



Career Values Among Female Graduate Students In Relation To Parental Employment And Family Parental Education & Income With Special Reference To West Bengal

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ABSTRACT:

The study was designed to explore the impact of parental level of education & income and profession on female graduate student's career orientation. The professional world is widening by the time. There are a lot of choices in selecting a profession. One can select a profession according to their talent, capabilities, aptitude and interests. The present work was an attempt to study the career values among female graduate students in relation to parental employment and family parental education & income with special reference to West Bengal.

Keywords: Career, Female, Students, Education, West Bengal

INTRODUCTION:

Women differ in values they assign to achievement through family or career activity. In a general sense participation in paid employment should be confidently related to career values and negatively related to family values [1,2]. Of course, if women regard her employment as a means of contributing to family advancement through additional income, then family values may be positively related to employment and it is family advancement [3]. It is often contended that men have career, women have only jobs [4]. The importance of emergence of the concept of career orientation in the field of vocational development of women has cannot be doubted. Career orientation among women has become a major concern of studies in the world [5,6]. The measurement of home career conflict, career salience and career aspirations, career orientation among unmarried females and those under going higher education and the evidence of different sets of social, demographic and psychological factors related with their vocational behavior reveal a dearth of relationship of development of career orientation in the female department

students [7].

EXPERIMENTAL METHODOLOGY:

The experimental methodology was based on analysis of variance, ANOVA, factorial design, F ratio, t-values [8-10]. The population in this study was made up of departments associated with Brainware University West Bengal. In this study, a representative sample of 1043 female department students were drawn from Brainware University WB's department, which offers a variety of courses. The total sample of 1043 female department students were chosen at random using the lottery method. Random numbers were used to pick students from each department.

RESULT AND DISCUSSION:

The means and SD's scores of career values among female department students in 2x2x2 factorial design are given in the table 1.

Table 1

Mean and SDs Scores of Measures of Career Values of Females Department Students under Study in High and Low Levels of Parental Education x Parental Employment x Family Income (2x2x2) Factorial Design

Groups			Low Parental Education		High Parental Education		Total
			Parental Employment		Parental Employment		
			High Parental Employment	Low Parental Employment	High Parental Employment	High Parental Employment	
High Family Income	N	4	17	89	4	114	
	Mean	76.2	76.8	75.9	76.7	76.3	
	S.D	14.7	10.7	10.7	5.1	10.3	
Low Family Income	N	4	99	13	13	129	
	Mean	64.0	79.5	72.5	78.1	73.5	
	S.D	24.4	10.4	8.9	7.0	12.6	
		N	8	116	102	17	243

	Mean	70.1	78.1	74.2	77.4	74.9
	S.D	19.5	10.5	9.8	6.0	11.4

Table 2 Mean Performance of Career Values Among Female Department Students in Terms of Parental Education x Parental Employment x Family Income

Groups	Low Parental Education (A1)	High Parental Education (A2)	Total
Parental Employment (AxB)			
High Parental Employment (B2)	70.1	74.2	72.1
Low Parental Employment (B1)	78.1	77.4	77.7
Total	74.1	75.8	74.9
Family Income (AxC)			
High Family Income (C2)	76.5	76.3	76.4
Low Family Income (C1)	71.7	75.3	73.5
Total	74.1	75.8	74.9
Parental Employment (BxC)			
	High Parental Employment (B2)	Low Parental Employment (B1)	
High Family Income (C2)	76.0	76.7	76.3
Low Family Income (C1)	68.2	77.2	73.5
Total	72.1	77.7	74.9

To find out the significance of mean difference of career values in relation to parental Education, parental employment and family income the multivariate analysis of variance ANOVA (2x2x2) was carried out and results are summarized in table 3.

Table 3 Summary of Analysis of Variance (Parental Education x Parental Employment x Family Income) on Career Values Among Female Department

Students

Source of Variation	Df	Sum of Squares	Mean Square of Variance	F-ratio
Parental Education	1	345.4	345.4	3.14
Parental Employment	1	590	590	5.36*
Family Income	1	259	259	2.35
Parental Education x Parental	1	194.2	194.2	1.76
Parental Employment x Family Income	1	472.7	472.7	4.29*
Parental Education x Family Income	1	128.7	128.7	1.17
Parental Education x Parental Employment	1	676.08	676.08	6.14*
Within Condition	235	25852.7	110.0	
Total	242	28518.88		

**p<.01;*p<.05

Main Effects

(i) Parental Education

Table 3 showed that the main effect of parental education with F-ratio of 3.14 is not significant at 0.05 level. This shows that high and low parental education female department students do not differ significantly in their career values (75.8 vs 74.1).

(ii) Parental Employment

Table 3 showed that the main effect of parental employment with F-ratio of 5.36 is significant at .05 level and table 4.98 shows mean score of career values under high parental employment 72.1 and low parental employment 77.7 signifying that low parental employment female department students have better career values as compares to high parental employment.

(iii) Family Income

Table 3 shows that the main effect of family income with F-ratio 2.35 is not significant at .05 levels. This shows that high and low family income female department students do not differ significantly in their career values (76.4 vs 73.5).

Interactive Effect

(i) Parental Education x Parental Employment

Table 3 shows that effect of parental education across parental employment with F-ratio of 1.76 is not significant at .05 levels. This is indicative of the fact that the non-significant main effect of parental education is independent to explain career values among female department students.

(ii) Parental Education x Family Income

Further table 3 shows the effect of parental employment across family income with F-ratio of 4.29 which is significant at .05 levels. It shows that the main effects of parental employment and family income are dependent upon each other to explain career values among female department students. In order to find out significance of mean differences, t-value was applied in the table 4.

Table 4

The t-values of Testing Significance of Mean Difference on Career Values in BxC Interaction

Group Comparison	Mean	MD	t-value
High Family Income (C2)			
Low Parental Employment (B1)	76.7	0.7	0.32
High Parental Employment (B2)	76.0		
Low Family Income (C1)			
Low Parental Employment (B1)	77.2	9.0	2.19*
High Parental Employment (B2)	68.2		
High Parental Employment (B2)			
Low Family Income (C1)	77.2	0.5	0.26
High Family Income (C2)	76.7		
Low Parental Employment (B1)			

Low Family Income (C1)	68.2		
High Family Income (C2)	76.0	7.8	1.84

**p<.01;*p<.05

It may be seen from the table 4 that in low family income group of low and high parental employment female department students differ significantly (77.2 vs 68.2; t- value=2.19; p<0.05).

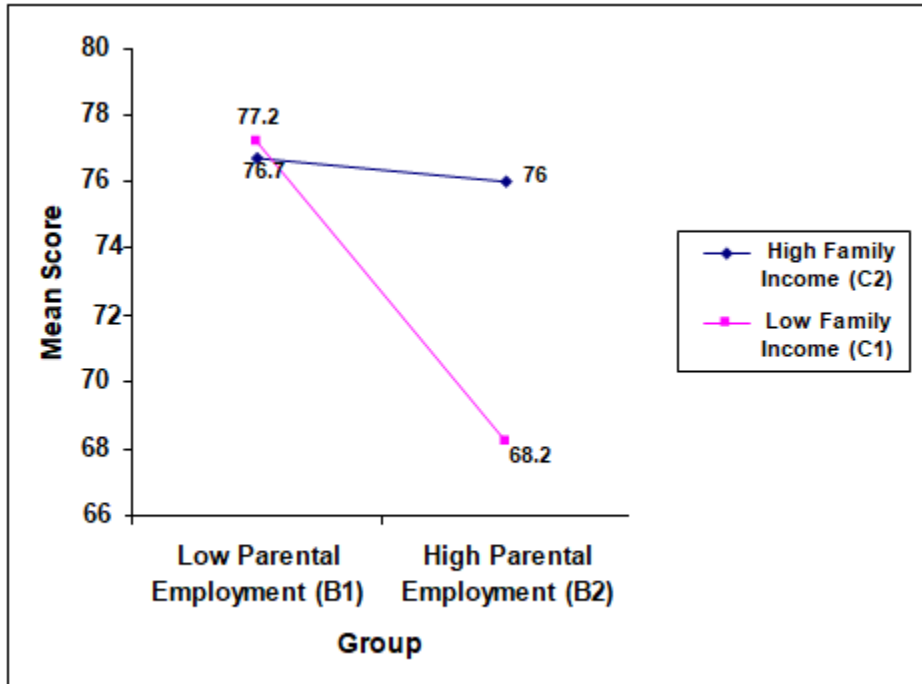


Fig. 1(a): Career Values Among Female Department Student in Terms of Parental Employment x Family Income (BxC)

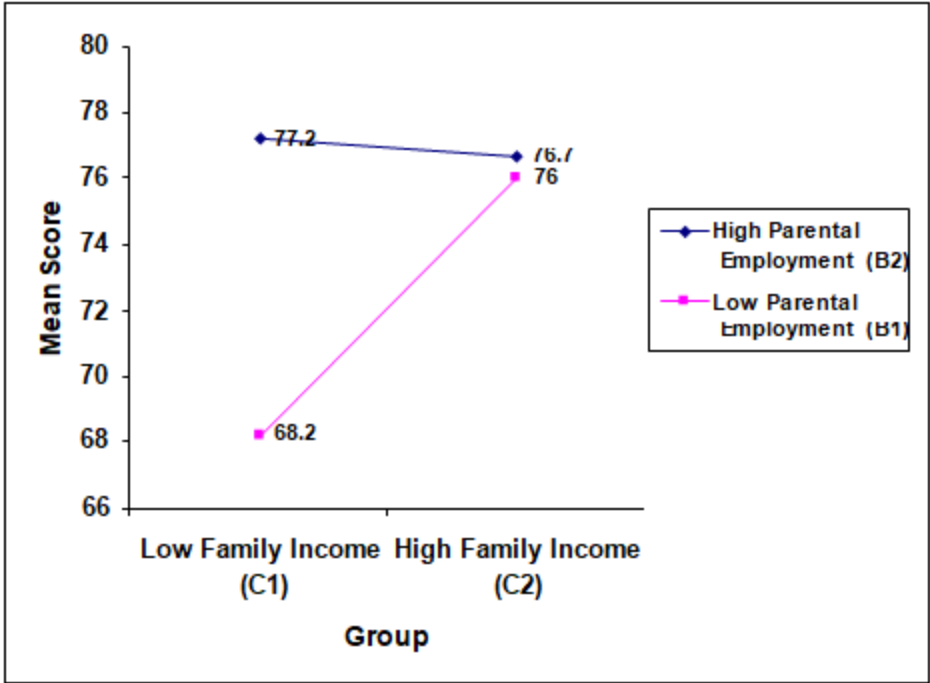


Fig. 1(b): Career Values Among Female Department Student in Terms of Parental Employment x Family Income (BxC)

(iii) Parental Employment x Family Income

Table 3 showed that effect of parental education across family income with F- ratio of 1.17 is not significant at .05 levels .This is indicative of the fact that the significant main effect of parental employment is independent to explain career values among female department students.

(iv) Parental Education x Parental Employment x Family Income

Further table 3 concluded that the effect of parental education across parental employment across family income with F-ratio of 6.14 is significant at .05 level indicating high interdependency. In order to find out significance of mean differences, t-value was applied in the table 5.

Table 5 The t-values of Testing Significance of Mean Difference on Career Values in AxBxC Interaction

Group Comparison	Mean	MD	t-value
Low Parental Education (A ₁)			

Low Family Income (C₁)			
Low Parental Employment (B ₁)	79.5	15.5	5.78**
High Parental Employment (B ₂)	64.0		
High Family Income (C₂)			
Low Parental Employment (B ₁)	76.8	0.6	0.77
High Parental Employment (B ₂)	76.2		
High Parental Education (A₂)			
Low Family Income (C₁)			
Low Parental Employment (B ₁)	78.1	5.6	0.28
High Parental Employment (B ₂)	72.5		
High Family Income (C₂)			
Low Parental Employment (B ₁)	76.7	0.8	0.28
High Parental Employment (B ₂)	75.9		

**p<.01;*p<.05

The female department students having low family income have more career values as compared to female department students having high family income at high parental employment in case of high and low parental education group of female department students.

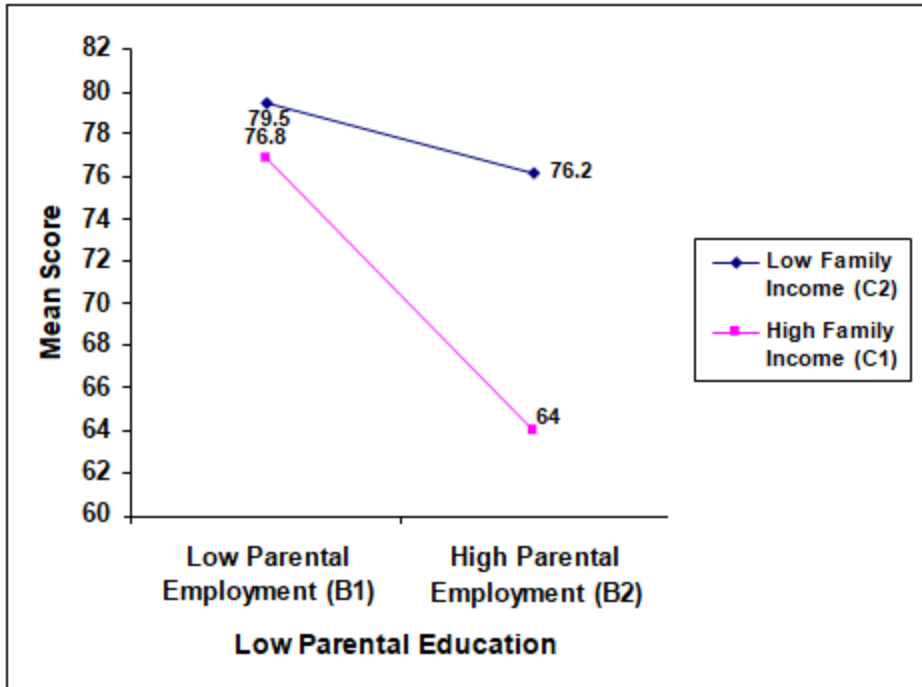


Fig. 2(a): Career Values Among Female Department Student in Terms of Parental Education x Parental Employment x Family Income (AxBxC)

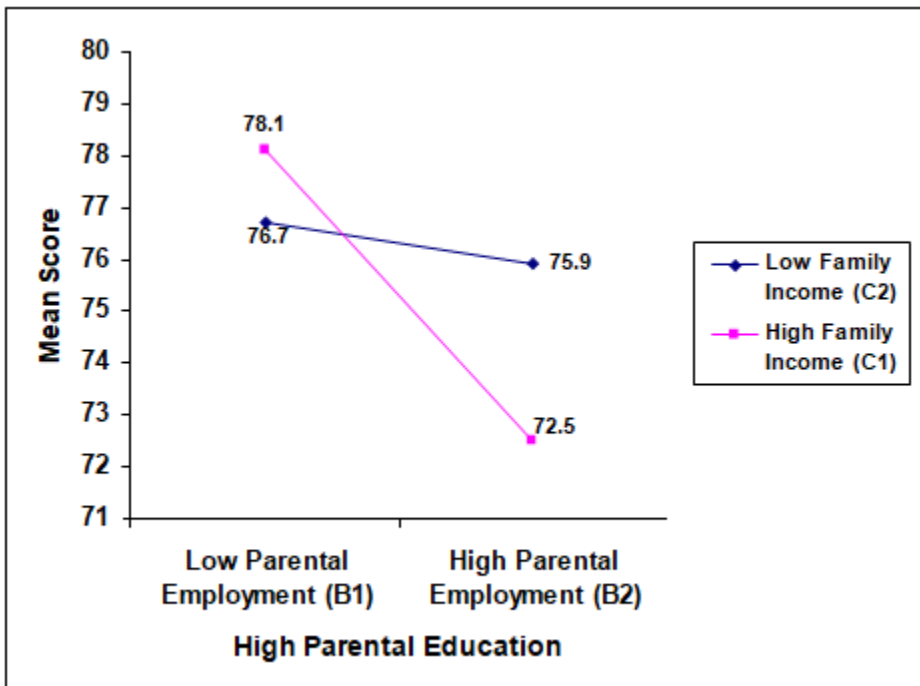


Fig. 2(b): Career Values Among Female Department Student in Terms of Parental Education x Parental Employment x Family Income (AxBxC)

CONCLUSION:

The table 1 showed that the mean career values of female's department students from 64 in case of low family income — low parental education- high parental employment group to 79.5 in case of low family income — low parental education — high parental group. The overall career value mean score of female department students in 2x2x2 factorial design (n=243) came out to be 74.9.

It is concluded that low parental employment female department students are more career values than high parental employment female department students in low family group of female department students. In other words, it may be stated that parental employment plays a significant role in determining career values of female department students only in case of low family income, whereas such difference is not significant in high family group of female department students (76.7 vs76.0; t-value=0.32; p>0.05). These findings are true in case of low parental education group of female department students but there is reversal of results the female department students whose parents have high family income and low parental employment have more career values as compared to low family income at low parental employment group in case of high parental education female department students.

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