



## INTERNATIONAL JOURNAL OF RESEARCH IN COMPUTER APPLICATION AND MANAGEMENT

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- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio," Ohio State University.

**Contributions to books**

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

**Journal and other articles**

- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

**Conference papers**

- Chandel K.S. (2009): "Ethics in Commerce Education." Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

**Unpublished dissertations and theses**

- Kumar S. (2006): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

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- Kelkar V. (2009): Towards a New Natural Gas Policy, Economic and Political Weekly, Viewed on February 17, 2011 <http://epw.in/epw/user/viewabstract.jsp>

## DO GENDER DIFFERENCES IMPACT PROFESSIONAL DEVELOPMENT?

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### ABSTRACT

*The Main aim of this study is to find out the influence of Gender on Professional career planning in students at PG level study. This study reveals the facts that gender influence the career planning of students for professional study. This research shows how family background and educational background of students influence the professional career planning. This research explores that how female students are more aware & sincere about their professional career planning than male students? How the Institution influences to students for professional career planning and choosing the career path by guidance of teachers/seniors?*

### KEYWORDS

Career, Gender, Professional, Students, Planning.

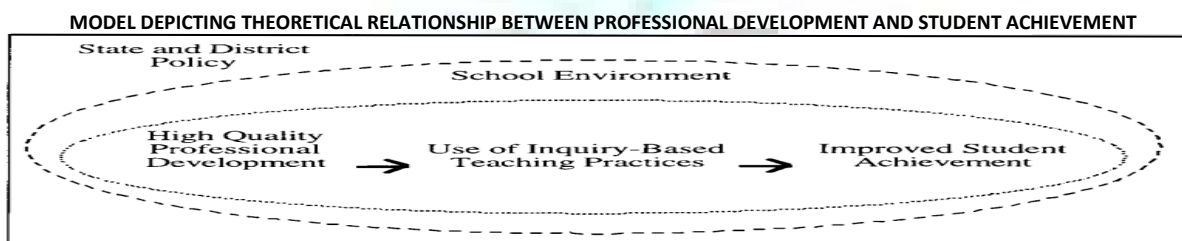
### INTRODUCTION

Careers are complex and women's careers are additionally complex owing to the traditional economic roles ascribed to men and women. Career theory and notions of career success were built around the notion of white men following a particular career path and so rooted in male values. It has therefore been difficult to understand the careers of women in these contexts. Historically, men and women have not been on a level playing field when it comes to career choice and career development, as the game being played has followed men's rules. However, the notion of careers has changed over time and recognition is now given to the role of gender in careers, as well as career systems being realigned to fit the changing economic climate. The traditional linear career, while not dead, has become just one of the different ways that people might think about their careers.

Men dominate all levels of the management hierarchy, and the majority of branch level managers are men. Some organizations (Charity retailing) offer a slightly different scenario. While a male management hierarchy exists beyond branch level, the majority of charity shop managers have traditionally been, and still are women. While it is no surprise that women occupied traditional unpaid managerial posts, it appears that the feminisation of the position remains despite the changing nature and concomitant professionalization of the sector. Possible reasons for this are the perceived status of the job and the poor salary that accompanies it. Much of the product sold in charity shops is donated second hand goods (although many of the larger charities now also sell new goods). The sector relies on a voluntary workforce, many of whom have special needs while the customer base may also have special needs. There are misguided external perceptions of the role of charity shop management, and as such the sector has been accredited as having a poor image, and little status is accorded to the role of charity shop manager.

### THE LOGIC OF PROFESSIONAL DEVELOPMENT

The implicit logic of focusing on professional development as a means of improving student achievement is that high quality professional development will produce superior teaching in classrooms, which will, in turn, translate into higher level of student achievement



### APPROACHES TO PROFESSIONAL DEVELOPMENT

In a broad sense, professional development may include *formal* types of vocational education, typically post-secondary or poly-technical training leading to qualification or credential required to obtain or retain employment. Professional development may also come in the form of pre-service or in-service professional development programs. These programs may be formal, or informal, group or individualized. Individuals may pursue professional development independently, or programs may be offered by human resource departments. Professional development on the job may develop or enhance process skills, sometimes referred to as leadership skills, as well as task skills. Some examples for process skills are 'effectiveness skills', 'team functioning skills', and 'systems thinking skills'.

Professional development opportunities can range from a single workshop to a semester-long academic course, to services offered by a medley of different professional development providers and varying widely with respect to the philosophy, content, and format of the learning experiences. Some examples of approaches to professional development include:

- **Case Study Method** - The case method is a teaching approach that consists in presenting the students with a case, putting them in the role of a decision maker facing a problem (Hammond 1976)
- **Consultation** - to assist an individual or group of individuals to clarify and address immediate concerns by following a systematic problem-solving process.
- **Coaching** - to enhance a person's competencies in a specific skill area by providing a process of observation, reflection, and action.

- **Communities of Practice** - to improve professional practice by engaging in shared inquiry and learning with people who have a common goal
- **Lesson Study** - to solve practical dilemmas related to intervention or instruction through participation with other professionals in systematically examining practice
- **Mentoring** - to promote an individual's awareness and refinement of his or her own professional development by providing and recommending structured opportunities for reflection and observation
- **Reflective Supervision** - to support, develop, and ultimately evaluate the performance of employees through a process of inquiry that encourages their understanding and articulation of the rationale for their own practices
- **Technical Assistance** - to assist individuals and their organization to improve by offering resources and information, supporting networking and change efforts

Professional development is a broad term, encompassing a range of people, interests and approaches. Those who engage in professional development share a common purpose of enhancing their ability to do their work. At the heart of professional development is the individual's interest in lifelong learning and increasing their own skills and knowledge. The 21st century has seen a significant growth in online professional development. Content providers incorporate collaborative platforms such as discussion boards and wikis, thereby encouraging and facilitating interaction, and optimizing training effectiveness.

At the beginning of the twenty-first century, gender-related differences in occupational aspirations and career attainment are still an important social issue. Most Western countries, including Israel, are still witnessing systematic differences between men and women in the workplace. There is evidence that many occupations and jobs are still segmented by gender. Women tend to enter jobs that are labeled as "female-type" and perceived as best suited for women. Their status in the labor force is inferior to that of men, and they tend to receive lower salaries and enjoy fewer career opportunities. It is argued that women's disadvantage in important career-related factors, mainly their type of education, lower occupational aspirations or lower commitment to investing in their careers, accounts for occupational inequality between the sexes and women's lower career attainment (Nira, and Yoram, 2007).

## LITERATURE REVIEW

Empirical literature indicates that female leaders are judged more negatively than male leaders under certain circumstances: drawing from their meta-analytic findings, [Eagly et al. \(1992\)](#) report that female autocratic leaders are evaluated more negatively than male autocratic leaders. According to this study, autocratic female leaders are perceived less favourably, particularly when the judges are men.

Women's career paths have always been more complex and ambiguous than men's ([Stroth and Reilly, 1999](#)), and so gender is critical in the understanding of careers ([Still and Timms, 1998](#); [Mavin, 2001](#)). Women construct their conceptions of themselves, their lives and the world around them differently from men ([Gilligan, 1982](#); [Gallos, 1989](#)) but this does not mean they have less career motivation as much as a different perspective towards what a career means to them ([Gallos, 1989](#)). [Hirsh and Jackson \(1989\)](#) argued that careers needed to accommodate the reality of women's lives, so that they could make a meaningful investment in both occupational and family roles. In the dual career household, women still undertake the bulk of the homemaker's role ([Hochschild, 1989](#); [Burke, 2002](#)). The value placed on continuity of employment and commitment and inflexible working hours may exclude some women from some managerial jobs. Using male-based standards of career and career success, it is easy to assess women who choose to forge a career that combines achievement and nurturance as failing professionally ([Gallos, 1989](#)). Although the neoclassic approach made some attempts at recognising that men and women's lives are different, they too offer inadequate explanation as they either uphold women's family life above their work life (e.g. [Psanthas, 1968](#); [Zytowski, 1969](#)), or else relegate family life to a subordinate position (e.g. [Astin, 1984](#)). Organisational structures are not gender neutral ([Acker, 1990](#)) and thus it can be more difficult for women to construct their careers on an equal basis. Male models of work are deeply embedded in most organisational cultures ([Lewis, 2001](#)) and work is often constructed to suit men's life patterns in a society of divided stereotyped roles ([Marshall, 1989](#)).

These follow classic career theories and as such men are more likely to ascribe success in these terms than women ([Vinnicombe and Harris 2000](#)). Women have been found to associate success with more subjective measures such as feelings of achievement and satisfaction with various aspects of their work and non work lives (which may include opportunities for advancement), personal recognition and influence, and the "challenges" of their jobs ([Powell and Mainiero, 1992](#); [Sturges, 1999](#); [Stroth and Reilly, 1999](#); [Vinnicombe and Harris, 2000](#)). [Baruch \(2004b\)](#) argues that the two major career issues for the individual are career choice and career development.

Managerial competence for example has traditionally been regarded as a male domain (Schein, 1994). [Callanan \(2003\)](#) claims that career success has objective and subjective components, and much research uses objective rather than subjective measures.

While women have achieved significant progress towards parity in business careers, this progress appears to have stalled in the upper levels of management. In 2002, women held just slightly less than eight percent of the highest-ranking corporate leadership positions (Census of Women Corporate Officers and Top Earners 2002). The pattern is similar when it comes to professional education.

Moreover, despite trends indicating a rise in entrepreneurial activity by women, their participation in MBA programs, often viewed as a gateway to business and entrepreneurial leadership, has stalled in the last decade at around 30%. In sharp contrast to their enrolment in graduate programs ([Houenshead & Wilt, 2000](#)).

## OBJECTIVES OF THE STUDY

To identify, describe and produce an analysis of gender differences in professional development. The research seeks to determine:

1. The nature, extent and effect of psychological influences on choices, including a desire to choose professional course
2. The nature, extent and effect of sociological influences on choices, including background, personal and social expectations, previous educational experience and social role.
3. The nature and influence of individual perceptions of courses, institutions.
4. The role and possible influence of significant others on choice, such as advice and guidance, family, peers, relatives and employers.

## HYPOTHESIS

**H1:-** Female students are more sincere for professional career than male students.

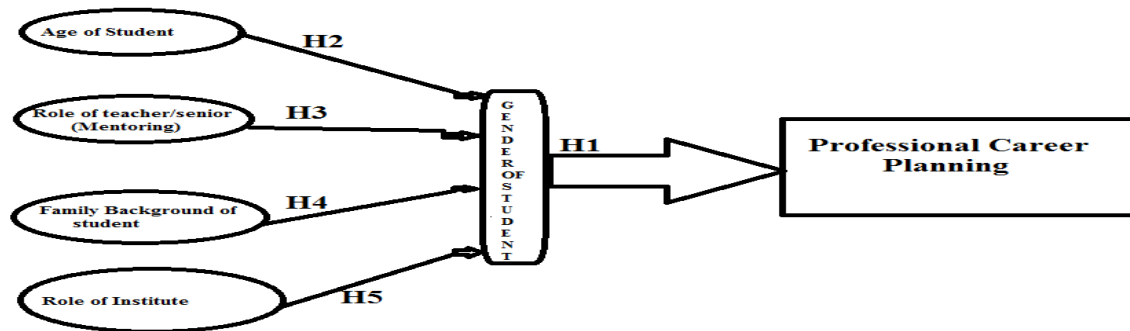
**H2:-**Female students are more sincere about professional career planning in early age than male students.

**H3:-** Female students are more influenced by their teacher/senior for professional career planning than male students.

**H4:-**Family background of female students less affect the professional career than the male students of the similar background.

**H5:-**Heterogeneous (Both male & female) Institute play better role in career planning than Homogeneous Institute (Only male/female).

**HYPOTHETICAL THEORETICAL MODEL**



**Fig.-Hypothesis Model**

**RESEARCH METHODOLOGY**

This research is basically a Qualitative research. The research tool is a self design Questionnaire. The sample size is of 100 students consisting of 50 male and 50 female. The questionnaire was distributed among the respond they responded without any influence of any other extrinsic factors.

Sampling: Simple Random Sampling

Sample Size: 100 (PG Students of Management and Engineering from NCR-Delhi)

Research Type: Primary Research

Question Type: Closed Ended Questions

Research Method: Exploratory Research

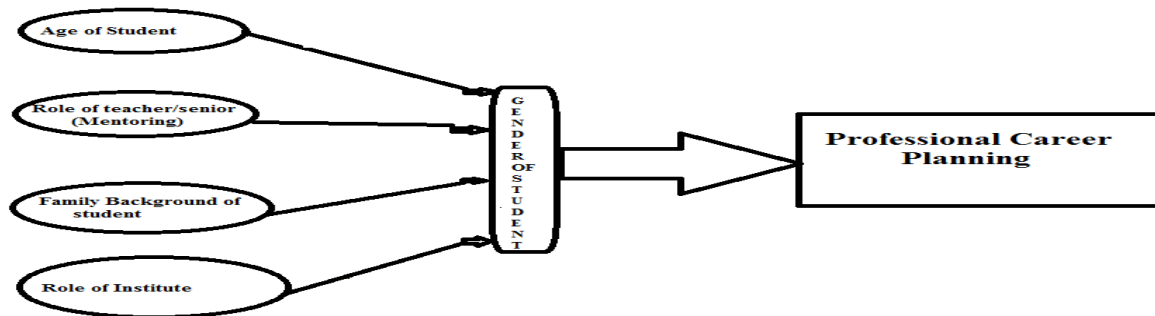
**RESULTS**

Sr. No.	Statement	Male (50)	Female (50)
1	Interest in professional studies	42 (Professional) 08 (Educational)	45(Professional) 05 (Educational)
2	Role of gender in professional development	29 (Yes) 21 (No)	40 (Yes) 10 (No)
3	Age when they start career planning	30 (in age of 16-20) 20(in age of 21-25)	38 (in age of 16-20) 12(in age of 21-25)
4	When they start thinking about professional studies	10 (higher secondary) 15 (senior secondary) 21 (Graduation) 04 (Post Graduation)	12 (higher secondary) 23 (senior secondary) 10 (Graduation) 05 (Post Graduation)
5	Female students are more aware about professional career than male students	32 (Agree) 18 (Disagree)	50 (Agree) 00 (Disagree)
6	Female students are more influenced by their teacher/seniors for Professional Career Planning	38 (Agree) 12 (Disagree)	50 (Agree) 00 (Disagree)
7	Heterogeneous institutes play better role in Professional Career Planning	42 (Agree) 08 (Disagree)	50 (Agree) 00 (Disagree)
8	Family background affect professional career planning	47 (Yes) 03 (No)	45 (Yes) 05 (No)
9	Family background of female student affect professional career planning more as compare to male	34 (Yes) 16 (No)	36 (Yes) 14 (No)
10	Most influential person in your life who affect your PCP	20 (Parents) 18 (Teachers) 12 (others)	30 (Parents) 16 (Teachers) 04 (others)
11	Men gets more options than women to choose from different career streams	24 (Yes) 26 (No)	38 (Yes) 12 (No)
12	Financial status of family affect career planning more for female student as compare to male	30 (Yes) 20 (No)	33 (Yes) 17 (No)
13	Women are more restricted in their choice of career	33 (Yes) 17 (No)	39 (Yes) 11 (No)
14	Government institutes are preferred over private institutes by students in their Professional Career Planning	41 (Agree) 09 (Disagree)	39 (Agree) 11 (Disagree)
15	Women are more likely to opt for sponsored professional course while men do not mind spending out - of - pocket	40 (Agree) 10 (Disagree)	22 (Agree) 28 (Disagree)
16	Doing a Professional course would bring job from a recognized organization	35 (Agree) 15 (Disagree)	32 (Agree) 18 (Disagree)

**FINDINGS AND CONCLUSION**

This Exploratory research explores that gender is the intervening variable which influence the professional career planning of the PG students. As all the hypothesis are verified successfully which again intensify the affect of gender in professional career planning by the students. As the sample is consists of youth between the age group of 20 to 29. The findings indicate that female students are more aware, sincere and start career planning in earlier age than the male counterpart students. Hence after analysing data and its interpretation we can draw the following theoretical pattern of study.





**Fig.- New Study Model**

- Female students are more sincere for professional career than male students
- Female students are more aware about professional career than male students
- Female students are more sincere about professional career planning in early age than male students
- Female students are more influenced by their teacher/seniors for professional career planning than male students
- Heterogeneous (Both male & female) Institute play better role in career planning than Homogeneous Institute (Only male/female)
- Family background of females affect their professional career more than a male

### LIMITATIONS AND SUGGESTIONS

The present study has certain limitations that need to be taken into account when considering the study and its contributions. However some of these limitations can be seen as fruitful avenues for future research under the same theme. Time limitation was one of the major constraints while doing this research. As per the requirement of quantitative data the sample taken was only 100 students (50 male and 50 female) that is another limitation of this study. Our sample size includes only 100 students hence sample size is small as well as less diverse which restricts the real finding somehow. As the study shows that gender influence the professional career planning of students so the further study can be continued on the intensity of influence and it can involve the students of rural and urban area separately to know that is the intensity of gender effect is deferent in rural and urban students. Further research can be done on more diverse sample and the geographical size as well.

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