

# Module 11

## Career Development-II



DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND  
FOUNDATIONS OF EDUCATION  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

*“Career development involves one’s whole life, not just occupation. As such, it concerns the whole person, needs and wants, capacities and potentials, excitements and anxieties, insights and blindspots, warts and all. More than that, it concerns him/her in the ever-changing contexts of his/her life..... Self and circumstance—evolving, changing, unfolding in mutual interaction—constitute the focus and the drama of career development.”*

– WOLFE AND KOLB, 1980



# Career Development-II

## Module 11



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
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## About the Module

This module is an extension of Module 4 which deals with work, career, career theories, etc. We have seen that the ultimate instructional goal of Module 4 is to equip the trainee counsellors with career counselling skills. In this respect, Module 11 aims at preparing them with practical skills to implement career theories having a developmental perspective such as the pre-entry maturing process on career and related dimensions (career maturity) and post-entry adjustment and stabilisation process (career patterns).

Career counselling skills are also required to enable the counsellors to focus on the special group of girls in such a developmental perspective. There is a need for understanding psycho-social dynamics involved in their educational and career development which suffer due to gender stereotypes.

Thus Module 11 focuses on practical dimension of career counselling undertaken in a developmental perspective in regard to adolescents' and women's career entry and adjustment.





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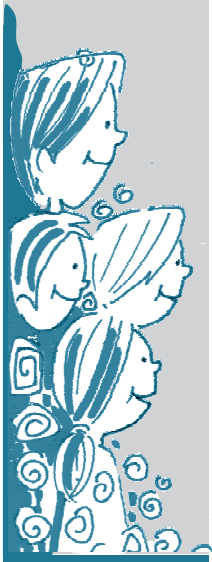
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# Contents

	About the Module	<i>iii</i>
<b>Unit 1:</b>	Career Maturity	1
<b>Unit 2:</b>	Career Patterns	13
<b>Unit 3:</b>	Career Development of Women	29





# 9

## Career Maturity

- 1.0 Introduction
  - 1.1 Objectives
  - 1.2 Concept of Career Maturity
  - 1.3 Characteristics of Career Maturity Continuum
  - 1.4 Dimensions of Career Maturity
  - 1.5 Assessment of Career Maturity
  - 1.6 Factors Affecting Career Maturity
  - 1.7 Implications of Career Maturity for Career Counselling
  - 1.8 Summary
- Self-evaluation Exercises  
Answer Key to Self-evaluation Exercises  
Answer Key to Self-check Exercise  
References  
Suggested Readings





# Career Maturity 1

## 1.0 INTRODUCTION

When a group of children studying in the same grade of a school show different levels of academic performance and different levels of maturity in personal and social behaviour, we are quick to realise that people differ in the degree and rate at which they attain maturity on developmental tasks required of their age. The same is the case when we talk of career behaviours. Maturity in career or vocational behaviour is revealed in simple as well as complex tasks depending on one's vocational life stage. It may be displayed in early or late concerns with future career goals, appropriate or inappropriate attitudes towards career choices, or adequate or inadequate steps taken towards attainment of the desired goals, etc.

In this unit we shall focus on “Career Maturity” or “Vocational Maturity” as a subject of great interest to counsellors.

## 1.1 OBJECTIVES

After going through this unit, you will be able to

- *give* a comprehensive account of Career Maturity.
- *discuss* factors affecting career maturity.
- *explain* the usefulness of an appropriate tool for assessment of career maturity.
- *assess* the career maturity of students of various classes and age groups to plan guidance activities for them.
- *be* more confident on your overall career counselling skills.

## 1.2 CONCEPT OF CAREER MATURITY

Career choice and development is best understood from a developmental perspective. This means that the choice is more a process rather than an event in time. The process denotes a whole series of choices related to each other through time (Super, 1957). One choice made at a later stage is related to the choices made earlier. For example, in deciding to become a lawyer, one has gone through related decisions of spending some years in studying law and then working as an apprentice with a senior lawyer to gain experience.

It is appropriate to say that making career choice is a part of the maturation process and career maturity, an index of the point reached in this maturation process. Career maturity is “used to denote the degree of development, the place reached on the continuum of vocational development from exploration to decline” (Super, 1957).

The concept of vocational age, on which career maturity is based, is similar to that of mental age and indicates the extent of performance in vocational development tasks expected at a given age. It also runs parallel to intellectual development, emotional development, social development and moral development, etc. It is customary to use a ratio of maturity on these dimensions, to one’s chronological age, which may be converted into a quotient such as IQ (intelligence quotient), EQ (emotional quotient), or VMQ (vocational maturity quotient). Super and Overstreet (1959) speak of two kinds of vocational maturity - VM I and VM II:

VM I. Vocational Maturity of this kind is indicated by the vocational life stage (Super, 1957) in which the individual actually is, as shown by his chronological age. An adolescent of 18 years of age, for example, would be said to be falling in the exploratory stage. He would be expected to engage in exploratory behaviour in relation to self-understanding and career information. He would be vocationally mature to the extent of his interest and involvement in dealing with these developmental tasks.

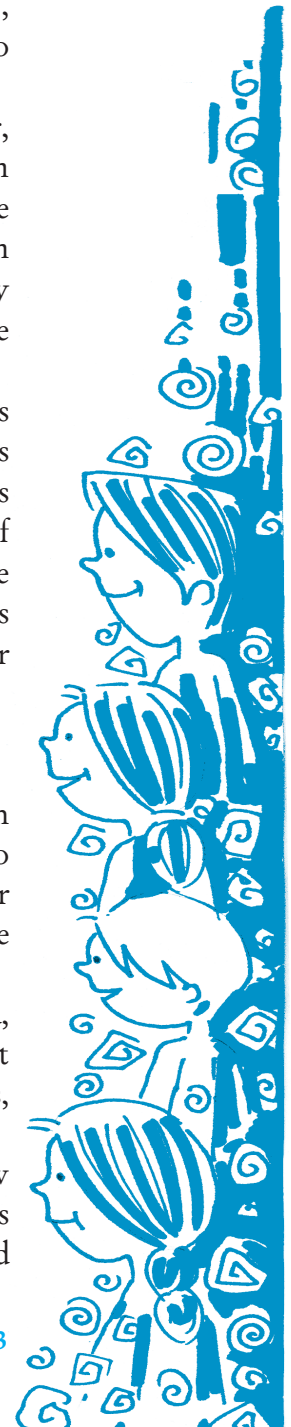
VM II. Here the maturity index depends upon the manner in which the individual is handling the developmental tasks that he is dealing with, as compared to others of his age. For example, the adolescent mentioned in VM I may not show as much effectiveness in handling self and career exploratory tasks as others of his age, and hence may not give evidence of maturity expected of him as “the maturity of an individual’s behaviour indicated by the similarity between his behaviour and that of the oldest individual in his vocational life stage” (Super and Overstreet 1960).


### 1.3 CHARACTERISTICS OF CAREER MATURITY CONTINUUM

If career development, as you saw in other units, proceeds on a continuum from exploration to decline and career maturity is a point on this continuum, it is possible to describe the nature of such changes on the continuum from beginning to end. Super and Overstreet (1959) used some concepts from developmental psychology and gave three principles in this regard.

- (i) Development proceeds from random, undifferentiated activity to goal-directed, specific activity. This means that in the beginning, the tasks performed do not show distinctiveness because of lack of crystallisation of interests, abilities, thoughts and actions, and the goal is not very clear.

For example, on the dimensions of career information, when asked to name a few jobs, the person may have a fuzzy idea of what a job means and what career s/he is likely to enter. Consequently, there may be a mix up of some job names with broad





occupations, industries or careers with which the job is related. At an advanced level of career maturity, a person will be able to differentiate, for example, between engineering as a career, and the specific job of a naval engineer as distinguished from other kinds of engineers.

- (ii) Development is in the direction of increasing awareness and orientation to reality. Such awareness and orientation refer to reality factors such as self-awareness and understanding as well as awareness and relevance of one's surroundings, careers available, and personal and familial resources required to enter some careers. For example, a person may be aspiring to become a computer scientist but he/she does not have the education and training facilities within reach. Similarly one may not have the necessary qualifications to join computer science courses. With increasing maturity, aspirations become more realistic.
- (iii) Development is from dependence to increasing independence. Young children lack the intellectual maturity and experience, which makes them dependent on the advice from older, more experienced family members and others, who may make decisions for them. With increasing maturity people tend to assume more independence in decision making and develop their skills in problem solving through handling more complex tasks.



#### Self-check Exercise 1

Complete the statements

1. One's concern towards a future career shows \_\_\_\_\_.
2. Human development proceeds along \_\_\_\_\_.
3. Career maturity is a point on \_\_\_\_\_.
4. Vocational age and maturity is similar to other concepts such as \_\_\_\_\_.
5. Undifferentiated career behaviour shows \_\_\_\_\_.

### 1.4 DIMENSIONS OF CAREER MATURITY

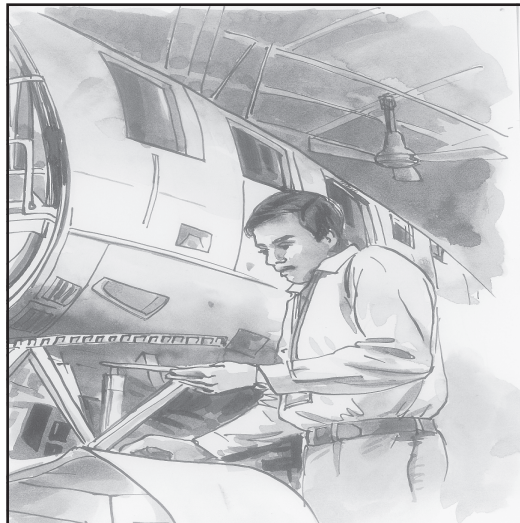
You have seen that human development proceeds along various dimensions such as intellectual, emotional, social, vocational, etc. You will further see that the vocational or career dimension itself is a multi-dimensional concept. It involves growth of the self in self-awareness and self-understanding, career information, crystallisation of preferences, abilities and interests, etc. Super (1957), to begin with, gave the major dimensions, which later went through some changes following his own work and that of Crites (1973, 1978) on assessment of career maturity (taken up later in this Unit).



*Awareness of a Career*



*Interest Development and Crystallisation of Traits*



*Consistency of Vocational Preference*





Super's latest dimensions are–

- **Orientation to vocational choice**  
Here there is (i) concern for making a career choice, and (ii) evidence of use of available resources towards career planning. For example, one may approach elders for information about careers available to commerce students and what kinds of abilities would be required to pursue commerce courses.
- **Information and planning about a preferred occupation**  
This consists of (i) how much specific information one has about one's preferred occupation (ii) how specific is the planning done towards that preferred occupation. For example, while entering the requisite educational courses, ensuring that one can spend time and resources, and (iii) whether an individual has a vocational preference at all.
- **Consistency of vocational preferences**  
This is the extent to which one's vocational preferences are consistent over a period of time. This consistency relates to the chosen field of activity and level of the occupation (for example, Roe's Field-Level Classification discussed in Unit 2) in making a transition from lower to higher educational level.
- **Crystallisation of traits**  
This includes indices such as (i) maturity of interests and abilities, (ii) greater independence shown in vocational behaviour, (iii) realistic attitudes towards work like taking into consideration personal assets and qualities in relation to a career decision, and (iv) the degree to which one's interests and work values fall into a coherent pattern.
- **Wisdom of vocational preferences**  
This is the extent to which one's preferences, abilities, and interests and resources, etc. go together.

Crites (1973, 1978) further elaborated upon some of Super's dimensions, namely, Orientation to vocational choice, Information and planning, and Crystallisation of traits and gave general and specific factors related to each of them. Crites used two major dimensions: Career Choice Content and Career Choice Process. Each dimension was further split into group factors. Career choice content was broken into the factors of (i) Consistency of Career Choice and (ii) Realism of Career Choice. Career choice process was broken into (i) Career Choice Competencies and (ii) Career Attitudes.

We shall now take a look at what these factors and dimensions mean.

### *Career Choice Content*

- **Consistency of Career Choice**  
This is the same as in Super's dimensions. If career choices are elicited on two or more occasions, and if they consistently fall within the same field, or belong to the same level, the person is demonstrating some consistency in career choice.
- **Realism of Career Choice**  
Realism means that if one's preference falls within a certain category of Field-

Level classification\*, his/her actual abilities, interests, resources, etc. should be in line with the preferred career. Such realism of choice increases with age and grade. In Super’s terms, this is “wisdom of vocational preferences”.

*Career Choice Process*

• **Career Choice Competencies**

Five kinds of competencies indicate career maturity. They are: (i) Problem-solving – the ability to resolve conflicts among various aspects of career decision making; (ii) Planning – effective organisation of various steps leading to career goals; (iii) Occupation information – knowing job duties, occupational trends, etc.; (iv) Self-appraisal – being able to make a judgment about one’s strengths and assets such as personal qualifications, interests and abilities etc., and one’s liabilities or weaknesses which affect future success and satisfaction on the job; (v) Goal selection – choosing the best or most realistic occupation.

• **Career Attitudes**

This factor is non-intellectual in nature. This is reflected in: (i) involvement in the career choice process; (ii) orientation towards work; (iii) decisiveness; (iv) independence in decision-making; and (v) compromising tendencies.

The above indices given by Crites (1978) have been put by him in a hierarchical model of career maturity with group factors followed by specific factors. At the most operational level is the placement of career behaviours that mature during adolescence. The model is given in Table 1.1.

**Table 1.1:** A Model of Career Maturity (Based on Crites, 1978)

General Factors	Degree of Career Development			
	Career Choice Content		Career Choice Process	
Group Factors	Consistency of Career Choice	Realism of Career Choice	Career Choice Competencies	Career Choice Attitudes
Variables (Specific factors)	<ul style="list-style-type: none"> <li>• Field</li> <li>• Level</li> <li>• Time</li> </ul>	<ul style="list-style-type: none"> <li>• Interests</li> <li>• Activities</li> <li>• Personality</li> </ul>	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Planning</li> <li>• Occupational information</li> <li>• Self-appraisal</li> <li>• Goal selection</li> </ul>	<ul style="list-style-type: none"> <li>• Involvement</li> <li>• Orientation</li> <li>• Decisiveness</li> <li>• Independence</li> <li>• Compromise</li> </ul>



## Activity 1



Tell the students to answer the following questions on a sheet of paper.

- (i) Have you ever thought about what career you want to enter?
- (ii) If “yes,” what prompts you to choose this career?
- (iii) If “no,” give some thought to it now and give reasons for your answer.

Collect all the student responses. Prepare a list of various motives and reasons along with the frequency of the various reasons, and discuss with your colleagues.

## 1.5 ASSESSMENT OF CAREER MATURITY

You will appreciate that talking about a concept like career maturity will have more relevance if it has its applicability in counselling practice. If you have an understanding of the concepts and process of maturity of career behaviour, then this will help you facilitate your clients in career counselling situations. A background understanding of career maturity will help provide more objectivity in your efforts to use these concepts more effectively. Using tools that measure career maturity along the continuum of career development, you can gain confidence on how career-mature the client is at a given point and determine how much more help he needs. Super, Thompson and Crites, all developed comprehensive tools to measure career maturity on various dimensions. Here is a brief description of some of these tools.

### *Career Development Inventory (CDI)*

Super’s first tool covered three major dimensions: Planning Orientation, Resources for Exploration, Information and Decision-making. A later version used six dimensions and yielded eight scales: Career Planning, Career Exploration, Decision-making, World of Work Information, Knowledge of Preferred Occupational Group, Career Development Attitudes, Career Development Knowledge and Skills, and Career Orientation Total.

### *Crites’ Career Maturity Inventory (CMI)*

This tool used two subtests consisting of an Attitude Scale and a Competence Test\*. The Attitude Scale is useful in measuring attitudes towards career decision-making. The Competence Test measures the extent of knowledge about occupations as well as other competencies in career decision-making as is clear from the score areas. Gupta (1989) adapted the CMI with modifications in language and item content to make it suitable for assessing career maturity of Indian school students. You may refer to the manuals of these tests for more details on how to use them and what information is obtained.

\* Refer to general factor of ‘career choice process’ in Table 1.1

## 1.6 FACTORS AFFECTING CAREER MATURITY

You are aware that human behaviour is influenced by various factors, events and situations in one's surroundings. Career orientation and planning too, starts in the early years in the home and school. There are many influences in the environment of the child such as exposure to information, career role models, encouragement received, etc., which impact and mould his/her behaviours. Whether one makes a matured choice or goes through trial and error depends a lot on these influences. We present some of these influencing factors here.

### 1. Culture

The culture in which one is brought up affects the choices one makes. Several cultural, family value patterns induce a person to take up a career in line with the prevailing value system. A child coming from highly materialistic family environment will only look for money in his job. But a child who comes from a family that cherishes some social and moral values more would look for a job that has potential to do good to others or serve others, e.g. in nursing or social work.

### 2. Socio-economic Status

In general, the socio-economic status of the family of the adolescent has a great impact on his/her attitudes, values, opportunities, and reactions to vocational orientation. All these variables contribute towards the extent to which crystallisation of career planning attitudes and ability may take place.

### 3. Family

Parental education, family harmony, parent-child interactions, all affect the career maturity of an individual. Research suggests that more vocationally immature children come from semi-educated parents or parents lacking mutual harmony.

### 4. School Environment


School is a very important socialising agent. The children mature through a variety of experiences such as formal, informal, curricular, co-curricular and extra-curricular activities during school. Exposure to career talks or eminent people may have positive influence on a child's career maturity.

### 5. Psychological Factors

These include factors like personality, sex, mental ability, aptitudes and academic performance. For example, introverts would seek jobs in which they are not required to have too much contact with other people, whereas an extrovert might prefer a job in which there is a great deal of social interaction. Having positive or low self-esteem results in career choices that have challenging or simple tasks respectively.

Similarly, girls at times, may prefer conventional jobs, or jobs that have a set routine, or jobs that are not very high profile and demanding in nature, since they are also homemakers and may prefer to keep a balance between working and homemaking careers.





A high level of intellectual maturity has been seen to result in more mature career choices. The level of skill and knowledge required for a chosen job is commensurate with the student's level of intelligence and specific abilities. For example, if the job demands a very high level of mathematical performance, then the student must have a very high "numerical aptitude". Last but not the least, students with better academic records generally tend to be vocationally more mature than others and show higher level clarity of goals.


### 1.7 IMPLICATIONS OF CAREER MATURITY FOR CAREER COUNSELLING

The usual emphasis of vocational counselling has been to help the square pegs to fit the square holes and round pegs in the round holes, in other words, to match personalities and job criteria. This approach makes limited use of the developmental or the maturity dimensions. We have seen that the counsellor also facilitates career maturity in its developmental dimensions by providing relevant experiences and knowledge.

The life stage concept used in career counselling takes into account the required maturity on developmental tasks of decision-making, problem-solving, involvement in the career choice process and exploratory activities so very much needed for a mature entry into a career.

Hence it is essential for the counsellor and the teacher counsellor to have knowledge of what career maturity is so that s/he can facilitate the students' planning and achieving of meaningful career goals in life.

### 1.8 Summary



This unit was devoted to understanding the theoretical as well as practical aspects of the concept of career maturity. One main objective was to develop awareness in counsellors so that they view career decision-making from a developmental perspective. Career maturity can be seen as a dimension of human development, like other dimensions such as cognitive, emotional, social, etc. Characteristics of a career maturity continuum plus the two main approaches to understanding VM I and VM II were discussed.

Super and Crites' career maturity dimensions of Orientation, Information, Planning, Consistency and Crystallisation of traits, were discussed. Selected methods of assessment of career maturity were mentioned. Factors that influence maturity on career decision-making were presented so that counsellors could make the best use of such information in their career counselling. The implications of the concept of career maturity for career counselling were also discussed in this unit.

1. Discuss the concept of “Career Maturity”.
2. Discuss the major dimensions of career maturity.
3. Discuss the major factors influencing career maturity.
4. In what way will a counsellor make use of the knowledge of various aspects of career maturity?

### Answer Key to Self-evaluation Exercises


1. Information on Career Maturity as a part of maturation process. Elaborate on the concepts VM I and VM II and characteristics of the continuum.
2. Write on Super’s five dimensions: orientation to vocational choice, information and planning, consistency of vocational preferences, crystallisation of traits, wisdom of vocational preferences. Also write on Crites further work on them.
3. Discuss various factors such as culture, social class, family, school environment and psychological factors.
4. In using a developmental approach to career counselling, the counsellor is in a position to have a starting point on counselling by making assessment of an individual’s or a group’s status on career maturity. He can plan appropriate counselling interventions to enhance career maturity and provide adequate counselling.

### Answer Key to Self-check Exercise

#### Self-check Exercise 1

1. career maturity
2. a continuum
3. the continuum
4. intellectual maturity, social maturity, and emotional maturity, etc
5. lack of maturity

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# 2

## Career Patterns



- 2.0 Introduction
  - 2.1 Objectives
  - 2.2 Career Patterns: Concept and Sociological Perspective
    - 2.2.1 Concept
    - 2.2.2 Sociological Perspective
    - 2.2.3 Job Stability and Job Mobility
  - 2.3 Sociological Life Stages and Work Periods
  - 2.4 Vocational Life Stages *vis-à-vis* Work Periods
  - 2.5 Career Patterns *vis-à-vis* Work Periods
  - 2.6 Career Patterns of Men and Women
  - 2.7 Factors Affecting Career Patterns
  - 2.8 Summary
- Self-evaluation Exercises  
Answer Key to Self-evaluation Exercises  
Answer Key to Self-check Exercise  
References  
Suggested Readings



# Career Patterns 2

## 2.0 INTRODUCTION

In the previous units you were acquainted with various terms, concepts, principles and theories of career development. The theories focused on individuals in the process of choosing, planning, and embarking upon a career. But as you may know, once persons enter their careers there is a tendency to switch jobs. In this process of changing jobs they show a variety of patterns of job movement. Sociologically and vocationally speaking, they show “Career Patterns”.

Knowledge of what makes people change jobs more frequently in their career and what kinds of changes take place as a result of these shifts will enable you to apprise your clients with such possibilities, which can be kept in view in the process of counselling. This can help prepare your clients for any drastic changes, if they take such steps in their early as well as later working career. Also, an understanding of career patterns gives counsellors a broader perspective of the relationship of career entry and career adjustment.

This unit focuses on the important concepts and contents related to “career patterns” and “work periods” which effectively use the “Vocational Life Stages” of Super (1957) and “Sociological Life Stages” of Miller and Form (1951) as discussed in Unit 3 Module IV. You will also see how career patterns of men and women differ. You will study other factors that affect career patterns besides gender, such as personal, occupational and social factors.

## 2.1 OBJECTIVES

After going through this unit, you will be able to

- *explain* the concept of career patterns.
- *discuss* various aspects of career patterns.
- *differentiate* between career patterns of men and women.
- *explain* factors affecting career patterns.

## 2.2 CAREER PATTERNS: CONCEPT AND SOCIOLOGICAL PERSPECTIVE

What are “career patterns” and how are they formed? The answer lies in a sociological approach to the study of careers and career patterns.

### 2.2.1 Concept

The term “career pattern” refers to the pattern of job movement a group of individuals show when there are changes in jobs or occupational fields or levels within an occupation, largely during their early career history and at times in later stages of career development. It is hypothesised that workers coming from the same socio-economic status (SES) show similar patterns, and hence an individual’s career pattern is decided with reference to the group in question. You will understand more about this concept as you look at the sociological perspective, and the concepts of job mobility and stability.

### 2.2.2 Sociological Perspective

Career patterns develop through the influence of one’s socio-economic factors such as parental education, occupation, income, values, etc. Equally important are one’s own desires and aspirations towards finding a successful career and one’s efforts towards settling down in life. Career opportunities in the world of work and educational, social and employment policies of the government at any given time play an important role in determining job mobility. This may also lead to upward social mobility on the socio-economic scale. Super (1957), the noted vocational psychologist, defined “career pattern” as describing changes in the socio-economic level of the jobs held during the work life. The focus here was not on success or satisfaction but on level and movement as shown by jobs and job changes.

Interest in studying this sociological phenomenon of career patterns has a history dating back to the early twentieth century. In the year 1927, Sorokin wrote a treatise on social mobility. This led to further thinking on the subject. In 1937, Davidson and Anderson traced the work histories of individuals over an extended period of time with the purpose of studying social mobility through job mobility. They studied patterns of continuity and discontinuity in work histories. Next in line were Miller and Form (1951, 1964) who gave a detailed account of career patterns based on substantial research data, and whose work made a significant contribution. The term “Career Pattern” has since come to stay.

A great deal has been said in psychological and sociological writings on defining the term “career”. Some of this comes very close to defining “career patterns”. According to International Encyclopedia of Social Sciences, “Careers imply a long if not a lifetime commitment to moving upward in a series of inter-related occupations and statuses according to a schedule.” The Encyclopedia further notes that typically, “a career involves a systematic occupational experience in which each occupation is considered as technical and social preparation for the succeeding ones.” This description comes very close to defining “career patterns”. Two concepts of job mobility and job stability are effectively employed in understanding this term.

### 2.2.3 Job Stability and Job Mobility

What, then, are job stability and job mobility? Holland (1973), a vocational psychologist, while giving his theory of vocational choice, operationally defined job stability by using an index consisting of “the number of job changes per unit of time, and the psychological distance of such changes.” This means that within a given time period, the smaller the



number of jobs undertaken and the closer the nature of jobs to each other, the higher is the job stability. Vocational or career stability, i.e. the time when the person is no longer changing jobs, results from having reached a stage where the person feels satisfied with the job in hand, due to reasons which are important to him.

Among such reasons may be included the income level, desire for stability, family responsibility, seniority on the job, etc.

Job mobility and job stability are two main components of career patterns. Study of job mobility provides information on two main aspects of career patterns:

- It gives patterns of jobs undertaken at various stages and levels. These patterns consist of length of period of jobs, sequence of various jobs, and relationships among various jobs during initial as well as subsequent periods, and the reasons for leaving jobs.
- It provides information on the socio-psychological component of job mobility. If you have had some experience of working, you may recall how you had to make adjustments of many kinds to the institutions, organisations and social relationships involved at work. Adjustments are required on the job in relation to work situations. This consists of the way work is done, the kinds of relationships with superiors and co-workers, the reward patterns, the advancement channels, etc.





*Showing relationships between initial and subsequent jobs within the same field of information technology (Upward job mobility leading to job stability)*





It has been established by major researchers like Davidson and Anderson (1937) and Miller and Form (1951) in the US and recently by Mohan (1999) in India that the patterns of job movement are different in higher and lower socio-economic groups. They are also substantially related to specific occupations. In this regard, Miller and Form's study entitled "Occupational Pattern as a Sociological Instrument" gave some interesting findings:

- (i) The career patterns of white collar and blue collar (manual) workers were different.
- (ii) There was a relationship between father's education and occupation on the one hand and son's education on the other.
- (iii) Sociological life stages and work periods (these are discussed later in this unit) were related to "secure" (white collar) and "insecure" (manual) careers. The study also provided information on (a) relationship between sense of security and occupational mobility and (b) relationship between typical career patterns and social factors.

Much of the past research on career development has been conducted on groups of young white men, although career experts now question its applicability to development of career pattern for women and, racial and ethnic minorities. Traditional models of career development do not take into account the complex realities of women's career choices, preparation for career entry and their working lives. The succession of career behaviours for women is far more complex than for men because women frequently interrupt education and career preparation in order to integrate work and family life. They also must strive to overcome obstacles such as gender discrimination and sex stereotyping. Further, for many people, particularly the low income group, the traditional concepts of vocational decision making and development are not that useful when their economic survival is the main motivation for getting a job.

In order to clearly understand the concepts of "career" and "career pattern," which are quite similar but not synonymous, read the case study given below.

### Case Study

Joy is a computer engineer. His career typically began after a great deal of career planning in the light of his self-assessment and his own information about the world of work. Once he chose to be a computer engineer, he made efforts towards acquiring technical and professional competence through formal and informal education. He then made further efforts towards finding the right kind of job placement. In this process, he went through a trial period and floundered over a few jobs. He entered and left jobs in the hope of finding better returns in terms of personal satisfaction, money and future prospects as per his expectations. In this process of trying to match the jobs with his own vocational self-concept, a good deal of reality testing within himself took place. He even tried to change himself to meet the requirements of the job situation. He has recently settled down in a job, which he deems to be suitable.

The question now arises: will he remain stable in this job? And if so, what will be the nature of this stability?

In order to find an answer to this, consider the following-

Joy has a reasonably good income. He is in a position to play various roles effectively.

He is able to shoulder responsibilities of a wage earner for the family as well as those of a son, a father, a husband, a colleague and a responsible citizen, etc. He is enjoying a lifestyle that he had dreamt of. He visualises a positive future perspective of his career while he also enjoys his present work. This is what we call a successful career. An unsuccessful career, on the other hand, will be devoid of most of these achievements. Joy will, in such a situation, remain stirred up and unstable in his career continuously trying to find “better” placements. He may end up finally as a failure on the job with a great deal of frustration to himself and others around him.

You have had an illustration of what a “career”, a “successful career” and “an unsuccessful career” is like. The career pattern, on the other hand, will be a description on a different set of criteria. Joy’s career pattern will consist of the following: the jobs he held after embarking upon the career of a computer engineer, frequency of initial job changes and the various reasons for the changes, the time interval of each job held, whether the jobs were temporary or permanent, part-time or full time in nature, time when Joy showed stability on the job, the total time taken to stabilise in his profession, etc. Also, Joy’s standing on his career path may be compared with others of his age and socio-economic status, using the indices of mobility and stability.



### Self-check Exercise 1

Fill in the blanks from the given alternatives.

- (i) Career pattern is a manifestation of \_\_\_\_\_
- (ii) Career implies a long-term commitment to \_\_\_\_\_
- (iii) Job mobility gives patterns of \_\_\_\_\_ undertaken at various stages.
- (iv) Job stability is \_\_\_\_\_

The alternatives—

- (i) moving upward in a series of inter-related occupations and statuses
- (ii) the time when the person is no longer changing jobs
- (iii) job mobility and job stability
- (iv) jobs undertaken at various stages and levels

## 2.3 SOCIOLOGICAL LIFE STAGES AND WORK PERIODS

Earlier we referred to the work of Miller and Form (1951, 1964). In this section you will learn more about their work. They defined sociological life stages that are completely work centered. These life stages have mainly been formulated depending upon the various phases of holding permanent or temporary jobs that are part of one’s career journey. Five such stages or work periods were designated: “Preparatory”, “Initial”, “Trial”, “Stable”, and “Retirement” work periods. While all of these stages have their importance, the three middle stages—initial, trial, and stable—were considered “active” work periods. The first, the “preparatory” work period marks the initial growth years when a child learns about work and the jobs that people do. The three active work



periods are discussed here. Please note that the age range given for various periods may appear to be premature in view of the changed outlook on the process of career formation in present times. Nevertheless, the trends remain similar. The picture may also vary from country to country and region to region.

- **The Initial work period (14-16 years)**

Beginning about the age of fourteen years, this period was defined as “a period of job impermanence when the worker seeks his first job during his span of school enrolment and continuing until he has terminated his education”. This work period, therefore, runs parallel to student life and is purely temporary in nature. No long-term goals or plans are consciously associated with any job/jobs undertaken, which are mostly part-time in nature.

- **The Trial work period (16-35 years)**

It was defined as “a period of job-transition; beginning when the worker seeks his first full-time job and continuing until he has secured a work-position in which he remains more or less permanently”. It is easy for you to see here that in this period meaningful exploration is done in search of a stable job even when some jobs are taken and rejected. The person ultimately finds a job, which gives satisfaction to the self and also provides prospects of future success.

- **The Stable work period (35-60)**

Miller and Form (1951) defined this period as “a period of job persistence beginning when the worker first finds a work position in which he remains more or less permanently (three years or more) and continuing until retirement, death, or until he enters another trial work period”.

### Activity 1



Approach an employed/self-employed individual about 35 years of age and conduct a structured interview of about 30 minutes. Place him on the sociological life stage (work period) and prepare a brief report about his vocational behaviours. Also, in your report, discuss any variations from Miller and Forms classification, which may result from cross-cultural differences.

## 2.4 VOCATIONAL LIFE STAGES VIS-À-VIS WORK PERIODS

Reading through this section, you will be able to compare and contrast vocational life stages given by Super and the sociological work periods of Miller and Form. You saw earlier that the vocational life stages as given by Super (Unit 3) and sociological life stages or work periods as given by Miller and Form (1951) as given above in 2.3, have been evolved on different bases. However, the first vocational stage i.e. the growth stage and the first sociological stage (Preparatory), which is also the growth stage, are very similar in nature. Here the child begins an understanding of self and develops an orientation to the world of work through exposure to various kinds of work activities and situations in the home, in the neighbourhood and in the school curricula.

The “initial work period” too, is exploratory in nature but is short in duration. It runs parallel to the early part of “exploratory stage” of Super. It begins with the first part-time work experience and provides to the adolescent some meaningful exposure to the world of work. This stage has implications for future career planning in both cases. While the “initial work period” terminates at the age of 16, the “exploratory” stage goes up to age 25.

The “trial work period” begins with regular entry into the world of work and is markedly close in nature to Super’s floundering, which is part of the “exploratory stage”. However, the “trial work period” stretches much longer, extending up to 35 years. During this period the person may go through a sequence of trial-stable-trial type of behaviour. The “exploratory stage” on the other hand, ends around 25 years, culminating into stability of the “establishment stage”.

The “stable work period” is the most persistent stage and overlaps with the later part of “establishment stage” and most of the “maintenance stage” of Super. But while Miller and Form talk of stability in terms of having obtained a secure job only, Super has gone to discuss at length various forms of vocational behaviour that the individual resorts to, in order to maintain as well as enhance his job holdings.

Finally, both kinds of life stages talk about “retirement work period,” which Super calls “decline stage”. Both researchers dwell upon the post retirement vocational behaviour.

## 2.5 CAREER PATTERNS VIS-À-VIS WORK PERIODS

This relationship is simple to understand. Take a good look at the career patterns given in Table 2.1. You will find that a career pattern is the outcome of various combinations of different work periods. You have also seen that the three work periods (initial, trial, stable) consist of a sequence of events and typical behaviours of individuals in the total career process. The security factor is important in giving rise to initial, trial and stable work periods.

**Table 2.1: Career Patterns vis-à-vis Work Periods**

Career Patterns	Work Periods
Stable Career Pattern	No initial and trial work periods. The sequence begins and ends with stable work period.
Conventional Career Pattern	The sequence consists of initial through trial to stable work periods. (Initial-trial-stable).
Unstable Career Pattern	The sequence consists of trial-stable-trial-stable, etc. Stability is not permanent here.
Multiple Trial Career Pattern	The sequence is trial-trial-trial. No stable work period is ever reached.

The major characteristics of these four types of career patterns have been given in the next section, while giving a comparative picture of men and women.



## 2.6 CAREER PATTERNS OF MEN AND WOMEN

In this section you will look at the nature of different career patterns and how career patterns of men and women differ.

The classification of career patterns was established by Miller and Form (1951) in their research sample of men. They were able to evolve four types of career patterns of men as given in Table 2.1. In the first type, i.e. the stable career pattern, persons move directly from school or college into a consistent type of work without floundering. They essentially skip the initial and trial work periods. Such vocational behaviour was seen mostly among professionals such as engineers, doctors and some managerial workers. Occasionally, skilled workers may also show this pattern. In the second, i.e. the conventional career pattern, the general trend is a typical progression from initial through trial to stable. This pattern is most common among managerial, skilled and clerical workers. In the third, i.e. the unstable career pattern, they placed people who never experienced a stable work period on a long-term basis. They kept on oscillating between trial and stable work periods. This behaviour was typical of skilled and semiskilled workers such as craftsmen and manual workers. Lastly, in the multiple-trial career pattern, there is a frequent change of employment, without any record of stability whatsoever. This is mainly true of unskilled and casual labour. Shifting from one type of work to the other is simple and easy as no skills are involved. Work histories are more disconnected in such cases.

Acquaintance with the career patterns of men may have left you wondering whether women show similar work histories and career patterns. The sociologists of earlier times did not provide any information on this aspect. Super (1957), however, stressed upon the differences between career orientations and motivations of men and women. He attributed these differences to biological and social factors such as women's key role of childbearing and home making. There was also the emphasis on the changing role of women in society. Women are now playing dual roles of paid worker and housewife. They are also motivated by their inner urges and desires to explore and experience the outside world and be economically independent. They are now being guided by tendencies of self-realisation. Researchers on career patterns of women have used the concept of commitment as mild, moderate, and high (Zytowski, 1969; Wolfson, 1976; and Betz, 1984). More women belonging to traditional occupations were found to have moderate and high commitment. Some women in pioneer occupations such as an accountant, musician too, had a high commitment level.

If you look around, you will find that women these days are engaged in permanent and stable careers, i.e. they are pursuing double track careers, which means that they are alternating between home-making and a working career roles. Super's classification of women's career patterns is by far very well worked out, based on observations in society. He gave the following career patterns for women:

- **Stable Homemaking Career Pattern:** Here women, after finishing their education, enter a stable homemaking career, if societal or parental expectations require her to do this. There is no evidence of planning for a working career and no work history.
- **Conventional Career Pattern:** Here, unlike men's conventional career pattern, women enter a stop-gap kind of career after finishing education and then leave it in



order to settle for a homemaking career. Clerical work, nursery-level teaching jobs, and social work are some examples. The convention is to work for some time and then enter homemaking on a full-time basis.

- **Stable Working Career Pattern:** Here the career is a woman's life work. It may be pursued with or without marriage, with long-term plans for a stable career. However, initially the woman may not have planned any such long-term goals.
- **Double-track Career Pattern:** In this kind of career pattern the woman pursues homemaking and working career pattern simultaneously. The motive is to supplement family income and also enjoy the challenge of working.
- **Interrupted Career Pattern:** The workingwoman, in this career pattern, alternates between working and homemaking. The work gets interrupted due to family responsibilities, but is resumed on a permanent basis. The woman may add to her qualifications during the hiatus from work and then start at a higher level when she resumes work.
- **Multiple-trial Career Pattern:** Untrained, unskilled women workers show this pattern. This is the same as in case of men. There is a succession of unrelated jobs such as house-workers, attendants, errand runners etc.

The career patterns of women are varied and have traditionally been influenced by the demands of the family. Family and career are interrelated. Traditional sex roles have influenced the nature of family career relationship. However, recent changes in the family structure and in the work setting are creating pressures that require families to redefine this relationship.



### Self-check Exercise 2

Write "true" or "false" against the statements.

1. Career patterns are based on vocational life stages.
2. Vocational life stages are the same as "work periods".
3. Conventional career patterns of men and women are different.
4. Stable career pattern means there is no trial work period.



### Activity 2

Reflect upon career patterns of men and women and make an assessment of your own career pattern. Prepare a commentary and share with one of your colleagues.

## 2.7 FACTORS AFFECTING CAREER PATTERNS

You are by now conversant with various dimensions on which career patterns may be studied and analysed. You have also seen that career patterns and work periods are greatly influenced by the security factor associated with different jobs and occupations. However, there is a great relevance of socio-psychological factors and personal factors, which determine the career patterns. Some of these important influences are discussed here.





- **Career Maturity**

You must be well aware of the amount of planning that has gone into your own decisions at various levels regarding the courses that you have studied so far. How were these decisions made? You have seen in earlier units that during the course of one's growing up, one matures through a process of career development. Super called this career maturity. There is exposure to career information and there are efforts towards self-discovery in relation to careers. Career maturity results in better matching of the personal assets with requirements of the work situation. The ultimate career choice is more realistic if career maturity has been adequate. In such a situation, subsequent job behaviour shown through job movement consists of steps towards stability. In the absence of career maturity, job movement remains haphazard and leads to multiple trials without stability. Such floundering and doing of unrelated jobs, Super attributes to inadequate development of vocational self-concept. Miller and Form, too, attributed the end of floundering to maturity. The career pattern in cases of higher career maturity consists of early entry into a secure, stable career with less of trial jobs. The person with a stable career is upwardly mobile on the social ladder.

- **Personal-social Factors**

Personal-social beliefs, tendencies, skills and coping mechanisms are related to one's career patterns in the sense that they help in making adjustment with the job situation and establishing a vocational identity. Rhodes and Doering (2003) spoke about occupational sex-stereotypes, family values and belief system, personal motivation, and age as factors leading to either floundering or stability in the early stages of one's efforts to find a suitable job. Shoon and Parsons (2002) demonstrated the importance of socio-historical context in shaping the progress in occupation. Mohan (1999) also found higher level of job stability in middle level socio-economic group as compared to high and low status, once entry into career was made.

- **Parents' Education, Occupation, Aspirations**

You might have observed that beginning workers aspire to enter the world of work at the occupational level of their parents. They make greater efforts towards preparing for a successful career if their parents have enjoyed higher educational and occupational level. Among the children of skilled and semi-skilled workers, occupational aspirations and resources are comparatively lower. Hence upward occupational and social mobility is affected.

- **Post-entry Career Adjustment**

Can you visualise how patterns of personal-social adjustment may become an integral part of career adjustment? It has been seen that pattern of job movement has a close relationship with an individual's capacity and personal modes of adjustment particularly in the early stages of a working career. The work situation consists of physical and climatic conditions and surroundings of work place,

physical workload and stress, pace at which work is done, i.e. slow or fast, social environment, psychological and economic rewards and avenues for advancement, etc. When personal-social needs are satisfied in work situation, they give rise to adjustive behaviour and lead to establishment. When the work situation is not acceptable for some reason, it leads to floundering behaviour.

- **Occupational Differences in Career Patterns**

Different kinds of jobs, occupations and work enterprises provide different levels of security. We have earlier seen that security is an important factor in creating career patterns. Professional careers such as teaching, medicine, etc. are found to be more secure as compared to skilled and semi-skilled work due to the extent of professional preparation involved. Hence there is less of job movement in professional occupations and more in lower level occupations. The study by Mohan (1999) substantiated this finding of Miller and Form.

- **Industrial and Occupational Structure of the Society**

We are living in a society that has a great deal of industrial activity in various kinds of enterprises such as the oil industry, food industry and textile industry, etc. We also find within each industry, various kinds of professions, occupations and job activities. These industrial and occupational structures provide job opportunities to beginners and to those who are in the process of settling down. We also find that these structures are hierarchical. They provide employment at various levels of specialisation such as certificate courses, diploma courses and degree courses. Hence horizontal and vertical movement of workers is determined by the nature and scope of related employment opportunities. There is also the significance of a government's economic, educational and employment policies in shaping these structures. According to Hackhausen (2002), societies differ in the extent to which career change and social mobility are made available during adulthood.

- **Gender as a Factor in Career Patterns**

If you go back to Section 2.6 in this unit you will be in a position to understand this factor better. You have seen that career patterns of men and women differ due to socio-psychological reasons. Why and how women choose careers and what may determine their career stability or mobility is dependent upon their familial and social obligations and psychological needs. You saw the role of various factors in the discussion of career patterns of women.

1. Highlight major differences between vocational life stages and career patterns.
2. What is the role of sociological work periods in career patterns?
3. Discuss the six important factors affecting career patterns.
4. What are the major differences between career patterns of men and women?



### Activity 3



Prepare an inventory of questions to conduct a case study of a person in order to depict various factors and reasons that lead to job movement and job stability. Administer this inventory on an individual to gather data. Prepare a brief report using the data to highlight the factors affecting the career pattern of the individual.

### 2.8 Summary

In this unit, we discussed one important aspect of vocational/career psychology that deals with how and why people change jobs. You looked at the psychosocial factors involved and what variations in career patterns have been seen amongst men and women. The important concepts related to “Career Patterns” such as “sociological life stages” and “work periods” were discussed. Career patterns as the outcome of “job stability and/or job mobility” was also dealt with. The sociologists’ views on these concepts have been discussed. An understanding of these factors will equip you as a counsellor to provide a perspective to your future clients to visualise some of the possibilities of entering jobs/positions at various times and levels, in various enterprises and job settings.

#### Self-evaluation Exercises

1. Highlight major differences between vocational life stages and career patterns.
2. What is the role of sociological work periods in career patterns?
3. Discuss the six important factors affecting career patterns.
4. What are the major differences between career patterns of men and women?

#### Answer Key to Self-evaluation Exercises

1. Content should include :

- the basis on which Super’s vocational life stages, viz. growth, exploratory, establishment, maintenance and decline have been evolved and how the developmental tasks associated with these stages reflect performance on vocational tasks and implementation of vocational self concept.
- Describe that there are changes in the socio-economic level of the jobs held during work life; that when we speak of career patterns, the focus is on level and movement as shown by job and job changes.

2. The answer should include the following:

- Describe five work periods: (1) Preparatory (2) Initial (3) Trial (4) Stable (5) Retirement.
- Career pattern is the outcome of various combinations of different work periods.

3. Focus on factors like:

- Career maturity: it results in better matching of the personal assets with requirement of the work situation and less of floundering.
- Personal social factors: help in making adjustment with job situation and establishing a work identity leading to job stability.
- Parents' education, occupation, aspirations: if parents have enjoyed higher educational and occupational level, children will make greater efforts towards preparing for a successful career and vice versa, in keeping with parental aspirations.
- Occupational differences in career patterns: security is an important factor in creating career patterns. Different kinds of jobs provide different levels of security. There is less of job movement in professional occupations and more in lower level occupations.
- Industrial and occupational structure of the society: these are hierarchical and provide for upward job mobility. They provide employment at various levels of specialisation such as certificate courses, degree courses and diploma courses.
- Gender as a factor in career patterns: men and women will differ due to socio-psychological, biological reasons.

4. Include the following points:

A comparative picture of career patterns suggested for men and women in terms of (i) the role of sociological work periods as given by Miller and Form and the suggested career patterns, and (ii) the role of women in society and the reasons for changes in their jobs and subsequent career patterns as suggested by Super.

### Answer Key to Self-check Exercises

#### Self-check Exercise 1

1. (iii)
2. (i)
3. (iv)
4. (ii)

#### Self-check Exercise 2

1. F
2. F
3. T
4. T






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# 3



## Career Development of Women

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Current Status of Women in Education and Work
- 3.3 Personal-social Development Needs and Problems
- 3.4 Educational Needs and Problems
- 3.5 Career Development Needs and Problems
- 3.6 Factors and Processes in Career Development of Women
- 3.7 Theories of Career Development for Women
  - 3.7.1 Hackett and Betz's Self-efficacy Theory
  - 3.7.2 Gottfredson's Model of Occupational Aspirations
  - 3.7.3 Astin's Need Based Socio-psychological Model
- 3.8 Issues in Women's Career Development
  - 3.8.1 Intervention Strategies and Action Plan
- 3.9 Summary
  - Self-evaluation Exercises
  - Answer Key to Self-evaluation Exercise
  - Answer Key to Self-check Exercise
  - References
  - Suggested Readings



## Career Development of Women 3

### 3.0 INTRODUCTION

In the preceding units, little emphasis was put on gender-related issues and concerns in career development. Does this mean that the ideas, concepts, principles and theories do not recognise gender disparities relevant to career development? Are they equally applicable to males and females? What is the nature of biological realities, sex-role expectations and gender-norms in the context of educational and career development of women? Worldwide concerns, observations and surveys have shown that gender-role stereotypes in our societies have erected barriers in the way of awareness and fulfilment of women's educational and career needs, aspirations and achievements.

In this unit, you will focus on such issues. You will learn about the current opportunities for women and how to effectively promote the future possibilities for nurturing and channelising career and life goals of adolescent girls and young women. An attempt will be made to identify major factors, processes and theories to understand women's personal-social and educational-vocational development. The counselling implications and possibilities for interventions at various levels in career education aimed specifically at women will be taken up.

### 3.1 OBJECTIVES

After going through this unit, you will be able to

- *state* the current position of women in the world of work.
- *describe* gender specific needs and problems in the context of career development of women.
- *discuss* various factors involved in the process of career development of women.
- *discuss* and *apply* theories of career development of women.
- *discuss* the various issues and concerns in the context of women's career development.

## 3.2 CURRENT STATUS OF WOMEN IN EDUCATION AND WORK

Let us begin by briefly dwelling upon the present educational and employment scenario for women. Some well-known facts about the status of women in education and work participation are–

- Women constitute approximately half the human population of the world.
- Women, as a group, are an asset to society and individuals in their own right.
- Citizens, including women, in most democratic countries have been granted the constitutional rights of social equality and equality before law.
- Women are still under-represented in access to education and in the employment sectors in most developing countries.
- Women continue to suffer discrimination and lack power in both economic and social sectors, such as in the matter of equality of wages, right to property, equality before law, etc.
- Dropout rate at early stages of schooling is significantly higher for girls than for boys. Consequently, fewer girls than boys reach higher levels of education.
- The employment situation is dominated by gender discriminatory practices at the time of recruitment and in the matter of wages. As a consequence–
  - women, in general, are concentrated in lower level jobs and casual jobs;
  - they are under-represented in skilled, semi-skilled and professional-managerial positions and jobs. For example, in US in 2003, only 6 per cent of mechanical engineers were women and only 30 per cent of physicians were women (US Bureau of the Census, 2004).
  - they work longer hours and earn less than men in equivalent positions.
  - Due to some sex-role socialisation outcomes, women lack initiative, and under-utilise their abilities and talents and are less likely to advance to higher-level jobs.
  - Women face more of role conflicts and their career patterns are different. Their career patterns tend to be ‘discontinuous’ as compared to men’s careers which are ‘continuous’.

There is a need to sensitise, enable and empower women to show more initiative and will power to overcome the hurdles in the way of self-fulfilment and economic independence.

Since a woman’s life career is a means to psychological, social and economic fulfilment, it is important to consider the specific and predominant needs of women and the problems they face in the satisfaction of these needs. School counsellors, aware of the issues surrounding women’s advancement, can play an important role in creating programmes that encourage adolescent girls to reshape their thinking on education and careers, and their role in society.

Further, programmes that also target parental thinking about their girls in the workforce can help support the aspirations of girls in school.





At this juncture, it will help you to look at some of the pressing needs of girls and the problems they face in fulfillment of these needs.

### 3.3 PERSONAL-SOCIAL DEVELOPMENT NEEDS AND PROBLEMS

Personal development is the fundamental right of every human being. Every child and, therefore, every girl has the right to–

- have adequate nurturance to grow physically,
- have adequate love and affection to grow emotionally,
- lead a life of dignity and experience a sense of self-worth,
- have opportunities to achieve self-understanding and self-direction,
- have opportunities to acquire a planned orientation towards her future,
- enjoy freedom to make important decisions concerning her future life,
- access opportunities and necessary support to work towards implementation of those decisions and thereby actualise her abilities and interests,
- receive recognition for her contribution to society,
- receive personal-social counselling and information on her legal rights.

As you can see, there is a wide range of women's personal-social needs to be fulfilled. However, the reality is that an adolescent girl's situation is not too happy. Beginning with early childhood nurturing phase, many girls face deprivation. When there is a question of limited family financial resources, boys get preference over girls. On other fronts of personal-social development, the biases, which accompany socialisation, impose limitations on a girl's self-esteem and self-efficacy attitudes. They are not allowed to be a part of the decision-making process and hence do not acquire a sense of independence. They receive limited exposure to information outside home and hence fail to develop a long-term perspective of their future, which would be forthcoming if their development of self-concept and self-understanding was facilitated, in relation to the outside world.



#### Activity 1

Suggest at least three ways in which some of girl's personal-social needs can be realised. Interact with a group of girls on this subject and prepare a report of about 200 words giving specific needs.

### 3.4 EDUCATIONAL NEEDS AND PROBLEMS

You are well aware that education enhances the quality of life and promotes personal-social well-being. One truism often stated is “educate the woman, and you educate the whole family.” This statement speaks volumes about the value of education for society, as well as for women as a group. It promotes their effectiveness, quality of life, and employability in positions of responsibility in the labour market. Education makes girls more informed, more acculturated, and more prepared and suitable to work in various sectors. They need to acquire formal education to qualify for work in various positions.

With only a fraction of women holding leadership and managerial positions currently, their numbers should be increased in such positions in both conventional and unconventional areas. Women who have been outstandingly ambitious and received necessary support have already made a headway in this regard, and they have reached the highest echelons of the occupational ladder, be it industry, politics, commerce and so on. Examples of such women are: Indira Gandhi, former Prime Minister of India, Marie Curie the scientist, J. K. Rowling, the author, Sunita Williams, the astronaut, etc.

Since their numbers are few, there is a need to facilitate women's education, allowing them opportunities to make their mark.

The problems in girls' acquiring education are such as gender-bias among parents who may be unsupportive of girls' education, lack of parity with males in provision of opportunities at school level, heavy dropout rate in successive years of education, and above all, lack of awareness, awakening and self-confidence among girls to set higher educational and career goals for themselves, and show the necessary assertiveness to get what is their due.

In later sections, specific issues have been framed and strategies to deal with such issues have been discussed.

### 3.5 CAREER DEVELOPMENT NEEDS AND PROBLEMS

While it is important that women should have access to education at all levels, it is equally important that they be motivated, prepared, and trained to use their education to advantage and occupy their due place in the employment sector. The work situation provides them opportunities for satisfying their self-expression, social affiliation, economic independence and a variety of other self-actualisation needs. The theories of Super (1957) and Roe (1956, 1990) stressed the importance of work for need fulfillment. It goes without saying that basic as well as higher-level needs are universally existent, irrespective of caste, creed, sex, etc. and channeling of these is important.

The problems in the way of women's career development emanate from occupational sex stereotypes, over-stressed feminism and the consequent "fear of success" in some women, lack of self-efficacy attitudes in others. Lack of assertiveness, sexual exploitation in the work place, etc. also serve as deterrents in women's satisfaction of career needs. These concepts have been taken up for discussion in sections on theories and issues.

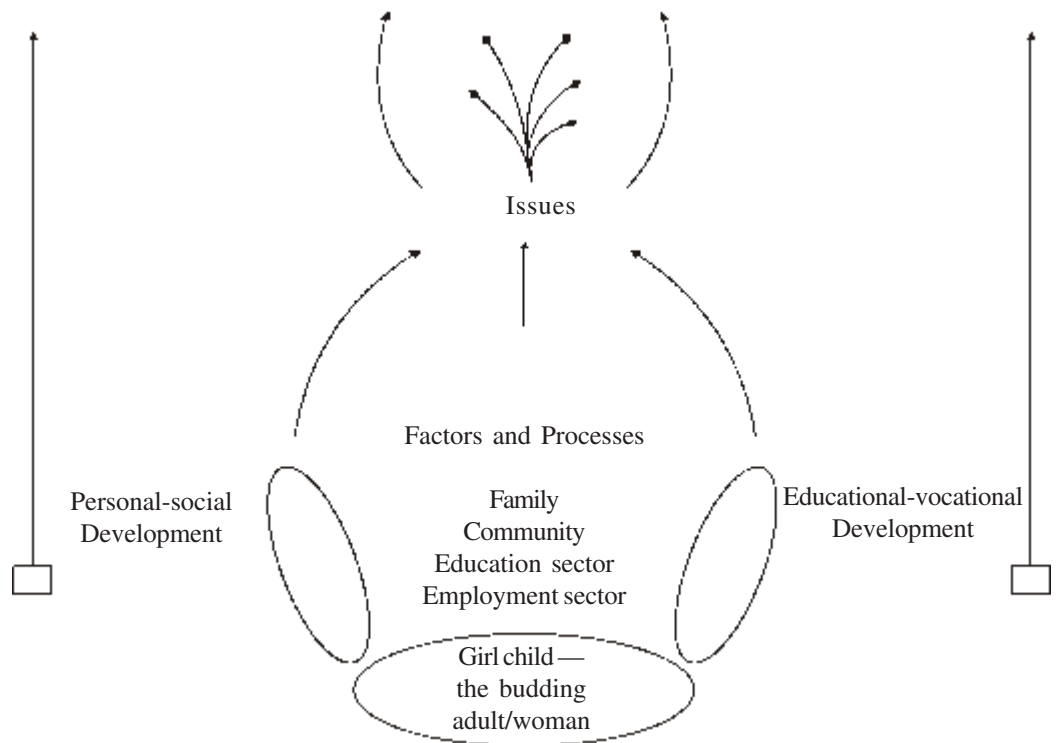
#### Activity 2



1. List at least eight important needs of adolescent girls.
2. From the above list, say how at least four have evolved into the needs of young women.
3. What kinds of problems do girls and women face in fulfilment of these needs.

Share your answers with at least one of your colleagues to cross check the validity of your answers.





**Fig. 3.1**

**Understanding Women's Career Development — A holistic view**

Intervention (strategies) and Outcomes (Personal and Career Maturity)

### 3.6 FACTORS AND PROCESSES IN CAREER DEVELOPMENT OF WOMEN

Some career psychologists have attempted to understand women's career development and the factors and processes that constitute career development among, women.

We shall consider some of the gender-specific aspects and dimensions of career development among women. Cognitive variables (abilities, information) and affective variables (preferences and attitudes) contribute to a person's career orientation and aspirations, career planning and preparation, and subsequently, career entry. Both these factors are moulded largely by social factors. Important socio-psychological factors that intervene in a women's career development process are—

- **Personal and Career Awareness/Orientation**

In career conscious families, children indulge in self-exploratory and career exploratory activities, almost spontaneously. Under such circumstances, girls, if they are in a gender-neutral environment, tend to develop realistic personal self-concepts, vocational self-concepts, and career identities. When they visualise a mainstream working career they know that they have options to choose between traditional and non-traditional, short-term and long-term, and a career with or without marriage. Personal choices here, at times, may be subjected to parental wishes and discretions, unless the girls show adequate assertiveness to pursue their own choices.

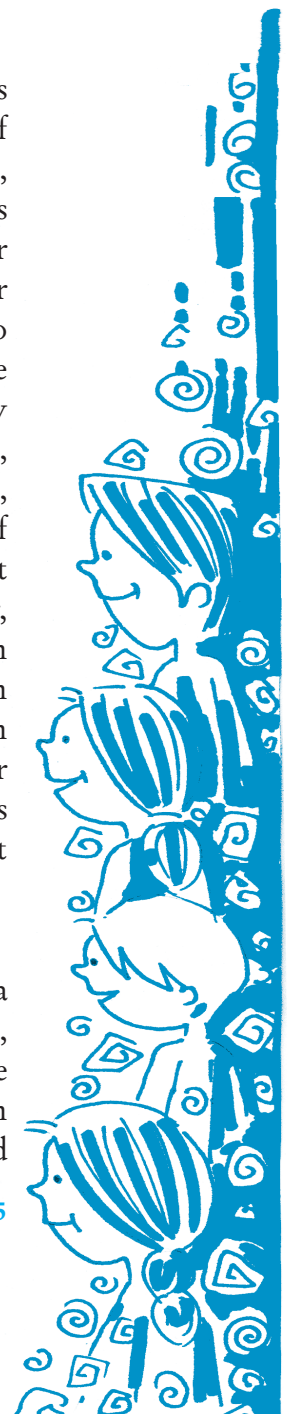
Generally, at the school level, curricular and co-curricular objectives of elementary and secondary school education are geared towards helping children become aware of their surroundings. They are sensitised towards various kinds of work situations and workers and encouraged to explore their likes-dislikes, preferences, values, and abilities in relation to work. Positive and gender-neutral attitudes towards all kinds of work get encouraged in a gender-neutral environment. This tends to strengthen girls' vocational self-concept that has developed in the home situation. "Hands-on" experiences through participation in productive work, hobby clubs, etc. are instrumental in providing success experiences. A broadening of career options for girls takes place from the feedback in terms of success, personal satisfaction, and encouragement. This prepares a perspective for a mature adult-identity as a working woman. As per Erikson (1964, 1968), developing a mature self-view in vocational setting is critical to forming a mature adult identity.

- **Career Attitudes**

Attitudes, in general, play an important role in shaping lifestyle. Career attitudes are associated with career behaviors and a projected life career. They consist of preference to work or not to work, specific job preferences and values. For example, a person who wants to live a pompous lifestyle would prefer a job which fetches high income, provides social affiliations of high order and luxuries of life. Another person looking for future security may value a job with guaranteed stability, regular though mediocre income, fixed working hours etc. Women are often pressured into thinking of careers as an interference or obstruction to their abilities to nurture children and provide care in the home. Career attitudes of women will be mainly affected by values such as an ideal combination of homemaking and working, preferably lesser number of working hours, a safe and secure work environment, etc. In other words, a woman's work attitudes and values will be an integral part of her priorities and a sense of commitment towards the family and home, the extent to which role-sharing is valued by others, financial needs of the family etc. However, to a great extent, these needs and values are the outcome of sex-role socialisation in the family. As per Roe (1956, 1990) parental attitudes of acceptance or rejection determine the career orientation and direction as well as level of career choices. In a study by Mohan (1999), forward looking career attitudes were noticed in 72 per cent of a random sample of working women, out of which father's support was noticed in higher and middle level of Socio-Economic Status (SES) groups but not so in lower SES group.

- **Level of Aspiration**

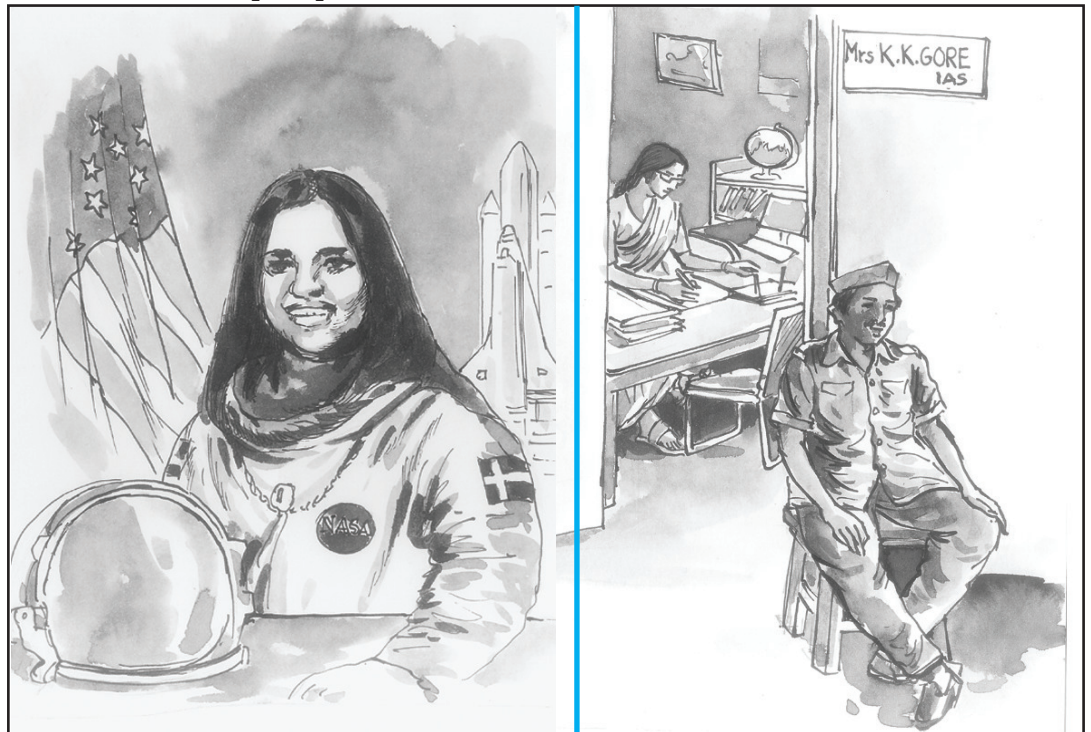
The level of aspiration is directly related to a woman's career planning. It helps a girl set career goals and standards. Factors like socio-economic status of the family, parental encouragement, personal self-esteem and self-efficacy beliefs, positive female role models, etc. contribute to a girl's level of aspiration and it is reflected in the level of occupational ladder she aims for. Fitzgerald and Betz (1983) contend



that women with a positive view of themselves show more consistency between their childhood aspirations and later career choices. Similar views have been expressed by Hacket and Betz (1981) and Gottfredson (1981), about whom you will learn more in the next section of this unit. The level of aspiration is a dependent variable that can be made more realistic by working on the intervening variables discussed here.

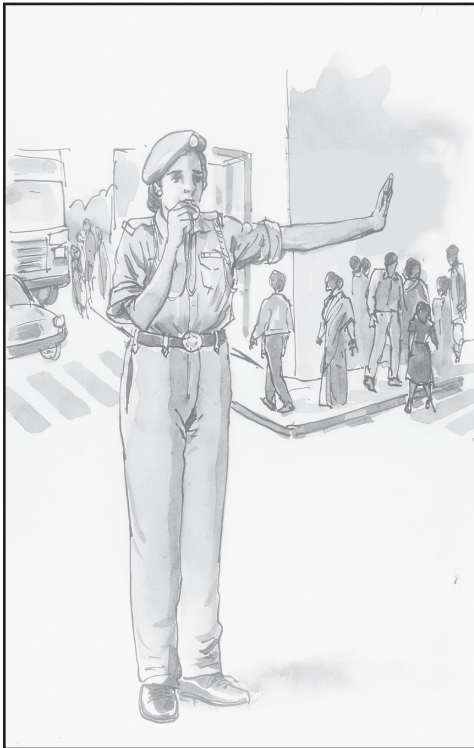
- **Direction of Choice**

A developmental perspective on career choice will answer questions such as: “What is the nature of career options and fields that girls generally consider as their career goals?” and “What kind of career orientation and career identity do they develop?” There has been a lot of focus so far on many kinds of limitations girls and women are subjected to. You have seen that terms like “sex-specific” and “sex-appropriate” occupy a central position in the beliefs and job attitudes of girls, their parents and, often, teachers. Obviously, girls first think about the “soft” or conventional options for a career choice. Unless there are adequate counselling inputs in schools to convince girls and their parents to consider unconventional fields and positions, girls may miss out on achieving the full extent of their abilities. Leadership positions in technologies, defence services, aeronautical engineering, etc. would then become options for girls. If we go by what Roe (1956, 1990) says about early childhood experiences, parental guidance on bringing up girls in a warm and gender-neutral fashion will help shape their choices in inclusive, natural and realistic manner.

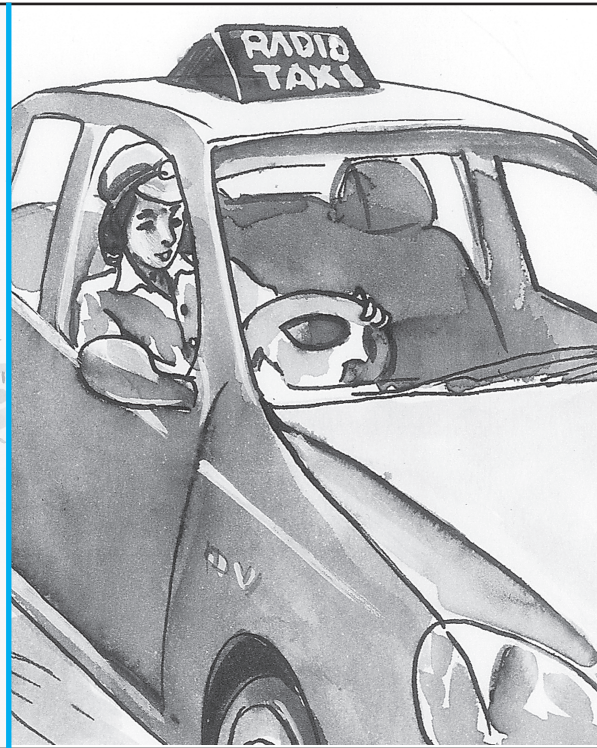


*A Woman Astronaut (Adventurous)*

*A Woman IAS Officer (High status)*



*A Woman Traffic Police (Unconventional)*



*A Woman Taxi Driver (Unconventional)*



### Self-check Exercise 1

State whether the given statements are true or false.

1. Personal and career awareness among girls is a matter of information and opportunities.
2. Occupational sex-stereotypes no longer exist.
3. Girls cannot be successful in non-traditional jobs/occupations.
4. Girls feel hesitant in aspiring for higher-level jobs.
5. Parents are justified in directing the career choices of their girls.

Here are some well-accepted theories and models on women's career development for you to consider.

### 3.7 THEORIES OF CAREER DEVELOPMENT FOR WOMEN

Brooks (1984) observes that existing theories were formulated primarily to explain career development of men, and since women's career development is different from men's, the existing theories presented in Unit 2 and 3 Module IV, are inadequate. What, then, is the specific gender bias that needs to be accounted for in giving a model of this nature? You will see this in some of these theories.



### 3.7.1 Hackett and Betz's Self-efficacy Theory

Hackett and Betz (1981) proposed that sex-role socialisation practices prevent women's access to information from which self-efficacy beliefs are acquired. They postulate that women, compared to men, possess lower and weaker career-related efficacy expectations from themselves and thus get down to considering a limited range of options, and underutilise their abilities.

Hackett and Betz based their model on Bandura's social-learning theory (1977) (see Unit 3). Self-efficacy theory is concerned with one's belief that a given task or behaviour can be successfully performed. "People avoid activities that they believe exceed their capacities, and they undertake and perform assuredly those that they judge themselves capable of managing" Bandura (1982). For example, a woman who has a low level of belief in her carpentry skills might not consider entering a carpentry profession or perhaps may stick to continuing in a lower level carpentry job.

The nature of (1) Self-efficacy expectations, and (2) Outcomes expectations are discussed here.

(1) **Self-efficacy expectations** vary on three dimensions, namely, level, strength, and generality.

- (i) Level is the degree of difficulty of the task to be performed. For example, in keeping accounts of a company one has to be absolutely accurate as compared to conducting a general survey of the incidence of cholera in a given region.
- (ii) Strength is the self-estimate of confidence. For example, persons may be sure or unsure of their ability to withstand a particular physical job stress, based upon their perception of their own strength.
- (iii) Generality shows the range of situations in which the person feels effective. For example, persons may feel they can work effectively in almost all areas of computer programming.

(2) **Outcomes expectations** are a person's beliefs about the consequences of their performance, i.e. successful or unsuccessful. For example, a woman may believe that she has the ability to compete for and perform the role of a CEO, but may lack the confidence to apply for the job, believing that the company would prefer a male for the position.

Bandura (1986) identified four sources and factors for development and modification of efficacy beliefs. These are (i) information on performance accomplishments, i.e. feedback on the quality of performance, (ii) vicarious experiences, i.e. learning from experiences of others, (iii) verbal persuasion or encouragement from others, and (iv) physiological or emotional factors i.e. feelings of either satisfaction or approval, or dissatisfaction on completion of the job.

Let us now look at some of the specific merits of the theory and the counselling implications.



### Evaluation and merits for counselling

- The authors of the self-efficacy theory have found empirical support on the relationship between self-efficacy beliefs and vocational behaviour.
- The theory has considerable potential for broadening of women's options through facilitation of their self-efficacy beliefs by working on sources and factors given in the theory.

### Counselling implications

- A variety of cognitive strategies such as advocacy and disputation techniques can be used to help the client view her abilities and interests in a realistic manner.
- Role models can be used to provide experiences to help reduce anxiety and build self-esteem among girls. Women from non-conventional occupations can serve to role-model higher expectations and broaden women's outlooks.

### 3.7.2 Gottfredson's Model of Occupational Aspirations

Gottfredson's (1983) theory states that stereotypes about sex differences are responsible for the differences in occupational aspirations, the chosen field of activity, as well as the level of the job or occupation. He has stated this theory in the form of propositions which throw light on these aspects. Here are seven of those propositions that have bearing on sex differences in relation to the same aspects.

1. People differentiate occupations along dimension of sex-type, among other factors such as field of activity and level.
2. People assess the suitability of occupations for themselves according to their self-concepts and the amount of effort they are willing to put forth.
3. Gender is one important element that is vocationally relevant along with social class, intelligence, interests, values and abilities.
4. These vocationally relevant elements of the self-concept are also related to gender self-concept (concepts which develop around 6-8 years).
5. Occupations that are not in line with one's self-concept tend to be rejected.
6. Women's judgments about accessibility of jobs, which are at times affected by perceptions of discrimination or favouritism, affect their occupational preferences.
7. If a compromise is to be made between (i) sex-appropriateness/sex type and (ii) interests, the latter get sacrificed and sex type gets a weightage.

### Evaluation of the Theory

- Gottfredson's theory integrates the developmental and decision-making aspects of career behaviour of women, to make predictions possible.
- It includes both psychological and non-psychological variables such as self-concept and social stereotypes, and their interplay and effect on career choices.

### Counselling Implications

- Following the tenets of the theory, the counsellor would help the client clarify her vocational priorities considering the extent to which sex-type is relevant or important.



- Use of test and non-test information on capacities and interests may be helpful in clarifying self-concept.
- Use of occupational card sort can help in clarifying prestige levels and sex-type of occupations.
- Counsellors may assume advocacy role in encouraging parents to help children/adolescents to clarify their self-concepts.

### 3.7.3 Astin's Need Based Socio-psychological Model

Astin (1984) attempted to formulate a theory that would adequately describe career choice process of women and changes in women's career aspirations that have taken place over about two decades.

She used four constructs based on psychological and social variables. These four constructs are motivation, expectations, sex-role socialisation and structure of opportunity.

1. **Motivation:** Humans are motivated to expend energy to satisfy the primary needs of survival (such as physiological), pleasure (intrinsic satisfaction from work), and contribution (need to be useful to society). Astin notes no differences between men and women in this regard.
2. **Expectations:** These are individual's perceptions regarding the kind of work that (i) satisfies needs, (ii) is accessible, and (iii) one is capable of performing.
3. **Sex-role socialisation:** Sex-type notions and stereotypes will propagate differential sex-role expectations and training of girls. Gender-differentiated behaviour is rewarded in women that will affect their aspirations.
4. **Structure of opportunity:** If women internalise social-norms and values regarding sex-role behaviour they also tend to ignore opportunities and tend to live with the norms.

Social changes in beliefs, according to Astin, will modify a woman's expectations and the structure of opportunity as it will widen the range of her options by adopting non-conventional careers as possibilities.

#### Evaluation of the Theory

- The theory stresses the need to recognise women's needs and motivations.
- It focuses on the need to inculcate positive sex-role socialisation.

#### Counselling Implications

- It duly emphasises the need to build one's counselling strategies aimed at nurturing women's expectations.
- The theory provides the basis for designing counselling strategies to motivate girls towards nurturing their intrinsic work needs and social needs of contribution, recognition and status.
- Counsellors can help girls in clarifying their self-image and identify strong needs to be satisfied through the working career.



So far, you have looked at women's career development in a broad perspective covering various dimensions.



### Self-check Exercise 2

Name the three theories of career development of women along with their authors and the year they were published. Briefly, in a few paragraphs, elaborate on the three theories. Use an outline that contains an overview of the theory, key propositions of each theory, and implications for your counselling role with examples.

If women are to be enabled and facilitated in thinking about careers and pursuit of mainstream careers, you need to identify the major issues and concerns, and focus on them to find ways to deal with them. So far, a number of recurring themes and concerns have surfaced in different contexts. In the next section, we shall familiarise ourselves with these important issues.

An effective handling of the issues that emerge will bring about desired social and psychological changes to facilitate women's entry into the mainstream careers.

## 3.8 ISSUES IN WOMEN'S CAREER DEVELOPMENT


We shall now look at some of the more important issues such as the influence of gender, work participation, stereotypes, education and curriculum, work safety issues and motivational factors among others.

### • Nature of Sex Differences (Actual and Imaginary)

While biological and physical sex differences are natural and enable humans to procreate, the concept of social sex roles promotes a sense of commitment towards the family and society. When real differences between the sexes are accentuated and used adversely to discriminate against females, they impact on important areas of women's growth, and affect their psychological and social well-being. The gender-norms about personal and social responsibilities of men and women have often been based on convictions about "masculine" and "feminine" traits. For example, aggressiveness, assertiveness and independence are considered male characteristics and nurturance, sensitivity, passivity, and social work are considered feminine traits. Often these traits are reinforced in girls beginning in early childhood. Some of the differences such as ability to withstand physical stress and endure long hours of work, or physical strength required in handling heavy objects, however, cannot be ruled out. But it is also true, that not all men possess these qualities. There are individual differences within the same sex, too. This is true for both cognitive (abilities, capacities) and temperamental (interests, values, etc.) qualities. Accent on such differences is more a myth than reality. Hence, the so-called sex differences, if taken more as individual differences, would be desirable.

Questioning the legitimacy of beliefs, such as employment is injurious to women's health, they are needed to stay at home, they should not be tomboyish and outgoing,





etc. will help in reducing gender-biases to a large extent. When given opportunities, more and more women are making inroads into the so-called male-dominated areas. Such cases, even if few, suggest the need to challenge the existing gender-norms and sex-stereotypes associated with girls and women taking up 'tough' jobs. The need to find self-expression, self-actualisation of abilities, through whatever modes of work and activities, is justified for women as for men.

- **Family and Marriage vs. Work Participation**

Men have been traditionally branded as breadwinners of the family while women have been assigned the role of homemakers. Is this sex-based role division not taken too far? There is glorification of 'wifhood', 'motherhood', 'grace' for women. The nurturing role has been made to be exclusively that of women in the family. All this (i) imposes restrictions on their movement out side the home, (ii) affects their values and attitudes, (iii) affects their beliefs about themselves as participants in the world of work which is full of competition, (iv) affects their achievement motivation and aspirations (v) results in a 'fear of success', (vi) leads to perception of work participation as a threat to their feminity (vii) leads to perceptions of work participation as a threat to welfare of the family, etc. As long as women come up to the expectations as good homemakers, they are not subjected to any dilemmas and role-conflicts.

However, the need is to help women resolve these dilemmas and see themselves in a fresh perspective. They may perceive themselves as playing dual roles of a successful housewife and a career woman. The key thing is to train the women to be able to bring about a balance, show necessary assertiveness, win the confidence of the family and invite support in her ventures. It is for the family, too, to understand her needs and problems in fulfilling her dreams. The concept of role-sharing in which men take on some "domestic" roles, needs to be inculcated.

- **Occupational Sex-Stereotypes and Sex-Segregation in Employment/Work Situation**

Occupational sex-stereotypes, as we have seen, are generalised views of the appropriateness of various occupations for males and females. Majority of such stereotypes are strong and enduring, and have existed for centuries. These stereotypes are based on the observation of incidence of people engaged in different occupations. Occupations and jobs become 'conventional' or 'traditional' for males such as mining engineer, and for females, such as nursery school teaching, etc.

Hence, despite the fact that legislations in various countries do not discriminate between men and women in making provisions, in real situations and more so, in private sector, gender-discriminatory practices are rampant. Women lag behind men at the time of employment and in the matter of wages, all because of social barriers. Women, on an average, put in more hours of work and earn less than their male counterparts. Even when they do find good opportunities, they have to excel to stay at par with men and retain their jobs.

- **Curricular Provisions and Teacher Practices**

Two elements in education are important in ensuring girls' access to education: (i) equality of curricular and co-curricular opportunities in girls' and boys' schools and institutes of higher education, and (ii) gender-neutral attitudes and practices among teachers and other agents of social change.

Equality of educational opportunities is important but is not present in real situations. Due to financial constraints or social gender-bias, the axe falls on the options made available in girls' institutions. One way out of this problem is to have more of co-educational schools and colleges.

Gender-bias tends to be reflected in presentation of material in textbooks and handling of textual material in transacting the curricula. Community attitudes conveyed through book writers and teachers are often subject to their personal values, attitudes and biases that may be gender-discriminatory. In allocating students to co-curricular activities, girls tend to be chosen for 'soft' options like literary work and being put on reception committees, etc. while the boys may get jobs related to stage management, scientific jobs, purchases, etc.

This kind of limited exposure and lack of hands-on experiences in the world of work, causes hindrances in girls developing the necessary self-efficacy attitudes and self-beliefs.

- **'Safe' work situations not safe enough for women**

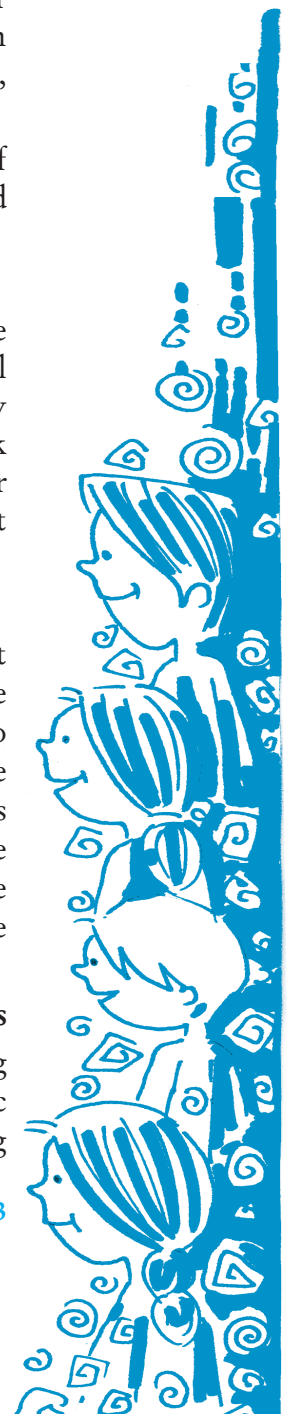
More often than not, parents have dissuaded their girls from venturing into male dominated areas for fear of a risk to their physical safety, possibilities of sexual exploitation and problems of commuting at odd hours, etc. Their reservations are partly warranted as, despite stringent laws on gender-abuse and eve-teasing, places of work and commuting in late hours are not fool proof on safety issues. It is a different matter that cases of gender abuse do not often come to light for fear of social stigma. It remains a serious matter, nevertheless.


- **Schools should be made inviting enough to motivate girls and their parents**

Statistics, the world over, have revealed that there is a high rate of girls dropping out during or after elementary school. Why is it that schools fail to retain girls? Are the conditions not satisfactory enough for girls? Are the parents not motivated enough to keep sending the girls to school? What do the schools and the community do to create conducive conditions for them? It has been observed that rural and sub-urban schools generally fail to provide toilet facilities for girls. In some schools absence of female teachers deters the parents from sending the girls for fear of sex-abuse. So, can female teachers, skilled in handling girls and adolescent's problems and parental fears, not be made available, so as to give the necessary sense of security to girls and parents?

- **Need to generate adequate awareness among women about their legal rights**

Constitutionally, women are frequently awarded the status of a special group needing focused attention towards their welfare and development. This also includes specific legal rights and provisions such as Equal Remuneration Act, Immoral Trafficking





Prevention Act, Laws on “eve-teasing,” Indecent Representation of Women (Prohibition) Act, Marriage Laws and Acts and Labour Laws specific to women like Maternity Benefits Act, etc. The question arises whether girls and women are sensitised and aware enough to use these instruments proactively to protect themselves or to use them when required in educational and work situations. Women’s legal rights facilitate providing a safe and supportive environment and equality of human rights. “The struggle of women is not primarily for feminism but for humanism, for equality in economic, social, political, family role, and every other aspect of life.” (Chopra, 1998). The issue here is that of making girls and women aware about these provisions to obviate their fears.

### 3.8.1 Intervention Strategies and Action Plan

Intervention strategies towards improving the status and situation of girls and women on career development have to be out-come and development oriented, the ultimate objective being to help them benefit from the programmes and activities, whether directly or indirectly.

Four kinds of targets may be visualised (Refer Fig. 3.1 (a)), Strategies formulated (Fig. 3.1(b))

#### Targets

- (i) Target goals to be achieved
- (ii) Target groups to be dealt with
- (iii) Target strategies and activities to be accomplished
- (iv) Requirement of orientation/training material.

#### 1. Target goals

Among important target goals are (i) changing attitudes, (ii) empowering girls and women, (iii) widening opportunity structures for women, (iv) providing equality of opportunities in education and employment.

#### 2. Target groups

Various target groups need to be covered. These are (i) girls and boys, (ii) parents and community, (iii) employers, (iv) educationists/teachers.

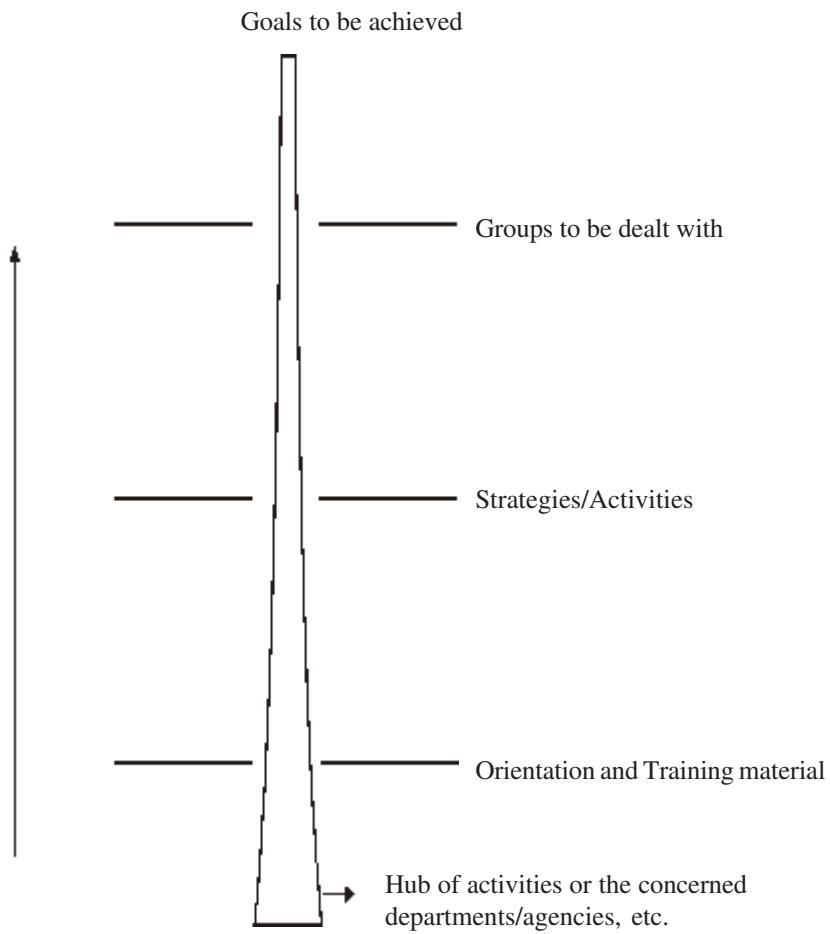
#### 3. Target Strategies

Affirmative action plans need to be developed towards achieving the target goals to ensure desired outcomes. The main strategies will be: (i) sensitisation/awareness programmes for attitude change among girls, boys, community, educationists and employers, (ii) ensuring provisions for girls and women, (iii) orientation and training of teachers, teacher educators, text book writers, (iv) orientation and training of educational policy planners.

#### 4. Orientation/training material

Development of material for orientation/training for empowerment of women needs concerted efforts.

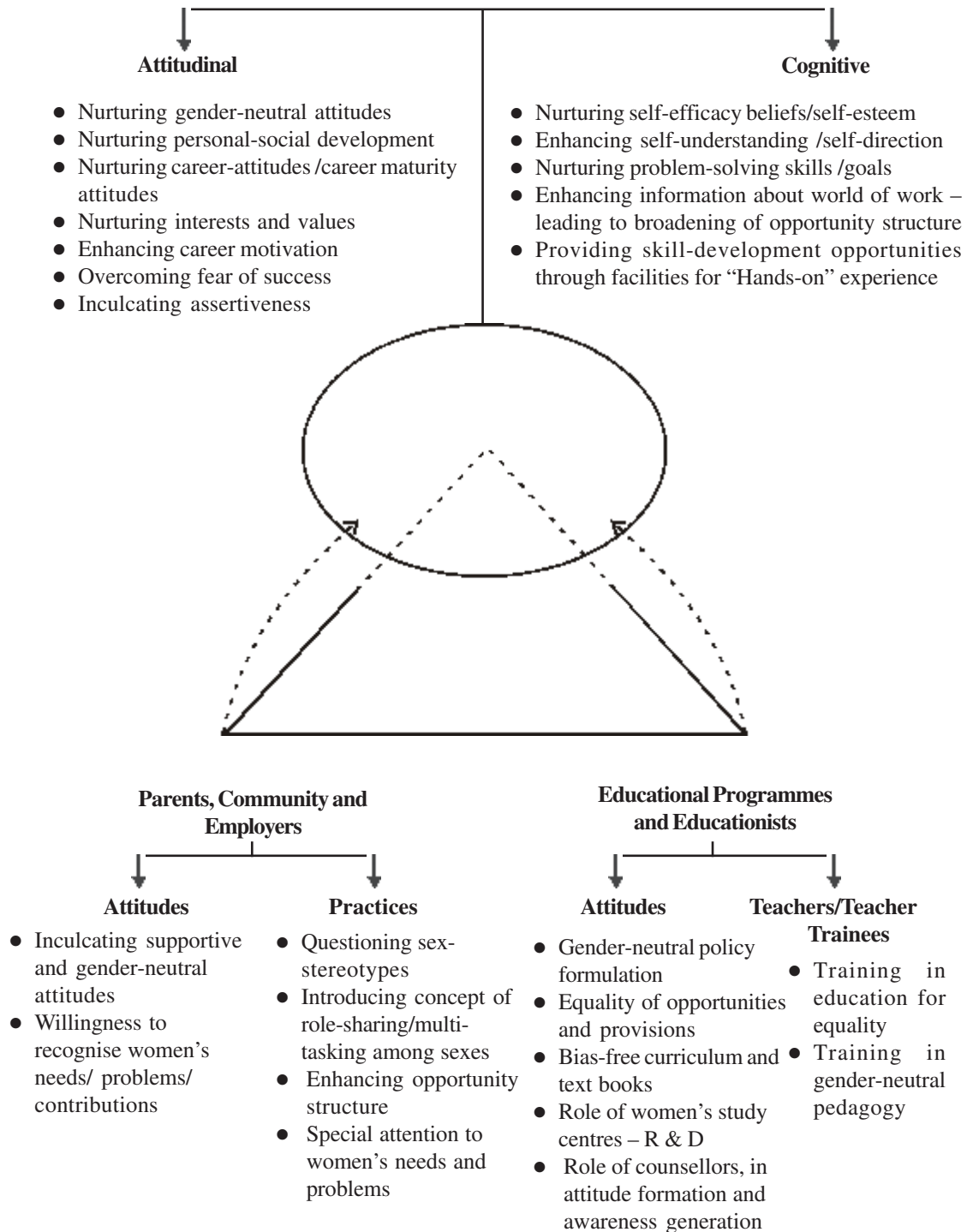
## Graphic Presentation of Action Plan-I (Targets)



**Fig. 3.1 (a):** Outcome-oriented Model for Women's Career Development – Action Plan-I



## Graphic Presentation of Action Plan - II (Strategies/Expected Outcomes)



**Fig. 3.1 (b)** Outcome-oriented Model for Women's Career Development — Action Plan - II

### 3.9 Summary

Women have had limited opportunities to fully participate in the workforce. For many reasons, women's choices to enter certain occupations, enjoy career fulfilment, and indeed be active as both a family member and career person have been restricted. Current beliefs are changing now and an attempt to change the old beliefs of women remaining at home and looking after the household work only, to setting objectives for their self-fulfilment in society is being made.

In this context, you saw some important needs and problems of women in personal-social, educational and career development areas. Special emphasis was put on career development of women. The unit focused on some of the important factors and processes, which create hindrances to women's career choices. The unit also looked at solutions to removing some of these barriers.

Three important theories of career development for women, namely, Hackett and Betz's Self Efficacy Theory, Gottfredson's Model of Occupational Aspiration, and Astin's Need-Based Socio-Psychological Model, were discussed. Some counselling implications for each theory were brought out.

Issues and concerns related to women's career development were raised in the latter part of the unit. Understanding the problems faced by women in certain situations will help develop programmes to address the issues. Legal rights, intervention strategies and action plan for the development of women's careers were also discussed.

Career development of women has become a significant topic to be discussed in the contemporary society. Today women have made strides forward to modify various pressures in their day-to-day lives and gained immense success in the development of their personal, social, educational and over all career aspects.

#### Self-evaluation Exercises

1. Prepare a profile of a woman's career development.
2. In a brief essay discuss five major issues in the area of women's career development.
3. Discuss in detail three workable strategies towards women's career maturity.



## Answer Key to Self-evaluation Exercises

1. Emphasise on the holistic approach including all round development of girls. Also, include any intervening factors and processes. This will take into account their physical growth, health and welfare, psychological and emotional growth in conducive family and community environment, and career development to include handling of sex-role stereotypes in education and work situations.
2. Issues concerning recognition of women's status needs, problems, discrimination in education and work places, imposed role conflicts among women and sex-stereotypes.
3. Targeting various groups in sensitisation and attitudinal change programmes, identifying specific issues to be tackled and finding ways to circumvent obstructions, questioning and changing sex-stereotypes, enhancing opportunity-structure for girls and women, building self-efficacy attitudes among girls and enhancing career motivation, etc.

## Answer Key to Self-check Exercises

### *Self-check Exercise 1*

1. T
2. F
3. F
4. T
5. F

### *Self-check Exercise 2*

- Elaborate on the three theories below. Use an outline that contains an overview of the theory, key propositions of each theory, and implications for your counselling role, with examples.
  - Hacket and Betz's Self-Efficacy Theory (1981)
  - Gottfredson's Model of Occupational Aspirations (1983)
  - Astin's Need-based socio-psychological model (1984)
- Elaborate on:
  - Hacket and Betz's emphasis on social-learning theory and development of self-efficacy beliefs.
  - Sex-differences leading to lack of occupational aspirations. Write gist of propositions in this regard.
  - Four constructs of motivation, expectations, sex-role socialisation, structure of opportunity.

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## Suggested Readings

- Betz, N. E. and Fitzgerald, L. F. 1987. *The Career Psychology of Women*. Academic Press, Orlando, FL.
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# NOTES

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## List of Course Material

### 1. Course Guide

Major inputs include objectives, scope, rules, syllabi as well as procedures for admission, transaction and evaluation for all the three phases of the course.

### 2. Course Modules\*

- i. Module- I : Introduction to Guidance
- ii. Module-II : Counselling Process and Strategies
- iii. Module-III : Guidance for Human Development and Adjustment
- iv. Module-IV : Career Development-I
- v. Module V : Career Information in Guidance and Counselling-I
- vi. Module VI : Assessment and Appraisal in Guidance and Counselling-I
- vii. Module VII : Basic Statistics in Guidance and Counselling-I
- viii. Module VIII : Guidance in Action
- ix. Module IX : Special Concern in Counselling
- x. Module X : Developing Mental Health and Coping Skills
- xi. Module-XI : Career Development-II
- xii. Module XII : Career Information in Guidance and Counselling-II
- xiii. Module XIII : Assessment and Appraisal in Guidance and Counselling-II
- xiv. Module XIV : Basic Statistics in Guidance and Counselling-II

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\* Each module consists of number of self-learning units.

### 3. Practical Handbook

Provides areas and strategies for conducting and undergoing practicum, field experience and internship.

### 4. Tutor Guide

Lists guidelines for tutors, supervisors for course transaction and evaluation during all the three phases of the course.





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