tribal students at institutional level, such as developing mentorship programs, counselling services, and peer support networks.
- Urban colleges to designing culturally inclusive curricula and extracurricular activities that recognize and respect the cultural backgrounds of tribal students
- Colleges to creating spaces that facilitate connections between tribal students and the broader student body.
- Urban colleges for giving trainings to teachers to fostering inclusive classroom environments.
- Policymakers to advocating for scholarships, financial aid, and mentorship initiatives
- Policymakers for reducing social and cultural exclusion by implementing policies that foster inclusive education systems and address the social challenges faced by tribal students in urban colleges.
- Designing mental health programs that address tribal students' mental health issues.
- Gaining self-awareness among tribal students regarding their social adjustment and self-confidence, encouraging to seek support and develop coping strategies.
- Developing a stronger sense of cultural pride.
- Motivating tribal students to focus on building strong interpersonal relationships and to use available resources for enhancing their social skills.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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