

A STUDY ON CAREER ASPIRATION OF RURAL WOMEN IN TAMIL NADU: A SOCIOLOGICAL ANALYSIS

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Abstract: Rural Women are entering the organized workforce in large numbers across industries and especially in urban Tamil Nadu. Many young Tamil Nadu women are the first women in their families to take up full-time formal employment; at the same time, working women in India face tremendous pressures as they climb the ladder at work from social pressures to get married and have children early to rigid workplace structures that force women to drop out before they reach their potential. Everyone has different career aspirations. Career aspirations are different from individual to individual. A lack of clear career aspiration may result in frustration and disorganization, causing aimless wandering and a feeling of malaise. Therefore, career aspiration is very important for every individual.

Key Words: Aspiration, Women, Career, Empowerment, Job, Rural.

Introduction: Employment is an issue of concern for every country. The better the rate of employment in any nation better is the overall economic condition. But of late, policy makers have started thinking about the quality of human resource a country might have. Here comes the term "employability". Employability is defined as the development of skills, abilities and personal attributes that enhance student's capability to secure rewarding and satisfied outcomes in their economic, social and community lives. Businesses around the world are reporting a skills shortage epidemic that is hindering the growth prospects of the nations. According to the Global Talent Index 2015 almost four in ten (39 percent) businesses around the world are struggling to recruit the right people, with a lack of technical skills cited as the primary problem (64 percent). The concern is that this lack of talent will dampen business productivity, ultimately threatening future growth and profitability. In fact for about 3/4th Indian businesses, one of the primary challenges faced is the shortage of technical or specific skills. Despite their increasing numbers, women have tended to enter the workforce in lower-status, lower-paying jobs, and remain clustered in a limited number of conventional careers. Low-paying traditionally female careers, including administrative support, sales, service, nursing, teaching, social work, and clerical jobs, reflected society's persistent attitudes regarding stereotypical occupational roles for males and females. Because women's career choices were restricted, their earnings lagged behind their male counterparts with comparable education and experience. Income earnings have been found to increase with educational level and years employed. However, women earned roughly two-thirds the income of their male counterparts. This discrepancy in income was partially attributed to the disparity between traditionally male and traditionally female occupations. For example, women are less likely to be employed in science or engineering jobs, as these are

considered traditionally male occupations. However, females who are employed in these jobs earn roughly 20% less their male counterparts. Factors narrowing women into traditional role occupations included social and familial influences, a lack of awareness regarding nontraditional options, an unwelcoming environment in many male-dominated fields, discrimination within career fields, high turnover rates for women, and less seniority in given occupations. These factors also contributed to earning gaps between men and women.

Career-Oriented Are Rural Women: Career is certainly high up on the agenda for these women. 70% of women believed themselves to be highly or extremely career oriented.

Influences Choice of Job: In order, Career growth opportunities, Liking for the job role and Office environment were the top 3 factors chosen by most respondents as influencing their potential choice of job. This was followed by Salary and Work-life balance.

Career Aspirations: Career aspirations are simply the goals to achieve in either the current profession, or desired profession. It clearly defines that what we need or want from our work. People often mix up career aspirations with career goals. Aspirations are different from the actual work that we do. Aspirations help to define our career goals, but are not the exact same things.

Career Aspiration Must Be Based On S.M.A.R.T Technique: S= Specific- goals needs to be explicit and detailed.

M=Measurable- goals should have a specific outcome against which can measure the progress.

A= Attainable- goals must allow to strength, but still be reasonable.

R= Relevant- each goal must have meaning.

T=Time-bound-goals must clearly define a beginning and an ending.

Career aspirations have two distinctive aspects:

1. Future oriented-goals that can be satisfied at some future time.
2. Motivators-encouragement to achieve goals that individuals are willing to achieve.

Career aspirations can be divided in the following categories:

1. Career Success
 - To make use of professional skills to achieve advancement.
 - To seek for a job that provides chances for us to be promoted.
 - To move forward.
 - For wealth.
2. For sense of security
 - To look for a job that provides a stable income.
 - To prefer to work at places that offers a long-term secured position.
3. Wants to be expertise in particular in field
 - To seek for job that offer technical or professional enhancement and interest.
 - To become expert in a professional area.
4. Love freedom
 - To enjoy freedom.
 - To encourage by values such as freedom and independence.
5. Wants balanced life
 - To perceive the job to be equally or less important than other non-work values such as family, religion, health and relaxation.
 - To prefer jobs that is interested in.
6. Talent
 - Talent is relevant to great success.
 - The most accomplished people need around ten years of hard work before becoming world class.

Career Development of Rural Women: Historically men were expected to work and women were expected to be homemakers. As a result, "studies investigating the kinds of vocational choices made by women were less important than were the issues of whether or not and why women pursued careers at all". Working women were viewed as immoral and unfeminine objects of pity. Some critics accused working women of being negligent mothers. Frequently, women employees were not taken seriously by their bosses, colleagues, or society. Having a career posed challenges for women due to their family responsibilities; women were expected to perform duties as wife and mother, in addition to fulfilling their professional responsibilities. Some women experienced feelings of guilt or selfishness if they put their career interests first. Because women's work and family demands were simultaneous, these demands had a significant impact on women's careers. As stated by Heins "Achieving professional status may be more difficult for women than for men"

Factors Influencing the Career Choices of Women: Many factors influence the career choices of women. Persons such as parents, siblings, peers, teachers, guidance counselors and role models may affect women's career aspirations. Experiences at home, experiences in school and experiences in the work force may shape the way women plan for their future. Career aspirations are influenced by factors such as gender, socioeconomic status, race, parents' occupation and education level, and parental expectations.

Barriers to Women's Career Aspirations: Women often perceive barriers and role conflicts as obstacles in their career development process. Common barriers faced by women included sex-typing of occupations and sex discrimination, both of which women felt they were unable to control. Inadequate occupational skills, poor academic achievement, and lack of transportation were also found to be major reasons women failed to succeed in the workforce. Childcare was another issue women saw as a potential barrier to career success.

Women in the Work Place: Historically, society believed a woman's place was in her home, caring for her husband and children, as opposed to the workplace. Eventually, women began extending their work outside the home in the form of domestic and other jobs such as clerical workers. The integration of women into the workforce was a slow process and was often viewed unfavorably by society. By the middle of the nineteenth century, more women became involved in teaching, nursing, and clerical work. Today, there is no longer much question whether women will participate in the workforce. In addition, working women are no longer considered deviations from the norm, but rather they are the norm.

Career Aspirations of Women in the 20th Century: "A series of related jobs within an organization or different jobs within various companies" Career development refers to the many jobs a person holds, and it should represent progress, whether through increased recognition or salary, or the respect one receives from colleagues. The more a person's career progresses in this manner, the more he or she will be judged successful (Gutek & Larwood).

Career aspirations represent an individual's orientation toward a desired career goal under ideal conditions. More simply stated, career aspirations "provide information about an individual's interests and hopes, unfettered by reality". Adolescence would be an ideal time to study the career development of young women, as many changes occur during this time that strongly influence the formation of career aspirations and preferences (Watson et al., 2002).

Factors Influencing Women's Career Aspirations: Career aspirations are influenced by factors such as gender, socioeconomic status, race, parents' occupa-

tion and education level, and parental expectations. Researchers examine such factors to determine their role in career behavior and how they affect individuals' career decisions. In recent years there has been an increased awareness of the impact of socioeconomic status, race, gender, and on the career decision-making process and career development.

Gender influences "Gender is clearly one of the most powerful of all influences on vocational behavior". In the past, fewer occupational choices were available to women due to factors such as sexism, discrimination, and limited education. Studies on gender and career aspirations in the 1970s revealed girls had more restricted career aspirations than boys, and girls often opted for a narrow range of occupational categories. Additionally, Heins et al. (1982) reported that families often encouraged the educational and career aspirations of male children but not those of female children. Thus, not only did sex differences in career aspirations develop early in childhood, girls appeared to learn quickly that certain adult statuses were available to them, reflecting societal sex-role expectations (Looft, 1971b).

Replications in the 1980s of earlier studies showed girls had broadened their career preferences, yet their expectations for career attainment remained low, especially for high status, traditionally male jobs. Recent studies refuted earlier findings and asserted that females demonstrated an interest in a greater number of careers and displayed more gender-role flexibility in their career aspirations than males. Jones and Womble (1997) revealed that female secondary students had more positive attitudes toward work than males. However, Watson, et. al. (2002) noted adolescent females were more conflicted between their future careers and commitment to marriage and family. Occupational status and educational level of parents. The occupational status and educational level of females' parents have had a significant impact on their career aspirations and career choice indicated children's career aspirations were more closely related to parental occupations. Among adolescent females in particular, career choice was strongly influenced by the mother's occupation. The mother's occupation was credited with impacting children's aspirations because children often attended work with their mothers and were more likely to know what their mothers did for a living. Deduced career choices and aspirations in females were significantly predisposed by the mother's type of work. In an early study of college women, Burlin determined daughters of working mothers chose a life pattern comparable to their mothers more often than life patterns comparable to their fathers. Burlin's findings reiterated the importance of mothers as role models in the development of their daughters' career goals and aspirations. Similarly, Signer's and Saldana's (2001) study found

the social status of mothers' occupations, as opposed to the social status of fathers' occupations, had a stronger correlation with the social status of female students' career aspirations. The researchers attributed this finding to the fact that mothers exhibit a greater presence in many homes.

Parents' educational level has been positively related to aspirations of youth stated that both parents' education level wielded a strong influence on career choices of their daughters. Signer and Saldana (2001) noted the positive relationship between adolescent females' career aspirations and their mothers' educational achievement. Jones and Womble (1998) found that students whose mothers completed either a two-year or four-year postsecondary degree had higher perceptions of work and career-related issues.

Women's education gains in the workplace. Research supports the idea that the more education a woman receives, the more likely she is to engage in paid employment. Increases in post-secondary enrollment among females have been the result of changing roles and expectations of women in society and a growing interest among women in professional careers. Over a 31-year period from 1970 until 2001, women have steadily become the majority of the undergraduate population in degree-granting institutions in the U.S. Even though women's enrollment in postsecondary education is expected to comprise 57% of the undergraduate population by 2013, their incomes continued to be lower than their male counterparts. This is especially true for men employed in fields that are traditionally less female-oriented, including mathematics, science, and engineering. While men earned the majority of professional and doctorate degrees, women earned more degrees than men overall.

A woman's educational level has also been a strong predictor of the number of years she will be employed. With more women choosing majors that require continuous employment, women are extending their participation in the workforce (Nieva & Gutek). In addition, women themselves have tended to associate a postsecondary degree with success and increased salary, thus perceiving a greater payoff to pursuing postsecondary education than men.

Socioeconomic status affects information about work, work experience, and occupational stereotypes, which influences vocational interests. Studies show a positive association between high school students' aspirations and their family's socioeconomic status, which is frequently related to parental education levels, indicated that a low socioeconomic status resulted in reduced and unrealized expectations. Additionally, socioeconomic status had a direct effect on unequal aspirations and expectations. Compared with middle and upper class individuals, lower class individuals faced more obstacles that limited their career aspiration levels. Regardless of socioeconomic status,

stressed that the career aspirations of all individuals are important in the career development process. Following aspect

Demands of the job: Traditionally, rural women used to stay away from roles that required travel. Is this changing? It appears so, but not entirely. 78% of women in our survey were open to travelling as part of their job, which is a sizeable number. Core job related aspects such as leading a team or initiating a new project also had over 70% of women open to them.

Work pressure: There is a segment of women (63%) who felt they would prefer a high pressure-high rewards work environment.

The need for internships: Internships as a means of gaining entry into and experience in one's chosen career are becoming popular. 68% of young women had gone through 1 or 2 internships towards their career.

Find a Job: Personal networking was seen as the top method to finding a job (92.95%) followed by online applications through company websites (90.54%), campus recruitment (61.94%) and online job boards (57.98%).

Marriage and career: The 84% of young women had plans to get married, while 13% did not plan to and 23% were undecided. That should count as a deviation from long-held social norms in Tamil Nadu that make it almost mandatory for all young women (and men too) to get married. When asked about the potential impact of marriage on their careers, 60% agreed or strongly agreed that marriage would not slow down their career progress.

Families support young Women: Families' support for the ambitions and aspirations of young Indian women is certainly growing. 82% of respondents agreed or strongly agreed that their families were supportive of their career ambitions that is certainly grounds for some cheer.

Gender and progress at work: Finally, despite their growing aspirations and belief in them, most young women are aware of the challenges that they will face as working women. 92% agreed or strongly agreed to the statement that 'As a woman, it will be more challenging to grow in my career than it would be for a man.'

Psychological and Social Impact of inquiry Impairment: Family and society are the most important agencies in the personality development of the hearing impaired children. They are expected to provide opportunities which include teaching social and emotional skills and promoting social competence through peer groups, parents and professionals. When families, schools and hearing impaired community become more connected, a sense of togetherness and recognition can develop which may bring the optimal development of hearing impaired chil-

dren. Unlike normal adolescents, hearing impaired adolescents have a harder time in finding independence because they have to depend more on others. The handicap of the hearing impaired affects their lives and significantly reduces their opportunities for social integration in various settings. This lack of integration not only results in worsened opportunities in general, but also causes deterioration of the mental fitness and well-being of the hearing impaired. The problems of the hearing impairment in relation to the surroundings have significant consequences for the individual. Impaired hearing can influence a child's behaviour and socio emotional development. The extent to which a hearing impaired child successfully interacts with family, friends, and people in the community depends largely on others' attitudes and the child's ability to communicate in some mutually acceptable way (Hewett & Forness, 1984). Usually the hearing impaired children tend to be maladjusted because they live in two worlds, one of the disabled and the other of the normal. They are expected to come up to the level of the normal and feel internally frustrated as they cannot possibly reach the level of the normal people in their attainments. Gradually they develop negative self-concept. To be successful member of the society and gain full access to its richness and opportunities, they have to learn and live at least to some extent in both the worlds that of normal and the hearing impaired. Thus family and community, both play important roles in promoting healthy social and emotional development with hearing impaired children.

Level of Aspiration: "The greater failure is not the child who doesn't reach the stars, but the child who has no stars that they feel they are reaching for." Gordon Brown (2007) Current government policy, as set out in the Children's Plan and elsewhere, is concerned with ensuring that young people have high aspirations, not just educationally but in the wider sense, participating in positive and cultural activities that develop their talents, and becoming active citizens. A pupil has some expectation in mind when he attempts a task. He strives to attain what he thinks he can attain. If he attains the expected results he is satisfied, if things work out so that he falls short of his expectation, he experience some degree of failure, which leads to seemingly paradoxical results. Thus level of aspiration may be defined as, "The standard, a person expects to reach in a particular performance." According to Barrow (1956) level of aspiration depends on several factors like, intelligence, socio-economic status, parent relation and expectation from children. In setting of Level of Aspiration a person estimates his own level of achievement, experience, success or failures and his own capabilities and limitations. Generally Individuals face a dilemma between moving up to a more advanced level versus

repeating the current level for their next pursuit. Choosing a more advanced level often requires the individual to invest more effort, yet it can offer certain benefits (e.g., greater interest). As such, we explore whether the way individuals monitor their current goal either in terms of remaining actions or completed actions influences their aspiration level for their next goal level. Failure to make progress leads to conscious deliberation about increasing effort, because individuals tie the benefits from the goal to attainment rather than engagement. For example, a student can value making progress on a reading assignment, and a chef can value completing a masterpiece dinner and serving it to the guests. It is notable that stronger goal involvement could potentially increase the satisfaction from the present goal level as well as the motivation to move up to the next goal level.

Impact of Hearing Impairment on Academic Achievement: Hearing impaired children, due to their inability to pick up auditory social clues, experiences delayed social development that is in large part tied to delayed language acquisition and can lead to social isolation. Research conducted by hearing review in late 2007 found that there are a number of the life issues faced by hearing impaired. Researchers have found that hearing impaired children had issues in a number of areas like social interaction, language and communication, education, behavioural problem, mental health and safety. Language and communication develop within the first two years of life. Hearing impaired children often have delays in, as well as poor, speech and language development hindering their ability to communicate effectively. They have

poor mental acuity due to poor speech and language development. They do not have the skills to ask the questions to get help because they do not know what they do not hear. Hearing impaired children need others to repeat themselves or may need sign language for communication. If a child is to attend a main stream school then oral and written communication are necessary. However a hearing impaired child may not have the skills to allow them to keep up with their peers. Hearing loss of any degree appeared to affect psycho educational development adversely, leading to the conclusion that even minimal hearing loss places children at risk for language and learning problems. Hearing impaired children had difficulty in maintaining attention and is behind in educational achievements and their grades lower than their hearing peers.

Conclusion: Career aspiration is the most important factor for mastering the ever-changing work environment at any level, no matter where women work. For women, it is especially critical, as women often face more challenging organizational contexts that they must learn to navigate in order to succeed. Women are faced with many barriers in terms of aspiring to and choosing careers in the scientific and engineering fields. Knowing others are wisdom, knowing you is Enlightenment. Therefore, career aspiration of women is the foundation of their professional growth and success. Improving career aspiration is not something women can do overnight. But if they focus and persevere at getting rid of old beliefs, they can develop a healthy career aspiration that will change their life. And that is something worth working towards.

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