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About Presenters:

Ms. Rhonda Divecha is an Assistant Professor at the Nirmala Niketan College of Home Science, Mumbai, India where she teaches in the Senior College and guides Post- Graduate Students' Research Dissertations. She specializes in the fields of Psychology and Human Development. The subjects she has been teaching include among others, Social Psychology; Development in Adulthood; Issues in Early Childhood, School and Special Education; Psychological Assessment: Theory and Practicals; Practicals in Counselling (where career guidance and career counseling feature in the latter two), for which she constantly develops innovative teaching methodology using Learning Theories and Multiple Intelligences. Besides teaching, she conducts workshops/ seminars for Degree and Polytechnic students of several colleges, as well as for parents and other adult groups. Her research interest areas include Media Influence on Children, Learning Disabilities, Self-Perceptions and Innovations in Teaching Methodology, in which she has presented and published several papers.

Ms. Payal Rathod, completed her schooling from The New Era High School, Panchgani, Maharashtra. After which she completed her Higher Education from The Indian School, Bahrain, in Humanities. She then graduated from Vivekanand Society of Education, Mumbai, in Psychology and is currently doing her Masters in Human Development from the College of Home Science, Nirmala Niketan. Psychology has always been her area of interest and she would like to pursue a career in the same.

Ms. Harshi Shah is pursuing her post graduation from the College of Home Science, Nirmala Niketan, Mumbai. As a Human Development student, the area of her personal interest has always been Human Exceptionality and the challenges faced by this population, that is "exceptional" or deviant from the normal population.



Title of Paper:

Perception of Work among School-Age Children

Abstract:

This paper covers the perceptions that school-age children (from 7 to 11 years) have towards the world of work/concept of careers /occupations both from the theoretical perspective as well as from available research. Developing independence, fostering friendships, as well as performing and competing are key aspects of the child's growth at this stage. Their ideas about careers during this time stem from their numerous experiences – parental expectations (voiced as well as subtle); careers of significant others; gifts that they receive and materials they play with; activities and events they participate and compete in and /or win; literature that they read; as well as media influences. Gender roles that children observe at this stage can have a lasting impact on their career decisions. Recognizing that the choice of a career is influenced by various factors: the reality factor, the education process, the emotional factor and the child's own values, this paper seeks to identify how this particular developmental stage contributes to the process of vocational choice. Theories by Ginzberg, Ginsburg, Axelrad and Herma, track the stages of career development from fantasy through tentative and realistic ideas; while theories like Super's and Roe's focus on the development of self-concept as central to career development. Other developmental theories like those of Freud and Erikson; cognitive theories by Piaget and others; and learning theories given by Bandura, Krumboltz, etc. have also been used to explain school children's understanding of the world of work. Finally, guidelines have been given for parents and teachers to enhance school-age children's awareness and understanding of work roles in the community around them. The paper has tremendous significance for those in the fields of Child Development and Human Development; career counselors understanding the choices individuals make; as well parents and teachers who may be unaware of the significant way in which their interactions with children have an impact on those same children's later choice of a career.