

CHAPTER 6

SUMMARY

The spread of education among women and the improvement of their social status are some of the targets towards which modern India has directed its progressive measures. One of the essential consequences of such policies is that home science is growing into professional discipline, from its traditional home maker's status to keep pace with this change, home science students must have sufficient education which will enable them to be flexible and adaptable in meeting rapid changes of modern society.

6.1 Higher Education, Women and Work

The educational opportunities for women in the sphere of general and professional education at the university level have expanded appreciably. Due to the upward trend of enrolment of women for higher education and also considering the increase in the cost of living, it is very likely that more and more women will seek employment. Provision of greater educational facilities and professional education, and creative job opportunities for women will provide them economic independence. This in turn would greatly help women to gain their due status in society.

6.2 Vocational Aspirations of Women

Women are generally employed in unskilled, low level, low prestige jobs. They are huddled at the lowest step of occupational ladder. Marriage and traditional myths still continue to influence women's career and pattern of employment which leads them to having low vocational aspirations. Indian girls have not been adequately educated and trained to be self-reliant. Due to this we find a large number of talented women ending up in no job or in low status and low paid jobs. There is a need for developing self-confidence, sense of security, and consciousness among women to believe in their own ability and a sense of worth. Home science can go a step further and help in training the girls for skills needed for employment and changing their attitude towards themselves and society.

6.3 Vocational Aspirations and Role of Home Science Colleges

Women's taking up a career outside home is a recent phenomenon in India. All the girls do not take education to enter the world of work outside home. Some of the girls decide to take up career, and the others opt to get married.

Home science colleges can play a great role in developing as well as increasing the aspirations of girls for taking up vocations. Home science is an applied discipline and one of its major aims is to prepare students for

vocations. The hidden talent, and aptitude of the girls should be identified and accomplished so that they can be guided for the right kind of job. This will provide women a higher status equal to men.

6.4 Vocationalization of Home Science

Vocationalization of education and reorganization of educational programmes have been accepted as essential steps for national development. The main aim behind vocationalizing any education is to provide that education and training to students which allows them to contribute their best to the development of the society and to employ the skills. In the recent years home science as an educational and professional discipline has gained considerable importance.

In India there are about 150 colleges of home science with an undergraduate programme. More than 50 colleges have masters degree programme in any one or all the five areas of home science. About 20 colleges are offering doctoral degree programmes. The number of home science graduates working or seeking work is also increasing. This makes vocationalization of home science inevitable.

The educators and leaders in home science present an exhaustive list of job opportunities for home scientists. However, the job opportunities can be broadly classified in seven major areas of work, namely :

- teaching
- research
- institutional management
- extension and social work
- business and industrial concerns
- communication
- self-employment

6.5 Role of Home Science Colleges in Preparing Girls for Vocations

With new vocational opportunities and changes in the status and role of women, vocational preparation has become a new responsibility of home science colleges in India. The colleges will have to provide best quality study programme to their students for specific vocations so that they can compete in the world of employment or they will be pushed back to the old philosophy of home science for home making.

Keeping this view in mind, the present investigation has been undertaken to study the vocational aspirations and opinions of the home science college students regarding adequacy of their preparation to take up vocations with respect to some selected variables.

6.6 Objectives

1. To study the vocational aspirations of home science college students.

2. To study the differences in the vocational aspirations of home science college students in relation to:

Personal Factors

- type of study programme at B.Sc. level
- academic achievement
- socio-economic status
- overall modernity
- * family's influence on vocational development
- * sex role confirmation

Institutional factors

- human resources
- physical resources
- instructional programme
- type of department
- system of education

3. To study the opinion of the home science college students regarding adequacy of their preparation to take up vocations.

4. To study the differences in the opinions of the home science college students regarding adequacy of their preparation to take up vocations in relation to the above factors except the ones marked with *.

5. To study the relationship between vocational aspirations and the opinions of home science college students regarding adequacy of their preparation to take up vocations.

6.7 Null Hypotheses

1. According to specialization there will be no significant differences in the level of vocational aspiration of the home science college students.
2. There will be no significant differences in the level of vocational aspiration of the home science college students in relations to :

Personal factors

- type of study programme at B.Sc. level.
- academic achievement
- socio-economic status
- overall modernity
- family's influence on vocational development
- sex-role confirmation

Institutional factors

- human resources
- physical resources
- instructional programme
- type of department
- system of education

3. There will be no significant differences in the opinions of the home science college students regarding adequacy of their preparation to take up vocations of (a) teaching, and (b) researcher in terms of knowledge, ability, and affective behaviour.

4. There will be no significant differences in the opinions of the home science college students regarding adequacy of their preparation to take up vocations (according to their own area of specialization) in terms of knowledge, ability, and affective behaviour.

- child welfare officer
- nursery school teacher
- textile designer
- garment designer
- extension officer
- administrator
- dietitian
- food service manager
- executive housekeeper
- interior designer

5. There will be no significant differences in the opinions of the home science college students regarding adequacy of their preparation to take up vocations in relation to :

Personal factors

- type of study programme at B.Sc.level
- academic achievement
- socio-economic status
- overall modernity

Institutional factors

- human resources
- physical resources
- instructional programme
- type of department
- system of education

6. There will be no significant relationship between vocational aspirations and the opinions of the home science college students regarding adequacy of their preparation to take up vocations.

6.8 Methodology

6.8.1 POPULATION AND SAMPLE

The population of the study comprised of the final year M.Sc. students of home science colleges in India during the year 1989-90.

The sample for the study comprised of those students who were just about to appear for their final examination. All the states of India except Bihar were covered under the study.

Finally, the data for the study were collected covering 82 home science departments belonging to 35 colleges. The respondents were included from all the five major areas of home science, namely:

- child development (CD)
- clothing and textiles (CT)
- education and extension (EE)
- foods and nutrition (FN)
- home management (HM)

6.8.2 RESEARCH TOOLS

A questionnaire having three sections with sub-sections was constructed to collect the required information. The data collection tools were as below :

<u>Purpose</u>	<u>Tools</u>
Background information of the respondents and the colleges	Structured questionnaire
Socio-economic status	Desai's standardized SES scale
Overall modernity	Mehta's standardized 'OM' scale of modernity
Family's influence on vocational development	Checklist with multiple choice type statements
Vocational aspirations	Structured questionnaire
Opinion regarding adequacy of vocational preparation	Three point rating scale

The validity and reliability of the tools were checked.

6.8.3 COLLECTION OF DATA

The data were collected between 1 January 1990 and 30 April 1990. The data were collected personally from more than half of the colleges and for the rest, it was collected by post.

6.8.4 SCORING AND CATEGORIZING THE DATA

The data after collection, were categorized to facilitate the analysis. Weightage was given to various items of all the parts of the tool. The respondents and colleges were categorized according to the score scored by them or by their mean scores. The total number of the respondents which might fall in each category were considered while deciding the range of score for each category.

6.8.5 ANALYSIS OF DATA

Different statistical measures for various purposes were used as follows :

<u>Purpose</u>	<u>Statistical Measures</u>
Background information of the respondents and colleges	Percentage
Level of vocational aspiration and the opinion of the respondents regarding adequacy of their preparation to take up vocations	Percentage
Differences in the level of vocational aspiration and the opinions of the respondents regarding adequacy of their preparation to take up vocations	ANOVA, Inter-correlation mean scores co-efficient of vocation (CV)

Differences in the level of vocational aspiration and the opinions of the respondents regarding adequacy of their preparation to take up vocations in relation to selected variables

Chi-square
and
coefficient of
contingency

Relationship between vocational aspirations and the opinions of the respondents regarding adequacy of their preparation to take up vocations

Coefficient of
Correlation

6.9 Major Findings of the Study

Background Information of the Respondents

1. The highest percentage (26.86%) of the respondents were from FN specialization while the lowest percentage was from EE specialization (12.50%).
2. Overall, majority of the respondents had general B.Sc. home science programme at B.Sc level. Majority of the CD, EE, and HM respondents had general B.Sc. home science programme.
3. Overall, less than half of the respondents had good academic achievement, while only one fifth of them had excellent academic achievement. CD group had highest percentage (50.00%) of the respondents with excellent academic achievement while EE group had lowest (1.50%) percentage of respondents in this category.

4. Overall, majority of the respondents belonged to high socio-economic status. Highest percentage (74.20%) of HM respondents were belonging to high socio-economic status while EE group had highest percentage of them from low socio-economic status.
5. Overall, majority of the respondents belonged to 'modern' category. Majority of the respondents from CD, CT and FN specializations were 'modern'.
6. Overall, about sixty percent of the respondents were 'less influenced' by their families for vocational development. Majority of the respondents from EE and HM were 'less influenced' by their families for vocational development.
7. Both overall and specializationwise, almost equal percentage of the respondents belonged to 'not confirmed' and 'confirmed' categories of sex-role confirmation.

Background Information of the Collegés/Departments

1. Overall picture reveals that, little more than half of the departments had inadequate human resources. Majority of the EE and FN departments had adequate human resources.
2. Overall, sixty percent of the departments did not have adequate physical resources. The FN was the only area, where most (78.95%) of the departments fell under 'adequate' category for the physical resources.

3. Overall, little less than half of the departments had 'adequate' instructional programme. Majority of the EE departments had 'adequate' instructional programme.
4. More than sixty percent of the colleges had separate department for each specialization.
5. More than fifty percent of the colleges were following annual system.

Vocational Aspirations of the Respondents

1. Almost equal percentage of the respondents were 'highly aspired' or 'less aspired' to take up vocations while about six percent of them were 'not aspired' at all .
2. Significant differences were found in the level of vocational aspiration of the respondents according to their area of specialization. The mean score was higher for FN respondents.
3. Significant differences were found in the level of vocational aspiration of the respondents according to the following personal factors:
 - overall modernity
 - sex-role confirmation
 - family's influence on vocational development.
4. Significant differences were found in the level of vocational aspiration of the respondents according to the following institutional factors :
 - instructional programme
 - system of education

Opinion Regarding Adequacy of Vocational Preparation

Teacher

1. Overall, only one fifth of the respondents felt adequately prepared for the vocation of the teacher.
2. Only 12 percent of the respondents expressed 'favourable' opinion for knowledge as well as for ability aspects of teaching. About forty percent of them felt adequately prepared for the aspect of affective behaviour only.
3. Significant differences were found in the opinions of the respondents regarding adequacy of their preparation for the vocation of teacher regarding the aspects of knowledge and ability.
4. EE respondents felt better prepared for the vocation of teacher than the respondents from other specializations. The lowest percentage of the FN respondents were found having 'favourable' opinion regarding adequacy of their preparation for the vocation of teacher.

Researcher

1. Overall, little more than one fourth of the respondents had 'favourable' opinion regarding their preparation for the researcher.
2. Only one fifth of the respondents expressed 'favourable' opinion for the knowledge and ability aspects. Little

more than forty percent of them fell in 'favourable' category for the aspect of affective behaviour.

3. Significant differences were found in the opinions of the respondents regarding adequacy of their preparation for the vocation of researcher regarding the affective behaviour aspect only.
4. EE respondents had higher mean score compared to other respondents for all the three aspects of the vocation of the researcher.

Child welfare officer (CD)

1. About forty percent of the respondents reported having 'favourable' opinion regarding the aspect of knowledge required for child welfare officer while only one third of the respondents felt that they had 'favourable' opinion for the aspect of ability. Little less than sixty percent of them expressed 'favourable' opinion regarding the aspect of affective behaviour.
2. The mean score of the respondents for the aspect of affective behaviour was found significantly higher compared to the other two aspects.

Nursery school teacher (CD)

1. More than fifty percent of the respondents expressed 'favourable' opinion regarding all the three aspects of nursery school teacher.

2. No significant differences were found in the opinions of the respondents regarding adequacy of their preparation for all the aspects of the vocation of nursery school teacher.

Garment designer (CT)

1. Little less than fifty percent of the respondents reported having 'favourable' opinion regarding the aspect of knowledge while little less than forty percent of the respondents expressed 'favourable' opinion regarding the aspect of ability. Only 30 percent of the respondents had 'favourable' opinion for the aspect of affective behaviour required for a garment designer.
2. The mean score for the aspect of knowledge was higher compared to the other aspects. Significant differences were found between knowledge and ability aspects and also knowledge and affective behaviour aspects.

Textile designer (CT)

1. Little less than half of the respondents expressed 'favourable' opinion for the aspect of knowledge. One third of them had 'favourable' opinion for the aspects of ability and affective behaviour.
2. Significant differences were found between all the three aspects. The mean score of knowledge was found to be higher than the other two aspects.

Extension officer (EE)

1. About forty percent of the EE respondents expressed 'favourable' opinion regarding adequacy of their preparation for all the three aspects of extension officer.
2. No significant differences were found in the opinions of the EE respondents regarding adequacy of their preparation for this vocation in relation to all the three aspects.

Administrator (EE)

1. Little more than one fifth of the respondents had 'favourable' opinion regarding the aspect of knowledge. Little more than one tenth of the respondents had 'favourable' opinion for the aspect of ability. Little less than fifty percent of them mentioned 'favourable' opinion for the aspect of affective behaviour.
2. The mean score for the aspect of affective behaviour was significantly higher than the other two aspects. Significant differences were found between the opinions regarding knowledge and affective behaviour as well as between ability and affective behaviour aspects also.

Dietitian (FN)

1. Little less than half of the respondents reported 'favourable' opinion for the aspect of knowledge. Only

one third of them had 'favourable' opinion for the aspect of ability and affective behaviour.

2. Significant differences were found between the knowledge and the other two aspects. The mean score of knowledge was higher than the other two aspects.

Food service manager (FN)

1. One fourth of the respondents had 'favourable' opinion regarding the knowledge aspect. About one third of them had favourable opinion regarding the aspects of ability and affective behaviour.
2. Significant differences were found in the opinions between affective behaviour and knowledge, and affective behaviour and ability also. The mean score for the aspect of affective behaviour was higher than the other two aspects.

Executive housekeeper (HMD)

1. One third of the respondents had 'favourable' opinion for the aspect of knowledge. One fifth of the respondents expressed 'favourable' opinion for the ability aspect. Fifty percent of them had 'favourable' opinion for the aspect of affective behaviour.
2. Significant differences were found in the opinions between all the three aspects. The mean score for the aspect of affective behaviour was higher than the other two aspects.

Interior designer (HMD)

1. Little less than half of the respondents expressed 'favourable' opinion for the aspect of knowledge. One fourth of the respondents mentioned 'favourable' opinion for the aspect of ability. Little less than forty percent of them had favourable opinion for the aspect of affective behaviour.
2. Significant differences were found in the opinions between all the three aspects. The mean score of the knowledge aspect was higher than the other two aspects.

Opinion Regarding Adequacy of Preparation in Relation to Selected Variables

1. All the four personal factors were found to be associated with the opinion of the respondents regarding adequacy of preparation for one or more vocations. Out of total 12 vocations; the factor:
 - type of study programme at B.Sc. level was found associated with three vocations.
 - academic achievement and socio-economic status were associated with only one vocation each.
 - overall modernity was found associated with maximum number of vocations, that is, four.

2. Compared to their counterparts, the respondents belonging to the following categories of the personal factors felt significantly better prepared for the vocations:

- *general B.Sc.(Home) programme
- average academic achievement
- high socio-economic status
- modern

*Except for one vocation, for which respondents having specialized B.Sc.(Home) programme felt better prepared than the general B.Sc.(Home) programme.

3. Out of the five institutional factors, only one factor, that is, human resources was found not associated with any of the vocations. Rest of the factors were found to be associated with one or more vocations. Out of total 12 vocations; the factor;

- physical resources was found to be associated with only one vocation.
- instructional programme was associated with only three vocations.
- type of department was associated with one vocation.
- system of education was associated with three vocations.

4. Compared to their counterparts, the respondents belonging to the following categories of the institutional factors felt significantly better prepared for the vocations.

- adequate physical resources
- adequate instructional programme
- separate departments
- semester

Relationship Between Vocational Aspirations and the Opinions Regarding Adequacy of Preparation.

No significant relationship was found between vocational aspirations and the opinions of the respondents regarding adequacy of the preparation for all their vocations, except the following :

- child welfare officer
- dietitian
- food service manager

The correlation was significant but low.