



A Comparative Study Among Tribal And Non-Tribal Higher Secondary Students In Their Career Awareness

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Abstract:

The present study was conducted to find and compare Career Awareness among Tribal and Non-Tribal Higher Secondary Students. 600 students from Junior colleges in Khammam district were selected by using stratified random sampling technique. Career Awareness scale developed by Sarita Anand (2018) was used for data collection. The data was subjected to statistical treatment by using percentage, Mean, Standard Deviation, and 't' test. Results revealed that tribal and Non-Tribal Higher Secondary Students differ significantly on various levels of Career Awareness. The majority of both groups scored average levels of career awareness. The majority of non-tribal students have a higher level of career awareness compared to their tribal counterparts. Non-tribal girls higher secondary students have higher career awareness scores than tribal girls students, including career decision making, career option awareness, and total career awareness.

Key words: Career Awareness, Gender, Tribal and Non-Tribal Higher Secondary Students

Introduction:

Education is one of the most important and powerful instrument invented by mankind to shape and mold human beings in a desirable manner. The history of world proves that education has been the root cause for any change, which takes place in the social, cultural, spiritual, political and economic aspects of the human life. India is a country with diverse culture, languages and beliefs which make it multicultural. All the communities of India are not developed equally. There is marked difference in context of education, economic growth, and social structure between some of these communities and general population at large. Adivasi or tribal community is one of them,

constituting of 8.6% of Indian population (Statistical profile of Scheduled Tribes in India, 2022). The Adivasi or tribal community is considered to be socially and educationally backward class in India. The constitution of India has made provisions for upliftment of tribal communities but still there are many obstacles. Since independence various schemes and programs have been implemented for development of education which has resulted in improvement of literacy rate but yet equality among all communities is a distant dream. Scheduled Tribes are geographically, socially isolated and economically marginalized communities. Therefore, they are lacking in development in comparison to other communities. Societal changes or reforms come through collective transformation of individuals and these individuals can be the educated children belonging to Scheduled Tribes and Scheduled Caste (Punnaiah, 2018). Literacy and educational attainment can bring social and economic development among all the backward groups in our country. Currently, the Scheduled Tribes not only lag behind the general population but they also lag behind Scheduled Caste people.

Nayana Mallapurkan, Program Head, TISS School of Vocational Education explained that "About 90% percent of employment opportunities require vocational skills. Study shows that only 20 percent of our graduates get employed. The rest are unable to get suitable employment due to the lack of employable skill". (Dupont & Gingras, 1991; France, 1990) express that the pursuit for career information is begins to exhibit mainly during the late teenage year or adolescent's age as high school students become conscious of their social expectations and begin preparation for career exploration. Adolescence as exploration develops and emerges from their home, school environment where school offers orientation courses and self-exploration with the part-time job done in their lazier time. According to Herr& Johnson (1989), preparation for career exploration requires that students actively seek out information about alternative choices by learning about their own skills, attitudes, values, and interests and discover educational and career opportunities. Student should have a potential of decision making about their career choice, career decision making during adolescences period is challenging. High school students have to decide which area or stream they will resolve related to their personality, attitude, value and interest. Super (1980) career planning became a significant during early adulthood. During this time, they entered their lives of seeking career information and becoming aware of their vocational interest, which is a major developmental task. Reddy & Devi (2011) study shows OBC category possessed more in vocational interest than SC and ST students. Mahadevas, Sajannad Kotrehwas (2013) research indicates the ST/SC students cannot enroll in higher education and the perception of education is different from the general category.

Statement of the Problem

The title of the study is "A Comparative Study among Tribal and Non-Tribal Higher Secondary Students In Their Career Awareness"

Objectives of the Study

The following objectives were framed in the present study.

1. To study the level of career awareness of tribal and non-tribal higher secondary students.
2. To study the career awareness of tribal and non-tribal higher secondary students.

Hypothesis of the Study

The following hypotheses were framed in the present study

1. There is difference between career awareness of tribal and non-tribal higher secondary students.
2. There is no significant difference in career awareness of tribal girls and non-tribal girls higher secondary students.
3. There is no significant difference in career awareness of tribal boys and non-tribal boys higher secondary students

Method of the Study

This is a quantitative study which explores Career Awareness of Tribal and Non-Tribal Higher Secondary Students. The present study employed a descriptive survey method to collect the data. It is stated that survey is a process of collecting representative data from a large population with the intention of generalizing the results to the population of interest. Thus survey method was chosen as it is a good way to gather data from large and small samples especially in order to draw conclusions from the information given by the respondent.

Sample of the Study

A representative sample of ten junior colleges was obtained through a random selection process from the official website of the Telangana state. The present study employed a stratified sampling method to select participants from the sample frame, which consisted of 600 students from Junior colleges in Khammam district. The sample frame was further divided into two strata, namely tribal and non-tribal students, with each stratum comprising 300 individuals. This study encompasses a representative sample of both tribal and non-tribal students enrolled in the Arts, Science, and Commerce streams at Intermediate 1st and 2nd year colleges within the Khammam district of the Telangana state.

Tools for the Present Study

1. Career Awareness scale developed by Sarita Anand,(2018)

Statistical techniques for the study

- Arithmetic Mean and Standard Deviation were used to assess the level of dependant and independent variables.
- t test for independent and large sample was to be used to find out the significance of differences between two means.
- ANOVA was used to find out the significance of difference among more than two means.

Analysis and interpretation of data

Table 1: Level of higher secondary students career awareness, both tribal and non-tribal

Level of career awareness	Tribal	Non-tribal
Low	60 (20%)	27(9%)
Average	210(70%)	186(62%)
High	30(10%)	57(19%)
Total	300	300

Table 1 presents the data on the percentage level of career awareness among higher secondary students, distinguishing between tribal and non-tribal backgrounds. The findings indicate that a significant proportion of tribal students (20%) and non-tribal students (9%) demonstrated a low level of career awareness. In contrast, it was found that 70 percent of students from tribal backgrounds and 62 percent of students from non-tribal backgrounds achieved scores within the average range in terms of their level of career awareness. The findings of the study revealed that a proportion of 10 percent among tribal students and 19 percent among non-tribal students indicated a high level of career awareness. Based on the findings, it may be inferred that a significant proportion of tribal students exhibited either low or high levels of career awareness, while a majority of non-tribal students demonstrated average or high levels of career awareness. The results of this study indicate a huge variation in career awareness levels between students from tribal and non-tribal backgrounds. Addressing this gap and offering supplementary help and resources to enhance career knowledge among tribal students is of utmost importance.

Hypothesis (1): “There is no significant difference in career awareness of tribal and non-tribal higher secondary students.”

Table.2:Mean, S.D and t- value of dimension of career awareness of tribal and non-tribalstudents

Career awareness	Category	N	Mean	S.D	t-value
Career oriented education awareness	Tribal	300	15.79	3.36	1.57
	Non-tribal	300	18.27	3.71	
Work as role identification awareness	Tribal	300	18.52	3.49	3.89
	Non-tribal	300	19.78	3.48	
Career decision making awareness	Tribal	300	17.46	3.64	2.76
	Non-tribal	300	18.38	4.36	
Total	Tribal	300	115.48	14.77	9.19
	Non-tribal	300	124.10	17.69	

The statistical values depicted in table 2 indicated that different dimensions of career awareness of tribal and non-tribal students. It was hypothesis that there is no significant difference between tribal and non-tribal higher secondary students on career awareness and its dimensions. Upon careful examination of Table 2, it becomes apparent that the t-ratio for work as role identification awareness is 3.49, indicating statistical significance at the 0.01 level. Hence, the null hypothesis, which posits that there exists no statistically significant difference between higher secondary students from tribal backgrounds and those from non-tribal backgrounds in terms of their awareness of work as a role identification, is rejected. Based on the findings of the study, it is evident that a substantial difference exists in the level of work role identification awareness between tribal and non-tribal students studying at the higher secondary level.

The mean scores of non-tribal students (19.78) on dimension of career awareness i.e., work as role identification awareness is higher than mean scores of tribal students (18.52). It may, therefore, be said that non-tribal students scored higher in work as role identification awareness than tribal students.

According to analysis, the t-ratio for career decision-making awareness is 2.76, which is statistically significant at the 0.01 level. Therefore, the null hypothesis, which asserts that higher secondary students from tribal and non-tribal backgrounds do not differ significantly in their awareness of career decision-making, is rejected. The results of the current study provide evidence to support the claim that, at the higher secondary level, there is a significant gap between students from tribal backgrounds and those from non-tribal backgrounds in terms of their awareness of career decision-making. The current study compares the average scores of tribal and non-tribal students on the dimension of career awareness, concentrating on the awareness of career decision making. The data reveals that non-tribal students obtained a higher mean score of 18.38, whereas tribal students achieved a slightly lower mean score of 17.46. The findings of this study suggest that non-tribal students exhibited a greater level of career decision making awareness compared to their tribal counterparts.

The mean scores of non-tribal students (124.10) on total score of career awareness scored higher than mean scores of tribal students (115.48). It may, therefore, be said that non-tribal students scored higher in total score of career awareness than tribal students.

There is no statistically significant difference at the 0.05 level, according to the 1.35 t-ratio for the dimension of career-oriented education awareness. This confirms the null hypothesis, which holds that there is no statistically significant difference between higher secondary students from tribal origins and those from non-tribal backgrounds in terms of their level of awareness towards career-oriented education.

Hypothesis (2): “There is no significant difference in career awareness of tribal boys and non-tribal boys higher secondary students”.

Table 3: Mean, S.D and t- value of dimension of career awareness of tribal boys and non-tribal boys students

Career awareness	Category	N	Mean	S.D	t-value
Career oriented education awareness	Tribal boys	150	17.02	3.15	1.77
	Non-tribal boys	150	17.48	3.38	
Work as role identification awareness	Tribal boys	150	19.58	3.34	3.27
	Non-tribal boys	150	20.43	3.17	
Career decision making awareness	Tribal boys	150	16.91	3.70	0.29
	Non-tribal boys	150	17.00	4.67	
Total	Tribal boys	150	116.02	14.86	7.69
	Non-tribal boys	150	125.88	17.38	

The statistical values that were displayed in table 3 demonstrated that diverse dimensions of career awareness were present among higher secondary students who were either of tribal or non-tribal background. On the topic of career awareness and the several dimensions it encompasses. It was hypothesis that there is no significant difference between tribal boys and non-tribal boys higher secondary students on career awareness and its dimensions. From the perusal of the Table 3 it is evident that the value of t-ratio for work as role identification is 3.27, which is significant at 0.01 level. Therefore null hypothesis there is no significant difference between tribal boys and non-tribal boys higher secondary students on work as role identification awareness is rejected. It is possible to draw the conclusion that there is a considerable gap between the amount of work-related role

identification awareness possessed by tribal boys and that of non-tribal boys students enrolled in higher secondary level.

The mean scores of non-tribal boys students (20.43) on dimension of career awareness i.e., work as role identification awareness is higher than mean scores of tribal boys students (19.58). It may, therefore, be said that non-tribal boys students scored higher in work as role identification awareness than tribal boys students.

The value of t-ratio for total scores of career awareness is 7.69, which is significant at .01 level. Therefore null hypothesis there is no significant difference between tribal boys and non-tribal boys higher secondary students on career awareness is rejected. It can be concluded that there is significant difference in career awareness of tribal boys and non-tribal boys students at higher secondary level. The mean scores of non-tribal boys students (125.88) on total scores of career awareness scored higher than mean scores of tribal boys students (116.02). It may, therefore, be said that non-tribal boys students scored higher in career awareness than tribal boys students.

The value of the t-ratio for the final component, career-oriented education awareness, is 1.77, which is not statistically significant at the 0.05 level. Therefore, the null hypothesis that there is no discernible difference in higher secondary students' awareness of career-oriented education between tribal boys and non-tribal boys is accepted. It means that there is no difference in the higher secondary students' understanding of career-oriented education between tribal boys and non-tribal boys. The career decision-making awareness value t-ratio is 0.29, which is not statistically significant at the 0.05 level. Higher secondary students' awareness of professional decision-making does not significantly differ between tribal and non-tribal boys, hence the null hypothesis is accepted. This indicates that there is no difference in higher secondary students' awareness of making profession decisions between tribal boys and non-tribal boys.

Hypothesis (3): There is no significant difference in career awareness of tribal girls and non-tribal girls higher secondary students.

Table 4: Mean, S.D and t- value of dimension of career awareness of tribal girls and non-tribal girls students

Career awareness	Category	N	Mean	S.D	t-value
Career oriented education awareness	Tribal girls	150	16.82	3.32	0.27
	Non-tribal girls	150	16.89	3.41	
Work as role identification awareness	Tribal girls	150	19.43	3.52	1.65
	Non-tribal girls	150	19.94	3.75	
Career decision making awareness	Tribal girls	150	16.61	3.61	3.67
	Non-tribal girls	150	17.77	3.85	
Total	Tribal girls	150	115.16	14.91	4.80
	Non-tribal girls	150	121.86	17.70	

The statistical results shown in table 4 showed that tribal and non-tribal girls students had varied levels of career awareness. It was hypothesised that there are no significant variations in higher secondary students' career awareness and its dimensions between tribal and non-tribal girls. It is clear from reading Table 4 that the t-ratio for awareness of career decision-making is 3.67, which is significant at the 0.01 level. Therefore, the null hypothesis that there is no significant difference in higher secondary students' awareness of professional decision-making between tribal and non-tribal girls is rejected. At the higher secondary level, it is possible to draw the conclusion that there is a large gap between the level of career decision making awareness possessed by tribal girls and that of non-tribal girls. The mean scores of non-tribal girls students (67.31) on dimension of career awareness i.e., career decision making awareness is higher than mean scores of tribal girls students (62.31). It may, therefore, be said that non-tribal girls students scored higher in career decision making awareness than tribal girls students. And value of t-ratio for total scores of career awareness is 4.80, which is significant at .01 level. Therefore null hypothesis there is no significant difference between tribal girls and non-tribal girls higher secondary students on career awareness is rejected. It can be conclude that there is significant difference in career awareness of tribal girls and non-tribal girls students at higher secondary level. The mean scores of non-tribal girls students (121.86) on total scores of career awareness scored higher than mean scores of tribal girls students (115.16). It may, therefore, be said that non-tribal girls students scored higher in total score of career awareness than tribal girls students.

The value of the t-ratio for awareness of career-oriented education for the remaining dimensions is 0.27, which is not statistically significant at the 0.05 level. Therefore, the null hypothesis that there is no significant difference in higher secondary students' awareness of career-oriented education between tribal and non-tribal girls is accepted. In terms of career-oriented education awareness, it means that there is no difference between higher secondary students who are tribal girls compared to those who are non-tribal girls.

At the 0.05 level of significance, the t-ratio for work as role identification awareness has a value of 1.65, which is not significant. As a result of this, the null hypothesis asserts that there is no significant difference between the performance of tribal girls and non-tribal girls who are in higher-level secondary education regarding work as long as role identification awareness is taken into account. This finding indicates that there is no significant difference between the performance of tribal girls and the performance of non-tribal girls who are enrolled in higher secondary education regarding work as role identification awareness.

Conclusion

The findings of this investigation indicate that a significant proportion of students belonging to tribal communities exhibited both low and high levels of career awareness. Conversely, students who do not identify as tribal demonstrated average and high levels of career awareness. The findings of this study indicate that there exists a disparity in career awareness between non-tribal and tribal male students. Specifically, non-tribal male students exhibit a higher level of career awareness compared to their tribal counterparts. This discrepancy is evident across various dimensions of career awareness, including professional aspiration, vocational aspiration, and career interest.

Educational Implications

1. Students can empower their future career choice and career awareness by understanding the need for education in their lives. It may help them to understand current subjects or area of interests and future career opportunities
2. Teachers may give basic knowledge about subject streams and subject-related future careers. Teachers can teach students how to plan their goals and make efforts to achieve their goals within a specific timeline.
3. College management should organize various career educational programmes to make students aware of various career and vocational education.
4. Management should appoint career counselors and guidance experts on campus to help students when they need. Management and educational institutions can also get train some of their teachers in career guidance and counseling.

Suggestions for further research

1. A study using the variable of the present study may be conducted on other larger sample.
2. Similar study can be conducted on other population like General, OBC, SC and ST.
3. More psychological variables can be added, which influence career outcomes.
4. Tribal studies in the field of education must emerge as an independent concern with different variables.

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