

# Impact Of ICT On Career Aspiration Of Students Belonging To Indigenous Communities And Most Backward Sections Of India: An Empirical Study Of Tribal Development Board Schools Of Odisha.

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**Abstract:** Career aspiration is associated with students' interest and attitude towards a specific career which they desire to be engaged in their future profession or occupation. Students' career aspiration is defined as an ability to identify and set goals for the future, while being inspired in the present towards those goals (Quaglia & Cobb, 1996). Young people's aspiration is considered as the reflection of aspiration of their community and society. In the age of information, communication and technology (ICT) indigenous students are exploring different pathways for their career. This descriptive study adopted qualitative analysis and the quantitative approach in investigation of the students belonging to the Scheduled Tribe community. Career aspiration of students of Scheduled Caste and Scheduled Tribe Development Department (SSD) run schools are explored. The focus of the study was on their aspiration and its relation with social and environmental factors and the influence of ICT. Under this study career aspiration, the concept is anticipated as a composite of educational aspiration as well as occupational aspiration. Result of the investigation reveals; i) higher level of career aspiration of indigenous students; ii) economic and demographic status of their families' bearing social and economic disabilities; and iii) ICT playing a highly significant role in career aspiration of students.

**Keywords:** Career Aspiration, Education, Indigenous Community, ICT, Student

## 1. INTRODUCTION

One's pursuance of education is preparation for the future career. As of now in India education is expected mainly for gainful employment and students irrespective of backgrounds aspire for career and identity. A student can successfully have a career if provided with him/her right kind of guidance and coaching; self-assessment of knowledge of career interest and aptitude, information of the world of work and support services enable students to be productive (Arulmani, 1995). In a highly hierarchical Indian society where social stratification has sometimes proved to be an acute barrier for smooth socio-cultural and economic mobilization, raising the level of aspiration especially career aspiration of indigenous students can be a way-out for addressing the issue. ICT plays a very important role in the dissemination of career information. In India, as the caste system is the resultant of Varna (caste) systems which have begun to fade, class and prestige-based approach to a career get subtle but strong influence on work behaviour (Arulmani, 1995). Now, one's career can cut across the class barriers in this globalized society. Hence, the primary question emerges; whether or not do the indigenous students possess career aspiration due to the influence of ICT? How much exposure do they have in ICT? Is tribal or indigenous pupil's perceptual change of career as a result of influence of the outer world that they experiences with ICT? In this contemporary era of the education system, a number of assistive technologies are being used in the schools and schooling of the students gets more importance in the development of students'

aspiration. Assistive technologies are available in forms of different gadgets like learning application (software), smart writing board, mobile, television, computer, internet etc. These facilities encourage students for their learning and now these sorts of gadgets and application are available in not only private and elite schools but also in govt. run schools with the central and state's sponsored program. These apparatus in an enabling school environment attract students and makes the teaching-learning process easy; and thus the students get inspired for learning and benefited for developing their personal educational and career goals. In Scheduled Caste and Scheduled Tribe Development Department (SSD) run schools in Odisha, all these facilities are made available for indigenous students' enrolment and retention. Having low aspirations is not meant for low aptitude or low accomplishment or intrinsic in any ethnic or socioeconomic group (Russ Quaglia, 1989). Career aspiration of students is multidimensional. Exposure to ICT in schools the weak or mediocre students find ease and interest in learning and retention of knowledge (Sonali Nag, 2012)

Tribal society is characteristically distinct because of their culture, lifestyle, occupation and they are alienated from the mainstream. In Odisha 23.7% of its population belongs to the Scheduled Tribes and in all aspects of education and literacy, the occupation they are lagging behind the rest of the State's population. For exclusively tribal education within the last two to three decades several schemes and projects (like Navadaya Vidyalaya, Eklayva Model Schools, Kasturba Gandhi Balika Vidyalyaya, and Ashram Schools) were implemented and tribal students' enrollment rises. Besides teaching and learning in these schools, there are all sorts of modern facilities provided for students' grooming e.g. library, career counseling, smart classroom, facilities of hostels, facilities of access to educative programs transmitted through satellites and others; even some of such school hostels have television. Therefore, indigenous

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students of SSD residential schools are familiar with information, communication and technology (ICT). More a society or community aspire the more that society or community progresses; hence career aspiration of this cohort can make them change agents for the social and economic transformation of their community.

**Therefore, the purposes of the study are:**

- i) Explore the indigenous students' educational and occupational aspiration studying SSD schools.
- ii) Investigate the availability of ICT and its application for teaching learning in the schools
- iii) Examine the influence of ICT on the students' academics and career aspiration.

**Review of literature**

Conceptual studies encompass a number of theories on career development and since theories are to explain, predict and understand a phenomenon; student's career aspiration can't be appraised without reviewing certain theories on career development. Major theories of career development include those of Eli Ginzberg (1988), Super (1957), John Holland (1959), Robert Havighurst (1964), Anne Roe (1957), Albert Bandura (1977), Linda Gottfredson (1981) and Lent, Brown and Hackett (1994). These theories related to career choices and developments are interdisciplinary in nature. So they can be classified into three schools of thought (Gideon Arulmani, 2004) namely: I) the Trait-Factor approach, II) the developmental school and III) the Social Learning (Bandura 1977) and Social Cognitive Position (Hackett, Lent and Greenhous, 1991). Trait-Factor Approach claims that individual possess a unique combination of traits, which can be measured and quantified with accuracy and there is the necessity of identifying career aspirant's traits, linking these with occupational requirements. John Holland (1959) presented his theory of vocational choice. Holland mentioned six types of occupational environments or occupational groups: (i) Realistic, (ii) Investigative, (iii) Aesthetic, (iv) Social Environment, (iv) Enterprising and (vi) Conventional (RIASEC model). Holland's theory is therefore based on the interaction between a person and his or her environment and has been called the person-environment (P –E) interaction model. Developmental and Lifespan Oriented Approaches; career development theorists such as Ginzberg, Donald Super, and Linda Gottfredson put forth the idea that development of career aspiration goes on with pace with the individual's growth and development. Ginzberg's theory suggested that occupational choice is an unremitting process that arises in a succession of three periods: (i) fantasy choices (before age 11), (ii) tentative choices (between ages 11 and 17), and (iii) realistic choices (between ages 17 and young adulthood) and "No adolescent ever makes an occupational choice alone," (Ginzberg, 1988). Linda Gottfredson (1981) stated that children's career choices were influenced by seven major elements including 'gender, social class, background, intelligence, interests, competencies, and values'. Robert Havighurst (1964), also recognized vocational development, but he believed this to be a lifelong process rather than something that only occurs within the stages of childhood. Anne Roe (1957), believed parents had a more direct influence on career choice throughout their children's

lives. Roe's theory was largely related to Maslow's Hierarchy of Needs. Social Learning Theory of Career Decision Making examines the impact of the career decision-making process such factors as 'genetic predisposition, environmental conditions, and events, learning experiences and skill development' (Krumboltz.1985). According to this school of thought, individuals not only inherited traits but social characteristics as well; both these traits are brought into the career decision-making process. This interaction occurs in a certain environment, which stimulates career development behaviour. Social Learning / Social Cognitive Position; Social Cognitive Theory is the immediate successor to the Social Learning Theory and is the result of refinements made by Albert Bandura to his original formulations. The theory analysis in which beliefs of personal efficacy operate within a network of socio-cultural and socio-economic influences, to shape life paths. (Arulmani, 2004). Hackett, Lent, and Greenhous, (1991) asserts first of all that people are proactive shapers of their environment, not only responders to external forces. Personal and environmental factors e.g. 'socioeconomic statuses, personality traits, heredity', qualify the individual's exposure to academic and career-related experiences. Some of the empirical studies on students' career aspiration and influence of ICT reveal students especially indigenous students does not many exposures of ICT but their level of aspiration is high (Khobragade 1993, Priti Chaudhari 2000, Behera and Samal 2015, ). S.R. Pandey and S.S. Kadu, 2014 in their study too found personal effectiveness program had strong bearing on raising the level of occupational aspiration of the tribal students. Personal effectiveness program highlights students of strength, weakness, opportunities, threat; and makes them aware of subjective areas where they are good at and in the future which career they can be fit in. In a residential setup and enabling school environment indigenous students develop potentialities with the help of guidance and career counseling provided by teachers and counselors (Arulmani and Nag, 2004). Studies reveal that adoption of ICT in education system improves students' academic performances and students' motivation; girls comparatively outperform the boys in academic achievement (Wael Sh Basir, 2018); ICT was found supplementary convincing, effective and important in teaching of science subjects exclusively e.g. life science, chemistry, physics, in comparison to the traditional method of teaching (Hussain, 2017). There is a relation between students' career aspiration and academic performance, students' aspiration works a predictor for performance in schools (U. D Anuoha, 2013). Information retrieved from online resources can influence a student's aspirations both with its contents and through other mental processes (Reed and Kanya, 2017). Hence, both conceptual theories and empirical studies simultaneously corroborate the young pupils' career aspiration and the importance of information and communication technology in school and schooling. MethodsThe study undertook both quantitative and qualitative approaches. The rationale is to substantiate the numerical finding of the survey. The target group was indigenous students having their schooling in SSD (Scheduled Caste and Scheduled Tribe Development Department, Odisha) schools. The study was descriptive exploratory design and descriptive statistical techniques like

frequency and percentages were used to analyze the data. The sample size was 198 both boys and girls studying in 8<sup>th</sup> grade and data were randomly collected from 5 SSD schools situated in different local blocks (Sunabeda, Lamtaput, Dehoghati, Bamniput and Mundaguda) of Koraput district, Odisha. Koraput district was selected because it is one of KBK districts, is under (PESA Act 1996) tribal scheduled area where the Central and State's sponsored different tribal development program and projects have been implemented since 1972. A short survey questionnaire was used to gather information from the student respondents on their career aspiration and access to amenities and ICT facilities available in SSD schools. Field notes were taken from observation and interaction with teachers and some of the guardians of indigenous students; further, some case observations were made.

## DATA ANALYSIS AND DISCUSSIONS

Demographic profile of the respondents reveals about the respondents' age sex, age group, socio-economic status, parental education and occupational status.

**TABLE: 1:**  
**DEMOGRAPHIC PROFILE OF THE INDIGENOUS STUDENTS**

Variable	Group	Frequency	Percent (%)
Gender	Male	103	52.0
	Female	95	48.0
Category	Scheduled Tribe	198	100
Respondents' residential location.	Remote Rural	106	53.5
	Near District Head quarter	92	46.5
Age	12-13	133	67.2
	14-15	56	28.3
	16-17	09	4.5
Education (pursuing)	8 <sup>th</sup> grade	198	100
Socioeconomic Status	High	05	2.5
	Middle	42	21.2
	Low	151	76.3
Mother's Education	Illiterate	149	75.3
	Lower Primary	39	19.7
	Upper Primary	03	1.5
	Secondary	04	2.0
	Higher Secondary	03	1.5
Father's Education	Illiterate	82	41.4
	Lower Primary	59	29.8
	Upper Primary	24	12.1
	Secondary	19	9.6
	Higher Secondary	11	5.6
	HS & diploma	01	0.5
Father's occupations	Under graduate	02	1.0
	Not working	13	6.5
	Agriculture	147	74.5
	Sales	17	8.5
	Govt. employment	03	1.5
	Administrative works	09	4.5
	Migrant labourer	09	4.5

Mother' occupations	Not working	70	35.3
	Agriculture	107	54.0
	Sales	12	6.0
	Govt. employment	08	4.2
	Administrative works	01	0.5

Source: Author's own

Descriptive statistics in the table indicates sample consisting 198 students (boys 103, girls 95) and the arrays of socioeconomic status; indigenous students' families only 5% belong to higher SES whereas the major numbers of their families 76.3% were found to be in low SES. 62.7% respondent were 12 to 13 years age groups and their parental education and occupational status shows their marginality; only 75.3% mothers and 41.4% fathers of the total respondents were illiterate and their parents: 74.5% fathers and 54% mothers were in agricultural for their occupation and livelihoods. Respondents' residential location, 53.5% live in remote rural areas and 46.5% living nearby the district headquarter. Parental education and occupation of indigenous students culminate their socio-cultural and economic disabilities.

**TABLE: 2:**  
**AMENITIES AND ACCESS TO FACILITIES OF ICT AVAILABLE IN THE SCHOOLS AND HOMES**

Serial No	Statements	Response (%)	
		Yes	No
1	Offered career counselling Service	96	04
2	Offered computer education	90	10
3	Offered co curricula programmes	97	03
4	Offered extra-curricular programmes	84	16
5	Have television at hostels	90	10
6	Do teachers use smart classroom apparatus while teaching?	80	20
7	Do you attend educative programmed offered by satellite	98	2
8	Is newspaper provided to you sometimes in the hostels?	43	57
9	Do you have television in your home?	37	63
10	Do you have mobile phones/smart phones in your home?	94	06
11	Are you familiar to social networking?	11	89
12	Do your teachers use some audio visuals while teaching?	65	35
13	Have library and study materials	98	02
14	Offered phone services for sharing grievance to higher authority	90	10
15	Offered NCC and organize excursions skill training etc	84	16

Source: Author's own

In table-2, descriptive statistics for the availability of ICT facilities and other amenities conducive to indigenous students' for developing their career aspiration in SSD schools are discussed. 96% respondents confirmed about career counseling facilities, the average 77.13% of students shared that their schools have all the facilities including ICT like smart classrooms, television in hostels, access to satellite transmitted educative programs, phone facilities, computer education and audiovisual teaching-learning materials. Respondents 37% and 94% respectively shared that they too have television and mobile phones at their houses. Directly availability of gadgets and their use

assisted the students to avail necessary information that they are interested in their career preparation.

**TABLE: 3:**  
**EDUCATIONAL ASPIRATION OF THE INDIGENOUS STUDENTS**

Level of education	Frequency	Percent (%)
Up to 10 <sup>th</sup> Board	12	6.1
Up to 12 <sup>th</sup> (H.S)	33	16.7
Up to 12 <sup>th</sup> (Diploma)	60	30.3
Bachelor degree (U.G)	35	17.7
Master degree (P.G)	35	17.7
M.Phil. & Ph.D.	23	11.6
Total	198	100.0

Source: Author's own

The table 4 descriptive statistic shows that the indigenous students possessed high educational aspiration; the student respondents 30.3% aspire for a diploma. Diploma endorses one's skills and aptitude in specific trade or occupation. In this age of skills, employability depends on one's skills set, especially technical skills for easy entry into the world of work and there is always a demand for skilled workforce in the job market. So this demonstrates the indigenous students' urgency to enter the labour force and start earning in advance to support their families. However, 35.4% of total respondents aspire to go for higher education e.g. Under Graduation (17.7%) and Post Graduation (17.7%) and 11.6 % respondents aspired for M.Phil and Ph.D. The indigenous students' educational aspiration is high because of their exposures in ICT that they availed with different facilities and amenities provided along with very sound teaching-learning environment in SSD schools. In those schools only qualified and trained teachers are found to be working and these schools are monitored by local community members, parents' groups, block and district level government officials in a very timely manner.

**TABLE: 4**  
**FREQUENCY OF OCCUPATIONAL CHOICES OF THE INDIGENOUS STUDENTS**

Sl. No	Career names & areas	1 <sup>st</sup> choice	2 <sup>nd</sup> choice	3 <sup>rd</sup> choice
1	Govt. job (any grade)	29	21	15
2	Doctor and nurse	62	33	25
3	Scientist	21	30	21
4	Engineer	16	16	15
5	Legal profession	05	04	13
6	Managerial profession	03	08	07
7	Teaching profession	25	24	25
8	Business	03	10	22

	and trade			
9	Computer professionals	09	29	32
10	Entertainment (Arts & music)	22	17	09
11	Skilled crafts	00	02	06
12	Agricultural works	02	01	08
13	Politics as a career	01	03	00
Total		198	198	198

Source: Author's own

In table-4, descriptive statistics display the indigenous students' occupational aspiration. Students' job and their areas of career interest reflect with their choices of career. The study asks the respondents to confirm their career choices-1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choice. The result shows, for govt. job (any grade), doctor and nurse, scientist, engineer and teaching profession the number of respondents possess very little difference (STDEVA-10.16) in their 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choices. Interestingly, the student respondents' occupational aspiration reflected in their career choices- 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> choices are found to be unstable number for business and trade, computer (software and hardware) profession, entertainment work (arts and music), skilled crafts and agriculture works; exclusively for politics as a career only 1 respondent shared the first choice and 3 other students gave it as their second choice. Practically, the students' career choice is proof of their career awareness. They knew well govt. job (any grade), doctor and nurse, scientist, engineer and teaching profession are lucrative always as these career ensures high earning, prestige, and social status and job securities. It is earlier discussed that now one's career can cut across the class barriers in this globalized society; exposures to ICT enabled them to think beyond the traditional careers that exist in tribal society. However, career aspiration is such a subject in research that no conclusion can be drawn to have exact validity. So the investigator supplementary has presented four numbers of case excerpts i.e. by qualitative and impressionistic methods for adding value to the result and analysis. A simple case insertion in this context might better explain the dilemma.

Case1:

Rina was 15 years old. She was the eldest among her four siblings and her father was a marginal farmer cum daily wage-earner. The family was maintained somehow with the help of her mother who did embroidery works to support. Low socioeconomic status, it's needless to say; yet finding herself in SSD Girls High School in Koraput, Rina was resolved not to follow the shoes of either of her father or mother. She said, 'Earlier when I was 10 & 11 years, I felt most unfortunate. But my determination to study hard makes me one among the top ten in my class. Against all odds! My parents at least encourage me to study well. And I am determined to study up to the highest level of education if scholarship and hostel facilities are available to me ... and on a day I'll get a job of my choice'.

Investigator: You say, scholarship, how do you know about scholarship for higher education?

Rina: Reading the newspaper and watching advertisements

Investigator: Do you know about the computer?

Rina : Computer is an electronic machine; I can type my name, our science teachers show a model of xylem and phylum of the plant in computer

Investigator: Is computer education interesting to you?

Rina: I like much...very interesting.

It is worth to note that tribal students belong to particular communities or broadly the tribal society possesses impregnable aspiration for growth and development and they consider education is the better means for the greater good. The finding theoretically supports that early adolescent students' level of career aspiration is higher. Theorists like Ginsberg (1951), Super (1953) and Gottfredson (1981) put forward the idea that career development happens in successive stages. Ginsberg (1951), found children aged 11 to 17 years old under tentative stage are having a higher level of career aspiration. Similarly, Donald Super also in his theory had shown particularly during the adolescent stage, Growth stage children develop certain attitude, aptitude, interests and need which directly become the impetus for higher career aspiration and Gottfredson echoed the same about adolescent's level of aspiration. Ehrhardt and Meyer-Bahlburg (1981) in their study they have found higher level of aspiration in comparison to mid and late adolescent girls; Jennifer D. Shapka, José F. Domene & Daniel P. Keating (2006) studied trajectories of career aspiration and their finding showed that early adolescents did bear a higher level of aspiration.

Secondly, the study demonstrates that environment with facilities of ICT is a crucial determinant for the development of students' career aspiration. Environment includes physical as well as a psychological milieu that attracts and or distracts students' aspiration for learning, education and career. This study presents tribal students who experience enabling environment in schools and school surrounding and along with many sorts of exposures and opportunities e.g. access to satellite transmitted educative program, smart classroom, watching television, possessed greater level of career aspiration. Students' perception and attitude towards their school and teachers were found very conducive and they developed the interest to explore more in knowledge as these SSD schools are with all facilities available at free of cost.

Case2:

'What I'll do in future, I don't know but my interest area is Mathematics' expressed by Kaina Mahji of SSD High School, Sunabeda, Koraput district. Both orphan brother and sister who were brought up by their maternal uncle, read in the same school. Kaina was utterly confused about his future career but coincidentally in a counseling program an expert who came to his school to deliver talks, shared the prospects of studying Mathematics, and afterward, he doubled his zeal for the subject. Besides his study, he was very keen on watching educative programs on television in the hostel within a very friendly and enabling surrounding. His teachers were very supportive, on certain occasions they provided him material help and within the school environment, he developed a feeling of home away from home. He was found quite confident and expectant to have a white-collar job in the future.

Investigator: Have you ever attended class in a smart classroom in your school?

Kaina: Yes, in the classroom smart writing board, computer and compact discs are available

Investigator: You love to watch TV? What do you like on TV?

Kaina: Yes! Yes! I watch cricket and channels showing animals, different geographical locations.

Investigator: How long do you watch TV?

Kaina: Here in the hostel as long as our supervisor allows us but at home more time.

The argument why students belonging to SSD schools situated in developed areas were found to have greater degree of career aspiration; it was because such students had a better educational environment, exposures and other facilities. This result also corroborates with numerous other studies (Cary M. Watson & Teri Quatman 2002; Holly C. R 2005; Aron Linderman 2010; VM Messa, 2015 and M. Greor, 2017) in which it was found that school environment revealed deep implication on students' level of career aspiration. Physical amenities in SSD schools can be said to have good and as the students' are hostellers, exclusively relationship between teachers and students is also found to be very reciprocal in nature and the social environment too is conducive for the students in the schools.

The students with high academic achievement and from even socioeconomic families and well to do families have a higher level of career aspiration and the others don't have—it is not all true. Some indigenous students are also there who severely lack personal potentialities and support from their respective families; and yet they are found to be determined to do their level best to reach career goal/s staying connected with education. It was their constructive perspective and positive self-efficacy belief and social learning; such experiences they did have from exposures of ICT. Thus in such circumstances, they did not succumb to fate or chance but willingly had borne in their mind the choice to struggle ahead to become independent and successful in life.

Case3:

Salma of Balangir district was a 13 years old Sabar (tribe) girl, to help her parents she had to work in agriculture-field in the season of plantation and crop harvesting. After having opportunities to study and stay in hostel she decided not to get married immediately after standard VIII as many of her classmates had been already dropouts and married. But she thought to continue to study and do higher education to become a school teacher. She was greatly influenced by a character of the teacher in television serials who always encourage the students by sharing her own life events how she became a teacher. Salma had two younger brothers who were also studying in a local school. And their peasant parents highly had great expectation about their daughter and sons to have higher education so that any of them could get a govt. employment and the family's status would change.

Investigator: Do you or family members have a mobile phone?

Salma : No I don't have, here in the school hostel we aren't allowed to have ...but at the home.

Investigator: Do you know how to use a Smartphone?

Salma : Yes! Some of my batch mates have smartphones... other than calling, internet access is available in these phones

Investigator: Have you seen them using their phones?

Salma: Yes! For calculation, getting word meaning, listening to music, watching videos on different topics...and chatting.

Socioeconomic status is not just income but education, security, status and class also. Numbers of studies on career aspiration of students (Kiche2010, Tejas 2013, Jennifer Gore 2015, Tillman 2015) consistently support the findings that parental education bears not much influence in deciding upon the level of children's career aspiration. Bassey E et al. (2012) in their study (n=290) on 9<sup>th</sup> - grade students found that career aspiration made no significant difference in respect to their parental education level. Nevertheless, a few research studies also show that there is no significant relationship between higher socioeconomic status and a higher level of career aspiration. John Knowles 1997, Kiche 2010, Robe Slane, 2015 found that students with lower SES having higher level of aspiration.

Case4:

To support her mother and siblings Kamila used to crush stones and then she worked as a maid in the house of a local aristocrat because her father departed her mother setting a new family of his own marrying another woman. The local PA, ITDA (Integrated Tribal Development Agency, Koraput) arranged to school for her and her siblings. Their ordeal was a really touchy one. She was 17 years, much older than her average classmates; Kamila was very enthusiastic about her study and her big dream. She had dream, at least to study up to 12<sup>th</sup> and in between she would learn or take training in art and craft making; then own an SHG (Self Help Group, microfinance group) by being its member to run a shop in the area of district headquarter selling tribal art and crafts. She had dreams, thus she could engage other poor women of her village in this program and help them to be empowered at least economically.

Investigator: What do you know about ICT?

Kamila: I don't know

Investigator: Have you seen smartphones or computer or television? It means Information, Communication and Technology.

Kamila: Yes! Our teachers and neighbors are having smart phones, in our school office and smart classroom computers are there and TV is in the hostel.

Investigator: Why do you want to have your SHG in your locality?

Kamila: From movies and series on TV, I learn that girls should be independent...and I love to work with our people. The above major findings show, with the change of outer professional world even the interior remote less privileged tribal students in India have a transformative outlook towards career and achievements. Relative to this perspective, with 'Education and Social reproduction' Bourdieurian terms, it can be said, like every society tribal society in India too is now in transition and the students' career aspiration might be considered here as its social reflection. Again, to see the changes in tribal society, the concept of 'Sanskritization' and 'Westernization' (M.N. Srinivas, 1952) are found to be very apt; it can be said that career aspiration of students rightly configures the social and economic hierarchy and so they strive hard to have upward move at least by possessing and then materializing their career aspiration. This aspiration may become a tool

for socio-cultural mobilization in their society. In India, the notion and misnomer 'Tribals' tagged to certain category of social groups which are doubtlessly far behind the mainstream. But their change of aspiration, particularly the career aspiration of the tribal students is going to make a noticeable change sooner or later; the study proves that the process of change is on set. As overall development of the human individual, most importantly career occupies the central position in both societal and personal aspect of progression. The higher level of career aspiration is probably the facts that educational exposures alongside tribal students' urge to adopt and adjust to new socioeconomic environment imposed by industrialization, urbanization and broadly the globalization resulting such change. Indeed, the hard facts, the influx of modern technology in the form of electronic gadgets exclusively mobile and television laterally bear a good deal of influence in their lifestyle that enables them to aspire higher.

## CONCLUSION

The results refute the so-called incredulity in Indian society that the tribal pupils whose social background characteristically low and or backward class lack higher aspiration for a career. This study exhorts tribal students are much like most other student categories possessed a high degree of career aspiration. The intoxicatingly debatable fact is if it is so, why the tribal students have been always found underrepresented in higher education and employment in India; from the findings in this study arguably it can be said that limitation of accessibility and opportunities (availability and access to ICT) for higher education, mistreatment and discriminatory outlook towards 'Dalit' and tribal students, privatization of education, lack of guidance and awareness are factors playing causal roles behind this. The study explored the level of career aspiration of students belonging to indigenous communities and most backward sections of Indian society. It revealed many aspects of condition and situations primarily interrelated for development of tribal students' career aspiration where ICT played an important role. It was noticed that social, economic and school environmental (ICT included) factors were prime predicative for such aspiration for indigenous students' education and career. So, a close look at the key findings offers an insight into the trail of implication for not only literature but also for the educationist and policymakers who can rethink while working for tribal development in general.

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