CHAPTER : IV

RESULT AND DISCUSSION
4. RESULT AND DISCUSSION

RESULT AND DISCUSSION

In this chapter obtained result have been described under two following parts and then discussed in the light of relevant research according to the hypotheses laid down.

- Within group comparison;
- Between group comparison;

(I) Work Value

(1) Work Value and Vocational courses

(2) Work Value and Gender

(3) Interaction effect of Independent variables on Work Value

(II) Self-Concept

(1) Self-Concept and Vocational courses

(2) Self-Concept and Gender

(3) Interaction effect of Independent variables on Self-concept
WORK VALUE:

The concept of Work Values may be regarded as a special use of the general concept of values; and may be defined as the conception of what is desirable that individuals hold with respect to their work activity. "Work values reflect the individual's awareness of the condition he seeks from the work situation and they in turn, regulate his actions in the pursuit of that condition" (Kallegerg, 1977)

Work values are intended to be an index of a person's attitudes towards work in general rather than his feelings about a specific job. Work values refer to general attitudes regarding the meaning that an individual attaches to his work role (Wallack, Goodale, Wijiting and Smith, 1971). Thus, it may be inferred that work values are enduring beliefs about work, which guide actions, attitudes, judgments beyond the immediate goals in any work situation.

WORK VALUE AND VOCATIONAL COURSES

Hypothesis a

The students of traditional and non-traditional courses do not differ in their work values i.e.-

1. Aesthetics (AES)
2. Altruism (ALT)
3. Authority (AUTH)
4. Autonomy (AUTO)
5. Creativity (CRE)
6. Physical Activity (PHY)
7. Risk (RSK)
8. Social Interaction (SOI)
9. Social Relations (SOR)
10. Recognition (REG)
Table 4.1
Mean and S.D. values for Vocational Courses on Work Value

<table>
<thead>
<tr>
<th>Work Value</th>
<th>Traditional</th>
<th>Non-Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>AES</td>
<td>16.83</td>
<td>2.31</td>
</tr>
<tr>
<td>ALT</td>
<td>17.78</td>
<td>2.94</td>
</tr>
<tr>
<td>AUTH</td>
<td>12.78</td>
<td>2.61</td>
</tr>
<tr>
<td>AUTO</td>
<td>14.89</td>
<td>3.15</td>
</tr>
<tr>
<td>CRE</td>
<td>13.56</td>
<td>2.52</td>
</tr>
<tr>
<td>PHY</td>
<td>13.15</td>
<td>3.15</td>
</tr>
<tr>
<td>RSK</td>
<td>15.38</td>
<td>2.79</td>
</tr>
<tr>
<td>SOI</td>
<td>16.36</td>
<td>2.61</td>
</tr>
<tr>
<td>SOR</td>
<td>17.74</td>
<td>2.43</td>
</tr>
<tr>
<td>REG</td>
<td>13.54</td>
<td>3.13</td>
</tr>
</tbody>
</table>

**Result:**

- **Within Group Comparison**

  Result of Mean Score comparison on Work Values in students of Traditional Courses:
As shown in table 4.1 and figure 4.1 students preference is higher on Altruism (ALT) and Social Relations (SOR) values in their work life. After this their choice regarding prefer work values in decreasing order were found on Aesthetics (AES), Social Interaction (SOI), Risk (RSK) and on Autonomy (AUTO) respectively. Creativity (CRE) AND Recognition (REG) work value were found to be parallel in their choice. Their less preferred choice in their work values were found on Physical Activity (PHY) and Authority (AUTH) values respectively.
Result of Mean Score comparison on work Value in students of Non-Traditional Courses;

**Figure 4.2**

Bar Diagram showing the Comparison of various work values in students of Non-Traditional courses

<table>
<thead>
<tr>
<th>Work Values</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES</td>
<td>16.03</td>
</tr>
<tr>
<td>ALT</td>
<td>17.67</td>
</tr>
<tr>
<td>AUTH</td>
<td>17.86</td>
</tr>
<tr>
<td>AUTO</td>
<td>16.96</td>
</tr>
<tr>
<td>CRE</td>
<td>15.86</td>
</tr>
<tr>
<td>PHY</td>
<td>16.12</td>
</tr>
<tr>
<td>RSK</td>
<td>17.56</td>
</tr>
<tr>
<td>SOI</td>
<td>16.8</td>
</tr>
<tr>
<td>SOR</td>
<td>17.05</td>
</tr>
<tr>
<td>REG</td>
<td>16.55</td>
</tr>
</tbody>
</table>

Table 4.1 and Figure 4.2 illustrate the preferred work values of students involve in non-traditional vocational courses. It revealed that students preference is higher in decreasing order on Authority (AUTH), Altruism (ALT), Risk (RSK) and on Social Relations (SOR) values respectively in their work life. After this their choice regarding prefer work values in decreasing order were found on Autonomy (AUTO), Social Interaction (SOI), Recognition (REG) and on Physical Activity (PHY) respectively. Aesthetics (AES) and Creativity (CRE) work value were found to be parallel and less preferred choice in their work values.
Between Group Comparison

Result of Mean Score Comparison on Work Value Between students of Traditional and Non-Traditional Courses:

Figure 4.3

Bar Diagram showing The difference on Work Value Between Students of Traditional and Non-Traditional Courses
Table 4.2

F values for vocational Courses on work value

<table>
<thead>
<tr>
<th>Work Value</th>
<th>F value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES</td>
<td>4.09</td>
<td>.05</td>
</tr>
<tr>
<td>ALT</td>
<td>.86</td>
<td>NS</td>
</tr>
<tr>
<td>AUTH</td>
<td>2.40</td>
<td>.01</td>
</tr>
<tr>
<td>AUTO</td>
<td>9.68</td>
<td>.01</td>
</tr>
<tr>
<td>CRE</td>
<td>6.55</td>
<td>.01</td>
</tr>
<tr>
<td>PHY</td>
<td>11.02</td>
<td>.01</td>
</tr>
<tr>
<td>RSK</td>
<td>7.86</td>
<td>.01</td>
</tr>
<tr>
<td>SOI</td>
<td>0.44</td>
<td>NS</td>
</tr>
<tr>
<td>SOR</td>
<td>3.00</td>
<td>NS</td>
</tr>
<tr>
<td>REG</td>
<td>8.06</td>
<td>.01</td>
</tr>
</tbody>
</table>
Above result table and figure depict the obtained mean scores on various work value by students involved in various traditional and non traditional courses. It was observed that students of traditional courses scored higher on Aesthetics (AES) and Social Relations (SOR) work value as compare to group of non-traditional vocational courses. On other hand group of non-traditional vocational course has scored higher on AUTH, CRE, PHY, RSK and REG as compare to group of traditional vocational course. After computing F value for obtaining significant difference between traditional and non traditional on their various work value it was found that both groups were found significantly differ on all work values except ALT, AUTO, SOI and SOR. It was observed that on both groups were found to be parallel on their score on ALT, AUTO, SOI and SOR.

**Discussion:**

Work values have been receiving increased research attention. Ravlin, Meglino, and associates have recently conceptualized and provided measurement of, work values. The effects of work values on job satisfaction, commitment, and individual decision making has been studied to date. However, In the present investigation effect of students choice of their traditional and non traditional courses on their criteria of work value has been studied.

Work values have been shown to be related to the way people feel about their work (Spence, 1985), the way people behave on their jobs (England, 1967, 1975) and their overall job satisfaction (Locke, 1976). Work values and their subsequent effect on work-related emotions, cognitions, or behaviors may result from selection of participants who possess particular value structures, socialization of organizational entrants, or a combination of both processes. Some research suggests that work values can be manipulated via socialization processes.
(Watson & Barone, 1976; Watson & Simpson, 1978). However, the more generally accepted view is that individuals establish relatively stable values through life experiences and that organizational socialization is unlikely to alter the basic value structure one brings to the organization (Lusk & Oliver, 1974). One conceptualization of values, consistent with many religious beliefs that people hold, is that values are enduring perspectives of what is fundamentally right or wrong (Rokeach, 1973). Alternatively, values can be thought of as preference or need for particular outcomes or states (England, 1967). Consistent with the latter perspective, Katz (1973) suggested that occupational choices could be viewed as preferences for settings that allow or encourage expression of particular values or value systems. Since job choice can be seen as an early step one takes to implement an occupational choice (Keon, Latack, & Wanous, 1982), perhaps the occupational argument can be applied to jobs as well. Additionally, Vroom (1966) found that individuals made job choices consistent with their work goals. Some of these goals were value-laden (e.g., chance to benefit society, opportunity to advance), suggesting that individuals make job decisions based, in part, on their work values.

Within vocational psychology, Super (e.g., 1957 e.g., 1990 e.g., 1992 e.g., 1995) has developed theory and conducted an extensive program of empirical research (Super, 1962, 1973, 1995; Super & Mowry, 1962; Super & Sverko, 1995) to demonstrate that work values play a critical role in career choices and career development processes alongside interests, needs, and the self-concept. Likewise, Brown (1996) has asserted that the work value system changes and develops through transactions between the person and the environment and that these transactions variably reinforce or suppress particular values. Moreover, work values presumably govern experience, yet experiences may serve to modify the salience of values over time (e.g., Brown & Crace, 1996; Rokeach, 1973). Both, Super and Brown identified the development of an accessible and stable value system as a critical milestone during the
course of vocational development that supports the development of career aspirations and assists in career choice making and the transition from school to work.

The present study combines theoretical work from the human values (Boldero & Francis, 2002; Kluckhohn, 1951; Rokeach, 1973; Schwartz & Bilsky, 1987) and work values (Brown, 1995, 1996; Brown & Crace, 1996; Super, 1995) literatures with living systems (Ford & Lerner, 1992) and developmental systems theory (Ford & Lerner, 1992) to create and test a conceptual and propositional model of the work value system. The conceptual model suggests that work values act as durable (Hechter, 1993), yet changing and self-constructing (Ford, 1994), preferences that can be classified into standard- and goal-oriented work value analogues (Boldero & Francis, 2002). Standard-oriented work values serve as preferences engaged with immediate work opportunities and demands while goal-oriented values serve as preferences engaged with career-oriented behaviors and choices directed toward long-term career outcomes. The propositional model suggests that standard- and goal-oriented values are dynamically engaged with one another (Boldero & Francis, 2002) as parts of a human value system (Schwartz & Bilsky, 1987), which is a self-constructing part of a larger living and self-constructing human organism (Ford, 1994) that is embedded within multiple contexts (Ford & Lerner, 1992). Combining the conceptual and propositional model yields a theoretical model of the work value system as being composed of two value subsystems defined on the basis of present- and future-oriented demands and opportunities and engaged with one another in a dynamic fashion such that present-oriented values and behaviors and future-oriented values and behaviors dynamically influence one another across time.

Further in relational to work value and vocational courses Erik J. Porfeli, 2007 reported that Although researchers have investigated the role of human values in vocational aspirations, choice, and development
for more than 70 years (Dukes, 1955), our understanding concerning the
development of work values has typically been limited to the use of
cross-sectional data and by a small number of studies that have
employed longitudinal data spanning more than two years of life
(Cotton, Bynum, & Madhere, 1997; Johnson, 2001; Skorikov &
Vondracek, 1997). Whereas Deci and Ryan (1985) and Eccles and
colleagues (e.g., Eccles & Wigfield, 2002) have placed a great deal of
emphasis on motivation in its intrinsic and extrinsic forms to
understand, among other issues, academic performance during
adolescence, this study seeks to examine a more durable and regulatory
aspect of the motivation construct across the high school years, namely
the value system.

Overall the difference on the various work value between the
traditional and non-traditional group can be attributed on the
individual difference in persons' personality which is resultant by
heredity and surroundings under which persons' personality develop. It
can be revealed that as an individual take growth, his values change
partly because of change in his personality and in turn personal
preference, socio economic status and partly because of his culture and
socialization in the organization. Additionally persons likely to differ on
work values because of the difference in socio-economic status, role
demands and commitment to their life goals.

The present result regarding students involve in traditional and
non-traditional courses differ on their work value criteria get indirect
support from the study of Timothy A. Judge Robert D. Bretz
Jr.(1991). In their research they studied the work values have not been
explicitly linked to job choice decisions. Using a sample of professional
degree students and a policy capturing design, the influence of work
values on job choice was examined in the context of job attributes that
have previously been shown to affect this decision process. Work values
were found to exhibit significant effects on job choice decisions. Further,
individuals were more likely to choose jobs whose value content was similar to their own value orientation. 

On the basis of present findings null hypothesis regarding work-value differences between students involve in various traditional and non-traditional vocational courses has not to be proven true for the following work value-

<table>
<thead>
<tr>
<th>Work Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aesthetics (AES)</td>
<td>To make life more beautiful.</td>
</tr>
<tr>
<td>Authority (AUTH)</td>
<td>To tell others what to do.</td>
</tr>
<tr>
<td>Autonomy (AUTO)</td>
<td>To act on one's own.</td>
</tr>
<tr>
<td>Creativity (CRE)</td>
<td>To be creative.</td>
</tr>
<tr>
<td>Physical Activity (PHY)</td>
<td>To get a lot of exercise.</td>
</tr>
<tr>
<td>Risk (RSK)</td>
<td>To be able to take risk.</td>
</tr>
<tr>
<td>Recognition (REG)</td>
<td>To get recognition for one's work.</td>
</tr>
</tbody>
</table>

And found to be true for following work value-

<table>
<thead>
<tr>
<th>Work Value</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Altruism (ALT)</td>
<td>To help others.</td>
</tr>
<tr>
<td>Social Interaction (SOI)</td>
<td>To do things with other peoples.</td>
</tr>
<tr>
<td>Social Relations (SOR)</td>
<td>To be with friend.</td>
</tr>
</tbody>
</table>

**WORK VALUE AND GENDER:**

B) **Hypothesis**

“Male and female students do not differ in their work values i.e.-

1. Aesthetics (AES)
2. Altruism (ALT)
3. Authority (AUTH)
4. Autonomy (AUTO)
5. Creativity (CRE)
6. Physical Activity (PHY)
7. Risk (RSK)
8. Social Interaction (SOI)
9. Social Relations (SOR)

The concept of Work Values may be regarded as a special use of the general concept of values; and may be defined as the conception of what is desirable that individuals hold with respect to their work activity. "Work values reflect the individual's awareness of the condition he seeks from the work situation and they in turn, regulate his actions in the pursuit of that condition".

Table 4.3
Mean and S.D. values for Gender on Work Value

<table>
<thead>
<tr>
<th>Work Value</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES</td>
<td>14.60</td>
<td>17.04</td>
</tr>
<tr>
<td>ALT</td>
<td>12.12</td>
<td>16.85</td>
</tr>
<tr>
<td>AUTH</td>
<td>18.01</td>
<td>14.35</td>
</tr>
<tr>
<td>AUTO</td>
<td>17.85</td>
<td>16.03</td>
</tr>
<tr>
<td>CRE</td>
<td>14.85</td>
<td>15.00</td>
</tr>
<tr>
<td>PHY</td>
<td>17.55</td>
<td>13.58</td>
</tr>
<tr>
<td>RSK</td>
<td>16.99</td>
<td>13.12</td>
</tr>
<tr>
<td>SOI</td>
<td>16.05</td>
<td>16.33</td>
</tr>
<tr>
<td>SOR</td>
<td>15.40</td>
<td>15.22</td>
</tr>
<tr>
<td>REG</td>
<td>15.02</td>
<td>13.85</td>
</tr>
</tbody>
</table>
Result:

- Within Group Comparison

Result of Mean Score comparison on Work Value in Male students:

Figure 4.4

Bar Diagram showing the Comparison of various work value in Male students Of Vocational Courses

In order to compare male students on vocational courses on their work values above table 4.3 and Figure 4.4 elucidate the preferred work value of the male students belongs to various vocational courses. Here male students given their higher preference on Authority (AUTH) and then on Autonomy (AUTO), Physical Activity (PHY), Risk (RSK), Social Interaction (SOI) work values respectively in decreasing order. They have given less preference on Social Relations (SOR), Recognition.
Creativity (CRE), Aesthetics (AES) and Altruism (ALT) work value.

Result of Mean Score comparison on work Value in female students;

Figure 4.5

Bar Diagram showing the Comparison of various work value in Female students Of Vocational Courses

Table 4.3 and figure 4.5 shows the difference in preferred work values by female students of various vocational courses. On the basis of obtained result it can be revealed that female students highly preferred Aesthetics (AES) and Altruism (ALT) value in their work life. After this they preferred Social Interaction (SOI), Autonomy (AUTO), Social Relations (SOR), Creativity (CRE) and Authority (AUTH) work values. They have given their less preference on
Recognition (REG), Physical Activity (PHY), Risk (RSK) work values respectively in decreasing order.

- Between Group Comparison
  Result of Mean Score Comparison on Work Value between Male and Female Students:

![Bar Diagram Showing the Difference on Work Value Between Male and Female Students](image-url)

Figure 4.6
### Table 4.4

F values for Gender on work value

<table>
<thead>
<tr>
<th>Work Value</th>
<th>F value</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES</td>
<td>09.52</td>
<td>.01</td>
</tr>
<tr>
<td>ALT</td>
<td>3.70</td>
<td>.01</td>
</tr>
<tr>
<td>AUTH</td>
<td>7.85</td>
<td>.01</td>
</tr>
<tr>
<td>AUTO</td>
<td>6.90</td>
<td>.01</td>
</tr>
<tr>
<td>CRE</td>
<td>3.22</td>
<td>NS</td>
</tr>
<tr>
<td>PHY</td>
<td>10.05</td>
<td>.01</td>
</tr>
<tr>
<td>RSK</td>
<td>7.76</td>
<td>.01</td>
</tr>
<tr>
<td>SOI</td>
<td>1.03</td>
<td>NS</td>
</tr>
<tr>
<td>SOR</td>
<td>.64</td>
<td>NS</td>
</tr>
<tr>
<td>REG</td>
<td>8.54</td>
<td>.01</td>
</tr>
</tbody>
</table>

Based on table 4.13 which shows Mean values in relation to work value and its graph show that the males have higher scores on the various work values namely Authority (AUTH), Autonomy (AUTO), Physical Activity (PHY), Risk (RSK) , Social Relations (SOR) and Recognition (REG) as compared to females. As considered other work values like Aesthetics (AES), Altruism (ALT), and Creativity (CRE) and
on Social Interaction (SOI) female obtained higher score than male. Higher scores depicts given higher weight to the value people seek in their major life role such as work, study and home making here.

Table 4.14 which is Based on two way analysis of variance for the data of work value depicts that F – Ratio is significant for gender on various type of work value i.e. Aesthetics (AES), Authority (AUTH), Autonomy (AUTO), Physical Activity (PHY), Risk (RSK) and Recognition (REG) at the level of significance of .01, which means that there is significant difference between the male and female in their given importance to these values.

Discussion:

Everyday decisions can be related to the essence of human nature. Choices dictate characteristics regarding each individual, and also display inward qualities. Personal goals and value priorities are some of the traits that address aspects of human thought, and influence behavior, in particular, life role expectations involving career and family priorities.

Men and women are frequently confronted with conflicts pertaining to future goals. Specifically, research has shown that choices regarding life roles made in college exert a tremendous amount of pressure on females (Arnold, 1993). For instance, women exhibit high levels of anxiety regarding career and family decisions (Arnold, 1993). According to a longitudinal study, the number of talented females is becoming slim in comparison to their male counterparts in the occupational arena (Arnold, 1993). Recent statistics show that men continue to dominate prominent jobs with increased wages over females (Battle & Wigfield, 2001). Furthermore, it is believed that women have a tendency to progress, or choose potential career avenues, slower than men in order to assess their future options (Arnold, 1993). One study suggests that progression is linked to environmental factors, in that, college
surroundings elicit changes in male and female attitudes concerning gender-roles (Bryant, 2003). However, very little is known about attitudinal and motivational determinants influencing women’s participation in paid employment (Faver, 1982). Consequently, most of the research does not go into detail about specific differences in career and family priorities among males and females, or how the results of life choices affect human beings in general.

Past research proposes that there is a burden projected upon women who cause them to remain open to the prospects of marriage and raising children before making career choices (Arnold, 1993). As a result, the consequences attributed to this delay in choice may inevitably cause problems in the future, specifically, a lack in potential growth and fulfillment, resulting from an imagined illusion of the future (Arnold, 1993).

Females are not, however, that different from males in terms of gender role conflicts (Good & Mintz, 1990). In one study, both males and females expressed common future plans in regard to occupations (Maines & Hardesty, 1987). However, like women, males experience extreme pressure in terms of future decisions, goals, and expectations, as well (Good & Mintz, 1990). According to Good & Mintz (1990), males are highly affected by social norms, which entail the masking of affect, presentation of confidence, future success, and competitive drive. These characteristics associated with male behavior and presentation; in essence, deprive the male population of basic needs. As a result, men may develop depression associated with repressed behavior initiated by the male gender role (Good & Mintz, 1990).

Although the male and female gender-role theory offer explanations as to why career and family priorities differ among males and females, further research propose models for dissimilarities between gender attitudes. In 1985, Gaeddert addressed the priority differences among the activities and achievements of men and women in a theory known as the “Domain Differences Models.” The first explanation of this theory
was the agency-communion duality, hypothesized by Bakan (Gaeddert, 1985). This study suggested that males strive to become “masters of the environment,” whereas, females are geared towards achieving a state of harmony with one another. The second explanation of the Domain Differences Model was that sex role stereotypes account for dissimilarities between males and females, due to different gender socializations. Specifically, women attain a feminine role through social goals, as opposed to males who fulfill the masculine stereotype and pursue the mastery of tasks (Gaeddert, 1985).

A further illustration of the ways in which male and female priorities have been classified is through Gaeddert’s (1985) “Performance Evaluation Models.” The intrinsic-extrinsic model suggests that socialization causes men and women to form different perceptions of achievements (Gaeddert, 1985). Particularly, men determine personal success externally by observing other people perform, which ultimately stems from a lack of parental supervision in childhood. On the other hand, females identify success internally, resulting from strict childhood surveillance. In order to develop a classification of achievement motivational types (in accordance to the intrinsic-extrinsic model), Gaeddert (1985) proposed that men seek recognition of success through the impact of their actions, and that females are distinguished from their male counterparts by internal perceptions. With this, males characterized success through external features, as opposed to the female who sought out achievement internally (Gaeddert, 1985). In essence, the Performance Evaluation Models differs from past gender achievement research, in that past literature supports gender differentiation based on present and future experiences (Maines & Hardesty, 1987). In particular, Battle & Wigfield (2001) found that women took into account the costs associated with obtaining future careers and establishing a family. Furthermore, men were more likely to view having a family as non-problematic and enviable, whereas,
women perceived having a family as compromising to their career aspirations (Maines & Hardesty, 1987).

The literature presented thus far, has addressed the discrepancies between the career and family priorities of men and women. Yet, research has demonstrated that universal work expectations are common between genders, and that both males and females contain aspirations in regard to high education, work, and family values (Maines & Hardesty, 1987). Ultimately, there are several studies, which present various theories, structures, and models for defining the actions or behavior of men and women. However, the literature presents generalized social theories, ranging from environmental factors to gender-role predispositions, and fails to direct these relationships toward the future choices and actions of men and women undergraduate students. Few studies have attempted to link the relationship between both male and female priorities with respect to their social roles (Arnold, 1993).

The relationship between male and female priorities in terms of their future goals regarding career and family, It was found that there would be an inverse relationship between career values and the importance of family life between men and women. Furthermore, female students would value the family life role, whereas males would prefer the occupational life role. Females appeared to value the parental role greater than males. Women assess a larger significance towards family priorities than men who value career. Females appeared to value the parental role greater than the occupational role. Thus, females held higher expectations for having a family, rather than a career. Likewise, males' preference for occupation as opposed to marriage. Consequently, males viewed having a career as a greater importance than having a family (RACHEL E. SANDERSandORLEANS;2007)

The tendency for females to value family priorities, as opposed to males who value career. Such gender dissimilarities, appear inconsistent with prior research indicating that college women perceive the possibility of
fulfilling both family and career roles (Battle & Wigfield, 2001). This finding is also different from gender-role traditionalism research, which suggests that both male and female attitudes change correspondingly during college (Bryant, 2003). Furthermore, results of the present study also indicated that among females, women were more likely to value family, as opposed to career. Past research, such as the Valedictorian Project, obtained results congruent with our findings. Arnold (1993) attributed these outcomes to lowered career aspirations possibly due to female beliefs regarding family-work conflict. In other words, women lowered their career goals to avoid future work conflict and experience fewer family life demands (Arnold, 1993). This finding suggested that external factors (such as occupational stress) tend to lower women’s desire to achieve career goals. One the other hand, additional research indicated that universal work expectations were common between genders, in that both males and females contained aspirations in regard to high education, work, and family values (Maines & Hardesty, 1987). Similar studies also suggested that women, who pursued “high-level” careers and contained greater occupational aspirations, appeared to value high quality career roles over family roles (Faver, 1982). These findings, although they were incongruent with our results, suggested that women and men valued career equally.

Further researches also showed that within males, men attributed a high significance toward occupational roles, as opposed to family expectations. Research including the gender role conflict; explain similar results as a product of male stereotypes and social norms (Good & Mintz, 1990). Good & Mintz (1990) partook in a study, which investigated components of depression associated with the male gender role (Good & Mintz, 1990). According to that research, men highly value the “four factors of gender role conflict (success, power, and competition; restrictive emotionality; restrictive affectionate behavior between men; and conflicts between work and family relations).” Thus,
men pursue career roles (according to the gender role conflict) over family roles (Good & Mintz, 1990).

The dissimilarities between gender priorities, concerning career and family expectations, may be the result of a traditional Jesuit influence underlying the common curriculum courses at Loyola University New Orleans. College environmental factors such as campus size, location, and religious affiliation could have possibly affected our results. According to Bryant (2003), non-traditional environments led to egalitarian views among both men and women. However, not all environmental aspects of college life contributed to an increase in egalitarianism among undergraduate students (Bryant, 2003). Within a more conservative environment, there existed a larger influence of traditionalism between genders (Bryant, 2003).

Further difference on work values between male and female can be attributed on the fact that biologically, men and women belong to two different categories. But, Socially, they may be more or less the same. Due to anatomical differences between men and women, the women are considered to be inferior and weaker in the society and by the men. Traditional and agrarian societies are very strong in pronouncements about the inferiority of women. These societies bring up their children according to their beliefs. As the Indian society turned modern, there appeared flexibility of the roles played by men and women. Although men and women are different, they exhibit both masculine and feminine traits. The Indian Mythology has brought out this concept so beautifully and in a convincing manner that the people cannot downgrade a particular sex. The concept is known as Ardhanarishwar (half women) depicting Lord Shiv as half masculine and half feminine, Himself and His consort Parvati. Symbolically it means that a human being has and exhibit the masculine and feminine traits. This also shows then men and women are equal. Despite this religious sanction of equality of the sexes in our rich culture, the society has somehow prevented the men and
women from belonging to the same world considering men to be superior. (LAU Chun Kwok; 1992)

Occupational differences between the sexes is a complex phenomenon which is the result of a variety of factors like early socialization, the educational system, the decisions and behavior of employees and employers in the workplace and also social forces at the macro level such as the legislation and the capitalistic dynamics, to mention just a few. Occupational differences between genders can be attributed as follows;

- Differences in Cognitive Abilities
- Effects of Socialization
- Instability and Vagueness of Aspiration
- Structure and Process of Family Life
- School Life and Preparation for Work
- Future Roles and Current Work: A Dialectical Relationship
- The Structure and Agency Relationship

This result was found to be parallel with the study of Shimon L. Dolan, Miriam Díez-Piñol, MariLuz Fernández-Alles, Antonio Martín-Prius and Salustiano Martínez-Fierro (2004) in which an individual difference, gender, were found to play a major role in attributing importance to various work and life values. Findings has also emphasize the importance of diverse sub-cultures within a single country.

It can be revealed from the present result that though gender has significance influence on persons' preference for values to seek in their life other findings also throw light on the persons' work value for instance in the study of Jeylan T. Mortimer, Ellen Efron Pimentel, Seongryeol Ryu, Katherine Nash, Chaimun Lee (1996) in which they concluded that the conditions of work are what matter -- can be generalized to adolescents. Work values are important determinants of vocational choice (Davis 1965; Mortimer 1974) and actual occupational destinations (Mortimer, Lorence & Kumka 1986). They have also
addresses a potentially important, but thus far neglected, influence adolescent work experience. American teenagers increasingly hold part-time jobs while attending school (Manning 1990). Because adolescence is a crucially important period for the formation of vocational interests and identity (Erikson 1968), it is reasonable to suppose that work experience would have a significant formative influence on adolescents' thinking about the potential rewards to be obtained and values to be attended from work. Steinberg et al. (1981) posited three possible consequences of adolescent employment for vocational socialization. First, part time jobs may help adolescents to acquire attitudes, values, habits, and knowledge.

Overall the null hypothesis regarding gender difference on work value is being rejected here for the following values:

Aesthetics (AES) : To make life more beautiful.
Altruism (ALT) : To help others.
Authority (AUTH) : To tell others what to do.
Autonomy (AUTO) : To act on one's own.
Physical Activity (PHY) : To get a lot of exercise.
Risk (RSK) : To be able to take risk.
Recognition (REG) : To get recognition for one's work.

F – Ratio were not found significantly differ for gender on work value like Altruism (ALT), Creativity (CRE), Social Interaction (SOI) and Social Relations (SOR) which means that there is no significant difference between male and female on these work value thus the null hypothesis is being accepted for:
Creativity (CRE) : To be creative.
Social Interaction (SOI) : To do things with other peoples.
Social Relations (SOR) : To be with friend.

**WORK VALUE AND INTERACTION EFFECT:**

Hypothesis c

“There will be no interaction effect of vocational courses and gender on students' work values i.e.-

1. Aesthetics (AES)
2. Altruism (ALT)
3. Authority (AUTH)
4. Autonomy (AUTO)
5. Creativity (CRE)
6. Physical Activity (PHY)
7. Risk (RSK)
8. Social Interaction (SOI)
9. Social Relations (SOR)

Work values are intended to be an index of a person's attitudes towards work in general rather than his feelings about a specific jog. Work values refer to general attitudes regarding the meaning that an individual attaches to his work role (Wallack, Goodale, Wijiting and Smith, 1971).
In above table the F - Ratio for interaction of vocational course and gender were found significant on work value like Aesthetics (AES), Authority (AUTH), Autonomy (AUTO), Physical Activity (PHY), Risk (RSK), Recognition (REG), Creativity (CRE), Social Interaction (SOI) where as on Altruism (ALT)and Social Relations (SOR) this interaction effect were not found significant. The findings revealed that persons seek various value like to make life more beautiful, to tell others what to do, to act one's own, to get lot of exercise, to be able to take risk, to get recognition for one's work, to be
creative and to do things with other people are influenced by persons’
gender and accordingly their choice of vocational course where as value
like to help others and to be with friend has not been influenced by their
gender and choice of vocational course.

The obtained result can be attributed on the fact that Early
socializations as well as self-efficacy have been identified as major
influencing factors in promoting gender or male and female differences
in occupational preferences (Farmer & Bohn, 1970). In a study by
Bojuwoye & Imouokhome (1984) on gender role in occupation decision
findings showed that both male and female workers considered their
decisions to take to professions such as law, engineering, pharmacy,
medicine, nursing, police force, army, teaching, lecturing and secretary
ship, as a result of their early socialization on sex-role stereotyping.
Although the result showed that there was no significant difference in
the perception of both males and female to taking to non-traditional
occupation, the male workers did not view in favor of the female worker
having to become pharmacists and secretary ship, non-traditional
occupations. Also, the male workers who were nurses had a higher
mean score than the female nurses, with respect to their perceptions of
early socialization influences, as being an influencing factor to their
choices. The study in addition found out that poor-self-efficacy on the
part of female workers made them to take decisions into occupations.
This study revealed a great need for career guidance and counseling to
help the female identify and develop their talents as well as plan life
goals which are commensurate to their male counterparts. Moreso, such
a measure would enable them shade off femininity and inferiority
complex in their occupational preferences.

Finally, Singer (1974) investigated into gender difference and
similarity in job preference factors in Colorado State University
undergraduates. His findings were that the strong differences in their
preferences was not due to sex stereotyped, but then in general, both
sexes preferred occupations that offered them the opportunity to study
so that they can achieve something tangible in the future. In addition, they all wanted jobs in which the workers would exhibit friendly co-existence. However, gender differences were observed in factors such as salary, job security and social recognition. (PAULINE BASSEY EDET, MARY B. EYO; 2010)

The present finding get indirect supported by the study of Barbara Buddeberg-Fischer, Richard Klaghofer, Thomas Abel and Claus Buddeberg (2006) in which they investigated the development of the residents' speciality choices of values. They hypothesized that gender and personality traits have an impact on speciality choice of value through work in their life, and that career motivation as well as life goals have an influence, too. The results of study indicated that gender plays a decisive role in speciality choice, while the influence of personality declines after controlling for career motivation and life goals. Further it was also found that these differences in working attitudes result in gender-different career opportunities: males taking over leadership positions and females looking after their patients' needs.

It is important to note that in modern societies work values are typically considered as salient, basic and influential. There is general agreement that values do not influence people's activity directly, but rather indirectly, through attitudes and goals. Thus, values are seen as a source of motivation for individual action. At societal level a similar indirect influence is assumed. Values define norms and shared goals, which elicit and guide collective action. Although people's activity in the work domain, such as looking for a job, taking part in training, performing organizational roles, dividing time between work and family, is likely to depend more on work values than on general values, therefore, the role of general values should not be over-looked.

Havalapparnavar (1998) in a study on work values of professional and non-professional college students have reported that the students of professional college, Agriculture, engineering and medical differ significantly from one another in seven work values,
management, achievement, surrounding, way of life, independence, economics and altruism. The students of non-professional colleges—arts, commerce and science differ significantly from one another in there work values, viz; creativity, associate and intellectual stimulation. On the whole, the professional college, surrounding, way of life, associates, prestige, independence, variety, economic and intellectual stimulation from the group of non-professional college students. The professional college students are found to have significantly more pronounced work values than the non-professional college students. The study was conducted on 960 students using Karnataka Super's work values inventory.

In a study on the groups of women working as doctors, teachers and Bank clerks Jain (2000) found that doctors and teachers have significant difference in their work motivation, career and family values but teachers and Bank clerks do not differ significantly on these variables. Bank clerks and doctors have significant difference in their career and family values but not in work motivation. Work motivation and family values, family and career values have negative relationship in the groups of doctors and bank clerks. Bharti and Mathur (2000) in a study on values of working and non working women found that there were no difference in values of both the groups.

So the null hypothesis regarding interaction effect of gender and vocational course is being rejected for:

Aesthetics (AES) : To make life more beautiful.
Authority (AUTH) : To tell others what to do.
Autonomy (AUTO) : To act on one's own.
Physical Activity (PHY) : To get a lot of exercise.
Risk (RSK) : To be able to take risk.
Recognition (REG) : To get recognition for one's work.
Creativity (CRE) : To be creative.
Social Interaction (SOI) : To do things with other peoples.
Altruism (ALT) : To help others.
Social Relations (SOR) : To be with friend.

SELF-CONCEPT:

Self-concept (also called self-construction or self-perspective) is a multi-dimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics (and non-academics), Byrne, B. M., & Worth Gavin, D. A. and others (1996). gender roles and sexuality, Hoffman, Rose Marie and others (2005) racial identity, Aries, Elizabeth, et al (1998) and many others. While closely related with self-concept clarity (which "refers to the extent to which self-knowledge is clearly and confidently defined, internally consistent, and temporally stable"),[ Ayduk, Ozlem (2009)it presupposes but is distinguishable from self-awareness, which is simply an individual's awareness of their self. It is also more general than self-esteem, which is the purely evaluative element of the self-concept. Fleming, J. S.; Courtney, B. E. (1984).

The self-concept is composed of relatively permanent self-assessments,[citation needed] such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. For example, the statement, "I am lazy" is a self-assessment that contributes to the self-concept. In contrast, the statement "I am tired" would not normally be considered part of someone's self-concept, since being tired is a temporary state.
Nevertheless, a person's self-concept may change with time, possibly going through turbulent periods of identity crisis and reassessment.

The self-concept is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives for future behavior and they also provide an evaluative and interpretive context for the current view of self.

**SELF-CONCEPT AND VOCATIONAL COURSES**

**Hypothesis d**

"The students of traditional and non-traditional courses do not differ in their overall self-concept and its’ dimensions i.e.-

a) Physical  
b) Social  
c) Temperamental  
d) Educational  
e) Moral  
f) Intellectual  

In the recent year type of vocational courses has a prominent role other than various psychological and social variables on adolescents' self-concept. It was observed that it affect directly or indirectly to the development of self-concept: directly by providing the opportunities for optimum growth of potentials and indirectly by being predictive of occupational behavior and success.
<table>
<thead>
<tr>
<th>Self Concept</th>
<th>Traditional</th>
<th>Non-Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>Total</td>
<td>156.28</td>
<td>34.13</td>
</tr>
<tr>
<td>Physical</td>
<td>19.99</td>
<td>09.07</td>
</tr>
<tr>
<td>Socio</td>
<td>30.97</td>
<td>06.19</td>
</tr>
<tr>
<td>Temperamental</td>
<td>25.54</td>
<td>09.19</td>
</tr>
<tr>
<td>Educational</td>
<td>31.29</td>
<td>08.20</td>
</tr>
<tr>
<td>Moral</td>
<td>25.68</td>
<td>06.33</td>
</tr>
<tr>
<td>Intellectual</td>
<td>28.94</td>
<td>06.32</td>
</tr>
</tbody>
</table>

**Result:**

- **Within Group Comparison**

  Result of Mean Score comparison on Self-Concept in students of Traditional Courses:
Figure 4.7

Bar Diagram showing the Comparison of Overall self-concept and its’ Dimensions in students of Traditional courses

Result of Mean Score comparison on Self-Concept in students of Non-Traditional Courses:

As elucidate in table 4.6 and figure 4.8 students belong to traditional vocational courses scored 156.28 on overall self-concept. When their score was compared on self-concepts’ dimension their educational, social and intellectual self-concept were found to be higher as compare to other dimensions in decreasing order. They were having quite less on their moral and temperamental self-concept. Their physical self-concept was found to be very less among them.
As shown in table 4.6 and figure 4.8 students belong to non-traditional vocational courses scored 161.34 on overall self-concept. When their score was compared on self-concepts’ dimension their social and intellectual self-concept were found to be higher as compare to other dimensions. They were having quite less on their moral and temperamental self-concept. Their educational and physical self-concept was found to be very less among them.
Result of Mean Score Comparison on Self-Concept between students of Traditional and Non-Traditional Courses:

Figure 4.9
Table 4.7  

**F VALUE FOR VOCATIONAL COURSE ON SELF CONCEPT**

<table>
<thead>
<tr>
<th>Self Concept</th>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>35.31</td>
<td>NS</td>
</tr>
<tr>
<td>Physical</td>
<td>19.16</td>
<td>NS</td>
</tr>
<tr>
<td>Social</td>
<td>86.48</td>
<td>NS</td>
</tr>
<tr>
<td>Temperamental</td>
<td>0.38</td>
<td>NS</td>
</tr>
<tr>
<td>Educational</td>
<td>133.87</td>
<td>0.05</td>
</tr>
<tr>
<td>Moral</td>
<td>79.78</td>
<td>NS</td>
</tr>
<tr>
<td>Intellectual</td>
<td>124.90</td>
<td>NS</td>
</tr>
</tbody>
</table>

Above depicted Table and graphical figure shows the mean and SD value on the overall Self-concept and it’s components for Traditional and non-traditional vocational groups. The scores of the non-traditional group was found to be slightly higher than traditional group on the total Self Concept or well as all dimension of self concept i.e. Physical, Social, Temperamental, moral and Intellectual. Whereas mean score of the traditional group on educational dimension has been found higher than non traditional group.

Table 4.2 of f value for vocational courses shows that students of traditional and non-traditional courses were not significantly differ on their total self-concept and its dimensions except educational dimension of self-concept which revealed that these both group are parallel on their self-concept criteria and on its dimensions namely physical, social, temperamental, moral and on intellectual, Whereas on educational
dimension of self-concept traditional group students were found to be significantly higher.

**Discussion:**

Self-concept is an important concept of any child's development. As children develop a sense of self and interact with and gain experience in the world, their self-concept is affected. Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions (Woolfolk, 2001). The importance of self-concept within educational settings has been discussed by several scholars and has led to the performance of studies examining the role of self-concept in school performance (Oliva, 1999).

The present result can be rationalizing indirectly from the notion of James (1890), in which he stated that global self-esteem reflects the ratio of a person’s perceptions of competence or success in discrete domains relative to the importance of success in these domains. Harter (1986) included the scholastic competence, athletic competence, social acceptance, physical appearance and behavioural conduct domains and found that competence (low discrepancy) in the domains deemed important is associated with high levels of self-esteem. There is number of evidence that discrepancy between actual and ideal self-concept clearly exert a powerful influence on self-esteem (Higgins, 1987; Simmons and Blyth; 1987; Tesser and Campbell, 1983).

As the present finding revealed that students engaged in non-traditional vocational courses possess more positive view regarding their own body, health, physical appearance and strength. They have positive sense of worth in social interaction, right wrong activities and having view in relation to academic institute, teacher and extracurricular. They are aware of their intelligence and capacity of problem solving and judgments where as students who involve in traditional type of courses were found with less positive view about
themselves regarding all aforementioned aspects except their prevailing emotional state or the dominance of particular kind of emotional reaction.

Overall on the basis of present finding it can be concluded that students' perceptions or beliefs about their own abilities and their feelings of self-efficacy have been shown to play a role in college major choice of vocational courses that is traditional, nontraditional (Bergeron & Romano, 1994; Betz, Heesacker, & Shuttleworth, 1990; Hackett, 1985; Trusty & Ng, 2000). Eccles and her colleagues (Eccles, 1984, 1987, 1994; Eccles, Adler, & Meece, 1984; Wigfield & Eccles, 1992) have developed a theoretical model of achievement choice based on expectancy-value theory in an attempt to identify factors that influence individual achievement choice, persistence, and performance in a field of study. This model has been used to address questions relating to achievement behaviors, development of task values, and sex differences, especially for high school years. The current study expands upon previous efforts by including a wider range of majors and by focusing on college men as well as women as they make, and gender-neutral choices of majors.

The finding of the present investigation in accordance with the study of FARIA, Luísa and AZEVEDO, Ângela Sá (2004) who have studied on 649 Secondary Students (60.4% females and 39.6% males) were evaluated in different aspects of individuals' self-concept, in multidimensional perspective, in variables as: age, gender, socio-professional status, socio-cultural status, secondary level vocational choices; academic failures; participation in vocational guidance courses. It was used the Portuguese adaptation of the Self-Description Questionnaire III, from Marsh to evaluate self-concept. Results revealed that differences favoring the younger students in three academic dimensions, in total academic self-concepts, in Honesty/Reliability and Emotional Stability nonacademic dimensions; differences in Academic Self-Concept favors girls, Nonacademic Self-Concept favors boys;
differences in Academic Self-Concept favoring those students from general vocational and scientific and technological courses, and in the Honesty/Reliability favoring the students from general vocational courses; differences in all dimensions of Academic Self-Concept and Honesty/Reliability favoring the students without academic failures; differences favored the Nonacademic Self-Concepts of those students who have participated in vocational guidance courses. Results were discussed and compared with those from previous studies in the Portuguese context.

Further the result get also indirect support from the study of Punekar (1998), Sinha and Sayeed(1979), Armstrong (1971) who have addressed the positive relation between their type of job and self-Concept. It can be concluded on the basis of the present results that type of vocational courses affects ones self-concept.

On the basis of present finding as well as previous studies the null hypothesis regarding effect of vocational courses on students' overall self concept and on its’ dimensions for;

a) Overall self-concept
b) Physical self-concept
c) Social self-concept
d) Temperamental self-concept
e) Moral self-concept
f) Intellectual self-concept

And being rejected here for :

g) Educational Self-concept
SELF-CONCEPT AND GENDER:

Hypothesis b

"Male and female students do not differ in their overall self-concept and its’ following dimensions-

a) Physical

b) Social

c) Temperamental

d) Educational

e) Moral

f) Intellectual

Gender is the single most salient individual variable in the socialization process, affecting how people think of themselves and how others respond to them [Ben, 1993; Katz 1986]. Differences in the social interaction based on gender begin in infancy and influence expectations throughout the life span. During adolescence, gender variable take on heightened significance and are frequently associated with psychological characteristics particularly for adolescent girls.
Table 4.8
Mean and S.D. for gender on Total self concept and its dimensions

<table>
<thead>
<tr>
<th>Self Concept</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>Total</td>
<td>153.1</td>
<td>37.13</td>
</tr>
<tr>
<td>Physical</td>
<td>17.2</td>
<td>08.11</td>
</tr>
<tr>
<td>Social</td>
<td>28.0</td>
<td>07.95</td>
</tr>
<tr>
<td>Temperamental</td>
<td>27.0</td>
<td>08.90</td>
</tr>
<tr>
<td>Educational</td>
<td>29.1</td>
<td>08.31</td>
</tr>
<tr>
<td>Moral</td>
<td>28.9</td>
<td>06.74</td>
</tr>
<tr>
<td>Intellectual</td>
<td>23.9</td>
<td>08.71</td>
</tr>
</tbody>
</table>

Result:
- Within Group Comparison
  Result of Mean Score comparison on Self-Concept in Male students;
Figure 4.10

Bar Diagram showing the Comparison of Overall Self-Concept and its’ Dimensions in Male students Of Vocational Courses

As depicted in above figure 4.10 and respective result table 4.8 male students of vocational courses were scored to be 162.87 on their overall self-concepts. As far as their self-concepts’ dimensions were compared with each other it was found that they were higher on their social, intellectual and temperamental self-concept respectively in decreasing order as compare to other dimensions. Male students were found to be less in their physical, moral and educational self-concept.
Result of Mean Score comparison on Self-Concept in female students;

**Figure 4.11**

Bar Diagram showing the Comparison of Overall Self-Concept and its’

Dimensions in Female students Of Vocational Courses

As shown in above figure 4.10 and respective result table 4.8 female students of vocational courses were scored to be 153.1 on their overall self-concepts. As far as their self-concepts’ dimensions were compared with each other it was found that they were higher on their educational, moral, social and temperamental self-concept respectively in decreasing order as compare to other dimensions. Female students were found to be less in their intellectual and moral self-concept.
Between Group Comparison

Result of Mean Score Comparison on Work Value between Male and Female Students;

Figure 4.12
Table 4.9

F value for Gender on Self Concept and its dimensions

<table>
<thead>
<tr>
<th>Self Concept</th>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0.39</td>
<td>NS</td>
</tr>
<tr>
<td>Physical</td>
<td>133.15</td>
<td>0.01</td>
</tr>
<tr>
<td>Social</td>
<td>2.82</td>
<td>NS</td>
</tr>
<tr>
<td>Temperamental</td>
<td>1.53</td>
<td>NS</td>
</tr>
<tr>
<td>Educational</td>
<td>33.47</td>
<td>0.01</td>
</tr>
<tr>
<td>Moral</td>
<td>38.92</td>
<td>0.01</td>
</tr>
<tr>
<td>Intellectual</td>
<td>27.91</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Table 4.8 presents the mean and S.D. values on the overall self-concept and it’s dimensions like Physical, Social, Temperamental, Education, Moral and intellectual of Male and Female adolescents. It can be observed from the table 5-1 and figure 5-1 that the scores of the Male subject are higher then their counterparts on the total self-concept and its dimension i.e. Physical, Social and Intellectual Self Concept. Whereas on the educational and moral dimension of self-concept female obtained higher scores than Male adolescence. There has not been found the difference between male and female’s scores on Temperamental Self Concept.

The results in above Table (4.9) shows that the mean scores on the total self-concept and its dimensions like social, temperamental are not significantly different for the male and female subject where as on physical, educational, moral and intellectual self-concept .As it can be seen in Table 1, no significant differences were found between young men and young women for total , temperamental and social self-
concept components evaluated. The data showed that the total, temperamental and social self-concept were similar for girl and boy. The data differed with regard to physical, educational, moral and intellectual self-concept.

Discussion:

Self-concept is an important concept of any child's development. The term self-concept refers to the ordered set of attitudes and perceptions that an individual holds about him/herself (Woolfolk, 2001; Tuttle and Tuttle, 2004 and Wolfe, 2000). The self-concept comprises three main elements: The identity of the subject or self-image, referred to as the perceptions of him/herself; Self-esteem, which is related to the value individuals attach to the particular manner in which they see themselves; A behavior component, reflecting how self-concept influences and formulates the individual's behavior (Zaqol, 2001; Machargo, 1997; Tuttle and Tuttle, 2004 and McClun and Merrell, 1998).

Most of the research findings on the relationship between traditional gender-role traits and self-concept suggest that only traditionally masculine traits relate significantly to a positive self-concept for both males and females. This research has been limited in two ways. First, most studies have used student samples; second, most have used single-score measures of self-concept. The present study addresses those limitations by testing relationships between gender-role traits and a broad spectrum of components of self-concept in a non-college sample of 104 women and 82 men. The results revealed that femininity consistently related to the Likeability and Morality self-concept dimensions of the Six-Factor Self-Concept Scale; masculinity consistently related to the Task Accomplishment, Giftedness, Power, and Invulnerability dimensions of the Six-Factor Self-Concept Scale and to the Rosenberg Self-Esteem Scale and the Texas Social Behavior Inventory. Support for the adaptive value of gender-congruent traits
was more evident than in studies of college students. These results point to the need to expand the scope of samples studied and the range of self-concept dimensions considered to further understanding of relationships between gender-role adoption and self-concept. Smalley, Regina; Stake, Jayne (2005)

Baumrind (1991) suggested that the development of self-concept of children and adolescents requires an environment that provides the freedom to explore and experiment and protection from danger. Individuals with high self-concept tend to have confidence in their own abilities to make decisions, expectations for successful outcomes, and relationships that are characterized by respect and dignity (Tuttle and Tuttle, 2004).

A person’s perception of facial features, body-build, body functioning, physical attractiveness and abilities, color and texture of skin and hair, the quality of voice etc. in relation to that of others, their ideal as well as culturally approved standards can affect their self-concept favorably or unfavorably. The Result Table also shows that the mean score on the social dimension of Self Concept are not significantly different for the male and female subjects, thus the above hypothesis has been approved. The Results of the present study are consistent with a recent study by Darling, Williams and Reeder (2002) on a nationwide adolescent sample where no sex difference were found on the subject’s perception of his/her peer relationship on the Self–Description Subscale. Again Cheng(2000), Hagborg (1993) & Worrell et al (1998) found no sex differences on social self-concept in their studies. This finding is not in accordance with some other reviewed literature like O’dea and Suzanne (1999) found that female rated their ability to form close friendship significantly higher and of great importance than did males. In another research by Friedrichsen (1997) on self-concept development in the context of adolescent and gender, female scored higher in close friendship, expressive traits and social support by friends.
The results Table indicated no significant differences on the temperamental dimension of self-concept between boys and girls. Studies like that of La France et al (1992); Shields (1991) suggest that differences are not as prevalent as we believe them to be and exist mainly for emotional expressions (Kring and Gordon, 1998; Barr and Kleck, 1995). Thus difference in temperament is less pronounced today because of the stereotype that men shouldn’t show their feeling is less advocated today. Ruble and colleagues (1993) argued that stereotypical gender socialization leads to a lower sense of mastery and control and a higher concern for external evaluation than in boys. Their analysis of a large body of published literature on childhood self-evaluation for success and failure in physical, school related, and social achievement domains found support for such differences.

Educational institutions are one of the chief determinants of what a person thinks of himself; because the school’s influence comes early in life when the self-concept is being formed. The above result table showed that female subjects scored significantly higher than the male subjects on educational self-concept. Thus, the above hypothesis is not accepted. There is a possibility that by educational exposure to the girls, their perspective has become broader and have developed qualities to make comparison with others, therefore the superior educational self-concept is an indicator of a process of psychological empowerment among the future generation.

The moral behaviour of the individual is closely related to his adjustment to life, to the judgments others make of him, and to his behaviour. The female subjects' score were found significantly higher on moral self-concept than the male subjects. Many studies have confirmed the above results.

Intellectual capacities influence the kind of adjustment the person makes to his environment, to people and to himself. From result Table, it can be concluded that Male subject is significantly higher than the female subjects on the intellectual dimension of self-concept.
Present finding get direct and indirect support from the following empirical studies:

Annemaree Carroll, Stephen Houghton, Robert Wood, Catherine Perkins, and Julie Bower (2007) The present research examined the relationship between self-concept and level of involvement in delinquent activities of 1327 (612 males, 715 females) years 8—12 high school students. Through cluster analysis, participants were identified as having either high or low involvement in delinquent activities from scores on a self-report measure of delinquency. Three multidimensional areas of self-concept (classroom, peer and confidence) were investigated, because of previous findings indicating discrepancies in these three dimensions for adolescent involvement in delinquent activities. Four, two-way multi-variate analyses of variance were conducted across the three self-concept dimensions for Gender, Year Level, and involvement in Delinquent Activities. Students highly involved in delinquent activities reported significantly lower classroom, peer and confidence self-concepts. For gender and year level effects, males reported significantly higher confidence self-concept while females scored significantly higher on peer self-concept.

Mohammed Al-Zyoudi (2007) investigated whether there were differences in self-concept among adolescents due to gender. The sample population consisted of (23) adolescents, 12 (10 males and 13 females) aged 12-17 years in the first year of secondary school. The researcher used the Tennessee Self-Concept Scale (TSCS) for the evaluation of Self-Concept. The results of this study showed that there were some differences in the adolescents' self-concept and self-behavior due to gender. Female students scored lower on social self-concept, family self-behavior, and moral self-behavior dimensions than male students, but higher on physical self-concept.

Herbert M. Handley, and Linda W. Morse (2006) assessed the developmental relationship of perceptions of self-concept and gender role identification with adolescents' attitudes and achievement in
science, a two-year longitudinal study was conducted. A battery of instruments assessing 16 dimensions of self-concept/gender role identifications was employed to predict students' achievement and attitudes toward science. Specific behaviors studied included self-concept in school and science and mathematics, attitudes toward appropriate gender roles in science activities and careers, and self-perceptions of masculine and feminine traits. One hundred and fifty-five adolescents, enrolled, respectively, in the seventh and eighth grades, participated in the study. Through Fisher z transformations of correlation coefficients, differences in relationships between these two sets of variables were studied for males and females during the two years. Results indicated that students' self-concepts/gender role perceptions were related to both achievement and attitudes toward science, but more related to attitudes than achievement. These relationships became more pronounced for students as they matured from seventh to eighth graders.

In Study on Sex-role self-concept and persistence in a traditional vs nontraditional college major for women by Barbara J. Yanico and Susan I. Hardin (2004) reported 3-year follow-up study of a sample of women engineering and home economics majors who were previously studied as freshmen. It was hypothesized that persistence in the two curricula (Traditional & Non-Traditional) would be related to sex roles, with feminine-typed women more likely to leave engineering and masculine-typed women more likely to leave home economics. The findings did not generally support this hypothesis, however. Women in the two majors who persisted were not found to differ significantly from women who changed majors or dropped out on either sex roles or on ratings given as freshmen of their satisfaction with and certainty of college major. Persisters in engineering had higher college entrance SAT math scores than changers or dropouts. Those who changed majors from home economics tended to go into less traditional fields than home economics. Nearly all of the women who changed from
engineering chose another non traditional or male-dominated field as their second major.

Cheng’s (2002) study concluded that girls tend to be higher than boys in moral and family self-concept. Another study by Paz et al (2000) found higher ability of moral reasoning in females.

Friedrichsen (1997) on self-concept and self-esteem development in the context of adolescent and gender, results showed males scoring higher in physical appearance, athletic competence and instrumental tracts.

Following studies were not found to be parallel with the present result;

No gender differences were found in academic self-concept in a research by Worrell et al (1998) whereas in a survey by the University of Massachusetts (1998), it was seen that male newcomers in the college had higher perception of their academic ability than female students.

The finding is in line with a study by Polce (1996) who concluded that self-esteem was similar for males and females in childhood and adolescence. Pandit (1969) also reported no significant difference in the self-concept of boys and girls, But the gender difference may be significant in interaction with other variables like age and self concept domain in producing difference in rating of self concept as found in a research by Gordiner (1996).

it was found significantly differ thus the above hypothesis regarding gender effect on self concept and on its dimensions was proved only for total, social and temperamental self-concept and not proven for physical, educational, moral and intellectual dimension of self-concept.

Overall the null hypothesis regarding effect of gender on students' overall self concept and on its’ dimensions accepted for:
a) Overall self-concept

b) Social self-concept

c) Temperamental self-concept

And being rejected here for:

a) Educational Self-concept

b) Moral self-concept

c) Intellectual self-concept

d) Physical self-concept

SELF-CONCEPT AND INTERACTION EFFECT:

Hypothesis c

"There will be no interaction effect of vocational courses and gender on students' overall self-concept as well as on its’ dimensions i.e.-

d) Physical

e) Social

f) Temperamental

g) Educational

h) Moral

i) Intellectual

In Indian society, development of Psychic world in an individual is a result of various factors. Among these variable vocational course and Gender, which have been taken in this investigation, their interaction cannot be avoided. Their interaction also seems to be significant in determining one’s qualities that gives individuality to them. In this regard self-concept has been studied as dependent variable that is equally worth as other quality of an individual. Thus the
interaction effect of vocational and gender on self-concept also has been studied and result has been discussed under hypothesis as following;

Adolescents’ self-concept is not result of only one determining factor. There are number of factors related to personal, demographical, social aspect that determine persons’ view about their own self. These determinants themselves or by interacting with others, influence adolescent’s’ self-concept.

**TABLE 4.10**

<table>
<thead>
<tr>
<th>Self Concept</th>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0.93</td>
<td>NS</td>
</tr>
<tr>
<td>Physical</td>
<td>0.00</td>
<td>NS</td>
</tr>
<tr>
<td>Social</td>
<td>7.85</td>
<td>0.01</td>
</tr>
<tr>
<td>Temperamental</td>
<td>2.39</td>
<td>NS</td>
</tr>
<tr>
<td>Educational</td>
<td>31.12</td>
<td>0.01</td>
</tr>
<tr>
<td>Moral</td>
<td>3.37</td>
<td>NS</td>
</tr>
<tr>
<td>Intellectual</td>
<td>1.49</td>
<td>NS</td>
</tr>
</tbody>
</table>

Result of the present study shows that interaction effect of vocational course and gender do not significant on adolescent’s total self-concept.

Further F ratio with respect to interaction effect of vocational course and Gender on physical dimension of adolescents’ self-concept has not been found significant. Although the vocational course and Gender are separately significant for adolescence’s view about their own physical appearance but their interaction has not been found significant in this regard. F ratio with regard to interaction effect of vocational course and Gender has been found significant for the social
self Concept of adolescence. The cause may be interpreted in the way that adolescents’ sense of worth in social interaction is affected by their selection of career and given weight to the career in social system. The gender roles also involve students' career aspect and influenced by the values, norms and customs that belong to particular society. So it can be revealed that the adolescence of different gender varies in their score on social dimension of self-concept according to their selection of vocational course.

There has not been found significant effect of interaction between Vocational course and gender on adolescents' temperamental self-concept. It can be concluded on the basis of the results that vocational course, gender and their interaction are not significant for determining individual’s view about their particular kind of emotional reaction. According to the result interactions between vocational course and gender has been found significant for adolescent’s educational self-concept. It is more so due to the fact that involvement in type of vocational course much and more influenced by students personal, social and academic surroundings if it is found to be facilitator in regard of their gender role and with other aspect adolescence pay more attention to school and extra curricular activities and in turn they develop sound and positive relation with their teachers and other figure of school.

Regarding moral self concept of an adolescence the obtained F-value is not found significant, which envisages that vocational course and Gender are not interacting with each other to determining one’s view about their moral worth. Obtained f values in respect of interaction effect between vocational course and gender on intellectual self concept is not found significant. It can be concluded that adolescent’s awareness of their intelligence and capacity of problem solving and judgments is not affected by the situations created by their gender role stereotype in particular type of vocational course and its related conditions.
The present result get direct and indirect support from the following empirical studies;

FARIA, Luísa and AZEVEDO, Ângela Sá (2004) studied on 649 Secondary Students (60.4% females and 39.6% males) were evaluated in different aspects of individuals' self-concept, in multidimensional perspective, in variables as: age, gender, socio-professional status, socio-cultural status, secondary level vocational choices; academic failures; participation in vocational guidance courses. It was used the Portuguese adaptation of the Self-Description Questionnaire III, from Marsh to evaluate self-concept. Results revealed that differences favoring the younger students in three academic dimensions, in total academic self-concepts, in Honesty/Reliability and Emotional Stability nonacademic dimensions; differences in Academic Self-Concept favors girls, Nonacademic Self-Concept favors boys; differences in Academic Self-Concept favoring those students from general vocational and scientific and technological courses, and in the Honesty/Reliability favoring the students from general vocational courses; differences in all dimensions of Academic Self-Concept and Honesty/Reliability favoring the students without academic failures; differences favored the Nonacademic Self-Concepts of those students who have participated in vocational guidance courses. Results were discussed and compared with those from previous studies in the Portuguese context.

In Study on Sex-role self-concept and persistence in a traditional vs nontraditional college major for women by Barbara J. Yanico and Susan I. Hardin (2004) reported 3-year follow-up study of a sample of women engineering and home economics majors who were previously studied as freshmen. It was hypothesized that persistence in the two curricula (Traditional & Non-Traditional) would be related to sex roles, with feminine-typed women more likely to leave engineering and masculine-typed women more likely to leave home economics. The findings did not generally support this hypothesis, however. Women in the two majors who persisted were not found to differ significantly from
women who changed majors or dropped out on either sex roles or on ratings given as freshmen of their satisfaction with and certainty of college major. Persisters in engineering had higher college entrance SAT math scores than changers or dropouts. Those who changed majors from home economics tended to go into less traditional fields than home economics. Nearly all of the women who changed from engineering chose another non traditional or male-dominated field as their second major.

Athenstaedt, Ursula (2002) examined 'the relationship between gender role self-concept and gender role attitudes with the gender typicality of chosen vocational and leisure sport courses, respectively. The results differed for the two life domains. Both men and women who participated in masculine vocational training courses described themselves as being more masculine than participants in feminine courses. For leisure sport courses, this relation was only found for women. For men (not for women) in both studies gender role attitudes correlated with the gender typicality of the chosen course.

Barbara J. Yanico and Susan I. Hardin (1981) reported a 3-year follow-up study of a sample of women engineering and home economics majors who were previously studied as freshmen. It was hypothesized that persistence in the two curricula would be related to sex roles, with feminine-typed women more likely to leave engineering and masculine-typed women more likely to leave home economics. The findings did not generally support this hypothesis, however. Women in the two majors who persisted were not found to differ significantly from women who changed majors or dropped out on either sex roles or on ratings given as freshmen of their satisfaction with and certainty of college major. Persisters in engineering had higher college entrance SAT math scores than changers or dropouts. Those who changed majors from home economics tended to go into less traditional fields than home economics. Nearly all of the women who changed from engineering chose another nontraditional or male-dominated field as their second major.
CONSIDERED NULL HYPOTHESIS REGARDING
INTERACTION EFFECT OF GENDER AND SES HAS
APPROVED FOR:

a) Overall self-concept
b) Moral self-concept
c) Intellectual self-concept
d) Temperamental self-concept

And has being not approved here for;

a) Educational Self-concept
b) Social self-concept
c) Physical self-concept
CHAPTER : V

CONCLUSIONS,
LIMITATIONS,
SUGGESTIONS
AND
IMPLEMENTATION