



## **“A COMPARATIVE STUDY OF GENDER BASES IN VOCATIONAL ASPIRATIONS OF GIRLS HAVING AND NOT HAVING EXPOSURE TO GUIDANCE SERVICES”**

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### ***Abstract***

*This study examined the vocational aspirations and parental vocational expectations of school students, Participants completed a questionnaire. The present study is an attempt to find out the influence of guidance service out the influence of guidance service provided by counsellor on vocational aspiration of students, and how much this guidance service is effective in optimising the students vocational alternatives regardless of their gender. students were asked to select occupations to which they aspired. The expectations of parents were compared to the aspirations of children according to the occupational field, prestige, and sextype of occupations. The expectation–aspiration gap was relatively small for occupational field, but the gap was larger for occupational prestige and sextype. There were also gender differences for both expectations and aspirations. parental educational background also related to expectations and aspirations. Theoretical, research, and practice implications are discussed.*

**Keywords:-***Gender Bias, Vocational Aspiration, Guidance & Counselling*

### **Introduction:**

In the primitive society there was no concept of carrier. So there was no need of choosing on occupation as the physical survival was the only target and every one pursue similar occupations is order to survive, be it hunting fishing or food gathering.

The history of India shows that the women in ancient time enjoyed considerable freedom. So far as the political social and educational activities are concerned, the women had occupied an equal status along with men in almost every field of life.

In the pre-Aryan days women occupied the best place. Their status become a bit inferior during the Vedic period and deteriorated even further through the ages. So from the Vedic period to the British period, taking up an occupation was male prerogative. Women were not hormonally associated with the paid labour force. The area of activity was not only considered secondary in importance, but women were side from the main stream. They were allotted the domestic sphere of life and were considered subordinate to man.

After independence the importance of women was realized. According Dr. Radha Krishnan Commission “ they are fit to carry the same academic work as men with no less thoroughness and quality”. At this time women’s education got emphasis.

Women have to come a long way in their pursuit of carriers. There are many factors which are responsible for the lower status of women in the society. Education has been identified as one of the major factor or a major instrument for raising the status of women. Still not all women in all corners of the nation are benefiting.

The education commission has rightly commented, “Another significant feature of the last decade of the 19<sup>th</sup> century is the entry of women into the professions.

In order to shape women as a whole or factor of production , education has been conceived as the best way out when look into the depth of education regarding its aims and objectives, we find that the supreme task of education is to develop character, to educate men and women who commit themselves to democratic ethics as the main spring of there livers. Education , in fact is the most vital agent of socialization, individualization an perception for adult roles. A segregated natures of women education resulted in large share of women in education administration as head of school supervision, inspections and a phenomenon which is a rare event today in Britain and other liberal western nations according to the census of India 1981.

## **GENDER BIAS**

Gender bias can be explained as that condition or provision of an individual which influences his thinking and limits his consideration of various opportunities, solely on the bases of gender this situation is bit different in the cities and even more among the educated that is the difference that still exist in different areas with respect of their gender. Some other used it as sex stratification ( NIELSEN, 1978) the attachment of gender to a particular social position that gives the rise to the layering effect that exist in virtually all known societies.

## **GENDER ROLES STEREOTYPE**

It is constellation of meaning associated with member of male and female sex these meanings related to the approved appearances an body build of the individual like approved type of clothing , speech and behaviour , ways of interacting with members of other sex and ways of earning a living during the adult years thus when we believed that men are intelligent, aggressive, strong etc. and women are shy, delicate, emotional etc. are stereotyping all men

and women are disregarding the fact that individual difference exists amongst both men and women.

## **DEVELOPMENT / INDUCTION OF GENDER BIAS**

### **Sociological perspective**

**In most Indian families girls are** schooled in the womanly virtues of chastity and fidelity and possibly trend in womanly skill of cooking, embroidery etc. also professions like teaching, nursing, doctor, dietician are considered best and also has been confirmed through statistics therefore sex aspiration starts at birth when a baby is tagged male or female and continue throughout life at home, in school, in society at large. It is the various agencies of socialisation that induce particular behaviour amongst boys appears have more intense socialization experience, which undoubtedly has consequences for their development including their values and further activities.

Sociologists attack the problem from three angles viz socialisation, role perspective and minority. Gender bias socialisation is the outcome of pressure, reward, punishment, institutional and organisational context and the mass media.

Behavioural norms values and expectations are interpreted by primary care takers especially parents. Differential treatment for male and female infants even from birth is the cause of early manifestation of masculine and feminine pattern. According to Maccoby & Jakline (1974) socialisation is the fundamental factor for self socialisation of sex role identification. During primary school stage sex role are developed to some extent and influence children's behaviours in patterns to play, peer selection and vocational choice at the stage of adolescence female vocational aspirations are susceptible. Search for identity which is developmental task of adolescence is defused and delayed for females. Career decisions tend to be postponed until male selection is resolved.

In every society women's formalised roles in the private domain are confined to the major responsibilities of rearing children's, preparation of food and majority of domestic tasks in and around the houses. The domestic roles of men are those which require external affair in the public domain the function of male as head of the family is quite predominant still in our social system. Because of social change new roles emerge in the society which leads to modifications of norms and roles regarding gender. However in this modern society women's role rather than men has fairly undergone major changes it has changed radically over the last few decades.

A more modern flexible gender role ideology that follows the exposure of women to a world outside the home is characterised by modernisation of culture and society. Liberal attitude of an individual is a requisite characteristic for the occupancy of social position and the performance of the social roles. Members of relatively modernised societies go to length to minimise the focus of attention on gender or sex as basis for differentiation of many roles.

## **VOCATIONAL ASPIRATIONS**

The most important characteristics of modern society is the freedom to choose any work which one likes. In choosing the some time mistake committed. Satisfactory vocational choice brings satisfaction to an individual and increased production to society, but this could be possible if the students are aware of all vocational information at the right time when it is most required.

TROW coined the terms fantasy occupation for vocational aspiration this concept was first developed by LEWIN and the term coined by DEMBO in 1961. The vocational aspiration developed by the time are able to reach the high school stage and occupational aspiration developed are more unrealistic. It is a well known fact many a times highly gifted have very low aspirations and on the other side extremely backward students having fantastically high level of vocational aspiration.

Vocational aspiration developed at school stage are mostly unrealistic because of two reasons first immaturity second sex stereotype.

For this vocational guidance is a very useful technique by which the individual can make meaningful choices. According to Super vocational guidance id a process of helping a person of himself an of his roles in the world of work then to test this concept against reality and convert it into reality with satisfaction to himself and benefit to society.

## **NEED OF THE STUDY**

It is well known fact that vocational guidance is an integral part of education. Guidance by councillor is required for adolescences to have a clear sex role perceptions, occupational choices and course selections. In the present study students of senior secondary schools were students, as generally on this group guidance service start operating and counsellor are directly involved in the process. Therefor there is a need of examining the influence of guidance services in optimizing an individuals vocational alternatives regardless if sex as presently the thought is on gender sensitization.....

This study definitely will contributes to the field of education in providing the required courses for women students and also in guiding the students to choose their career by selecting appropriate courses of study according to there aspiration and interests. Also on the basis of the results of the study in-service / educational programme for gender sensitisation among the teacher counsellor may be started.

## **STATEMENT OF THE PROBLEM**

In the present study entitled “ A comparative study of Gender biases in vocational aspiration of study having and not having an exposure of Guidance services”. An attempt was made to find out the influence of guidance service provided by counsellor on the vocational aspiration of students. It also examined the influence of guidance service and how much it is effective in optimizing an individual's vocational alternative regardless of Sex/Gender.

### **OBJECTIVE OF THE STUDY**

1. To study the vocational aspiration of XIth class students having an exposure of full time services.
2. To study vocational aspiration of XIth class students having an exposure of part time services.
3. To study vocational aspiration of XIth class students not having an exposure to any type of guidance services.
4. Students having to compare the vocational aspiration in terms of gender biases of XIth class & not having an exposure of part time services.

### **REVIEW OF RELATED LITERATURE**

Review of related literature is an important prerequisite to actual planning and then the execution of any research work. Feeling the importance of review, **Best (1963)** writes a familiarity with the literature in any problem areas helps the students to discover, what is already known, what others attempted to find out, what method to attack have been promising and disappointing and what problem remains to be solved. Therefore **Good Bair Seates (1941)** suggest, the careful students of education and research worker and the investigation should become familiar the location and use of the sources of educational information.

The study of related literature help in acquiring information about the studies done in the field, protects against unnecessary duplication guides in carrying out the investigation successfully and makes the researcher familiar with the steps so the present investigator or undertook the study of related literature.

**Sungoh, S (1988)** made a survey of educational and vocational aspiration of Doordarshan viewing students in shilling. Taking 300 students both male and female the study found the female students were rare viewer of TV and commerce students showed significantly higher educational aspirations, male viewers and science students had significantly higher aspiration, ES was found to be positively related to the educational aspiration of students. There was a high correlation between the educational and vocational aspiration of students.

**Chaudhary, K. (1990)** conducted a study to find out vocational aspiration, occupational choices and academic choices of the students. The sample consisted of 196 class IX students in the city of Pune, using descriptive survey method it was found that 40% of the total sample wanted to become doctors or engineers. The majority of students preferred to science

stream for counting their studies and future carrier. The study did not find any relationship between the occupation of fathers and occupational choices of the students.

**Kaur, D. (1990)** studied the educational and vocational aspirations of students belonging to different socio-economic status locals of Jammu division. It was found that both educational and vocational aspirations area influenced by SEX, SES and Locality when taken independently. Urban students different significantly from their rural counterparts in their educational preferences and vocational aspiration. While rural students was found aspire for high academic degree/ a degree in arts, the urban students aspired for high professional degrees/ a degree in science.

**Sharma, K. and Dhundup, T. ( 1990)** studied the sex difference in educational and vocational aspirations of Tibetan students. The study found no significant sex difference in educational aspirations of the students. However , sex difference become prominent in the case of their vocational aspirations. Tibetan boys had a greater range of vocational choices and were more ambitious vocationally as compared to girls. The boys and were more ambitious vocationally as compared to girls. The boys preferred challenging, prestigious, well paid, creative and adventurous jobs whereas girls preferred clean jobs characterised by routine work, surety and non competitive type of vocation.

**Gautam, V. (1988)** investigated the educational and vocational interest of students and the dealt stages class 8 and 10<sup>th</sup>. Significantly correlation was found in the preference order of boys of class 8<sup>th</sup> and 10<sup>th</sup> in both educational and vocational interest areas, no significant correlation was found in case of girls. Significantly difference was found between the scores of boys and girls in all the areas of educational and vocational interests. However , significantly correlation was noted in the preference order of urban and rural students of class 8<sup>th</sup> in both the areas of interests which shows that there interest preferences were similar.

## **DESIGN OF THE STUDY**

The present study is an attempt to find out the influence of guidance service out the influence of guidance service provided by counsellor on vocational aspiration of students, and how much this guidance service is effective in optimising the students vocational alternatives regardless of their gender.

## **ANALYSIS AND INERPRATION**

The analysis of data was undertaken to study the tabulated material, by breaking its complex factors into simpler parts and putting together into new arrangements for drawing inferences.

It is essentially involves the application of the statistical methods the interpretation called for a critical examination of the results in the light of limitations of the result of previous researchers in the field.

The purpose of the present study was to study the influence of guidance services on vocational aspiration of students with reference to gender biases.

For the present study qualitative mode of analysis of data was used.

## **SUMMARY AND FINDINGS**

From the time immemorial inequality in the treatment of women can begin at birth and continue throughout life. At home, in school, in society at large by parents, teachers, counsellor and other agents of socialisation. Even if equal treatment were provided to a student's independent of sex, one would expect different outcomes. It seems obvious that equal treatment of people with different experience would merely maintain the difference in opportunity for men and women. Most family systems assign different roles to the two sexes (Blood, 1972). This to a large extent determines the career patterns of boys and girls later in life.

Equity for members of each sex will probably require differential treatment by sex, rather than equal treatment for all. The girls started having varied vocational aspirations, although these aspirations are heavily weighted toward traditional female occupations among school girls. (Mowesian, 1972)

This difference between the groups may stem from socialisation histories. This imbibes the sex role perception in a child's mind as a result shows a limited awareness of what a career or dual role orientation involves (Iglitzen, 1973).

Socio economic status of student will also account for the development of motivation and self esteem determining his/her vocational aspiration. Certain choices about his/her future educational plans, may be determined by the counsellors' discriminatory intervention but due to other factors also for instances due to influence of various agents of socialisation and SEs etc.

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