



A comparative study on male and female undergraduate tribal students in relation to their occupational aspiration

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Abstract

A person's career choices and eventually, their entire life are influenced by their aspirations. It may be argued that having high expectations encourages people to put up significant effort to realize their objectives. Without taking into account the constraints or reality of the job market, occupational aspirations are a reflection of a person's desire for their ideal employment. The degree of education, which gives the populace knowledge, authority, privilege, protection, and prestige, does, in fact, play a significant role in the advancement and development of tribal societies. Education is to have an impact and help bring about changes in the tribal community in the context of job aspirations. The main objective of the study was the compare of male and female 339 undergraduate tribal students of ICFAI University Tripura in relation to their occupational aspiration and the tools was used occupational aspiration scale developed by Prof. N.P. Chandel *et al.* (2012). It revealed that there exists no significant difference in male and female undergraduate tribal students in relation to their occupational aspiration. In choosing their future careers, both undergraduate male and female tribal students share the similar ideals, aspirations, and desires.

Keywords: Male and Female, undergraduate, tribal, students and occupational aspiration

Introduction

Aspiration is the frame of reference that affects a person's job path and ultimately, their entire life. It might be considered that people are motivated to work hard to achieve their goals by having high expectations. In a culture with modern technology, having high goals for achievement is a key cultural value. Almost everyone wants to improve upon their current situation. Some people may claim they are happy with their current situation, yet this statement is frequently founded on the assumption that change is not possible. The only way they can be happy is to convince them they are

satisfied. Occupational aspiration is the true purpose of an individual to achieve what he or she wants in life, specifically the job or profession one chooses to pursue in real life. Students' aspiration is described as their "ability to identify and set goals for the future, while being inspired in the present to work towards those goals" (Quaglia & Cobb, 1996). Students' "ability to identify and set goals for the future, while being inspired in the present to work towards those goals" (Quaglia & Cobb, 1996) is defined as aspiration. When a person may reasonably expect to accomplish the goals they set for themselves, their aspirations are considered realistic. Realistic goals, in contrast, are grounded in objective evaluations of a person's aptitude and are restrained by awareness of both opportunities and challenges. Idealistic goals are a better indicator of a person's desired estimation of their capacity than of their actual capacity. Even someone who regularly sets realistic goals may occasionally have idealistic thoughts, particularly when their emotions are involved. Young people frequently consider the status of a profession more than their own ability when deciding on their career ambitions. In the social-personal sphere, a person's career is how society utilises their services for their welfare, progress, and advancement. It serves as a person's identity as well as a method of sustaining their livelihood. The relationship between the educational system and society is reciprocal; occasionally, changes in the educational system are influenced by changes in the society, and occasionally, the change in the society are influenced by educational system (Sharma, 2009). The socioeconomic standing and level of attainment of tribal members are strongly correlated with education. It is also seen as a crucial component of civilization and human advancement in general. Only education can lead to a person's empowerment and emancipation. Occupational aspirations are nothing more than the goals you've established for your current or future career. These are an individual's psychological preferences or goals for possible professional achievement. Occupational aspirations are a person's wishes for their ideal occupation, without taking into account the constraints or reality of the job market. Indeed, the tribals advancement and development largely depends upon the level of education as it provides enlightenment, power, privilege, protection, and prestige to the people. In the context of career aspiration, for the tribal, education is to influence and usher changes in the tribal society. Education policy (1986) which is about 34 years old hardly holds much importance for tribal development. The aspiration for education and career, the tribal students are more or less not up to the expectation because of it and because of the education system and education service delivery to the tribal regions, although the educational aspiration for children of the parents is pan-India phenomenon. Career aspirations maybe classified according to the type of job that young people aspire to do in the future. The classification can be based on the socioeconomic classification of occupations. For instance, job aspirations may be classified into higher managerial and professional occupations, intermediate occupations, technical occupations, semi-routine occupations and routine occupations. Wicht *et al.* (2022) Found out secondary school pupils in Germany experience the same gender gap in vocational goals, and shed light on the potential reasons underlying these alleged gender inequalities. We employed the German National Educational Panel Study's large and representative

sample of ninth graders (N = 10,743) for this project. According to the socioeconomic status of the desired occupation, adolescents' career goals were coded on the International Socio-Economic Index of Occupational Status (ISEI). According to the findings (Cohen's $d = 0.36$), girls had vocational aspirations that were 6.5 ISEI points greater than those of boys. Further mediation analyses showed that the gender disparity in professional ambitions could be partially explained by differences in gender-specific vocational interests. Kainthola, R. (2018) reported in the study there exist no significance difference between rural and urban students as well as boys and girls in their level of occupational aspiration. Kumari, S. (2018) found that male have high level of occupational aspiration than female. Vijayan (2017) explored the influence of occupational aspirations on the academic achievement of institutionalized adolescent orphans in Kerala. A significant positive relationship has been found between occupational aspirations and academic achievement of institutionalized adolescent orphans. This study was conducted on 50 male and 50 female students of class 12th of two government senior secondary schools of Kerala. They found that the male students were better at high occupational aspiration level while female students had higher career maturity. A significant difference is found between the career maturity of male and female students. Alam (2016) studied how teenagers' self-efficacy and self-concept influenced their professional goals. In this study, the associations between adolescents' self-efficacy, self-concept and vocational aspirations were investigated. The research findings showed that

- a) Self-efficacy and self-concept have strong correlations with adolescents' professional goals.
- b) There were substantial gender and residential disparities in these linkages.

Adolescent self-efficacy and gender did not significantly correlate. Pattanayak & Naik (2014) investigated the future life orientation, factors affecting the choice of career, different problems and support that needed to accomplish it among the secondary school tribal students in the Salboni block of Jangal Mahal. A sample size of 400 indigenous students in secondary level students participated in focus group interviews for the study. According to the study, tribal kids' aspirations are influenced by gender roles, socialisation, parental expectations, instructor attitudes, and the landscape of available gendered occupations. According to the study, it is important to eliminate gender stereotypes and the notions of roles that society deems appropriate for girls and boys in order to support the tribal students, there was a critical need for the considerable engagement of government agencies, parents and instructors. Paul (2013) sought to examined young people's career intentions while they were attending college. The goal of the study was to examine the major factors that influence young people's choice of career, educational attainment, and long-term planning. Through the use of stratified random sampling, a sample of 208 students enrolled in the faculties of social sciences, sciences and professional courses was chosen. Although the educational institute had a consistently positive attitude, the employment aspiration trend was varied. However, there was a significant disparity between the

expectations of male and female college students, as well as those enrolled in traditional and vocational programmes.

Need of the study

The tribal community all over India have been subjected to various forms of deprivation such as alienation from land and other resources. The tribals though are away from the main stream of national life, but they are not kept away from the impact of socio-economic changes affecting the society in general. In this process of change, the tribals are forced to adhere to certain norms which may even take away their freedom, control over the traditional productive system, their house, family and children and even their own life. The fact remains that a large number of tribals have missed education at different stages and in order to empower them there is a great need of providing opportunities so as to enable them to assume leadership qualities for economic self-reliance and even social transformation. It is often alleged that the level of aspiration of them as a group is low and they are quite satisfied with what they are and with what they have. One of the main reasons for the very slow spread of education among Tribals is the peculiar nature of their dwelling. Majority of the Tribals are living in remote areas far away from educational institutions. Lack of sufficient educational institutions in tribal areas, poverty etc. curtail effective educational development among Scheduled Tribes people. Education has become one of the influential instruments of social change in India. It has caused people's desires for advancement and change to be mobilized. Thus, in modern complex national societies, education can not only be regarded as a controlling force conserving cultural heritage and as an agent of social change, but also can only be regarded as a cooperative force in bringing about social changes decided by the forces possessing more pervasive power in society. India is a developing country and growth and development are required in every state, especially in remote states of the north east. North-eastern region of the country is comprised of diverse subgroups that need to be mobilized in specific manner so that they can contribute to the fullest of their potentials in the development of country in general and north-eastern region in particular. More particularly Tripura has a completely different culture compared to other states of north-eastern region, which poses different demand on different subgroups. It also possesses a cosmopolitan environment especially in urban areas. Thus, diverse needs of different groups need specific attention from policy makers and stakeholders. Occupational aspiration is also a product of cultural and traditional expectations posed on younger generation as well as guidance and orientation provided by educational institutions. After reviewing the related literature researcher did not come across studies dealing with this aspect of occupational aspirations. Therefore, researcher planned to undertake this study which would help policy makers and stakeholder in education to take care of diverse needs of different groups.

Objective

To measure and compare the level of occupational aspiration of male and female Undergraduate tribal students.

Hypothesis

H01: There exist no significant difference in male and female undergraduate tribal students in relation to their occupational aspiration.

Method

The descriptive survey method is used in the present study.

Sample

The present research work has been carried out with descriptive survey method. The sample consisted of a total of 339 tribal students of ICFAI university from different streams (B.A., B.Sc., B.Com). Random sampling techniques were used for selection of sample for the study. The total sample comprised of 339 students out of which 169 were males and 170 females.

Tool

Occupational Aspiration Scale (2012) developed by Prof. N.P.S Chandel, Dr. Vibha Laxmi and Mr. Ranjeet Kumar Singh.

Statistical analysis

The collected data was coded, tabulated and analyzed using various statistical techniques as Mean, Standard Deviation and 't' test.

Analysis and Interpretation of data

The current study aims to compare undergraduate tribal students who are male and female. The information about the desired occupations of 339 tribe undergraduate students, including 169 men and 170 women. Data is analysed with the use of numerous statistical techniques in order to filter the data for the meaningful goal and to test the hypotheses. The frequency distribution, mean and standard deviation are used to describe the score. The means of occupational aspirations of male and female undergraduate tribal students were compared using the t test.

Table 1: Level of occupation aspiration of undergraduate Tribal Students

Sample	Mean	SD
339	48.72	8.28

The above table showing that the mean value and standard deviation of undergraduate tribal students are 48.72 and 8.28 respectively. By the result it reflects that undergraduate tribal students are possess average level of occupational aspiration.

H01 There exist no significant difference in male and female undergraduate tribal students in relation to their occupational aspiration.

Table 2: Comparison of Level of Occupational Aspiration between Male and Female Undergraduate Tribal Students

Gender	N	df	Mean	SD	t test	Level of significance
Male	169	337	48	8.66	0.11	0.05
Female	170		49.44	7.81		

The above table reveals that the mean scores of level of occupational aspiration of male and female undergraduate tribal students are 48 and 49.44 respectively. The standard deviation of male and female undergraduate tribal students as 8.66 and 7.81 respectively. The value of 't' ratio is 0.11 with $d_f = 337$, which is less than t table value at 0.05 level of significance.

Therefore, the hypothesis that "H₀₁ There exist no significant difference in male and female undergraduate tribal students in relation to their occupational aspiration." is accepted. Thus, there is no significant difference between the male and female undergraduate tribal students in relation to their occupational aspiration. But their mean value it clearly reveals that female undergraduate tribal students are possess high level of occupational aspiration in comparison to male undergraduate tribal students.

Discussion

From the analysis of the study, the finding of the hypotheses there is no significant difference was found between male and female undergraduate tribal students in relation to their level of occupational aspiration at 0.01 level of significance with 337 degree of freedom. The hypothesis was accepted, the finding of the study supported by the study of wight *et al.* (2022), Kainthola R. (2018), Vijan (2017), Patanayak (2014) and Paul (2013). The undergraduate tribal students possess average level of occupational aspiration. The mean of male and female students was 48 and 49.44 respectively. The female tribal undergraduate students having slightly high level of occupational aspiration than male tribal undergraduate students.

Conclusion

The average level of occupational aspiration is seen among indigenous undergraduate students. Because there is no discernible difference in the mean occupational aspiration scores of male and female undergraduate tribal students at ICFAI university Tripura, there is no discernible difference in the occupational aspirations of these students. This study accepts the null hypothesis. The study comes to the conclusion that all undergraduate tribal male and female students have the similar thoughts, aspirations, and desires when choosing their future careers. Male and female tribal undergraduate students almost share the same career aspirations.

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