Evaluation of the Lifestyle of Secondary School Students of the Kamar Tribe

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1.1 Abstract

Particularly Vulnerable Tribal Groups (PVTGs) are those tribes that are considered extremely backward and vulnerable by the Central and State Governments. According to the list of the Government of India, the tribes included under this category in the state of Chhattisgarh are Abujhmaria, Pahadi Korwa, Birhor, Baiga, and Kamar. The objective of the present study is to evaluate the lifestyle among secondary school students of the Kamar tribe of Chhattisgarh. To conduct the study, 600 secondary school students of the Kamar tribe were chosen from the State of Chhattisgarh. The sample comprise of 300 boys and 300 girls chosen through a stratified sampling technique. The lifestyle scale prepared by Bawa and Kaur (2020) was used for data collection. It was found that the majority (56.5%) of Kamar tribe students exhibited a moderate level of lifestyle, while 26.5% showed a high level of lifestyle. It was also observed that 17% of Kamar tribe students exhibited a low level of lifestyle. It was concluded that targeted intervention needs to be carried out to enhance the lifestyle of the majority of students with low and moderate levels of lifestyle.
Keywords: Kamar tribe, secondary students, lifestyle

INTRODUCTION

Particularly Vulnerable Tribal Groups (PVTGs) are those tribes that are considered extremely backward and vulnerable by the Central and State Governments. According to the list of the Government of India, the tribes included under this category in the state of Chhattisgarh are Abujhmaria, Pahadi Korwa, Birhor, Baiga, and Kamar.

Particularly Vulnerable Tribal Groups are communities identified as the most vulnerable among the Scheduled Tribes. The term was first used by the Dhebar Commission in 1960. It refers to tribal groups that are exploited, physically weak, deprived, and highly sensitive. The Government of India has identified 75 Scheduled Tribe groups across the country under this category, among which the Kamar tribe of Chhattisgarh is one.

Among the Particularly Vulnerable Tribal Groups, the Kamar tribe mainly resides in Gariaband, Chhura, Mainpur, and in the Nagri and Magarlod development blocks of Dhamtari district. A very small population of the Kamar tribe also lives in the Mahasamund and Bagbahara development blocks.

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The origin of the Kamar tribe is associated with Devdongar village located in the Mainpur development block. The chief deity of the Kamar tribe, Vamandev, is established in Devdongar itself.

Nearly 60% of the Kamar population resides in the Gariaband, Mainpur, and Chhura development blocks of Gariaband district. Based on their place of residence, the Kamar tribe can be divided into two groups: Bandharjia – These people generally live in the plains, and their level of education is comparatively better. Pahadpatiya – These people mainly live in dense forests and hilly regions. They are nature-loving and live in isolation, and even today, they are socially and economically very backward.

The Kamar tribe mainly depends on forest produce, traditional crafts, wage labour, and hunting for their livelihood. At present, due to government policies, the Kamar people are gradually adopting agriculture as a permanent occupation and means of livelihood. In the Kamar tribe, society is divided on the basis of clans (gotras), which has a strong influence on community relations and rituals such as marriage. The rules followed by the Kamar community, along with their traditions and culture, are very rich. Dances and songs based on their lifestyle are a distinct part of their cultural identity.

Due to their unique culture, the tribal lifestyle is somewhat different. Lifestyle refers to the values, interests, behaviours, and habits that we follow in our daily life, which provide proper direction to the fundamental aspects of physical, mental, and moral life.

In simple terms, lifestyle reflects a person's way of living. For adolescent school students, the concept of lifestyle is important as it lays the foundation for their social behaviour, personality development, study habits, and educational development. Lifestyle is crucial for the behavioural and personality development of an individual. The term "lifestyle" was first used by Alfred Adler in 1929 in his book *"The Case of Miss R."*, in which he defined lifestyle in the context of the basic disposition developed during childhood. After 1961, lifestyle came to be defined as a "way of living."

The development of lifestyle depends on two types of factors: tangible and intangible. Tangible factors such as age, family income, and socio-economic status explain lifestyle on a demographic basis, whereas intangible factors such as fundamental human values, interests, and behaviour also help in understanding lifestyle. The lifestyle of school students includes factors such as proper meal timings, knowledge of healthy food, participation in sports and physical activities, social relationships, and following moral values.

Lifestyle affects not only the physical health of students but also their emotional and mental development. It also influences students' learning ability and academic performance. The lifestyle of adolescent students can be understood in terms of the following components: Physical component – The quality of lifestyle depends on physical behaviour, which includes nutrition, hygiene, regular physical exercise, and timely as well as adequate sleep. Mental and emotional component – Stress management, positive thinking, and emotional control are indicators of a healthy lifestyle. Social behaviour – This includes harmonious relationships with peers and a sense of respect towards teachers. Use of technology – Balanced use of technology-related devices such as mobile phones, television, and the internet is essential for a better lifestyle.

Since lifestyle affects various aspects such as academics, career, and physical wellbeing, it is essential to evaluate the lifestyle followed by students of the Kamar tribe so that the implementation of developmental schemes run by the government gives desired results. The present study was planned to evaluate the lifestyle of secondary students of the Kamar tribe residing in Chhattisgarh.

OBJECTIVES

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The objective of the present study is to evaluate the lifestyle of secondary school students of the Kamar tribe residing in Chhattisgarh.

HYPOTHESIS
H_{01} The majority of the secondary school students of the Kamar tribe will exhibit a moderate level of lifestyle.

REVIEW OF LITERATURE:

Paclar and Hinacay (2025) examined students' lifestyle, academic performance, and their relationship. The findings revealed a weak to moderate positive correlation between lifestyle and academic achievement, indicating that a better lifestyle supports academic success. The study emphasised the need to help students develop a high-quality lifestyle, including healthy habits, strong interpersonal relationships, and effective study skills, to enhance academic performance and future outcomes.

Bera and Parihar (2024) analysed the data using descriptive statistics and Pearson's product–moment correlation. The results showed a significant positive relationship between age and mental health, academic self-esteem, and self-efficacy. In contrast, the quality of community life was found to be significantly and negatively correlated with academic self-esteem and academic self-efficacy.

Yadav et al. (2024) examined the prevalence of unhealthy lifestyles among college students and their association with demographic factors. The study found that about one-fourth of students had unhealthy lifestyles, with significant associations observed for students in health science streams, higher professional years, hostellers, and those with a negative attitude toward health.

Melguizo-Ibáñez et al. (2023) concluded that participation in sports provides significant anthropometric, respiratory, and physical benefits. Increased physical activity was also positively associated with better adherence to the Mediterranean diet, contributing to improved academic, physical, and psychological health.

Jani and Makvana (2022) compared the lifestyles of hostel and home-based college students in the Anand district. The study included a sample of 200 students from different colleges and used a 2 × 2 factorial research design. Lifestyle was assessed using the standardised scale developed by S. K. Bawa and S. Kaur, which contains 60 items across six dimensions and has high validity (0.86) and reliability (0.96). The findings revealed significant differences in lifestyle based on students' accommodation type and gender.

Bleiweiss-Sande et al. (2019) reported that the consumption of less healthy food groups was associated with poorer academic achievement. The authors also noted that further research is needed to better understand the unexpected associations observed with fruit consumption.

Alvarez-Bueno et al. (2017) examined the impact of physical activity on academic achievement and classroom behaviour in children. The study aimed to evaluate the effects of physical activity interventions and to identify individual and program-related characteristics that contribute to improved academic performance.

METHODOLOGY
Sample
To conduct the study, 600 secondary school students of the Kamar tribe were chosen from the State of Chhattisgarh. The sample was chosen from the various district. The sample comprise of 300 boys and 300 girls chosen through a stratified sampling technique.
Tools:

Lifestyle Scale :

To assess levels of lifestyle among secondary school students of the Kamar tribe, a scale prepared by Bawa and Kaur (2020) was used. This scale consists of 60 statements based on five dimensions, namely, Health-conscious lifestyle, Academic-oriented lifestyle, Career-oriented lifestyle, Family-oriented lifestyle and Trend seeking lifestyle, respectively. Scale is based on five point Likert scale with both positive and negative worded statements included. This scale is highly reliable and valid. According to the manual, scores of 173 or above on this scale denotes high level of lifestyle, scores between 158-172 denotes average level of lifestyle and scores of 157 or below denotes low level of lifestyle.

Procedure:

600 secondary school students, including 300 boys and 300 girls, were selected, and the Lifestyle scale prepared by Bawas and Kaur was administered. The responses were scored and tabulated according to the level of lifestyle as mentioned in the manual. Chi-square was used for data analysis. Result given in Table 1.

RESULT AND DISCUSSION

Table 1
Distribution of Secondary School Students of the Kamar Tribe
Based on their Level of Lifestyle

Level of Lifestyle	Male Students		Female Students		Total*	
	N	%	N	%	N	%
High (173 or above)	78	26.0%	81	27.0%	159	26.5%
Moderate (Between 158-172)	168	56.0%	171	57.0%	339	56.5%
Low (157 or less)	54	18.0%	48	16.0%	102	17.0%
Total	300	100.0%	300	100.0%	600	100.0%

*$\chi2 = 153.03$

Table 1 reveals that the majority of the Kamar tribe students, i.e. 56.5% exhibited a moderate or average level of lifestyle, suggesting that some kind of healthy lifestyle does present in this group, but not to the optimal level.

Analysing further, 26.5% Kamar tribe students exhibited a high level of lifestyle, suggesting that parameters of Health conscious lifestyle, Academic oriented lifestyle, Career oriented lifestyle, Family oriented lifestyle and Trend seeking lifestyle are high in them.

On the other hand, 17% students in the selected sample from the Kamar tribe showed a low level of lifestyle.

The calculated $\chi2 = 153.03$ also confirms that the majority of secondary school students of the Kamar tribe follow an average level of lifestyle. The results are almost the same across male and female students.

The result shows the impact of various welfare schemes and awareness programs on the lifestyle of secondary school students of the Kamar tribe. Still large proportion of Kamar tribe students did not show an optimal lifestyle, which may be due to a lack of awareness regarding health, living conditions,

demographic constraints and lack of guidance regarding the importance of maintaining a healthy lifestyle.

CONCLUSION

In conclusion, the majority of the Kamar tribe students follow an average level of lifestyle, indicating that certain healthy lifestyles are followed, but not an optimal level. Hence, targeted intervention needs to be carried out to enhance the lifestyle of the majority of students with low and moderate levels of lifestyle.

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