

A COMPARATIVE ANALYSIS OF MINDSET AND PSYCHOLOGICAL CAPITAL FOR TRIBAL AND NON-TRIBAL ADOLESCENTS*

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ABSTRACT

Indian society is highly diverse on the basis of caste, religious, languages and region, among which the tribe population represents one of the most economically impoverished and marginalized groups in India. Since, cross-culture studies have been warrant to accumulate the information the present study has been aimed to compare the tribal and non-tribal adolescents on their psychological aspects namely mindset, psychological capital includes hope, self-efficacy, optimism & resilience. The present investigation was confined to the Sr. Sc School of Udaipur district, of Rajasthan. The convenience sample of 300 school going adolescents comprised under two sub-groups namely Tribal (n=150) & Non-Tribal (n=150). The tests and scales used for present study were; Growth Mindset Survey by Dweck (2007), Adult Hope Scale by Synder et al. (1991), Self Efficacy Scale by Singh and Narain (2005), Optimistic-Pessimistic Attitude Scale by Parasar (1998), and Resiliency Self-Assessment Questionnaire by Volder (2017). Two independent group design was carried out for the present study. Obtained data for these variables were analysed under t-test (Independent) analysis using SPSS. Result revealed no significant difference between tribal and non-tribal

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adolescents on their mindset spectrum ie. fixed ($t=0.859$, $p>.01$) and growth ($t=0.707$, $p>.01$). While analysed cast difference for psychological capital, except for self-efficacy ($t=1.147$, $df = 298$, $p=0.252$), non-tribal adolescents were found to be significantly higher in their tendency of hope ($t=2.52$, $p<.05$), optimism ($t=6.64$, $p<.01$) and resilience ($t=2.32$, $p<.05$).

KEYWORDS

Mindset, Psychological capital, Hope, Self-Efficacy, Optimism.

Introduction

According to the Indian Census 2011 the population of the scheduled tribe is 104.2 million, which contributes to 8.6 percent of the total population of India. These tribes are vastly distributed among diverse ecological areas beyond the boundaries of each respective state, with massive variation in technological developments, status of living and their connection with the outside world (Sahani, & Nandy, 2013). Hence, this represents diversity in its culture and societies (Das, 2006). Moreover, the past researchers (Shirisha, 2019) revealed that the tribes are economically inferior and uneducated due to this they are less likely to be exposed to the modern world. Similarly, tribal adolescents, who are also a significant part of the state of Rajasthan, are under a lamentable condition. Besides the development of various kinds of policies and programmes for their economic and social improvement for marginalized communities (Neff, Haasnoot, Renner, & Sen, 2019), slow placed development often results in menial quality of life for this population (Kujur, 2019).

To fulfil the gap in the current literature there is a need to acquaint about the social, physical, economical and psychological variation for these communities. As far as psychological studies are concerned, the adolescents age group has been on a prominent focus in the area of clinical and non-clinical researches. Interestingly, while a majority of past research focuses on adolescents of the mainstream communities, a comprehensive picture of the problems faced by adolescents warrants cross-cultural research incorporating mainstream and marginalized communities. . In this context the present study has been design to compare the tribal and non-tribal adolescents on some of key constructs namely mindset, psychological capital which has been described under following captions.

Mindset - A concept introduced by Dweck (2006), it refers to the beliefs a person holds about their intelligence and abilities. In general it is defined as an individual's thoughts and beliefs about ability, traits, success and intelligence. Mindset has been grouped into two types which are commonly referred to as 1. Growth mindset which is identified as an individual is open to accept new information, which allows their brain to grow in terms of gaining knowledge as a consequence intelligence, can be developed with practice and effort. Moreover, Individual with a growth mindset can work and learn more effectively because they embrace challenge and are not discouraged by failures (Boaler, 2013). Similarly it is a mindset of a person who thinks that intelligence is malleable and can be worked upon and developed by persistence and hard-work (Uluduz, & Gunbayi, 2018). While on the contrary the 2. Fixed mindset refers to the mindset of an individual who thinks that intelligence is stable and cannot be developed further. It is a belief that a person holds that a certain amount of intelligence is predetermined and cannot be changed (Dweck, 2008).

Psychological Capital - In the wake of the positive psychology movement focus was shifted from mental illnesses to human strengths, and this approach allows individuals, groups or even organizations to thrive and prosper. Psychological capital (Psy Cap) is conceptualized as a protective mechanism for one's life (Newcomb, 1992), it contributes to learning new skills, developing creative ways of coping, and meeting and overcoming life's challenges (Luthar & Zelazo, 2003). Psychological capital involves positive psychology constructs of self-efficacy/confidence, hope, optimism, and resiliency. According to Luthans et al. (2010) these four components exhibit a "motivational propensity" to successfully complete the goals.

Hope; Hope refers to the desires of positive outcomes. It is defined as an energy focused on the personal goals and a way or alternative ways which direct people to the target. It is considered as a tool that motivates people while working towards their goal. Page and Donohue (2004) described hope as a pathway to achieve the goals while Snyder et al. (1991) determined hope as a motivational state which has two dimensions, agency and pathways. Therefore, Agency is a determination that directs the goals while the pathway is described as a plan to achieve desired goals.

However Snyder (2000) identified three fundamental concepts and dimensions of hope to be agency, pathways, and goals by adding one more that is goal. Goals are described as the main desires to be attained.

Optimism; Seligman's research and theory described that optimism is related to the constructs of positive psychology (Luthans, Luthans, & Luthans, 2004). It can be defined as a psychological intension and expectation to hope the best possible and positive outcome which can positively influence peoples' mental and physical health. . In general it refers to an individual's expectancy of positive outcomes (Scheier, Carver, & Bridges 2001).

Resilience; Resilience is a wide term which has been defined and described in several ways. However, most of the researchers describe it as the capacity to face challenges and to somehow become more capable despite adverse experiences. Moreover, majority of the definitions emphasize that resilience is a process, rather than a fixed constitutional attribute, influenced by everyday decisions (Masten; 2001). In general resilience refers to the ability of an individual to bounce back from adversity, uncertainty, risk or failure, and adapt to changing and stressful life demands (Masten, & Reed; 2002; Tugade, & Fredrickson; 2004).

Self-Efficacy; Self-efficacy can be thought as an inner agent to direct people and effectively execute different tasks and roles in their life. It is not related to the competences on individuals' capabilities, on the contrary it is related to the belief on personal abilities (Ozkalp; 2009). According to Bandura (2010), self-efficacy is defined as an individual's belief about their potential to produce effective performance, which plays a role in shaping events that affect their lives.

Keleş (2011) described these four components of psychological capital as measurable, developable and integral to the individuals. Psychological capital can be thought as a construct of tenacity. Similarly, Bandura (2008) emphasized that these four positive dimensions interact and work together. Likewise, Peterson, et al. (2011) also emphasizes interactive nature among these four constructs. The present study has

been focused on these aforementioned key constructs in relation to community difference that is tribal and non-tribal for adolescents. The aim of the present study was framed under following objectives.

Objective

- a) To compare the tribal and non-tribal adolescents on their measure of mindset includes Growth and Fixed mindset.
- b) To measure and compare the tribal and non-tribal adolescents on psychological capital (Hope, Self-efficacy, Optimism and Resilience)

The scheduled tribe (ST) population is 104.2 million, which is 8.6 percent of the total population

of India (Census 2011).

Method

Sample –The whole sample consisted of 300 school going adolescents comprised under two sub-groups namely Tribal group (n=150) & Non-Tribal group (n=150). The present investigation was confined to the Sr. Sc School of Udaipur district, of Rajasthan. To select the sample, convenience sampling technique was taken into consideration as the selection of schools was based on availability of participants as per inclusion criteria.

Research Design – Two Independent Group Design was used for the present study, which is depicted as follows-

Figure a ; Two Independent Group Design

Caste		Total
Tribal	Non-Tribal	Sample
n = 150	n = 150	N=300

Main Outcome Measures–

- **Growth Mindset Survey;** The Growth Mindset Survey by Dweck's (2007) was used to assess the mindset of participants.
- **Self-Efficacy Scale** - Self-Efficacy Scale by Singh and Narain (2005) was used to measure self-efficacy of students.

- **Optimistic-Pessimistic Attitude Scale;** To assess the Optimistic attitude Optimistic Pessimistic Attitude Scale by Parashar (1998) was used.
- **Adult Hope Scale;** Adult Hope Scale developed by Synder et al. (1991) was used to assess the hope tendency of adolescents.
- **Resilience Self-Assessment Questionnaire:** Resilience Self-Assessment Questionnaire developed by Mark De Volder (2013) was used in this study.

Research Procedure - Obtained data for each test was analysed under both descriptive and inferential (t-Independent-test analysis) statistical analysis with the help of Statistical Package for Social Sciences (SPSS) by using version 22.0 (Windows, 2010). The computed p values were less than 0.05 and 0.01 respective to each analysis was determined to be statistically significant.

Result

The aim of the present research was to examine the difference between tribal and non-tribal adolescents on their psychological attribute namely mindset and psychological capital (Hope, Self-Efficacy, Optimism & Resilience). The result under t-test (Independent) analysis for these psychological attributes are presented as following

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- a) **Mind-Set** - Result for Mindset includes both Fixed and Growth mindset is described as following-

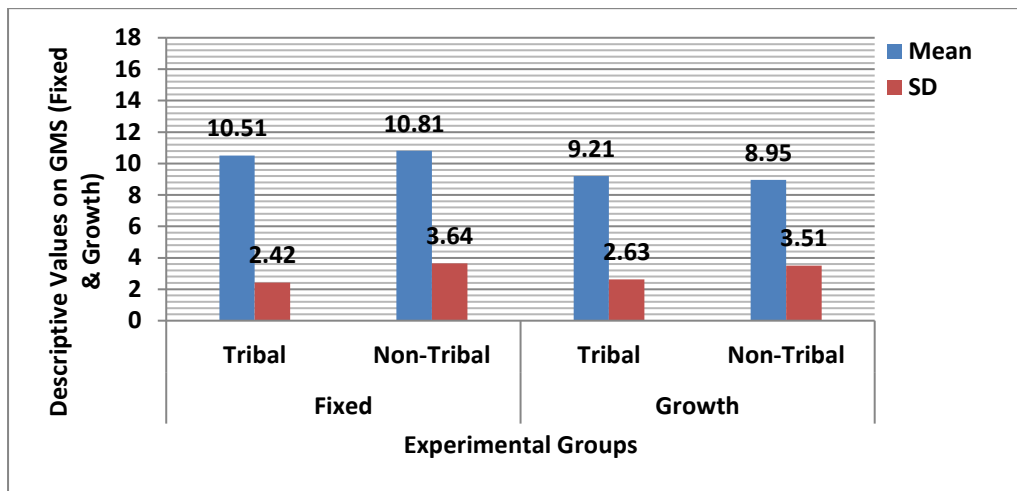
Result Table 1; Summary of t-test Analysis for Cast (Tribal & Non-Tribal) on Fixed & Growth Mindset (Growth Mindset Survey)

<i>Mindset</i>	<i>Experimental Groups</i>		<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
	<i>Tribal</i>	<i>Non-Tribal</i>					
<i>Fixed</i>	<i>Tribal</i>	<i>10.51</i>	<i>2.424</i>	<i>0.859</i>	<i>298</i>	<i>0.391^{NS}</i>	
	<i>Non-Tribal</i>	<i>10.81</i>	<i>3.641</i>				

Growth	Tribal	9.21	2.633	0.707	298	0.48^{NS}
	Non-Tribal	8.95	3.511			

**** Significant at .01 level, * significant at .05 level and NS Not significant**

Figure 1; Graphical Representation for Cast (Tribal & Non-Tribal) on Fixed & Growth Mindset (Growth Mindset Survey)



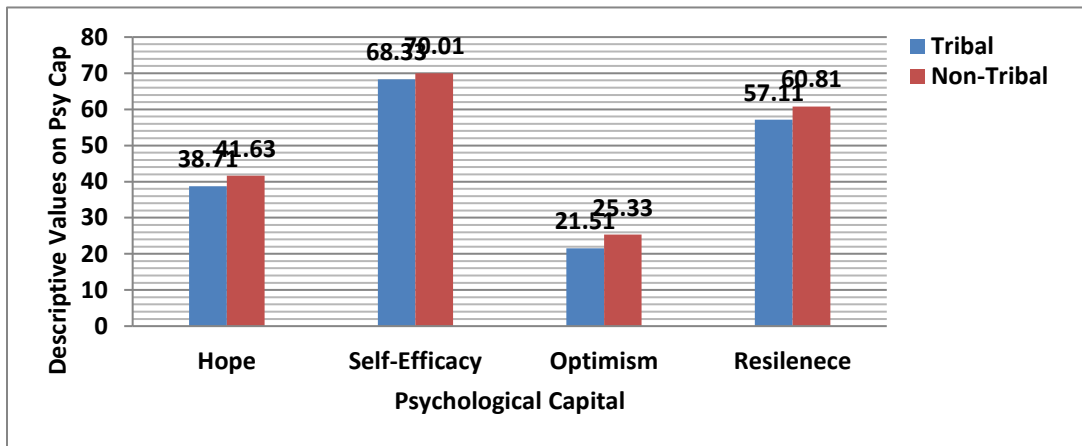
Result Table 1 revealed t-values for fixed mindset ($t=.859, p>.01$) and growth mindset ($t=.707, p>.01$) which are found to be insignificant. More meticulously it revealed that tribal and non-tribal adolescents are parallel in their view on intelligence whether in terms of it can't be developed (Fixed Mindset) or can be developed (Growth mindset). More meticulously, the results divulged that cast i.e. tribal and non-tribal is an insignificant factor in the development of adolescents' mindset whether fixed or growth. To conclude, tribal and non-tribal adolescence students are not significantly different in their mindset distinguished into fixed and growth mindset.

b) Psychological Capital- Result for different component of psychological capital includes hope, self-efficacy, optimism and resilience is described as following-

Result Table 2; Summary of t-test Analysis for Cast (Tribal & Non-Tribal) on Psychological Capital

<i>PsyCap</i>	<i>Tribal</i>		<i>Non-Tribal</i>		<i>t</i>	<i>df</i>	<i>p</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>			
<i>Hope</i>	38.71	9.259	41.63	10.714	2.525	298	0.012
<i>Self-Efficacy</i>	68.33	11.971	70.01	13.352	1.147	298	0.252
<i>Optimism</i>	21.51	3.811	25.33	5.936	6.645	298	0
<i>Resilenece</i>	57.11	13.972	60.81	13.63	2.322	298	0.021

Figure 2; Graphical Representation for Cast (Tribal & Non-Tribal) on Psychological Capital



Result table 2 and respective figure 2 evinces cast difference (Tribal & Non-tribal) on measure of psychological capital including hope, self-efficacy, optimism and resilience. For hope the difference between tribal and non-tribal adolescents is corroborated to be significant ($t=2.52$, $p<.05$), which verified higher tendency of hope in favour of non-tribal adolescents. While cast difference is analysed for self-efficacy the result is endorsed to be insignificant ($t=1.147$, $p>0.05$), hence tribal and non-tribal adolescents said to be

parallel in their tendency of self-efficacy. For Optimism since result is analysed to be significant ($t=6.645$, $p<.01$), it can be concluded that adolescents those who belong to non-tribal communities possess comparatively higher expectation for best possible outcomes which is defined as optimism attitude than compared to those who belong to tribal community. As far as Resilience is concerned t value for cast (Tribal and non-tribal) is analysed to be significant ($t=2.32$, $p<.05$), therefore it can be concluded that as compared to tribal adolescents, non-tribal adolescents possess significantly higher ability to recuperate from stress, conflict, failure.

Discussion

Mindset is a term usually defined as an individual's thoughts and beliefs about their own ability, traits and intelligence which are distinguished under two types i.e. fixed and growth. Fixed mindset refers to the mindset of an individual who thinks that intelligence is stable while, the growth refers to the mindset of an individual who thinks that intelligence is malleable and can be worked upon and developed by persistence and hard-work (Uluduz, & Gunbayi, 2018). In regards to tribal and non-tribal community difference on these two type of mindset namely fixed mindset and growth mindset the present finding revealed that tribal and non-tribal adolescents are parallel in their self-belief regarding their view on intelligence in the terms of it cannot be developed (Fixed Mindset) and can be developed (Growth mindset). More meticulously, the results divulged that cast i.e. tribal and non-tribal is an insignificant factor to yield variance in adolescents' mindset whether fixed or growth (Result Table 1).

Contradictory to the present finding, the available literature described that development of mindset is continually influenced by messages and experiences in a person's context (Cimpian, Arce, Markman, & Dweck, 2007; Haimovitz & Dweck, 2016; O'Rourke, Haimovitz, Ballweber, Dweck, & Popović, 2014; Paunesku et al., 2015; Yeager et al., 2016). Alternatively stated mindset is the result of their surroundings which is differentiated for adolescents who belong to mainstream and marginalized communities. Since, social and economic contexts shape adolescents experiences and various aspects of how they understand themselves, their attributes and opportunities available to them, as a consequence resulting in development of mindset either fixed or growth gradually. The aforementioned portrayal regarding association of environment

with mindset has been reflected in the recent study of Destinet al. (2019), where student mind-sets were reported to be significantly different which was attributed to be associated with socio-economic circumstances.

Nonetheless, the present finding reflects incongruence with this preceding explanation and studies, as it highlighted no significant difference between tribal and non-tribal adolescents with regards to their self-beliefs about their attributes and abilities whether it is fixed or can be developed. The present finding can be attributed on the availabilities of facilities and resources to the marginal groups under various government or non-government policies. The other factor for this similarity can be explained under technological progress which fills the gap for the living standard of both of these communities. Moreover the present finding could be due to the methodological limitation of small sample size. To conclude the association between environmental condition and mindset remains unsolved, the present finding suggest more studies in this context to draw the firm conclusion regarding cast difference for mindset.

Alongside mindset, the difference between tribal and non-tribal adolescents were further analysed for psychological capital which includes hope, self-efficacy, optimism and resilience aspects of human behaviour and the finding revealed that, For hope the finding verified higher tendency of hope in favour of non-tribal adolescents as compared to tribal adolescents (Result table 2). Additionally on measuring Self-Efficacy, which is defined as the person's belief in his or her ability or competency to perform a task, reach a goal or overcome an obstacle the difference between tribal and non-tribal adolescents was not substantiated to be significant (Result table 3). While analysing Optimism aspect of psy cap, the present finding disclosed that adolescents those who belong to non-tribal communities possess comparatively higher expectation for best possible outcomes than compared to those who belong to tribal community (Result table 4). Furthermore, for Resilience component of psy cap, the result is also found to be in the favour of non-tribal adolescents as compared to their counterpart tribal adolescents. More meticulously the findings divulged that as compared to tribal adolescents, non-tribal adolescents possess significantly higher ability to recuperate from stress, conflict, failure which is known as resilience (Result table 5).

In a nutshell, the present investigation corroborated that cast difference is significant enough to yield variation in psychological capital for adolescents. Psychological capital which allows a person to strive for the best even if they are knocked down by unpredicted or predicted life events. It promotes an individual's ability to resist from the stress and adversity. Since the periods of adolescence is known as a phase of rapid physical, social and psychological diversities, Psy Cap acts as a protective factor against these changes. However, adolescents' coping ability with stressors varies across domain, development, and context. Psy Cap helps to reduce stress and its adversity to some extent (Newman, 2005). Psy Cap of an adolescent is affected by many factors which includes physical and social environment. Since, Culture shaping the interaction between an individual and its environment, thereby influencing their development includes psychological (Delgado, 1995). However present finding does not support this association but the environmental factor cannot be evaded for developmental outcomes of an individual. Opposing the present finding, the available literature is found to be in the favour such as in study of Saranya and Deb (2015) the association of resilience capacity and support function with demographical variables for Paniya tribe adolescents has been identified. Resilience in the favor of non-tribal adolescents is further reflected in some studies those support association of higher levels of enculturation with an increased likelihood of positive outcomes. For instance, LaFromboise et al. (2006) identified key risk (perceived discrimination) and protective factors (family, community and culture) for pro-social outcomes including resilience among youth who lived in moderate to high adversity households.

Since, adolescents from different backgrounds interact with different physical and social environments with unique culture, resulting in variance in their psychological and educational outcomes. Significance of environmental factors in one's developmental outcomes has been already supported under nurture theory or empiricist perspective of human behaviour. This theory emphasized on external factors such as early childhood experiences, social relationships, surrounding culture and community to shape ones behaviour which is reflected in one's personality. An empiricist or "nurture" perspective of human development would describe that these processes are acquired through interaction with the environment. To conclude this theory emphasized that nurtured

human behavior is the result of environmental interaction. Certainly cast alone cannot completely explain variance for psychological and academic attributes, but it is undoubtedly substantiated as crucial factor in every sphere of human development. Along with the nurture perspective with substantiated empirical evidences, in the present study the cast (Tribal & Non-Tribal) is verified to be a prominent factor for adolescent's mindset, and psychological capital.

To conclude the strength of the present study can be portrayed as it accumulates the literature on cross culture analysis for psychological attributes particularly mindset and psychological capital. Besides the strength, one major concern about the findings was that under the methodology the population grouped was very specific and restricted such as adolescents those who are currently enrolled in the school, therefore this limits the generalization of the present findings for whole adolescents' population. Moreover, one more limitation of our approach would be that the data was collected only through quantitative methods, instead of this the future researcher can use mixed methods in order to yield effective results.

Conflict of interest - The Authors declare that there is no conflict of interest.

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