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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 area 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 Nation 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.

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## 12.2 OBJECTIVES

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After going through this unit, you will 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
- visualise your role as a teacher and parent in promoting career development of girls.

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## 12.3 CAREER DEVELOPMENT OF GIRLS

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The career development is a part of all round individual development. 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. The traditional theories of career development have not taken into consideration the important elements of women's career development such as marriage, family and spouses' attitudes towards wives work, etc. in traditional cultures. 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 having high career ambitions, perhaps more research is required to study what they are, what do they want from life as individuals, and as women.

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## 12.4 SALIENT FEATURES

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

### 12.4.1 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 role 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 case of men. That is why the career development processes in both the sexes differ. There may not be significant sex differences in abilities and interests but differences are there in career aspirations and goals.

### 12.4.2 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 identity". 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 visualised. 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 women 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 woman is undergping 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.

### 12.4.3 Women's Participation in Work

Our constitution grants 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 decades: from 14.22% in 1971 to 19.67% in 1981 and to 22.27% in 1991. The figures are not impressive in comparison to men who comprise 51.56% of the labour force.

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.

However, it is encouraging to note that inspite of socio-cultural constraints women have entered. In comparison to the picture of type of work performed by women, presented above, there is information on minority women which is valuable such as Civil Services, Administrative Services, Police Service, Foreign Service, etc.

#### Check Your Progress

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

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

1. Tick mark (✓) the correct option ('T' for True and 'F' for False) in the given statements.
  - i) Women's participation in work has improved during this decade. (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 organised sector. (T/F)

### 12.4.4 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 number 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 Utilise 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 money is the way in which the work is rewarded and is recognised 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 fulfil their needs, these women take up work outside their homes.
6. **Small Family Size:** One or two children. After the children are of school going age, women find 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 are employed.
8. **Change in Social Attitudes and Values:** There have 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: (i) Write your answers in the space given below.

(ii) Compare your answers with the one given at the end of the chapter.

1. Why women work? List below any two reasons.

**12.4.5 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 potential. Since independence, literacy rate of women have continuously improved although it is still very 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 number of women students in Engineering and Technology streams.

**12.4.6 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 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.

### 12.4.7 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 verbalise 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.

### 12.4.8 Cultural and Environmental Factors

The career development in girl is also largely determined by parental attitudes, economic conditions at home and the cultural opportunities. 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.

### 12.4.9 Career Vs. 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 plan 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 integrated home, family and career. This group is generally successful and characterised by feminine personality traits. The women opting for non-traditional careers or masculine careers and work settings seem to be more career committed than the first group, have influence of non-traditional role-models, 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 than only the economic rewards.

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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 systems 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 predominately 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. Infact, 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 the one given at the end of the block.

3. List any two type of career patterns of girls.

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

**12.6 CAREER PROBLEMS OF GIRLS**

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

**12.6.1 Sex-biases**

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

- i) **Sex-biases at Home:** The feeling of difference between the boy and the girl is introduced first of all in the family. Here the sex-bias begins from conception of a child. The uninvited and unwanted girl child who is devoid 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 sex-bias in almost all the aspects for example, sex-bias in books, 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 seem to ignore desensitisation of teacher against sex-biased behaviour.
- iii) **Place of Work:** All the employers don't accept women as workers like men. They even hesitate to employ women. A women 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 offering employment and is paid less.



She is also not given required leave for home making and child rearing by employers other than public sector. Above all she has to suffer from sexual harassment at work.

- iv) **In Society:** Many societies are strongly sex-biased. The expectations of family, neighbours and other social groups from a girl is of 'traditional women' who has no sense of Me. She is subservient, committed home maker, obedient wife and daughter-in-law, and a sacrificing mother. She is submissive, soft spoken, reserved, shy, docile, tolerant and does not resist husband and his family for atrocities committed by them. If otherwise, then she is labelled 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.

### 12.6.2 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 helping hand at home and even outside from her childhood; suppressed, neglected throughout her life and treated as sex-object, 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

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

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

1) Define sex-biased behaviour in school situations.

i) .....

ii) .....

iii) .....

2) Mention how the girls develop poor self-image

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### 12.6.3 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 'Pardah' system and early marriage, parental illiteracy, lack of educational facilities at home, male teachers in the schools and girls' responsibilities at home etc. are the other hindrances in girls access to education.
- ii) **Economic Problems:** When there is no one to feed the family and educate the male 'wanted' child, how can the parent afford to enroll the girl child in 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. According to Sixth All India Educational Survey, for 74% of rural population there are fewer schools than for 26% of the urban population. The schools lack in physical facilities such as furniture, water, blackboard, toilets etc. The unattractive textbooks, male teachers, lack of sports and extra curricular activities, unsuitable school timings are the demotivating factors for girls to attend schools. The girls who are able to reach the high school level are very few, approximately 2-4 in a village 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 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.

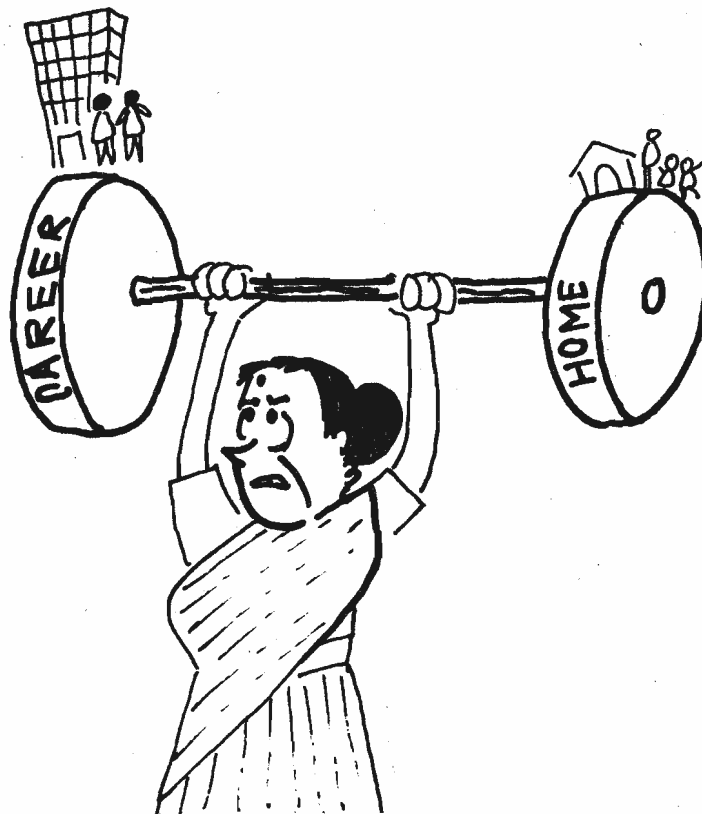
At places where the institution or training facilities for girls are available, the courses offered to girls are traditional which lack in market value. Sometimes the girls have to opt for such courses due to their earlier educational preparation. It has been found that under universalisation of elementary education, more and more girls are crossing 8th 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 girl and hence hinder their career development.

### 12.6.4 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.





### 12.6.5 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.

### 12.6.6 Fear of Success

It has been 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 motivated 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, the more most people are afraid she may not be a successful wife.

### 12.6.7 Problems in Making Vocational Choice

In case of woman unexpected personal events such as death of significant one, divorce or financial crisis may influence her decision to take up work but it is not necessary that she gets the work for which she is qualified or which 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 little orientation towards career choice while the question of career choice is emphasised 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 women's job and vice-versa.
- v) The girls have few 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 the one given at the end of the block.

5 Write any three problems of girls in career development.

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

6. Mention major difficulties faced by girls in making vocational choice.

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**12.7 ROLE OF TEACHERS**

The above discussion is a clear indication that woman is 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 for the teachers to promote career development of girls.

**12.7.1 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 sex-stereotyped behaviours which cause hindrances in realisation of career potential in girls. They should also discourage segregation of subjects, skills, activities, hobbies and behaviours etc. by sex which is a major hurdle in the way of girls' development as individuals and their adoption of new roles.

### 12.7.2 Favourable Environment for 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, sensitive 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 adult-imposed biases with which the girls mainly confront and help the girls to improve their self-image.

### 12.7.3 Providing Career Information and Literature

The girls are in great need for 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.

### 12.7.4 Providing Role Models

As pointed out earlier, the girls lack suitable role models to identify with and develop work related identity. They need women as role models who are achievers, career oriented and successful. The women who work only for economic necessity and not for personal gain, suffer 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 to improve their self-image, install in them confidence to choose suitable career and experience self-fulfilment in the chosen career path.

The role models can be presented in a number of ways:

1. Ideally, women guest speakers selected as role models should be invited to the school to talk to the girls about their achievement, work and how did they achieve and establish themselves. There is no comparison of 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 this 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 provided at all stages of school and college education and are effective in promoting career development among girls.

### 12.7.5 Providing Individual Assistance

The above mentioned strategies are not sufficient for some of the girls who need special help. These are the girls who have become strongly sex-typed 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 earlier school stages. Such type of 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 the trained counsellor.

**Check Your Progress**

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

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

7. Which three things a teacher can do to promote career development of girls.

i) .....

ii) .....

iii) .....

8. 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 highly 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 in order to promote career development of girls can do the following:

- 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 sexes.
- ii) It is urgently required that the parents should understand the importance of education for the 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 must.
- 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 publicised on media and use the assistance for the benefit of their daughters.
- iv) Rural parents and poor parents are required to understand that the girls should not be used to subsidise 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 a large number of 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 ones.
- vii) The child rearing in our culture is generally-recognised as mother's privilege and responsibility. Mothers who themselves have been socialised in a traditional way with all the gender biases perpetuate the same in 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 realise 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 individuals, so far career development has been studied with reference to men as traditionally men were career oriented and women were home oriented.

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 parents role is equally important in promoting carrer 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?
  - Sex-assignment
  - Self-categorisation as boy or girl
  - Stringing for sex role preference
  - Identification with sex-role
3. Why the girls are not able to receive education?
4. How a teacher can promote career development of girls?

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## ANSWERS TO CHECK YOUR PROGRESS

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### Unit 9

1. Growth, Exploration, Establishment, Maintenance and Decline.
2. i) Service — Social workers, Police personnel, Barber.  
ii) Organization — Industrialists, Chartered accountant, Share brokers.  
iii) Technology — Chief engineer, Applied scientists.  
iv) Science — Research scientists, Medical specialists, Physician.  
v) Outdoor — Farmers, Landscape artists.
3. i) False  
ii) True  
iii) False  
iv) True  
v) False
4. i) b  
ii) c  
iii) a
5. i) The need for shelter  
ii) The need for belongingness  
iii) The need for self-esteem  
iv) The need for self-actualization
6. i) False (Ans. Investigative)



- vi) Status giving characteristics of the job are linked to the type of occupation or jobs individuals are associated. High status is usually linked in case of professions, managerial and similar occupations and low in skilled and semi-skilled jobs.
  - vii) No. The satisfaction of the individual from his/her job and the status depends on his/her own pattern of needs acquired in his/her typical environment.
- 5.
- i) Economic need
  - ii) Job-security
  - iii) 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.
  - iv) Status, educational level, age, experience, other aspects related to job security.
  - v) Because some jobs are available in a particular season or have seasonal employment value.
  - vi) The jobs require less physical effort and responsibility to earn are preferable during old age.
- 6.
- i) The work affects a person's life-style in a number of ways like – high level jobs do not end within the office hours while lower level jobs are not affecting one's social and personal life beyond stipulated working hours. The type of work also determines the time. Business or self-employment keeps a person on the work for longer hours than the office work.
  - ii) The occupational status of different occupation varies 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) Not in all occupations. The professions do not confer the same status and income on the individual as do the skilled and unskilled jobs. Even the prestige enjoys by different occupation differs and it depends on the cultural context.  
The prestige of an occupation and the income may not correspond with each other completely. This aspect makes it difficult for a person to opt for both money and prestige, or power and prestige.
  - iv) The occupation also determines the time structuring of a person. There are occupations which could exist in certain areas, such as people working in merchant or those working in mines and similar types. Even people working in defence services get to spend their time mostly in the company of those at that particular station.
  - v) Yes work affect social relationship as occupations differ in terms of work activity, status, income, time routine, leisure and even the persons are meets. For example, a teacher will be mostly meeting with his/her colleagues and students thus influencing their attitudes and values and also getting influenced by their attitudes and values.
- 7.
- i) Work influences attitudes and values of any individual. The attitudes and values of persons who work in quiet and clean work places is very different from those who work in noisy, disorderly and dusty places.
  - ii) Once people become a part of the work force on the job, the environment influences their likes and dislikes, preferences, attitudes and values. The physical, psychological and social environment of the job moulds then attitudes and values to a considerable extent. The change in values and attitudes brought about by a job encompasses the behaviour not only typical to the work but also the totality of the personality characteristics.
  - iii) Yes, different jobs offer differing social situations. Influence of the physical climate is still more enhanced by the social situation of the work. The social situation determines the people with whom one may come in contact with.

**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) Individual parental socio-economic level, mental ability, skills, personality characteristics, career maturity and the opportunities to which one is exposed.
  - ii) 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.

**Unit 12**

1. i) T, ii) F, iii) T, iv) T, v) F
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 unite any these problems.
7. Refer 12.8.
8. i) Refer to 12.8.3.

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**SUGGESTED READINGS**


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