



An investigation of the gender differences in career preferences among Punjab secondary school students

Twinkle and Dr Rubina Anjum

* Research Scholar, Department of Psychology, School of Humanities and Social Sciences, C.T University, Ludhiana

** Professor, Department of Psychology, School of Humanities and Social Sciences, C.T University, Ludhiana

Abstract: The present study investigated gender difference of peer pressure among secondary school students of Punjab. For this study a sample of 560 adolescents were chosen from different regions of Punjab Majha, Doaba, and Malwa regions. in accordance with the following criteria, using a stratified sample technique. The results stated that the mean scores of mass media and journalism among males and females are as 10.28 and 9.99 respectively. T- ratio is calculates as .582 with df 558 and p-value is .561, the mean scores of artistic and designing among males and females are as 10.10 and 10.15 respectively. T- ratio is calculates as -.094 with df 558 and p-value is .925, the mean scores of sciences and technology among males and females are as 9.93 and 9.63 respectively. T- ratio is calculates as .598 with df 558 and p-value is .550, the mean scores of agricultures among males and females are as 9.81 and 9.72 respectively. T- ratio is calculates as .157 with df 558 and p-value is .875, the mean scores of commerce and management among males and females are as 10.20 and 9.84 respectively. T- ratio is calculates as .710 with df 558 and p-value is .478, the mean scores of medical among males and females are as 9.81 and 9.68 respectively. T- ratio is calculates as .269 with df 558 and p-value is .788, the mean scores of defences among males and females are as 9.61 and 9.93 respectively. T- ratio is calculates as -.625 with df 558 and p-value is .523, the mean scores of Tourisms and hospitality industry among males and females are as 9.93 and 10.10 respectively. T- ratio is calculates as -.315 with df 558 and p-value is .753, the mean scores of laws and order among males and females are as 9.87 and 9.89 respectively. T- ratio is calculates as -.028 with df 558 and p-value is .977 and the mean scores of educations among males and females are as 9.71 and 9.29 respectively. T- ratio is calculates as .830 with df 558 and p-value is .407

INTRODUCTION

Free possibilities to choose the desired career are known as career preferences. It refers to the types of careers that appeal to teenagers. Selecting a particular option requires the expenditure of both financial and human resources. But once a decision is taken, it is very difficult to alter, after a passage of time, when an individual has qualified in a particular vocation, lots of time and energy is wasted, if unwise educational and vocational choices have been made. The ability of individuals to choose or stick to a certain plan of action that will contribute in him or her preparing for and entering specific employment is referred to as career preference. A person's choice of profession is one of the most crucial decisions he or she will ever make.

Rather than an 'accident', it is a gradual process (Sahu, 2012). Preference means the favourable evaluation of some course of action, as compared to other possibilities that are rejected. Most of the time the term 'preference' is used when a person gives choice to an object. Preference is a sociological term used as an indicator of upward social mobility (Cridtics, 1969). A person's motivation, knowledge, personality, and talent are all reflected in their choice of career. Roe (1956) defined job choice as what an individual would do if he had the requisite chances, training, and abilities. The skill or power to choose is known as preference. The term 'career preference' describes a person's inclination towards a specific career. Preference contributes to the identification of oneself in a certain action and enhances motive satisfaction.

These preferences play an important part in one's personality, defining one's intellectual, physical, cultural, social, occupational, and leisure activities. However, these preferences change with age and differ from person to person. Taking a trial-and-error approach to a career can be time-consuming, energy intensive, and financially costly. One can determine his living style by selecting the appropriate career. Career decisions include both training and professional decisions (Bright et al., 2005). Career choice or professional decision-making can be defined as a process-oriented concept that deals with how clients make career decisions or the circumstances surrounding such decisions (Swanson & D' Achiardi, 2005). Kelly (1996) asserts that selecting a vocation is a continuous process that necessitates reasonable assessments of ability, potential, and accomplishment.

Making a professional decision involves realizing that a decision must be made, working on it, and then taking action to implement it (Tiedeman & O'Hara, 1963). According to Hall et al. (1996), deciding on a vocation is a lifetime process that requires precise assessments of aptitude, potential, and success. Braza and Guillo (2015) assert that each person's decision-making process is intricate and distinct, based on social structures and cognitive aspects of their environment. According to Eyo and Edet (2011), most people make a professional selection at some point in their life. A person's entire life may be impacted by this choice; therefore, it requires serious thought. According to Hiebert (2009), choices pertaining to one's work are

difficult and might have far-reaching, long-term effects that are not always evident. According to Daing (2012), among the several forms of job value, career choice is the vocation with the highest positive valence.

1.1 OBJECTIVE OF THE STUDY

To find out the gender difference of career preference among secondary school going adolescents of Punjab

1.2 HYPOTHESIS OF THE STUDY

There will be a significant difference of gender of career preference among secondary school going adolescents of Punjab

1.3 RESEARCH GAP

Even though there is an increasing amount of research on gender disparities and job preferences, the majority of studies conducted in India have either concentrated on urban populations, students in higher education, or certain career streams (such management, STEM, or medical). Few studies, especially in Punjab, have thoroughly investigated secondary school students' preferences for careers in a variety of fields, including the arts, sciences, business, defence, law, media, etc.

Punjab offers a unique context for studying job choice because of its diverse sociocultural dynamics, rural-urban split, robust agricultural foundation, and changing young expectations brought on by globalization and migratory patterns. However, there is a dearth of empirical data examining whether gender still significantly influences Punjabi teenagers' profession decisions.

Furthermore, whereas previous research frequently shown significant gender-based occupational preconceptions, there hasn't been enough current study to determine whether these assumptions still exist or if students are shifting toward gender-neutral career orientations. Therefore, the gap is caused by the dearth of up-to-date, thorough, and region-specific research on how gender influences Punjabi secondary school students' profession decisions.

1.4 SIGNIFICANCE OF THE STUDY

The current study is important from an educational, societal, and policy standpoint. Examining the gender differences in career preferences among Punjabi secondary school students offers important insights into whether today's adolescents are shifting toward more gender-neutral orientations or still base their career decisions on traditional gender stereotypes. Punjab offers a unique setting where employment decisions are influenced by both tradition and contemporary goals due to its particular sociocultural conditions, rich agricultural heritage, and growing impact of globalization and migration.

Teachers, school counsellors, and career guidance programs must have a thorough understanding of students' career interests in this context in order to properly assist and guide both boys and girls. Because they emphasize the need of advancing equitable opportunities in a variety of career disciplines, regardless of gender, the study's findings are also important for curriculum creators and legislators. On a societal level, this study makes parents and communities more aware of the need to support children in pursuing jobs that align with their skills and interests rather than limiting them to gender roles that are culturally prescribed. The study offers a significant scholarly contribution by addressing a regional and contextual research vacuum and opens the door for more research on shifting career goals among various socioeconomic and cultural groups.

REVIEW OF LITERATURE

M temeri et al., (2020) In the current study, a quantitative research methodology was applied. Questionnaires were included as part of a survey design to gather data. To analyse the data, descriptive statistics were employed. Twenty career advice teachers and 1,100 students who were chosen at random to participate in the study were included. The study's findings showed that students are impacted by their peers in a variety of ways while choosing a career. Peer education, encouragement, and counsel were the main predictors. Students denied, however, that they look to their peers for approval of their professional choices. The study suggested that in order to generalize the findings to a larger group, a comparable national study be conducted.

Feride becanli (2016) Adapting the Career Decision-Making Difficulties Questionnaire (or CDDQ) to Turkish high school students and analysing gender, grade, and "decided" versus "undecided" student differences are the goals of this study. There were 2509 teenage pupils in the sample. The findings demonstrated that the Turkish CDDQ's structure was comparable to that of the original CDDQ. Compared to teenage boys, adolescent girls reported more problems with dysfunctional beliefs and general indecision. Compared to adolescent girls, teenage boys reported more challenges with motivation. Students who were undecided reported more challenges than those who were.

Jagpreet Kaur et al., (2015) The goal of the current study was to investigate how teenage career decision-making varies by gender, location, and stream. The descriptive method of study was used to carry out the investigation. The Career Decision-Making Profile (CDMP) Questionnaire, created by Gati (2011), was given to 356 teenagers (F=182, M=174) in a stratified random sample. ANOVA was used to examine stream-wise differences in teenage career decision-making, whereas the t-test was used to examine gender and locale-wise differences. The results showed that there were notable disparities in several aspects of teenage employment decision making by gender, location, and stream.

Richard A. young et al., (2011) Despite its significance in people's lives and in counselling, the role of emotion in career development has not always been evident. According to recent conceptualizations, emotion is a socially produced, intricate 98 relational activity. From the standpoint of action theory, this study demonstrates how emotion plays a part in career creation. In order to show how emotions can motivate action and career and provide context and purpose to the process of building a career in the family, two parent-adolescent career discussions from a total of 14 conversations are thoroughly examined.

RESEARCH METHDOLOGY

Researchers can describe their intended study approach by using research methodology. It's a methodical, logical strategy to address a research issue. A methodology describes how a researcher will conduct their study in order to get accurate, trustworthy data that meet their goals and objectives. It includes the kind of data they will gather, where they will get them, and how they will gather and evaluate them. A research methodology produces conclusions that are supported by science and lends credibility to the study.

SAMPLE OF THE STUDY

The current study has looked into a sample of 560 adolescents from different secondary schools in Punjab's Majha, Doaba, and Malwa regions. in accordance with the following criteria, using a stratified sample technique.

DATA COLLECTION TOOLS USED

Vivek Bhargav and Rajshree Bhargav career preference scale (2018)- The ten main areas of professional interest covered by this test are such as mass media and journalism, artistic and designing, science and technology, agriculture, commerce and management, medical, law and order, education, tourism and hospitality industry and many more. The scale consists of Multiple-choice questions or Likert-scale items pertaining to several professional sectors make up the professional Preference Scale.

REALIBILTY

Test-retest reliability coefficients for the CPI, which evaluates preferences across 11 key occupational categories, were 0.83 and 0.77 after 15 and 30 days, respectively, for a sample of 300 secondary school students. These results imply that tests of job preference, such as the CPR, typically show adequate reliability. By collecting data over a one-month period and then again over a three-month interval, the test-retest reliability coefficients were determined. The test-retest reliability is significant at the 0.01 level.

VALIDITY

All of the interactions were found to be substantially connected once all ten CPR categories were

linked to the nine Study Habit Inventory domains, demonstrating the validity of the tool. When compared to Bhargava's Career Preference Record, a study on the CPI found a criterion-related validity coefficient of 0.723, suggesting a strong correlation between the two tools. According to these results, the validity of job preference tests, such as the CPR, is generally satisfactory.

VARIABLES OF THE STUDY

1. CARRER PREFERNCE

ANALYSIS OF THE RRSULT

Table 1.1 Showing gender-based difference with regards to career preference (mass media and journalism).

MASS MEDIA AND JOURNALISM							
GENDER	N	MEAN	STANDARD DECIATION	df	't' Value	P Value	REMARK
MALE	280	10.28	6.03	558	.582	.561	insignificant
FEMALE	280	9.99	5.87				

According to this table, the mean scores of mass media and journalism among males and females are as 10.28 and 9.99 respectively. T- ratio is calculates as .582 with df 558 and p-value is .561 which is insignificant at 0.01 as well as 0.05 level of confidence as the mean score of males is greater is than females it means that in males there is high level of mass media and journalism as compare to females. The mean score shown in the accompanying pie chart depicts of mass media and journalism among males and females as there is insignificant difference found in males and females on mass media and journalism but there is a minor variation in mean score so therefore the hypothesis stated—There will be a gender difference of gender career preference among secondary school students stand rejected.

DISCUSSION OF RESULT

As there was minor variation in the mass media and journalism of males and females. males had high level of mass media and journalism as comparative to females because Boys are frequently more interested in digital media, technology, and broadcasting equipment. They might be more likely to look into media-related professions like investigative reporting, sports journalism, or video production. Males are naturally drawn to jobs in journalism, radio, or other media-related fields since they are frequently encouraged to be vocal. Some women may be deterred from pursuing careers in journalism by social standards that prevent them from speaking in front of an audience. Because men have traditionally controlled journalism and the media, there are more male role models in these fields. Some female students may be deterred from entering the field by the dearth of prominent female media figures in particular fields, such political or investigative journalism.

Table 1.2 Showing gender-based difference with regards to career preference (artistic and designing).

ARTISTIC AND DESIGNING							
GENDER	N	MEAN	STANDARD DECIATION	df	't' Value	P Value	REMARK
MALE	280	10.10	6.35	558	-.094	.925	Insignificant
FEMALE	280	10.15	6.22				

According to this table, the mean scores of artistic and designing among males and females are as 10.10 and 10.15 respectively. T- ratio is calculates as -.094 with df 558 and p-value is .925 which is insignificant at 0.01 as well as 0.05 level of confidence as the mean score of females is greater is than males it means that in females there is high level of artistic and designing as compare to males. The mean score shown in the accompanying pie chart depicts of artistic and designing among males and females as there is insignificant difference found in males and females on artistic and designing but there is a minor variation in mean score so therefore the hypothesis stated—There will be a gender difference of gender career preference among secondary school students stand rejected.

DISUCSSION OF RESULT

As there was minor variation in the artistic and designing of males and females. females had high level of artistic and designing as comparative to males because Research indicates that women frequently exhibit a greater propensity for creative expression, which is in line with careers in the arts and design. Many females are drawn to the emotional, narrative, and self-expression outlets that art and design offer. Girls are frequently encouraged to participate in artistic pursuits like painting, crafts, and drawing from an early age. Conversely, boys might be encouraged to pursue pursuits that are more technical or scientific in nature. Fashion, interior design, makeup artistry, and other visually appealing areas tend to pique the curiosity of girls more than boys. They are more prone to seek jobs in the arts, fashion design, and graphic design because of this innate tendency.

Table1.3 Showing gender-based difference with regards to career preference (science and technology).

SCIENCE AND TECHNOLOGY							
GENDER	N	MEAN	STANDARD DECIATION	df	't' Value	P value	REMARK
MALE	280	9.93	5.97	558	.598	.550	Insignificant
FEMALE	280	9.63	6.04				

According to this table, the mean scores of sciences and technology among males and females are as 9.93 and 9.63 respectively. T- ratio is calculates as .598 with df 558 and p-value is .550 which is insignificant at 0.01 as well as 0.05 level of confidence as the mean score of males is greater is than females it means that

in males there is high level of science and technology as compare to females. The mean score shown in the accompanying pie chart depicts of Science and technology among males and females as there is insignificant difference found in males and females on science and technology but there is a minor variation in mean score so therefore the hypothesis stated—There will be a gender difference of gender career preference among secondary school students stand rejected.

DISCUSSION OF RESULT

As there was minor variation in the Science and technology of males and females. males had high level of science and technology as comparative to females Because science and technology are sometimes perceived as "male-dominated," boys are more likely than girls to pursue these disciplines. Conversely, girls may be quietly or overtly drawn to the arts, social sciences, or humanities. Building blocks, robotics kits, and science experiment sets are examples of STEM-related toys that are frequently promoted for boys to play with. Toys geared at socializing, creativity, and caring may be given to girls, which may influence their interest in science and technology in later life. Research indicates that even when girls perform on par with boys, guys tend to be more confident in math and science. Because of social messages regarding their ability, female students may experience self-doubt in STEM fields.

Table1.4 Showing gender-based difference with regards to career preference(agriculture).

AGRICULTURE							
GENDER	N	MEAN	STANDARD DECIATION	df	't' Value	P value	REMARK
MALE	280	9.81	6.13	558	.157	.875	Insignificant
FEMALE	280	9.72	6.22				

According to this table, the mean scores of agricultures among males and females are as 9.81 and 9.72 respectively. T- ratio is calculates as .157 with df 558 and p-value is .875 which is insignificant at 0.01 as well as 0.05 level of confidence as the mean score of males is greater is than females it means that in males there is high level of agriculture as compare to females. The mean score shown in the accompanying pie chart depicts of agriculture among males and females as there is insignificant difference found in males and females on agriculture but there is a minor variation in mean score so therefore the hypothesis stated—There will be a gender difference of gender career preference among secondary school students stand rejected.

DISCUSSION OF RESULTS:

As there was minor variation in the agriculture of males and females. males had high level of agriculture as comparative to females Because of its physically demanding nature, agriculture has historically been viewed as a field dominated by men in many societies. According to cultural conventions, women are

encouraged to seek careers in household administration or other occupations, whereas males are typically associated with farming and similar activities. Heavy physical labour is frequently needed in agriculture for tasks like ploughing, lifting, and operating machinery. Careers in agriculture are more preferred because men are typically thought to be physically more capable of carrying out such jobs. Men have more access to farmland in many cultures due to customs and regulations pertaining to land inheritance. However, societal and legal constraints on women's land ownership and management may deter females from pursuing careers in agriculture.

Table 1.5 Showing gender-based difference with regards to career preference (commerce and management).

COMMERCE AND MANAGEMENT							
GENDER	N	MEAN	STANDARD DECIATION	df	't' Value	P value	REMARK
MALE	280	10.20	5.80	558	.710	.478	Insignificant
FEMALE	280	9.84	5.96				

According to this table, the mean scores of commerce and management among males and females are as 10.20 and 9.84 respectively. T- ratio is calculates as .710 with df 558 and p-value is .478 which is insignificant at 0.01 as well as 0.05 level of confidence as the mean score of males is greater is than females it means that in males there is high level of commerce and management as compare to females. The mean score shown in the accompanying pie chart depicts of commerce and management among males and females as there is insignificant difference found in males and females on commerce and management but there is a minor variation in mean score so therefore the hypothesis stated—There will be a gender difference of gender career preference among secondary school students stand rejected.

DISCUSSION OF RESULT

As there was minor variation in the commerce and management of males and females. males had high level of Commerce and management as comparative to females Because Women have traditionally been encouraged to seek jobs in education, healthcare, or social work, whereas men have traditionally been identified with leadership, business, and money. The prevailing view in society is that men are more adept at taking risks and making decisions, two critical skills in management and business. Males are more likely to pursue careers in business and management because they are frequently encouraged to assume leadership roles from an early age. Since there are more male role models in high-level corporate roles, entrepreneurship is frequently perceived as a male-dominated sector. Families, educators, and mentors may encourage boys more than girls to seek jobs in management, finance, and business. Instead of business and

management, female students may be directed toward jobs in the arts, humanities, or service-oriented fields.

Table 1.6 Showing gender-based difference with regards to career preference(medical).

MEDICAL							
GENDER	N	MEAN	STANDARD DEVIATION	df	‘t’ Value	P value	REMARK
MALE	280	9.81	5.97	558	.269	.788	Insignificant
FEMALE	280	9.68	5.95				

According to this table, the mean scores of medical among males and females are as 9.81 and 9.68 respectively. T- ratio is calculates as .269 with df 558 and p-value is .788 which is insignificant at 0.01 as well as 0.05 level of confidence as the mean score of males is greater is than females it means that in males there is high level of medical as compare to females. The mean score shown in the accompanying pie chart depicts of medical among males and females as there is insignificant difference found in males and females on medical but there is a minor variation in mean score so therefore the hypothesis stated—There will be a gender difference of career preference among secondary school students stand rejected.

DISCUSSION OF RESULT

As there was minor variation in the medical of males and females. males had high level of medical as comparative to females Because Men have always been encouraged to pursue high-profile, lucrative careers, and one of the most esteemed professions is medicine. Because men are still seen as the primary breadwinners in some communities, they tend to pick professions like medicine that offer high levels of employment and financial stability. The extremely competitive and demanding professions of cardiology, orthopaedics, neurology, and surgery are more likely to be dominated by men, whereas nursing, paediatrics, and gynaecology are frequently occupied by women. In nations where surgical and technical medical areas are highly regarded, there may be a greater desire among men for careers in medicine. Some medical specialties may draw more men than women because they call for lengthy workdays, physical endurance, and high-pressure decision-making.

Table 1.7 Showing gender-based difference with regards to career preference (defence).

DEFENCE							
GENDER	N	MEAN	STANDARD DEVIATION	df	‘t’ Value	P value	REMARK
MALE	280	9.61	6.21	558	-.625	.523	Insignificant
FEMALE	280	9.93	5.94				

According to this table, the mean scores of defences among males and females are as 9.61 and 9.93 respectively. T- ratio is calculates as $-.625$ with df 558 and p-value is $.523$ which is insignificant at 0.01 as well as 0.05 level of confidence as the mean score of females is greater is than males it means that in females there is high level of defence as compare to males. The mean score shown in the accompanying pie chart depicts of Defence among males and females as there is insignificant difference found in males and females on defence but there is a minor variation in mean score so therefore the hypothesis stated—There will be a gender difference of gender of career preference among secondary school students stand rejected

DISCUSSION OF RESULT

As there was minor variation in the Defence of males and females. females had high level of defence as comparative to males Because Gender equality movements and empowerment initiatives have pushed women to pursue non-traditional vocations, such as defence, in contemporary societies. Women are demonstrating their ability in mentally and physically taxing professions, encouraging others to pursue similar career choices. To encourage more women to work in the defence industry, several nations have implemented unique hiring campaigns, quotas, and incentives. Women now find professions in the defence industry more appealing due to policies including equal pay, maternity benefits, and inclusion in combat roles. For women seeking solid career prospects, employment in the defence industry might be alluring since they provide job security, financial stability, and national significance. Particularly in nations where military duty is highly esteemed, the pride that comes with serving the country can serve as a driving force.

Table 1.7 Showing gender-based difference with regards to (tourism and hospitality industry).

TOURISM AND HOSPITALITY INDUSTRY							
GENDER	N	MEAN	STANDARD DECIATION	df	't' Value	P value	REMARK
MALE	280	9.93	6.21	558	-.315	.753	Insignificant
FEMALE	280	10.10	6.39				

According to this table, the mean scores of Tourism and hospitality industry among males and females are as 9.93 and 10.10 respectively. T- ratio is calculates as $-.315$ with df 558 and p-value is $.753$ which is insignificant at 0.01 as well as 0.05 level of confidence as the mean score of females is greater is than males it means that in females there is high level of Tourism and hospitality industry as compare to males. The mean score shown in the accompanying pie chart depicts of tourism and hospitality industry among males and females as there is insignificant difference found in males and females on tourism and hospitality industry but there is a minor variation in mean score so therefore the hypothesis stated—There will be a gender difference of gender career preference among secondary school students stand rejected

DISCUSSION OF RESULT

As there was minor variation in the Tourism and hospitality industry of males and females. females had high level of Tourism and hospitality industry as comparative to males Because Careers in hospitality and tourism frequently require caregiving, communication, and customer service—all of which fit with the conventional social norm that women should be kind, considerate, and service-oriented. Instead of pursuing jobs in physically demanding or highly technical professions, women are frequently encouraged to work in service industries. Women are frequently thought to possess superior interpersonal, multitasking, and problem-solving abilities, all of which are critical in the travel and hospitality sector. They are ideal for customer-facing positions because of their aptitude for managing guest relations, dispute resolution, and emotional intelligence.

Table1.8 Showing gender-based difference with regards to career preference (law and order).

LAW AND ORDER							
GENDER	N	MEAN	STANDARD DECIATION	df	't' Value	P value	REMARK
MALE	280	9.87	5.91	558	-.028	.977	Insignificant
FEMALE	280	9.89	6.02				

According to this table, the mean scores of law and order among males and females are as 9.87 and 9.89 respectively. T- ratio is calculates as -.028 with df 558 and p-value is .977 which is insignificant at 0.01 as well as 0.05 level of confidence as the mean score of females is greater is than males it means that in females there is high level of law and order as compare to males. The mean score shown in the accompanying pie chart depicts of law and order among males and females as there is insignificant difference found in males and females on law and order but there is a minor variation in mean score so therefore the hypothesis stated—There will be a gender difference of gender and locale among family environment, peer pressure, academic performance and career preference among secondary school students stand rejected.

DISCUSSION OF RESULT

As there was minor variation in the law and order of males and females. females had high level of law and order as comparative to males Because More women are pursuing jobs in law enforcement, the judiciary, and the legal sector as a result of societies' growing support for gender equality and women's empowerment. Women now have more options in law enforcement, the judiciary, and policing thanks to government programs, scholarships, and recruitment campaigns. More women are entering the sector as a result of the great role models that the emergence of female judges, attorneys, and police officers have offered. Careers in law and order are becoming more appealing as a result of the aggressive hiring and promotion of women

by numerous law firms, courts, and police departments. Women are frequently seen as having strong communication, negotiating, and conflict-resolution skills—all of which are critical in the legal, judicial, and law enforcement sectors.

Table1.9 Showing gender-based difference with regards to career preference(education)

EDUCATION							
GENDER	N	MEAN	STANDARD DECIATION	df	't' Value	P Value	REMARK
MALE	280	9.71	5.98	558	.830	.407	Insignificant
FEMALE	280	9.29	5.93				

According to this table, the mean scores of educations among males and females are as 9.71 and 9.29 respectively. T- ratio is calculates as .830 with df 558 and p-value is .407 which is insignificant at 0.01 as well as 0.05 level of confidence as the mean score of males is greater is than females it means that in males there is high level of education as compare to females. The mean score shown in the accompanying pie chart depicts of Education among males and females as there is insignificant difference found in males and females on education but there is a minor variation in mean score so therefore the hypothesis stated—There will be a gender difference of gender career preference among secondary school students stand rejected.

DISCUSSION OF RESULT

As there was minor variation in the education of males and females. Males had high level of Education as comparative to females Because Men may be more inclined to seek jobs in leadership positions in education, such as administrators, deans, professors at universities, and school principals. More men may be drawn to leadership roles in education since they frequently come with greater pay and power. In certain societies, teaching at the college or university level is regarded as a distinguished career in which men are supposed to be in positions of power and direction. Male teachers might be thought to be better suited for positions involving decision-making, leadership, and discipline. Higher earnings are frequently offered by universities and specialized sectors (such engineering, law, and business education), which may draw more men. Compared to lower-level teaching positions, academic research, professorships, and educational consulting may be more financially stable for men.

CONCLUSION

There are no statistically significant gender differences in secondary school students' career preferences, according to an analysis of gender-based differences across a number of career preference domains, including Mass Media and Journalism, Artistic and Designing, Science and Technology, Agriculture, Commerce and Management, Medical, Defence, Tourism and Hospitality, Law and Order, and Education. The differences are too small to have any real statistical significance, even though there were some slight

variations in mean scores, such as slightly higher male inclinations toward Science and Technology, Commerce, Agriculture, and Education, and slightly higher female inclinations toward Artistic and Designing, Defense, Tourism, and Law.

This overall study suggests that the conventional gender preconceptions that formerly influenced job goals are progressively eroding among today's youth. In the past, females were urged to seek occupations in the arts, education, or customer service, while boys were frequently guided toward careers in science, business, management, and technology. The findings of this study, however, indicate that students' real job choices no longer significantly follow such strict boundaries. Students of both sexes are displaying a wide range of professional interests that defy traditional gender-based norms.

This trend has deep significance since it represents the effects of societal change, growing gender equality, easier access to education, and increased exposure to a variety of role models. Teenagers are being urged to pick occupations based on their own interests, passions, and abilities rather than just following cultural or gendered norms as a result of globalization, media impact, and shifting family relationships. As a result, young people today seem to be choosing more personalized, adaptable, and gender-neutral employment decisions. Overall, the results indicate that secondary school students' preferences for careers are shifting toward gender-neutrality.

Gender boundaries in professional choices are eroding, and both boys and girls are eager to explore a variety of disciplines. This highlights how crucial it is to give every student equitable access to career counselling, exposure, and support so they may freely pursue occupations that fit with their individual goals. The findings demonstrate a gradual societal shift in which teenagers' employment selections are shaped by their own aptitude, interests, and ambitions rather than by traditional gender stereotypes.

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