

**CAREER ASPIRATIONS AMONG TRIBAL YOUTH:
A SOCIAL WORK PERSPECTIVE**

**A STUDY ON FACTORS AFFECTING CHOICE OF CAREER
AMONG TRIBAL YOUTH”**

***A*
SYNOPSIS**

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Introduction

The present research study undertaken on the topic of Career Aspirations among Tribal youth-A Social work Perspective during the period 2015-2023. The major objectives of this study are- 1. To understand youth's perception of factors determining their choice of career 2. To identify and to analyze the challenges encountered by tribal youth for Pursuing their choice of career. 3. To understand changes that youth's career aspirations have brought in their live 4. To study needs of the youth for career aspiration and the support system available in the society. 5. To find out the gaps among the needs of youth and services provided by stakeholders. This study highlights in brief basic concepts examined in the study along with review of literature, research methodology followed by researcher and major findings of study with suggestions.

Career may be defined as the progress and actions taken by a person throughout a lifetime, specially related to person's occupation. Career could also be defined as the sumtotal of life experiences including paid and unpaid work, community, volunteer and family activities. A career is a crucial factor in the life of an individual. This is in the sense that the type of career which an individual goes into, determines the way of life and how life is spent. Choosing a career is an extremely important decision that impacts an individual's entire future. Out of various problems faced by the youth, the problem of setting the proper level of career aspiration is the most important. Aspirations of youth have long been of interest to educational researchers and practitioners. Studies show that not only psychological factors but also various societal factors like culture, opportunities, family background of the students, their socio-economic status, task-oriented attitude, educational system, curricula, educational institution environment and performance of an individual influence the formation of nature and fulfillment of educational as well as career aspirations.

Concept and Definition of Career

A career can be defined as a pattern of work experiences comprising the entire life span of a person and which is generally seen with regard to a number of phases or stages reflecting the transition from one stage of life to the next (Weinert, 2001).

Similarly, Collin (1998) explains that the term career arises from the interaction of individuals with organisations and society. This interaction, as Savickas (2009) proposes, is no longer merely just a sequence of jobs but is now a story that working people build about themselves.

Savickas (2009) states that the new look of careers is temporary, contingent, casual, contract, freelance, part-time, external, atypical, self-employed, and external. Two of the commonalities emerging from these terms are, firstly that the responsibility to manage a career now falls on the individual. Secondly, all these terms describe a climate of constant change.

Erwee (1986) states that career refers to a course or progress in life or history, an occupation or profession engaged in as a life-work, a way of making a livelihood and advancing oneself

Swannell (1990) defines career as a course through life especially in a profession or occupation.

Hall (1996) postulates that the career of the 21st century will be protean. The protean career is driven by the person, not the organisation, and will be reinvented by the person from time to time, as the person and the environment change. According to Hall (1996), the term protean is derived from the Greek god Proteus (who could change shape at will).

Findings from a recent study conducted by Dreis, Hofmans, Pepermans and Rypens, (2009) indicated that the majority of employees continue to desire more traditional career types. The term “career” can therefore be defined as the sequence of interaction of individuals with society, education and organisations throughout their lifespan.

Meaning of Aspirations

Every individual aspires for something, which makes one to sustain in life. Aspirations have two distinctive aspects. First, they are future oriented. They can only be satisfied at some future time. This distinguishes them from immediate gratifications. Secondly, aspirations are motivators. They are goals individuals are willing to invest time, effort or money in to attain. This distinguishes them from idle daydreams and wishes.

Aspirations are the goals a person sets for himself in tasks which have intense personal significance or in which he is ego-involved. Aspirations must be considered from three points of view: first, what performance or aspect of it the individual considers important and desirable, or what he wants to do: second, how well he expects to perform especially in the important aspects of the activity and third, how important the performance is to him either as a whole or in its different aspects (Cronbach. 1963)

Turner defining "ambition" as the "active pursuit of goals" and Kerckhoff defines it as a "willingness to work to achieve goals" (Turner, 1964; and Kerckhoff, 1974; cited in Spenner and Featherman, 1978).

The word Aspiration has different meaning in different context; it is an Expulsion of breath in speech, in Linguistics -The pronunciation of a consonant with an aspirate, speech sound produced with an aspirate, strong desire for high achievement, An object of such desire; an ambition, The act of breathing in; inhalation, In Medicine - The process of removing fluids or gases from the body with a suction device, A strong desire for high achievement, An object of such desire; an ambition.

English Oxford Dictionary gives the meaning of aspiration as follow: A hope or ambition of achieving something. Aspiration is a strong desire to achieve something high or great.

The significance of having and cultivating aspirations is reflected in the Latin root of the word itself, "spirare," from c.1600, which means "breath." Aspirations are as vital to human health as the physical act of breathing. Our aspirations breathe joy and purpose.

into our lives. The other meaning "steadfast longing for a higher goal, earnest desire for something above one" is recorded. It means a strong desire, longing, or aim; ambition: intellectual aspirations or a goal/objective desired or act of aspiring.

Thus, aspirations connote the achievement of something high or great. It emphasizes on "something higher than oneself or one's present status." They also address both present and future perspectives. In this sense, aspirations can be defined as an individual's "ability to identify and set goals for the future, while being inspired in the present to work toward those goals" (Quaglia and Cobb, 1996).

Types of aspirations can be explained in the following way

Positive and Negative: Negative aspirations center on the goal of avoiding failure while positive aspirations are oriented toward achieving success. If a person's aspirations are positive, s/he will be satisfied and regard herself/himself as successful only if s/he improves her/his present status. If her/his aspirations are negative, s/he will centre on maintaining her/his present status and avoiding a downward slide in the social scale.

Immediate and Remote aspirations: Immediate aspirations drive mainly from the person's wishes at the moment, from success or failure in the immediate past and from the social pressure placed on the person. Remote aspirations are influenced by these factors and by interests, aptitudes, and cultural pressure.

Realistic and Unrealistic aspirations: Some aspirations are realistic in that the person is justified in expecting to achieve the goals s/he sets for her/himself. Realistic aspirations, by contrast, are based on unbiased assessments of the person's ability. Unrealistic aspirations are an index of the person's wishful estimate of her/his ability rather than of her/his real ability. Even a person who habitually sets realistic goals may be unrealistic at times, especially when her/his emotions are involved. For example, in setting her/his vocational goals, the young person often thinks in terms of the prestige of the vocation rather than her/his abilities.

Meaning and Concept of Career Aspiration

Career Aspiration: Refers to the educational or job-related ambition, goal, or target that one has set for him/herself in life.

As career aspiration is literally defined as the desire to achieve a particular vocation (Merriam-Webster, 2004). The career aspirations refer to the strong desire about future job and further study.

Career aspirations are an individual's point-in-time expressions of educational and occupational goals (Johnson, 1995; Rojewski, 2005).

They are an important indicator for the understanding of the individual's self-concept, career behavior and future career choices and achievement. Some researchers claim that career aspirations can predict future occupation membership equal or even better than interest inventories (Rojewski, 2005)

Career aspirations represent a learner's orientation towards particular occupational goals and as Domenico and Jones (2007) report can be influenced by gender, socio economic status and family support.

Aspirations are especially important because they allow teenagers to evaluate the degree to which various choices help or hinder their chances of attaining desired goals.

The study specifically focuses on career Aspirations. Career aspirations are simply the goals you've set out to achieve in either your current profession, or your desired profession. The word career means an occupation undertaken for a significant period of a person's life and with opportunities for progress). In other words, a career aspiration is commonly described as one's specific desired career choice.

Wang and Stover (2001) observed that career aspiration, for both men and women, is recognized as the most important variable affecting later work experiences. Researchers have also shown that occupational aspirations are as effective in predicting future career attainment as results obtained from formalized interest inventories.

Occupational Aspiration (Haller and Miller, 1967), as the orientation toward the occupational goal has been found to be a good predictor of vocational maturity

(Khan and Alvi, 1983).

Educational aspirations typically have been measured with questions regarding how far one hopes to go in school or how much education one hopes to achieve. Whereas Career aspirations may be classified according to the type of job that young people aspire to do in the future.

Concept and Definition of Youth

Youth is identical through its energies and tasks completion. The concept of youth could be seen very complex task to define, as it covers such a diverse area. The term youth does not seem to have a uniform meaning in all countries. The meaning of the terms “youth,” “adolescents,” and “young people” varies in different societies, as do the different roles and responsibilities ascribed to the members of each group. The different definitions came into existence through the interest of the scholars and need arose.

In Vedic Times, the normal human life was regarded as eighty-four years, consisting of four sections of twenty-one years each. 1. Brahmacharya"- the Student Stage "Grihastha"-the Householder Stage, "Vanaprastha"-the Hermit Stage and "Sannyasa"- the Wandering Ascetic Stage. The first twenty-one years is called the "Brahmacharya ashram", the stage of youth or learning, which requires a certain discipline, guidance and purity for its full flowering. It is a specific period of education for all young person's before they can grow independent to work for life.

Swami Vivekananda had tremendous faith in the youth of the country. He considered them as the greatest asset and wealth of India. He believed that they were full of energy, idealism, enthusiasm, hope, optimism and adventurous spirit. It is the youth of the country; he said who can educate and inspire the masses; it the youth of the country who can rouse the spiritual consciousness of the people and awake them to sense of their own human dignity and worth. Swami Vivekananda exhorted the youth to be strong and fearless, kind and benevolent, strictly moral and of high character. He wanted them to reject anything that makes them weak physically, intellectually, and spiritually.

In 1984, the Government of India declared and decided to observe the birthday of Swami Vivekananda (12 January, according to the English calendar) as a National Youth Day every year from 1985 onwards. To quote from the Government of India's communication, 'it was felt that the philosophy of Swami and the ideals for which he lived and worked could be a great source of inspiration for the Indian Youth.'

Youth could also be defined by some, especially in western societies as the "life stages between childhood and adulthood" and becoming independent from dependent (Kehily 2007)

As a biological point of view, youth is the period between puberty and parenthood, while others define youth in terms of cultural point of view "a distinct social status with specific roles, rituals, and relationships" (USAID/CMM 2005).

The term youth is defined by sociologists as a transition between 'childhood and adulthood' (Roche et al 2004) the alternative is the term 'adolescence' which is often: 'Used within psychology to describe the common biological, psychological, emotional and sexual maturation phases associated with the onset of puberty and the teenage years.' Psychologists speak on adulthood from the point of autonomy and identity as characteristics of the adult individual. The adult is autonomous in the sense that s/he can make her/ his own decisions and ready to take its consequences. Achieving "identity" may mean achieving a relatively stable self-image in terms of one's relationship to the family, to the economic system, to the political system and the moral- religious systems.

The concept of "youth" can be explained as all the people within a specific age group or as a state of being or even a state of mind. Youth are the people between ages 10 and 24. This covers a wide range of experiences and transitions that includes an early phase (between age 10 and 14), a middle phase (between 15 and 20), and a later phase (between 21 and 24).

Young people in all three age groups face major events that affect their future well-being. At the younger end of the age spectrum, youth are still children in many respects. By the time they reach the middle phase, youth are transitioning from puberty to maturity. This group can be considered adolescents. By the time

a person finishes this stage of life, s/he has set in motion many of the events that will determine her/his life's path. Finally, youth ages 21 through 24 are also young adults. They are still discovering their interests and talents and making commitments – to work, to a spouse, and often to becoming a parent.⁷ Youth seems to stand for the period of full physical and mental maturity, somewhat analogous to the period of adulthood.

There was no concept of youth in traditional societies; rather it was considered a transformation of childhood to adulthood. A few researchers have defined the youth according to the purpose and need of the research. In the words of Atal (2005), youth is a demographic concept that has both biological and sociological aspects. Youth relates to an age group that is transitioning between childhood and adulthood. Adulthood, from the sociological approach is viewed as the stage where an individual assumes the economic role of an earner-provider and familial role of husband-father. It is the linkage between chronological age and socially defined periods of life of the young at the best approximation.

According to the United Nations definition, youth comprise young people aged between 15 and 24 years.

According to UNESCO, the youth constitute people between 15 to 24 years of age as the core group.

The government of India defined youth as persons in the age group of 15 to 35 years of age by Ministry of youth and Sports Affairs 2003. In order to use a definition more in line with international standards specifically with United Nations and Commonwealth definition, this age bracket has been changed to the age group of 15-29 in 2014 youth policy.

“Youth” is best understood as a period of transition from the dependence of childhood to adulthood's independence and awareness of our interdependence as members of a community. Youth is a more fluid category than a fixed age-group.

Meaning and Definition of the Word 'Tribe'

It is complex to give a perfect and right definition for the word „tribe“. The scholars have attempted to define tribe in content of their preview. The etymological meaning of the word „tribe“ is derived from a Latin root, term „Tribuz“ which means race or subdivision of race of people.

In general usage, the word “tribe” is taken to denote a primary aggregate of peoples living in a primitive or barbarous condition under a headman or chief.

The ancient scriptures of the Vedic period also contain some references to the tribals. India's two significant epics The Ramayana and The Mahabharata refer to the tribals as 'Sudras,' 'Ahiras,' 'Dravidas,' 'Pulindas' and 'Sabaras' or 'Saoras. For instance, the illustration of Sabari,' who was a tribal woman, is shown in the Ramayana as having offered fruits to Rama. In the Mahabharata, the example of Ekalavya, who was a Bhilboy, had to offer his thumb to Dronacharya as the fee for having secretly watched and learnt the arts of war from Dronacharya while the latter was teaching the Kaurava and the Pandava princes. The Mahabharata contains many such references to the tribals. There are some others examples like. Bhima's son Ghatotkacha, who showed his valour in the war, was born of his tribal wife. Arjuna married Chitrangada, a Naga princess. The tribal scholars still go further stating that the aborigines mean the people living from sages. It means the tribals have their existence from the inception of humans.

For the scholarly purpose Tribe is often defined as a social group usually with a definite area, dialect cultural homogeneity and unifying social organizations.

The tribes, according to Verma (1990), are "the autochthonous people of the land who are believed to be the earliest settlers in Indian Peninsula'. They are called Adivasis, meaning the first settlers. It was Mr. W.R.H. Rivers, who gave to anthropological literature the most accepted definition of 'tribe': social groups of a simple kind, the members of which speak a common dialect, have a single government and act together for such common purposes as war.

Thomas M.M. (1965) an eminent modern theologian and sociologist in his book Tribal Awakening gives another definition on tribe as, “A tribe is an indigenous, homogenous unit, speaking a common language, claiming ancestry, living in a particular geographical area, backward in technology, pre-literate, loyally observing social and political customs based on kinship”. The tribes of India are characterized by the identifications remarked by the above definitions.

The World Book Encyclopedia (1969) defines the word „tribe“ as: “tribe is a group of people who live in a particular place, speak the same language, and obey a chief or elders. Its members have a common way of life. The tribe is one of the earliest forms of society. Tribe ranges in size from a few hundred people to more than a million. They may be organized into clans, families or customary ways of doing things”.

Prof. Majumdar, D.N. (1973), an eminent scholar favored the definition on tribe as given in the Imperial Gazetteer. According to him, "a tribe is a collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous though originally it might have been so."

Mark, K.C. (1984) in his book, The Church in India, observes some of the general characteristics of the Tribals of India as: They are simple, honest, and truthful, hardworking and industrious. They are community (group) conscious, self-reliant and help themselves. They identify themselves with their land and conservative in regard to change.

The Imperial Gazetteer of India, 1911, defines a tribe as a “collection of families bearing a common name, speaking a common dialect, occupying or professing to occupy a common territory and is not usually endogamous though originally it might have been so”.

The Oxford Dictionary (1998) gives the meaning of tribe as follows, “A race of people, now applied especially to a primary aggregate of people in a primitive or a barbarous condition, under a headman or a chief”.

The New International Webster's Comprehensive Dictionary of the English Language (2001) gives the meaning of the word tribe as: "A division, class, or group of people, varying ethnologically according to the circumstances from which their separation or distinction is supposed to originate. Among primitive peoples, a group or aggregation of persons, usually consanguineous and endogamous, under one chief, characterized by its own culture, and having a name, a dialect, a government, and usually a territory of its own."

The Scheduled Tribe in India are those tribes or tribal communities which are recognized by the Indian Constitution in its Article 342(1) as disadvantaged groups and worthy of special attention, remedial measures and protection of interests. "Such tribal communities or parts or groups, within such tribes or tribal communities as are deemed under article 342 to be Scheduled Tribes for the constitution (article 366(25))", In Article 342, the procedure to be followed for specification of a scheduled tribe is prescribed. However, it does not contain the criterion for the specification of any community as scheduled tribe. An often-used criterion is based on attributes such as:

Geographical isolation – they live in cloistered, exclusive, remote and inhospitable areas such as hills and forests.

Backwardness – their livelihood is based on primitive agriculture, a low-value closed economy with a low level of technology that leads to their poverty. They have low levels of literacy and health.

Distinctive culture, language and religion – communities have developed their own distinctive culture, language and religion.

Before independence of India to recognize and provide special provision for the forest people who are nomads and lead unsettled life "Scheduled Tribes" has been introduced by Simon commission, the concept has been adopted by the Indian Government for the administrative convenience. Thus, today, most of the tribal people live in rural areas, living territory with particular name.

Career Aspiration and Tribal Youth

Over the span the tribals and their aspirations were overlooked as they resided away from the main streaming. Even though aspiration is a common characteristic of human being the tribal youth were ignored. Aspirations of youth have long been of interest to educational researchers and practitioners. Out of various problems faced by the youth, the problem of setting the proper level of Career Aspiration is the most important. Choosing a career is a landmark decision as it affects the rest of a person's life (Salami 2008). The choices a person makes, the values a person holds, the successes and failures a person experiences, the social class in which a person has developed, and the interests, strengths, and capacities of the person all enter into this decision. In other words, career aspiration is a product of heredity and environment, and the person's self-concept was vitally important in that decision (Herr, 1970; Hewer, 1963; Super, 1957). The choice of a career is, therefore, not merely a decision of a moment: it is a complex and difficult process that spans a number of years (Ginzberg, Ginsburg, Axelrad, & Herma, 1951), if not a lifetime.

Factors affecting Career Aspiration

Factors such as parental level education, home environment factors, youth motivation to learn, discipline and academic performance could have an impact on their career aspiration. There are various determinants of career aspiration Individual personality, lack of role model in community and lack of awareness among youth, socio-economic factor, cultural factor, and opportunity available for youth, Individual factors.

According to Khallad (2000) socio-economic status of the family is among the factors that influence career aspirations. Mau and Bikos (2000) cited previous findings showing a positive association between a family's socio-economic status and aspirations. Youth from higher socio-economic statuses were more likely to be knowledgeable of and choose professional occupations (Sellers et al., 1999). There are a number of individual factors that could influence career aspirations, one of which is gender. Gender is often linked to certain stereotyped career roles (Crowley-Long, 2003; Lengermann & Wallace, 2005) Another personal factor is ethnicity, whereby some research indicates

that ethnicity is a major variable in the selection of a career and in the self-concept that produces success in school and in the work world (Roe, 2006). A person's personality is another individual factor that can influence career aspirations. One of the primary approaches is Maslow's (1954) theory that human needs could be described as a hierarchy of low-order to high-order. According to Maslow, people must fulfill lower-order needs before they can strive to fulfill higher-order needs.

There are many factors responsible for the formation of aspirations; the most common are intelligence, sex, interests, values, family pressures, group expectations, and cultural traditions, competition with others, past experiences, the mass media and personal characteristics.

Intelligence: People who are bright have more realistic aspirations at all ages than those of average or below-average intelligence. They are better at recognizing their own shortcomings and the environmental obstacles that stand in the path of goal achievement. Bright adolescents tend to set vocational goals that are in keeping with their interests, abilities, and opportunities for training. They are also attracted to unusual and unconventional jobs. Those who are less bright are more influenced by wishful thinking about what they regard as glamorous and prestigious (Elizabeth, 2008).

Gender: It is observed that both the boys and girls have higher aspirations in different areas and greater need for achievements. Boys and men generally feel a greater need for achievement in schoolwork, athletics, and vocational advancement than girls and women. As a result, they tend to set aspirations above their capacities in these areas. Girls and women tend to have more realistic aspirations for social life and marriage where achievement is more important for them. Girls consistently have higher aspirations than do boys (Schoon, Martin and Ross 2007). In adulthood, sex differences in aspirations are even more marked than in childhood and adolescence.

Interests: Person's interest will influence much of what s/he does. Thus, a person's interests affect her/his immediate goals as well as her/his more remote ones. Studies show that aspirations that develop from and are closely related to interests that satisfy some need in the person's life are more likely to persist,

more realistic than those related to transitory interests which may be fostered by social pressures. A boy who is interested in sports and who has discovered the prestige associated with success in sports competition will have stronger and more clearly defined aspirations in athletics than in academic work where success brings little acclaim. As interests change, the aspirations rooted in these interests likewise change.

Values: Values reflect the person's home training, cultural background and philosophy of life. They influence the intensity of the person's interests and give an emotional tone to her/his aspirations. In areas where values are strong, as in vocational and mate selection, aspirations are generally higher, less realistic and less related to the person's capacities than in other areas. The role of values in determining what the person's aspirations will be, how strong they will be and how realistic they will be has been illustrated by studies of vocational and mate selection. Unfavorable vocational stereotypes tend to steer young people away from certain vocations, while favorable ones tend to attract them, even though they may be ill fitted for the more prestigious vocation by temperament, ability and training.

Family Pressures: Aspirations are often influenced by pressures from members of the family, mainly parents, but also siblings and other relatives, especially grandparents. Pressures for high achievement, the "great expectations syndrome" begin early and become stronger as the child approaches adolescence. Parents commonly expect a child who is proficient in one area to be equally proficient in other, totally unrelated areas. Sometimes parental pressures on children from the belief that a person can do anything s/he wishes provided s/he tries hard enough. Sometimes these stem from the parents' own unfulfilled aspirations for themselves. Parents want their children to go few steps ahead of them on the vocational and social ladders. Sometimes these aspirations stem from competition with other parents. Among young children, mothers are more influential in their children's goal setting than fathers. As children grow older, fathers become more influential, especially in the case of boys. Only when the mothers have more education or a higher social status than the fathers do they have more influence on the aspirations of older children and adolescents. Working mothers have more influence than stay at home mothers on the aspirations of both boys and girls.

(Elizabeth, 2008). Parents with fewer financial resources tend to hold lower aspirations for their children and young people from socially disadvantaged backgrounds tend to have lower aspirations than their more advantaged peers (Schoon, 2006).

There are studies which reveal that family type, educational and economic status of parents, areas of living etc. are indicators of setting higher educational aspirations. The study (Desai, 1951) found the difference among students in the vocational achievements and aspirations with reference to the area of state, caste, guardian education, and economic condition. The aims and aspirations of the youth living in villages are often linked to the immediate world that they confront in their daily lives. Metropolitan area tends to present youth with a different set of anxieties and aspirations.

Group Expectations: It is seen that increasing age, the person is more influenced by the group and less by the family. In general, the group expects more of the person in adulthood than in childhood or adolescence and more at middle age, the peak years for achievement than in old age. Teachers and members of the peer group have more influence on educational, vocational, and social aspirations during later childhood and adolescence than the family members. Like parents, the group with which the person is identified expects certain things from her/him. The person is thus motivated to aspire to achievements that will conform to the group's expectations.

Competition with Others: Many parents believe that, to be a successful in adult life, their children must be trained to strive for high achievement. Child and Bacon discussed a person's aspirations are closely related to the traditions of her/his culture's social structure. Even before the child enters the competitive world of the school where s/he is encouraged by her/his parents aspires to stand at the top of her/his class, or to be with the prestigious athletic teams and to be identified with the leading crowd, s/he aspires to do what an older sibling or a neighborhoods playmate does. S/He discovers that her/his parents are more pleased with achievements in some areas than in others, and this encourages her/him to aspire high in those areas.

Cultural Traditions: The traditions that influence a person's aspirations are

closely related to the social structure of culture. In democratic societies, where going from one social class to another is possible and relatively common, people are encouraged to aspire high and are lauded for doing so. From earliest childhood, they are told that everyone can be a "success," that they are living in a "land of equal opportunity" where "to strive is to succeed".

Past Experiences: Human always relies on the past experience. There is a saying

"Experience is a good teacher". There are two conditions which relates to past experiences in influencing aspirations. The first is praising and rewarding a person for her/his efforts rather than for her/his achievements. If the child who is not bright but who tries hard is praised by parents and teachers for her/his efforts, s/he will not realize how limited her/his abilities are. S/he will believe that s/he can do whatever s/he wants to do if s/he puts forth enough effort. This encourages her/him to aspire unrealistically high.

Mass Media: As the technology is growing immensely the life has also changed drastically. It is seen that mass media influences on goal setting are effective also because they imply that "everyone does it" or that it is the "thing to do." Whether the pattern of behaviour is depicted on the screen or in print, the person assumes that it has the stamp of approval of the social group. This strengthens her/his desire to accept it as the pattern for her/his own aspiration. The effect of mass media on aspirations is by no means limited to the young. Now a day the youth is gaining its inspiration shown and thrown by mass media.

Personal Characteristics: Aspirations are generally born, greatly influenced by personal characteristics such as foresight, frustration tolerance and ability to delay gratification of wishes, self-esteem, and meaning in life or purpose in life, ambition, and temperament. In setting vocational aspirations, for example, most people consider their own temperaments, even though they may not realize they are doing so. A person who is adventuresome may aspire to success in a risky or dangerous line of work while one who is timid will choose an occupation that does not require physical or psychological daring.

Review of literature has been carried out by researcher by visiting libraries of Tata Institute of Social science, Mumbai. Centre for Social Studies, Surat, Adivashi Sanshodhan Kendra, Ahmadabad, H.M. Library, Vadodara. Number of studies carried out from books, journals and thesis are indicated as below:

A comprehensive review of literature related to the variables of the study namely social, economic, cultural and personal factor are studied in relation to career aspiration. In this study the variables are reviewed to establish the extent of their influence on career aspirations. The review on career aspirations is presented in two sections – International studies– and National studies related to factors affecting the career aspiration and choice of career.

The study entitled ‘Career Aspiration among Tribal Residential School Students of Kerala’ examined the career goals of Keralan pupils attending tribal residential schools. The major objective of this study was to find out the level of career aspiration of tribal residential school students, to find out effect of gender on career aspirations of tribal residential students and to find out type effect of type school on career aspiration of tribal residential school students. 344 students from tribal residential schools made up the study's sample. (MRS-130, Ashram school -130 and EMRS-84) samples were drawn by using stratified random sampling self-developed and standardized career aspiration scale was used for data collection. Major findings of the study were – tribal residential school students have above average level of career aspiration; career aspiration of boys and girls of tribal residential school differ significantly at 0.01 level. There exist a significant effect of gender and type of school on career aspiration. (Muneer, 2020)

A Comparative study on level of educational aspiration and vocational preference among tribal and non-tribal college students was conducted by Behera and Mohanty. The sample of the study consisted of 830 students, out of the 830 students 539 students belongs to non-tribal group and 291 students of 8 colleges belong to tribal group. Educational Aspiration Scale (E.A.S.) developed

by Sexena and Occupational Aspiration Scale (O.A.S.) developed by Grewal was used for data collection. Findings of the study revealed that there exists a significant difference in educational aspiration and vocational preference between tribal and non-tribal students. The results also showed that non-tribal students had higher educational aspirations and career preferences than non-tribal students. The study concluded with a suggestion that government, aided and private institutions should provide proper educational and career guidance to the students at Higher Secondary and Secondary stage. (Behera, 2018)

A researcher conducted a study to find out the level of educational aspiration and its predictors among non-tribal and tribal students at government schools. The major objectives of the study were, to find out the level of educational aspiration and academic achievement of tribal non-tribal and tribal students, to find the relationship between educational aspiration and academic achievement and to find out the strong predictor of educational aspiration. For the study investigator selected 120 students (60 tribal students and 60 non-tribal students) from 8 government schools of Bhopal region. Level of educational aspiration by Yasmin Ghani Khan and achievement test by Naushal Hussain and Sheba Hussain were used to collect data. Study showed that there is no significant difference in educational aspiration of tribal and non-tribal students and there is no significant difference in academic achievement of tribal and non-tribal students. There is no significant gender difference in the educational aspiration and academic achievement of tribal and non-tribal groups. Study revealed that there is a significant positive relationship between educational aspiration and academic achievement. Study also revealed that Gender, academic achievement, and cast contribute almost a 13% in the formation of level of educational aspiration. (Naqvi, 2018)

An article titled “Review on tribal education issues and challenges” a researcher tried to analyze government schemes and policies and issues and challenges of tribal education. In his observation current challenges for tribal education are poor economic condition, isolation (interior inhabitation), medium of teaching, negative attitude of parents and teacher related problems like teachers may not

understand tribal language, appointment of untrained teachers and poor lodging facilities for teachers. Study suggested following measures to ongoing problem proper awareness campaign, improve attitude of tribal parents, study materials in local language, appointment of local teachers, stipend and scholarships, more residential schools should establish, ensure social security, effective monitoring, and motivational programmes. (Seva, 2018)

A study was conducted to find out the influence of socio-economic status on academic achievement of scheduled tribe students at secondary schools. A sample of 167 students belonging to ST category was selected from secondary schools of Kamrup district of Assam state. Socio- Economic Status Index developed by Verma, Saxena and Mishra were used as tool for data collection. to analyze the collected data, the investigator used statistical techniques such as percentage analysis, Pearson's product moment correlation and independent sample 't' test. The result of the present study revealed that there exists a (Shandilya et al., 2017)

A comparative study was conducted to understand the vocational aspirations of socially disadvantaged and advantaged students. In this study General/OC category students were considered as socially advantaged group and SC, ST, OBC category students were considered as socially disadvantaged group. A total of 600 students (OC- 300, BC-156, SC-96, and ST-48) were selected as sample for the study. Researcher developed a vocational aspiration test to collect data. Findings showed that the there is significant difference in the mean scores of vocational aspirations of socially advantaged and disadvantaged group. Socially advantaged groups possess more vocational aspiration than the socially disadvantaged. Study suggested that central and state government should take more effort to develop vocational aspiration among socially disadvantaged groups. (Anuganti, 2017)

A Study entitled "A Study on Factors Influencing Today's Youth Career Choice" the authors emphasized how important careers are in today's culture as symbols of prestige and place in the community. As a result, it becomes crucial for each

person to achieve the pinnacle of success in life for both themselves and their families. Each person should select a suitable and honorable vocation in accordance with their best talent and quality to succeed. Students' job choices are greatly influenced by a variety of factors, including those of their parents, guardians, teachers, and society. The purpose of this study was to identify the variables that influence students' career decisions in Kodaikanal town. Ancey et al.,2015)

The study has made an exertion to investigate the effect of parental influence on adolescent's career choice on secondary school students. The sample of the study was three hundred respondents who were randomly selected from ten selected secondary schools. Researchers used questionnaire as a tool to collect data, five null hypotheses were formulated and tested in the research. All hypotheses were tested at the 0.05 level of significance and the variable were sex, class of school and type of school as to the effects of parental influence on adolescent's career choice on secondary school students in local government area. Further the study reveals the major findings as 1. 48.36% respondents agreed to parents influencing their career choice. On average, 21.5% respondents agreed that their parents' line of business influenced their career choice. Hence, the study shows that career choice of the students is influenced by various factors. (Isaac & Mopelola, 2014)

In the present study the researcher aimed at determining the influence of parental socio-economic variables on adolescents' vocational aspiration. The researchers selected stratified random sampling to from select four schools and took sample of two hundred students comprising of 100 male students and 100 female students respectively. Vocational interest inventory was used for data collection. The analysis of the collected data was done by using simple percentage calculation for the research questions and chi-square for the hypothesis testing. The major findings of the study revealed that parental socio-economic status has strong influence on adolescents' vocational aspirations adolescents' vocational aspiration is not necessarily influenced by the parental level of education. The researcher further states that adolescents are well

disposed to parents' vocation. And keeping in mind these factors the adolescents choose their career. (Jamabo, 2014)

The researchers explored the influence of family background, personal and environmental variable sets on aspects of adolescent girls' career planning. The background variables were (age, race, ethnicity, mother's work status outside of the home and socio-economic status), personal variables were (anticipatory role conflict and academic self-efficacy) and environmental variables were (parental attachment and parental support) on aspects of adolescent girls' career planning were investigated. The dependent variables in the model represented, were different aspects of adolescent girl's career planning such as (a) plans for the integration of work and family; (b) gender traditionality of career choice, (c) aspired education level and (d) career commitment. In the study environmental variables did not demonstrate a significant influence on any of the dependent variables. The researchers found it possible that even though parental influence was not significant in this study, they do influence adolescent girl's career development through other variables such as self-efficacy and so on. (Novakovic, A., & Fouad, N.A., 2012)

Research methodology consists of the method and process of research to be followed by the researcher to find conclusions on the topic under study. Researcher has selected the topic Career Aspiration among Tribal Youth: A Social Work Perspective. With reference to Samras Hostels of selected cities Vadodara, Surat, Rajkot and Ahmadabad city.

Title of the Study: Career Aspirations among Tribal Youth: A Social Work Perspective.

Subtitle: A Study of Factors Affecting Choice of Career among Tribal youth.

Background of the Study:

A person's lifetime progression and acts, particularly those that are related to their work, can be characterized as their career. Another way to think of a career

is as the culmination of all your life's experiences, such as your paid and unpaid labour, community service, and family commitments. A career is a crucial factor in the life of an individual. This is true in the sense that a person's choice of career affects their way of life and how they choose to spend their time. The choosing of one's career has a significant impact on their entire future. Out of various problems faced by the youth, the problem of setting the proper level of career aspiration is the most important. Career Aspiration of youth is one of the significant areas need to be investigate by researcher, academician. Studies show that not only psychological factors but also various societal factors like culture, opportunities, family background of the students, their socio-economic status, task-oriented attitude, educational system, curricula, educational institution environment and performance of an individual influence the formation of nature and fulfillment of educational as well as career aspirations.

Magnitude of the Problem:

As per the census 2011 the Scheduled Tribes represent (ST) 8.6 percent of the total population. Poverty, backwardness, is the major concern of the present society. Education is the means for attaining many achievements in individual's social life. A better life has become possible only through development in general and education in particular. The Scheduled Tribes who deprived of education for a long time requires not only the general literacy but also other skills which could equip them to face and experience the exogenous forces of modernization. The educational facilities provided under the various schemes sponsored by the Central and State Governments to Scheduled Tribes ranges from extensive provision of scholarships, free ships, hostels for school and college students, to coach the candidates who are desirous of appearing for IAS and other competitive examinations still the public participation of people belonging to tribal community in various sectors like in educational institute, political, government administration is very poor. According to the census calculation of 2011 the literacy rate among the tribal community was 58.96 percent (Male 68.53 percent and Female 49.35 percent) respectively. (Source: Registrar General of India 2011) In comparison to all social groups it was low.

The all-social group reported literacy rate 80.69 percent (Male 72.99 percent and female 64.64) respectively. (Source: Registrar General of India 2011). When we talked about Gujarat, the tribal population of Gujarat, numbering 89.17 lakh, constitute 14.8% of the state's population. There are 11 major tribes in Gujarat: the largest Bhil, constituting 47.89% of the state's tribal population. When we see the literacy rate of total population and schedule tribe population and gap in literacy rate, we observed that is total literacy rate is 78.0 ST literacy rate is 62.5 and gap is 15.6. The Gross Enrolment ration of ST (XI-XII) in Gujarat total is 31.4 which are very less. According to statistics of school edu.2010-2011, dropout rates of ST are 70.9 which are very high compared to all category i.e., 49.3. Studies reviewed by researcher also show that tribal students have average level of career aspiration (Muneer,2020). Behera (2018) in his study also found that non-tribal students had higher educational aspirations and career preferences than tribal students. Parental socio-economic status has strong influence on vocational aspirations (Jamabo, 2014). Career aspiration of tribal students are affected by different factors like gender role, parent's occupation, education. Poor access to quality of education in tribal community is also one of the factors affected career aspiration of tribal youth.

The reservation policy and some anti-poverty policies have opened the gates of education to Scheduled Tribes (ST) people. But quite a few tribal people are aware of their rights and welfare and do not take advantage of the reservation and policies of protective discrimination. Youths 'career aspirations and expectations have been viewed as important determinants of their future social mobility and career self-concept (Rojewski, 2005) Keeping these in view, the researchers considered Career Aspiration as an important variable to study and different factors contributed in it. This study aimed to investigate future life, orientation, different factors like socio –economic, socio cultural, school related factors and individual factors to choose the career, and different problems and support that needed to accomplish it among the tribal youth.

Significance of the Study:

The study was carried out against the backdrop that tribal student's career choice and career aspiration had been of great concern to the practitioner and researcher in the field of higher education since they perceived that there were some determining factors that contributes highly to the student's selection profession.

A study of career aspirations of the tribal youth is an important topic, both for the individual and for the nation. By aspiring for and choosing the right career, the individuals will enjoy their world of work and the nation will flourish through the efforts of the dedicated working men and women. Education is one of the most important tools of empowerment for tribal youth. It enhances their ability to access Knowledge, acquire skills and accept changes. It also increases employment opportunity for youth. Almost every aspect of human societal pursuits-economic, educational, scientific, legal, political, official, and religious sphere Indian tribal community suffers overwhelmingly. This study will help researchers in examining how government and other agencies provide career opportunities for tribal community especially tribal youth, increase their chances to access leadership position in society and increase their motivation and aspiration level for career advancement and growth. Enrolment of youths and Adolescent in primary and secondary schools in Gujarat are almost equal but there is disparity in the enrolment at tertiary colleges and universities that offer courses for skilled manpower in science and technological careers. The study may unearth the factors which hinder youth from aspiring to pursue higher education in Gujarat. Such information may be utilized by NGOs and other lobby groups interested in youth education and the empowerment of them. The study may be of significance to school principals, career masters and teacher counselors, as it may reveal the factors that influence career aspirations of youth. Such information could be of use while planning career guidance programme. The study may reveal where the principals and teachers in secondary schools fail to capture the interest of youths in various subjects, especially the sciences. The study may be of significance to stakeholders at the Ministry of Education so that they can come up with policies to help the education institutions to curb the

problem.

The National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. This Policy proposes the revision and revamping of all aspects of the education structure, including its regulation and governance. The new education policy must provide to all students, irrespective of their place of residence, a quality education system, with particular focus on historically marginalized, disadvantaged, and underrepresented groups.

Significance of Study in Social Work Profession:

Social work is a practiced based profession dealing the problems of different segments of the society.

Prof. P.D. Mishra (1994) classified the functions of social work into the following 4 major categories: Curative, Preventive, Correctional and Development. Social work profession deals with different segment of the society like women, children, elderly people, and marginalized group.

A study of career aspiration of the tribal youth is an important topic, both for the individual and for the nation. Education is one of the most important tools of empowerment for tribal youth.

Sustainable Development Goal -4 reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable community development (SDG-11). To bring about decent work and economic growth upliftment of every community especially tribal community is vital. (SDG-8) The tribal choosing and pursuing their career of their choice will reduce inequality from the nation (SDG-10)

Tribal Youth struggle on the path of career development. It is a social problem in contemporary times where social work profession can play vital role of using different social work methods for the enhancement of the career aspiration of tribal youth and overall tribal community development.

Objectives of the Study

- 1) To understand youth's perception of factors determining their choice of career (Socio-Economic, Cultural, Individual factor etc.)
- 2) To identify and to analyse the challenges encountered by tribal youth for pursuing their choice of career.
- 3) To understand changes that youth's career aspirations have brought in their lives (changes from their point of view on Individual, Family and Society Level)
- 4) To study needs of the youth for career aspiration and the support system available in the society.
- 5) To find out the gaps among the needs of youth and services provided by stakeholders.

Research Questions:

The study addresses the following research questions:

1. What are the different factors affecting career aspiration of tribal youth?
2. Which challenges encounter by tribal youth for pursuing their choice of career?
3. What are the changes perceived by of youth in their lives at individual level, family level and society level by choice of career?
4. What are the needs of tribal youth in context of career development
5. In which ways can career aspiration of tribal youth be enhanced?

Hypothesis:

H₀: There is no statistically significant difference between factors affecting career choice and male and female respondents.

H₀: There is no statistically significant difference between challenges faced in career choice and male and female respondents.

Operational Definitions of Variables

Career:

As career aspiration is literally defined as the desire to achieve a particular vocation (Merriam-Webster, 2004). The term career, in the present study, is used to describe an occupation or a profession that usually involves special training and formal education.

Career Aspiration:

Refers to the educational or occupational related ambition, goal, or target that one has set for him/herself in life. For this study career aspiration would mean strong desires for job and further study.

Youth:

A person between the age group 15-29 years. (According to National Youth policy 2014.) for the purpose of this youth consider the age group between 20-26 years and pursuing higher education.

Professional Courses:

Professional Courses refer to the courses which provides practical and specialized knowledge in the field which can be practiced professionally. For this study professional courses include (Management courses, Business administration, Law, Medical, Journalism and Mass communication.

Tribal:

Schedule tribes are the groups probably referred as Adivasis which from the oldest ethnological sector of the national population living apart in the hills and the plain, leading a separate excluded existence and are not fully assimilated in the main body of people. To this study tribal would mean an indigenous person who was born and brought up in an indigenous community.

Social Factor:

For this study social factors includes Socio-economic background, parent's education, direct and opportunity costs of schooling, limited employment opportunities, parental/family investment behaviour, location of the school and native, gender specific role and peer group etc.

Cultural Factor:

For the purpose of this study cultural factors include cultural beliefs, customs, practices, traditions, early marriage prevalent in community.

Personal Factor:

For the purpose of this study personal factors include persons' personality, gender, motivation, ethnicity, interests, strengths, and capacities of the person, their perception about job, type of job, personal growth, economic security etc.

Challenges:

The present study consider the challenges as an obstacles/barriers that prevents someone to achieve something for instance lack of guidance from parents, teachers, unavailability of role model, lack of infrastructure, lack of information, poor financial condition and so on.

Change:

A process through which something become different.

Changes at personal level- include changes in behaviour, personality, attributes, perception.

Changes at Family level include socio-economic changes, change in social status, involvement in decision making process and other important process.

Changes at society level include acceptance in society, respect from society, and influence on peer groups.

Research Settings:

Samras Hostels schemes is launched by Tribal Development Department, Government of Gujarat. The objective of this scheme is to provide residential facility to the students of schedule caste, schedule tribe and other backward class categories to study in major cities of Gujarat. Students of weaker economic background can get the advantage of this scheme to pursue higher education. Under this scheme students are provided with residential facilities in six major cities Ahmadabad, Surat, Vadodara, Rajkot, Bhavnagar, and Anand. Hence researcher selected this setting as her entry point to get the information of tribal youth who come from rural to urban area for higher education.

Research Design:

The research design of the study was descriptive study because the descriptive research design provides data about the population being studied. The design also described the answers to the topic as to what factors influenced the student's career choices, challenges perceived by them while pursuing their choice of career and changes perceived by tribal youth in pursuing their choice of career.

Sampling Design:

Non-Probability sampling design - purposive sampling method has been used to select the major cities of Gujarat. The four major cities (Ahmedabad, Surat, Vadodara, and Rajkot) has been selected for the study as universities like Gujarat university, South Gujarat University, The Maharaja Sayajirao University of Baroda, and Saurashtra University are there where in majority of youth comes for higher education. Purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that researcher need in her sample (Kothari, 2004) In the present study major cities of Gujarat had been selected because most of the well-established universities were there where majority of youth come for the higher education at the same time the researcher was interested to study only those tribal youth who belonged to tribal rural community and come in urban areas for

higher education so Samras hostels were there from where researcher can approach tribal students. The census survey method has been used for collecting the data of tribal youth from Samras Hostels. Census Survey Method is also called Complete Enumeration Survey Method for data collection wherein every item in universe is selected. As per the inclusive criteria, set by researcher all the samples fall into category of the inclusive criteria selected as sample for the study.

Criteria for Selection of Samples

Inclusive Criteria:

- Those tribal youth (20- 26 years) whose biological parents live in native place. (Tribal community) and who come for the study in urban area, living in Samras Hostels.
- Only those tribal youth who are admitted in professional courses provided in colleges and universities.
- Who are available at the time of study and willing to participate

Exclusive Criteria:

- Tribal youths whose parents are settled in urban city.
- Youth who are pursuing traditional (non-professional) courses has not been included in study.

Sample Size:

Samras Hostels located in cities	Total number of ST Students (Male & Female) Enrolled in the year 2019-2020	Total number of respondents as per inclusive criteria	Number of Data Collected
Vadodara	480	79	67
Ahmadabad	550	90	75
Surat	1150	80	65
Rajkot	504	45	30
Total	2684	294	237 Sample Size

Tools and Techniques of Data Collection:

A semi- structured questionnaire had been prepared with closed ended questions to collect information from tribal youth. The questionnaire comprised of different sections which includes Section-I Demographic details of respondents include variables like age, gender, education, medium of instruction at school level, socio-economic status of parents which included level of education and level of income among parents, occupation of parents and types of family. Section -II include different social, cultural, personal factors determining the choice of career among tribal youth. Section -III Challenges faced by the youth perusing the career choice, Section -IV consists of the changes perceived by youth's career in their lives (Changes at Individual, Family and Society Level), and Section -V discuss the support system available in the society and needs of youth. Validation of tool has been done by approaching four experts and professors and corrections and suggestions are incorporated in the tool. A pilot study of tribal youths was carried out and test for reliability, Cronbach's Alpha Coefficient was calculated on the piloted questionnaire, it was used as the internal consistency measure of items in the questionnaire. Subsequently certain items were dropped, and certain items were modified for better elicitation of results. The data collection was carried out during the period of (November 2019- January 2020)

Factor	Cronbach's Alpha Test	N of Items
Socio-Economic Factors	.764	28
Cultural Factors	.580	05
Personal Factors	.578	10
Challenges perceived by youth for pursuing their career	.742	11

Data Analysis:

Analysis of data in a general way involves number of closely related operations which are performed with the purpose of summarizing the collected data and organizing these in such a manner that they answer the research questions. The data obtained in this study was quantitative data. Descriptive method was used in analyzing the data Statistical Package for the Social Sciences (SPSS) version 21 was used to make clarification of the research findings. Mean score of the sample, was used to find out the major factors affecting the career choice of tribal youth. Which helped the researcher to get the clear understanding of findings and specific intervention for the same. t-test is based on t-distribution and is considered an appropriate test for judging the significance of a sample mean or for judging the significance of differences between the means of two samples. It was used to understand how the different factors and challenges affected the male and female respondents and see the significance difference between the means of two sample.

Ethical Considerations:

Research can be a valuable tool for gathering information about what respondents want. This research involves the voluntary participation and trust of the respondents. It is the ethical responsibility as a researcher to treat respondents with dignity and avoid violating this trust. The respondents were not forced to respond to each question which they don't want to answer.

Ethical clearance has been obtained from:

1. Permission obtained from authorities of Samras Hostels for collecting data
2. Consent was obtained from the respondents.

Limitations of the study:

- The study is limited to only those tribal youth whose biological parents lives in their native. The youth whose parents settled in urban areas not been included in the study.
- This study is limited to the selected cities of Gujarat.

- The study focused on Tribal youths living in Samras hostels. So, it excluded the other tribal youths who lives in university's hostels or at any other residential facility
- This study has not included youth studying secondary and higher secondary schools hence it will not throw light on aspirations of tribal student studying in the same.

Organization of the Thesis:

The present study is organized into the five chapters.

Chapter-I The first chapter is introduction which includes the conceptual understanding of different variables of the studies which includes the meaning and definition of career, career aspiration, youth, career choice, factors affecting career choice, tribal youth, and career aspiration. This chapter also deals with different theories established during the study of career aspiration among tribal youth.

Chapter -II The second chapter is based on the review of literature which includes various national and international studies carried out by other researchers on the similar topic.

Chapter III The third chapter contains the methodology including design of the study, objectives of the study, Significance and Scope of study, Population, Sampling description, Schematic Plan of Sampling, Tools Construction procedure, Validity & Reliability of tools, Administration of Tools, Collection of Data, Ethical consideration, limitation of study and organisation of the thesis.

Chapter IV- The fourth chapter discusses the results obtained from the field study which includes factors affecting career choice of tribal youth, challenges and changes at individual level, family level and society level.

Chapter -V The chapter five provides the summery of findings, discussion and recommendation to the academician, researcher, and policy makers. At the end the references section is provided along with questionnaire

Emerging Trends

Objective 1. To understand youth's perception of factors determining their choice of career (Socio-Economic, Cultural, Individual factor etc.)

- Majority (51%) of respondents were belonging to 20-22 years age group.
- 59% of the respondents were male respondents.
- Majority of the respondents i.e. (66%) had completed their higher secondary school in rural area.
- Majority i.e. (51%) of the respondents had completed their higher secondary education from Government school which was followed by Private School (25%).
- Majority i.e. (87%) of the respondents stated that their medium of instruction in school was Gujarati.
- Most of the respondents' father (29%) had completed their education till Higher Secondary. Followed by (24%) respondent's father had completed graduation and only 6% of respondents' father had completed their Post Graduation.
- 37% of respondents' fathers were farmers and 32% were Government servant.
- Majority of respondents' mother (71%) was Homemaker
- 34% of respondents' monthly family income was between 11,000-15,000 Rs.
- Majority of the respondents (58%) were living in Nuclear Family.
- Most of the respondents (61%) agreed that parents'/guardians' education influenced their career choice.
- Majority i.e. (57%) of respondents disagreed about the statement that their parents'/guardians' occupation influence their career choice.
- According to (71%) of respondents, poor financial condition of their parents/guardians influences their choice of career.
- (54%) of respondents agreed to the statement that rural area (Native) influenced

their choice of career.

- Majority of respondents (71%) stated that lack of employment opportunities at their native has influenced their career choice.
- According to 65% of respondents, lack of scope of higher education in native place influenced their choice of career whereas 29% of respondents disagreed to this.
- Majority of respondent (54%) agreed to the statement that perception about their Father influenced their career choice.
- Most of the respondents (59%) either disagreed or strongly disagreed to the statement that respondents' perception about family business influenced their choice of career.
- Majorly (57%) of respondents stated that they disagree that their perception regarding the dominant profession in family influenced their choice of career.
- (50%) of respondents disagreed about the statement that the Information from parents helped them to choose a career.
- Majorly (56%) of respondents stated that they agree that friends have influenced their choice of career.
- Most of the respondents (65%) either agreed or strongly agreed on the statement that their perception regarding their Friend's choice of career has influenced their choice of career.
- Most of respondents (28%) agreed that their perception regarding Boys and girls are socialized to choose careers that are gender sensitive has influenced their careerchoice whereas 22% strongly agreed on this.
- (37%) of Respondents, they agreed that their interest in the realistic, investigating, and enterprise field has influenced their career choice whereas 19% of respondents strongly agreed to this.
- Most of the respondents (50%) either agreed or strongly agreed to the statement that their interest in the artistic, social and conventional field influenced their career choice.
- Most of the respondents (38%) stated that they agree that their Preference about more enterprising occupations and higher levels of analytical and numerical skills in career has influenced their career choice while (21%) of respondents

strongly agreed to this.

- Most of the respondents (28%) strongly disagreed to the statement that their perception regarding early marriages prevalent in their community has influenced their choice of career at the same time 23% of respondents also disagreed with the statement.
- According to (44%) respondents, they disagreed about the statement that the expectation of community for girls to be housewives and boys to be breadwinner has influenced their choice of career.
- (34%) of the respondents stated that they agree that their perception about lack of role models in community has influenced their choice of career whereas 28% of respondents strongly agreed to this.
- Majorly (30%) of respondents disagreed to the statement that their perception about following the traditional occupation of the family has influenced their choice of career while (22%) of respondents strongly disagreed to this.
- Most of the respondents (74%) either agreed or strongly agreed that their interest in education has influenced their career choice.
- Majority of respondents (25%) remained neutral on the statement that Good Academic performance has influenced their career choice. However, 23% of respondents agreed while 20% strongly agreed on the above statement.
- Majority of respondents (27%) remained neutral on the statement that their Poor Academic Performance has influenced their career choice while 37% of respondents agreed to the above statement.
- Most of the respondents (63%) either agreed or strongly agreed that Self-Motivation has influenced their career choice.
- Majority of the respondents (41%) agreed to the statement that their perception regarding the financial outcomes has influenced their choice of career while 34% of respondents strongly agreed to the statement.
- 65% of respondents stated that they agree on the statement that their perception regarding Opportunity to use skills and abilities in field has influenced their choice of career.
- According to 41% of respondents, they strongly agreed that their perception regarding Prestige attached to the profession has influenced their choice of

career while 32% simply agreed on that.

- Majority of the respondents (71%) either agreed or strongly agreed that their perception about Employment securities have influenced their career choice.
- Majority of the respondents (71%) either agreed or strongly agreed that their perception about Employment securities have influenced their career choice.

Objective 2. To identify and to analyze the challenges encountered by tribal youth for perusing their choice of career.

- Majorly 58% of respondents either agreed or strongly agreed that perception about Inaccessibility of good education in native was one of the challenges for pursuing their choice of career.
- Most of the respondents (48%) either agreed or strongly agreed that Lack of transportation in native is one of the challenges for pursuing their choice of career.
- Majority of respondents (63%) either agreed or strongly agreed to the statement that unavailability of paying high fees for good course is one of the challenges faced by them for pursuing their choice of career.
- (34%) of respondents agreed that lack of job opportunities in their native is one of the challenges for pursuing their choice of career which was followed by (23%) of the respondents who strongly agreed to the above statement.
- According to (43%) of respondents, Family/ Home Responsibilities is one of the challenges for pursuing their choice of career whereas (41%) of respondents disagreed to that.
- Majorly (56%) of respondents either agreed or strongly agreed that poor academic performance is one of the challenges for pursuing their choice of career.
- Most of the respondents (59%) believed that due to poor access of information related to career they faced challenge of pursue career in their choice.
- 48% of respondents disagreed to the statement that lack of parent's support is one of the challenges for them to choose career though 37% of respondents agreed to the above statement.

- Most of the respondents (59%) either agreed or strongly agreed that inadequate learning resources and infrastructure in their native is one of the challenges for them to choose the career.
- Majority of the respondents (40%) agreed to the statement that medium of instruction in teaching is one of the challenges for them to choose the career while 24% of respondents strongly agreed to the statement.

Objective 3. To understand changes that youths career aspirations have brought in their lives (changes from their point of view on Individual, Family and Society Level)

- Majority of the respondents i.e. (51%) stated that because of their career choice their financial condition affected their family took loan from bank, borrow money from relatives and friends, take loan from landlord as their parents work as a daily wager in other farms, respondents stated that financial condition became obstacles and they think twice before joining any course. Respondents also worked during vacation for paying college's fees and other expenses.
- Majority of the respondents i.e. (65%) they do help to their family during vacation period and their free time. They do help their parents in farming, labourwork, working in dairy, working for part time to support family financially.
- Majority of the respondents i.e. (67%) stated that their family relations has not affected because of their career choice and staying away from family. Their parents support them and encourage them for study.
- Majority of the respondents i.e. (66%) believed that because of their career choice they become capable of thinking and acting in suitable direction. Now they do not follow customs and tradition which are harmful to society and individual, they do not support superstitious prevalent in community.
- Majority of the respondents i.e. (73%) believed that their lifestyle has changed because of their career choice as their thinking becomes modern, become more profession in look as well as in speaking with others, use of cosmetics, jewelries, formal clothes, change of hairstyles, change of food habits, their personality also changed.

- Majority of the respondents i.e. (60%) believed that because of their education and career choice their attitude toward age of marriage also changed. Their attitude towards age of marriage has been extended and wants to settle first in career and become independent, successful and after then only think about marriage.
- Majority of the respondents i.e. (76%) respondents stated that because of their career choice and education their attitude towards life partner also changed. They choose their life partner who are like them or in same field of profession, they choose their life partner as per their choice, who are also well educated and working.
- Majority of the respondents i.e. (59%) believed that their career choice and education change their attitude towards tribal cultural life. Both positively and negatively. In positive way they understood some practices which help them to survive in forest protect the forest and worshipping the nature at same time they also believed that some cultural practices which are based on superstitious they do not follow them and also try to convince other people of community as well.
- Majority of the respondents i.e. (63%) believed that because of their career choice and education they do not lose their interest in their traditional music and instrument and have switched over to modern English music and instrument. They do like western music but at the same time they also enjoy their traditional dance and music.
- Majority of the respondents i.e. (82%) believed that because of their career choice and education they become more self-confident and independent.
- Majority of the respondents i.e. (71%) believed that because of their career choice they can see things from a broader perspective and act accordingly.
- Majority of the respondents i.e. (75%) believed that because of their career choice and education parents involve them in decision making process and also feel proud about them.
- Majority of the respondents i.e. (81%) believed that because of their career choice and education community people also respect them and take the advice from them for further education for their children.

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