

CAREER PLANNING DIFFERENCES BETWEEN MALE AND FEMALE DEAF STUDENTS

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Abstract

This research aimed to study career planning differences between male and female deaf students. The study consisted of 96 deaf students of West Sumatra high school registered in the semester of January–June 2018, randomly selected by multiple random sampling. Furthermore, the Afdal Career Planning Inventory (ACPI), employing the Likert Scale model, was used to examine and analyse the study. The results showed no significant difference in the career planning of male and female deaf students. It also showed that the male deaf students were generally in the low category, while the female were in the medium.

Keywords: *career planning, male deaf students, female deaf students.*

Introduction

Careers are important in person's life; therefore, in the field of Counselling, counsellors should be aware that various problems associated with career planning affect development, since students are a potential workforce in determining the nation's development (Bimo, 2010). Furthermore, career planning is considered to be important for students in achieving success while making outstanding plans towards achieving set goals. It is also defined as an activity or orientation adapted by students and oriented towards making future professional decisions (Massie, Tewal, & Sendow, 2015). Students also face an important decision of either continuing to study in college or working after completing their education (Bimo, 2010; Syakir, Mahmud, & Achmad, 2016; Theresa, 2015). Therefore, this is a very huge and important decision (Novakovic & Fouad, 2012; Usinger & Smith, 2010).

Pafili & Mylonakis (2011) reported that the level and type of education were important factors in determining student career choices. However, parents as well as family participate and play an essential role in influencing the educational level or training achieved by children's career development (Afdal, Suya, Syamsu, & Uman, 2014; Wong, Wong & Peng, 2011). Ayodele (2019) reported three factors influencing male career choices, namely parenting, parent's work and peers. Ayiah-Mensah, Mettle & Ayimah (2014) reported that gender, family relations, financial considerations and social environment had a significant influence on career choices.

To properly decide the right path, counsellors need to assist students in career planning through the provision of guidance and assistance (Bimo, 2010). Furthermore, Bimo (2010) reports that career guidance is an attempt to ascertain the kind of job available and the requirements. Therefore, adequate guidance should be given to all students, including children with hearing impairment and other types of special needs. Those with hearing impairment do not have the ability to hear (Hernawati, 2007). The word 'deaf' is a description used to define the condition in which the hearing organ malfunctions, and it is necessary to provide service and education in particular (Suparno, Haryanto & Purwanta, 2009).

Similarly, Latashia's (2012) study reports that children with special needs require parental assistance in their school work by providing support, encouragement and building an environment suitable for career development. To achieve this, adequate care is required at home, with a safe and stable environment capable of providing intellectual stimulation, constructive social models, high aspiration values, parents-children interaction, sharing information with schools and participating in their events (Cheung & Pomerantz, 2012; McKenna & Millen, 2013; Viola & Daniel, 2017). Also, the role of teachers

is needed in carrying out career guidance services related to the skills required, such as cooking, sewing, farming, aesthetics, mechanics, etc. (Iswari, 2017).

Furthermore, a person with hearing impairment faces numerous adverse consequences related to personality, language, community relations and vocational skills (Suparno et al., 2009). The fundamental issues related to career understanding among deaf students include: 1) lack of self-understanding; 2) poor knowledge working experience; 3) low public and business confidence (Sartinah, 2012). Students start thinking of the future at a very early age, with male students displaying a greater amount of seriousness towards work than the female. Boys take up family responsibility, while girls are not entitled to any form of stress (Alizamar et al., 2018; Ifdil & Bariyyah, 2015; Sulusyawati, Yusuf, & Daharnis, 2017). However, studies show no significant difference between career planning in male and female students (Zahro, 2009). As a result of this study, it is essential to prove further assuming there is a difference between both genders in career planning using deaf students in West Sumatra as the study sample.

Method

This research is a comparative descriptive study with population consisting of 96 deaf students studying at West Sumatra High School selected by applying a purposive random sampling technique. The data was collected by employing a Career Planning Inventory (CPI) questionnaire designed by Afdal (2015) with the survey that uses a 5-point Likert scale. The result of the RASCH model analysis shows a 0.97 reliability score, which means the individual's consistency scale is excellent. Furthermore, the reliability score based on the Cronbach's alpha value (KR-20) is 0.97, which indicates that the interaction between people and item is excellent. In addition, the sensitivity value which is +1.02 logit (INFIT MNSQ) and the value of +1.00 logit (OUTFIT MNSQ) indicated that it is still in the ideal range with a mean square value of 1.0 or a perfect range of $0.5 > \text{MNSQ} < 1.5$ (Bond & Fox, 2015; Boone, Stever, & Yale, 2014; Sumintono & Widhiarso, 2015). Further analysis of RASCH modelling also found that the item reliability's score was 0.90, which indicates that the quality used in the measurement is good. Also, the sensitivity value of a person +1.00 logit (INFIT MNSQ) and the sensitivity value is +1.01 logit (OUTFIT MNSQ). This indicates that items are of excellent quality for the measurement conditions performed. Furthermore, the data regarding differences between male and female students utilizes the independent sample t-test.

Results and Discussion

The results of career planning t-test between male and female students are presented in Table 1.

Table 1

Results of Independent Sample T-test for career planning in terms of gender

Group Statistic			
	Gender	N	Mean
Career Planning	Male	51	184.03
	Female	54	166.11

Independent Sample T-test			
Value	Lavene Test		T-test
	F	Sig.	Sig. (2-tailed)
Career Planning	3.310	.072	.067

In the Group Statistics table, the total number of male and female students is 51 and 54, respectively. Furthermore, the average career planning for the male group of students amounted to 184.03, while those of the female are 166.11. Furthermore, the average value of career planning differences between both genders is similar. However, it is clear assuming there is a significant difference. In the Independent Sample T-test table, the F value is 3.310 with a significance of 0.072, which states that if it is more significant than 0.05 ($0.072 > 0.05$), then the population variant is homogeneous. Therefore, homogeneity requirements are met to test their career planning differences. Furthermore, hypothesis test shows the value of career planning (sig = 0.067), which states that $p\text{-value} > 0.05$; therefore, it is concluded that the hypothesis is rejected. The conditions surrounding career planning in both male students are presented in Table 2.

Table 2

Career planning of male students

Category	Score Interval	f	%
Very High	≥ 263	2	3.9
High	≥ 213 s/d <262	10	19.6
Medium	≥ 163 s/d <212	12	23.5
Low	≥ 113 s/d <162	15	29.4
Very Low	<112	12	23.5

Table 2 shows that in general the career planning of male students is in the low category (29.4%). Furthermore, for the condition surrounding the career planning of female students is illustrated in Table 3.

Table 3

Career planning of female students

Category	Score Interval	f	%
Very High	≥ 263	2	4.4
High	≥ 213 s/d < 262	3	6.7
Medium	≥ 163 s/d < 212	28	62.2
Low	≥ 113 s/d < 162	12	26.7
Very Low	< 112	0	0

Table 3 shows that generally career planning of female students is in the medium category (62.2%), while the average scores of both students illustrate few differences. However, the planning conditions of the males were found in the low category, while those of the female were in the medium. Some previous studies support this study where women have high scores on career maturity compared to men (Marpaung & Yulandari, 2016; Nafeesa, Aziz & Hardjo, 2015). In line with the research of August, Silitonga, Dahlan & Utaminingsih (2017), the results report that there is a difference in value in career choice planning in terms of gender roles, where the product correlation test reveals that females perform better in career planning based on their self-concept compared to male. This is because their development is faster than of the male, so it affects the way they think (Papalia, Olds & Feldman, 2009). Also, they possess a high degree of caution, accuracy, job identification to be taken and adapt to their potential so that it makes them more mature in their career planning than men (Rahmi & Puspasari, 2017).

The career planning of female students is higher than male, as evidenced by many females who seek the assistance of counsellors to determine their career planning (Mutekwe, Modiba & Maphosa, 2011). This is opposite the research of Nuswantoro & Warsito (2011) which found no difference in career planning maturity in male and female students, due to several factors that affect the timeline of one's career planning; therefore, both factors are not dominant in career planning in research subjects. In career planning, men tend to undergo a more significant path compared to women. However, both genders undergo good career planning for the future (Sulusyawati et al., 2017).

In contrast to Gadassi & Gati (2009), Gutsell & Remedios (2016), it was found that women often express less positive behaviour towards career planning, their small number evidences this compared to men. Sikora & Pokropek (2011)

reported that the career aspirations of boys and girls were different, which is caused by discriminating gender roles based on people's perspectives on careers.

Conclusions

The results of this study report that male career planning is generally in the low category (29.4%), while female students are in the medium (62.2%). The findings of this study prove no significant difference between the career planning of male and female students. This study recommends the need for counselling and guidance services to help deaf students plan their future careers. Counsellors are expected to work with the relevant parties in the career planning of deaf students because they require special services. Furthermore, the role of parents is needed by deaf children to help improve their school work by providing support, encouragement and building a home environment suitable for career development.

Acknowledgments

This research is funded by the Ministry of Research Technology and Higher Education Republic of Indonesia within the research scheme "Penelitian Unggulan Perguruan Tinggi" in 2018.

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Summary

A person with hearing impairment is faced with numerous adverse consequences related to personality, language, community relations, and vocational skills (Suparno et al., 2009). The fundamental issues related to career understanding among deaf students include; 1) lack of self-understanding 2) poor knowledge working experience; 3) low public and business confidence (Sartinah, 2012). Students start thinking of the future at a very early age, with male students displaying a greater amount of seriousness towards work than the female. Boys take up family responsibility, while girls are not entitled to any form of stress (Alizamar et al., 2018; Ifdil & Bariyyah, 2015; Sulusyawati, Yusuf, & Daharnis, 2017). However, studies show no significant difference between career planning in male and female students (Zahro, 2009). As a result of this study, it is essential to prove further assuming there is a difference between both genders in career planning using deaf students in West Sumatra as the study sample.

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