Perceived Familial Gender Discrimination and Its Impact on Career Choices among Girls

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Abstract

The aim of the study is to examine the influences of perceived familial gender discrimination on adolescents' choice of career.

Gender influences a wide range of career-related attitudes, behaviors, and outcomes. This includes career choice, career experiences, occupational health, work attitudes, other people's perceptions, and career outcomes.

Gender discrimination influence the individual's performance, their competence and career choices thus controlling their actual ability. These results in a perception which is gender differentiated on the basis of cultural beliefs which subsequently results in diverting their path career choices.

Girls evaluate their own competence at career-relevant tasks. This is due to the result of the internalization of cultural beliefs about gender and one's gender identity, or it may be the result of the expectation of others causing males and females to invoke the use of different standards for evaluating their own competence.

This review shows how perceived familial gender discrimination leads to career choices thereby compelling the girls to take decisions to persist on a path away from a career in science, math, or engineering.It also highlights that cultural and familial beliefs about gender discrimination influences self assessment of girls which plays an important role in career choices.

Keywords: Perceived Familial, Gender Discrimination, Career Choices

Introduction

It is true that personal academic strengths and interests play an important role in educational and career decisions.But the Perception of gender bias also plays a significant role in many women's choice of a career path.

Socialization experiences play a major role in the life of girls. Many other sources like Parents, siblings, teachers, school guidance counselors, other adult role models, peers, and the media influence how individuals view themselves based on their gender.

Teachers and other adult role models such as guidance counselors, extended family members, and family friends also expect boys to be more rambunctious and physically active, whereas girls to be more sensitive and sociable.

It is common practice that gender-appropriate play is encouraged since early age (e.g., boys play with trucks; girls play with dolls) and extracurricular activities (e.g., football for boys, dance for girls). Thus, people in a girl's social environment reinforce and send consistent messages as to what is expected of them according to their gender.

This might include choosing to participate in activities that are gender typed (e.g., a boy choosing to pursue art, a girl choosing to join the wrestling team) or expressing vocational interests that are viewed as less appropriate for one's gender (e.g., a boy interested in nursing, a girl interested in auto repair).

Cultural beliefs about gender (hereafter called "gender beliefs") are the component of gender stereotypes that contain specific expectations for competence. It is this component, with its specific expectations of competence that presents special problems for gender equality (Ridgeway and Correll 2000). Gender beliefs are also cultural schemas for interpreting or making sense of the social world. As such, they represent what we think

"most people" believe or accept as true about the categories of "men" and "women

Such socialization experience influences both genders, as it is presumed to have greater negative effects on girls because it tends to limit and restrict their options and achievements more so than boys'. It can be seen that a healthy adult man is expected to work, but the decision to enter the labor force is presented as a choice for girls. In this way, gender influences the initial decision of whether or not to pursue paid work outside the home. Likewise, socialization experiences strongly influence vocational interests and career choices. Adolescent girls and adult women indicate greater interest in social and artistic endeavors whereas, adolescent boys and adult men report greater interest in scientific, technical, and mechanical pursuits.This is because of the fact that due to the perception of familial gender discrimination girls are reluctant that to pursue careers in engineering, business, and science, and they are encouraged to pursue careers in social and helping occupations.

Parental role modeling also influences occupational preference and career choice, since children tend to identify most with their same-sex parents and working adults are also segregated occupationally to some extent.

Perception regarding self efficacy in career , or beliefs in one's ability to be successful in a wide range of career pursuits is also influenced by perceived familial gender discrimination . Girls do not receive motivation necessary for developing strong beliefs in their abilities to master career-related tasks.

Individuals develop career-related self-efficacy through vicarious experience (role models), verbal persuasion (encouragement from others), and actual experience (having opportunities to master tasks). Girls tend to have less opportunity for these experiences and therefore tend to report lower career-related self-efficacy than boys which ultimately can lead to further occupational sex segregation, as individuals are less likely to pursue certain jobs and/or careers if they believe that they will not be successful.

Gender and Career Experiences

Gender also influences individuals' career experiences. Girls face unique barriers in the family , which, in turn, shapes their career choices and experiences. Mary Alice McCarthy, Director of the Center on Education and Skills at the New America Foundation, suggests that socialization may play a prominent role in women's career planning, with women still viewing themselves as caregivers rather than providers, leading them to place less value than men on earning a high salary.

Study shows that perceived gender bias leads more girls to pursue lower paying fields. Ginger ,O. (2018)

Another way in which girls and career choices differ is that they are more likely to experience interruptions, and gaps in studies which slow down their career progress.Girls also tend to interrupt their careers for different reasons, as they are more likely to temporarily leave the education for family reasons and thereby confirming to the gender based societal norms .

Compared with boys , girls are also more likely to go from school to a full-time family role, and then return to school or enter the workforce for the first time after starting a family. Therefore, some women get a later start in their careers than do men. There are also gender differences in full-time versus part-time work, with married girls being more likely to opt for the flexibility afforded by part-time work. Unfortunately, part-time work provides individuals with less visibility and exposure in organizations, which has been offered as one reason that a girl's career often does not progress as quickly as a boy's career.

Review of Literature

According to Alberts et al (2003), choice of career is one of the major areas of concern for young people nearing the end of their schooling. The influences are complex for, Ginzberg et al. (1951) argue, the choice of career is also influenced by the young person's conceptualisation of his or her abilities and preferences, and the pursuit of a match between these and job requirements. This in turn, is influenced by the young person's gender, and place in the family. Gender influences behaviors and preferences across a variety of contexts. While there is some debate about the degree to which these differences are biologically versus socially influenced, several notable trends have emerged. Among them are gender differences in interdependence and connectedness. For example, Clancy and Dollinger (1993) found that when men and women were asked to select photos that described their lives, women selected more photos of others, while men selected more photos of themselves. This finding supports the notion that women have a tendency to define themselves based on social relationships and connectedness.

The task of choosing a career is not static, but part of the developmental process. According to Ginzberg et al (1951), the initial fantasy stage of early to mid-childhood, is followed, through the early teenage years by the tentative stage, when individuals begin to think about their interests, capacities and values. In the realistic stage, of late adolescence, which is the subject of this paper, the individual shifts from a focus on subjective needs and interests, to an appraisal of what the world has to offer? Once selected, even a single career choice can, however, according to Ranson (2003), involve at least three different career paths. These include stable employment with one employer, mobility between employers and self-employment. It is important to be aware that any choice made may be reflected in a number of different paths, once the career has been commenced.

Both the school and the family can provide information and guidance, either directly, or indirectly, to influence a young person's choice of career. School teachers can identify aptitudes and abilities, and encourage students to take certain subject options, or take part in work experience, or employment visits. Small and McClean (2002), reported on the very strong influence parents can have by providing an example. They also offer appropriate support for

certain occupational choices, which tend to follow their own. There are many other influences from within the family. For example, the young person's own gender can be a factor in career choice.

Past research has shown that women are more likely than men to choose primary care over other specialties such as anesthesiology (Bland, Meurer, & Maldonado, 1995). This may be a function of gender differences in the values that influence students' career choices.

Creed and Patton (2003) reported with adolescents, females matured earlier than boys in their career attitudes. They also found females' reaction to early working experiences was more mature than that of males. In addition, with girls, according to Spitze and Logan (1990), career choice can be influenced by many aspects of family life, often involving caring responsibilities, which do not impact so much on boys. Wilgosh (2002), reported on the impact of gender stereotyping on academic attainment in certain subjects, and how popular images in the media influence career choice. Adolescent girls for example, became focussed on appearance and popularity, and tended to avoid science-related careers. Miller et al (2002) found, females were far less likely to enter science based occupations than males, and emphasised the need for teachers to direct their attention towards changing the attitudes of girls. Heckert et al (2002), noted female college students, more than males, in their criterion for choice of career put more emphasis on factors such as working conditions, facilities for child rearing, career certainty and working hours. Small and McClean (2002) also noted a gender difference in career choice, with males more likely to want to run their own businesses than females. Further Noon and Blyton (1997) argue, females more than males, desire intrinsic rather than extrinsic rewards from their employment. According to Bailyn (2003), there is ample evidence that despite employment law, organisations are more responsive to males than females.

Safety considerations might preclude some women from becoming taxi drivers or security guards. Conversely, more people likely trust females to watch over their children due to women being historically caretakers and heads of the family. Saeid,F.(,2015)

Careers that favor women pay 20% less than careers that favor men. Careers that favor women tend to involve working with children, elderly, and the sick. Perhaps unsurprisingly, careers that disproportionately favor women over men, even when accounting for differences in interests, tend to involve caretaking and clerical jobs Saied,F.(2015).

A number of studies have addressed obstacles facing women interested in pursuing sporting careers, such as refereeing (Azurmendi, 2016; Kim and Hong, 2016), or occupying management and leadership positions in sporting organizations (Elling et al., 2019). This situation is not new, as in a study published over 10 years ago, Webb and Macdonald (2007) highlighted the difficulties faced by women in pursuing a successful career in

physical education. In short, sport is largely characterized by gender biases, with a predominance of men and discrimination against women.

Objective of the Study

The socialization experiences of girls and boys are different; they are treated differently and held to different standards by teachers, guidance counselors, parents, and others in their social environments. This influences both career decisions and career opportuni-ties. Society often views girls and boys in stereotypical ways where in general women are believed to be more nurturing and sensitive, and men more assertive and directive.

Society in general or, more specifically, hold nega-tive attitudes toward women in management posi-tions as they are viewed as less appropriate candidates for jobs requiring heavy travel or relocation. These perceptions can influence a girl's career opportunities for being selected in transferable jobs and relocation assignments, placement in high-risk internal job assignments, and receiving promotions. Th Others' perceptions can also undermine the self-confidence of women in pursuing nontraditional jobs and careers.owing to these perceptions and gender discrimination ultimately she is left with any career options.

Therefore this review tries to study, taking into account the perceived familial gender discrimination and its impact on the career which girls choose .It is also concerned to explore the relative impact of a number of influences such as school teachers, and parents, on career choice.

Conclusion

The most important decisions people make, second perhaps only to whom they marry, is what career they choose. People's career choices are fraught with bias, lack of information, market conditions, and sadly discrimination.Family structure is believed to have different career effects for girls and boys for several reasons. As noted previously, even in egalitarian marriages, women have greater responsibilities for dependent care and household chores than do men. These addi-tional responsibilities can restrict a girl's career opportunities. Another explanation is that as a group, women place greater emphasis on family than on work. If this is the case, it may lead some women to self-select out of jobs and careers that they believe will not allow them to accommodate their family responsibilities. Finally, societal stereotypes likely play a role as well, such that individuals in more "traditional" marriages (e.g., working husband with a stay-at-home wife and children) are viewed more favorably by organizational decision makers than those in other family arrangements (e.g., female parent in a dual-earner marriage). Cultural beliefs about gender are argued to bias individuals' perceptions of their competence at var- ious career-relevant tasks, controlling for actual ability. To the extent that individuals then act on gender-differentiated perceptions when making career decisions, cultural beliefs about gender chanel men and women in substantially different career directions

This is a barrier that consists of practices that intentionally or unintentionally exclude girls from jobs and developmental experiences based on gender.

Remarking An Analisation

Implications

The profile of career influences and motives would be helpful for teachers with responsibility for careers guidance**.**

Be useful to teachers to impart career advice as opposed to gender-specific career advice.

Promoting gender equality through seminars, talks. And promote gender equality through seminars and talks.

Increased accessibility to good female role models can help girls in choosing their career according to their capabilities and not according to the cultural and societal influence.

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