

**EDUCATION AND CAREER ASPIRATIONS AMONG
KANIKKAR TRIBAL WOMEN IN THIRUVANATHAPURAM DISTRICT**

**A Dissertation submitted to the University of Kerala in partial fulfillment of
requirements for the Masters of Social Work Degree Examination**

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UNIVERSITY OF KERALA

2021-2023

CERTIFICATION OF APPROVAL

This is to certify that this dissertation entitled “**Education and Career Aspirations among Kanikkar Tribal Women in Thiruvananthapuram District**”, is a record of genuine work done by **Ms. Krishna Viswanathan B**, fourth semester Master of Social Work (MSW) student of this college under my supervision and guidance and that it is hereby approved for submission.

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I, **Krishna Viswanathan B** do here by declare that the Dissertation Titled “**Education and Career Aspirations among Kanikkar Tribal Women in Thiruvananthapuram District**”, is based on the original work carried out by me and submitted to the University of Kerala during the year 2021-2023 towards partial fulfilment of the requirements for the **Master of Social Work** Degree Examination. It has not been submitted for the award of any degree, diploma, fellowship or other similar title of recognition before.

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ACKNOWLEDGEMENT

Above all, I extend profound thanks to Almighty God who has blessed me with the opportunities and intellectual ability to complete my research successfully.

*I was lucky to have **Dr Anjali U S**, Faculty of the Social Work Department, Loyola College of Social Sciences as my guide. She constantly supported me in this endeavor. Whenever faced with confusions, she made herself available to clear the doubts and help me move ahead with confidence. At this juncture, I am also grateful to her for her encouraging presence throughout the course of this work.*

*I extend my heartfelt gratitude to **Dr. Saji. P. Jacob**, Principal, Loyola College of Social Sciences and **Dr. Sabu P. Thomas**, Head of the Social Work Department, **Dr. Sonny Jose**, **Dr. Francina P X**, **Dr Jasmine Sarah Alexander**, **Ms. Gayatri**, **Mr. Kannan G S**, faculty Members of the Department of Social Work for their help on various occasions during the course of this work.*

*I express my sincere thanks to **Dr. Sunil Kumar**, Librarian and **Mr. George Mathew** Assistant Librarian, Loyola College of Social Sciences for providing necessary reference materials, and their kind support for the successful completion of my work so far.*

*I express my sincere gratitude to all the **respondents and their families** who have participated in the process of my data collection. It would not have been possible for me to successfully complete this work without the constant encouragement and support of my **beloved family**. I could never conclude this without mentioning my **dearest friends**, whose whole hearted support made me present this before you.*

Krishna Viswanathan B

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ABSTRACT

Education holds the key to unlocking the potential of tribal women and promoting gender equality within their communities. By addressing the challenges hindering their access to education and fostering an environment that values and supports their learning journey can create a brighter future for tribal women. This study delves into the realm of education and career aspirations among Kanikkar tribal women in the Thiruvananthapuram district. The aim is to comprehensively understand the dynamics that shape the aspirations of this specific demographic. The research employs a quantitative approach, utilizing cross sectional design to collect data from Kanikkar tribal women. The findings of the study illuminate significant associations and patterns. family support emerges as a potent force, positively influencing career, achievement, and educational aspirations among tribal women. Furthermore, social support plays a pivotal role in shaping both career and educational aspirations, highlighting the need for enhanced support networks.

The study underscores the influence of age on career aspirations, emphasizing the importance of fostering inclusivity across all age groups. It also reveals a strong linkage between career aspirations during studies and subsequent achievement, leadership, and educational aspirations. Suggesting actionable measures, the study proposes a range of interventions to empower tribal women. These include enhancing family support through workshops and awareness campaigns, establishing career guidance and counseling services, and organizing leadership development workshops. Collaborative efforts with educational institutions and organizations are also recommended to create scholarship opportunities, skill development programs, and online resources.

In conclusion, this research underscores the multifaceted interplay between family and social support, age, career aspirations, and achievement aspirations in shaping the educational and career trajectories of Kanikkar tribal women. By strengthening support systems and offering targeted interventions, it is possible to empower these women to pursue higher education, ambitious careers, and leadership roles. The study provides insights and guidance for driving positive change and holistic development within tribal communities.

Keywords: tribal women, education aspirations, career aspirations, family support, social support, achievement aspirations, leadership aspirations, Kanikkar community, empowerment, community development.

CHAPTER I: INTRODUCTION

INTRODUCTION

1.1 OVERVIEW

The chapter provides a general introduction about the topic being presented in the study. The chapter includes background of the study, statement of the problem and significance of the study. It also includes Chapterization of the whole study

1.2 BACKGROUND OF THE STUDY

Thiruvananthapuram district, located in Kerala's southwestern state, is known for its scenic beauty, rich cultural legacy, and lively indigenous groups. While focusing light on the region's physical and cultural characteristics, the region's varied tribal populations, and the tremendous contributions these communities have made to local culture.

Thiruvananthapuram is located on the gorgeous Malabar Coast and is surrounded by lush hills, fascinating backwaters, and clean beaches. Its beautiful green surroundings and comfortable climate make it an ideal site for many communities, especially indigenous groups, to thrive and prosper. Several tribal communities live in the district, each with its own cultural identity and customs. The Kanikkar, Kani, Mannan, Malapandaram, and Paliyan are the principal tribes of the Thiruvananthapuram district. For ages, these tribes have been a vital part of the district's social fabric, preserving their customs and enriching the region's cultural history. Thiruvananthapuram's tribal populations have made major contributions to local culture, art, music, and folklore. Their rich oral traditions, vivid dance forms, and beautiful craftsmanship represent their ancestral wisdom and deep relationship with nature. The cultural relevance of the tribal communities goes beyond their respective villages, enriching the broader cultural fabric of the Thiruvananthapuram district.

Nelson Mandela once stated, "Education is the most powerful weapon which you can use to change the world." This quote resonates deeply when considering the transformative potential of education for tribal women in Thiruvananthapuram district. By empowering tribal women through education, we can unlock their potential and enable them to shape their lives and communities positively. Education is not merely a means to gain knowledge but a powerful tool for empowerment, breaking barriers, and realizing one's full potential.

Thiruvananthapuram district in Kerala is not only renowned for its geographical beauty but also for its vibrant tribal communities. The cultural significance of these communities and their contributions to the local heritage cannot be overstated.

Kerala, the southwestern state of India, is widely known for its remarkable achievements in the field of education. With a strong emphasis on literacy and a commitment to providing quality education, Kerala has emerged as a model for educational development

Kerala's dedication to education can be traced back to the early 19th century when efforts were made to establish schools and promote literacy. Over time, the state has prioritized education and invested in educational infrastructure, policies, and programs. According to the Annual Status of Education Report (ASER) 2020, Kerala consistently achieves high literacy rates and is often referred to as the "literate state" of India. Kerala's achievements in literacy are commendable. As per the Census of India 2011, Kerala recorded an overall literacy rate of 93.91%, significantly higher than the national average of 74.04%. The female literacy rate in Kerala stands at an impressive 92.07%, surpassing the national average of 65.46%. These statistics reflect the state's commitment to gender equality in education. In Kerala, primary education is considered the foundation for a strong educational system. The government has implemented several initiatives to ensure universal access to primary education. One such initiative is the Kerala Education Act, which mandates free and compulsory education for children between the ages of 6 and 14. Additionally, the state has focused on providing quality infrastructure, trained teachers, and well-designed curricula to enhance primary education. Kerala's commitment to higher education is evident through its establishment of numerous universities, colleges, and institutions that offer a diverse range of courses. The state government has taken proactive measures to promote higher education by providing scholarships, grants, and financial assistance to deserving students. The Higher Education Department of Kerala also supports research and innovation through various programs and collaborations. Thiruvananthapuram district, the capital city of Kerala, is at the forefront of educational development in the state. According to the District Information System for Education (DISE) data, the district boasts a high literacy rate and school enrollment rates.

Thiruvananthapuram district has consistently outperformed other districts in terms of educational indicators such as student retention, infrastructure facilities, and teacher-student ratios. The presence of renowned educational institutions, including universities and research centers, further enhances the educational landscape of the district. Kerala's focus on education has yielded impressive results, with high literacy rates and a strong commitment to both primary and higher education. Thiruvananthapuram district, as the educational hub of Kerala, exemplifies the state's dedication to educational development. Through initiatives such as the Kerala Education Act, the government has ensured access to quality education for all. The success of these initiatives can be seen in the educational indicators and achievements of Thiruvananthapuram district. With continued support, Kerala aims to further enhance its educational landscape and empower its citizens through knowledge and learning.

Tribal communities across the globe face numerous challenges in accessing education, including geographical and socio-economic barriers, limited infrastructure and resources in tribal areas, and cultural factors that impact educational opportunities. Geographical factors play a significant role in hindering access to education for tribal communities. Many tribal communities reside in remote and inaccessible regions, often located in hilly terrains, dense forests, or isolated areas. The lack of proper transportation infrastructure and the absence of schools and educational facilities in these areas make it challenging for tribal children, especially girls, to attend schools located far away. Socio-economic factors also contribute to the barriers faced by tribal communities in accessing education. Poverty, lack of livelihood opportunities, and limited access to healthcare services all impact the education of tribal children. Economic hardships often lead to migration, with families moving in search of employment, which further disrupts the education of tribal children and perpetuates the cycle of poverty. The absence of suitable infrastructure and resources in indigenous communities' lands is one of their biggest problems. Frequently, well-equipped schools, libraries, and computer laboratories are absent from tribal areas. The lack of educational resources and tools, as well as the shortage of trained teachers, further obstruct tribal children's ability to learn. Basic necessities including access to electricity, sanitary facilities, and clean water are sometimes insufficient in tribal areas. These infrastructure problems have an effect on indigenous populations' general wellbeing and

health as well as the educational environment. The educational options available to tribal women are also influenced by cultural factors and gender bias. Certain gender roles may be given priority by tribal societies' traditional beliefs and traditions, which may also restrict girls' access to formal education. Girls' access to education may be hampered by cultural norms, early marriage, and social expectations, which only serves to widen gender gaps. Education may be viewed as a danger to some tribal societies' cultural traditions and way of life. It's possible that people are unaware of the advantages of education or have false beliefs about how well education fits with tribal customs and traditions. Community involvement, awareness campaigns, and cultivating an appreciation of the need of education for both individual and community development are necessary to overcome these cultural barriers. Numerous geographical, socioeconomic, and cultural obstacles make it difficult for native populations to access education. Tribal communities have limited access to educational facilities due to their rural locations and economic difficulties. The educational gaps that tribal children experience is made worse by a lack of resources and infrastructure. Additionally, barriers including gender bias and cultural norms frequently limit educational chances, especially for indigenous women. To overcome these obstacles, broader approaches are needed, including resource access improvements, infrastructure development in tribal communities, and the dismantling of gender and cultural biases. Education for indigenous tribes improves not just their individual chances but also their entire development and societal advancement.

Tribal education has long been a focal point for governments, non-governmental organizations (NGOs), and communities alike. Recognizing the importance of education in uplifting tribal communities and bridging socio-economic gaps, various policies and programs have been implemented to improve access to education. Governments play a vital role in shaping the educational landscape for tribal communities. In India, the Ministry of Tribal Affairs oversees policies and programs to uplift and empower tribal populations. The "Eklavya Model Residential School" scheme is a prime example of such efforts. Launched by the Government of India, this scheme aims to establish high-quality residential schools in tribal-dominated areas, providing access to quality education for tribal children. In Kerala, the "Scheduled Tribes Development Department" implements various schemes to improve the educational status of tribal communities. The "Pradhan

"Mantri Van Dhan Yojana" is an initiative that aims to empower tribal communities by establishing self-help groups for the collection and value addition of non-timber forest products. This initiative not only provides livelihood opportunities but also supports educational aspirations within tribal communities. Thiruvananthapuram district has witnessed the establishment of special schools and hostels to address the specific educational needs of tribal children. These institutions provide a conducive learning environment, nutritional support, and a platform for holistic development. One such example is the "Attappady Tribal Residential School" in Palakkad district, which caters to tribal students from various districts, including Thiruvananthapuram. Such schools aim to ensure that tribal children have access to quality education without geographical or social barriers. Nongovernmental organizations (NGOs) and community-driven efforts have played a crucial role in supplementing government initiatives. Organizations like "Kudumbashree" have collaborated with tribal communities in Kerala to promote income-generating activities, vocational training, and awareness campaigns. These initiatives contribute to enhancing the socio-economic conditions of tribal families, thus indirectly supporting education by reducing financial constraints. Community-driven efforts have also led to the establishment of local initiatives such as community libraries, after-school programs, and mentorship initiatives. These grassroots efforts recognize the unique challenges faced by tribal children and tailor educational interventions to meet their needs. Community involvement fosters a sense of ownership and empowerment, ensuring that education becomes an integral part of tribal life. The advancement of tribal education requires a multi-faceted approach that involves government policies, dedicated institutions, and grassroots efforts. Initiatives like special schools, hostels, and community-driven interventions in Thiruvananthapuram district are examples of collaborative efforts that recognize the unique needs and challenges faced by tribal communities. As governments, NGOs, and communities continue to work hand in hand, the dream of providing quality education to every tribal child becomes increasingly attainable. By addressing barriers and fostering an inclusive educational ecosystem can empower tribal communities, elevate their socio-economic conditions, and pave the way for a brighter and more equitable future.

Tribal communities in Thiruvananthapuram district have historically relied on a range of traditional occupations closely linked to their natural surroundings. These occupations often involve activities such as agriculture, fishing, hunting, gathering forest produce, and craftsmanship. The Kanikkar community, for instance, has been engaged in activities like honey collection, cultivation, and handicrafts as a means of sustenance and cultural expression. Modernization, globalization, and increased interactions with the outside world have exerted transformative influences on tribal communities. The introduction of modern technologies, changing market dynamics, and shifts in consumer preferences have altered the demand for traditional products. Furthermore, factors like urbanization, deforestation, and environmental changes have disrupted the ecological balance crucial for sustaining these traditional occupations.

The shifts in traditional livelihood patterns have distinctive gender dimensions, often impacting tribal women in unique ways. As men diversify into newer livelihoods, such as wage labor in urban areas or non-traditional occupations, women may find themselves tasked with maintaining aspects of the traditional livelihoods. This shift can place additional responsibilities on women, impacting their time availability for education and career pursuits. The decline or transformation of traditional occupations may also lead to economic uncertainties within tribal households, potentially affecting their ability to invest in education. Moreover, the erosion of traditional knowledge and skills associated with these occupations may contribute to a sense of cultural loss among tribal communities. The changing livelihood patterns among tribal communities have significant implications for the education and career aspirations of tribal women. Access to education, especially for girls, may be affected due to increased household responsibilities and economic challenges. As traditional livelihoods become less viable, there is an increasing need for alternative income sources, which underscores the importance of equipping tribal women with skills relevant to contemporary job markets. As certain traditional occupations decline, new avenues emerge in sectors such as education, healthcare, tourism, and handicrafts. By providing education that aligns with these changing opportunities, tribal women can be better prepared to explore diverse career paths, contributing to both their personal growth and community development. The evolution of traditional livelihoods among tribal communities in Thiruvananthapuram

district carries far-reaching implications for tribal women's education and career aspirations. While modernization and external influences are reshaping age-old practices, they simultaneously present opportunities for skill development and career diversification. Balancing the preservation of cultural heritage with the empowerment of tribal women through education and adaptable skills training becomes paramount.

Education has the power to transform lives and societies, and its role in empowering tribal women and promoting gender equality is undeniable. However, numerous challenges hinder the path to education for tribal women, creating a need for comprehensive strategies that address these barriers. Education is a catalyst for change, and its impact on tribal women is profound. Education equips women with knowledge, skills, and self-confidence, enabling them to actively engage in decision-making processes and break free from cycles of poverty and discrimination. Educated tribal women become agents of change within their communities, advocating for social reforms, healthcare awareness, and sustainable livelihoods. Moreover, education is a potent tool for promoting gender equality. As tribal women gain access to education, they challenge traditional norms and stereotypes, opening doors to equal participation in social, economic, and political spheres. Educated women are more likely to make informed choices about their health, family planning, and children's education, leading to improved overall well-being.

Despite the transformative potential of education, tribal women encounter multifaceted challenges that hinder their educational aspirations. Geographical Barriers as many tribal communities inhabit remote and inaccessible regions, making it difficult for girls to reach schools located far away, Lack of proper transportation infrastructure compounds this challenge. Socio-economic Factors such as Poverty and economic hardships often force tribal families to prioritize other immediate needs over education. Girls are more likely to be withdrawn from school to contribute to household chores or work to supplement family income, Cultural Norms: Deep-rooted cultural norms and gender stereotypes sometimes restrict girls' education. Early marriage and traditional gender roles can limit educational opportunities for tribal girls, Lack of Facilities: Limited access to quality schools, safe learning environments, and gender-sensitive facilities further marginalize tribal girls, Teacher Training: Inadequately trained teachers may lack sensitivity to the unique needs

of tribal students, contributing to high dropout rates, Language Barriers: Many tribal communities have their own languages, which may differ from the medium of instruction in schools. This linguistic divide can hinder effective learning.

To empower tribal women and promote gender equality through education, a multipronged approach is essential by raising awareness about the importance of education and dispelling gender stereotypes within tribal communities is crucial, Community Involvement: Engaging tribal communities in educational initiatives and involving parents, elders, and local leaders can contribute to changing attitudes toward girls' education, Improved Infrastructure: Investing in educational infrastructure, including schools and hostels, in tribal areas can mitigate geographical barriers, Scholarships and Incentives: Providing scholarships and incentives can alleviate economic burdens and motivate families to prioritize girls' education, Gender-Sensitive Curriculum: Designing curriculum and teaching methodologies that are sensitive to the cultural and linguistic backgrounds of tribal students can enhance learning outcomes.

Education holds the key to unlocking the potential of tribal women and promoting gender equality within their communities. By addressing the challenges hindering their access to education and fostering an environment that values and supports their learning journey can create a brighter future for tribal women. As we work towards ensuring equal educational opportunities for all, we pave the way for empowered tribal women who can lead their communities towards progress, equity, and sustainable development.

Empowering tribal women through education and employment is a crucial step towards fostering their socio-economic upliftment and achieving gender equality. As traditional livelihoods evolve and modernization takes hold, it is essential to explore the range of career options and vocational training programs available for tribal women. Additionally, government schemes and initiatives play a pivotal role in promoting employment and skill development among these women. Tribal women possess a wealth of untapped potential that can be harnessed through diverse career paths and vocational training. Some of the career options that offer promise for tribal women include Healthcare Services: Training as healthcare workers, nurses, or community health educators can empower tribal women to contribute to their community's well-being, Education Sector: Opportunities abound in

teaching, becoming educational counselors, or working in nonformal education initiatives to enhance literacy rates, Agriculture and Livelihood Development: Traditional skills can be leveraged in agro-based enterprises, organic farming, and handicrafts to provide sustainable livelihoods, Tourism and Hospitality: Tribal women can engage in cultural tourism, guiding, and hospitality, showcasing their heritage while generating income, Artisanal Crafts and Handicrafts: Traditional craftsmanship can be preserved and marketed to wider audiences, creating economic avenues, Vocational training programs are vital in equipping tribal women with the skills necessary to excel in these careers. These programs cover a spectrum of fields, including tailoring, stitching, computer literacy, entrepreneurship, and more. Organizations such as the Ministry of Tribal Affairs and non-governmental organizations like "PRADAN" offer comprehensive skill development programs designed to empower tribal women. The Indian government has rolled out several schemes and initiatives to promote employment and skill development among tribal women such as National Rural Livelihood Mission (NRLM): NRLM focuses on skill development, fostering self-employment, and enhancing livelihood opportunities for women in rural areas, including tribal regions, Skill India: Launched under the Pradhan Mantri Kaushal Vikas Yojana (PMKVY), Skill India aims to provide training to tribal women in various sectors, enhancing their employability, Stand-Up India: This initiative encourages entrepreneurship among women, including tribal women, by providing loans and support to start their own businesses, Udaan Scheme: Targeting tribal girls, Udaan provides training in vocations such as nursing, stitching, and office management to enhance employment prospects, Jan Shikshan Sansthan (JSS): JSSs offer vocational training programs tailored to the needs of tribal women, promoting skill development and income generation.

Empowering tribal women through career options and vocational training programs is a dynamic strategy that not only enhances their employability but also preserves their cultural heritage and contributes to community development. As the traditional economic landscape evolves, these women can leverage their skills and education to create a more prosperous future. Government schemes and initiatives serve as crucial enablers, providing the necessary resources and support to uplift tribal women and catalyze their journey toward economic self-sufficiency. By investing in education, skill development,

and employment opportunities pave the way for a more inclusive and equitable society, where tribal women play a vital role in shaping their destinies and contributing to the holistic growth of their communities.

Education has the potential to create a ripple effect of positive change within tribal communities, particularly among women. The empowerment of tribal women through education not only leads to socio-economic advancements but also plays a pivotal role in poverty reduction, community development, and the preservation of cultural heritage. Education serves as a catalyst for a range of socio-economic advancements among tribal women as education equips tribal women with skills that enhance their employability and income-generating potential. Educated women are more likely to secure stable employment, pursue entrepreneurship, and access opportunities that contribute to their financial independence.

Enhanced Livelihoods: The acquisition of modern skills enables tribal women to diversify traditional livelihoods, engage in sustainable agriculture, and participate in non-traditional economic activities. This leads to improved livelihoods and economic well-being.

Reduced Economic Vulnerability: Educated tribal women are better equipped to navigate economic challenges, make informed financial decisions, and plan for their families' future, reducing their vulnerability to poverty.

The education of tribal women significantly contributes to poverty reduction and improvements in living conditions within their communities like breaking the Cycle of Poverty: Educated women are more likely to invest in their children's education and health, thereby breaking the intergenerational cycle of poverty. This investment translates into better nutrition, access to healthcare, and overall improved living standards.

Access to Social Welfare Programs: Education empowers tribal women to access government schemes, entitlements, and social safety nets, enhancing their socio-economic status and overall well-being.

Housing and Sanitation: Educated tribal women advocate for better living conditions, sanitation facilities, and housing infrastructure, leading to improved hygiene, health outcomes, and quality of life for their families and communities.

Community Leadership: Educated tribal women often assume leadership roles within their communities, advocating for local development projects, infrastructure improvements, and women-centric initiatives.

Health and Hygiene Advocacy: Educated women play a pivotal role in disseminating health and hygiene awareness, contributing to disease prevention, maternal health, and child well-

being. Cultural Identity Preservation: Educated tribal women act as cultural custodians, passing down traditional knowledge, practices, and cultural heritage to younger generations, ensuring the preservation of their rich cultural identity. As educated tribal women participate in decision-making processes, they challenge gender norms, promote gender equality, and foster a sense of agency and empowerment among their peers. The education of tribal women stands as a powerful force for positive socioeconomic change within tribal communities. Beyond economic gains, education contributes to poverty reduction, improved living conditions, and community development. The efforts of educated tribal women extend beyond individual households, shaping the trajectory of their communities through leadership, cultural preservation, and social empowerment. By investing in the education of tribal women not only empower individuals but also pave the way for a more equitable, prosperous, and culturally vibrant future for entire tribal societies.

While strides have been made in promoting education among tribal women, numerous challenges persist, hindering their access to quality education. These challenges necessitate strategic interventions to address barriers and enhance educational opportunities. Ongoing Challenges in Ensuring Quality Education includes geographical Barriers as many tribal communities reside in remote and inaccessible areas, leading to inadequate school infrastructure and a lack of trained teachers. This isolation further hampers access to quality education. Socio-Economic Factors like Poverty remains a significant barrier, as tribal families often prioritize immediate economic needs over education. This results in high dropout rates and limited educational opportunities for girls. Deep-seated cultural norms and gender biases continue to limit educational opportunities for tribal girls. Early marriage, domestic responsibilities, and traditional gender roles hinder their schooling. The medium of instruction may not align with tribal languages, making it challenging for students to comprehend and engage effectively. The journey towards empowering tribal women through education and enhanced career prospects requires concerted efforts to overcome persistent barriers.

Promoting education and career aspirations among tribal women holds profound significance for both individual empowerment and inclusive community development. Education is a powerful tool to break the cycle of disadvantage faced by tribal women. By

equipping them with knowledge and skills, education empowers them to transcend traditional limitations and realize their potential. Promoting education among tribal women is pivotal for advancing gender equality. Education challenges stereotypes, empowers women to participate in decision-making, and fosters a culture of equal opportunities. Educated tribal women become agents of change within their communities. Their knowledge and leadership contribute to improved health, economic development, and social well-being. It provides a platform for tribal women to learn about their cultural heritage and actively participate in its preservation, ensuring that traditional knowledge is passed down to future generations. While progress has been made, challenges persist, necessitating sustained efforts like access to Quality Education ensuring consistent access to quality education remains a challenge due to geographical, socio-economic, and cultural factors. Ongoing efforts are needed to improve school infrastructure, teacher training, and curriculum relevance, Tribal women need access to skill development programs that align with emerging career opportunities. Continued efforts are essential to equip them with contemporary skills. Raising awareness about the importance of education and gender equality is an ongoing process that requires continuous engagement with tribal communities, parents, and local leaders. Effective implementation of policies and initiatives aimed at promoting education among tribal women requires consistent monitoring, evaluation, and adaptation.

Promoting education and career aspirations among tribal women is not only a moral imperative but a strategic investment in inclusive development. The ripple effects of educated tribal women extend beyond their individual lives, shaping communities, fostering gender equality, and contributing to sustainable progress. The continued commitment to overcoming barriers and expanding educational opportunities for tribal women is a shared responsibility that holds the key to a more equitable, prosperous, and culturally enriched future. As we forge ahead, guided by the principles of empowerment and inclusivity, we pave the way for a brighter and more promising tomorrow.

1.3 STATEMENT OF THE PROBLEM

In contemporary society, young tribal women have been making strides in acquiring education at the school level. This progress, however, encounters a significant setback

beyond the secondary school threshold. The trajectory of their education experiences a sharp decline, leading to a disheartening reliance on their male counterparts. Consequently, a distressing cycle of oppression unfolds within the family unit. It is a disheartening reality that only a small fraction of these young women ventures into the realm of higher education, while the majority remain confined to domestic chores and responsibilities.

The challenge of providing suitable education for empowering the employment prospects of tribal women remains a formidable obstacle, casting a shadow over the aspirations of the majority. Among the prominent hurdles faced by these young women, the most notable is the premature discontinuation of education at the high school or higher secondary level. This truncation of their educational journey robs them of the opportunity to build a foundation for a brighter future. The insurmountable challenges of educational discontinuation, early marriages, lack of awareness, and the grip of tradition are formidable foes to their progress. These women are generally unaware of their development schemes and employment opportunities. Traditions and practices of the community also control these women. By addressing these challenges head-on, and by nurturing an environment that promotes education and women's active participation in community activities, a new chapter can be written in the lives of tribal women.

The study by Dr. Rani S G, Rajani N, and Dr. Neeraja P (2011), underscores the multifaceted role of education, extending beyond knowledge transfer to equipping individuals, especially tribal women, with vital skills for navigating a dynamic world. Education's significance lies in bridging societal gaps and acknowledging achievements irrespective of circumstances. The absence of education compounds their vulnerability. Empowerment of tribal women calls for leadership roles, economic self-sufficiency, and social progress, dismantling misconceptions of their limited aspirations. The study's relevance extends to understanding the educational and career aspirations of Kanikkar tribal women in Thiruvananthapuram district, addressing issues such as disrupted education, early marriages, and awareness gaps. It highlights the potential of skill-based programs to empower these women, aligning with the broader narrative of education's transformative potential in the lives of tribal women.

Dutta's study (2022) delved into the educational aspirations and socio-cultural viewpoints of indigenous populations. The study exposed the challenge faced by tribal communities in reconciling modern socio-cultural changes with their heritage, often due to concerns about identity loss. The study stressed the need for awareness, education, and a well-structured educational approach that harmonizes tribal aspirations with contemporary perspectives. In the context of researching the education and career aspirations of Kanikkar tribal women in Thiruvananthapuram district, Dutta's study offers significant insights. It underscores the struggle indigenous communities encounter in harmonizing cultural heritage with contemporary changes and underscores education's role in achieving this balance. This study highlights the potential impact of addressing educational and socio-cultural challenges faced by Kanikkar tribal women. The problem statement to emphasize the urgent necessity of comprehending and mitigating barriers to educational and career aspirations for these women, considering the intricate interplay of cultural identity, education, and socio-economic factors.

1.4 SIGNIFICANCE OF THE STUDY

The Tribal community is the oldest community in India. India has the largest tribal population in the world, with about 8.5 crore tribal living in India. In India, this community has been persecuted by people of different communities at various points in the history. Tribes have fallen behind in many areas in comparison to other communities, especially in the field of education. The government should take various steps so that they can move forward with the mainstream of society. From an educational point of view, tribal community is far behind compared to the other communities in India. Literacy is a main indicator of progress among tribal groups. The percentage of literacy of tribal's was only 8.53 % in 1961 which has increased to 58.96 % in 2001. But female literacy among tribes is only 49.35 % compared to male literacy of 68.53%. The dropout ratio of Scheduled tribal girls is higher as compared to all girls in India. (Annual Report (MHRD) Govt. of India. (2013-2014)

Tribal women have a vital yet often underestimated role in community development. Despite significant government investments in welfare initiatives, particularly in education and career advancement, tangible progress remains limited, particularly for women. A

prevalent challenge arises as many tribal women, post-schooling, remain confined to domestic roles, impeding their socio-economic growth. This stark contrast in career progression between tribal and non-tribal women poses a substantial obstacle to achieving comprehensive national development.

Addressing this issue is essential, particularly in providing impactful education to young tribal women, especially at higher education levels. Empowering them with education that fosters social and economic independence is crucial for broader community development. This study's focus is on critically evaluating tribal women's career aspirations and assessing education's influence on their quality of life.

This study's significance is profound, as it sheds light on existing disparities and challenges faced by tribal women. Findings informed evidence-based policies and targeted interventions, empowering tribal women and fostering a more equitable development landscape.

1.5 CHAPTERIZATION

The whole study is divided into six parts and they are as follows,

Chapter I: Introduction

Chapter II: Literature Review

Chapter III: Methodology

Chapter IV: Data Analysis and Interpretation

Chapter V: Findings, Suggestions and Conclusions

Reference

Annexure

CHAPTER II: LITERATURE REVIEW

2.1 LITERATURE REVIEW

Mitra, A. and Singh, P. (2008), The goal of this study is to draw attention to the disparities in literacy and educational attainment among scheduled tribe women in India. The high status of women among tribal communities in the northeastern states has a significant impact on the region's literacy rates, enrolment ratios, and dropout rates for girls. High poverty rates pose substantial barriers to literacy and education for tribal women in India. However, huge disparities in literacy rates across India reveal that social and cultural norms, proximity to mainstream Hindu culture, and the status of women are all important variables of tribal women gaining literacy.

Khan, S. and Hasan, Z. (2020), The study "Tribal Women in India: Gender Inequalities and Consequences" aimed to understand the causes of gender disparity among tribal communities and its negative impact on women's lives, particularly those in tribal areas. Tribal women experience discrimination across different aspects of life, facing taboos that associate impurity and low status with their identity. They are among the most disadvantaged and backward groups in areas such as occupation, education, healthcare, and political representation, while facing social challenges. A key factor contributing to their hardships is their limited engagement with their original forest habitats and reliance on agriculture and related occupations.

Dr Rani S G, Rajani N and Dr Neeraja P (2011) A study on the topic an analysis of tribal women's education in India mentions that the goal of education should be to provide individuals with the skills necessary to flourish in an ever-changing world. Furthermore, it should alleviate social gaps by recognizing and rewarding individuals' abilities and achievements, regardless of their circumstances. Tribal populations in India have endured a variety of deprivations, including land dispossession and limited access to resources. Tribal women, despite being frequently excluded from mainstream culture, are still touched by socioeconomic changes. These changes may limit their independence, control over traditional systems, homes, families, and even lives. Many tribal women have not had access to an education; thus, it is critical to empower them by giving chances for leadership, economic self-sufficiency, and social development. It is a common

misperception that these women, or anyone in a similar scenario, lack aspirations or are pleased with their situation. In truth, they are frequently frustrated and helpless. It is critical to give enough educational opportunities that drive children to actively participate, support, and eventually launch their own development programmes in order to foster their development and raise their expectations. As a result, the purpose of this article is to examine the current status of educational facilities available to tribal girls and women and to propose the implementation of skill-based and vocational training programmes for tribal women in rural regions.

Vemballur, P. (2014) In the study mentions that the tribal communities have a low social standing as a result of being socially separated and marginalized rather than being assimilated into the general Hindu community. They frequently experience passive apathy, which results in their exclusion from educational possibilities, reduced social engagement, and limited access to their own property. It's significant to highlight that tribal communities differ in terms of their racial origins, religious views, and languages, as well as their historical and social backgrounds. Contrary to popular belief, tribal cultures typically lack gender discrimination, occupational divisions, and hierarchical social systems. The general Hindu populace still views Adivasis as primitive, technologically backward, and ignorant, despite the fact that they are not perceived as being unclean or polluted like the Scheduled Caste community. Since the 16th century, tribes have been viewed as subhuman and as having primitive living conditions. These elements support indigenous people's estrangement from schooling, which results in high dropout rates. The importance of education is frequently undervalued in indigenous cultures because of the focus on other pursuits.

Paray, M. R. (2019). This paper focuses on analyzing the social, economic, and educational status of tribal women in India. The study utilizes secondary data from the 2011 Census of India. Despite constitutional provisions, tribal women continue to face exclusion from mainstream society, particularly in education and employment. They contribute significantly to their families' income but have limited earning opportunities. This situation often prevents them from enrolling their children in formal education. Due to low levels of education, tribal women generally have limited awareness of essential

health concerns. Education plays a vital role in empowering tribal women, transforming cultural norms, and promoting economic independence. It enables them to organize themselves, understand their rights and responsibilities, and improve their financial situation through employment. Educational attainment significantly influences the social and economic position of tribal communities, providing better preparedness to navigate today's society.

Dutta, Arnab Kumar (2022) The purpose of this study was to look into the educational goals and socio-cultural understanding of indigenous people. The Educational Aspirations Scale (EAS) and Awareness of Socio-Cultural Upliftment Scale (ASCUS) were given to a sample of 600 tribal people drawn from six tribal groups in Jhargram, Bankura, Purulia, and Hooghly. The study looked at how gender, age group, and educational level affected both educational goals and awareness of socio-cultural upliftment. It also looked at how these factors interacted. According to research, tribal communities struggle to adopt sociocultural changes from the majority civilization because of concern that it would cause an identity crisis. According to the study, it is essential to raise people's awareness of this issue, educate them, and design an educational system that balances their aspirations with contemporary viewpoints. Through such a plan, their culture can be changed and enhanced while also encouraging family support and educational enrolment. People can better understand which components of their culture to preserve as part of their cultural legacy and which customs may impede their development with the aid of education.

Pramod K M (2013) The study titled "Education and Development Among Tribals in Kerala: A Study with Special Reference to Wayanad District" examined the relationship between education and the development of tribal communities. It analyzed the socioeconomic and educational status of tribals and identified the obstacles to their development. The study also evaluated the government's interventions in tribal development, particularly in the field of education. Education, both as an institution and agency, plays a crucial role in changing societal perceptions of tribals and empowering them as active citizens. To achieve this, there needs to be recognition of tribals as equal citizens, and their self-perception and attitudes must also be transformed. Education,

particularly democratic citizenship education, is vital in bringing about these changes for both tribal and non-tribal members of society.

Debbarma, Solomon (2020) The demographic changes in Tripura have made tribal communities a minority, and this has negatively affected tribal education in higher institutions. A study was conducted using both secondary and primary data to understand the educational status of tribal people in Tripura. The study explored tribal aspirations, challenges in higher education, course and institution selection processes, migration significance, experiences of students within and outside the state, and the impact of socioeconomic burdens on performance. The findings revealed low gross enrollment ratios for Scheduled Castes (SCs) and Scheduled Tribes (STs) in Tripura compared to other northeastern states, with ST students' enrollment being lower than the national average. Tribal aspirations varied based on individual, household, and parental factors, and gender disparities were observed, particularly for girls. Affordability, quality, and safety were key factors in choosing educational institutions. Parental education, language barriers, and financial stress were found to influence tribal education. Recommendations include improving enrollment rates, addressing quality and financial burdens, ensuring safety for female students, providing career guidance, improving student-teacher relations, and offering financial support to economically disadvantaged students.

Bhawna Singh (2003) The main objective of this research was to compare the values, modernity, and level of aspiration between SC (Scheduled Caste) and NSC (Nonscheduled Caste) graduate students. The study sample included 600 SC and NSC graduate students from colleges in Mathura City. SC individuals have historically faced social discrimination due to their association with certain low-status occupations. The findings of this study have important implications for education and society, aiming to improve the status and integration of SC individuals into the mainstream of national life. Understanding the personality traits and educational needs of SC individuals is crucial for developing effective educational and vocational programs. Efforts must be made to bridge the gap between SC and NSC groups to translate theoretical benefits and sympathy into practical outcomes. The study emphasizes the need for intervention programs and remedial measures to enhance the values of SC students, as they were found to have lower

levels of modernity compared to their NSC counterparts. Providing scientific guidance, tailored education, material aids, and tutorial classes can enhance their cognitive abilities in the long term. This research holds significance for psychologists, educators, counselors, policymakers, researchers, and administrators who aim to promote equal opportunities and the welfare of SC students. It provides valuable insights into their values, modernity, and aspirations, enabling more effective strategies to be implemented.

Samadarsani, Snigdha (2020) The focus of this study is on gender inequality among tribal women, specifically the Paraja tribe in the Koraput district of India. Traditionally, women in tribal communities' experience marginalization, poverty, and deprivation compared to men. They face discrimination and inequality in various areas such as employment, education, health, and decision-making. The study aims to explore the gender differences among Paraja tribal women, considering that tribal societies are often viewed as egalitarian. However, the status and position of tribal women depend on whether the society is patriarchal or matrilineal. As the Paraja tribe follows a patriarchal structure, the study aims to uncover gender inequality within this context. The research will focus on examining employment, education, decision-making processes, and health, as these areas demonstrate the backward status of Paraja women. They often face illiteracy, ignorance, traditional and conservative beliefs, and limited access to government benefits. The study specifically focuses on the Koraput district in Odisha, which is a backward and predominantly tribal area. It has the highest population of Paraja tribal people, with 221,828 out of a total of 374,628 Paraja tribes residing in the state of Odisha.

Kapur, R. (2023) The study mentions that currently, tribal women have recognized the value and importance of education. They aspire to receive high-quality education, gain better livelihood opportunities, and develop their overall personality. However, the educational attainment rate among tribal women remains low due to various challenges they face. It is crucial to implement measures and programs that can improve the education system within tribal communities, with a particular emphasis on encouraging girls to pursue education. These challenges include fulfilling household responsibilities, early marriages, discrimination, poverty, inadequate teaching methods and materials, teacher shortages, lack of infrastructure and facilities, inappropriate assessment strategies, and

limited academic activities. To promote education among tribal women, efforts should focus on improving communication skills, addressing poverty and backwardness, raising awareness about the importance of education, ensuring equal rights and opportunities for girls, fostering qualities such as diligence and resourcefulness, and providing support for managing stress and anger. When tribal women are encouraged to pursue education, they can achieve personal and professional goals, leading to overall improvements in their quality of life.

Chen, S. H., Yang, C. C., Ho, H. F., & Wang, L. P. (2012). The study focused on elite indigenous students attending prestigious private high schools and their experience of cultural identification. These students displayed positive attitudes and perceptions towards their ethnicity. Growing up in tribal communities, they had opportunities to engage in traditional activities, such as hunting, and learned valuable cultural knowledge from their elders. These experiences contributed to their self-confidence and appreciation for their biological and cultural heritage. Some female students expressed a desire to participate in traditional tribal activities that were typically exclusive to men. The students with a bicultural identity demonstrated high academic achievement and showed enthusiasm in contributing to their ethnic tribes. The study emphasized the importance of young indigenous people learning their traditional knowledge and cultures to preserve and develop their cultural heritage in the global era. The findings provided valuable insights into how certain activities can influence the process of ethnic identification. Future research could replicate the study's methodology with a specific focus on different types of high schools.

Kapur, R. (2022) Girls and women belonging to tribal communities face discrimination and unequal treatment, particularly in terms of rights and opportunities. Traditionally, males are provided with more privileges and opportunities to improve their living conditions. Education and employment are considered important for enhancing career prospects, but girls are discouraged from pursuing education and engaging in various job opportunities. Instead, they are expected to focus on household chores and taking care of family members. However, with advancements, modernization, and globalization, there has been a shift in the perspectives of tribal communities. They are now encouraging girls

to pursue education and employment based on their skills and abilities, allowing them to improve their overall quality of life. This shift in attitude is helping to alleviate discriminatory treatment. The research paper focuses on identifying areas where discriminatory treatment occurs and proposing measures to eliminate such treatment.

Bhukya, D. (2014). Tribal women empowerment is a significant challenge in the current scenario, particularly among Scheduled Tribes in Andhra Pradesh. These tribes face economic, social, and educational disadvantages compared to the mainstream society, leading to isolation, marginalization, and discrimination. The literacy rate among Scheduled Tribes is significantly lower than the general population, and there is a substantial gap in literacy rates between tribal men and women. To address the educational marginalization of tribal women in Andhra Pradesh, it is essential to improve their social status through education. Education plays a vital role in social mobility and inclusive growth. The government, NGOs, and voluntary organizations need to develop genuine policies and provide resources to uplift the social position of tribal women, with a particular emphasis on education. Access to education not only enhances social participation but also opens doors to various opportunities. Once tribal women have improved educational opportunities, they become part of inclusive growth and empowerment. Education serves as a means to empower marginalized tribal women and secure their rightful place in society. Andhra Pradesh is home to 35 tribal communities with diverse socio-economic backgrounds, and it is crucial to formulate educational policies that effectively address their specific needs.

Kapur, R. (2023). Tribal communities experience poverty and backwardness, characterized by a lack of financial resources and social isolation. Their primary goals are to generate income, improve their living conditions, and enhance their overall quality of life. To achieve these goals, they must work diligently, acquire knowledge in modern methods, and improve their communication skills to integrate into mainstream society. By equipping themselves with various skills and approaches, tribal individuals can effectively pursue their objectives. Many tribal individuals are migrating to urban areas for education and employment opportunities, contributing to the upliftment of their living conditions. To promote progress and well-being, it is essential to prioritize socialization and skill

development. This research paper focuses on understanding the causes and effects of poverty, as well as the disadvantages of backwardness on the lives of tribal individuals.

Dunn, D. (1993). In India, the social stratification system is complex and includes numerous social categories that often obscure the status of women within disadvantaged segments of the population. This study focuses on women belonging to scheduled castes and tribes, referred to as the "weaker sections of people," who receive special safeguards and concessions under the Indian constitution. Women in these marginalized groups face double disadvantages due to their minority status and the patriarchal culture prevalent in India, resulting in poor living conditions. Combining ethnographic and statistical sources, this paper provides a descriptive overview of the status of women from scheduled castes and tribes in Indian society. Analysis of Indian Census data reveals significant gender inequality within these groups, with women having limited access to education and employment opportunities compared to men. The research suggests that socioeconomic development can help reduce the gender disadvantage experienced by women in these scheduled groups. In groups considered more developed based on standard indicators, the study found less gender inequality in terms of education and employment.

Chand, R., & Sharmax, N. (2010) The present study was undertaken to study the career motivation among college and university level tribal women students of Himachal Pradesh in relation to their level of education and achievement orientation. The sample of 400 tribal women students pursuing different courses (namely arts, science and professional) was drawn from different colleges and H.P. University. The results reveal that level of education has a significant effect on the career motivation whereas achievement orientation does not have statistically any significant effect on the career motivation. As the level of education increases the career motivation also increases. This means that level of education and career motivation are significantly and positively correlated with each other. There is no significant interaction effect of level of education and achievement orientation on the career motivation of tribal women students.

Gul, N. (2016) This study examines the perspectives of Masid tribal women regarding the recognition of women's right to pursue a career in their culture. It explores the extent of women's control over their professional lives and identifies the barriers they face in career

advancement. The researchers used a standardized self-constructed questionnaire to gather data from a sample of women belonging to the Masid tribe in the Federally Administered Tribal Areas (FATA). Convenient sampling techniques were employed, and interviews were conducted with 50 women aged between 19 and 34. The overall analysis of the findings reveals that tribal women have access to career development opportunities and that the overall culture supports women's earning roles. However, cultural norms influence their career choices, leading them to opt for traditional career paths. While women experience financial independence, they face limitations in independently advancing their careers. Mobility and gender discrimination are identified as significant barriers to career development among women in this context.

CHAPTER III: METHODOLOGY

RESEARCH METHODOLOGY

3.1 OVERVIEW OF THE CHAPTER

A well-defined research methodology is an essential and most important component of a research study. This chapter describes the methodology used for the present study. It gives details about the sample for the study, the research design, method and tools used for data collection and the statistical techniques used for data analysis.

3.2 TITLE OF THE STUDY

Education And Career Aspirations Among Kanikkar Tribal Women in Thiruvananthapuram District

3.3 AIM

To study the education and career aspirations among Kanikkar tribal women in Thiruvananthapuram district

3.4 OBJECTIVES

- 1 To understand the socio demographic details of respondents
- 2 To understand the support system for education among tribal women
- 3 To assess the level of career aspirations among tribal women
- 4 To suggest social work intervention for career enhancement of Tribal Women

3.5 DEFINITION OF CONCEPTS

Theoretical definition

Education Aspiration: Educational aspiration refers to an individual's desire, goal, or motivation to attain a certain level of education, often driven by personal, societal, or cultural factors. It encompasses the individual's vision for their educational future and the perceived value of education in achieving personal and professional success (Sewell, W. H., 1968)

Career Aspiration: Career aspiration refers to an individual's ambition, goal, or vision for their future professional endeavors. It encompasses the desired career path, role, industry, and level of achievement that a person aims to attain, often influenced by personal interests, values, skills, and societal expectations (Super, D. E. ,1957).

Tribe: A tribe is a social group with territorial affiliation, endogamous, with no specialization of function ruled by tribal officers, hereditary or otherwise, united in language or dialect, recognizing social distance with other tribes, caste, without any social obloquy attaching to them as it does in the caste structure following tribal traditions, belief and customs illiberal (Majumdar ,1958).

Operational definition

Education Aspiration: Educational aspiration refers to a person's strong desire and intention to pursue higher levels of education, such as obtaining degrees, certifications, or specialized training. It reflects a commitment to continuous learning and personal development through formal educational channels.

Career Aspiration: It refers to an individual's clear and ambitious goals for their professional development and advancement. It involves the desire and motivation to pursue a specific career path, attain higher positions, and achieve personal growth in the context of one's chosen field.

Tribe: It refers to the Kanikkar tribe found in the study area comprising smaller groups sharing the same language, culture, and social ties with non-tribal communities nearby. They aspire for upward mobility and live in villages alongside other families. Their livelihood involves forest produce collection, cultivating tuber crops and unskilled work. Formerly forest dwellers they now interact with non-tribal communities through education and work, expanding their social exposure.

3.6 RESEARCH DESIGN

The study employs a quantitative method, specifically Cross-sectional design. This approach involves the collection of data from many different individuals at a single point in time. It is particularly suited for analyzing quantifiable data. In this research the cross-sectional design entails collecting data at a specific moment to gain insights about a specific population or phenomena. By gathering data at a single point, the study captures a snapshot of a population's characteristics. This design is well suited for swiftly capturing up to date data on these issues allowing for immediate interventions. Through applying cross-sectional design, the study aims to efficiently gather information about the education and career aspirations among Kanikkar tribal women. The research aims to develop valuable insights to guide decision-making and to support targeted interventions that cater to the unique needs of the individuals.

3.7 UNIVERSE AND UNIT OF STUDY

Universe of the study

Kanikkar Tribal women in Thiruvananthapuram District

Unit of the study

A tribal woman among Kanikkar community in Thiruvananthapuram District

Sample

Tribal women from Kanikkar community in Thiruvananthapuram District

Sample Size

60 tribal women from Kanikkar community in Thiruvananthapuram District

Sampling method

Study used probability sampling for the research. In which samples were collected through a simple random sampling method in which researcher randomly select a subset of participants from a population.

Inclusion criteria

- Female respondents from the Kanikkar tribal community
- Respondents aged 18 to 40 years were included in the study
- Participants residing in Thiruvananthapuram district

Exclusion criteria

- Male participants from the kanikkar tribal community were not included
- Respondents Aged above 40 years were not included
- Individuals residing outside Thiruvananthapuram district were not included in the study
- Individuals from other tribal communities or non-tribal backgrounds were not included

3.9 DATA COLLECTION

The data was collected from both primary and secondary sources. Primary data was collected from Kanikkar tribal women in Thiruvananthapuram District and Secondary data was collected from articles, journals, books and websites. The socio-demographic details and details about education and career aspirations among Kanikkar tribal women was collected using an interview schedule. To measure the career aspiration level among tribal women, a career aspiration scale was used. Data was collected using Google forms.

3.10 PRE-TEST

Researcher conducted a pre-test to test the effectiveness of the tool. After conducting a pre-test, researcher made some changes in the tool. In this study, pre-test was conducted among 10 respondents.

3.11 DATA ANALYSIS

The data collected were analyzed through the application of Descriptive Statistics which involves examining the frequency, correlations, crosstabs and percentages of different variables within the data set. Furthermore, both descriptive and inferential statistical

methods were employed to delve into the patterns and relationship within the data. The data analysis was carried out using the statistical package of social sciences (SPSS) 22 version.

3.12 ETHICAL CONSIDERATION

- The data is collected after obtaining informed consent from the participants.
- The participants were informed about their right to withdraw from the study.
- The confidentiality of information and the participant details to be maintained by the researcher.
- The researcher has not resorted to any unlawful means/ plagiarism to present data.
- The data collected will be used for only academic purposes.

3.13 ASSUMPTIONS, LIMITATIONS AND SCOPE

Assumptions

- Researcher assumes that the respondents would have genuinely responded to the questionnaire.
- The researcher assumes that the tribal communities within the Thiruvananthapuram district share similar cultural, social, and economic backgrounds that may influence their education and career aspirations.
- The assumption is made that the data collected from the respondents accurately represents their genuine education and career aspirations without significant biases or misreporting.
- The study assumes that factors such as family support, social support, and access to educational resources remain relatively stable during the study period and do not undergo drastic changes.

Limitations

- The study might be subject to sampling bias if certain segments of the tribal population are underrepresented or excluded, affecting the generalizability of the findings.

- The research was conducted in a small period of time.
- Limited number of participants was available for the study

Scope

- The study focuses specifically on tribal women in the Thiruvananthapuram district, limiting the generalizability of findings to other regions.
- The study provides a snapshot of education and career aspirations at a particular point in time
- Qualitative or mixed method studies can be undertaken on the same topic.
- The study's scope includes family support, social support, and certain demographic variables as key factors influencing education and career aspirations
- Further studies can be conducted by analyzing the identified association

3.14 SUMMARY OF THE CHAPTER

The methodology chapter described the about the way in which the research is conducted. It included the aim of the study and objectives of the study. It also explained the hypothesis framed for studying the objectives framed. It also described the method and design followed in the study and the inclusion and exclusion criteria of the study. The way in assumptions which data was collected and analyzed and the tools and functions used to collect and analyses data was also mentioned in the chapter. The chapter also included scope, and limitations with regard to the study undertaken.

CHAPTER IV: ANALYSIS AND INTERPRETATION

ANALYSIS AND INTERPRETATION

4.1 Overview of the chapter

The study titled “Education and Career aspiration among Kanikkar tribal women in Thiruvananthapuram district” is a study undertaken in a quantitative paradigm and follows a cross- sectional research design. The study aims at the following:

- Socio demographic details of the respondents
- Assess the level of career aspiration among tribal women
- Understand the support system for education among tribal women

- **To Understand the Socio Demographic Details of The Respondents**

TABLE 4.1 Represents the socio demographic details of respondents

DEMOGRAPHIC DETAILS		FREQUENCY	PERCENT
MARITAL STATUS	Married	44	73.3
	Un Married	16	26.7
	Total	60	100
EDUCATIONAL QUALIFICATION	Higher Education	31	51.7
	Higher Secondary	20	33.3
	High School	9	15
	Total	60	100
OCCUPATION	Private Employee	3	5
	Government Employee	8	13.3
	House Wife	12	20
	No Occupation	37	61.7
	Total	60	100
ECONOMIC CATEGORY	Apl	4	6.7
	Bpl	56	93.3
	Total	60	100

FATHERS EDUCATIONAL QUALIFICATION	College Education	1	1.7
	High School	36	60
	Primary	18	30
	Illiterate	5	8.3
	Total	60	100
MOTHERS EDUCATIONAL QUALIFICATION	College Education	2	3.3
	Higher	3	5
	Secondary	37	61.7
	High School	14	23.3
	Primary	4	6.7
	Illiterate	60	100
FATHERS EMPLOYMENT STATUS	Yes	24	40
	No	36	60
	Total	60	100
MOTHERS EMPLOYMENT STATUS	Yes	15	25
	No	45	75
	Total	60	100

TABLE 4.1 represents the socio demographic details of respondents.

The demographic profile of the respondents describes personal and job variables of the respondent. It includes marital status, qualification, occupation, economic category, fathers' educational qualification, mothers' educational qualification, fathers' employment status and mothers' employment status.

Table no: 4.1 shows the marital status of the participants. In the present study 73.3% of the participants were married and 26.7% were unmarried. There was no response for the options separated and divorced.

Shows the qualification of the participants. In the study 51.7% were having higher education, higher secondary 33.3% and high school having 15%.

Shows the occupation of the participants. In the study 5% were private employees, 13.3% were government employee, 20% were housewife and 61.7% respondents were not having any occupation.

Economic category of the respondents. Among the respondents 6.7% belongs APL category (above poverty line) and 93.3% belongs to BPL category (below poverty line) Father educational qualification of the respondents. In this 1.7% respondents' fathers are having college education, 60% having high school education,30% having primary education, 8.3% are illiterate.

Mothers' educational qualification. Among the respondents 3.3 % respondents' mother is having college education, 5% having higher secondary, 61.7% having high school education, 23.3% having primary education and 6.7% are illiterate.

Fathers' employment status it shows that 40% of the respondent's father are employed, while 60% of them are not employed.

Mothers' employment status. It shows that 25% of the respondent's mother are employed while 75% are not employed.

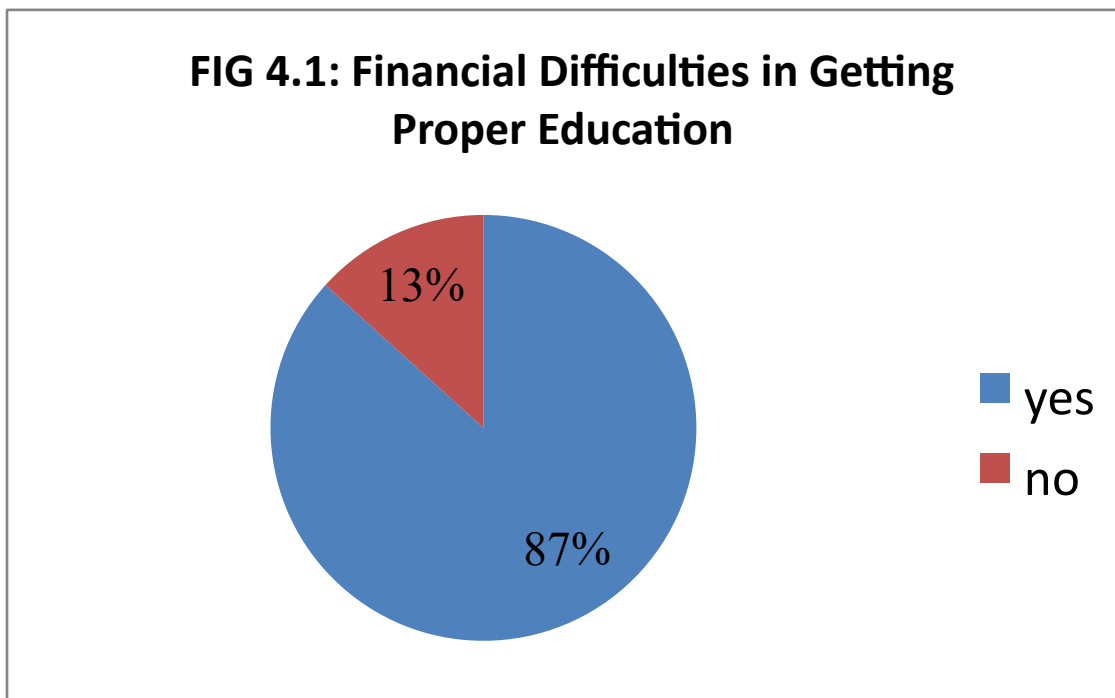


FIG 4.1 shows the financial difficulties faced by the respondents in getting proper education. Among the 60 respondents 87% of them had financial difficulties in getting proper education. 13% of the respondents not faced any financial difficulties in getting proper education.

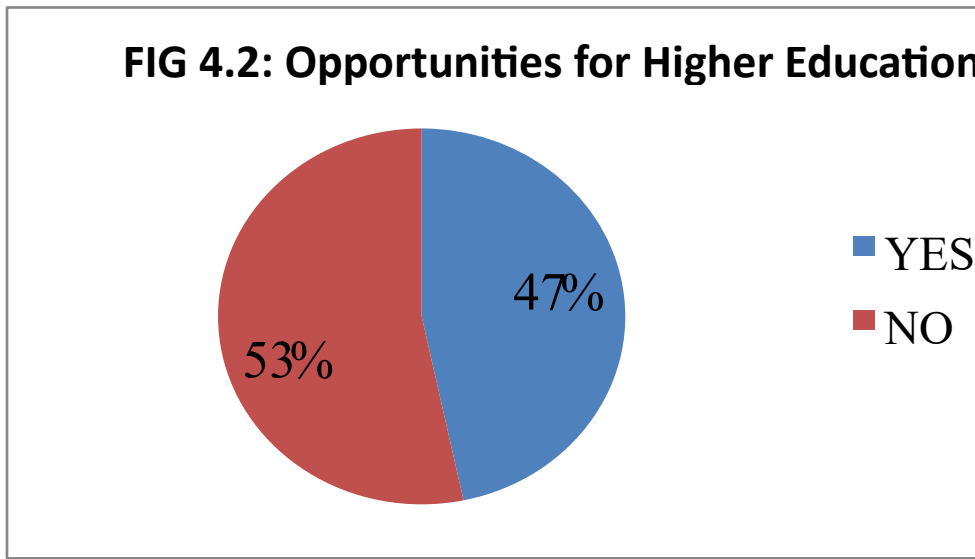


FIG 4.2 shows the availability of opportunities for higher education. 53% were getting opportunities for pursuing higher education. While 47% were not having opportunities for higher education

FIG 4.3: Career Aspirations During Studies

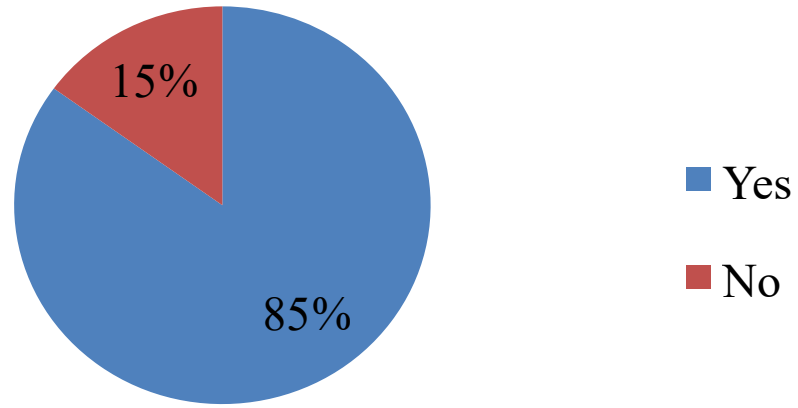


FIG 4.3 shows the career aspirations among the respondents during studies. In this 85% of the respondents had career aspirations during their studies. And 15% of the respondents did not have any career aspirations during their studies

FIG 4.4: Challenges in Securing a Job

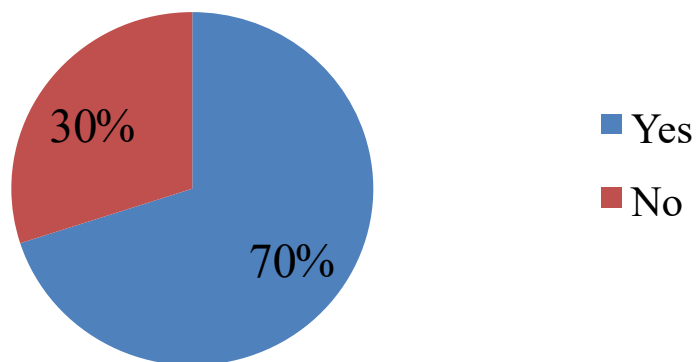


FIG 4.4 shows the challenges faced by the respondents in securing a job. In the study

70% of the respondents faced challenges in securing a job. 30% of the respondents did not face any challenges in securing a job.

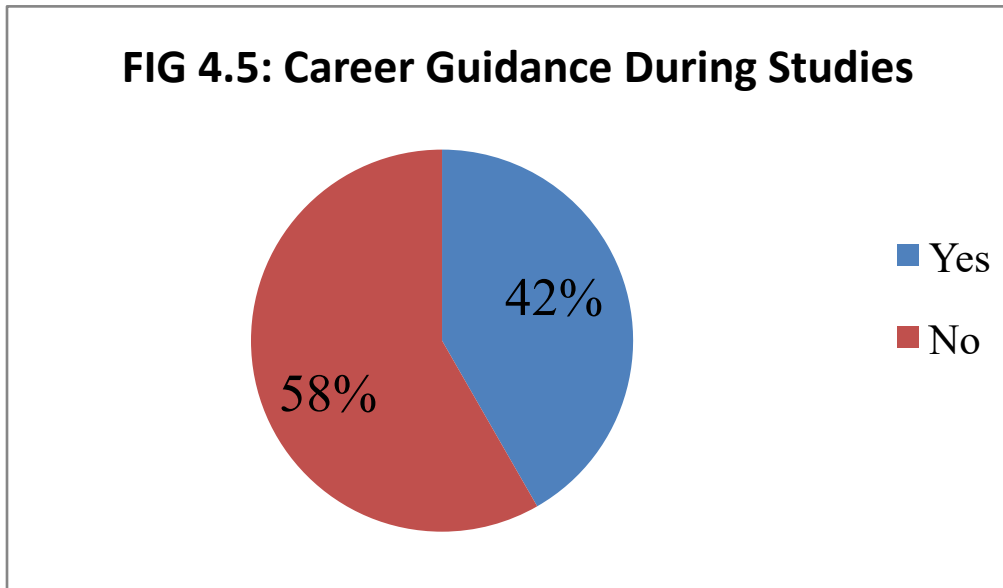


FIG 4.5 shows the career guidance sessions received by the respondents during their studies. In the study 58% of the respondents not received any career guidance sessions during their studies. 42% of the respondents received career guidance during their studies.

FIG 4.6: Accessibility to Employment Opportunities

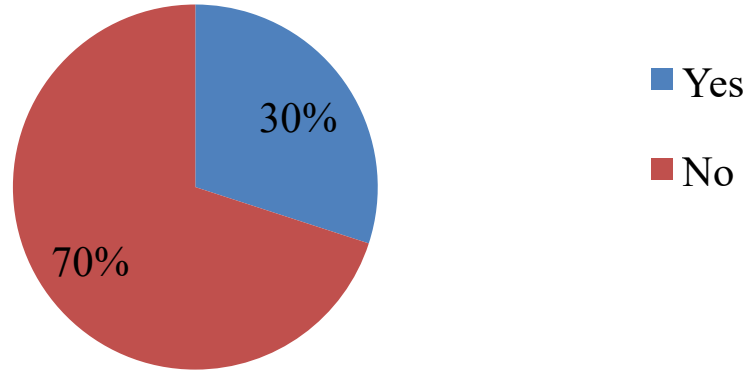


FIG 4.6 shows the accessibility to employment opportunities among the respondents. In the study 70% of the respondents not having accessibility to employment opportunities. while 30% of the respondents have accessibility to employment opportunities.

FIG 4.7: Vocational or Skill Training for Specific Career

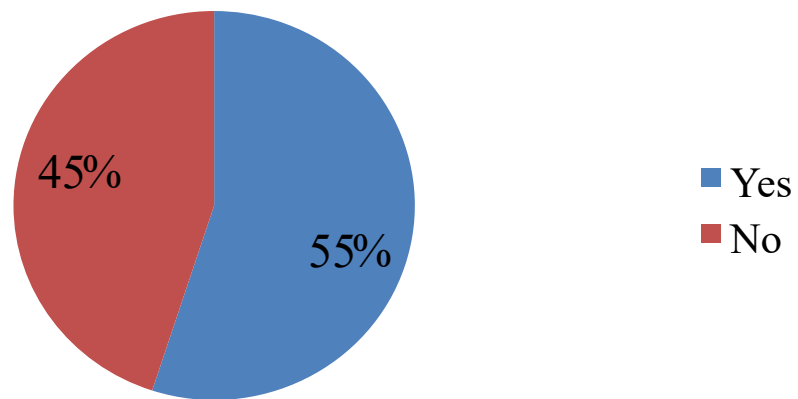


FIG 4.7 shows the vocational or skill training participated by the respondents for a specific career. Among the respondents 55% of the respondents received vocational or skill training for a specific career. 45% did not received any skill training for specific career.

FIG 4.8: Job Opportunities Available in The Community

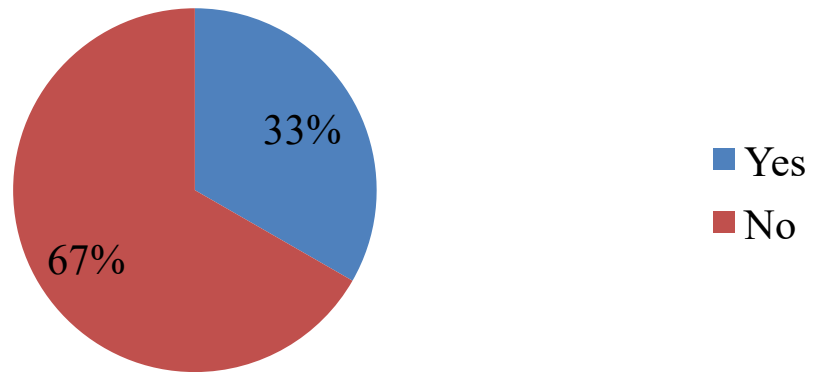


FIG 4.8 shows the respondents satisfied with the job opportunities available within their community. Among the respondents 67% of the respondents are not satisfied with the job opportunities available in the community. 33% of the respondents are satisfied with the job opportunities available within their community.

FIG 4.9: Specific Career Goal in Mind That Would Like to Pursue

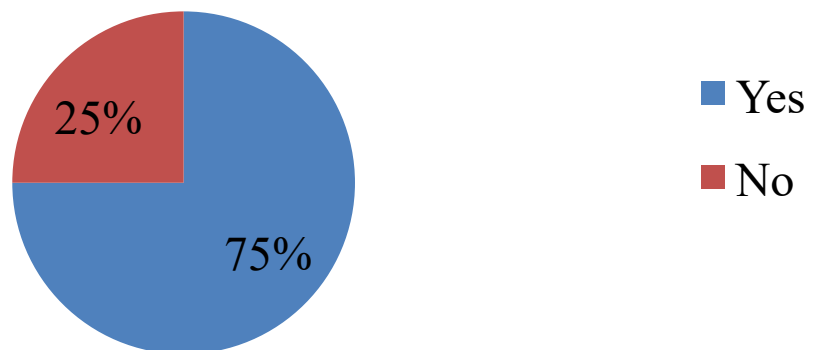


FIG 4.9 shows the respondents having specific career goal in their mind that would like to pursue. In this 75% of the respondents had specific career goal in mind that would like to pursue. 25% of the respondents not have any specific career goal in mind that would like to pursue

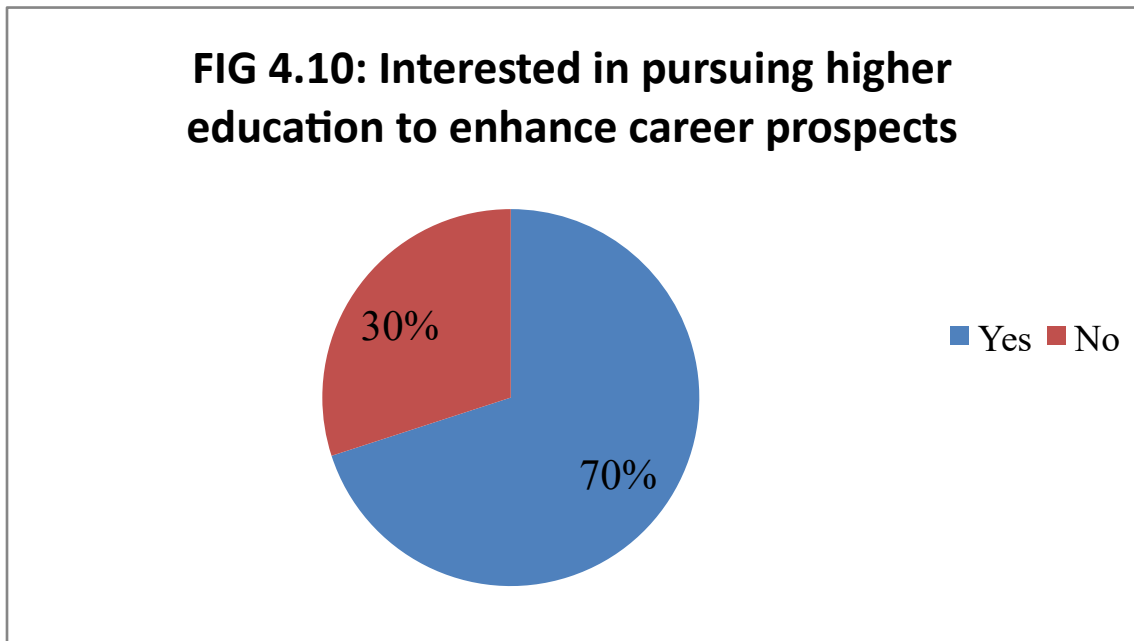


FIG 4.10 shows the respondents interested in pursuing higher education to enhance career prospects. In this 70% of the respondents were interested in pursuing higher education to enhance their career prospects. 30% of the respondents were not interested in pursuing higher education to enhance their career prospects.

FIG 4.11: Migrating to another location for better career opportunities

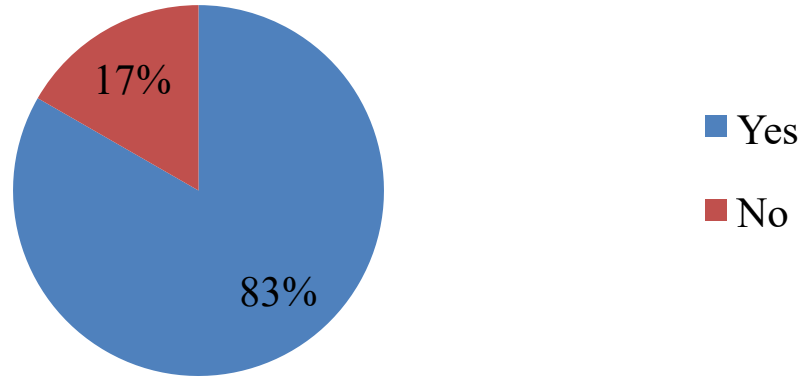


FIG 4.11 shows the respondents who would like to migrate to another location for better career opportunities. In this 83% of the respondents were interested in migrating to another location for better career opportunities. 17% of the respondents were not interested in migrating to another location for better career opportunities

FIG 4.12: scholarship for studies

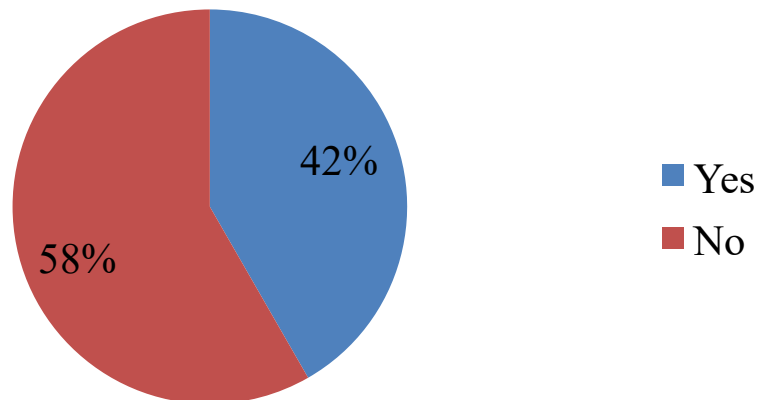


FIG 4.12 shows the respondents received scholarships for studies. In this 58% of the respondents not received any scholarships for the studies.42% of the respondents received scholarships for the studies.

- To understand the support system for education among tribal women

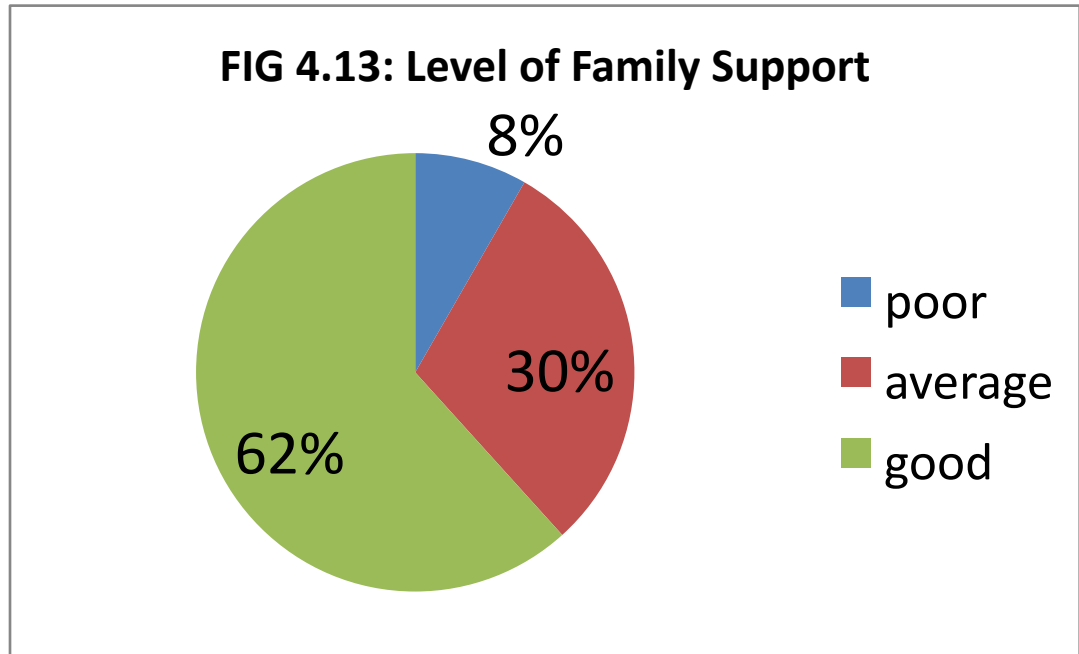


FIG 4.13 shows the level of family support received by tribal women in education and career development. Among the respondents 8% had a poor level of family support in education and career aspirations, 30% had only an average level family support and 62% had a good level of family support for education and career

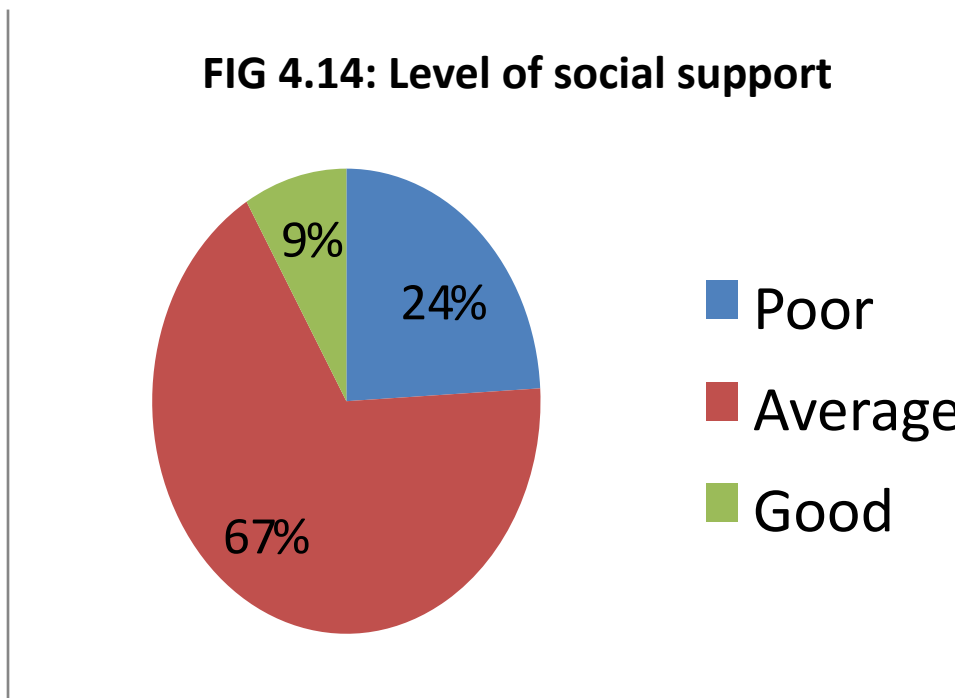


FIG 4.14 shows the level of social support among respondents in education and career development. Among the respondents 24% showed a low level of social support, 67% showed an average level of social support and 9% had shown good levels of social support

- **To assess the level of career aspirations among tribal women**

TABLE 4.2: Level of family support and level of career aspiration

		Level of Career aspiration		
		low	high	Total
Level of family support	Poor	80.0%	20.0%	100.0%
	Average	38.9%	61.1%	100.0%
	Good	40.5%	59.5%	100.0%
Total		43.3%	56.7%	100.0%

Among the individuals with a low level of career aspiration, 80% had poor family support, while only 20% had good family support. This indicates a higher prevalence of low career aspirations among individuals with poor family support compared to those with good family support. Among individuals with a high level of career aspiration, a larger proportion had average family support 61.1% compared to poor family support 38.9%. Similarly, a higher percentage of individuals with high career aspirations had good family support 59.5% compared to poor family support 40.5%

The data suggests an association between family support and career aspiration level as good family support appears to be associated with higher career aspirations, as a higher proportion of individuals with good family support had high career aspirations. Poor family support seems to be more prevalent among individuals with low career aspirations.

TABLE 4.3: Level of family support and Level of achievement aspiration

		Level of achievement aspiration		Total
		low	high	
Level of family support	Poor	80.0%	20.0%	100.0%
	Average	27.8%	72.2%	100.0%
	Good	35.1%	64.9%	100.0%
Total		36.7%	63.3%	100.0%

Among individuals with a low level of achievement aspiration 80% had poor family support, while only 20% had good family support. This suggests that a higher proportion of individuals with low achievement aspirations tend to have poor family support. Respondents with a high level of achievement aspiration, 72.2% had average family support, and 64.9% had good family support. It states that a higher proportion of individuals with high achievement aspirations tend to have average or good family support.

Higher proportion of individuals with good family support 35.1% and average family support 27.8% has high achievement aspirations. On the other hand, a higher percentage of individuals with poor family support 36.7% have low achievement aspirations.

Based on this analysis it suggests that there is an association between the level of family support and achievement aspiration. Individuals with better family support tend to have higher achievement aspirations, while those with poor family support are more likely to have lower achievement aspirations

TABLE 4 .4: Level of family support and Level of leadership aspiration

		Level of leadership aspiration		Total
		low	high	
Level of family support	Poor	100.0%	0.0%	100.0%
	Average	55.6%	44.4%	100.0%
	Good	29.7%	70.3%	100.0%
Total		43.3%	56.7%	100.0%

Among respondents with a low level of leadership aspiration, 100% had poor family support. This indicates that all individuals with low leadership aspirations have poor family support. For respondents with a high level of leadership aspiration, the majority 70.3% had good family support, while 29.7% had average family support. It appears that a higher proportion of individuals with high leadership aspirations tend to have good family support.

It can be observed that a higher proportion of individuals with good family support 70.3% have high leadership aspirations. Majority of individuals with poor family support 100% have low leadership aspirations.

Based on this analysis, it seems that there is an association between the level of family support and leadership aspiration. Individuals with good family support are more likely to have high leadership aspirations, while those with poor family support tend to have low leadership aspirations.

TABLE 4. 5: Level of family support and Level of educational aspiration

	Level of educational aspiration		Total
	low	high	
Level of family support			
Poor	100.0%	0.0%	100.0%
Average	38.9%	61.1%	100.0%
Good	32.4%	67.6%	100.0%
Total	40.0%	60.0%	100.0%

Among respondents with poor family support, all of them had low educational aspirations and individuals with average family support, the majority (61.1%) had high educational aspirations individuals with good family support, a higher proportion (67.6%) had high educational aspirations compared to low educational aspirations (32.4%). Based on this analysis, it appears that there is an association between the level of family support and the level of educational aspiration. Individuals with better family support tend to have a higher proportion of high educational aspirations, while those with poor family support tend to have a higher proportion of low educational aspiration

TABLE 4.6: Level of social support and Level of achievement aspiration

	level of achievement aspiration		Total
	low	high	

level of social support	poor	64.3%	35.7%	100.0%
	average	28.2%	71.8%	100.0%
	good	20.0%	80.0%	100.0%
Total		36.2%	63.8%	100.0%

Among respondents with poor social support 64.3% had low achievement aspirations, while 35.7% had high achievement aspirations. Among individuals with average social support 28.2% had low achievement aspirations, while 71.8% had high achievement aspirations. Among individuals with good social support 20% had low achievement aspirations, while 80% had high achievement aspirations. Based on this analysis, it appears that there is an association between the level of social support and the level of achievement aspiration. Individuals with higher levels of social support tend to have a higher proportion of high achievement aspirations, while those with lower levels of social support tend to have a higher proportion of low achievement aspirations.

TABLE 4.7: Level of social support and Level of educational aspiration

		level of educational aspiration		Total
		low	high	
level of social support	poor	64.3%	35.7%	100.0%
	average	35.9%	64.1%	100.0%
	good	0.0%	100.0%	100.0%
Total		39.7%	60.3%	100.0%

Among individuals with poor social support, the majority (64.3%) had low educational aspirations while individuals with average social support, the majority (64.1%) had high educational aspirations. Those with good social support, all of them (100%) had high educational aspirations. Based on this analysis, it appears that there is an association between the level of social support and the level of educational aspiration. Individuals with higher levels of social support tend to have a higher proportion of high educational aspirations, while those with lower levels of social support tend to have a higher proportion of low educational aspirations.

TABLE 4.8: correlation between age and career aspiration

		Age	career aspiration
Age	Pearson		*
	Correlation	1	-.296
	Sig. (2-tailed)		.022
	N	60	60
sum of career aspiration	Pearson		1
	Correlation	-.296*	
	Sig. (2-tailed)	.022	
	N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation coefficient between age and career aspiration is -0.296. The correlation is significant at the 0.05 level (2-tailed). The p-value of 0.022 indicates that the correlation is statistically significant at the 0.05 level

The negative correlation coefficient (-0.296) suggests a weak negative relationship between age and career aspiration. As age increases, career aspiration tends to decrease to some extent. There is a statistically significant negative correlation between age and career

aspiration. This indicates that as individuals get older; their career aspirations tend to decrease slightly

TABLE 4.9: Correlations between family support and career aspiration

		family support	career aspiration
family support	Pearson Correlation	1	.397**
	Sig. (2-tailed)		.002
	N	60	60
career aspiration	Pearson Correlation	.397**	1
	Sig. (2-tailed)	.002	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient between the family support and the career aspiration is 0.397. The correlation is significant at the 0.01 level (2-tailed). The p-value of 0.002 suggests that the observed correlation is statistically significant at the 0.01 level.

The positive correlation coefficient (0.397) indicates a moderate positive relationship between the family support and the career aspiration. As the level of family support increases, the level of career aspiration tends to increase as well

There is a significant moderate positive correlation between the family support and the career aspiration. This suggests that individuals who report higher levels of family support also tend to have higher levels of career aspiration.

TABLE 4.10: Correlations between family support and achievement aspiration

		family support	achievement aspiration
family support	Pearson		
	Correlation	1	.292*
	Sig. (2-tailed)		.023
	N	60	60
achievement aspiration	Pearson		
	Correlation	.292*	1
	Sig. (2-tailed)	.023	
	N	60	60

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation coefficient between the family support and the achievement aspiration is 0.292. The correlation is significant at the 0.05 level (2-tailed). The p-value of 0.023 suggests that the observed correlation is statistically significant at the 0.05 level. The positive correlation coefficient (0.292) indicates a weak positive relationship between the sum of family support and the sum of achievement aspiration. As the level of family support increases, the level of achievement aspiration tends to increase to some extent.

There is a significant weak positive correlation between the family support and the achievement aspiration. This implies that individuals who have higher levels of family support also tend to have higher levels of achievement aspiration

TABLE 4.11 Correlations between family support and leadership aspiration

		family support	leadership aspiration
family support	Pearson	1	.396**
	Correlation		

	Sig. (2-tailed)		.002
	N	60	60
leadership aspiration	Pearson Correlation	.396**	1
	Sig. (2-tailed)	.002	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient between the family support and the leadership aspiration is 0.396. The correlation is significant at the 0.01 level (2-tailed). The p-value of 0.002 suggests that the observed correlation is statistically significant at the 0.01 level. The positive correlation coefficient (0.396) indicates a moderate positive relationship between the sum of family support and the sum of leadership aspiration. As the level of family support increases, the level of leadership aspiration tends to increase as well. There is a significant moderate positive correlation between the family support and the leadership aspiration. This suggests that individuals who have higher levels of family support tend to have higher levels of leadership aspiration.

TABLE 4.12: Correlations between family support and educational aspiration

		family support	educational aspiration
family support	Pearson Correlation	1	.391**
	Sig. (2-tailed)		.002
	N	60	60
educational aspiration	Pearson Correlation	.391**	1
	Sig. (2-tailed)	.002	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

The Pearson correlation coefficient between the family support and the educational aspiration is 0.391. The correlation is significant at the 0.01 level (2-tailed). The p-value of 0.002 suggests that the correlation is statistically significant at the 0.01 level.

The positive correlation coefficient (0.391) indicates a moderate positive relationship between the family support and the educational aspiration. As the level of family support increases, the level of educational aspiration tends to increase as well. There is a statistically significant moderate positive correlation between the family support and the educational aspiration. This suggests that individuals who report higher levels of family support also tend to have higher levels of educational aspiration.

TABLE 4. 13 Correlations between social support and career aspiration

		social support	career aspiration
social support	Pearson Correlation	1	.261*
	Sig. (2-tailed)		.048
	N	58	58
career aspiration	Pearson Correlation	.261*	1
	Sig. (2-tailed)	.048	
	N	58	60

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation coefficient between the social support and the career aspiration is 0.261. The correlation is significant at the 0.05 level (2-tailed). The p-value of 0.048 suggests that the observed correlation is statistically significant at the 0.05 level.

The positive correlation coefficient (0.261) indicates a weak positive relationship between the social support and the career aspiration. As the level of social support increases, the level of career aspiration tends to increase to some extent.

There is a statistically significant weak positive correlation between the social support and the career aspiration. This suggests that individuals who report higher levels of social support also tend to have slightly higher levels of career aspiration.

TABLE 4.14 Correlations between social support and educational aspiration

		social support	educational aspiration
social support	Pearson Correlation	1	.259*
	Sig. (2-tailed)		.050
	N	58	58
educational aspiration	Pearson Correlation	.259*	1
	Sig. (2-tailed)	.050	
	N	58	60

*. Correlation is significant at the 0.05 level (2-tailed).

The Pearson correlation coefficient between the social support and the educational aspiration is 0.259. The correlation is significant at the 0.05 level (2-tailed). The p-value of 0.050 suggests that the observed correlation is marginally significant at the 0.05 level. The positive correlation coefficient (0.259) indicates a weak positive relationship between the social support and the educational aspiration. As the level of social support increases, the level of educational aspiration tends to increase to some extent. There is a weak positive correlation between the social support and the educational aspiration. This suggests that individuals who report higher levels of social support also tend to have slightly higher levels of educational aspiration.

TABLE 4.15: Challenges in securing a job and Level of career aspiration

		Level of career aspiration		
		low	high	Total
faced challenges in securing a job	Yes	31.0%	69.0%	100.0%
	No	72.2%	27.8%	100.0%
Total		43.3%	56.7%	100.0%

Among respondents who faced challenges in securing a job 31% had low career aspirations, while 69% had high career aspirations. Among individuals who did not face challenges in securing a job 72.2% had low career aspirations, while 27.8% had high career aspirations.

A higher proportion of individuals who faced challenges in securing a job have high career aspirations compared to those with low career aspirations. A higher percentage of individuals who did not face challenges in securing a job have low career aspirations compared to those with high career aspirations. Based on this analysis, it appears that there is an association between facing challenges in securing a job and level of career aspiration. Individuals who faced challenges in finding employment are more likely to have high career aspirations compared to those who did not face such challenge

TABLE 4.16: Career guidance sessions during studies and Level of career aspiration

		Level of career aspiration		
		low	high	Total
career guidance sessions during studies	Yes	40.0%	60.0%	100.0%
	No	45.7%	54.3%	100.0%

Total	43.3%	56.7%	100.0%
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Among respondents those who had career guidance sessions during studies 40% had low career aspirations, while 60% had high career aspirations. Among individuals who did not have career guidance sessions during studies 45.7% had low career aspirations, while 54.3% had high career aspirations.

The respondents those who had career guidance sessions during studies has a slightly higher proportion of individuals with high career aspirations compared to those with low career aspirations. Those who did not have career guidance sessions during studies has a slightly higher proportion of individuals with low career aspirations compared to those with high career aspirations. Based on this analysis, it appears that there is an association between having career guidance sessions during studies and level of career aspiration. Individuals who had career guidance sessions during their studies tend to have a slightly higher proportion of high career aspirations compared to those who did not have such sessions.

TABLE 4.17: specific career goal in mind that would like to pursue and level of career aspiration

		Level of career aspiration		
		low	high	Total
specific career goal or profession in mind that would like to pursue	Yes	40.0%	60.0%	100.0%
	No	53.3%	46.7%	100.0%
Total		43.3%	56.7%	100.0%

Among respondents those who have a specific career goal or profession in mind 40% had low career aspirations, while 60% had high career aspirations. Among individuals who do

not have a specific career goal or profession in mind 53.3% had low career aspirations, while 46.7% had high career aspirations.

The individuals with a specific career goal or profession in mind have a slightly higher proportion of high career aspirations compared to low career aspirations. The individuals without a specific career goal or profession in mind have a slightly higher proportion of low career aspirations compared to high career aspirations. Based on this analysis, it appears that there is an association between having a specific career goal or profession in mind and the level of career aspiration. Individuals who have a specific career goal or profession in mind tend to have a slightly higher proportion of high career aspirations compared to those who do not have a specific goal in mind. However, the differences in the percentages are relatively small.

TABLE 4.18: career aspirations during studies and level of achievement aspiration

		Level of achievement aspiration		Total
		low	high	
career aspirations during studies	Yes	31.4%	68.6%	100.0%
	No	66.7%	33.3%	100.0%
Total		36.7%	63.3%	100.0%

Among individuals who had career aspirations during studies 31.4% had low achievement aspirations, while 68.6% had high achievement aspirations. Among individuals who did not have career aspirations during studies: 66.7% had low achievement aspirations, while 33.3% had high achievement aspirations. Individuals who had career aspirations during studies have a higher proportion of high achievement aspirations compared to low achievement aspirations. Individuals who did not have career aspirations during studies have a higher proportion of low achievement aspirations compared to high achievement

aspirations. Based on this analysis, it appears that there is an association between career aspirations during studies and the level of achievement aspiration. Individuals who had career aspirations during their studies tend to have a higher proportion of high achievement aspirations, while those who did not have such aspirations tend to have a higher proportion of low achievement aspirations.

TABLE 4.19: Specific career goal in mind that would like to pursue and level of achievement aspiration

		Level of achievement Aspiration		
		low	high	Total
specific career goal or profession in mind that would like to pursue	Yes	31.1%	68.9%	100.0%
	No	53.3%	46.7%	100.0%
Total		36.7%	63.3%	100.0%

Among respondents those who have a specific career goal or profession in mind have a higher proportion of high achievement aspirations (68.9%) compared to low achievement aspirations (31.1%). Individuals who do not have a specific career goal or profession in mind have a higher proportion of low achievement aspirations (53.3%) compared to high achievement aspirations (46.7%). Based on this analysis, it appears that there is an association between having a specific career goal or profession in mind and the level of achievement aspiration. Individuals who have a specific career goal or profession in mind tend to have a higher proportion of high achievement aspirations, while those who do not have a specific goal in mind tend to have a higher proportion of low achievement aspirations

TABLE 4. 20: Interest in pursuing higher education to enhance career prospects and Level of achievement aspiration

		level of achievement aspiration		Total
		low	high	
interested in pursuing higher education to enhance career prospects	Yes	28.6%	71.4%	100.0%
	No	55.6%	44.4%	100.0%
Total		36.7%	63.3%	100.0%

Respondents who are interested in pursuing higher education to enhance career prospects have a higher proportion of high achievement aspirations (71.4%) compared to low achievement aspirations (28.6%). Individuals who are not interested in pursuing higher education to enhance career prospects have a higher proportion of low achievement aspirations (55.6%) compared to high achievement aspirations (44.4%). Based on this analysis, it appears that there is an association between being interested in pursuing higher education to enhance career prospects and the level of achievement aspiration. Individuals who are interested in pursuing higher education tend to have a higher proportion of high achievement aspirations, while those who are not interested in pursuing higher education tend to have a higher proportion of low achievement aspirations.

TABLE 4.21: Opportunities for higher education and Level of leadership aspiration

		Level of leadership aspiration		Total
		low	high	
get any opportunities for higher education				

	Yes	28.6%	71.4%	
		100.0%		
	No	56.3%	43.8%	100.0%
Total		43.3%	56.7%	100.0%

Respondents who have gotten opportunities for higher education have a higher proportion of high leadership aspirations (71.4%) compared to low leadership aspirations (28.6%). Individuals who have not gotten opportunities for higher education have a higher proportion of low leadership aspirations (56.3%) compared to high leadership aspirations (43.8%). Based on this analysis, it appears that there is an association between getting opportunities for higher education and the level of leadership aspiration. Individuals who have gotten opportunities for higher education tend to have a higher proportion of high leadership aspirations, while those who have not gotten such opportunities tend to have a higher proportion of low leadership aspirations.

TABLE 4.22: Career aspirations during studies and Level of leadership aspiration

		Level of leadership aspiration		
		low	high	Total
had any career aspirations during studies	Yes	37.3%	62.7%	100.0%
	No	77.8%	22.2%	100.0%
Total		43.3%	56.7%	100.0%

Respondents who had career aspirations during studies have a higher proportion of high leadership aspirations (62.7%) compared to low leadership aspirations (37.3%). Individuals who did not have any career aspirations during studies have a higher proportion of low leadership aspirations (77.8%) compared to high leadership aspirations (22.2%). Based on this analysis, it appears that there is an association between having any career aspirations during studies and the level of leadership aspiration. Individuals who

had career aspirations during their studies tend to have a higher proportion of high leadership aspirations, while those who did not have such aspirations tend to have a higher proportion of low leadership aspirations.

TABLE 4.23: specific career goal or profession in mind that would like to pursue and level of leadership aspiration

		Level of leadership aspiration		
		low	high	Total
specific career goal or profession in mind that would like to pursue	yes	33.3%	66.7%	100.0%
	No	73.3%	26.7%	100.0%
Total		43.3%	56.7%	100.0%

Respondents who have a specific career goal or profession in mind have a higher proportion of high leadership aspirations (66.7%) compared to low leadership aspirations (33.3%). Individuals who do not have a specific career goal or profession in mind have a higher proportion of low leadership aspirations (73.3%) compared to high leadership aspirations (26.7%). Based on this analysis, it appears that there is an association between having a specific career goal or profession in mind and the level of leadership aspiration. Individuals who have a specific career goal or profession in mind tend to have a higher proportion of high leadership aspirations, while those who do not have a specific goal in mind tend to have a higher proportion of low leadership aspirations.

TABLE 4.24: Career aspirations during studies and Level of educational aspiration

		Level of educational aspiration		
		low	high	Total

had any career aspirations during studies	Yes	35.3%	64.7%	100.0%
	No	66.7%	33.3%	100.0%
Total		40.0%	60.0%	100.0%

Respondents who had career aspirations during studies have a higher proportion of high educational aspirations (64.7%) compared to low educational aspirations (35.3%). Individuals who did not have any career aspirations during studies have a higher proportion of low educational aspirations (66.7%) compared to high educational aspirations (33.3%). Based on this analysis, it appears that there is an association between having any career aspirations during studies and the level of educational aspiration. Individuals who had career aspirations during their studies tend to have a higher proportion of high educational aspirations, while those who did not have such aspirations tend to have a higher proportion of low educational aspirations.

TABLE 4. 25: Interested in pursuing higher education to enhance career prospects and Level of educational aspiration

		level of educational aspiration		Total
		low	high	
Interested in pursuing higher education to enhance career prospects	Yes	28.6%	71.4%	100.0%
	No	66.7%	33.3%	100.0%
Total		40.0%	60.0%	100.0%

Respondents who are interested in pursuing higher education to enhance career prospects have a higher proportion of high educational aspirations (71.4%) compared to low

educational aspirations (28.6%). Individuals who are not interested in pursuing higher education to enhance career prospects have a higher proportion of low educational aspirations (66.7%) compared to high educational aspirations (33.3%). Based on this analysis, it appears that there is an association between being interested in pursuing higher education to enhance career prospects and the level of educational aspiration.

Individuals who are interested in pursuing higher education tend to have a higher proportion of high educational aspirations, while those who are not interested in pursuing higher education tend to have a higher proportion of low educational aspirations.

**CHAPTER V: FINDINGS, SUGGESTIONS AND
CONCLUSION**

5.1 FINDINGS

- It was found that a majority of tribal women enjoy a good level of family support, which can significantly contribute to their educational and career aspirations. It states the importance of family support as a potential catalyst for empowering tribal women in their journey towards education and career development. The prevailing good level of family support signifies a conducive environment that can nurture and encourage tribal women to pursue their educational and career goals, thereby fostering a positive impact on their personal growth and broader community development.
- Majority of tribal women receive an average level of social support, which plays a pivotal role in shaping their educational and career aspirations. This finding states the significance of fostering stronger social support networks for tribal women, particularly those with lower levels of social support. Enhancing social support systems can create a more conducive environment for tribal women to pursue their educational and career goals. Addressing the challenges faced by those with low social support can lead to a more equitable distribution of support, empowering tribal women to overcome obstacles and contribute more effectively to their personal growth and the advancement of their communities
- It was found that age plays a significant role in influencing career aspirations among tribal women, with older individuals expressing slightly lower career aspirations. The influence of age on career aspirations among tribal women can contribute to creating a more inclusive and supportive ecosystem that enables women of all ages to pursue education and career paths that align with their aspirations and potentials.
- The tribal women who report higher levels of family support also tend to exhibit higher levels of career aspiration. By focusing on strengthening family support systems and emphasizing their positive influence on career aspirations can contribute significantly to empowering tribal women to pursue higher education and ambitious careers, while also fostering stronger family bonds and community development.

- It was found that respondents those who experience higher levels of family support are also more likely to exhibit higher levels of achievement aspiration. By focusing on strengthening family support structures and promoting their achievement aspirations, has the potential to make a meaningful contribution towards empowering tribal women to pursue higher education and achieve ambitious career goals.
- The family support and career aspirations among tribal women were found to be having a strong association between these two factors. It is found that family support plays a crucial role in shaping the educational and career aspirations of tribal women. The data indicates individuals with good family support are more likely to have higher career aspirations, while those with poor family support tend to have lower career aspirations. It is evident that family support has a profound impact on the educational and career aspirations of tribal women.
- The family support and achievement aspirations among tribal women reveal an association between these two factors. It is found that family support plays a crucial role in shaping the educational and career achievement aspirations of tribal women. It states that individuals with good family support are more inclined to have higher achievement aspirations, while those with poor family support are more prone to having lower achievement aspirations.
- The family support and leadership aspirations among tribal women were found to have a clear association between them. It is found that family support significantly influences the level of leadership aspirations among tribal women. The individuals with good family support are more prone to having high leadership aspirations, while those with poor family support are inclined to have low leadership aspirations. By focusing on strengthening family support and fostering an environment that encourages leadership aspirations can contribute significantly to empowering tribal women to take on leadership roles, thereby benefiting both their personal growth and the development of their communities.

- The family support and educational aspirations among tribal women are found to have a significant association. It is found that individuals with stronger family support exhibit a higher proportion of high educational aspirations, while those with inadequate family support tend to have a higher proportion of low educational aspirations. Family support plays a pivotal role in shaping educational aspirations among tribal women, emphasizing the need for targeted interventions to enhance family support.
- The social support and achievement aspirations among tribal women were found to be having an association between them. It is found that individuals with higher levels of social support have a higher proportion of high achievement aspirations, while those with lower social support exhibit a greater percentage of low achievement aspirations. By focusing on strengthening social support systems and creating an environment that encourages positive relationships, can play a pivotal role in empowering tribal women to aim for higher educational and career achievements, leading to both personal growth and community development.
- The social support and educational aspirations among tribal women found to have an association between the two factors. The individuals with greater levels of social support are found to have a higher proportion of high educational aspirations, while those with lower social support exhibit a higher percentage of low educational aspirations. By focusing on fostering social support networks and creating an ecosystem that promotes positive relationships significantly empower tribal women to aspire to higher educational achievements, leading to both personal fulfillment and community advancement.
- The tribal women who experience higher levels of family support also tend to exhibit higher levels of leadership aspiration. By focusing on strengthening family support systems and emphasizing their association with leadership aspirations can contribute significantly to empowering tribal women to pursue leadership roles, fostering personal growth,

community development, and the advancement of tribal communities as a whole.

- The tribal women those who experience higher levels of family support are also more likely to exhibit higher levels of educational aspiration. By emphasizing their association between family support and educational aspirations has the potential in empowering tribal women to pursue higher education, enhancing their personal growth, and contributing to the overall advancement of tribal communities.
- The tribal women those who perceive higher levels of social support are more likely to exhibit higher levels of career aspiration. social support and career aspirations play a pivotal role in empowering tribal women to pursue their professional goals, enhance their personal development, and contribute to the overall advancement of tribal communities.
- The tribal women who perceive higher levels of social support are inclined to exhibit higher levels of educational aspiration. By recognizing the association between social support and educational aspirations can contribute significantly to empowering tribal women to pursue higher education, fostering personal growth, and contributing to the overall advancement of tribal communities.
- The tribal women who faced challenges in job acquisition are more likely to hold high career aspirations, while those who did not encounter such challenges tend to express lower career aspirations. By addressing job acquisition challenges and recognizing their potential to drive higher career aspirations, can empower tribal women to overcome obstacles, pursue ambitious career goals, and foster personal growth and community development.
- The tribal women who had career guidance sessions during their studies tend to have a higher proportion of high career aspirations, while those without such sessions are more likely to have a slightly higher proportion of low career aspirations.

- The tribal women who had career aspirations during their studies tend to display a higher proportion of high achievement aspirations, while those without such aspirations are more likely to express a higher proportion of low achievement aspirations. By acknowledging the influence of career aspirations during studies on achievement aspirations can significantly contribute to empowering tribal women to dream big, set high achievement goals, and work towards realizing their full potential, thereby fostering personal growth and contributing to the overall development of tribal communities.
- The tribal women who are interested to pursue higher education for career enhancement tend to have a higher proportion of high achievement aspirations, while those who lack such interest are more likely to express a higher proportion of low achievement aspirations. By emphasizing the positive relationship between interest in higher education and achievement aspirations can contribute significantly to motivating tribal women to view higher education as a pathway to achieving ambitious career goals, fostering personal growth, and contributing to the overall advancement of tribal communities.
- The tribal women who had opportunities for higher education tend to possess a higher proportion of high leadership aspirations, while those without such opportunities are more likely to have a higher proportion of low leadership aspirations. By focusing on the positive association between higher education opportunities and leadership aspirations can significantly contribute to motivating tribal women to pursue education, aspire to leadership roles, and drive positive change within their communities, thereby fostering personal growth and community advancement.
- The tribal women who had career aspirations during their studies tend to exhibit a higher proportion of high leadership aspirations, while those without such aspirations are more likely to express a higher proportion of low leadership aspirations. By focusing the positive association between career aspirations during studies and leadership aspirations can

significantly contribute to fostering leadership development among tribal women, motivating them to set ambitious goals, and empowering them to lead and drive positive change within their communities.

- It was found that tribal women who have a specific career goal or profession in mind tend to exhibit a higher proportion of high leadership aspirations, while those without such clarity tend to express a higher proportion of low leadership aspirations. Having a specific career goal or profession in mind and leadership aspirations can significantly contribute to guiding tribal women toward clear aspirations, motivating them to pursue leadership roles, and empowering them to lead and drive positive change within their communities.
- It was found that tribal women who had career aspirations during their studies tend to exhibit a higher proportion of high educational aspirations, while those without such aspirations are more likely to express a higher proportion of low educational aspirations. By emphasizing the positive association between interest in pursuing higher education for career prospects and educational aspirations can significantly contribute to guiding tribal women towards educational excellence, motivating them to pursue higher education, and empowering them to achieve their career goals and contribute positively to their communities.

5.2 SUGGESTIONS

Social work is a welfare activity based on humanitarian philosophy, scientific knowledge and technical skills for helping individuals or groups or communities, to live a rich and full life. (**Indian Conference of Social Work ,1957**)

Social work is a profession centered on practical application, aiming to facilitate positive shifts in society, enhance unity, and empower both individuals and communities. Its foundation lies in comprehending human growth, conduct, as well as the dynamics of social, financial, and cultural establishments and their interplay. There are three primary levels of social work practice: micro, mezzo, and macro. Within each tier, social work professionals offer distinct services to specific groups. **Micro Social Work:** At the micro level, social workers provide personalized assistance to individuals, families, and small groups, tackling a diverse array of social concerns. These might encompass aiding with housing, delivering counseling for substance abuse, and administering mental health therapy. **Mezzo Social Work:** Social workers working at the mezzo level engage with larger groups, whether in educational settings, prisons, hospitals, or communities. They might support academically challenged students, guide prison inmates through substance abuse recovery, or coordinate care for patients requiring extended hospitalization. **Macro Social Work:** Macro-level social work involves tasks like policy formulation, research, and community-driven initiatives. Social workers in this sphere concentrate on addressing more extensive societal issues, such as homelessness, substance abuse, and housing, through advocacy and strategic interventions.

Social work to become unique among helping professions developed distinct methods of practice. These methods are social casework, social group work, and community organization which are **Primary methods (direct helping method)**, social welfare administration, social work research and social action which are **Secondary methods (Auxiliary methods)**.

Social Casework: This method focuses on individual problems within their environment. Individuals facing difficulties beyond their control receive help to address their challenges, often due to temporary anxiety or disrupted social functioning. The

caseworker assesses the client's situation, identifies causes, devises a treatment plan, and cultivates a professional relationship to alter the client's perceptions and attitudes. Social Group Work: Here, a qualified professional guides individual through group experiences to enhance relationships and social functioning. The focus is on personal development within group dynamics, fostering change and adjustment through flexible programs and interactions. Community Organization: This method involves systematically improving relationships within a community, aiming for self-reliance and cooperative attitudes. By identifying problems, utilizing resources, developing social relationships, and establishing necessary programs, the community evolves towards better organization and functionality. Social Welfare Administration: Social work services, both public and private, are organized and managed through this method. It includes program development, resource mobilization, personnel selection, organization, coordination, leadership, financial management, and evaluation. Social Work Research: This systematic investigation delves into new facts, tests hypotheses, verifies theories, and establishes causal relationships within social work areas of interest. It provides a scientific basis for initiating and developing social work programs. Social Action: Geared towards desirable social changes, social action involves raising awareness about issues, mobilizing resources, encouraging advocacy, and pressuring for legislation. It aims to balance community needs and solutions through individual and group initiatives, emphasizing self-help activities. These methods embody the multifaceted nature of social work, addressing individual and collective challenges through diverse strategies, from direct intervention to community empowerment and policy advocacy.

Social Work Method	Interventions for career enhancement among Tribal Women
Social Casework	· Family Support Enhancement Programs
	· Social Support Networks Development
	· Career Guidance and Counseling Services
Social Casework	· Family Support Enhancement Programs
	· Social Support Networks Development
	· Career Guidance and Counseling Services

	<ul style="list-style-type: none"> · Promote Career Goal Clarity · Promote Career Aspirations during Education
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Group Work	Family Support Enhancement Programs (within group settings)
	Social Support Networks Development (group mentorship)
	Leadership Development Workshops
	Age-Inclusive Programs (group interactions)
	Skill Development Programs (group training)

Community Organization	Collaboration with Organizations (group initiatives)
	Social Support Networks Development (community networks)
	Age-Inclusive Programs (community engagement)
	Community Awareness Campaigns

Social Welfare Administration	Collaboration with Organizations (community programs)
	Collaboration with educational institutions
	Collaboration with Educational Institutions (scholarships, aid)

	Collaboration with Organizations (job placement, internships)
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Social Work Research	Online Resources and Platforms (administration and management)
	Promote Career Goal Clarity (research-based insights)
	Collaboration with Organizations (research and data collection)
	Online Resources and Platforms (research and content creation)

Social Action	Community Awareness Campaigns (advocacy and awareness)
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- **Family Support Enhancement Programs:** Develop and implement programs that focus on strengthening family support systems for tribal women. These programs could include workshops, counseling sessions, and awareness campaigns aimed at educating families about the importance of supporting their daughters' education and career aspirations. Encourage open communication within families to foster a supportive environment.
- **Social Support Networks Development:** Create community-based support networks that connect tribal women with mentors, peers, and role models who can provide guidance, advice, and emotional support. These networks can help tribal women build relationships that contribute to their educational and career success.
- **Career Guidance and Counseling Services:** Establish career guidance and counseling services specifically tailored for tribal women. Provide information about various educational and career options, facilitate skill development, and offer personalized counseling to help them make informed decisions about their future paths.
- **Leadership Development Workshops:** Organize leadership development workshops that focus on building confidence, assertiveness, and leadership skills among tribal

women. These workshops can empower women to take on leadership roles within their families, communities, and workplaces.

- **Age-Inclusive Programs:** Design programs that cater to tribal women of all age groups, recognizing the influence of age on career aspirations. Tailor interventions to address the specific needs and aspirations of younger and older tribal women alike.
- **Promote Career Goal Clarity:** Offer workshops or activities that encourage tribal women to explore and define their career goals and aspirations. Help them understand the connection between education, career pathways, and personal growth.
- **Collaboration with Educational Institutions:** Collaborate with local schools, colleges, and universities to provide scholarships, financial aid, and mentorship opportunities specifically for tribal women. Create pathways for higher education that support their academic pursuits.
- **Skill Development Programs:** Develop skill-based training programs that align with the career aspirations of tribal women. These programs can equip them with practical skills that enhance their employability and promote self-sufficiency.
- **Promote Career Aspirations during Education:** Emphasize the importance of setting and pursuing career aspirations during their educational journey. Offer workshops, seminars, and activities within educational institutions to help tribal women envision and plan for their future careers.
- **Community Awareness Campaigns:** Launch community-wide campaigns to raise awareness about the significance of empowering tribal women through education and career development. Involve community leaders, elders, and influential figures to advocate for the value of women's education and career success.
- **Collaboration with Organizations:** Partner with local NGOs and other organizations to create job placement programs, internships, and apprenticeships for tribal women. Facilitate opportunities for practical work experience to help bridge the gap between education and employment.
- **Online Resources and Platforms:** Develop online platforms or resources that provide access to educational materials, career guidance, and networking opportunities for tribal women, especially in remote or underserved areas.

5.3 CONCLUSION

In conclusion, this research sheds light on the intricate web of relationships between family support, social support, age, career aspirations, achievement aspirations, and leadership aspirations among tribal women. The findings highlight the pivotal role that various forms of support, both familial and societal, play in shaping the educational and career trajectories of tribal women. The study's significant emphasis on the positive impact of family support serves as a cornerstone in empowering tribal women to pursue higher education and ambitious careers. A strong foundation of family backing creates a conducive environment that nurtures aspirations, fosters personal growth, and ultimately contributes to the development of tribal communities. Furthermore, the study focuses on the need to address challenges faced by tribal women with lower family and social support, aiming for a more equitable distribution of resources and opportunities to ensure no one is left behind. Age emerges as a factor influencing career aspirations, reminding us of the importance of creating an inclusive ecosystem that encourages women of all ages to pursue education and career paths that align with their potential. Strengthening family support and fostering an environment that encourages leadership and achievement aspirations among tribal women can lead to a transformative impact, not only in their personal growth but also in driving positive change within their communities. The association between career aspirations during studies and subsequent achievement, educational, and leadership aspirations underscores the significance of early guidance and mentorship. Encouraging tribal women to dream big and set clear career goals during their studies can act as a catalyst for their future achievements, empowering them to contribute effectively to both personal development and community advancement. This research serves as a medium for targeted interventions and policies that bolster family and social support systems, eliminate obstacles in job acquisition, and provide career guidance and educational opportunities to tribal women. By doing so, we can harness the full potential of tribal women, empowering them to realize their aspirations, take on leadership roles, and contribute meaningfully to the holistic development of their communities. Ultimately, this study not only deepens our understanding of the challenges and opportunities faced by tribal women in their pursuit of education and careers but also offers a roadmap for fostering empowerment, growth, and positive societal change.

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ANNEXURE

**EDUCATION AND CAREER ASPIRATIONS AMONG KANIKKAR TRIBAL
WOMEN IN THIRUVANANTHAPURAM DISTRICT**

TOOL: Interview schedule

1. Name:
2. Age:
3. Marital status:
 - Married
 - Un married
 - Single
 - Divorced
 - Separated
4. Educational Qualification:
 - Higher Education
 - Higher Secondary
 - High School
 - Primary
5. Occupation:
 - Private employee
 - Government employee
 - House wife
 - No occupation
6. Income:
7. Economic Category
 - APL
 - BPL
8. Father's educational qualification?
 - College education
 - Higher secondary
 - High school

- Primary
 - Illiterate
9. Mother's educational qualification? College education
- Higher secondary
 - High school
 - Primary
 - illiterate
10. Is your father employed?
- Yes
 - No
11. Is your mother employed?
- Yes
 - No
12. Did you face any financial difficulties in getting a proper education?
- Yes
 - No
13. Did you get any opportunities for higher education?
- Yes
 - No
14. Did you have any career aspirations during your studies?
- Yes
 - No
15. Did you face challenges in securing a job?
- Yes
 - No
16. Have you received any career guidance sessions during your studies?
- Yes
 - No

17. Are you getting accessibility to employment opportunities?

- Yes
- No

18. Have you received any formal vocational training or skill development for a specific career?

- Yes
- No

19. Are you satisfied with the job opportunities available to you within your community or region?

- Yes
- No

20. Do you have a specific career goal or profession in mind that you would like to pursue?

- Yes
- No

21. Are you interested in pursuing higher education to enhance your career prospects?

- Yes
- No

22. Would you consider migrating to another location for better career opportunities?

- Yes
- No

23. Have you received any scholarship for studies?

- Yes
- No

FAMILY SUPPORT

24. Do you have facilities to study at your home?

- Yes
- No

25. Have your family members contributed financially to support your education?

- Yes
- No

26. Did you get any support and guidance from your parents?

- Yes
- No

27. Are your family members encouraging and supportive of your pursuit of education?

- Yes
- No

28. Do your family members actively participate in your educational journey by providing guidance or resources?

- Yes
- No

29. Do your family members prioritize your educational needs over other responsibilities?

- Yes
- No

30. Are there any cultural or traditional factors within your family that influence their support for your education?

- Yes
- No

31. Does your family support your decision to pursue employment?

- Yes

- No
32. Do your family members assist you with household responsibilities to create time for your employment?
- Yes
 - No
33. Have your family members helped you in networking or finding job opportunities?
- Yes
 - No
34. Do your family members value the importance of women's financial independence through employment?
- Yes
 - No

SOCIAL SUPPORT

35. Did you study in any residential institution?
- Yes
 - No
36. Did you get any educational assistance from the panchayat?
- Yes
 - No
37. Are you aware of any government schemes or initiatives that support the career aspirations of tribal women?
- Yes
 - No
38. Do you have any public facilities for promoting your studies?
- Yes
 - No

39. Do you have access to remedial classes in your Village?

- Yes
- No

40. Did you have proper transportation facilities to reach school or college?

- Yes
- No

41. Did you get adequate support and attention from the teachers during studies?

- Yes
- No

42. Do you feel supported by your family and community in pursuing your education aspirations?

- Yes
- No

43. Are there any role models or mentors in your community who have successfully pursued higher education?

- Yes
- No

44. Are there any specific organizations or networks in your community that offer social support to tribal women seeking education opportunities?

- Yes
- No

45. Are there any cultural or traditional beliefs that may hinder or support your education aspirations?

- Yes
- No

46. Do you have access to informational resources or guidance that can help you make informed decisions about your education journey?

- Yes
- No

47. Have you ever sought advice or assistance from your community regarding your career goals?

- Yes
- No

48. Are there any mentorship programs or organizations in your community that support tribal women in their career development?

- Yes
- No

49. Are there any specific challenges or barriers that you face as a tribal woman in pursuing your career aspirations?

- Yes
- No

50. Do you feel that your community values and recognizes the importance of supporting tribal women in their career aspirations?

- Yes
- No

51. Have you considered applying for grants or fellowships that target tribal women's career development and provide financial aid?

- Yes
- No

CAREER ASPIRATION SCALE

52. I hope to become a leader in my career field.

- Not at all true of me

- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

53. I do not plan to devote energy to getting promoted to a leadership position in the organization or business in which I am working.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

54. I want to be among the very best in my field.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

55. Becoming a leader in my job is not at all important to me.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

56. When I am established in my career, I would like to manage other employees.

- Not at all true of me

- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

57. I plan to reach the highest level of education in my field.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

58. I want to have responsibility for the future direction of my organization or business.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

59. I want my work to have a lasting impact on my field.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

60. I aspire to have my contributions at work recognized by my employer.

- Not at all true of me
- Slightly true of me

- Moderately true of me
- Quite a bit true of me
- Very true of me

61. I will pursue additional training in my occupational area of interest.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

62. I will always be knowledgeable about recent advances in my field.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

63. Attaining leadership status in my career is not that important to me.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

64. Being outstanding at what I do at work is very important to me.

- Not at all true of me
- Slightly true of me
- Moderately true of me

- Quite a bit true of me
- Very true of me

65. I know I will work to remain current regarding knowledge in my field.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

66. I hope to move up to a leadership position in my organization or business.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

67. I will attend conferences annually to advance my knowledge.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

68. I know that I will be recognized for my accomplishments in my field

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me

- Very true of me

69. Even if not required, I would take continuing education courses to become more knowledgeable.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

70. I would pursue an advanced education program to gain specialized knowledge in my field.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

71. Achieving in my career is not at all important to me.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

72. I plan to obtain many promotions in my organization or business.

- Not at all true of me
- Slightly true of me
- Moderately true of me

- Quite a bit true of me
- Very true of me

73. Being one of the best in my field is not important to me.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

74. Every year, I will prioritize involvement in continuing education to advance my career.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me

75. I plan to rise to the top leadership position of my organization or business.

- Not at all true of me
- Slightly true of me
- Moderately true of me
- Quite a bit true of me
- Very true of me