CHAPTER-I
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1.1 Introduction

Females are important for who they are and who they will become. As human beings, girls are entitled to enjoy full human rights. In addition, females’ potential future role as mothers, care-givers, decision makers and productive citizens makes their current condition a critical concern for policy makers. There is increasing evidence that the experiences, knowledge and skills acquired in adolescence have critical implications for individuals’ prospects in adulthood, and so targeting adolescent girls and boys offers a unique window to influence life-long choices, attitudes and behaviors.

Education has been regarded as the most significant instrument for changing women’s subjugated position in the society. It not only develops the personality and rationality of individuals but qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status.

Female education is an important aspect for boosting the social and economic development of the country. Promotion of female education is to bring certain benefits for the society in the form of social development and reconstruction. Promotion of Education of Girls needs to be in the form of content and quality of schooling, teachers, materials, enrollments, retentions, acquisition of basic literacy and numeric skills. The purpose behind it was to bring social development across variety of sectors, increasing economic productivity, political participation, health and sanitation, delayed marriage and making effective investment for future generation. Though there are many other possible ways and methods to achieve this national goal, but education of
girls is an effective way which has simultaneous impact on all aspects (Dash, 2008).

The female education especially in the higher stages has made available to the country a wealth of capacity that is now largely wasted through lack of opportunity. It is through education that females are able to increase measure to culture, the ideals and activities of the country. Also largely high enrollment in primary school indicates that the old time apathy of masses is breaking down, which leads to empowerment of a girl and later of women.

Education helps girls realize their potential, which can contribute to larger social change. However, it is increasingly clear that simply ensuring girls’ access to school is not enough to unleash their potential. The realities of low educational quality, discriminatory social norms and unsupportive environments often prevent girls from gaining access to the benefits an education can bring.

If a woman is educated then it will build self-confidence among them and this will result in empowerment. If women are educated and empowered they will also be a source of income for the family. This will not only raise the standard of living of the family but also the economic condition of the country. After all the economic conditions of a country will grow only if all the citizens are prosperous.

Globalization can be seen as one of the most important force impacting on the economy. According to Brittan (1998), globalization is viewed “as a whirlwind of relentless and disruptive change which leaves governments helpless and leaves a trail of economic, social cultural and environmental problems in its wake”. Industrial development has become an imperative recourse for underdeveloped economies, in that it must be seen as a key component of their development process. The role of the industrial sector in the
newly industrializing countries has further intensified the appeal and the compelling urge for industrialization for the third world countries.

An important impact of globalization is that, there is increase in education and employment opportunities with increased specialized professions based on education. Privatization is also one of the effects of globalization and due to privatization, there is increase in large scale industrial organizations to produce goods and deliver services to customers. As a result of industrialization and privatization, there is increase in employment opportunities with specialized skills.

Consequent to these developments, now society is much concerned to children’s education, be it male or female, especially in urban areas, there is increase in professional education and higher education among girls and boys. As discussed above, there is increased in specialized subject disciplines and consequently, there are many new professions for highly educated youth. Many of the subject disciplines such as Software Management, Remote Sensing, Medical Transcription, Biometric Technology, Medical Diagnostics, Marketing of Products and Services, etc. were introduced and thereby professions in these subject specializations were also started. Apart from conventional subjects such as Sociology, History, Linguistics, Physics, Chemistry, Medicine, Engineering, etc, these subject specializations were also joined in higher education. Now, it has become confusion among the present youth on choice of career to build up their future life. Hence, career choice is an important area, which deals with education, skill development and skill management to develop in a career or profession.

Of course, parents are playing significant role in providing suggestions to their children in career choice, but the students or children have also their own ambitions and career aspirations, which they are aimed. Hence, it is essentially needed to know about the career choice and career aspirations of students. Career aspirations are influenced by factors such as gender, socio-economic
status, race, parents’ occupation and education level and parental expectations (Khallad, 2000 and Watson CM, 2002). Heins et al (1982) reported that families often encouraged the educational and career aspirations of male children but not those of female children. Thus, not only did sex differences in career aspirations develop early in childhood, girls appeared to learn quickly that certain adult statuses were available to them, reflecting societal sex-role expectations (Looft WR, 1971). The occupational status and educational level of females’ parents have had a significant impact on their career aspirations and career choice (Burlin FD, 1976). Parents’ educational level has been positively related to aspirations of youth (Mau WC, 2000). Burlin (1976) stated that both parents’ education level wielded a strong influence on career choices of their daughters. Although few studies exist regarding effects of socio-economic status on career choice, researchers agree socio-economic status influences career choice (Gottfredson LS, 1981; Seller N et al, 1999). Herr and Cramer (1996) stated socioeconomic status affects information about work, work experience, and occupational stereotypes, which influences vocational interests. Studies show a positive association between high school students’ aspirations and their family’s socioeconomic status, which is frequently related to parental education levels (Mau, WC, 2000 and Signer B, 2001).

On the other hand, female education was neglected earlier, even now, especially in rural areas; female education is neglected and backward. But in urban areas, with the increase in awareness among people and increase in number of educational institutions, the female education is also increased. Still, many of the beliefs such as ‘girls are for household work and don’t need education’, ‘education of girls is an additional economic burden to family’, etc. are prevailed in society and these have become obstacles to female education and career. By overcoming these obstacles, many of the female students are getting education.

Though, majority of female population in urban areas is getting education especially at middle school or at pre-university, still they are not
aware about their future career. Even few of the female students are aware about conventional career such as teaching, doctor, engineer, etc, but many are not aware about newer careers or professions. Majority of the parents are also concerned about their female children’s marriage after certain age, rather than their education at higher level. It is highlighted that the females are interested to continue their education till graduation or post-graduation and even many of the females are interested to get professional education such as education in medicine, engineering, law, education, etc. As there are large numbers of career during the post-globalization period, female students are not aware about new professions and even due to the restrictions from their parents to pursue higher or professional education, they are in a state of confusion about their career future. Hence, it is essential to assess the career choices and career aspirations of female students.

Real awareness about career begin after 10th or 12th standard among female students, as they are choosing a particular group of subjects such as Arts, Science and Commerce. They choose these subjects as they are interested to continue their studies in one of the subject among this group of subjects. To know about the career aspirations of female students, it is essential to study the career choices during the pre-university as they are choosing a particular group of subjects in this age. Those who are studying in science, may aspire to get medical, engineering, nursing, dentistry, teaching in science and technology, etc. Those who are studying in commerce, may have aimed to become chartered accountants, management professionals, accountants, banking professions, etc. Those who are studying in arts, may aspire to go for teaching in humanities and social sciences, administrative jobs such as IAS, KAS, etc, any of the competitive exams, etc. In this way, the idea of future careers starts during the pre-university education. Hence, the present study aimed to look into the career choices and career aspirations of female students studying in pre-university education in Gulbarga city.
1.2 Statement of the Study:

As discussed above, female education was neglected since thousands of years in India. Now, though female education is improving in urban areas, due to lack of awareness and domination of conventional beliefs, the girls are still deprived from higher education and professional education. Of course, in urban areas, parents encouraging their female children to get education. Still, due to increasing careers and professions, the females are under confusion that which career to choose and facing problems such as conventional beliefs, restrictions from parents in career choice, poor knowledge, poor economic support, etc. Hence, it is essential to address these problems related to career choices and career aspirations of female students and the present study is made to explore the same under the title “Career Choices and Career Aspirations of Female Students in Pre-University Education in Gulbarga City”.

1.3 Operational Definitions:

Following operations definitions are given for the terms used in the present study:

**Career**

i) a racing course;

ii) a swift course as of the sun through the sky;

iii) one’s progress through life or in one’s work;

iv) a profession or occupation which one trains for and pursues as an life work.

**Choice**

a) the act of choosing; selection;

b) the right, power or chance to choose; option;

c) a variety from which to chosen;

d) an alternative.
Aspirations

a) a strong desire or ambition, as for advancement, honour, etc;

b) the thing so desired.

Pre-University Education:

Two Years Subject based Course after 10th Standard.

1.4 Significance of the Study:

It has been already discussed that globalization and privatization has increased in careers and professions and there is also increase in professional education imparting specialized skills for specific professions. In urban areas, females are increasingly getting education till recently and not aware about professions, that has come up with development of technology, globalization and privatization. Even parents of the female children are not aware about these careers and professions. Still, the conventions and orthodox beliefs on subjugation of women in society prevailed and consequently, females are facing restrictions from their parents, family members and society with regard to higher education, professional education and different careers. Many of the socio-economic factors are also influencing the career choice and aspirations of females. Hence, it is essential to look into the career choices of female students and to study their career aspirations and impact of socio-economic factors, parents’ attitudes and views of society towards career choice and career aspirations of female students. In this regard, the present study is proved as significant to assess the career choices and career aspirations of female students studying in pre-university education.

1.5. Objectives of the Study:

Primarily the study is made to assess the career choices and career aspirations of female students studying in pre-university education in Gulbarga city. The specific objectives are:
1. To look into the socio-economic profile and factors derived influencing the career choices and career aspirations of female students.
2. To know about gender equality or female equality achieved by female students in their families due to their education.
3. To study whether the female students have adequate awareness about different careers and professions.
4. To find out the attitudes of parents’ towards the career choices of their female children and restrictions, if any imposed on career choices of female students.
5. To look into the motivation and encouragement got by female students from their parents and other family members in completing education and career choices.
6. To study the academic environment of female students in pre-university colleges in terms of teaching, college infrastructure, fees, etc and also to look into the problems faced by female students at their colleges.
7. To know about the factors influencing the career choices and aspirations of female students.

1.6 Hypotheses:
Following hypotheses are formulated for the present study.
1. There is Gender bias in Families of Female Students as the Family Decision Making is made by Male Members in majority of the families.
2. Employment, Self-employment and Professions are major reasons for Female Education rather than Better Marriage Prospects.
3. Mother is main motivation to females to get Education.
4. Girls are not free to choose their future career on their own.
5. There is no relationship of career and profession with caste, religion and gender.
6. Parents of Female Students spend lesser amount to Girls’ education compared to Boys’ Education.
1.7 Research Methodology:

The present study began with the literature search. The researcher referred Sociological Abstracts, leading regional, national and international journals and books published in the fields such as female education, career choice, career aspirations, professional education, gender inequality in professional/higher education, barriers to female education, etc. Based on these secondary literatures, the researcher understands the conceptual background to the research topic. The study is also field based as the researcher collected primary data from female students studying in different pre-university colleges located in Gulbarga city.

Secondary Data:

Totally two types of data was collected for the present study. Secondary data was collected from books, research papers, journal articles, web sites, etc. The secondary data is mainly used to derive theoretical background and research gap for the present study.

Primary Data:

The present research work is mainly based on primary data collected from female students studying in pre-university courses in Gulbarga city. Pre-university education is education that is of two years after 10\textsuperscript{th} standard and is specialized in groups of subjects such as Arts, Science and Commerce. The primary data was collected from the female students studying in pre-university colleges in Gulbarga city.

Sample Units:

The present study aims to study the career choices and career aspirations of female students who are studying in pre-university education so as to assess their career future and obstacles faced to choose their future career. Hence, female students are the sample units for the present study. For the purpose of the present study, the female students were chosen from Government pre-
university colleges, Government Aided pre-university colleges and private colleges.

**Selection of Sample Units:**

While selecting the female pre-university students, the researcher selected the different colleges and of which five Government Colleges five Government Aided Colleges were selected and five Private Colleges. Exhaustive interviews were made with the female students and wherever necessary, the teachers of these female students were also interviewed to collect the primary data. The researcher selected the female students from different educational, location and occupational backgrounds. To select the sample units, Simple Random Sampling Method is used.

**Collection of Primary Data:**

Collection of primary data is proved as an important task in research work. The Survey Method is one of the most popular data collection methods in Social Sciences. The present study adopted survey method for the collection of primary data.

**Tools and Techniques:**

To collect primary data from the female students, the researcher made personal interaction with these female students and such interviews and interactions were made with the help of questionnaires. Questionnaire was composed using different scales like dichotomous, multiple choice, descriptive and rating. In addition to this, the researcher was adopted personal observation technique to ascertain the information on the social culture of the female students, family background, caste group, family income, etc. It is not possible for the researcher to collect the primary data from all the female students studying in all the pre-university colleges located in Gulbarga city due to the limited time frame. Hence, 200 female students studying in Government colleges were chosen and 200 female students studying in Government Aided Colleges and Private Colleges were chosen to collect the primary data. Hence,
the present study is based on total 400 female students studying in pre-university education in Gulbarga city.

**Analysis and Interpretation of the Data:**

The interviews through questionnaires made with the female students are analyzed and discussed with the help of tables and the tables include the percentages of variables. The graphical representations such as bar diagrams, pie diagrams, etc are used wherever necessary. Chi-square is also used to test the collected primary data. Further, on the basis of collected data certain generalizations were made so as to get findings, suggestions and conclusion.

**1.8 Limitations of the Study:**

As discussed in the methodology, the study is limited to the female students studying in pre-university education and for collecting the primary data, the researcher was covered the female students studying in Government Colleges, Government Aided Colleges and Private Colleges located in Gulbarga city. Hence, the present study is based on survey of total 400 female students studying in these colleges located in Gulbarga city.

**1.9 Organization of the Study:**

The research report is structured into seven chapters with two appendixes as under.

The first chapter gives brief background information to the research topic. Here research problem is stated and key terms used in the study are defined. The significance of the study is discussed. The significance of research topic is discussed briefly. The objectives are stated. The scope and limitations are set in this chapter. Some generalizations and assumptions are fixed as hypothesis of the study. The details of the research methods used for the present research study are discussed. The first chapter is written under the title “**Introduction to the Study**.”
Before conducting the present study, it is necessary to know about the research gap in the studies that are already conducted. Hence, the studies already conducted and published as of secondary literature such as research papers, books, journals, articles, conference and seminar papers published are reviewed in the second chapter under the title “Review of Literature”.

When the literature published on career choices and career aspirations was searched, it is found that many of the studies were already made in foreign countries, but only a few of such studies were made in India on female career choices and aspirations. Hence, to get theoretical background to the subject, it is essential to know about present state of female education, problems of females in getting education, new careers, problems of females in career choices, achievements of females in careers, skills required for females to achieve career, etc. All these aspects are discussed in the third chapter under the title “Career Choices and Aspirations of Females”.

Universe or area plays an important role in the status and development of the people. As such it is also applicable to the female students and pre-university education in Gulbarga city. Hence, there is need to study on the Gulbarga district in general and Gulbarga city in particular. The fourth chapter covered the area, demography, population, literacy, education, employment, occupation, environment, etc of the Gulbarga city under the title “Universe of the Study”.

As discussed already, many of the socio-economic factors are influencing the career choices and aspirations of female students in getting education. These socio-economic factors include caste, family occupation, family income, social culture, parents’ attitudes towards female education, etc. The primary data collected from female students on the socio-economic profile helps to know about these socio-economic factors. Hence, the primary data collected on socio-economic factors of the respondents is analyzed and discussed in fifth chapter under the title “Socio-economic Profile”.
The prime focus of the present study is to assess the career choices and career aspirations of female students. Many of the aspects such as female education, different career choices and ambitions, nature of college, parents’ attitudes towards the female education, obstacles or barriers in career choices, etc. are influencing the career choices and aspirations of the female students. The primary data collected from the female students on these aspects is analyzed and discussed in sixth chapter under the title “Education, Career Choice and Career Aspirations”.

After the analysis and interpretation of the primary data, certain findings are derived from the study. After discussion of findings, suggestions are given for encouraging female students to get professional or higher education and suggest to solve the problems and barriers of female students in getting further education. Finally, the research study is concluded. Hence, the seventh chapter is written under the title “Findings, Suggestions and Conclusion”.

Apart from the above stated seven chapters, two appendixes are given at the end covering Bibliography and questionnaire. The research papers, books, Journal articles etc. that are used and relevant to the present study are listed in appendix-1 under the title ‘Bibliography’. The Questionnaire used to collect primary data from female students is given in appendix-2.