



Effect Of Gender And Rural & Urban Areas On Career Conflict Among College Students: A Comparative Study

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ABSTRACT

The present study analyzed the difference in career conflicts between rural and urban areas and male-female students. The sample size for the survey is 100, consisting of 50 boys and 50 girls in rural and urban areas. The career conflict scale has assessed career conflict and was developed and standardized by DrAnet Kumar and Rekha (2015). The factors considered are related to social, educational, personal, work culture and gender. A t-test was used for statistical analysis. The findings show that the rural and urban areas of the students are similar in terms of their career conflicts. Still, there is a significant difference between male and female students in their career conflict.

Keywords: career conflict, gender, rural, urban

INTRODUCTION:

Deciding a perfect career is a challenging task for everyone. People of their age and young adults must decide in which field they want to go, so they must choose a proper course and subject to achieve the career target they want. This is the period of emotional and mental struggle within the person, called career conflict. Career conflict can be caused by various factors, including familial, social, academic, financial, and others. Studies revealed that most students view choosing a career as challenging (Ranhotra, 1996; Olamide&Olawaiye, 2013; Balci, 2018). This is because selecting a career is influenced by several variables, including gender, work culture, personal traits, family, and education (Nakhat, 2019; Dani and Desai, 2018). These factors lead to conflicts in decision-making (Kumar and Rekha, 2016). When choosing a career, people feel confused because they need to learn more about their interests, aptitudes, abilities, and available career opportunities (Bhalla, 2013). This can sometimes result in people choosing the wrong career path or making no career decision at all, which raises the unemployment rate among educated people and exposes them to stress, anxiety, depression, aggression, instability, and other adverse outcomes.

REVIEW OF LITERATURE:

The following are some of the reviews on career conflict.

Kumar & Rekha (2016) studied comparing career conflict in career decision-making among adolescents. The career conflict scale by Kumar and Rekha (2015) was used to collect data from 200 adolescents of 14-18 years. The findings of the study showed that 24% urban adolescents showed low career conflict, 64% of adolescents have an average level of career conflict, and 12% urban have shown high career conflict. 20% of rural adolescents showed low career conflict, 56% of adolescents have an average level of career conflict and 24% rural adolescent have shown a high level of career conflict. 23% adolescent studying in private schools showed low career conflict, 64% of adolescents have an average level of career conflict and 13% adolescent

studying in private schools showed high career conflict .21% of adolescents studying in government schools showed low career conflict, 55% of adolescents have shown an average level of career conflict, and 24% adolescent have shown high career conflict. The t-ratio of the career conflict score of the adolescents belonging to urban and rural is not significant at 0.05 level of confidence and 0.01 level of confidence. Similarly, the t-ratio of the career conflict score of the adolescents studying in private and government schools is insignificant at a 0.05 level of trust and a 0.01 level of confidence.

(Munir&Tarigan,2017) conducted a study on the students' self-efficacy and self-esteem with career maturity. The survey sample is 143 people. The Simple random sampling method was used. the data collection used three scales: career maturity scale (Levinson et al), self-efficacy scale (Bandura 1997) and self-esteem inventory by Cooper Smith. There is a significant positive relationship between self-esteem and career maturity. There is a significant positive relationship between self-efficacy and self-esteem with career maturity. There is no difference in career maturity between males and females.

(Dani& Desai, 2018) studied factors affecting the career decision-making of secondary school students. In this study, 120 students were selected by random sampling method. That data was analyzed with the help of Pearson's product-moment method of correlation. DrAneet Kumar developed the career conflict scale, and the career decision scale was developed by Samuel H. Osipow, Clarke G.Carney, JaneWiner, Barbara Yanico, and Maryanne Kitschier. The results revealed no significant factor that affected the career decision-making of the secondary students but a combination of them.

(Nakhat, n.d.)conducted a study on career –A food for thought and perplexion among students. One thousand students were selected using a multi-stage stratified random sampling method. The career conflict scale developed by Dr. Aneet Kumar &rekha was used for the study. The results show that 56% of the students' conflict is due to social and educational conflict, including bickering. Moreover, social conflict positively correlates with career conflict, whereas educational conflict negatively correlates with career conflict.

(Singh, 2023)conducted a study on career conflict among senior secondary female students. The study compares the students of two boards, Bihar Board and CBSE.And two family backgrounds, urban and rural.The total sample size is 200 female students. The data collection used a career conflict scale (CCS-KAR) by Dr. Aneet Kumar.Result indicated that students on the Central Board experience less career conflict than those on the State Board. Compared to urban students, rural students displayed less career conflict.

(Joshi & Tripathi, n.d.)conducted a study on the career conflict of gender in board students. The sample size for the survey is 100, consisting of 50 boys and 50 girls studying in government and private schools. The career conflict scale has assessed career conflict and was developed and standardized by DrAneet Kumar and Rekha (2015). A t-test was used for statistical analysis. The finding shows no significant effect on the gender of the Board students in career conflict.

3. RESEARCH METHODOLOGY

OBJECTIVE OF THE STUDY:

The study aimed to measure career conflict among male and female students in urban and rural areas.

- To compare the career conflict among students belonging to rural and urban areas
- To compare the career conflict among male and female students

HYPOTHESIS:

- There is no significant difference in the career conflict among rural and urban areas students.
- There is no significant difference in career conflict among males and females students.

METHOD:

SELECTION of the sample:-

For the present research work, an incidental-purposive sampling technique willbe used to select subjects, with 100subjects in this Research. Fifty college students were female: 25 from urban areas and 25 from rural areas. 50 were female: 25 from urban areas and 25 from rural areas.

Research design:

The study 2*2 factorial design with two different areas, urban and rural, and two different gender- male and female

Table 1:

Subgroup	Urban	Rural	Total
Male	25	25	50
Female	25	25	50
Total	50	50	100

TOOLS to be us:

The researcher employed the Career Conflict Scale, developed and standardized by Dr. Aneet Kumar and Rekha. With 62 items, the students' Career Conflict has been prepared in Hindi. There are five possible answers for each item. Strongly Disagree, Disagree, Agree, Undecided, and Strongly Agree. Adolescents between the ages of 14 and 21 may take this group test.

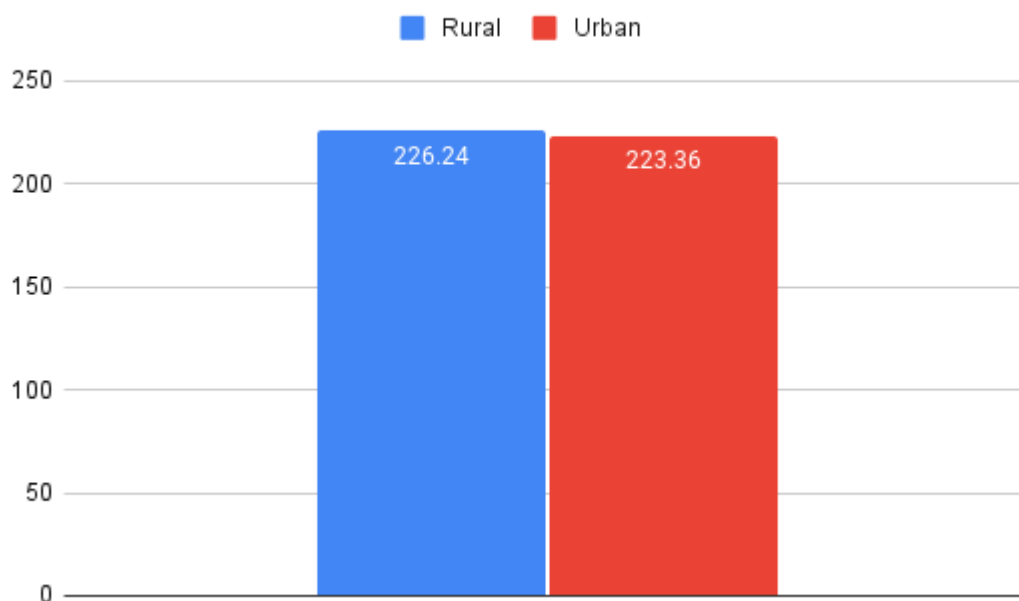
4. RESULT AND DISCUSSION:

Data were analyzed according to the objectives and hypotheses of the research. The study primarily aimed to compare career conflicts among male and female students in urban and rural areas. To achieve the goals above, data was analyzed by obtaining a score on the career conflict scale. The results of the detailed statistical examination and calculation of mean value, standard deviation, and t-ratio are shown below. All the results are shown in a graphical representation.

Table : 2 Level of career conflict among students belonging to Rural and Urban areas

Area	N	Mean	SD	t-value	Level of significance
Rural	50	226.24	29.301	0.536	No significance
Urban	50	223.36	24.170		

Mean scores of career conflict among rural and urban

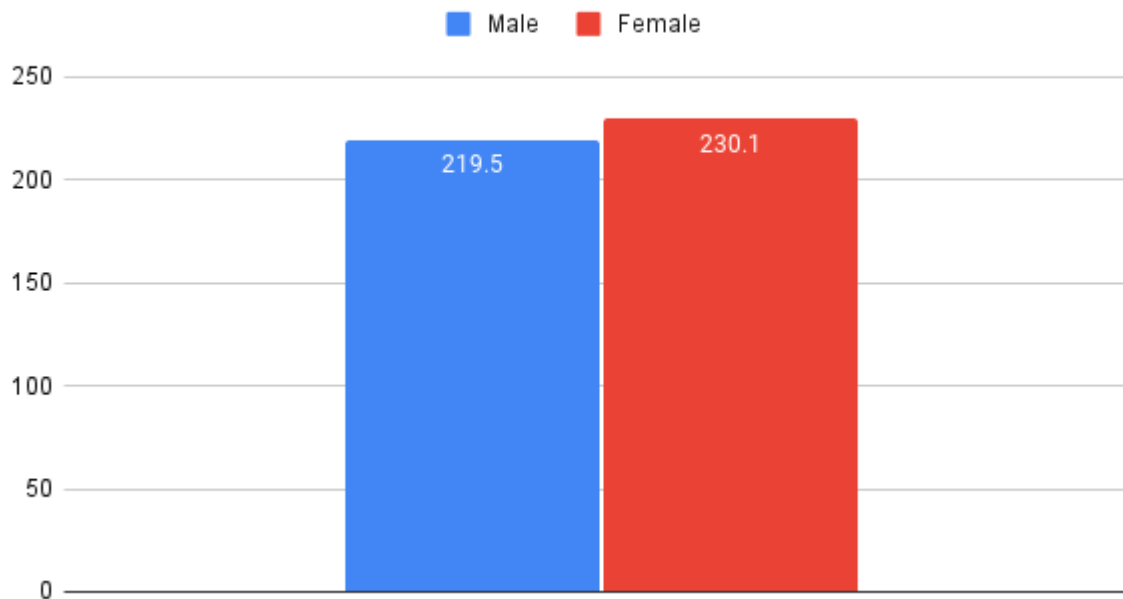


This table 2 clearly shows the difference between the two areas, in which the mean value of rural was 226.24, and the mean value of urban was 223.36. t -value was found -0.536. The result of the present study shows that the null hypothesis was accepted . The results show No significant difference in career conflict among rural & urban areas students. So our hypothesis “There is no significant difference in the career conflict among rural and urban areas students”is accepted.

Table 3 Level of career conflict among male and female students

Sample	N	Mean	SD	t-value	Level of significance
Girls	50	230.10	30.156	-2.011	It's significance (0.01)level
Boys	50	219.50	21.916		

Mean Scores of Career conflict among male and female



This table clearly shows the difference between the two genders, in which the mean value of girls was 230.10, and the mean value of boys was 219.50. The level of significance was 0.01 levels, and the t-value was found to be - 2.011. The result of the present study not rejected the null hypothesis. The hypothesis "There is no significant difference in career conflict among males and females students" is rejected. The result shows a significant difference in career conflict among males and females.

The analysis conducted in this research paper aimed to explore the differences in career conflict among students based on their gender and residential backgrounds. The findings revealed noteworthy distinctions between these demographic groups. Firstly, regarding the comparison between rural and urban students, the study found no significant difference in career conflict levels. Despite potential socio-economic and environmental disparities between rural and urban areas, both groups exhibited similar levels of career conflict. This suggests that factors influencing career conflict may not be strongly correlated with geographical location.

However, when examining gender differences, the study uncovered a significant distinction in career conflict levels between male and female students. Female students reported experiencing higher levels of career conflict compared to their male counterparts. This finding underscores the importance of addressing gender-specific challenges and disparities in career development and decision-making processes.

Career conflict is a major identified problem among youngsters. Many researchers have studied this issue from various perspectives. Most young people desire to become famous, wealthy, and well-known. They heedlessly follow others to succeed. However, they are unaware of their true potential, which leads to an internal conflict. Numerous scholars have examined career conflict in young people and attempted to determine its underlying causes. According to Research by Hall (1972), a person's career choice is influenced by their expectations and perceptions of their abilities. According to Rudikoff (1974), women always require moral support from friends or family when choosing a career. These studies clearly show how her family and society influence a girl's career decision.

5. CONCLUSION

In conclusion, while rural-urban differentials in career conflict were not evident, gender emerged as a significant predictor of individuals' experiences. By recognizing and addressing these disparities, stakeholders can work towards fostering inclusive and equitable career development opportunities for all students, thereby promoting holistic personal and professional growth. Furthermore, this study contributes to the existing body of research on career conflict, emphasizing the importance of adopting a multifaceted approach in understanding its determinants and consequences. Future research endeavors could explore

additional factors contributing to career conflict, such as cultural influences, socioeconomic status, and personal characteristics, to provide a more comprehensive understanding of this phenomenon.

6. REFERENCES

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