



A COMPARATIVE STUDY: CAREER AND FAMILY VALUES AMONG PROFESSIONAL AND NON PROFESSIONAL WOMEN STUDENTS

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ABSTRACT With changing roles of women in our society, changing career interests are certainly becoming more common in young females. Though women are still expected to marry and have a family and this goal is regarded as their primary goal. The present study is aimed to study career and family values among Professional and Non-professional women students. The sample of the study consist 80 women students from different professional and non professional colleges. Career and Family Values Scale was employed in the present investigation. The results were analyzed and discussed by using appropriated statistical techniques such as Mean, SD and t-test. The result shows that significant difference was found among Professional and Non-professional female students in their career and family values.

KEYWORDS : Career values, Family values, professional and non professional women students.

INTRODUCTION

With changing roles of women in our society, changing career interests are certainly becoming more common in young females. Though women are still expected to marry and have a family and this goal is regarded as their primary goal. The educated women of India generally want to retain certain of the traditional values of Indian family system and women's roles. Doing so often entails major personal conflict in reconciling the ideas gained through education and the traditional precepts about women's conduct. Although, men and women seem to be working out a new balance in the provider role, either through necessity or conviction, change on home, seems to be less definitive. Women will play different roles as family care taker. The present study reflects on the factors affecting career aspirations by studying the career and family values of college females who are to opt for settling in life either as a house wife or career committed, and to determine what goals have been important to them during the academic pursuit.

In the material and social environment prevailing in the 21st century the role of women particularly in the urban area, is changing rapidly because of multi-dimensional forces of industrialization, globalization and socio-educational advancement. Industrialization and urbanization, extended to cause economic growth has brought radical changes in the lives of women and their families. Though the social role expectations for females are not clearly defined, yet the evolving nature of our culture and economy has created opportunities for women to work while raising a family. Despite the fact, many experiences conflicts between home and career whether they choose only work, only to marry or to do both (Farmer and Bohn, 1970; Denker, 1977; Farmer, 1978). Within such a system of values, women suffered severely. On one hand they were educated as equals and trained for the same autonomous role as that assumed by men. On the other hand they were expected after their school years to revert to the lonely un-stimulating role of home-maker, a role allotted little prestige value.

Career aspiration is a type of mental self-selection process. "An individual's career aspiration refers to the individual's desire for future employment" (Powell & Butterfield, 2003). Career aspiration represent dreams that individuals have about what ideal career would be for them (Farmer & Clung, 1995). It is changed according to the personal need, cultural situation. Person's professional life concept changed in every stage of life. Person's career aspiration is depend upon competence level, technical competence, security, stability, creativity, independence and autonomy and life-style. In this process individual assess the pre-requisites for success in each field as well as their personal strength and weakness the expectation needs, values of the individual for response to career related circumstances and opportunities. Career aspirations are also influenced by factors such as gender, socio-economic status, race, parents' occupation and education level, and parental expectations.

REVIEW OF RELATED LITERATURE

Splaver (1977) said "personality" plays an important role in the choosing of the right career. A student's personality must be a self-motivated type, as to investigate career possibilities from early on in their lives, and not the procrastinating type that waits until they are compelled to decide. Students must take seriously the role grades play in limiting opportunities in the future. Splaver went on to say, "It is

important for you to have a good understanding of yourself, your personality, if you are to make intelligent career plans".

Thout (1969) explained the Opportunity is the third factor that has shaped career choices for students. Opportunity may influence how students have perceived their future in terms of the reasonable probability of a future in particular career fields. The issue of poverty has played an important determining role in the opportunities available to all. The income level of high school families may determine what career a student chooses during a specific time in the student's life; choices that will determine a large part of that student's future. Some students will have to budget education according to their personal income.

Thout (1969) addressed those in desperate need, "Where necessary, these persons [Individuals described as living under the poverty level] must be assisted through special training programs to overcome educational and social handicaps so that minimum job standards can be met". Students in many cases will need the proper mentoring opportunities to succeed. These support groups will be another opportunity that if properly implemented, can help a student in the career choice process. The support system must have been in place and readily available for the student to utilize. The creation of support groups will have to be in place to sustain the student through times of financial, emotional, and educational need.

Lopez & Andrews, 1987 Theories have also focused on the overall health of the family or family interaction as influences on the career development of their children, and purport an idea similar to the need for separation from the family unit. Family systems theory places an importance on the impact that the family relationships have on adolescents' career development. They suggest that career decision-making is combined with other developmental tasks during adolescence such as adult identity formation and psychological separation from the family. Over involvement or dysfunctional relationships between parents and their children may inhibit the individuation process and contribute to young individuals' indecisiveness due to conflict with their own needs and wants and those of their family.

Super & Overstreet, 1960 explained that career maturity. They utilized the Career Pattern Study to test the ideas regarding career maturity by following a group of ninth-grade males' career development over twenty years. They found that the variables useful in making career choices were behaviors associated with educational planning and decision-making that would lead to increased career opportunities. These behaviors included successfully learning about resources and careers. They also researched factors that would affect career maturity and found that intelligence; parental occupational level, school studies, and family cohesion were important influences. Career maturity also correlated significantly with high career aspirations and to the similarity between ones career aspirations and expectations. Later studies indicated that the career maturity of the males in the twelfth grade predicted career satisfaction (Super & Jordaan, 1982).

OBJECTIVES OF THE STUDY

1. To study whether there are any significant difference among women students in their career values.

2. To study whether there are any significant differences among women students in their family values.

In order to realize the above objectives, the following Hypotheses are formulated to be tested in the present investigation

HYPOTHESES

1. There would be significant difference between professional and non professional women students in their career values.
2. There would be significant difference between professional and non professional women students in their family values.

VARIABLES

Independent variable: women students

Dependent variable: career and family values

SAMPLE

The samples of the present investigation are randomly drawn from Professional and Non-Professional courses in different colleges. The total number of 80 women students were taken into the consideration among them 40 women students from Non-Professional courses and 40 women students from Professional courses.

TOOL

Career and Family Values of the sample was assessed using by Career and Family Values Scale developed by Dr.(Mrs.) Sadhna Tanwar and Dr. Kulvinder Singh.

STATISTICAL ANALYSIS

The obtained data are subjected to descriptive statistics search has Mean and Standard Deviation, inferential statistics such as t-test.

RESULTS AND DISCUSSION

Table 1: Shows the Mean, S.D. and t – scores on career values among Professional and non-professional women students

Name of the values	Mean	S.D.	t-Value
Professional women students	78.6	14.37	2.83**
Non-Professional women students	64.8	13.97	

**Indicates significant at 0.01 Level

An observation of Table-1 clearly indicate that the professional women students has obtained high mean value of 78.6 with SD 14.37, whereas the non professional women students has obtained low mean value of 64.8 with SD 13.97 which clearly indicate that the professional women students using career values. From table-I the obtained t-value 2.83 is greater than the table value 2.66. Which indicate significant @ 0.01 levels. Hence, the Hypothesis-I i.e., There would be significant difference between professional and non professional women students in their career values is accepted.

Table 2: Shows the Mean, S.D. and t- scores on family values among Professional and Non-Professional women students

Name of the values	Mean	S.D.	t-Value
Professional women students	78.14	49.26	7.35**
Non-Professional women students	58.02	16.72	

** Indicates Significant at 0.01 level

An observation of Table-2 clearly indicate that the professional women students has obtained high mean value of 78.14 with SD 49.26, whereas the non professional women students has obtained low mean value of 58.02 with SD 16.72 which clearly indicate that the professional women students using family values. From table-2 the obtained t-value 7.35 is greater than the table value 2.66. Which indicate significant @ 0.01 levels. Hence, the Hypothesis-II i.e., There would be significant difference between professional and non professional women students in their family values is accepted.

CONCLUSIONS:

Following conclusions are drawn from the obtained results.

1. There would be significant difference between professional and non professional women students in their career values
2. There would be significant difference between professional and non professional women students in their family values.
3. Further research may be carried out to find the factors that influences women to bound career values or family values and abilities to balancing both.

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