

QUALITATIVE ANALYSIS ON BARRIERS FACED BY TRIBAL STUDENTS IN JOB OBTAINMENT

¹Dr. Kanchan Shrinivas Fulmali, ²Mr. Ashish Anant Shinde

¹Research Guide – M.L Dahanukar College of Commerce

²Research Scholar – M.L Dahanukar College of Commerce

Abstract:

Obtaining work continues to be a considerable difficulty for tribals students owing to many socio-economic, educational, and structural obstacles. Despite educational progress, tribal adolescents frequently have difficulties in securing employment owing to issues like restricted access to quality education, absence of professional networks, insufficient skill development, and socio-cultural prejudice. This study is motivated by the necessity to connect education and employment for marginalised populations, promoting inclusive and equitable workforce participation. Hence, the purpose of this study is to explore challenges faced by Tribal students in Employability. Text mining technique using qualitative tool NVIVO 12 has been used to examine challenges faced by Tribal students in Employability. It was found that challenges faced by Tribal students in Employability Low Entrepreneurial Skills, Technological Skill Gaps, Lack of Career Guidance, High number of Job Applications, English Proficiency, Financial Constraints, Limited Networking Skills, and Ineffective Implementation of Schemes are high challenges. Whereas, Limited Soft Skills, Irrelevant Curriculum, Poverty, Language barrier, and High Dropout Rates are moderate challenges.

Keywords: Employability, Tribals, Students, NVIVO, Word Cloud, Text Mining

1. Introduction:

In India, educational obstacles, socioeconomic difficulties, and restricted access to resources are the main causes of the major employment issues faced by tribal students. Many aboriginal adolescents are still under-represented in skilled employment markets and higher education, despite their potential. A broad strategy is needed to address these problems, one that includes expanding access to education, advancing agricultural methods, and putting in place sensible governmental regulations. In comparison to their peers, tribal students frequently face barriers to receiving high-quality education, which results in lower educational attainment (Arpan, 2019) (Behera, 2015). The fact that so few tribal adolescents seek higher education restricts their employment options and feeds poverty cycles (Puhan, 2016). A large number of tribal families depend on agriculture, which is becoming less and less viable, leading to low production and few employment opportunities for young people (Dash et al., 2018). Tribal students' job aspirations are greatly influenced by socioeconomic issues, such as poverty and gender role expectations (Pattanayak, 2014).

1.1 Tribals

Tribes are groups of people who live in isolated places like hills, forests, sea beaches, and islands. They have a distinctive way of life that differs greatly from that of modern, civilized individuals. The term "tribal" or "Adivasi" conjures up images of half-naked men and

women, typically accompanied by traditions of cannibalism and cruelty, with feathers in their heads, arrows, and spears in their hands, and an incomprehensible language. Certain communities continued to adhere to their traditional values, customs, and beliefs even though the rest of the world's communities were constantly altering their lifestyles, competing with one another, and developing materialistic inclinations in an attempt to keep up with the "progress" of the globe. These groups frequently withdrew into forests and high-altitude mountains due to the predatory mindset of the dominant civilization, allowing them to live in harmony with nature and their pristine surroundings. The mainstream world labeled them as natives, uncivilized people, Aborigines, Adivasis, Tribals, Indigenous people, etc. because the so-called civilized communities of the mainstream society were unable to understand their values and ideals or had the patience to learn about their ways of life. They are primarily referred to as Adivasis or Girijans in India. (Nithya, N.R. 2014). One of India's most marginalized and disadvantaged groups is the tribal population.

1.2 Employment, Unemployment and Employability

The two factors that contribute to the success of workforce development programs are employment and employability. Employment is a contract in which the employer and employee agree that the employee will do specific tasks in exchange for the job offer. Employability is the possession by an individual of the traits and skills required to satisfy the evolving demands of employers and consumers, therefore assisting in the realization of his or her career goals and potential. (Rasmi, 2016) One of the biggest issues facing the Indian economy is unemployment, which is extremely difficult to solve. The problem of youth employment and unemployment in India, where those between the ages of 15 and 29 are considered youth. According to the facts at hand, the largest obstacles to young people's access to good jobs are poverty and low educational attainment. Being employable in the job market is still a long way off. With increasing unemployment rates worldwide, young people are among the most affected demographic groups, according to current research. According to the 2011 Census, youth make up 28% of the population of India. India's youth unemployment rate is still high even as the country's dependency ratio is decreasing. According to a World Bank report, the youth unemployment rate in India is 11% for women and 10% for men as a percentage of the country's youth population. Young people are forced to work for themselves and in low-paying contract positions with appalling working conditions due to a lack of good employment prospects (Rasmi, 2016).

1.3 Significance of the Study

This study holds a lot of significance as it addresses a major issue of concern about the challenges faced by tribal students in employability. The study aims to understand these issues and hopes to provide suggestions to governments and educational institutions to bring policy change that can improve job prospects for the young tribal population to meet their socioeconomic development.

2. Review of Literature:

2.1 Barriers to Education and Socioeconomic Development in Tribal Communities

The lack of culturally relevant curriculum, poor infrastructure, and scarce resources are some of the reasons why the educational success gap between tribal and non-tribal groups still exists, according to Mirza (2023) and Joshen et al. (2022). Assessments show that additional work is required to close this gap, even despite numerous government initiatives meant to improve the situation. Similar difficulties were noted by Maanhvizhi et al. (2020) and Dr. Harish Purohit (2023) in recruiting and retaining tribal communities in educational programs, especially vocational courses. Geographic isolation, cultural hurdles like language barriers, and low knowledge are some of these issues that hinder access to high-quality education. Moreover, rural schools in tribal areas have inadequate resources and facilities, which negatively affects tribal children's academic performance and social mobility (Anirban Mukherjee, 2016; Joshen et al., 2022). In addition, tribal youth in the Nilgiris district have other challenges such as land dispossession, job insecurity, and insufficient credit facilities, which impede their socioeconomic development and professional opportunities (Dhanush Sundaran and P.P. Murugan, 2018). When taken as a whole, these studies highlight the complex obstacles that tribal groups encounter when trying to achieve academic success, with issues including inadequate infrastructure, scarce resources, and cultural hurdles being common in many areas.

2.2 Mismatch of Skills and Employment Challenges Among Tribal Communities in India

There is a severe skills mismatch in India, according to Bhandari (2021) and Ansari and Khan (2018), who found that there are not enough competent candidates to satisfy the rising demand for skilled labour. Even if economic growth and education are correlated, many people do not obtain the skills required for steady employment. To resolve inefficiencies in incentives and labour market signals, the research highlights the necessity of focused investments in education, training, job creation, and technology adoption. Similarly, despite high rates of unemployment and underemployment, Choudhuri (2021) found that India was experiencing a growing labour shortage. Mitra (2018) provided more evidence of the mismatch in India's talents market by pointing out that graduates in engineering and management have some of the highest jobless rates because supply and demand are not aligned. Regional inequities, the frequency of temporary employment, and high dropout rates are some of the factors that contribute to this problem. For example, West Bengal has a surplus of workers and poor absorption rates, while Telangana and Tamil Nadu have higher labor engagement. Dhar (2014) emphasised the significance of methods to monitor migration and guarantee food security for marginalised rural groups by pointing out that tribal migration from states such as West Bengal and Jharkhand is fuelled by skill mismatches and a lack of local economic possibilities. Government efforts to raise the socioeconomic status of tribal adolescents frequently fall short at the local level, according to Rasmi, Ranjan, and Puhan (2016). The main causes of tribal unemployment include poor welfare program execution, lack of enforcement of public sector reserves, and a dearth of programs specifically designed to meet the needs of tribal people. To enhance skill development and employment outcomes in India, systemic inefficiencies, regional imbalances, and structural impediments must be addressed.

2.3 Research Gap

- The most important research gap that was observed was that there are very limited studies on the job obtainment of the tribal population.
- Further, there is a bigger dearth of thorough research that particularly addresses the socio-cultural and economic influencing tribal students' job obtainment.
- The literature that is available on the job obtainment issues of these tribal students mostly concentrates on generic educational hurdles.
- This study aims to try and close the research gap by examining the relationship between education, skill development, and employability issues of the tribal communities.

3. Objectives of the Study:

1. To explore the challenges faced by tribal students in job obtainment.
2. To give appropriate suggestions towards overcoming challenges faced by the tribal students in job obtainment.

4. Materials and Method:

Table No: 1 Research Methodology

Research Design	Qualitative and Exploratory
Research Approach	Inductive Approach
Data Collection Method	Face-to-face interviews
Sample Size	50 Tribal students
Location	Palghar District
Sampling Technique	Non-random Convenience Sampling
Analysis Tool	NVIVO 12
Analysis Technique	Text Mining (Mind Map, Word Frequency, and Word Cloud)

5. Data Analysis and Interpretation:

Table No: 2 Summary table of challenges faced by Tribal students in Employability

Word	Length	Count	Weighted Percentage (%)
Low Entrepreneurial Skills	21	35	10.26
Technological Skill Gaps	18	35	10.26
Lack of Career Guidance	14	33	9.68
High number of Job Applications	15	31	9.09
English Proficiency	18	30	8.80
Limited Soft Skills	10	28	8.21
Irrelevant Curriculum	10	27	7.92
Poverty	7	26	7.62
Language barrier	8	24	7.04
High Dropout Rates	7	23	6.74
Financial Constraints	20	19	5.57

Limited Networking Skills	16	18	5.28
Ineffective Implementation of Schemes	14	12	3.52

As per Table no: 2 the most frequent keywords generated towards evaluating challenges faced by tribal students in employability are Low Entrepreneurial Skills with 21 counts and a weighted percentage of 10.26, Technological Skill Gaps with 18 counts and a weighted percentage of 10.26, Lack of Career Guidance with 14 counts and weighted percentage of 9.68, High number of Job Applications with 15 counts and weighted percentage of 9.09, English Proficiency with 18 counts and weighted percentage of 8.80, Limited Soft Skills with 10 counts and weighted percentage of 8.21, Irrelevant Curriculum with 10 counts and weighted percentage of 7.92, Poverty with 7 counts and weighted percentage of 7.62, Language barrier with 8 counts and a weighted percentage of 7.04, High Dropout Rates with 7 counts and a weighted percentage of 6.74, Financial Constraints with 20 counts and a weighted percentage of 5.57, Limited Networking Skills with 16 counts and a weighted percentage of 5.28 and Ineffective Implementation of Schemes with 14 counts and weighted percentage of 3.52

Figure No: 1 Word cloud



A word cloud is a graphic representation of text data in which the size of words indicates their frequency, with larger words denoting more frequent terms. It facilitates the rapid identification of important themes or phrases in a dataset.

As per figure no: 1 it is seen that challenges faced by tribal students in employability are Low Entrepreneurial Skills, Technological Skill Gaps, Lack of Career Guidance, High number of Job Applications, English Proficiency, Financial Constraints, Limited Networking Skills, and

Ineffective Implementation of Schemes are high challenges as it can be seen with bold letters. Whereas, Limited Soft Skills, Irrelevant Curriculum, Poverty, Language barrier, and High Dropout Rates are moderate challenges.

6. Conclusion:

The study's findings indicate that the tribal students have a difficult time in finding employment and the main challenges they face include Low Entrepreneurial Skills, Technological Skill Gaps, Lack of Career Guidance, High number of Job Applications, English Proficiency, Financial Constraints, Limited Networking Skills, and Ineffective Implementation of Schemes these challenges are may be due to the issues with the education system and support from proper channels which is making the tribal students in developing critical skills required for employability. The moderate challenges which are Limited Soft Skills, Irrelevant Curriculum, Poverty, Language barrier, and High Dropout Rates that cannot be overlooked and demonstrate the discrepancy between what is taught in schools and what employers require, many tribal regions lack a curriculum that is specifically designed to meet the needs of tribal students. Additionally, kids from economically disadvantaged homes sometimes fail to finish their education, which lowers their employability. Although there are significant obstacles to tribal students' employability, the results indicate that many of these difficulties can be lessened with the help of focused policies and initiatives that promote skill development, career counselling, and better educational facilities.

7. Suggestions:

- The government should focus on enhancing technical as well as entrepreneurial skills through workshops and vocational training.
- Specialized training centers can be established that work for the sole purpose of bridging the gap between the tribal population's upliftment.
- Introduce career counseling in tribal schools so that the students get a know-how of the employment world from an early age.
- Financial aid, scholarships, and student loans should be more targeted at tribal students to reduce financial constraints.
- The education institutions run by the government for tribal students should offer English language courses and workshops to improve communication skills and make these tribal students more relevant in the job market.
- The government must Organise networking events, mentorship programs, and industry internships to introduce tribal students to people in related fields.

8. References:

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