

A Study on Challenges Faced by Tribal Students in Employability

Dr. Kanchan Shrinivas Fulmali, Mr. Ashish Anant Shinde

Research Guide - M.L. Dahanukar College of Commerce

Research Scholar - M.L. Dahanukar College of Commerce

Abstract:

Employability is a wide range of abilities, experience, and characteristics that help people find and keep fulfilling jobs. It encompasses more than just securing a job; it also includes having the flexibility to adjust to shifting labor markets, make valuable contributions at work, and take advantage of possibilities for professional growth. Tribal populations, who frequently inhabit particular geographic areas, have unique cultural identities. They usually preserve strong ties to their ancestral areas and natural resources while having their own languages, customs, and social systems. These communities are essential to the preservation of traditional knowledge and biodiversity because they frequently depend on traditional means of subsistence like farming, hunting, and gathering. The purpose of conducting this research is to explore the challenges faced by tribal students in employability. One-sample t-test was used in the study. The outcome of this analysis indicated that the challenges faced by tribal students in employability are Limited access to Quality Education, Language Proficiency, Insufficient infrastructure in Tribal schools, Limited Networking, Lack of Confidence, Unfamiliarity with Interview Etiquette, Interviewer's stereotypical view of Tribal Communities, lack of placement support, Lacks Digital Literacy, lacks soft skills, Outdated Curriculum and Limited Access to Higher Education.

Keywords: Tribals, Tribal Communities, Employability, One-Sample t-test.

1. Introduction:

Youth are a key demographic that are vital to the development of any country because of their creativity, excitement, and dynamic energy. They also play a significant role in the political, cultural, and economic spheres. Future economic success of a nation is largely dependent on its labour force productivity and employment rate. Professional labour is especially important for promoting inclusive growth, as Maqbool and Khan (2019) have shown. However, due to issues including poor job search techniques, a lack of work experience, and communication problems that frequently result in low-wage or informal employment, teenage unemployment continues to be a problem on a global scale. To make matters worse, there is a large disparity between the skills that are taught in academic institutions and the talents that businesses require.

Poverty and a tight labour market contribute to the issue in nations like India, where a large percentage of the population lives in rural areas. A large section of India's population, the youth, are faced with high rates of unemployment or jobs in the unreliable informal sector. The gender gap still exists, with female labour force participation being far lower than that of males, especially in rural regions, despite major advancements in literacy, especially among men. Many scheduled castes and tribes, who are frequently left out of the development narrative, can be found living in India's rural areas. These disadvantaged groups are more prevalent in rural areas, according to the 2011 Indian Census. The concerning youth unemployment rate in rural India, especially among these marginalised groups, underscores the possible loss of a dynamic and productive segment of the population.

1.1 Tribal Population

Tribal communities have a distinct territorial identity because they live in locations with distinct cultures and environments; each tribe has a recognised homeland that it occupies. Their primary means of subsistence are

hunting and gathering forest produce, which keeps them isolated from the outside world. Their lives are primarily dependent on forests. Unfortunately, because of their unique way of existence, many tribes are exploited by outsiders. (Dhanush, 2018). Women are frequently prevented from stepping outside of established bounds by cultural conventions. One of the world's largest tribal groups is in India, a vast and diversified country. 104.3 million people identify as tribal, of which 93.8 million live in rural regions and 10.5 million in urban areas, according to the 2011 Census of India (source: www.tribal.nic.in).

1.2 Issues with the Tribal Communities

Tribal communities' limited access to high-quality education is a complex problem resulting from a number of issues. Tribal people sometimes lack awareness and comprehension of vocational courses due to their distant location and limited educational infrastructure. In these societies, the acceptability of vocational education is frequently hampered by cultural hurdles and traditional beliefs, and other forms of education may be given priority by society expectations. In addition, practical obstacles like inadequate communication and transportation infrastructure might make it challenging for educational facilities to effectively connect with and hire qualified candidates. The dearth of role models who have successfully pursued vocational education, combined with the paucity of guidance and counselling services, further dampens aspirations. Educational institutions also face challenges conducting to connect with and hire qualified candidates effectively processes due to a lack of funding and resources, which affects marketing campaigns and infrastructure development. Barriers to communication and language add still another level of complexity, making customised approaches necessary for productive participation. Furthermore, it is imperative to guarantee inclusivity and diversity in recruiting procedures, given the heterogeneous cultural origins and socioeconomic circumstances found in tribal groups. Developing trust and actively interacting with local leaders are essential first steps to overcome these obstacles. Educators and legislators can enhance recruitment and selection procedures by adopting a thorough strategy that takes into account the particular requirements and conditions of tribal groups. This will eventually improve tribal members' access to vocational courses and improve their employability outcomes. (Dr., Harish, 2023).

1.3 Employability

Employability refers to a graduate's capacity to find employment while continuing to pursue lifelong learning. Companies look for applicants with the aptitudes, competencies, and dispositions that fit their workplace (Jeswani, 2016). The ability of job applicants, particularly young people, to find employment quickly is negatively impacted by a number of labour supply-side constraints related to employability (socioeconomic factors such as "age, gender, education, class, and others") as well as regional specificities (Pool and Sewell, 2007). Employability skills are the character traits and aptitudes that help a job seeker stand out from the competition in their industry, land a position, maintain it, grow in their career, and truly contribute to the objectives of both their employer and themselves. (Sarfraz et.al, 2018).

Employability skills shape students' careers, helping them develop and enhance abilities such as teamwork, leadership, communication, presentation, time management, interpersonal, and interview skills. Hence, providing students with soft skill training empowers them to engage in diverse selection processes with efficacy and efficiency (Nisha et al., 2018). Concern over young people who are not in school or the workforce has grown recently, in addition to the youth unemployment rate. Since they are not engaging in any form of economic activity or investing in their human capital by attending educational institutions, they are not considered unemployed. Not even in terms of looking for work are they engaged. It is a form of voluntary unemployment that has long been excluded from policy measures; it is also known as unreported unemployment. They are viewed as disillusioned employees. It is necessary to shift policy attention to these disillusioned youth workers who are not included in youth unemployment statistics. (Niall and O'Higgins, 2008).

2. Review of Literature:

2.1 Mohamad, Hdyitulah., Aman, Aman. (2023). The study aimed to identify and comprehend the educational obstacles that females in rural areas, especially those from scheduled tribes, experience. The report promoted policies to increase girls' access to school in tribal groups and emphasised the value of education in building an

inclusive society. The study's conclusions showed that social standards, domestic responsibilities, and subpar educational facilities were among the major obstacles that girls from scheduled tribes in rural areas faced while trying to further their education. The results of the interviews with tribal girl students and school administrators showed how urgently infrastructure and support systems needed to be improved to improve these girls' educational experiences.

2.2 Pran, Krishna, Sarkar. (2023). The study aimed to look into the difficulties teachers encounter when teaching Scheduled Tribe (ST) pupils in the Nadia region of West Bengal, India's high school curriculum. Specifically, the study focused on the Bedia and Santal groups. The study's conclusions made clear that teaching ST kids was primarily problematic because of their inability to adjust to a traditional classroom setting. Students from Bedia and Santal were found to have a severe cultural mismatch between their home and school cultures, which resulted in behavioural concerns, organisational challenges, and a lack of interest in their studies. The study emphasised how crucial it is to close this cultural divide to improve ST children's academic performance and responsiveness in high school settings.

2.3 Dr., Harish, Purohit. (2023). This study looked into and assessed recruiting and selection practices, with a focus on vocational programmes provided to tribal communities. Determining challenges, remedies, and potential improvements to the recruiting and selection process for vocational education in these underprivileged communities was its principal objective. The results showed difficulties such as poor access to high-quality education, ignorance of career-related courses, cultural divides, and regional limitations. Targeted recruitment drives, inclusive selection criteria, and community engagement initiatives were among the innovative tactics.

2.4 Joshen, et al. (2022). The study aimed to thoroughly analyze the problems and obstacles related to the education of children from Indian indigenous communities, with a special emphasis on the Scheduled Tribes. Its goal was to assess the extent to which the Indian Constitution's requirement for universal, free education for children up to the age of 14 had been met within a given time frame. The study's conclusions brought to light the ongoing difficulties indigenous children—especially those from Scheduled Tribes—face in getting access to high-quality education. After 74 years of independence, universal primary education is still a distant goal despite official initiatives and constitutional requirements. The study emphasised the necessity of focused interventions to address the particular socioeconomic and cultural obstacles that prevent indigenous children from achieving their full potential in school.

2.5 Dinda, Khairunnisa., et al. (2022). The study aimed to investigate how psychological health and self-assurance affected vocational students' employability. It centred on SMK Negeri 2 students in Langsa City to examine the impact of psychological well-being and self-confidence on their employability. The study's multiple regression analysis revealed that employability was significantly impacted by both psychological well-being and self-confidence among vocational students. More specifically, the data showed that psychological well-being and self-confidence had a highly substantial impact on employability. According to these results, psychological well-being and self-confidence are major determinants of students' employability.

2.6 P, Karthikeyan. (2020). The study aimed to examine the existing body of literature on employment and the difficulties rural youth in India confront, especially those who are members of Scheduled Castes (SC) and Scheduled Tribes (ST). The research brought to light several obstacles that impair the employability of young SC/ST people living in rural areas, such as inadequate job-seeking skills, resource constraints, and skill gaps. It highlighted how important it is to always be learning new skills and being flexible in the ever-changing labour market of today. In order to close the education-industry gap, stronger partnerships between academia and industry were recommended. Even with government investments in education, problems like school dropouts and illiteracy continue, especially in families with lower incomes. The study recommended increased awareness and involvement in government training programmes and emphasised the value of multiskilled methods for improved employability. Caste, religion, and family relationships as grounds for unfair recruitment practices were denounced, and merit-based hiring was advocated. It was decided that for socioeconomic advancement, government programmes needed to be continuously upgraded and monitored. Although progress may be slow, rural SC/ST youngsters were encouraged to take advantage of government programmes for formal job sector entry and skill development.

2.7 Bhaskar & Arjun. (2019). The study evaluated the effectiveness of “DeenDayal Upadhyaya Grameen Kaushal Yojana” (DDUGKY) programme on youth employment in rural Bihar, India. The analysis discovered that the (DDUGKY) programme successfully reached its target group of young people living in rural poverty based on data gathered in mid-2016. The programme initially resulted in a notable rise in the employment rate of trained graduates. But the employment effect vanished to zero two to six months following training. A considerable percentage of placed graduates quit their jobs because of discrimination based on caste or because their pay did not match what they were paid for their living expenses. Other labor market conditions undermined the program's efficacy in maintaining employment outcomes over time, notwithstanding the favorable influence on employment prospects.

2.8 Jyoti & Bhavika. (2016). The study evaluated the initiative's effect on employability and the potential for skill development among Indian workers. Upon examination of twelve research papers, it was found that the "Make in India" project, which promotes manufacturing by both domestic and foreign firms, has the potential to generate job possibilities. The skills that the Indian labour force possesses and the skills required by industry differ significantly. Even though a sizable section of the workforce requires skilled labour, just 10% of workers obtain formal training. The evaluation brought to light a significant skill gap in India, highlighting the necessity for all-encompassing skill development programmes to close this gap and guarantee the "Make in India" initiative's successful execution.

3. Objective of the Study:

1. To explore the challenges faced by tribal students in employability
2. To give appropriate suggestions to stakeholders towards eradication of challenges and improvement of employability of tribal students

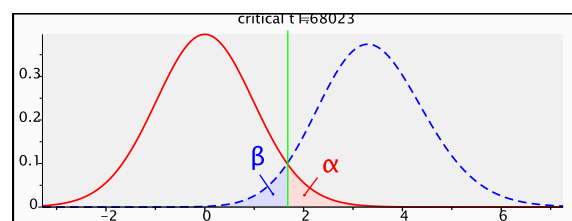
4. Hypothesis:

H_0 : The challenges faced by tribal students in employability are insignificant. (Mean score ≤ 3)

H_1 : The challenges faced by tribal students in employability are significant. (Mean score > 3)

5. Research Methodology:

Research Design	Descriptive
Data Collection	Primary and secondary data sources
Sampling Technique	Non-probability purposive sampling
Sample Size	120 Graduate Tribal Students
Sample Size Determination	According to Faul et al.'s a minimum sample size of 45 for conducting a one-tailed one-sample t-test.
Statistical Technique	Parametric one-sample testing
Statistical Tool	R Studio software



Test family		Statistical test	
t tests		Means: Difference from constant (one sample case)	
Type of power analysis			
A priori: Compute required sample size - given α , power, and effect size			
Input Parameters		Output Parameters	
Determine =>	Tail(s)	One	Noncentrality parameter δ
	Effect size d	0.5	Critical t
	α err prob	0.05	Df
	Power (1- β err prob)	0.95	Total sample size
			Actual power
			3.3541020
			1.6802300
			44
			45
			0.9512400

6. Data Analysis and Interpretation:

Table No: 1 Summary of Demographics

Category	Variables	Frequency	Percentage
Age	18-20 years	29	24.20
	21-22 years	31	25.80
	22-24 years	33	37.50
	24 and above	27	22.50
Gender	Male	61	50.80
	Female	59	49.20
Field of Study	Arts and Humanities	25	20.80
	Business and Management	23	19.20
	Engineering and Technology	26	21.70
	Health and Medicine	24	20.00
	Social Sciences	22	18.30

Data was collected from 120 graduate tribal students, of which 29 respondents (24.2%) aged 18-20 years, 31 respondents (25.8%) aged 21-22 years, 33 respondents (27.5%) aged 22-24 years, and 27 respondents (22.5%) aged 24 and above. 61 male respondents (50.8%) and 59 female respondents (49.2%). 25 respondents (20.8%) were from Arts and Humanities, 23 (19.2%) from Business and Management, 26 (21.7%) from Engineering and Technology, 24 (20%) from Health and Medicine, and 22 (18.3%) from Social Sciences.

Table No: 2 One Sample t-test

Items	t-statistics	P(value)	Ha: Mean score of challenges faced by Tribal students in employability is High (Mean score > 3)
Limited access to Quality Education	21.22	0.000	Significant
Language proficiency	23.42	0.000	Significant
Insufficient Infrastructure in Tribal Schools	20.29	0.000	Significant
Limited Networking	23.89	0.000	Significant
Lack of Confidence	19.65	0.000	Significant
Unfamiliarity with Interview Etiquette	18.20	0.000	Significant
Interviewer stereotypical view about Tribal Communities	19.42	0.000	Significant
Lacks of placement support	20.20	0.000	Significant
Lacks Digital Literacy	18.50	0.000	Significant
Lacks soft skills	18.88	0.000	Significant
Outdated Curriculum	21.62	0.000	Significant
Limited Access to Higher Education	20.78	0.000	Significant

A parametric one-sample t-test (one-tailed) is applied to examine challenges faced by Tribal students in employability. It is seen that $p\text{-value} < 0.05$ and $t\text{ statistics} > 1.96$. Limited access to Quality Education, Language Proficiency, Insufficient infrastructure in Tribal schools, Limited Networking, Lack of Confidence, Unfamiliarity with Interview Etiquette, Interviewer stereotypical view about Tribal Communities, lack of placement support, Lacks Digital Literacy, lacks soft skills, Outdated Curriculum and Limited Access to Higher Education challenges faced by tribal students in employability.

7. Conclusion:

Achieving employability presents several difficulties for tribal students. These difficulties cover a wide range of topics, such as the availability of education, language skills, infrastructural constraints, networking prospects, self-assurance, knowledge of interview protocol, and the stereotypes that interviewers maintain about tribal populations. These challenges are compounded by obsolete curricula, restricted access to higher education, soft skills, digital literacy, lack of placement support, and outdated curriculum. The results from these data emphasize the urgent need for all-encompassing interventions to overcome the various obstacles that tribal students encounter on their path to employability. In order to improve access to high-quality education, especially in tribal areas, efforts should be focused on updating curricula to meet the demands of the modern labour market, fostering language competency, and upgrading educational facilities. Initiatives are also

necessary to increase networking possibilities, develop self-assurance, teach soft skills, and facilitate access to further education and employment.

Recommendations:

- The government must set aside funds expressly for enhancing the educational infrastructure in indigenous communities, emphasizing the construction of new schools, VTCs, and libraries.
- Additionally, they can implement focused language competency programs that provide language support in regional dialects in addition to mainstream languages, catering to the linguistic diversity of tribal people.
- To help tribal students move into the workforce, the government can set up specialized placement cells or organizations that offer networking opportunities, skill development courses, and individualized career coaching.
- The government should create and implement inclusive policies that cater to the special requirements of Native American students, guaranteeing fair access to learning materials, career development, and job openings.
- In order to improve employability chances, educational institutions should revise their curriculum frameworks to include industry-relevant skills and knowledge, emphasizing practical training, vocational courses, and industrial partnerships.
- Include soft skills training modules in the curriculum to help tribal students become more prepared for the workforce by helping them build their leadership, teamwork, communication, and problem-solving abilities.
- These institutions can arrange career fairs, industrial visits, and networking activities to introduce tribal students to various job paths and help them connect with possible employers. This will help students gain practical experience and build their professional networks.
- Provide financial aid, mentoring, counseling services, and other forms of support to help tribal students overcome socioeconomic obstacles and achieve their academic and professional goals.

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