

OCCUPATIONAL AMBITION OF FEMALE STUDENTS



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Abstract: Education is the most important instrument for human resource development, education of women therefore occupies top priority amongst various measures taken to improve the status of women in India. In this paper we have tried to capture the occupational ambition of the female students in professional and Non professional institutions. We have tried knowing the obstacles and the factors affecting the occupational ambition of female students.

In recent years the focus of planning has shifted from equipping women for their traditional roles & enhancing not only their own qualities but also contribution in family as well as nation's economy & income. Modern society is based on science & technology so one has to develop her individuality to come out of her shell & develop herself accordingly. Professional education is looked as sort of agency assisting in economic production, it helps in directing proper & higher order skills & is the process by which men or women prepare for rigorous, responsible services in professional spirit.

Keywords: Education , Occupational Ambition , science & technology .

INTRODUCTION :-**Overview :**

A recent survey by the Center for Work-Life Policy, a New York think tank, offered a closer look at Indian women in the workplace. Ambitions were appealing high. More than 80 percent of the women surveyed said they wanted top jobs, and were prepared to work hard for them. But the survey also showed the gap between aspirations and reality:

The 1970s was when Indian women began to step out of the home and into the paid workplace. Often, their working lives were made possible only if they had the blessings of their families. With the breakdown of the extended family system, child and elder care responsibilities have fallen more heavily on individual women. Women, especially those brought up in traditional families, often struggle to combine these greater domestic responsibilities and jobs outside the home. There were men's jobs and women's jobs, and the paths were distinct and different. Women's education is not an out of the way activity under taken blankly. It is an activity which is inclined by economic al priorities, political decisions, family socialization & social values. Hence there are various factors which affect women to take up technical or professional & higher education. Like vocational attitudes, vocational interests, occupational aspirations & education.

The increase in employment opportunities for women has now enabled them to have higher expectations and ambitions; it also has transformed what was once a typical view of women in past years to another approach that of the work and career values replacing traditional family and marriage values.

FACTORS AFFECTING WOMEN TO ACHIEVE THEIR GOALS:**Confidence:**

Confidence is generally described as a state of being certain either that a hypothesis or prediction is correct or that a chosen course of action is the best or most effective. Self-confidence is having confidence in oneself.

Self Esteem:

Self Esteem reflects a person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs and emotions such as triumph, despair, pride and shame. Research, including studies out of Cornell, has long found that woman and girls, more than men and boys, tend to under rate their own performance. Role models directed at females in the education system have been limited in the past although the growing number of female figureheads has helped to increase the self esteem of girls in the education system.

Emotional Competence:

Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as the essential social skills to recognize, interpret, and respond constructively to emotions in yourself and others.

Ambition:

Last but not the least, a strong desire to do or achieve something. Women need to have strong ambition to achieve what they want to.

Obstacles:

We know that there are plenty of obstacles facing women in the workplace: Primitive maternity-leave laws, slow turnover at corporate boards, from which many (men, mostly) don't retire until the mandatory age of retirement. There's also the fact that although more women are working outside the home, they're still expected to carry out many of the domestic duties.

Although the number of stay-at-home fathers about 154,000, according to the 2010 Census is on

the rise, women still carry out more of the domestic work, according to a report by Pew Research Center. What's more, there is an unconscious bias that remains prevalent in many workplaces. After all, women continue to receive less pay for equal work than their male colleagues, and less of other things, too.

Recent Development:

Changes in the workforce have enabled females to aspire to achieve more in the education system and therefore there has been a steady rise in the number of women in the labour force.

Social trends 2003, found that by 2003 the number of men and women in paid employment was virtually the same.

Working mothers therefore provide inspirational role models for their daughters and as a result girls were more likely to see their future in the workforce and therefore valued their education more and strived to achieve better grades (Social Trends 2003).

On the other hand changes in male roles in society and the workforce in the form of the decline in manual jobs and the increasing automation of production there has been a vast reduction in unskilled and semi skilled unpaid jobs, this therefore has affected the attainment and aspirations of males, especially in the working classes, in the education system. (Social trends 2003.)

Jobs now available for working class boys are now in the service sector which requires a high level of sensitivity and social skills, (Mahony 1998) therefore females in this social class are more employable to this sector than males.

CONCLUSION :

In conclusion all of the above examples are example of why females now tend to achieve more than males in the education system. The increase in employment opportunities for women has now enabled them to have higher expectations and ambitions; it also has transformed what was once a typical view of women in past years to another approach that of the work and career values replacing traditional family and marriage values.

Because of education & social acceptance of the female in all the industries the moral of the female aspirants has increased a lot & day by day the ratio is increasing. Ambition relies heavily on a belief in one's own potential. A generation of women coming to the workforce with a strong sense of their own competence promises well for continuing high aspirations.

The studies explain the changing attitude of the female students towards occupational ambitions. Many more female students will offer for professional education if they are given opportunity & proper guidance. There is need the families of ambitious women support her in attaining her dreams & accepting challenges in today's fast changing world. This change has led females appreciating the need for a good education in order to obtain a good job so they can support the family they belong to dependent or independent of a male figure.

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