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## UNIT 12 CAREER DEVELOPMENT OF GIRLS IN INDIA

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### 12.1 INTRODUCTION

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Today, careers for women have emerged as one of the most significant areas of concern for those who advocate education for women, equality and nurturing human resources for national goal. Woman is a case of underdeveloped human potential in our country. The dramatic increase in interest to develop this potential through education and work has taken place since the declaration of the year 1975 as the International Women's Year, United Nations Decade for Woman (1975-1985) and 1990's as SAARC Decade of the Girl Child (1991-2000) A.D. and submission of National Perspective Plan for Women 1988-2000 A.D. to Government of India. Still in India fewer women are working. Only 27% of working age women are working in paid jobs in 2015-16 when compared to 43% in 2004-05. According to Global Gender Report 2015, India was ranked 136 among 144 countries on the economic participation and opportunities index (Varma,2017).

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### 12.2 OBJECTIVES

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After going through this Unit, you should be able to:

- understand the career development of women;
- list out the salient features of the career development of girls;
- identify the different types of career patterns of women;
- understand career problems of women; and
- visualize your role as a teacher and parent in promoting career development of girls.

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## 12.3 CAREER DEVELOPMENT OF GIRLS: SALIENT FEATURES

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The career development is a part of all round development of an individual. It has always been studied with reference to men, ignoring its concern for women, even in the developed countries where participation of women in labour force is significant. One reason may be that it is difficult to study career development in women. Traditional theories of career development have not taken into consideration the important elements in women's life such as marriage, family, spouse' attitude towards wife's work, etc. in their career development. The vocational and career studies have also largely been focused on male population, ignoring the female population, or just assuming that they "fit" the male behaviour patterns. With women opting for higher education and exhibiting varied career ambitions, perhaps more research is required to study what they are, what they want from life as individuals, and as women.

The gender affects career development in numerous ways as discussed below:

### 12.3.1 Home Maker Role for Women

Traditionally, women have been home makers and not the bread winners. Even today, most women are home makers and this role is exclusive. In career planning women are supposed to think of marriage and home making along with career, which is not demanded of men. The home maker roles affect women's interest in joining the labour force, performance at work, and even stay in it. Thus career does not occupy a major position in the lives of women as it is in the case of men. That is why the career development processes in both the sexes differ. There may not be significant gender differences in abilities and interests but differences are there in career aspirations and goals.

### 12.3.2 Work Role Perceptions

In our society both the boys and girls perceive occupations in a sex-stereotyped fashion. The development of these occupational biases is the result of role learning process which starts in early childhood. According to cognitive development theorists, after the 'sex-assignment' which occurs after birth, the next major event of sex-typed development occurs at the age of two or three years when the child develops self-categorization as girl or as boy. Not only that children look to other people to try to understand what it means to have the label "girl" or "boy" they strive for competence in being what they think they are supposed to be because of the label. Hence the "sexual-identity" becomes more and more "sex-role identify". The result is that boys at all ages show strong preference for the male role and identify with work. So a boy develops his identity through work. His academic, vocational and external achievements are expected and rewarded.

For the girls it is different. At the earlier stages (3-6 years) they may show preference for masculine role in contrast with the feminine role as the children find masculine role more rewarding and stronger, but later on they adapt to feminine role for which they are rewarded. Thus, a girl's self-concept is not what she is or she 'should' be, but what the society wants her to be. Importance of work in case of women is hardly visualized. A working mother is not visualized as working for satisfaction, she is perceived as earning for buying comfort for the family. Similarly, a single working woman is not appreciated as the society wants women to be married at the "right" age and have children too at the right age. This also makes girls more inclined towards marriage than towards work-role orientation. Today, some of the women have started exploring beyond the traditional home making role. The learning process in role perception in women is undergoing change and influencing the role expectations for women, which are becoming less definite.

Today, women are in conflict with traditional thinking and learning, and with their new interests, aspirations and explorations. The resulting changes further influence to a considerable extent the career patterns of women.

### 12.3.3 Women's Participation in Work

Our constitution guarantees the right of equal opportunity with regard to employment to men and women without distinction. However, a large number of women are still without work. According to census data, the work participation of women has improved during the past.

The type of work performed by women workers is one of the most important aspects to be considered from the point of view of their career development.

The following could be said about women's work participation:

- i) Women are behind men in work participation.
- ii) Participation of rural women in work is more in comparison to urban women.
- iii) Women are generally engaged in unskilled work as agricultural or other labour. Their percentage is, however, more than men. Some of them are also engaged in home based industries, small business activities and services.
- iv) Public sector employs more women than private sector.
- v) Women are concentrated in community, social and personal services, which is the direct extension of their feminine role at home.

#### Check Your Progress

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

1) Tick mark (✓) the correct option ( 'T' for True 'F' for False) in the given statements.

i) Women's participation in work has improved during the past decades. (T/F)

ii) Work participation of urban women is more than rural women. (T/F)

- iii) Percentage of women as agricultural labour is higher than percentage of men. (T/F)
- iv) Percentage of women workers in community, social and personal services is highest in comparison to other industries in organized sector. (T/F)

### 12.3.4 Factors Influencing the Work Participation of Women

By tradition and necessity, men have been bread winners and women have tended to attend to their household duties including care of all the family members. The small numbers of women who participate in the work do so because of the following reasons:

- 1) **To Meet Domestic Needs:** Generally women work outside the home to earn money to meet the domestic needs. These women belong to the lower class and lower middle class categories. They are generally employed in unskilled and semi-skilled occupations or traditional occupations like clerical, teaching, nursing etc.
- 2) **To Utilize the Higher Education:** Some of the educated women in the cities, who belong to middle class, do not like to waste their education and, therefore, join the white-collar jobs. Among these women some become career conscious and continue working. Moreover, rising aspirations towards a higher standard of living and a higher level of education also motivate women to take up some job.
- 3) **To Prove Self-worth:** There are a few women who have the desire to achieve and prove their worth. They pursue higher education, excel in performance, have increased occupational aspirations and join the careers not the jobs. Most of these women are found in non-traditional careers. They also work hard to reach the top positions in hierarchy.
- 4) **Status and Empowerment:** In any society work is rewarded with money and is recognized as important means of status and empowerment. A housewife may not be economically in need of work but she undermines her status as unpaid person, holds low esteem in household work and therefore prefers to work outside home. These women, many a times, begin their careers quite late in life.
- 5) **Dissatisfaction with Home Making Role:** Most of the middle class and upper middle class women suffer from isolation. It is not possible for most of them to participate in social-recreational or other outside home activities. Husband and children, away at place of work or study, do not provide sufficient emotional satisfaction when they are at home. Emergence of household gadgets has made household chores easy and time saving. Thus, in order to fulfill their needs, these women take up work outside their homes.
- 6) **Small Family Size:** In a small family with one or two children, after the children leave school for higher education, women find more leisure time. Some of them engage themselves with some earning activities at home while others look for paid employment. However, employment at this stage is sometimes difficult due to high and ever increasing unemployment rate.

- 7) **Increased Job Opportunities for Women:** With government’s conscious efforts towards women’s development, educational and job opportunities for women have expanded rapidly in the recent past. These opportunities exist mainly in clerical, sales and service occupations, where a large segment of educated women get employed.
- 8) **Change in Social Attitudes and Values:** There has been a gradual change in social attitudes and values towards women’s development in the country since independence. This evolution has encouraged women to develop their potential in education and career.

**Check Your Progress**

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

2) Why women work? List below any two reasons:

- i) .....
- .....
- .....
- ii) .....
- .....
- .....

**12.3.5 Educational Participation of Women**

The formal education is known to influence the work participation of women and it continues to facilitate women’s development of their potential. Since independence, literacy rate of women has continuously improved although it is still low in comparison to men. The number of women enrolled in the institutions of higher education has also increased considerably.

The participation of women in technical and professional stream has shown a marked increase. There has also been an increase in the number of women students in Engineering and Technology streams.

**12.3.6 Values and Motivation**

The level of education attained is directly related to occupational opportunity in case of boys, but not for the girls. Mostly girls are not motivated for higher studies. They go to college but not motivated enough to compete with boys on choice of subject or to develop themselves. Perhaps major importance of college education is marriage than long term occupational choice and career commitments.

Meaning of college education is an end to itself. That is, education promises a better life, greater capacity to meet the challenges of adulthood or eventualities, to find a better match, to be a better mother and not as a preparation for career. This kind of value attached to education leaves hardly any scope for motivation among girls to reach at higher level of education or career.



### 12.3.7 Intelligence, Academic Achievements and Occupational Aspirations

Women's attitudes towards career and their career aspirations are likely to be shaped in the early years of development. It is presumed that higher education, intelligence and better achievements stimulate the individual occupationally. However, studies have shown that the women's attitudes towards career could not be linked with their intelligence, academic achievement and history of achievements in other school activities as is the case with the men. Men during their school/college days verbalize about their vocational goals and are found to be concerned with the extrinsic rewards of the work. They are also concerned about the future and prestige in careers while girls pursuing school education or even higher education hardly speak out their concerns for careers. At the most they talk about non-career type work which hardly speaks about their interests or aspirations. Even the achievers don't seem to be planning for higher level occupations. The situation is still worse for the girls from lower socio-economic background and other disadvantaged sections of the society. For these girls, the chances of pursuing higher education or career goals are much reduced even if they are highly intelligent or can excel educationally. In brief, it is the higher need for self-approval which is related to social approval in the role of wife and mother which determines women's concern for marriage and family and not the career.

### 12.3.8 Cultural and Environmental Factors

The career development of girls is also largely determined by parental attitudes, economic conditions at home and the cultural environment. It has been found in various research studies that girls from the better socio-economic backgrounds and especially having educated parents (at least father) relatively opt for higher education. Working mothers who derive satisfaction from their work and home are also known to be acting as source of inspiration for their daughters. The girls who are exposed to strong role models at home or in their near environment have positive attitude towards their career.

### 12.3.9 Career versus Non-career Women

With respect to career development, women can be broadly classified into career women and non-career women, the latter being either totally devoted to marriage and family life, or holding some non-career type jobs as and when required. The career women could be further divided into two categories: one who plans to work but in feminine occupations and the other who aspire to enter traditionally masculine occupations. The first type of career women work outside their homes but in the female dominated occupations or in accepted work settings. They seem to have favourable attitude towards home and family and integrate home, family and career. This group is generally successful and characterized by feminine personality traits. The women opting for non-traditional role model have personality traits usually identified as masculine and have interests different from non-career or traditional career type women. These women are also known as "pioneer career women". Studies indicate that career development among women who have orientation towards career is a function of their achievement motivation and satisfaction of mastery in the field of work than only the economic rewards.

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## 12.4 THEORIES OF CAREER DEVELOPMENT OF WOMEN

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We have discussed different career development theories in Unit 9. Researchers formulated these theories based on studies conducted on the work experience of men. Attempts to formulate theories of women's career development began in the 1980's. Hackett & Betz (1981), Gottfredson (1981), and Astin (1984) improvised earlier career theories to accommodate factors that influence the career development of women. We would briefly discuss each of these theories here.

### **Self-efficacy theory** (Hackett & Betz 1981)

Hackett & Betz used Bandura's self-efficacy theory to formulate a career development model for women. They studied, if there is any, gender differences in access and exposure to the four sources of information crucial to the development of efficacy expectations. They postulated that career related self-efficacy expectations are lower, weaker, and less generalized among women than among men. A brief review of the four sources of information pertinent to the development of self-efficacy expectations (Bandura & Adams 1977) is presented here.

#### a) Performance accomplishments

Information about successful performance of a task tends to increase efficacy expectations regarding the specific task. Studies have shown gender differences in access to information (i.e. if a task has been successfully accomplished) and the interpretation of successful task accomplishments. Women are more likely to attribute the successful accomplishment of a task to external factors such as task difficulty (low level of difficulty) or luck rather than internal factors such as ability or effort. Increase in efficacy level is not likely to happen if successful performance accomplishments are attributed to external factors (difficulty level of the task or luck).

#### b) Vicarious learning

The second source of information relevant for developing self-efficacy expectations is observing other people succeeding in their tasks. In general, men have more opportunities for vicarious learning experiences related to career tasks. For women, the vicarious learning experiences relevant to career tasks are fewer as the availability of women role models in non-traditional jobs is comparatively less. Therefore, we can say in general, vicarious learning experiences as a source of information pertinent to increasing efficacy expectations is less available to women.

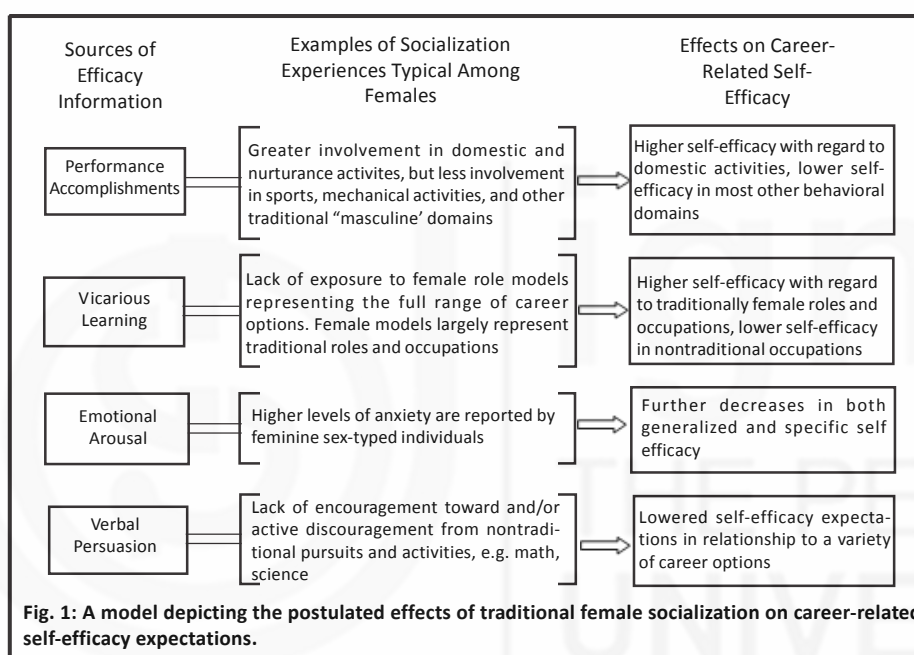
#### c) Emotional arousal

Task performance of individuals can be affected by high levels of anxiety and stress (emotional/physiological arousal). According to Bandura, anxiety is induced when individuals perceive themselves as lacking in efficacy expectations regarding a given task performance. Studies indicate that anxiety responses in women are likely to reduce their perception of self-efficacy regarding a specific task.

d) Verbal persuasion

When individuals are persuaded or encouraged to do a specific task, it facilitates the development of efficacy expectations. In other words, lack of encouragement or discouragement regarding a specific task functions to decrease or fails to increase efficacy expectations. In traditional gender-role socialization women are often discouraged from pursuing non-traditional career path that are considered masculine and not gender appropriate task behavior. Therefore, verbal persuasion as a source of information relevant to developing self-efficacy expectation is less available to women.

Hackett & Betz proposed a model depicting the postulated effects of traditional female socialization on career related self-efficacy expectations (p.333), which is given below.



The theory has implications for career development of women. The theory implies that career counselors should help women design interventions to work on the four sources of information to develop their self-efficacy expectations.

**Circumscription theory (Gottfredson 1981)**

Gottfredson's theory is an expansion of Super's theory which suggests that individuals take up jobs that match with their self-concept. According to Gottfredson, self-concept (impacted by factors such as gender, class, intelligence etc.) is an important determinant in the occupational aspirations and career choices of individuals. She postulates that when individuals (women) are faced with career compromises, they readily forgo their interests rather than being in an occupation that is not gender 'appropriate', which means not matching with their self-conceived notions of gender stereotype. So, women tend to reject occupations that are not matching with their self-concept. Career development of women also depends on their perception about career and training opportunities available to them. Mostly occupational choices for women are limited.



### **Sociopsychological model (Astin 1984)**

According to Astin, the psychological and sociological (culture and environment) factors interact and thus influence the choice of career and work behavior of individuals. Astin's model has the following four factors which are inter-related:

- a) work motivation
- b) work expectations
- c) sex-role socialization and
- d) structure of opportunity

**Work motivation:** Work is important for individuals as it fulfils the basic needs of survival, pleasure (pursuing one's interests through work) and contribution (need to be useful to family and society and the recognition it brings to the individual). Astin found that both men and women shared same basic needs (survival, pleasure and contribution) that motivated them to work.

**Work expectations:** This refers to the individual's perception about his/her (i) ability to perform a job, (ii) the availability of the job and (iii) the kind of job that fulfils his/her needs.

**Sex-role socialization:** Astin's view is that work expectations are different for men and women. This is because of the differences in the gender socialization experiences of girls and boys. Gender stereotypical roles are reinforced in boys and girls through play, family orientations and schooling process. Such internalized gender- appropriate role and behavior can be expanding (choosing from a wide range of work options) or restricting( choosing from the gender stereotypical work options). In case of women, gender socialization experiences restrict their work options.

**Structure of opportunity:** According to Astin, men and women differ in their perception of the structure of opportunity, therefore have different work expectations. Astin suggests that the structure of opportunity is not static it changes as society diversify its economic activities in transforming sociopolitical climate. Thus, according to her the structure of opportunity has to be seen in terms of distribution of jobs, gender stereotyping of jobs, discrimination, job requirements, economy, family structures and emerging reproductive technology. As society changes, men and women confront new environmental challenges (social, cultural, economic and political) and modify their career options and work behaviours.

The theories discussed here, point out that gender socialization experiences create strong internal barriers to the career development of women. Gender stereotypical notions restrict their work options. The findings of these studies have implications for career counselling of girls. Career counselors should help girls to expand their career options through suitable interventional strategies.

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## **12.5 CAREER PATTERNS OF WOMEN**

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As the career development of women is different and complex than those of men, their career patterns or sequences too are different. Numerous studies have classified women into two main groups – pioneer women, or those engaged seriously in career activities, and the traditional women who participate in full-

time home making activities. They are also known as non-traditional or career women versus traditional women or home makers respectively. One of the classification system given by Super (1957) is based on western culture. He uses the following seven categories to describe the career patterns of women:

- i) **The stable home making career pattern:** It describes predominantly married women without significant work experience.
- ii) **The conventional career pattern:** It describes women who work several years after completing general education and then leave the work to become full-time home makers.
- iii) **The stable working career pattern:** It describes those women for whom career becomes their life work.
- iv) **The double-track career pattern:** It describes those women who combine career and marriage.
- v) **The interrupted career pattern:** This pattern describes those women who begin work, leave for marriage and family and then again return to work.
- vi) **The unstable career pattern:** It describes those women who fluctuate back and forth from work to home making due to usually irregular economic conditions.
- vii) **The multiple trial career patterns:** In this pattern, the women hold a succession of unrelated jobs stability in none, and have no genuine life work.

The above patterns show one thing clearly that the women's career orientations and career motivations are different from those of men and are based on their needs, aspirations and attitude towards career and marriage. In fact, the career patterns of women are determined by their cultural and educational backgrounds.

**Check Your Progress**

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

3) List any two types of career patterns of women.

- i) .....
- .....
- ii) .....
- .....

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## 12.6 CAREER PROBLEMS OF GIRLS

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There are many problems that women have to face for developing their career. Some of the serious problems are as follows:

**Gender – biases**

Gender-bias is common everywhere whether it is at home, educational institutions, place of work or society in general. These biases create barriers both structural and attitudinal in women's career development.

- i) **Gender-biases at Home:** The feeling of difference between the boy and the girl is introduced first in the family. Here the gender-bias begins from conception of a child. The uninvited and unwanted girl child who is deprived of proper food, love and care in comparison to the male child; whose education is of secondary importance and who is not allowed to play or participate in any activity except the household chores and sibling care, grows into a female adolescent with expected feminine behaviour and marriage goals. Hence her physical, personal, social and emotional development is restricted. Her bringing up does not prepare her for higher education or vocational training or employment.
- ii) **Educational Institutions:** After home, the place which affects children's behaviour is school. Here children face gender-bias in almost all the aspects, for example, gender-bias in textbooks, curriculum transaction, allocation of subjects, SUPW activities; participation in some of the co-curricular activities etc. Once inculcated, these behaviours become part of children's lives. In colleges and universities also, the biases are further propagated. In this way, the quality of girls education does not match with that of educational, vocational and personal development. Even the teacher training programmes both in-service and pre-service seemed to ignore desensitization of teacher against gender-biased behaviour till recently. The revised curricula of teacher education of different universities have introduced a new course 'Gender School and Society' recently.
- iii) **Place of Work:** Employers often don't accept women as workers like men. They even hesitate to employ women. A woman seeking employment is viewed as a future wife and mother who will have primary responsibility towards her home and family and not work. In comparison to a man she is less preferred in employment and is paid less. She is also not given required leave for homemaking and child rearing by employers other than public sector. Above all she may sometimes face sexual harassment at work.
- iv) **In-society:** Many societies are strongly gender-biased. The expectations of family, neighbours and other social groups from a girl is of 'traditional woman' who has no sense of Me. She is expected to be subservient, committed home maker, obedient wife and daughter-in-law, and a sacrificing mother. She is expected to be submissive, soft spoken, reserved, shy, docile, tolerating and not protesting against atrocities towards her by the husband and his family. If otherwise, then she is labeled as home breaker and uncultured. All these biases severely hinder the process of career development of girls as the girls prefer to be obedient home makers rather than decision makers and career oriented.

### **Poor Self-image or Self-esteem**

As mentioned earlier, the girls are treated in many societies with specific behaviours, attitudes and expectations. The discriminatory treatment which a girl receives prior to her birth through her childhood and till her death is the best indicator of formation of self-image in case of girls. Often, a girl is not preferred even prior to her birth, treated as unwanted after birth; neglected in nutrition, health and education; treated as a helping hand at home and outside; suppressed, neglected throughout her life and treated as sex-object. Thus, she develops a poor image of herself. The discrimination against girls is prevalent across all

cultures, castes and socio-economic strata. Development of poor self-image or low self-esteem is a strong psychological barrier in individual development.

**Check Your Progress**

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

4) List three gender-biased behaviours in school situations.

i)

ii)

iii)

5) Mention how the girls develop poor self-image

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**Girl’s Access to Education**

Some of the prominent problems in girls’ education are:

i) **Social Problem:** Social attitude towards education of girls is generally not positive. Education for the girl is considered as unimportant. Practice of early marriage, parental illiteracy, lack of educational facilities at home, male teachers in the schools and girls’ responsibilities at home etc. are some of the hindrances in girls’ access to education.

ii) **Economic Problems:** When there is no one to feed the family and educate the male ‘sought after’ child, how can the parent afford to enroll the girl child in a school? Who will take care of siblings, perform household chores, earn and contribute to family income? In the families where they can afford education, it is the boys who get this benefit.

iii) **Educational problems:** The major educational problem is lack of educational institutions especially beyond elementary level areas. The schools lack in physical facilities such as furniture, water, blackboard, toilets etc. The unattractive textbooks, male teachers, lack of sports and extracurricular activities, unsuitable school timings are discouraging factors for girls to attend schools. The girls who can reach the high school level are very few, and they have no access to further education or training in rural areas. There are some institutions for men but they too are far away from the villages. Moreover, they lack in hostel facilities for girls. The problem is both ways. On the one hand, the girls are not prepared (socially) to join further education or training and on the other hand there are no institutions and facilities available to them.

At places where the institution or training facilities for girls are available, the courses offered to girls are traditional which lack in market value. Sometimes

the girls have to opt for such courses due to their earlier educational preparation. It has been found that due to the universalization of elementary education policy, more and more girls are crossing 8<sup>th</sup> standard and reaching high school. But these girls are weak in science and mathematics, therefore, they go for softer options, which don't require science and mathematics, that is, joining home science courses such as tailoring, cooking, bakery, etc. and not the technical and engineering courses.

As the educational status is directly related to career development, the above mentioned educational problems severely restrict the educational development of girls and hence hinder their career development.

### **Dual Role**

When a woman decides to take up a career she has to do so while performing all the duties of housewife, mother and daughter-in-law, etc. In fact, she is taught from the beginning that her career is of secondary importance and her first priority is to look after her home.

### **Role Conflict**

Most of the working women, especially well educated, suffer from role conflict. Like her family and society, she considers her role of housewife and mother equally important to her career. Neglecting one at the cost of other or feeling of neglecting one at the cost of other adds strains in women's relationship with her husband and family. The result is many women feel compelled to leave the job to get rid of this painful situation. This not only stops their career development but sets a bad example for young girls.

### **Fear of Success**

It is seen that women generally prefer the occupations which are extension of their household duties such as teaching, nursing, secretary, personal assistant, social worker, etc. This is also the reason that the work which women do is not held in high esteem as the work which men do. The occupational preference of women for 'typical' women's fields suggests two motives operating behind: Firstly, girls think of marriage and societal approval before they plan for career. Secondly, the women are highly conditioned to avoid success. They perhaps feel secure if they opt for more traditional occupations than for non-traditional ones. It is generally believed that the more successful a man is in his job, he will make a desirable husband, the more successful a woman is, most people are afraid she may not be a successful wife.

### **Problems in Making Vocational Choice**

Unexpected personal events such as death of significant one, divorce or financial crisis may influence a woman's decision to take up work but it is not necessary that she gets the work for which she is qualified or the type of work she desires. Thus, she may not have career involvement.

However, there are other contingency factors and difficulties which women face in making career choices. These are:

- i) The girls receive very little orientation towards career choice while the question of career choice is emphasized for boys.



- ii) Parents, teachers and significant others are more likely to emphasize salary and status in boy's career choice while for girl's emphasis on career is even missing. Also, the jobs available to them are of poor status and remuneration.
- iii) The options open to girls are considerably more restricted than for men and they are forced to consider their role as a home maker before making career selection.
- iv) Women are more influenced by what they think men and society in general will accept as a woman's job and vice-versa.
- v) The girls have fewer opportunities for vocational training and higher education.
- vi) Very often girls wait for marriage before choosing or joining any job as marriage and husband's home takes priority over career.
- vii) Although, approximately all types of courses and occupations are open to women, they frequently lack awareness of these opportunities and the financial support for their education and training.
- viii) Above all, girls also lack information about their abilities and interests, and awareness of skills in them which are the motivating factors to make career decisions. Most of the girls, still believe that girls are weak in science and mathematics and they are better in social sciences and home science subject.
- ix) The girls also lack positive role models to identify with and develop their career potential. The above influences though come from a variety of sources both internal and external but sometimes decidedly create problems in girls' career development.

**Check Your Progress**

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

6) Write any three problems in career development of girls.

i) .....

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ii) .....

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iii) .....

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7) Mention major difficulties faced by girls in making vocational choice

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## 12.7 ROLE OF TEACHERS

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The above discussion is a clear indication that women are a case of underdeveloped human potential. Since schools are looked on as an agency of society for developing the students' potential, suggested below are some interventions, the teachers can take up to promote career development of girls.

### **Approach to Girls' Education**

The approach of the teachers to girls' education should be to develop a human resource. They should help girls to develop as individuals through encouragement and assistance in identification and nurturing of their talents. Teachers should examine their own biases and gender-stereotyped behaviours which cause hindrance in realization of career potential in girls. They should also discourage segregation of subjects, skills, activities, hobbies and behaviours etc. by gender which is a major hurdle in the way of girls' development as individuals and their adoption of new roles.

### **Favourable Environment of Learning**

The teacher should try to create favourable environment or conditions for learning. He/she should not encourage the prevalent stereotyped appropriate or inappropriate behaviours for girls. He/she should not encourage girls to be timid, anxious, fearful, passive, dependent, compliant, and incompetent in technical ability etc. Rather he/she should help the girls to overcome these pressures and develop positive attitude and respect for their worth. The teacher should also challenge the adult-imposed biases which the girls often face and help the girls to improve their self-image.

### **Providing Career Information and Literature**

Girls often do not have access to information. Besides opening their eyes to the world of work, information also motivates them in choosing and preparing for the work. The dissemination of career information should begin at the elementary school stage. Here the teacher should integrate career information inputs into teaching of subject matter. He/she can recommend to the library to procure the career literature. The career literature helps a lot in motivating the girls to plan for a career and make career related decisions.

### **Providing Role Models**

As pointed out earlier, the girls lack suitable role models to identify with and develop work related identity. They need women role models who are achievers, career oriented and successful. If a woman works only for economic necessity and not for personal gain, she suffers from role-conflict and lack of self-worth. Therefore, they are not suitable role models. The role models for girls should be selected from a variety of careers, traditional as well as non-traditional, who are satisfied with their career and life style while respecting themselves as women. Only these type of role models can help girls in improving their self-image, instill in them confidence to choose suitable career and experience self-fulfillment in the chosen career path.

The role models can be presented in many ways:

- 1) Ideally, women guest speakers selected as role models should be invited to the school to talk to the girls about their work achievement and how they established themselves. There is no comparison to presentation of live role models with other methods as the girls can interact with them and may clarify their personal doubts and difficulties.
- 2) Teacher can talk about successful women workers in traditional and non-traditional occupations.
- 3) The files on achievements of girls and women in various fields, such as, toppers in academic and co-curricular activities, award recipients, leaders, social workers, writers, eminent researchers, defence and police services, etc. could be maintained and displayed. Even the girls could be asked to collect and file such type of material.
- 4) Pictures of successful alumni with their achievements could be displayed. These women could also be invited to the school to interact with the students.
- 5) Special achievements of women staff members may be highlighted through display or in school assembly.
- 6) Mention may be made about local women achievers and achievers from disadvantaged sections of the society.

The role models can be presented at all stages of school and college education and are effective in promoting career development among girls.

### Providing Individual Assistance

The above-mentioned strategies are not sufficient for some of the girls who need special help. These are girls who have become strongly gender stereotype due to their traditional development, home and community environment. They find it difficult to perceive themselves as individuals and improve their self-esteem. They don't feel the necessity of education for them and generally drop-out at early school stages. Such girls need special attention. If the teacher through her interest, support and care can help them to come out of their shells and develop self-respect and useful life style, there is nothing like it. But as the teachers also have limited time to work individually on each student, they should better identify such girls and refer them to a trained counsellor.

#### Check Your Progress

**Notes:** a) Write your answers in the space given below.

b) Compare your answers with those given at the end of the block.

8) Mention any three things a teacher can do to promote career development of girls.

i) .....

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ii) .....

iii) .....

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9) List the ways a teacher can provide career information.

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## 12.8 ROLE OF PARENTS

Role of parents in girl's career development is very important. It is they who not only have to provide opportunities and facilities but also an environment conducive to their daughter's development. The parents can do the following to promote career development of girls:

- i) They should consider their daughters as individuals who have also the right to develop and enjoy in this world. They should bring up their daughters in such a way that they are equipped with positive qualities of both the gender.
- ii) It is urgently required that the parents should understand the importance of education for their daughters. They should change their attitude of educating girls only for acquiring suitable grooms or procuring employment in case of eventuality. The parents' interest in daughter's development is very crucial for her career development.
- iii) Parents should change the traditional belief of great economic value of male children in comparison to female children who are considered as economic burden or '*Parayadhan*'. Instead of early marriage they should educate their daughters. Now the girls are given free education, uniform, stipends and other benefits by the government to promote their development. The parents should avail detailed information about these schemes which are also publicized on media and use the assistance for the benefit of their daughters.
- iv) Rural parents and economically weaker parents are required to understand that their daughters should not be used to subsidize their brother's education through work. Rather both boys and girls can pursue education through distance and other alternative modes while earning for the family.
- v) The government has initiated many schemes for girls and women for their education, vocational training, skill development, self-employment etc. The government also provides loans to women who want to start their own economic activity. These programmes cover all types of women population, rural/urban, illiterate/literate/highly educated, tribal, scheduled castes and backward classes. The parents should encourage their daughters to get benefit from these schemes.
- vi) The parents who favour their daughters' education should go one step further and should allow them to choose the courses and careers for which they are suitable and are interested. They should not perpetuate the traditional gender role based career engagement for their daughters.

- vii) The child rearing in our culture is generally-recognized as mother's privilege and responsibility. Mothers who themselves have been socialized in a traditional way with all the gender biases perpetuate the same while rearing their children. It is the mothers who need to change their attitudes and outlook. They should not treat male and female children differentially to teach them gender appropriate behaviour. Then only a girl child can realize her potential as an individual.

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## 12.9 LET US SUM UP

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Career development is part of all round development of an individual, so far career development has been studied with reference to men, as traditionally men were career oriented and women were home oriented. Since the 1980's there have been a few attempts by researchers to study specifically the career development of women. These studies have put forward the theories of career development of women which we have discussed in this Unit. The career patterns of women are different than those of men. There are a large number of problems that block women's career development. The teachers have a major role in promoting the career development of girls. The parent's role is equally important in promoting career development of girls.

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## 12.10 UNIT-END EXERCISES

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- 1) What are the salient features of career development of girls?
- 2) How work-role perceptions develop in girls?
- 3) Why the girls are not able to receive education?
- 4) How a teacher can promote career development of girls?

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## 12.11 REFERENCES AND SUGGESTED READINGS

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## 12.12 ANSWERS TO CHECK YOUR PROGRESS

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### Unit 9

- 1)
  - i) Because people have different aspirations.
  - ii) Self-esteem, identity, self-expression of skills and competence and commitment and self-worth.
  - iii) If the job denies individuals the freedom they would like to have in execution of their duties, they feel uncomfortable and subsequently loose interest.
- 2)
  - i) Because the satisfaction attached with the present income level is affected by the level of the aspiration of the person and the parity between his income, and that of others who are similar to him in education, income and experience.
  - ii) The occupational status of different occupations vary in many ways. The jobs could be classified in a hierarchical manner according to prestige, the income, skill or training required, educational level, interests and the ability. One such classification divides occupation into following categories; professional, proprietary and managerial, clerical and sales, skilled and supervisory, semi-skilled and unskilled.
  - iii) The occupation influences the time structuring of a person. The white collar worker normally finish work in regular office hours while the professional people (like professors, advocates, tax consultants) work beyond office hours also. Either they may have to spend time in improving their technical skills or they are working for their professional development. Since, the time spent on the job is different, the time a person will be able to devote for leisure, family and other hobbies will be automatically structured according to the occupational demands.
- 3) Growth, Exploration, Establishment, Maintenance and Decline
- 4)
  - i) Service – Social Workers, Police personnel, Therapists
  - ii) Business contact – Salesman, Brokers, Insurance Agents
  - iii) Organization – Industrialist, Bankers, Cashiers

- iv) Technology – Chief engineer, Applied scientists.
  - v) Science – Research scientists, Medical specialists.
  - vi) Outdoor – Farmers, Landscape artists.
  - vii) General Culture – Teachers, Lawyers, Judges
  - viii) Art and Entertainment – athletes, designers, creative artists, performing artists
- 5) Its focal point is personality and its typology; he contends that each individual, to some extent, resembles one of six basic personality types. Just as there are six types of personalities, there are six types of environments, which, like personalities, can be described according to certain characteristics. Environments are characterized by the people who occupy them.
- 6) It means that it provides explicit links among various personality characteristics and corresponding job titles.
- 7) i) Realistic – Oriented to the present, deal, with concrete, possesses mechanical ability, predictable  
ii) Enterprising – Risk taking, work intensive, innovative  
iii) Conventional – Practical, organized, attention to detail
- 8) i) Reality factor  
ii) Influence of the amount and quality of education  
iii) Personality and emotional make up of the individual  
iv) Personal values
- 9) In the crystallization stage the student is sure about the vocational choice he is going to commit to. In the specification stage he makes the active final commitment e.g. by taking up a job in the said occupation.
- 10) Work oriented can delay gratification in the interest of vocational pursuit. Pleasure oriented can be easily distracted from the pursuit of his career.

### Unit 10

- 1) i) F ii) T iii) T iv) T
- 2) i) e ii) a iii) d iv) b v) c
- 3) i) Selling, Teaching  
ii) Research, Finance  
iii) Automobiles, Chemicals  
iv) Mathematics, Science
- 4) i) Career Talk  
ii) Career Conference  
iii) Career Film Show  
iv) Career Visit

- v) Career Fair
- vi) Career Exhibition

### Unit 11

- 1)
  - i) Career refers to all the activities in which a person is involved throughout his/her life while vocation is the choice of a type of occupation or the choice of a career.
  - ii) The growth stage; the exploratory stage; the establishment stage, the maintenance stage and the decline stage.
  - iii) Preparatory work period, initial work period, the trial work period, the stable work period and the retirement period.
  - iv) The stable career pattern, the conventional career pattern, the unstable career pattern and the multiple-trial career pattern.
- 2)
  - i) Career maturity is generally defined as the individual's readiness to cope with the developmental tasks with which he or she is confronted because of his/her biological and social developments, and because of society's expectations of people who have reached that stage of development.
  - ii) Individual parental socio-economic level, mental ability, skills, personality characteristics, career maturity and the opportunities to which one is exposed.
  - iii) Vocational success leads to feelings of autonomy, of being somewhat in control of one's present and even of one's future. It also leads to the development of interest in the things in which one has been successful.
  - iv) When a person is relatively unaffected by the job and its challenge it is termed as vocational adaptation. It is also called as vocational adjustment.
  - v) The client's readiness to work on the vocational adjustment problem is one criterion of the wisdom of working on it. Nevertheless, this alone is not enough, the maladjusted client must also be willing to work at least occasionally in his related emotional problems in other areas. This may be a prerequisite to a programme in vocational adjustment.

### Unit 12

- 1)
  - i) T
  - ii) F
  - iii) T
  - iv) T
- 2) Refer to section 12.4.
- 3) Refer to 12.5.
- 4) Refer to 12.6.1.
- 5) Refer 12.6.2.
- 6) Refer 12.6
- 7) Refer 12.8.
- 8)
  - i) Refer to 12.8.3.