

CHAPTER 2

REVIEW OF LITERATURE

The present study deals with vocational aspirations of the home science college students and their opinions regarding adequacy of preparation to take up vocations.

While reviewing the literature available for this study, the investigator found that very few studies have so far been conducted directly on the opinions of home science college students regarding adequacy of their preparation to take up vocations in India. Therefore in this chapter the investigator, has reported those studies which are directly related or somewhat related to the present study.

The literature reviewed in the present study is divided into the following categories :

2.1 Studies on vocational aspirations

2.1.1 Level of vocational aspiration

2.1.2 Vocational aspirations and academic achievement

2.1.3 Vocational aspirations and socio economic status

2.2 Studies related to vocational aspirations

2.2.1 Future career plans of women

2.2.2 Vocational choice, career motivation, and career orientation

2.2.3 Vocational preferences

2.2.4 Role of family on vocational development

2.2.5 Perception of sex-roles and vocational development

2.2.6 Other studies on vocational development

2.3 Studies on the competencies required for vocations

2.4. Studies on adequacy of preparation for vocations

2.5 Miscellaneous studies

2.1 STUDIES ON VOCATIONAL ASPIRATIONS

2.1.1 Level of vocational aspiration

Bender et al.(1967) reported the result of an Arkansas study concerned with occupational aspirations of senior high school boys. The level of occupational aspirations of the senior boys in the low income rural Arkansas countries appeared to be similar to those in higher income industrial countries. The same instruments were administered to both the groups. A large proportion of the students aspired for professional, technical, and managerial occupations that could be expected to succeed under current conditions.

Shah et al. (1977) conducted an enquiry of graduate and undergraduate students of arts and home science college SNDT Women's University, Bombay.

One of the many objectives of the enquiry was to study the vocational aspirations of the students. The data were collected by means of a questionnaire . The major findings were; (1) teaching and clerical work were the chief careers aspired for by the home science students,(2) the highest percentage of students, aspiring to work in home science faculty, had offered clothing and textiles, and (3) the exposure of the students to the world of work was very limited

Chadha (1979) conducted a study of some psychological and social factors related to vocational aspirations of 713 boys of class tenth from four schools of Chandigarh city and the six rural schools of Rupar district (Punjab). The findings revealed that (1) the urban boys aspired for engineering (48%), Protective (11%) and health (10%) occupations (2) vocations related to health were less popular.

Kamat (1981) made a comparative study of the vocational aspirations of backward class and non-backward class students. The findings revealed that :

- Higher social prestige was enjoyed by those occupations which required greater amount of training, skill and talent.
- The non backward class students aspired for vocations which had higher social prestige values.
- The five reasons which played a major role in determining the vocational choices of the students were ; liking for the work involved, possession of ability for the work, parents' advice ; and ample earning from the vocation.

Khaund (1982), conducted a study on the home science college students from selected colleges of India (N=900). One of the objectives was to study job aspirations of undergraduate students.

The study revealed that the majority of the respondents expressed their desire to go for higher education either in home science or home science related courses. They aspired for jobs after completion of their studies. The highest percentage (27.8%) of the respondents aspired for a professional career that is entrepreneurship followed by those 26.40 percent who aspired for teaching.

The respondents' and their parents' perceptions of modern norms exhibited a positive relationship with respondents' job aspirations. Academic achievement motivation was found positively related to job aspirations.

Bourjaily (1984) examined relationship between achievement and occupational aspiration of 20,603 high school senior students.

The findings indicated that a significant relationship exists between academic performance and occupational aspirations. Students reporting high academic performance indicated an orientation towards academic occupations while students reporting lower academic performance indicated an orientation toward vocational occupations.

Chopra (1984) conducted an investigation to study the occupational aspirations of the adolescents from the different socio-economic levels in India.

The sample of the study consisted of 598 boys from 12 boys' schools in Lucknow district (UP). The data were analysed to compare the occupational aspirations of the students, both by an absolute and a relative standard. When an absolute standard was used, the aspirations of lower class students were compared with those of the upper class students and when a relative standard was used each student's occupational aspiration was compared with the occupation of his father.

The findings of the study showed that when an absolute standard was used the students from the higher occupational groups aspired for comparatively higher occupations. However, when a relative standard was used, it was observed that students from the lower occupation groups also showed the desire for upward occupational mobility and aspired, for occupations higher than that of their fathers'.

Mohanty and Satapathy (1984) found out that in technical institutions students carry different aspirations in life. The majority of them normally take up employment after completion of their studies. They were interested to take up higher studies or government jobs. Only very few students had inclination for jobs on private sectors or independent professions. The aspirations for jobs were conditioned by the standard of the students as per their performance in examination.

The majority of the students (43.45%) preferred research followed by extension (32.41%) and teaching (24.14%) jobs. The chi-square test confirmed a close relationship between academic standard and preference for jobs of the technical graduates of Orissa University of Agriculture and Technology.

2.1.2 Vocational aspiration and academic achievement

Aldredge (1968), Muthayya (1968), Gaur (1973), Thakral (1977), Mehta et al. (1987), Dabir and Pandit (1988), Chadha (1979), and Sundarajan and Rajasekar (1988) studied the relationship between the level of vocational aspiration and academic achievement. These studies were conducted in Louisiana, Madras, Coorg, Haryana, Punjab, Nagpur (MP), and Chidambaram (Tamilnadu).

The occupational scale was used to collect the data. Aldridge conducted the study on high school girls, and Chadha on boys. The rest of the studies were conducted on high school girls and boys both.

The findings of the studies conducted by Aldridge, Muthayya, Gaur, Chadha, Sundarajan and Rajasekar revealed significant positive relationship between vocational aspiration and academic achievement.

Mehta et al. and Thakral revealed significant and positive relationship between vocational aspiration and

intelligence while Daber and Pandit reported that no relationship exists between vocational aspiration and aptitude.

Joshi (1963), Ray (1980), and Mc Grew (1988) conducted studies on college students to find out the relationship between vocational aspiration and academic achievement. Joshi reported positive correlation between vocational aspiration and intelligence. The findings of Mc Grew's study revealed that students with high academic achievement had higher career goals.

Pillai (1977) aimed to find out the influence of intelligence on the occupational aspirations of students of class tenth. The major findings reported were :

- Three groups of students namely those who aspired for professional and semi professional occupations (HD), those who aspired for white collar jobs and clerical occupations (MD), and those aspiring to enter semi-skilled or unskilled occupations (LD) differed significantly in their intelligence scores.
- The mean intelligence score for group (HD) was maximum and for group (LD) minimum both for boys and girls.
- Intellectually superior children aspired for high level occupations.

2.1.3 Vocational aspiration and socio-economic status

Mathur (1970), Gaur (1973), Pendharkar (1977), Williams (1978), Chadha (1979) Mehta et al. (1987), and Sundarajan and Rajasekar (1988), Sundarajan and Kalavathi (1990), conducted studies to find out if there is any significant relationship between level of vocational aspiration and socio-economic status. These studies were conducted in Maharashtra, Delhi, Indore, Madhya Pradesh, Haryana, Punjab and Tamilnadu.

All the studies were conducted with higher secondary boys and girls except Williams conducted study with black undergraduate college students. These studies revealed that there exists a positive correlation between level of vocational aspiration and socio-economic status. Mathur, reported that the respondents of his study had higher level of vocational aspiration than their socio-economic conditions would permit. Williams revealed that undergraduate college students' level of vocational aspirations were related to parents' income level, while Sundarajan and Kalavathi reported no significant difference according to parents' income.

2.2 STUDIES RELATED TO VOCATIONAL ASPIRATION

2.2.1 Future career plans of women

The study by Grigg and Middleton (1960) and a survey by Illustrated Weekly of India (1971) were conducted on ninth grade students of Florida and students of Delhi university

respectively. These studies revealed that career was not the first priority of the respondents. The choice of the school girls was to remain at home. A large majority of college women said 'marriage' rather than a 'career' was their first priority after graduation.

Mahajan (1966) and Goldstein (1972), reported that a high majority of college women from Chandigarh and Bangalore (Karnataka) expressed their desire to work rather than to stay at home.

Arora et al. (1973) conducted study on unmarried women working as typists, clerks, stenographers, and telephone operators. These women revealed that they are serving as a stop gap service till they get married. None of them wanted to be a career woman.

2.2.2 Vocational choice, career motivation, and career orientation

George and Mathew (1966) who studied the school leaving students reported;

- relatively higher vocational choices and a greater dispersal of such choices of boys when compared to girls.
- a positive correlation was found between high professional and high castes, urban background, academic achievement of the students and high parental professional status.

Syed (1967) made an effort to assess the relative strength and importance of various factors influencing the occupational choice. The study was conducted on a sample of 275 doctors, engineers, lawyers, and teachers working in the district of Aligarh and Agra (UP). The sample was given a questionnaire. Chi-square technique was used to analyse the data.

It was found that none of the groups were influenced by father's occupation in making occupational choice but were influenced by their teacher. A vast majority of all groups show an agreement between the courses of study opted for at the school and college levels and the profession finally adopted. All the three value systems, social and humanitarian, power and authority, and monetary considerations exerted a determining influence on the occupational choice of teachers. Teachers become aware of earning a living and entering a profession only at the college level.

Lungstrum (1974) conducted a study on occupational choice of senior high school students of Kansas. The data was collected by means of questionnaire.

The findings in general indicated that most students (80%) had made on occupational choice. Workers, parents, teachers, and books and pamphlets were helpful sources for occupational information. Workers and parents were equally

helpful .to and influential on students' occupational preferences.

The majority of students felt that they had the approval of their parents and friends of their occupational preferences. Few students felt pressure to make an occupational choice, more of it came from mothers than from fathers. The majority of students (72%) expected to attain the level of education to which they aspired and 70 percent expected to attain or exceed the level of training/education they indicated was needed for their occupational preferences.

Luthra (1976) studied the vocational awareness, choice, and interests of under graduate and post graduate students of faculty of home science, Baroda, regarding the vocations available and the factors affecting vocational interests Data were collected with the help of a check list.

The major findings of the study were :

1. Vocational choice was affected by parents' occupation and education.
2. Higher percentage of M.Sc (Home) students were found to be having greater knowledge of vocations than B.Sc (Home) students.
3. Majority of the respondents from B.Sc (Home) perceived home making career after their graduation, followed by interior decoration.

4. All the respondents were found to be interested in teaching.
5. Significant relationship was found between the occupational preferences and the six selected variables, namely, age, father's occupation, parents' education family income, and area of specialization.
6. No significant relationship was found, between the occupational preference and level of study and source of information.
7. Vocational information was found to be significantly related to father's occupation, father's education, and area of specialization.

Ghadially (1977), conducted a study on the career-oriented and non-career oriented, 79 B.A. (final) college female students, of liberal arts section of a co-educational college of Bombay.

The main objective of the study was to find out if any, systematic differences exist between the career-oriented and non-career oriented college women in terms of occupational plans, social life and marriage plans, family background, and perception of college. The data were collected by questionnaire.

The findings of the study revealed that the career orientation of college women is associated with making an

occupational choice in college. Career - oriented women generally preferred to get married after the age of 24. They planned to pursue post-graduate education or enter a professional school. The career oriented women were significantly influenced by teachers, professors and people already in professions, in making their occupational choice. But, the educational attainment of parent was not found to be associated with career orientation of women.

Amiri (1979) conducted a study on career motivation of Iranian high school females and males with an emphasis on social class, parents and peers. Data were collected with the help of the questionnaire.

Findings of the study indicated that career motivation of females differed from each other on the basis of their family back ground and religious orientation. Male were more oriented to work for economic support than for intrinsic reasons. Parents had different educational plans for their daughters than their sons.

Celinamina (1979), studied the vocational choices of adolescents and the motivational forces behind their choices, of eight and ninth standard students. The sample was randomly selected from English medium schools of Baroda.

Vocational Interest Record and questionnaire were used to collect data regarding factors influencing vocational choice.

Major findings revealed that high percentage of boys and girls preferred professional occupations, no matter whether they had personal resources or financial strength.

Major motivating factors associated with taking up vocations were, 'desire to serve' and interest in work. Significant relationship was found between the selection of vocations by adolescents and social status attached to it. The preference of a vocation was found to be affected by parental occupation and education, and academic achievement.

Gambhir (1980) conducted a comparative study of career motivation and career orientation of under graduate and post-graduate students of faculty of home science, Baroda. The variables under study were age, class achievement, parental education, income and occupation. Interest of the students was considered as the indicator of motivation.

Vocational Interest Record and Check list were used for collecting the data.

Findings of the study revealed that equal percentage of undergraduate and post graduate students were motivated in the vocations of extension area, commercial organizer and communication. Higher percentage of post-graduate students were motivated in vocations of social organizer and executives. It was also revealed from the study that equal percentage of undergraduate and post graduate students were

motivated and oriented in the vocations of extension area, artistic area, commercial organizer, communication, and scientist.

No correlation was found between career motivation and orientation and selected variables in extension area, commercial organizer, vocations of scientists and social organizer. In vocations of communication, hospitality service, and artistic areas, positive correlation was found between selected variables with the level of career motivation and orientation.

Peterson (1980), studied factors associated with vocational choice of college women studying biological sciences, social sciences and home economics. The data were collected by work interest questionnaire.

Differences were found between students, across majors on several demographic items. A greater number of higher degrees were desired by those in foods and nutrition and social sciences.

Seven factors were found to be affecting the vocational choice of college women. These were : work autonomy, family work flexibility, parental influence, work incentive, promotion and esteem. Within the group, differences showed home economics majors to be more traditional than majors in social and biological sciences.

Yu Chien (1988) conducted a study on factors enhancing young women's occupational choice and aspiration. The data used, were collected from the young women cohort and the new youth cohort of NLS. The statistical techniques of chi-square, t-test, and regression were applied in this study.

The study revealed that father's education and the female's residence were found to be associated with a female's occupational choice. There is an interactive effect of a female's age and education on her occupational choice. A female's residence, family, career attitude, school programme enrolled in, and the interactive effect of a female's age and education were found to be predictive of a female's occupational choice.

2.2.3 Vocational preferences

Grewal (1971) conducted a study on vocational preferences of secondary school students in relation to environmental process variables. The sample of 127 boys and 26 girls from the urban schools and 126 boys and 5 girls from rural schools, all in the age group of fourteen to twenty one was randomly selected.

Significant relationship was found to exist between vocational environment of home, community and level of vocational preferences.

A study of vocational awareness was conducted by Paralikar and Garg (1981). The data were collected by means of an inventory from 105 high school students of Baroda (Gujarat) in 1977-78. Most of the students under study liked 'teaching profession' followed by the jobs like dietitian, self-employment, social work and journalism. The findings revealed that :

- students differed significantly in their extent of awareness regarding the nine home science related vocations as a function of vocations themselves, and that of class of study independently as well as combined.
- the students did not differ in their extent of awareness regarding the nine home science related vocations as a function of class achievement, parents education, and occupation when combined with class of study.
- the students securing third division were most aware of jobs in teaching. They were better aware of jobs in social and extension work, industrial organizations as well as those which were miscellaneous ones.
- the students with first division were better aware of jobs dealing with journalism, research, and self-employment.
- the increase in the level of father's education lead to increase in the extent of vocational awareness of the students regarding vocations such as teaching, social and extension work.

- as the educational level of mothers increased the extent of vocational awareness regarding vocations such as dietitian, social and extension work, and industrial concerns increased.
- better awareness was shown for vocations in teaching, journalism, industrial institutions, commercial organizations, research, and self employment by students whose fathers were in service while whose fathers were in business indicated more awareness in social and extension work, dietitian, and miscellaneous jobs.
- those whose mother was a housewife reported better awareness for teaching and dietitian's jobs.
- a positive indication of some effect of mother's education on the students awareness.

2.2.4 Role of family on vocational development

Hemaprabha and Devadas (1968) in their study regarding secondary school curriculum in relation to parent's aspiration in imparting education for girls, found out that all parents were of the view that women can take up jobs according to their aptitudes. But preference was given for teaching, medicine, tailoring and music. The parents were not in favour of girls taking to occupation like business, engineering and car driving.

Aldredge (1988), Greenberger (1978), Yu Chien (1988), and Sundarajan and Kalavathi (1990) conducted a study on young women. The main objective of their study was to find out the relationship between mother's education and occupation, and father's education and occupation on the level of occupational aspiration of women. Yu Chien, Sundarajan and Kalavathi reported positive relationship between parents education and occupation, and level of vocational aspiration of women. Aldredge reported that mother's occupation did not have any effect on vocational aspiration. Greenberger, also reported no effect of parental encouragement on occupational aspiration of girls.

Six family variables were explored in relation to young women's (N=60) choice for traditional or non traditional career - courses/subjects by Shukla and Chauhan (1987). Mother's education, mother's work status, father's education and income, and family size were found to be significantly associated with non-traditional career choice of these young women. The relationship between birth order and choices was not significant.

Young women pursuing non traditional career courses/subjects were likely to be first born, from smaller families, to have mothers who are better educated and employed to have fathers having professional degrees and higher income as compared to those pursuing traditional career courses/subjects.

2.2.5 Perception of sex roles and vocational development

Sedaka (1976), reported on behalf of the WINC, the findings of their study with their staff members distributed over five sites - Baltimore, Cincinnati, Phoenix, Denver, and Miami with 150 respondents from each site which revealed that women's occupational aspirations were eclipsed by 'loss of femininity' and disapproval of parents. One woman who really wanted to be an auto mechanic eventually chose typing instead because she feared setting a 'masculine' example for her daughter. Family disapproval is one of the most frequently cited reasons for not choosing non traditional training. Husbands, too effectively restrain their wives for seeking jobs not 'appropriate' for women.

Brito and Jusenius (1978), Hoyenga and Hoyenga (1979), Nickolai and Susanne (1988), McGrew (1988) analyzed college women's occupational aspirations. Their findings revealed that career goals of women were considered apparently sex role stereotyped and female socialization process continue to interfere the career plans.

A study of sex role attitudes, marriages, and career among Indian college men and women (Ghodially and Kazi, 1980) has provided evidence to suggest that the role played by men and women in Indian society is gradually changing. Findings indicate a significant difference between 'traditional' and 'non traditional' males and females on the above issues.

Research with Brazilian children (Tarrier and Gomes, 1981) provide evidence that sex role stereo types increase with age and are related to social class. Generally speaking in most cultures males are expected to be more aggressive, assertive, and achievement oriented while females are expected to be more sensitive and responsible.

Vijayalakshmi (1984) conducted a study to see the relationship between the perception of sex role of under graduate women students and their vocational choices.

A sample of 600 undergraduate women students studying in four categories of courses, namely, arts courses, science courses, technical courses, and medical courses were selected.

The perception of sex-roles of the students was measured by a sex-role inventory developed following the Likert procedure of summated ratings on the items of familial and extra familial roles of the individuals.

The findings of the study concluded that sex-role perception can predict the vocational choice of the individual. Those who possess liberal perception can predict the vocational choice of the individual. Those who possess liberal perception of sex-roles choose the courses where there is involvement of manual work as well as interaction with men and material. Those who possess stereotype and

conservative attitude usually prefer such courses which require less involvement of practical work and which are based on theoretical studies. High positive relationship was found between perception of sex-roles of students and the categories of their vocational choices.

2.2.6 Other studies related to vocational development

Lyngoh's (1975) study on the college tribal and non tribal boys and girls of Meghalaya revealed that non-tribal boys have higher occupational aspiration than tribal boys. The girls show higher score for occupational aspirations than boys.

Mishra (1975) conducted an enquiry with the sample of 258 tribal and non tribal school children from the whole district of Bastar (UP). The main hypothesis were that the father's vocational status and the vocational status of the community were the determinants for a subjects vocational aspirations.

The data were collected through scheduled interviews. The data were analysed by means of t-test, coefficient of correlation, ANOVA, and chi-square. The findings were : (1) in the case of female subjects the effect of father's vocational status on the occupational aspirations appeared significant, (2) the trend analysis indicated a general trend in vocational aspirations irrespective of any influence of the vocational status of the subjects, and (3) no differences

of distribution of vocational aspirations could be seen under different community groups.

Parmaji (1978) studied the relationship between general higher education and job-aspiration, job satisfaction and job efficiency of non professional job holders.

The sample drawn on a stratified random basis consists of 641 clerical workers having varying levels of educational attainments findings of the study revealed that :

- job aspirations escalated with the levels of education.
- educated persons were generally less inclined towards occupations involving physical work, and self-employing occupations.
- the relationship between the levels of pre-job aspirations and the levels of job satisfaction of the clerical workers was found to be negative.
- the relationship between the levels of pre-job aspirations and the levels of job efficiency of the clerical workers was not significant.

Roy (1980) studied some of the social psychological factors associated with vocational development. The data were collected from 639 students on all the background, social, and psychological variables. Findings of the study revealed that academic achievement and socio economic status had positive and significant correlation with vocational development index.

Yee (1988) conducted a study to (1) explore the differences in occupational aspirations of the 1968 women's cohort and the 1979 women's cohort aged 14-22, and (2) apply the regression models for young women's occupational choices and aspirations to the 1979 women's cohort.

The data used in this study were selected from the young women cohort and the New youth cohort of NLS Labour Experience of youth.

Findings of the study revealed that :

- the father's education was found to be associated with a women's occupational choice.
- women enrolled in an academic programme had higher scores in occupational choice than those enrolled in vocational and general education.
- women's knowledge of work were significantly related to their occupational aspiration.
- the academic programme was found to be significantly associated with a women's occupational aspiration.

2.3 STUDIES ON THE COMPETENCIES REQUIRED FOR VOCATIONS

Beauer (1967) conducted a study with the purpose to cluster occupations and job titles for which common technical, home economic, educational needs exist, and to identify competencies needed in each cluster of occupations. The sample of 586 represented 10 percent of the present and potential employees from Florida countries. A questionnaire was utilized to collect the data.

During investigation four occupational clusters were identified : child care, food, housing and home furnishings, and clothing and textiles. Sub clusters were found within the large cluster results of data analysis indicated that personal characteristics as well as job knowledge, and skill proficiency must be given attention in wage-earning programmes.

Thompson (1967) reported a study with the purpose of identification and evaluation of concepts for competencies of home economist in extension as a programme organizer.

The findings of the study indicated that competencies of home economists in extension as programme organisers could be identified and evaluated by the instruments developed by the researchers and that concepts could be stated for the competencies. Four broad concepts were identified and stated from the study as a basis for an in-service educational programme. These were :

(1) continuing education

(2) relationships and inter-relationships within an extension programme and among other educational programmes.

(3) evaluation

(4) programme development process and professional leadership role.

Saraswathi (1974) investigated the competencies needed on the jobs held by the home scientists, as perceived by the employed home scientists and their employees in the district of Baroda (Gujarat).

A total of 128 home scientists and 57 employers were selected for the study. A checklist on tasks was used to collect data. The data were analysed by applying t-test. The salient findings were :

- (1) almost all the tasks listed in the task -list were perceived to be part of the job of the home scientists by those employed as teachers and research workers, and those others on miscellaneous jobs except assistant teachers in college and secondary school teachers.
- (2) significant differences in proportions for several categories of items of tasks were found for the job of the assistant lecturers in colleges and secondary school teachers with the employers' perception proportion higher than the employees' in the former and vice versa.
- (3) the high competency perception proportion indicated that a majority of the items included in the competency lists were perceived by the two sets of respondents (teachers, research workers, and those on miscellaneous jobs) as required on the job, with

an exception of those on the jobs of the assistant teachers in colleges and teachers in secondary schools.

Lakshmikutty (1978) studied the role expectations of teachers. The study was limited to four districts of southern part of Kerala state.

According to the study; some of the major roles expected of teachers were :

- (1) try to eliminate illiteracy
- (2) be thorough in the subject matter.
- (3) co-operate with the head master and the staff.
- (4) treat the pupils kindly.
- (5) not be political workers.
- (6) be social agents.
- (7) mold the character of the pupils.
- (8) visit the families of problematic children.
- (9) keep close contacts with the parents.
- (10) work for the communal harmony.

Mathew (1980) and Passi and Sharma (1982) attempted to identify desirable teaching competencies among secondary school teachers.

The competencies which were identified by Passi were : giving assignment, loud reading, asking questions, introducing a lesson, managing the class room, clarification, using reinforcement, pacing, avoiding repetition,

consolidating the lesson, dealing with pupils responses, improving pupils behaviour, audibility, using secondary reinforcement, recognizing pupils' attending behaviour, presenting verbal mode and shifting sensory channel.

Factors which were identified by Mathew were interpreted as Competency of :

- (1) general teaching
- (2) teacher's concern for students.
- (3) using of audio-visual aids.
- (4) professional perception.
- (5) assignments.
- (6) illustrating with examples.
- (7) pacing while introducing.
- (8) logical exposition.
- (9) class room management
- (10) initiating pupils' participation
- (11) use of questions.
- (12) use of black board.
- (13) recognition of attending behaviour.

Silva 'D(1981) one of the main objectives of her study was to find out the essential skills, qualities, and competencies of the field level workers in programmes offering services to women and children of the disadvantaged sections of the society.

There were three sets of samples : (1) six voluntary welfare agencies (2) Staff members and trained workers from the above agencies, and (3) 30 training instructors/co-ordinators/supervisors from 10 agencies (6 above and four more).

Tools of the study were : literature available on the concerned agencies; on the spot observation of the agencies, programmes, the worker in action, and training in action, and an interview schedule.

The competencies were listed under nine major goals as functions of the workers :

1. promoting health and nutrition of mothers and children.
2. setting up a safe healthy learning environment for children.
3. advancing children's physical and intellectual competencies.
4. building a positive self-concept in children.
5. organizing and sustaining positive functioning of children and adults in a group learning situation.
6. maintaining optional co-ordination between home and agency.
7. carrying out supplementary responsibilities relating to children's programme.
8. administering programmes.
9. evaluating programmes.

Within the nine goals/functions specified, areas of knowledge, ability, and skills were identified.

The main objectives of the research project taken up by Verma and Saraswathi (1983) was : (1) to identify the nature and competencies required in the jobs held by the alumni of the department of child development, M.S. University, Baroda; (2) to evaluate the extent to which the curriculum has helped them in developing competencies.

The subjects of the study were; 107 alumni who had been employed at some time or the other after graduation. Fortyone experts in the field of child development and related disciplines were interviewed on their opinions regarding the child development training programme. A structured questionnaire was used to obtain information on competencies required for various jobs. Major findings were as follows :

1. Area of knowledge considered important :

- human relations and behaviour
- case work techniques
- family and society (only by research workers)
- early childhood education (only by university and school teachers)
- child and family welfare (only by teachers and social workers)
- agencies sponsoring, funding research programmes. (only by research and social workers)
- research methods and statistics (only by research workers)

2. Abilities considered important in the area of

- cognitive competence such as creative thinking & utilizing necessary information.
- social competence:
 - group work
 - working with individuals
 - handling emergencies
 - maintaining effective contacts with various agencies, resources and funding agencies.

3. Skills considered important in :

- working with others
- interviewing (only by research and social workers)
- guidance and counselling
- use of psychological tests and preparation and use of audio-visual aids (rated as low in importance by all categories of employees).

4. Personal qualities considered important related to :

- cognitive competence such as open mindedness to idea, flexibility, perseverance.
- social competence such as sensitivity, tolerance, confidence.

Bedford (1984) defined competencies for the entry level dietitian in affective domain. Affective behaviours, associated with attitudes, beliefs, and values were identified by a Dalph Panel of dietitian experts. Statements converged

through four rounds into a set of behaviours categorized into five components : human, technical, conceptual, personal and professional.

One group of dietitian rated each of these statements from most to least important within each component. Another group rated such statement using the scale 1 = absolutely essential to 4 = not of concern.

Mean ranking within each of the five components tended to have a small range. Thus the agreement to have a small range. Thus the agreement to the relative importance of statements within a component was suggested by these data. Mean ratings of the statements indicated respondents considered all of the behaviours to be essential or at least important.

All 41 but 1 behaviour statements were grouped in an additional way to yield six internally consistent scales : initiative/flexibility, professional commitment, interpersonal responsibility, leadership, and personal commitment.

Respondents who identified themselves as being employed in community/public health positions tended to rate statements in the human and personal components slightly lower than those in other areas of employment.

The objective of the study conducted by Venkataiah and Reddy (1984) was to identify characteristics of a researcher

as perceived by the research scholars. The study was conducted on a randomly selected sample of 120 research scholars of the S.V. university, Tirupati (Andhra Pradesh). The tool used in this study was a check list specially constructed by the investigators for this purpose.

The statistical techniques used for the analysis of data were the method of rank order and rank difference correlation co-efficient.

It was concluded from the study that the characteristics 'aptitude towards research', 'desire to acquire new knowledge', and clear idea of the research problem' are preferred most among the fifteen characteristics for a researcher. The characteristics ranked very high by different categories of research scholars are almost the same. There was a close relation between male and female research scholars and research scholars working in arts and science faculties in having a common approach to the characteristics of a researcher.

Wibben (1988) focused his study on the effects of entrepreneurial success and failure, and determined the importance of perceived entrepreneurial competencies associated with women entrepreneurs.

The data were obtained from 151 women entrepreneurs in southeastern Oklahoma during the fall of 1986.

Almost 99 percent of the respondents felt that education pertaining to self-employment was important to some degree . Entrepreneurial competencies were ranked by respondents in the following order of importance :

- general knowledge of the business
- basic steps involved in starting a business
- time management and job demands
- ability to evaluate personal knowledge, skills, and abilities
- ability to use written and oral communication skills
- understanding of net profit and gross profit
- awareness of factors involved in human relations
- knowledge of accounts
- interpretation of financial statements.

2.4 STUDIES ON ADEQUACY OF PREPARATION FOR VOCATIONS

The division of home economics, Iowa State College, completed an appraisal of the curriculum by graduates of the period 1933-1952. Over 5,000 women had graduated during this period. Questionnaire were sent to 1,790 women, a stratified random sample representing the nine major curriculum areas in the college. Out of many questions, one of the question these graduates were asked was to indicate their views regarding helpfulness and adequacy of their college preparation for a profession. Lyle (1957) reported that of those who had been employed, 57 percent thought that

their professional preparation had been very helpful and adequate against 40 percent who considered it helpful, but not adequate.

A study by Spann (1958) had as its one of the major objectives : to secure the opinions of the home economics graduates of Alabama Agricultural and Mechanical College regarding adequacy and weak points of the present curriculum. The data were collected from 64 graduates, commenting on their college study, 26 of the graduates said it had been adequate for the work they did after graduation ; 22 considered partially adequate and seven inadequate.

Cross (1960) questioned first and second year teachers about the programmes that had prepared them to teach home economics. The majority believed that they had been adequately prepared for about two third of their professional activities. The areas where they believed themselves to have been less well prepared included activities related to community relationships, working with boys, and with future home makers of American groups, working with an advisory council and participation in the total school programme.

The purpose of the investigation taken up by Sands (1967) was to evaluate adequacy of home economics programme of a school in Texas, in meeting present and future needs of the students. Opinions of 82 graduates were obtained by questionnaires.

Over three fourth of the respondents placed much value on 54 of 60 experiences in the areas of food and nutrition, clothing and textiles, management, family and personal relationship, Child care and development, and housing. Experience in areas of clothing textiles, and in housing were valued slightly higher than in other areas. Need for additional help was indicated by one fourth of graduates from amongst 60 listed experience. Most recognized needs were in management, family and personal relationship, and child care and development. Ratings of the three most beneficial areas of home economics were consistent with opinions of value and adequacy of specific experiences.

Ghorai (1969) conducted a study in which graduates were asked to rate degree of their gain in education and the need for it in their jobs.

The data were collected by means of a questionnaire from 219 home science graduates. Out of this 72 graduates were working. To estimate the relation between 'gain' and 'need', the coefficient of correlation was calculated. The difference between gain and need were considered. Following findings were revealed from the study :

- for those who were in teaching job, education was likely to be useful. For graduates who specialized in general home science, home management, and child development at B.Sc. level, in clothing textiles, and

home management at M.Sc. level, education was useful for job performance.

- for all graduates, education in clothing textiles, home management, foods and nutrition, extension, and general home science was useful for jobs. Skills in managing feeding of individuals or groups, and skills in toy making for children were not useful.
- for graduates specialized in general home science, and home management at B.Sc. level, and clothing textiles, foods and nutrition, and home management at M.Sc. level there was difference gain in skills and experience through education and need for these in jobs.
- for graduates holding jobs like public health nutritionist, research workers, hospital dietitian, upper division clerk, extension worker, nursery school teacher, and dietitian, education was not useful for jobs.

Schira (1974), investigated for the professional education needs of health occupations teachers. Data were collected by administering a questionnaire to 194 health occupations teachers and 41 employers of health occupations teachers. The statistical measures used in the study were; the number and percentage of respondents rating each item in the top two categories of the scale, the mean, and the standard deviation.

The findings of the study revealed that most of the teachers of health occupations did not have any formal preparation for teaching. They gained their teaching proficiencies and skills through on the job experience. The professional knowledge and ability items used in the study expressed the professional education needs of health occupations teachers. The item statements representing the content fields of curriculum and instruction, educational principles, and administration were rated the highest in importance.

The main objectives of the study conducted by Makhya (1976) were to determine the critical requirements of practical agricultural graduates and on the basis of these requirements develop an adequacy scale to evaluate the training adequacy of outgoing students of Haryana Agriculture University.

To collect the requirements of training, 39 institutions were surveyed. Flanagan's critical incident technique was used to determine the critical requirements of a practical agricultural graduate. Based on this an adequacy scale consisting of 62 items was developed to estimate the confidence level of 125 students completing their graduation in the year 1974-75 by their expressed confidence on each items.

The study revealed that the confidence level of the class as a whole was in the middle of the adequacy scale, that is, some what confident. The background variables of the students had no effect on their level of confidence.

A study was conducted by Srivastava (1976) to take a comprehensive view of the preparation of home science students for various professions.

The study was fitted into the historical normative survey method. A questionnaire was employed for data collection. According to the findings of this study the objectives of the home science institutions changed from the time the programmes were initiated. They were more specific and broad in the later period. The education should be made job - oriented so as to help in developing the capabilities of self-employment.

The undergraduates were prepared for teaching in schools and colleges of education. The avenues open to graduates were mainly teaching and research fields.

Jain (1977) evaluated commerce curriculum of Rajasthan university for the year 1976 at the undergraduate level in relation to the job requirement of the bank employees.

The tools used were a personal data blank, a scale to assess the employees by the managers, and interview schedule. The statistical techniques used for the analysis of data were

correlation and partial correlation techniques, analysis of variance and analysis of covariance.

More than fifty percent of the college teachers, bank managers, and bank employees opined that 11, 7, and 8 banking skills respectively were included in the curriculum. (out of 34 banking skills).

All the three groups opined that only a part of banking skills were included in commerce curriculum and because of this there was no significant difference in the job performance of commerce and non commerce graduates in the bank.

Basu and Mukharjee (1979) undertook a research project to relate the development of higher education with the changing needs of the employment. Four issues were investigated with major emphasis of the study on West Bengal. Out of four issues, the two major ones were; reasons for the secondary school leavers' pursuit of higher education, and relevance, adequacy, and usefulness of the training imparted through the education system in the world of work.

The data were collected by means of four different sets of questionnaires from 1928 students, 480 unemployed graduates, 1343 graduate employees, and 32 employers.

In a general pattern over 60 percent of responses cite better employment opportunities or meeting needs of a specific future career as reasons for pursuing higher

education; however, about one fourth of responses from students of social sciences, medicine, law, language, and education go in favour of study for the sake of knowledge.

The overall pattern of responses from unemployed graduates is exactly similar to the one observed among students and among graduate employees. However, some differentials of this pattern distinguish one category of the respondents from the others.

Findings of the study revealed that, 81 percent of the responding employed graduates found their educational qualifications necessary for getting their present jobs. Regarding formal academic qualifications in relation to their present job requirements, 58.60 percent of the respondents found their academic qualifications to be both useful and adequate. Another 27.70 percent opined that these were useful but not adequate and hence should be supplemented by other forms of training education.

Rajalakshmi (1979) had undertaken a study in order to find out the job opportunities for home science students in the scheme of vocationalization of higher secondary education.

The sample size taken for this study was 100 employers and 75 employees in Coimbatore (Tamil Nadu) were selected in such a way that they are all in the field of home science only.

The study proves that the syllabus in the vocational stream of home science for the higher secondary course meet all the requirements of the employers in different field of home science. There are good opportunities for home science students emerging from the scheme of vocationalization of higher secondary education in home science.

Randolph (1983) conducted this study with the primary purpose to determine the perceptions of farmer trainees as to the effectiveness of Comprehensive Employment Training Act (CETA) with respect to preparing trainees for employment. All former CETA trainees were surveyed between 1 October 1978 and 30 September 1981, within Allegheny County in South-Western Pennsylvania.

The data were collected by means of questionnaire. The study provided information that trainees were adequately prepared for employment.

Ruth (1984) conducted a study with the purpose; (1) to determine if there was a difference in employer evaluation of the job performance of secondary vocational pre-employment laboratory education graduates and vocational co-operative education graduates in eight job performance areas, and (2) to ascertain if employer ratings of job performance were associated with prior academic performance.

An evaluation form was used to gain employers' perceptions of eight job performance areas: manual job

skills, practical job knowledge, theoretical job knowledge, communication skills, reading and interpretive skills, mathematical skills, personal relations skills, and attitude towards work. The employers evaluated the graduates' performance on a Likert scale from outstanding to very poor. The sample comprised of 121 employers of co-operative graduates and 64 employers of laboratory graduates.

It was concluded from the study that there is a relationship between employers' perceptions of graduates and the way graduates' were perceived as students in vocational classes. Graduates' vocational instruction adequately prepared them for successful job performance.

Woods (1984) investigated the value of home economics curricula in higher education as perceived by graduates.

The data were collected by means of a questionnaire which was mailed to 300; 1977, 1980 and 1982 baccalaureate graduates from eight colleges and universities in Indiana. The graduates were asked to evaluate their college preparation, relevance of the home economics curriculum.

Statistical procedures included frequency distributions, chi square tests, Pearson Product Moment correlation coefficients, etas, analysis of variance and Scheffe tests.

Study revealed that graduates of 1982 and respondents who identified themselves as home economists or specialists

within the home economics field tended to view their academic preparation more favourably than those subjects who no longer identified with home economics. No significant relationship was found between college major and adequacy of preparation.

Wilson (1984) undertook a study on teacher perceptions of competencies needed by occupational home economics instructional personnel as basis for pre and in-service education in Oklahoma.

The data were collected by means of a questionnaire. The study concluded that occupational home economics teachers considered all 50 competencies as necessary to teach in teacher education programmes and teachers considered themselves to possess these 50 competencies above average.

Mohanty and Satapathy (1984) analysed the self-image of the students about their competency in the subject of specialization.

The investigation was undertaken at Orissa University of Agriculture and Technology, Bhubaneshwar, Orissa. The final year students from college of agriculture, engineering, and veterinary science (1982-83) were selected for the study.

The perception of the students about own competency reveal that majority (62.76%) of them felt competent in their subjects upto 50-75 percent only. As much as 21.38 percent perceived their competency upto 50 percent while only 15.86 percent had self-confidence of 75-100 percent.

The chi square value revealed that there exists a relation between performance in examination and perception of self-competency among the students.

A study of 94 engineers and engineering managers in 13 companies was conducted by Comer (1988) to determine what skill engineers need upon entering industry. The study used a structured interview format.

The survey revealed five main areas in which the skills of recently graduate engineers were deficient. The areas were communication, group interaction skills, problem solving and computer skills, laboratory courses and the relationship between basic theory and the application of that theory, exposure to industry and business practice.

The respondents did differ significantly in their perceptions of their personal and professional preparation by major.

Harner (1987) conducted a study to determine if differences existed between secondary home economics teachers' perceptions and employers' perceptions of the degree of importance of employability skills and between secondary home economics teachers' and twelfth grade students' perceptions of the degree of opportunity to gain employability skills in secondary home economics.

The sample consisted of 101 secondary home economics teachers, 315 twelfth grade home economics students, and 28 employers hiring personnel for entry level jobs, all in the state of Kansas. Questionnaire was the instrument used to collect data.

A significant difference was reported between teachers and employers in both communication skills and reasoning skills. No difference occurred between teachers and students on any of the skill areas. Findings revealed that home economics education was providing opportunities for students to gain valuable employability skills, identified by employers as crucial for success in entry level jobs.

Newell (1987) studied the perceptions of post secondary vocational programme completers regarding the adequacy of their preparation for entry jobs and subsequent advancement.

The study population consisted of persons who had completed 50 percent or more of one of Colorado's post secondary vocational programmes in the year 1982 and 1985. A questionnaire was mailed to 230 completers from 1982 and 300 completers from 1985.

The data indicated with some exceptions on a specific programme basis, completers generally agreed their vocational programmes helped them learn basic academic skills, employability skills, and specific technical skills necessary to maintain advance in a job. They perceived their programmes

to help them obtain entry jobs. They also found working conditions and techniques used in their preparation to be similar to what they experienced on the job. Completers considered their vocational programmes to be worthwhile.

Sautier (1987) studied to determine whether secondary school administrators acquire competencies required for job performance, on the job or through programme methodologies.

The sample consisted of 262 Arizona (U.S.A.) Secondary School administrators. The data were collected by mailed questionnaires. Frequency distribution were gathered on selected valuables and competency levels were submitted to a 't test' analysis.

Statistical tests revealed that the competency levels of familiarity, and understanding were generally acquired in a university setting while the application level was acquired on the job. When the levels were combined three competencies were acquired in a university setting or through programme methodologies while 32 were acquired as the result of job experience.

The main purpose of the descriptive study conducted by Veach (1987) was to determine, the perceptions of the use of and preparation in competencies of home economics education and entrepreneurship by graduates of home economics education who have become entrepreneurs.

The questionnaire was used to collect the data. To analyse the data; frequencies, paired-t-test, and chi-squares were used.

The study indicated that nearly one half of the teacher educators believed their home economics education programmes did not prepare students at all in 18 entrepreneurial competencies while about one fourth believed their students were prepared to an average amount or better. For the same competencies, the 109 graduates who were entrepreneurs reported that they used them significantly ($P < .05$) more than they were prepared for them in their home economics education programmes. They reported using to the same extent ten competencies identified as appropriate for graduates of home economics education programmes. The study also indicated that with increased use of home economics education competencies the entrepreneurs experienced greater job satisfaction.

Kellam (1988) conducted a study to assess the graduates' perceptions of their undergraduate professional preparation in relations to their major.

The sample consisted of home economics graduates employed full time in the state of Oklahoma (U.S.A.). Data were collected by mailing a self-administered questionnaire to the randomly selected sample. Statistical procedures used for data analysis included one-way Analysis of Variance, Duncan's Multiple Range tests, and the Pearson's Product-Moment correlation coefficient.

The results indicated that the greatest percentage of the graduates had major occupational responsibility related to teaching. The majority of the graduate perceived that their undergraduate programme had contributed to their personal and professional development.

2.5 MISCELLANEOUS STUDIES

A study was conducted on social background of women by Ahmad (1968). The contention in this study was that the attitudes and behaviour patterns of the students are functionally related to the various aspects of their social background.

The sample consisted of 186 undergraduates from women's colleges in university of Delhi during the academic session 1963-1964. The study revealed that:

1. majority of the girls were not deeply concerned with their future work and career.
2. a considerably lower proportion of qualified young girls look upon marriage as their ultimate objective.
3. no relationship was found between occupational choice and acquisition of higher education.
4. all most all students of one college view a housewife's role as raising a family and bearing responsibilities.

5. the respondents came from a social background where the mother's role was confined to the performance of household work whereas it was just reverse in case of other college.
6. students from families of higher educational and occupational levels reflected a broader social outlook and patterns of behaviour and attitudes which was identified with 'modernization.'
7. the models upon which young people pattern future goals, educational preparation, occupational choices, all these reflected their social background, their families, qualities of educational institutions into which they had access.

The major aim of the study conducted by Mehta (1974) was to measure the attitudes and choice of college girls of Udaipur (Rajasthan). The data were collected by means of questionnaires.

The outcomes of the study were:

- majority of respondents believed that women in India had been traditionally submissive and there was a need to change with time.
- a great number of girls of educated mothers showed dissatisfaction with the present status of women.
- majority of girls thought that it was difficult for women to break the traditional outcomes and conventions.

- home science students showed highest degree of confidence with regard to chalking out a career compared to science and arts students.
- the science and arts girls tended to show greater career orientation than the home science girls and this was influenced by two significant factors namely mothers education and co-education.
- girls of more educated mothers were more inclined towards a career than the girls of less educated mothers.
- most of the students felt that discipline came naturally to the girls and they could handle responsible jobs with competence.

Srivastava (1976) who also studied the preparation of home science students for various professions also assessed the availability of human and material resources for the successful implementation of the study programmes undertaken by home science colleges.

The study revealed that all the institutions faced problems related to funds, laboratories, staff, and equipment. However, the differences existed in the intensity between the institutions.

A study was undertaken by Sahu (1987) to find out the difficulties girls face at home for their education, the

amount and type of educational facilities available to girls, and attitude of parents towards the education of their daughters.

The sample consisted of 530 tenth class girls from four schools of Berhampur (MP)

According to the study a majority of the sample did not get enough time to study at home and had household responsibilities. Non availability of space and furniture for studies, and proper study atmosphere hindered their education. The girls went to school just to improve their marriage prospects.

In majority of the families, priority was assigned to the education of the boys. It was found that parents who were educated beyond school levels had favourable attitude toward girls.

It was concluded that even in urban areas parents were biased about the education of girls. They were given household responsibilities and sent to school only to qualify for marriage. To educate the girls to be economically independent was not the motive of parents in most cases.

Karim (1988) conducted a survey to :1. develop a profile of students currently majoring in home economics education, and (2) determine relationship among those selected variables.

The questionnaire was administered to all senior home economic students at Qatar university.

Frequencies, mean, t-test, chi-square, stepwise discriminant analysis, regression analysis were used to analyse the data.

Home economics education students had lower grade point average at the college level. Home economics education students indicated higher desires than expectations with respect to entering the teaching field as an occupation.

To prepare for a career was the second highest reason given for choice of major. Home economics students viewed themselves having professional commitment than non-home economic students. Senior students had more positive attitude toward working women.

The review of the available literature revealed that most of the studies on vocational aspirations were conducted with high school girls. Some of the studies included school boys as well as college women. The studies, were conducted on the aspects of academic achievement, socio-economic status, career plans, vocational choice, career motivation, career orientation and vocational preferences. There were few studies related to the role of family on vocational development. Some studies investigated the effect of sex-role on occupational aspirations of women.

The studies were conducted between the years 1963 to 1990, in urban areas of different states and union territories of India. Information was collected through various methods as per suitability of the purposes of the studies. Tools used in most of the studies were questionnaire and vocational aspiration scale. The methods were both descriptive, and experimental in nature. The tools were self prepared as well as standardized one.

The level of vocational aspiration of most of the women was found to be low. They generally preferred the vocations such as teaching, typing, clerical work. Vocational choice of the respondents were affected by the education and occupation of the parents. Family was reported to be having significant effect on vocational development. The studies revealed that career was not the first priority of the women respondents. Career plans of women were affected by perception of sex-roles.

Researches related to competencies attempted to identify desirable competencies needed for teaching, research and home science related vocations. The studies were conducted between 1967 and 1988 in Oklahoma, Florida, Kerala, Baroda (Gujarat).

Studies were undertaken to evaluate adequacy of various educational programmes including home economics. More than half of the studies were conducted in foreign countries. The studies were conducted between the period 1960 to 1988. The

sample of the studies were graduates, postgraduates, employers and alumni. Generally questionnaire was used for collecting the data. Some of the studies provided information that trainees were adequately prepared for employment while other studies revealed the need for more training.

Miscellaneous studies were regarding social background of the students, attitude and choice of college girls, attitude of the parents toward girls and profile of home economics students. Most of the respondents came from a social back ground where the mother's role was confined to the performance of household work. Even in urban areas parents were biased about the education for girls.