CHAPTER 4

FINDINGS

The present study was undertaken with the major objectives to find out the vocational aspirations and opinions of the home science college students regarding adequacy of their preparation for the vocations with respect to the selected personal and institutional factors.

This chapter deals with the findings of the study as follows:

4.1 Section 1 - Background information of the respondents and colleges.

4.2 Section 2 - Vocational aspirations of the respondents

- 4.2.1 Level of vocational aspiration of the respondents
- 4.2.2 Itemwise vocational aspirations of the respondents
- 4.2.3 Departmentwise differences in the level of vocational aspiration of the respondents
- 4.2.4 Differences in the level of vocational aspiration of the respondents in relation to the selected variables

4.3 Section 3 - The opinions of the respondents regarding adequacy of their preparation for the vocations of teacher and researcher are presented as follows:

- 4.3.1 Overall opinion of the respondents
- 4.3.2 Departmentwise opinion of the respondents
- 4.3.3 Sub-aspect/itemwise opinion of the respondents

4.3.4 Differences in the opinions of the respondents

4.3.5 Differences in the opinions of the respondents in relation to the selected variables

4.4 Section 4 - The opinion of the respondents regarding adequacy of their preparation for each vocation related to their own specialization is described as follows:

4.4.1 Aspectwise opinion of the respondents

4.4.2 Sub-aspect/itemwise opinion of the respondents

4.4.3 Differences in the opinions of the respondents

4.4.4 Differences in the opinions of the respondents in relation to the selected variables

4.5 Section 5 - Relationship between vocational aspirations and opinions of the respondents regarding adequacy of their preparation for vocations.

4.1 Section 1 : Background Information

The respondents - a total of 536 M.Sc. students (1989-90) - belonged to five major areas of home science namely CD, CT, EE, FN, and HM. These respondents were taken from among 35 colleges of home science in India. These colleges covered 22 CD departments, 14 CT departments, 11 EE departments, and 16 HM departments.

Table 4.1 shows that the maximum percentage (26.86%) of the respondents belonged to FN departments while the lowest percentage (12.50%) of the respondents was from EE departments. (Fig.3).

DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR AREA OF SPECIALIZATION AT M.Sc. LEVEL

N = 536

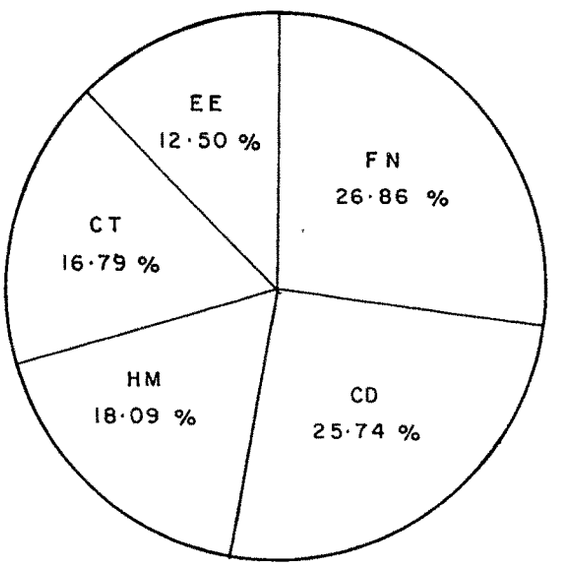


Fig. 3

TABLE 4.1

DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR AREA OF SPECIALIZATION AT M.Sc. LEVEL

N = 536

AREA OF SPECIALIZATION	RESPONDENTS	
	No.	%
Child development (CD)	138	25.74
Clothing and textiles (CT)	90	16.79
Education and extension (EE)	67	12.50
Foods and nutrition (FN)	144	26.86
Home management (HM)	97	18.09

4.1.1 PERSONAL FACTORS

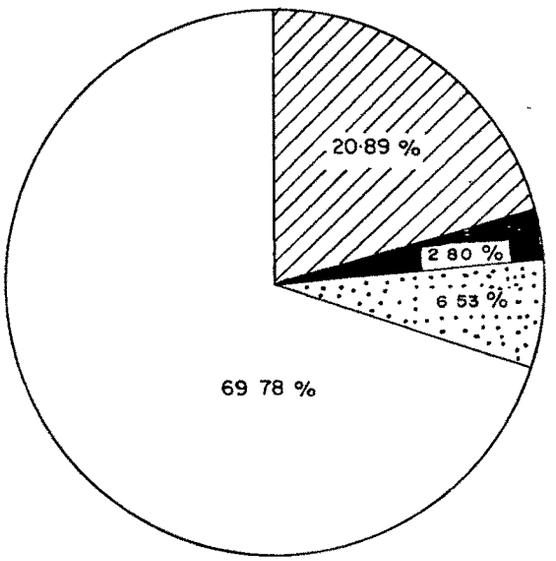
4.1.1.1 Type of Study Programme at B.Sc. Level. As per table 4.2, majority of the respondents were from general home science study programme. Majority of the respondents from CD, EE, and HM departments had taken general B.Sc. home science programme.

The FN group had the highest (34.72%) percentage of the respondents who had taken the same specialization both at B.Sc. and M.Sc.levels while the percentage of the respondents having the same specialization was lowest (7.46%) for EE group. (Fig.4).

TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL

OVERALL

N = 536



INDEX

- Specialization same as area taken at M.Sc.
- Specialization related to area taken at M.Sc.
- Other Specializations
- General Home Science

DEPARTMENTWISE

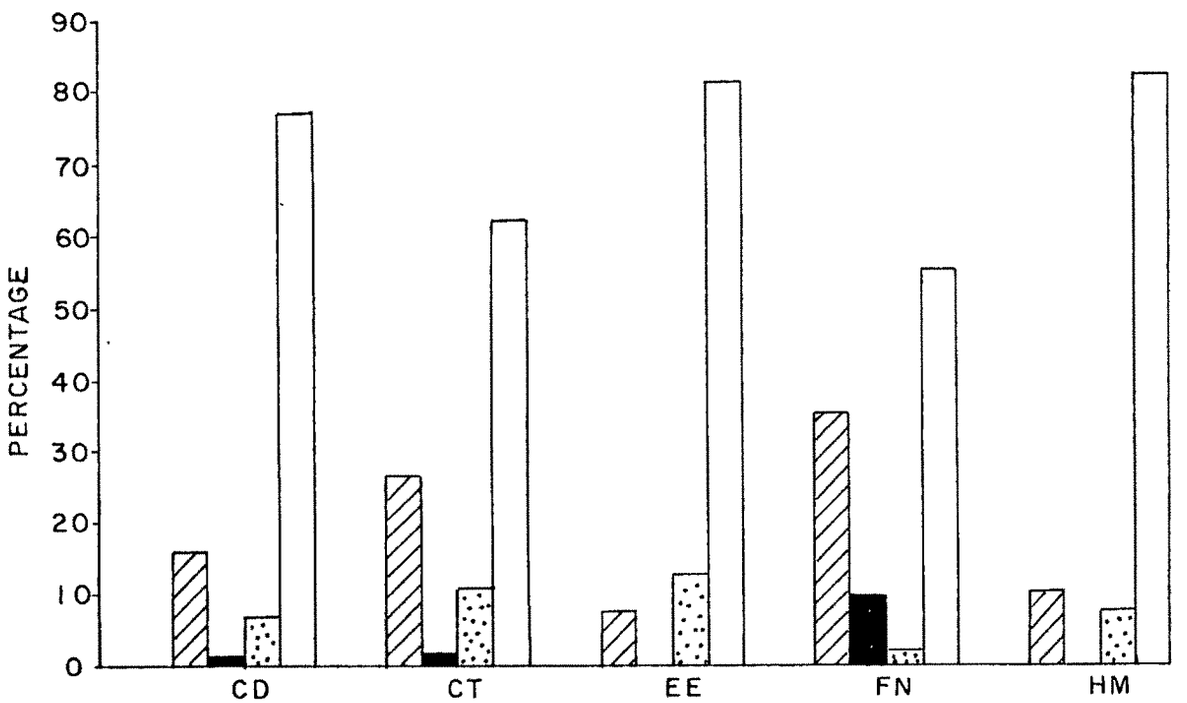


Fig. 4

TABLE 4.2

OVERALL DISTRIBUTION OF RESPONDENTS ACCORDING TO THE TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL

TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	Overall N=536 %
Specialization same as that at M.Sc.	16.67	26.66	7.46	34.72	10.30	20.89
Specialization related to area taken at M.Sc.	00.72	1.11	0.00	9.02	0.00	2.80
Other specializations	6.52	10.00	11.94	1.38	7.21	6.53
General home science course	76.09	62.22	80.60	54.85	82.48	69.78

TABLE 4.2 (a)

DISTRIBUTION OF CD RESPONDENTS ACCORDING TO THE TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL

N=138

TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL	RESPONDENTS %
CD Specialization	16.67
Related specialization : B.A. with psychology and sociology	00.72
Other Specializations : Foods and nutrition Nutrition & dietetics Nutrition, dietetics & food service management	 2.89 2.89 0.72
General home science course	76.09

TABLE 4.2 (b)

DISTRIBUTION OF CT RESPONDENTS ACCORDING TO THE TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL

N=90

TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL	RESPONDENTS %
CT Specialization	26.66
Related Specializations :	
B.Sc. chemistry	1.11
Other Specializations :	
Interior designing and environment	6.66
Nutrition and dietetics	2.22
Foods & nutrition	1.11
General home science course	62.22

TABLE 4.2 (c)

DISTRIBUTION OF EE RESPONDENTS ACCORDING TO THE TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL

N=67

TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL	RESPONDENTS %
EE Specialization	7.46
Other Specializations :	
Home management	7.46
Child development	2.98
Biochemistry, nutrition, dietetics	1.50
General home science course	80.60

TABLE 4.2 (d)

DISTRIBUTION OF FN RESPONDENTS ACCORDING TO THE TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL

N=144

TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL	RESPONDENTS %
FN Specialization	34.72
Related Specializations :	
Nutrition and dietitics	4.17
Nutrition, dietetics & food service management	1.39
Life sciences and biochemistry	1.39
Food technology	1.39
Foods, nutrition and microbiology	0.69
Other Specializations :	
Education and extension	1.39
General home science course	54.85

TABLE 4.2 (e)

DISTRIBUTION OF HM RESPONDENTS ACCORDING TO THE TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL

N=97

TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL	RESPONDENTS %
HM Specialization	10.30
Other Specializations :	
Food and nutrition	5.15
Child development	2.07
General home science course	82.48

4.1.1.2 Academic Achievement. Table 4.3 indicates that a little less than half of the respondents had good academic achievement while only one fifth of them had excellent academic achievement.

TABLE 4.3

DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR ACADEMIC ACHIEVEMENT AT B.Sc. LEVEL

LEVEL OF ACHIEVEMENT	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	Overall N=536 %
Excellent	50.00	13.33	1.49	15.28	6.19	20.52
Good	43.48	46.67	43.28	54.86	41.24	46.64
Average	6.52	40.00	55.23	29.86	52.57	32.84

Departmentwise distribution shows that CD group had the highest percentage (50.00%) of the respondents with excellent academic achievement while EE group had the lowest (1.50%) percentage of the respondents in this category. The EE group had the highest percentage (55.20%) of the respondents with average academic achievement. (Fig.5).

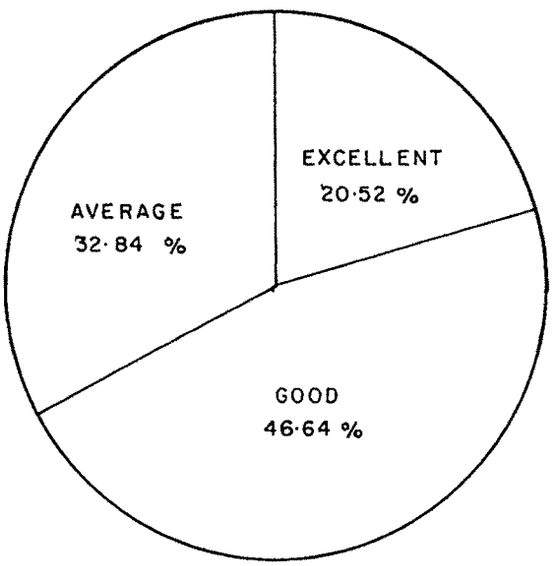
4.1.1.3 Socio-Economic Status. It can be seen from table 4.4, that majority of the respondents belonged to the high socio-economic status.

Among all the groups HM group had the highest percentage (74.20%) of the respondents belonging to high socio-economic

ACADEMIC ACHIEVEMENT

OVERALL

N = 536



DEPARTMENTWISE

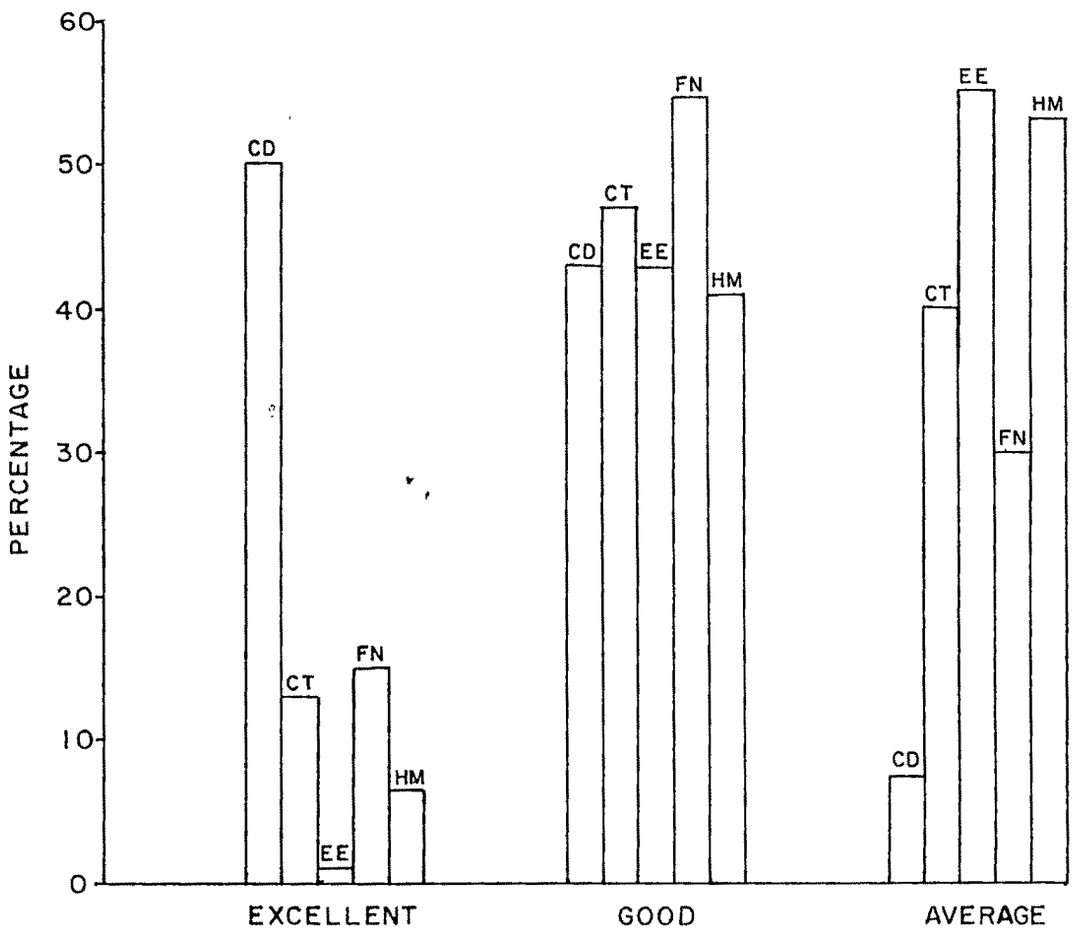


Fig .5

status while EE group had the highest percentage of them from the low socio-economic status. (Fig.6).

TABLE 4.4

DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR SOCIO-ECONOMIC STATUS

LEVEL OF SOCIO ECONOMIC STATUS	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	Overall N=536 %
High	66.67	65.56	47.76	68.06	74.23	65.86
Middle	26.81	30.00	35.82	26.39	19.59	27.06
Low	6.52	4.44	16.42	5.55	6.18	7.08

4.1.1.4 Overall Modernity. As seen in table 4.5, majority of the respondents belonged to 'modern' category. Majority of the respondents from CD, CT, and FN departments were from 'modern' category. (Fig.7).

TABLE 4.5

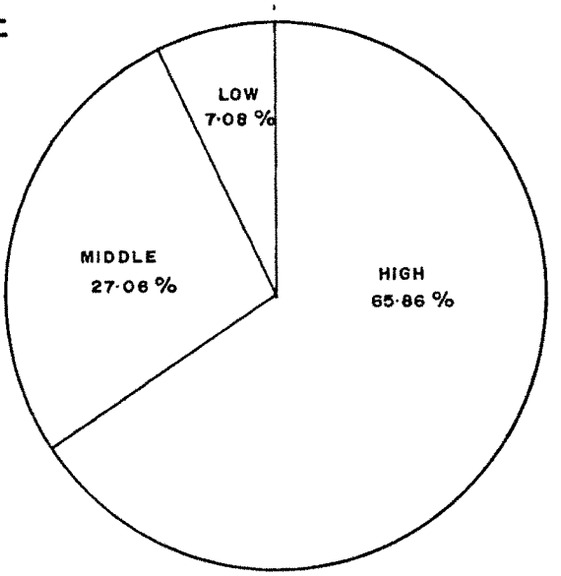
DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR OVERALL MODERNITY LEVEL

LEVEL OF MODERNITY	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	Overall N=536 %
Modern	68.84	65.60	58.21	70.83	60.82	66.04
Conservative	31.16	34.40	41.79	29.17	39.18	33.96

SOCIO - ECONOMIC STATUS

OVERALL

N = 536



DEPARTMENTWISE

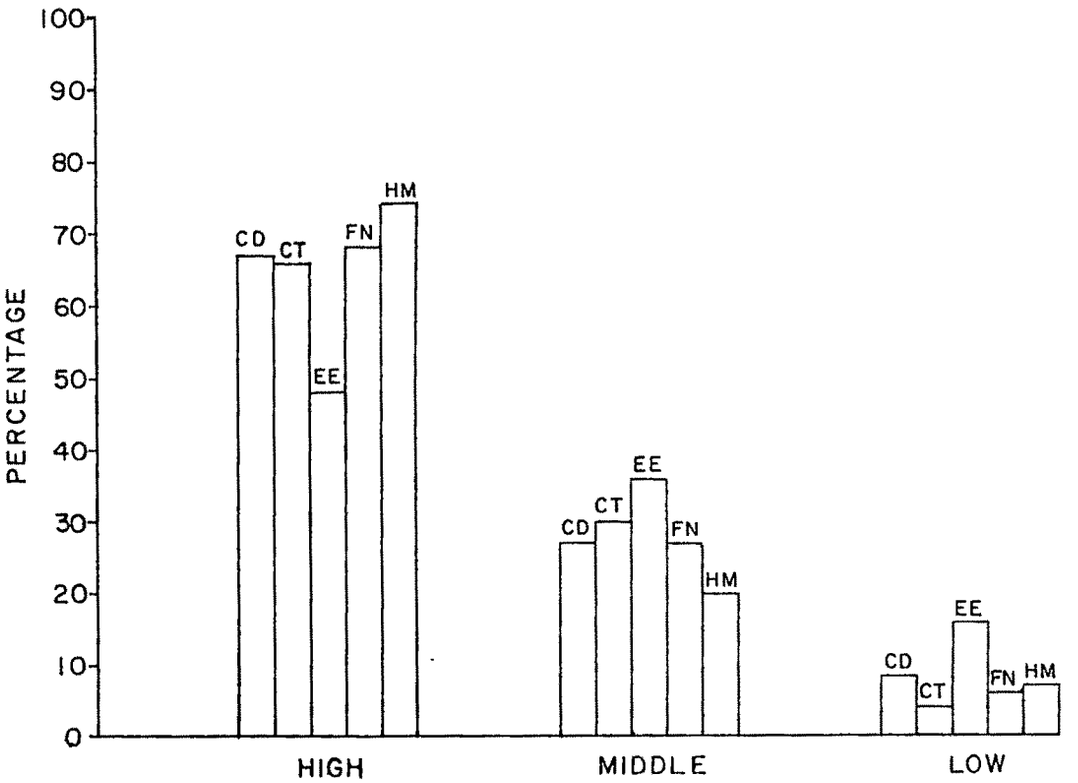
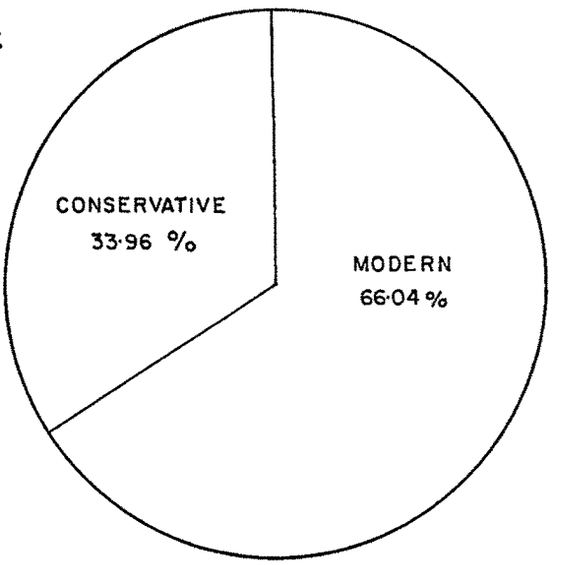


Fig.6

LEVEL OF OVERALL MODERNITY

OVERALL

N = 536



DEPARTMENTWISE

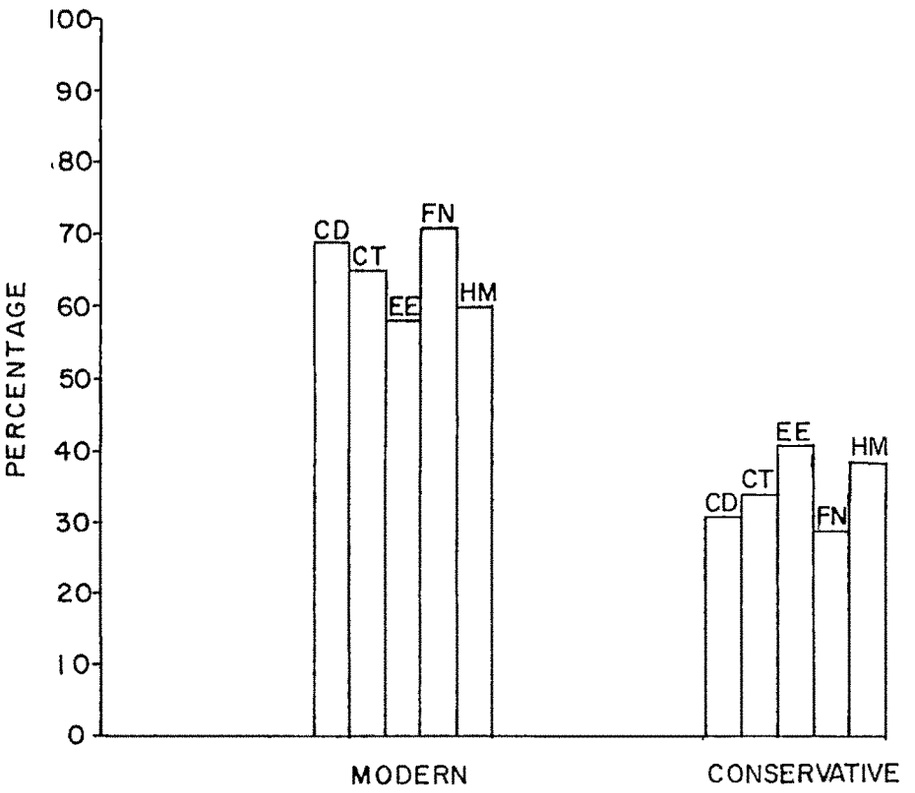


Fig.7

4.1.1.5 Family's Influence on Vocational Development. About sixty percent of the respondents were 'less influenced' by their families for vocational development. (Table 4.6).

Majority of the respondents from EE and HM departments were 'less influenced' by their families for vocational development. Little less than fifty percent of the respondents from CT and FN specializations were 'more influenced' by their families for vocational development. (Fig.8).

Itemwise picture of influence of family on vocational development of the daughters who were the respondents also, is reported in table 4.6 (a), (b), (c), and (d).

TABLE 4.6

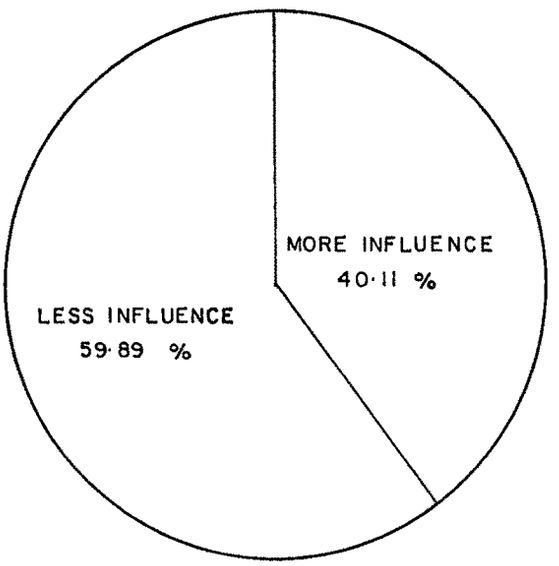
DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR FAMILY'S INFLUENCE ON VOCATIONAL DEVELOPMENT

LEVEL OF INFLUENCE	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	Overall N=536 %
More influence	41.30	45.56	29.85	47.22	29.90	40.11
Less influence	58.70	54.44	70.15	52.78	70.10	59.89

FAMILY'S INFLUENCE ON VOCATIONAL DEVELOPMENT

OVERALL

N = 536



DEPARTMENTWISE

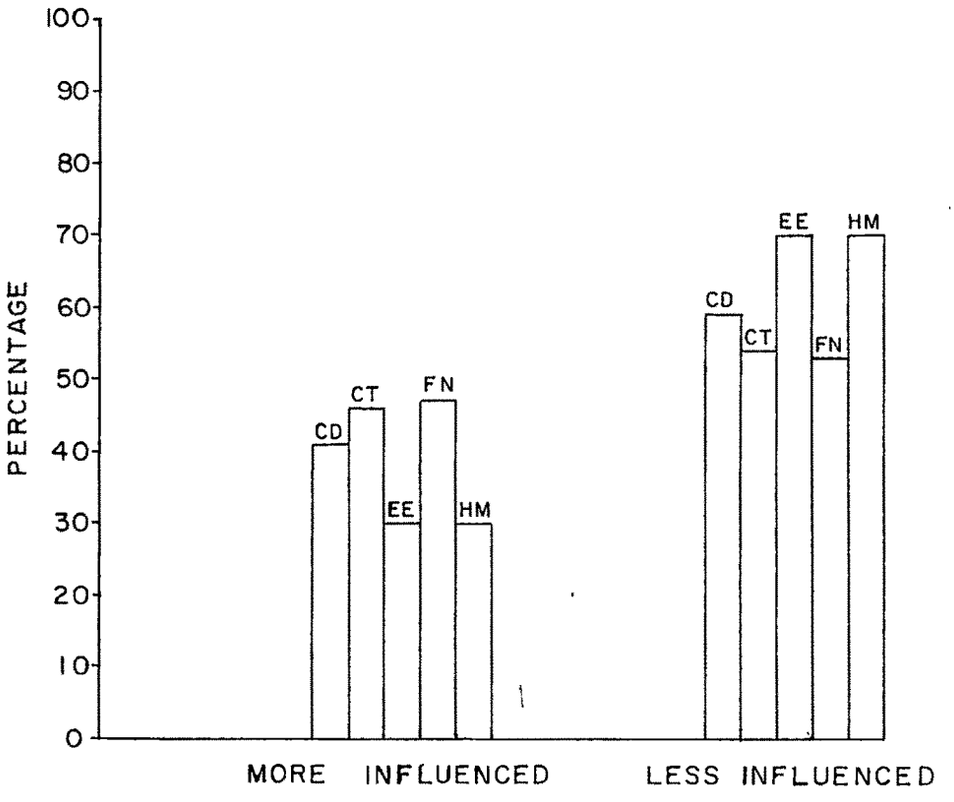


Fig.8

About forty percent of the respondents had mothers who were educated from class 8 to 11 only. Little less than fifty percent of the respondents had mothers who were either graduate or had masters degree or were doctors or engineers while less than two percent of the mothers were highly qualified having degrees like Ph.D., M.D., M.S., and C.A.

Majority of the respondents' mothers were not gainfully employed. Out of the small number of working mothers, only three percent of the respondents had mothers who were professionals.

TABLE 4.6 (a)

DISTRIBUTION OF RESPONDENTS ACCORDING TO THE EDUCATIONAL QUALIFICATION OF THEIR MOTHERS

N=536

EDUCATIONAL QUALIFICATION OF MOTHER	RESPONDENTS %
Ph.D., M.D., M.S., C.A., M.E., etc.	1.87
Postgraduate, M.B.B.S., B.Tech., etc.	19.78
Graduate	25.37
Any type of two year diploma, homeopathic, ayurvedic doctors	2.61
8 - 11 Classes	39.74
5 - 7 Classes	3.92
1 - 4 Classes	1.30
Illiterate	4.85
Mother expired	0.56

The percentage of the respondents having either none or just one gainfully employed female member in the family was the highest (38.99%). Only about one fifth of the respondents said that most of the female members in their families were gainfully employed.

TABLE 4.6 (b)

DISTRIBUTION OF RESPONDENTS ACCORDING TO OCCUPATION OF THEIR MOTHER

N=536

OCCUPATION OF MOTHER	RESPONDENTS %
Professionals	2.99
Middle order vocations	10.26
Skilled workers	9.70
Semi skilled workers	0.00
Unskilled workers	0.00
Not gainfully employed	76.49
Mother expired	0.56

Little more than fifty percent of the respondents reported that their parents would like them to combine marriage with job while about forty percent of the

respondents mentioned that their parents wanted them to get further higher education after M.Sc. and then take up a job.

TABLE 4.6 (c)

ITEMWISE RESPONSES OF THE RESPONDENTS ACCORDING TO THEIR FAMILY'S INFLUENCE ON VOCATIONAL DEVELOPMENT

N = 536

INFLUENCE OF FAMILY (Items)	RESPONDENTS %
Proportion of total female working members in the family :	
Most of them	19.22
3/4 of them	9.89
1/2 of them	17.54
1/4 of them	14.37
None/just one	38.99
Importance by parents for girls :	
Further higher education & then job	39.18
Marriage & job	53.17
Marriage & no job	7.65
Kinds of jobs preferred for girls :	
Be a career woman	10.82
Marriage & highly paid job	53.73
Marriage & part time job	29.29
Home making & no job	6.16
Foregoing college work for domestic work :	
Never	52.06
Sometimes	42.91
Quite often	5.03
Type of visitors often visiting :	
High officials	26.31
Middle level people	67.35
Lower level people	6.34

Table 4.6 (c) continued

INFLUENCE OF FAMILY (Items)	RESPONDENTS %
Amount of encouragement given by family related to vocation :	
Quite a lot	45.41
Somewhat	29.74
Not at all	24.85
Stage of Training for independence :	
Before 15 years of age	23.51
Between 16-20 years of age	34.89
Not even now	41.60
Activities by family members during leisure time :	
Activities related to parents' job	9.14
Parents doing activities related to job & children doing some constructive work	24.07
Recreation	47.76
Resting, gossiping, household work	19.03

Little more than half of the respondents reported that their family members wanted them to get married and take up a highly paid job while only a negligible percentage of the respondents said that their family members wanted them to be home makers only.

Little more than half of the respondents never had to forego college work because of domestic work.

Majority of the respondents reported that most of the visitors that they had at home were holding middle level

vocations such as college teachers, bank officers, and defence officers.

It was reported by little less than half of the respondents that they were encouraged quite a lot by the family in various ways to take up vocations.

TABLE 4.6 (d)

DISTRIBUTION OF RESPONDENTS ACCORDING TO THE TYPE OF ENCOURAGEMENT GIVEN BY THE FAMILY RELATED TO VOCATIONS

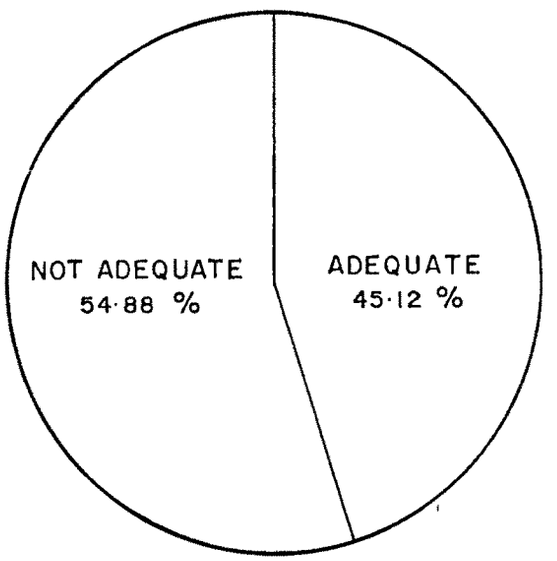
N=536

TYPE OF ENCOURAGEMENT	RESPONDENTS RECEIVING THE AMOUNT OF ENCOURAGEMENT		
	Quite a lot	Somewhat	Not at all
Discussions related to career	59.33	28.73	11.94
Contacts with professionals	22.57	39.56	37.87
Participation in professional activities	30.60	34.33	35.07
Verbal encouragement	56.16	25.93	17.91
Financial assistance	58.40	20.15	21.45
Overall	45.41	29.74	24.85

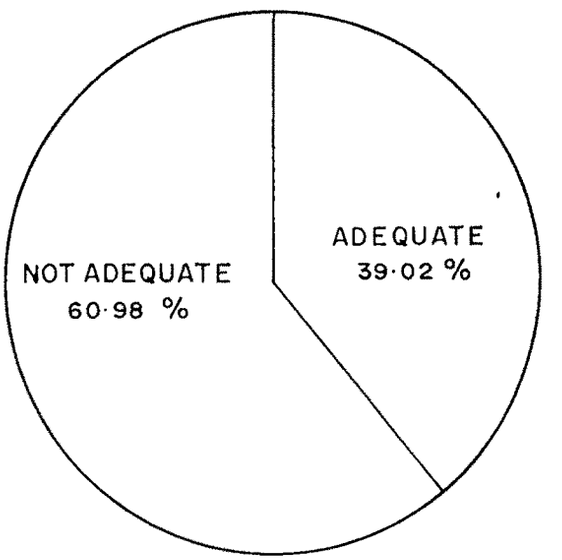
Overall no single method of encouragement was used quite a lot. However, little less than sixty percent of the respondents reported that family encouraged them through discussions related to career, financial assistance, and verbal encouragement.

OVERALL DISTRIBUTION OF THE DEPARTMENTS ACCORDING TO ADEQUACY OF INSTITUTIONAL FACTORS

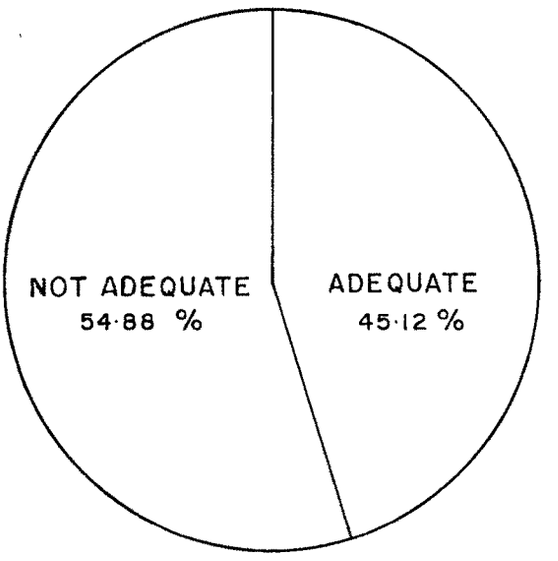
N = 82



HUMAN RESOURCES



PHYSICAL RESOURCES



INSTRUCTIONAL PROGRAMME

Fig. 9

About forty percent of the respondents reported that they were not getting training for independence even then.

Majority of the respondents reported that their families were engaged either in recreational activities or non-professional activities during their leisure time.

4.1.1.6 Sex-role Confirmation. Table 4.7, indicated that the percentage of the respondents belonging to 'not confirmed' and 'confirmed' to sex-role categories was almost equally divided. Specializationwise picture remains almost the same for all groups except HM group where nearly sixty percent of the respondents were 'confirmed' to sex-role.

TABLE 4.7

DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR CONFIRMATION TO SEX-ROLE

LEVEL OF CONFIRMATION	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	Overall N=536 %
Not confirmed	50.00	53.33	53.73	50.00	41.23	49.44
Confirmed	50.00	46.67	46.27	50.00	58.77	50.56

4.1.2 INSTITUTIONAL FACTORS

Table. 4.8, gives information regarding all institutional factors, namely, human resources, physical resources, and instructional programme of all the 82 home science departments covered by this study. (Fig. 9 and 10).

4.1.2.1 Human Resources. This variable is comprised of items related to number, teaching experience, qualifications, and academic activities of the teachers. Overall picture shows that little more than half of the departments had inadequate human resources.

Majority of the EE and FN departments had adequate human resources while almost all the CT departments did not have adequate human resources.

Tables 4.9 (a) and (b) show a picture of the departments regarding human resources measured through various items.

Overall picture, of the colleges with separate departments reveals, that out of the total number of teaching staff of the colleges under study, the CD departments had the maximum percentage (27.49%) of teaching staff. Even where the number of departments were approximately the same, as it was in the case of FN, HM, and CT departments, there also the percentage of the staff members ranged from 17 percent to 25 percent respectively.

While comparing the percentage of staff belonging to various categories in a department, it was found that EE departments had a higher proportion of professors when compared to other departments. The proportion of readers remained the same in all the departments except CD department which had the lowest percentage (11.59%).

DISTRIBUTION OF DEPARTMENTS ACCORDING TO ADEQUACY OF INSTITUTIONAL FACTORS

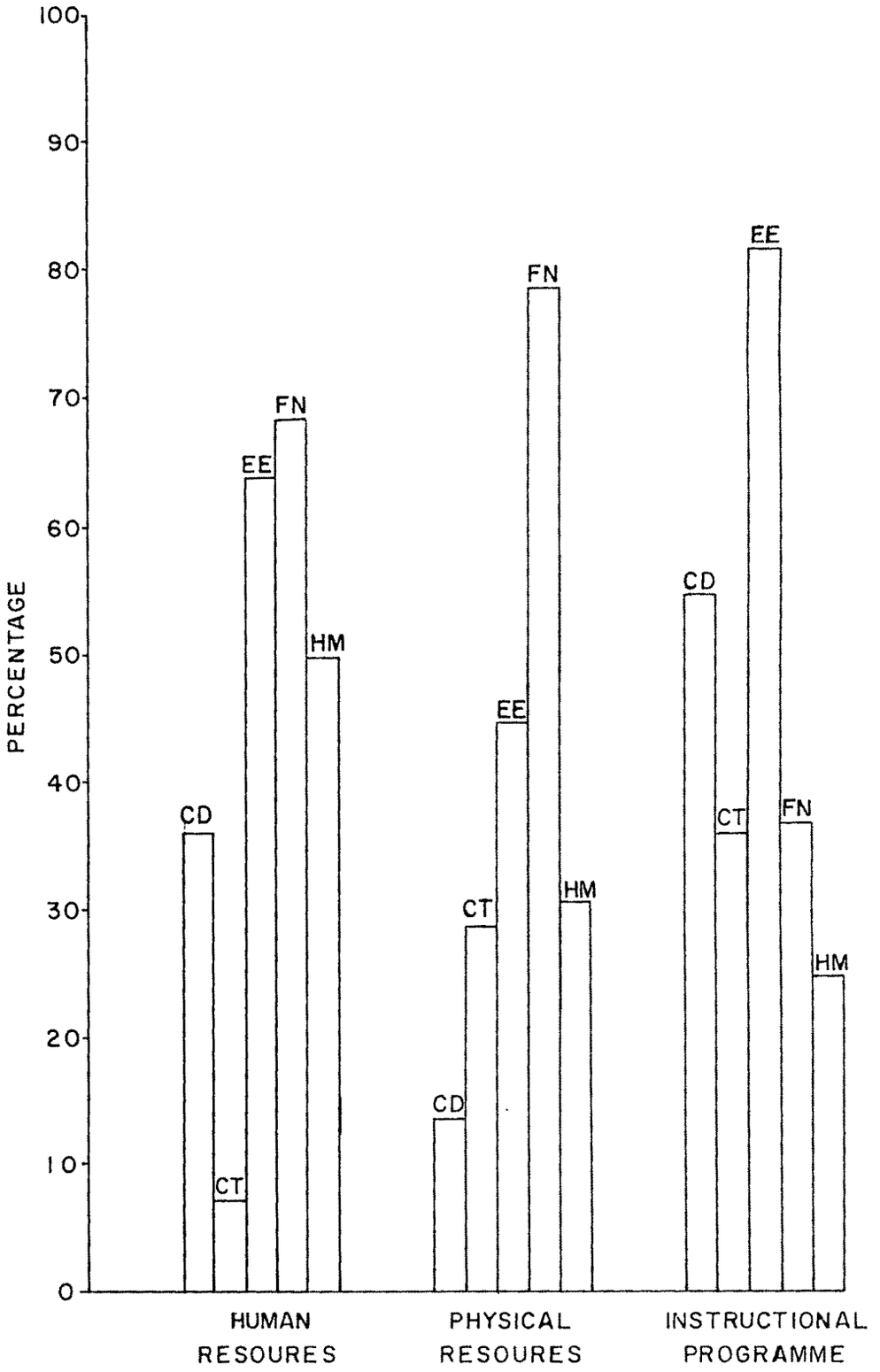


Fig. 10

The picture of the colleges where two or more specializations were combined to form one home science department shows, that the proportion of professors remained the same when compared with the colleges with separate departments. But the proportion was much lower in the case of readers. One of the reasons for this disparity may be that generally, combined departments were in affliated colleges, with no posts of professors and readers.

Overall picture of department with separate specializations reveals that they had a higher percentage (50.80%) of staff with only M.Sc. degree and a lesser percentage (46.82%) of staff with higher qualifications when compared with the colleges having combined specializations, where the percentage was 43.50 and 55.36 respectively. The majority of the staff members belonging to FN departments had either Ph.D./M.Phil. degree or were engaged in getting such degrees. However, only less than one third of the staff belonging to CT departments were engaged in such type of activities.

The colleges with separate specializations reported having 40 percent of the staff with 15 years or above experience. However, it was little less in colleges with combined specializations (30.51%).

Departments with separate specializations reported that they had only 18.53 percent of the staff who had taken some

or the other methodology course while this percentage was little less in the departments with combined specializations. The EE departments had a higher percentage (35.08%) of the staff who had taken methodology course when compared to CT, FN, and HM departments which had more or less same percentage of the staff with methodology course.

About one fifth of the staff belonging to the departments with separate specializations were engaged in guiding the research students either for Ph.D. and/M.Phil degrees whereas a little higher percentage (23.75%) was reported by the colleges with combined departments in this regard. The EE departments had the highest (26.31%) percentage of the staff engaged in guiding the research students when compared to other departments.

It was revealed by little more than fifty percent of the departments with separate specializations that most of their teachers attended seminars and workshops while only a very small percentage (7.69%) of the colleges with combined departments reported that most of their teachers were attending seminars and workshops. Majority of the EE and HM departments reported that most of their teachers were attending seminars and workshops while this was reported by only one fourth of the CT departments.

Little more than one third (35.85%) of the departments with separate specializations reported that most of their

teachers were publishing academic materials while only 15.38 percent of the colleges with combined departments reported that most of their teachers were publishing academic materials.

It was reported by about thirty percent of the colleges with separate departments that atleast one fourth of their teachers were taking up research projects while majority of the colleges with combined departments reported that none of their staff members were taking up research projects. About forty percent of the FN and HM specializations reported that most of their teachers were taking up research projects whereas more than one third of the CT departments reported that none of their teachers were taking up research projects.

Most of the colleges reported that their teachers were keeping fixed time for the students for academic purposes. Most of the colleges reported that their teachers were present atleast for five hours in a day in the college throughout the year and if they went on leave for 15 to 20 days they were taking extra classes to complete the course.

4.1.2.2 Physical Resources. Items regarding physical facilities and equipment in the departments were covered under this variable.

TABLE 4.8

DISTRIBUTION OF DEPARTMENTS ACCORDING TO ADEQUACY OF RESOURCES

INSTITUTIONAL FACTORS	LEVEL OF ADEQUACY	DEPARTMENTS					
		CD N=22 %	CT N=14 %	EE N=11 %	FN N=19 %	HM N=16 %	Overall N=82 %
Human Resources	Adequate	36.36	7.14	63.64	68.42	50.00	45.12
	Not Adequate	63.64	92.86	36.36	31.58	50.00	54.88
Physical Resources	Adequate	13.64	28.57	45.45	78.95	31.25	39.02
	Not Adequate	86.36	71.43	54.55	21.05	68.75	60.98
Instructional Programme	Adequate	54.55	35.71	81.82	36.84	25.00	45.12
	Not Adequate	45.45	64.29	18.18	63.16	75.00	54.88

Overall picture shows that 60 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. The majority of CD, CT, and HM departments fell under 'not adequate' category while little more than half of the EE departments had inadequate physical resources (Table 4.8).

TABLE 4.9 (a)

ITEMWISE DISTRIBUTION OF THE DEPARTMENTS/COLLEGES ACCORDING TO HUMAN RESOURCES

HUMAN RESOURCES (Teachers)	SEPARATE DEPARTMENTS						COLLEGES WITH COMBINED DEPARTMENTS
	TEACHERS						TEACHERS
	CD N=138 %	CT N=84 %	EE N=57 %	FN N=126 %	HM N=97 %	Overall N=502 %	N=177 %
Post of Permanent Teachers :							
Professors	7.97	3.57	12.28	7.94	10.31	8.17	8.47
Readers	11.59	23.81	22.81	26.19	22.68	20.72	9.04
Lecturers	80.43	72.62	64.91	65.87	67.01	71.11	82.49
Academic Qualification of Teachers :							
Ph.D.	19.57	16.67	38.59	48.41	32.99	31.08	28.81
Ph.D. just submitted	2.17	2.38	3.51	2.38	3.09	2.59	3.95
M.Phil.	1.45	0.00	1.75	3.97	8.25	3.19	6.78
Working for Ph.D.	7.25	10.71	14.04	1.90	8.25	9.96	15.82
M.Sc.	64.49	67.86	42.11	33.33	44.33	50.80	43.50
Only B.Sc.	3.62	0.00	0.00	0.00	1.03	1.20	1.13
Any other	1.45	2.38	0.00	0.00	2.06	1.20	0.00
Experience of the Teachers :							
0 to 2 years	6.52	10.71	7.02	9.52	5.15	7.76	10.74
3 to 7 years	31.88	27.38	19.30	25.40	27.84	27.29	31.07
8 to 14 years	26.82	23.82	38.60	21.43	20.62	25.10	27.68
15 and above years	34.78	38.09	35.08	43.65	46.39	39.84	30.51
Methodology Course Taken by the Teachers							
M.Ed.	3.62	3.57	7.02	1.59	4.12	3.59	2.26
B.Ed.	1.45	4.76	8.77	4.76	6.19	4.58	6.78
Diploma	0.72	1.19	0.00	0.79	0.00	0.60	0.56
Short course	0.00	4.76	1.75	3.97	5.15	2.99	2.26
Any other	4.35	5.95	17.54	6.35	5.15	6.77	1.12
No methodology course	89.86	79.87	64.92	82.54	79.39	81.47	87.02

Table 4.9 (a) continued

HUMAN RESOURCES (Teachers)	SEPARATE DEPARTMENTS						COLLEGES WITH COMBINED DEPARTMENTS
	TEACHERS						TEACHERS
	CD N=138 %	CT N=84 %	EE N=57 %	FN N=126 %	HM N=97 %	Overall N=502 %	N=177 %
Teachers Engaged in Research Activities :							
Guiding only Ph.D. thesis	0.72	0.00	1.75	3.17	0.00	1.20	2.82
Guiding Ph.D.+M.Sc. thesis	5.07	5.95	19.30	19.84	18.56	13.15	11.86
Guiding M.Phil. students	3.62	0.00	1.75	0.00	0.00	1.20	5.08
Guiding Ph.D.+M.Sc. M.Phil. students	12.32	2.38	3.51	0.00	0.00	4.18	3.39
Guiding only M.Sc.	39.86	42.86	50.88	37.30	36.08	40.24	22.60
None of the above	38.41	48.81	22.81	39.68	45.36	40.03	54.24

4.1.2.3 Instructional Programme. This variable consisted of items regarding methods and media for teaching, and evaluation.

As shown in the table 4.8, little less than half of the departments had adequate instructional programme. Majority of the EE departments had adequate instructional programme while most of the CT and HM departments had inadequate instructional programme.

Table 4.10 gives picture of some of the items regarding instructional programme.

TABLE 4.9 (b)
ITEMWISE DISTRIBUTION OF THE DEPARTMENTS/COLLEGES
ACCORDING TO HUMAN RESOURCES

HUMAN RESOURCES (Teachers)	SEPARATE DEPARTMENTS						COLLEGES WITH COMBINED DEPARTMENTS
	DEPARTMENTS						
	CD N=14 %	CT N=11 %	EE N=7 %	FN N=11 %	HM N=10 %	Overall N=53 %	N=13 %
Teachers Attending Seminars & Workshops:							
Most of the teachers	50.00	27.27	71.43	63.64	70.00	54.72	7.69
About 1/2 of the teachers	7.14	9.09	14.29	27.27	0.00	11.32	30.77
About 1/4 of the teachers	42.86	54.55	0.00	9.09	30.00	30.19	46.15
Not at all	0.00	9.09	14.29	0.00	0.00	3.77	15.38
Teachers Publishing Academic Material :							
Most of the teachers	28.57	36.36	42.85	27.27	50.00	35.85	15.38
About 1/2 of the teachers	42.85	0.00	14.29	54.55	10.00	26.42	15.38
About 1/4 of the teachers	14.29	45.45	42.85	9.09	10.00	22.64	46.15
Not at all	14.29	18.10	0.00	9.09	30.00	15.09	23.08
Teachers Taking up Research Projects :							
Most of the teachers	21.43	9.09	28.57	45.45	40.00	28.30	7.69
About 1/2 of the teachers	28.57	9.09	14.29	9.09	10.00	15.09	23.08
About 1/4 of the teachers	21.43	45.45	28.57	36.36	20.00	30.19	7.69
None	28.57	36.36	28.57	9.09	30.00	26.42	61.54
Teachers Keeping Time for Academic Conferences :							
Yes	78.57	90.91	100.0	100.0	100.0	92.45	92.31
No	21.43	9.09	0.00	0.00	0.00	7.55	7.69

Table 4.9 (b) continued

HUMAN RESOURCES (Teachers)	SEPARATE DEPARTMENTS						COLLEGES WITH COMBINED DEPARTMENTS
	DEPARTMENTS						
	CD N=14 %	CT N=11 %	EE N=7 %	FN N=11 %	HM N=10 %	over-all N=53 %	N=13 %
Teachers Following UGC Norms of Compulsory Stay :							
Followed very strictly throughout the year	64.28	81.81	85.71	81.82	90.00	79.25	69.23
Followed very strictly for 3-4 months	14.29	9.09	14.29	9.09	0.00	9.43	7.69
Teachers come according to their time table	21.43	9.09	0.00	9.09	10.00	11.32	23.08
Way of Completing the Course After Taking Leave :							
Take extra classes	100.0	100.0	100.0	81.82	90.00	94.33	84.62
Give home assignments	21.43	0.00	28.57	18.18	10.00	15.09	15.38
Try to go fast	0.00	0.00	14.29	27.27	10.00	9.43	23.08
Leave out few topics	0.00	0.00	0.00	0.00	0.00	0.00	7.69
Any other	0.00	0.00	0.00	9.09	20.00	5.66	0.00

Most of the colleges with separate specializations were following semester system while most of the colleges with combined departments were following annual system.

Most of the colleges with separate departments were using grade system of evaluation while colleges with combined specializations were following percentage system of

evaluation. This shows that in semester system, most of the time grades are used while annual system uses percentages to assess the performance of the students.

TABLE 4.10

ITEMWISE DISTRIBUTION OF THE DEPARTMENTS/COLLEGES ACCORDING TO THE INSTRUCTIONAL PROGRAMME

INSTRUCTIONAL PROGRAMMES	SEPARATE DEPARTMENTS						COLLEGES WITH COMBINED DEPARTMENTS
	CD N=14 %	CT N=11 %	EE N=7 %	FN N=11 %	HM N=10 %	over-all N=53 %	N=13 %
System of Education :							
Annual	35.71	36.36	28.58	18.18	20.00	28.30	84.62
Semester	64.29	63.64	71.42	81.82	80.00	69.81	15.38
Assessment of Performance :							
Grades	71.43	63.64	57.14	72.73	70.00	67.92	15.38
Percentage	28.57	36.36	42.86	27.27	30.00	32.08	84.62
Type of Internal Assessment :							
Only Test	0.00	9.09	0.00	0.00	0.00	1.89	0.00
Tests + assignments + seminar	0.00	0.00	14.29	18.18	10.00	7.55	0.00
Tests + assignments + practicals	35.71	36.36	0.00	0.00	40.00	24.52	23.08
Tests + assignments + seminar + practicals	57.14	54.55	71.42	81.82	50.00	62.26	76.92
Any other	7.14	0.00	0.00	0.00	0.00	1.89	0.00
None	0.00	0.00	14.29	0.00	0.00	1.89	0.00
Weightage for Evaluation :							
Only external	7.14	0.00	14.29	0.00	20.00	7.55	15.38
Only internal	7.14	0.00	14.29	9.09	20.00	9.43	7.69
Both	85.71	100.0	71.42	90.91	60.00	83.02	76.92

Majority of the colleges were having both external and internal assessment of the students. They were using tests, assignments, seminars, and practicals for the purpose of internal assessment.

4.1.2.4 Type of Department. It is evident from the table 4.11, that more than sixty percent of the colleges had separate department for each specialization.

4.1.2.5 System of Education. More than fifty percent of the colleges were following annual system. (Table 4.12).

TABLE 4.11

DISTRIBUTION OF COLLEGES ACCORDING TO THE TYPE OF DEPARTMENTS

N=35

TYPE OF DEPARTMENTS	COLLEGES/DEPARTMENTS %
Separate	62.86
Combined	37.14

TABLE 4.12

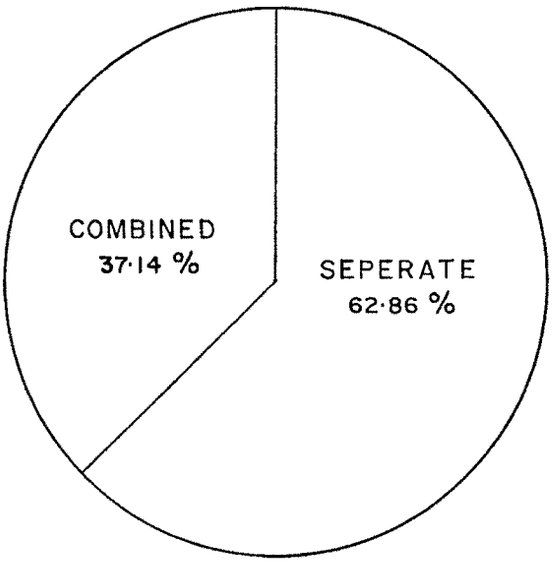
DISTRIBUTION OF COLLEGES ACCORDING TO THEIR SYSTEM OF EDUCATION

N=35

SYSTEM OF EDUCATION	COLLEGES %
Semester	45.71
Annual	54.29

TYPE OF DEPARTMENT

N = 35



SYSTEM OF EDUCATION

N = 35

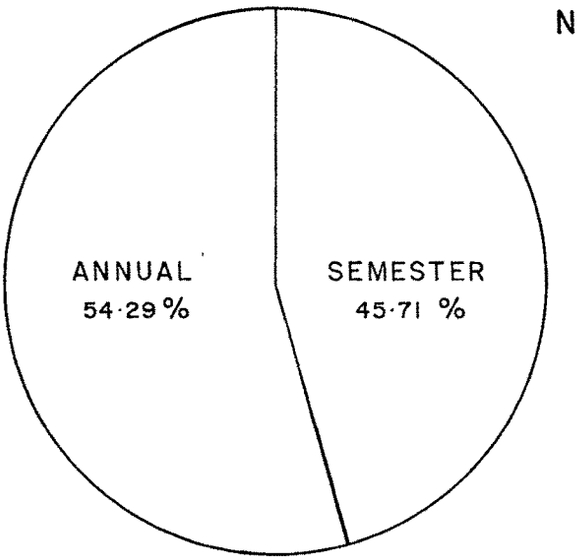


Fig. II

4.2 Section 2: Vocational Aspirations

In this section the findings regarding vocational aspirations of the respondents are reported as follows :

4.2.1 LEVEL OF VOCATIONAL ASPIRATION

Refer Table 4.13

Almost equal percentage, that is, little less than fifty percent of the respondents were under the category of 'highly aspired' or 'less aspired' to take up vocations. Only about six percent of the respondents were 'not aspired' at all.

Picture for CD and CT specializations remained almost same as compared to the overall picture regarding the level of vocational aspiration. Only one third of the respondents from EE and HM specializations were 'highly aspired' while little more than fifty percent of the respondents were 'less aspired'. Twelve percent of the HM respondents were 'not aspired' at all. Little more than fifty percent of the FN respondents were 'highly aspired' while only one percent of them were 'not aspired' at all.

TABLE 4.13

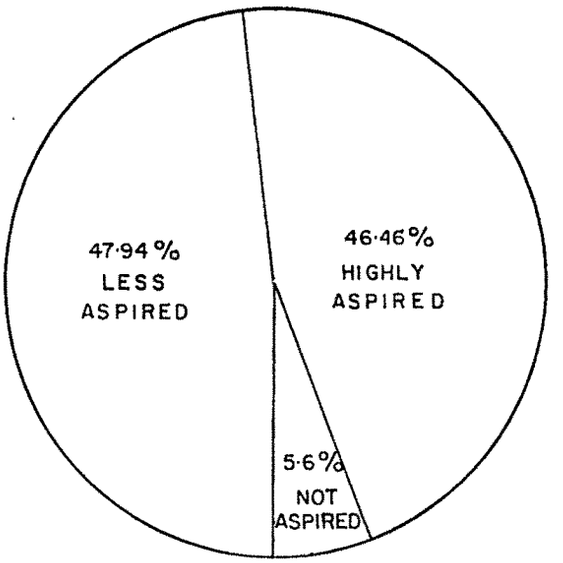
DISTRIBUTION OF RESPONDENTS ACCORDING TO THEIR VOCATIONAL ASPIRATIONS

LEVEL OF VOCATIONAL ASPIRATION	RESPONDENTS					
	CD N = 138 %	CT N = 90 %	EE N = 67 %	FN N = 144 %	HM N = 97 %	OVERALL N = 536 %
Highly aspired	50.00	47.78	37.31	54.17	35.05	46.46
Less aspired	44.20	46.67	58.21	44.44	52.58	47.94
Not aspired	5.80	5.55	4.48	1.39	12.37	5.60

LEVEL OF VOCATIONAL ASPIRATION

OVERALL

N = 536



DEPARTMENTWISE

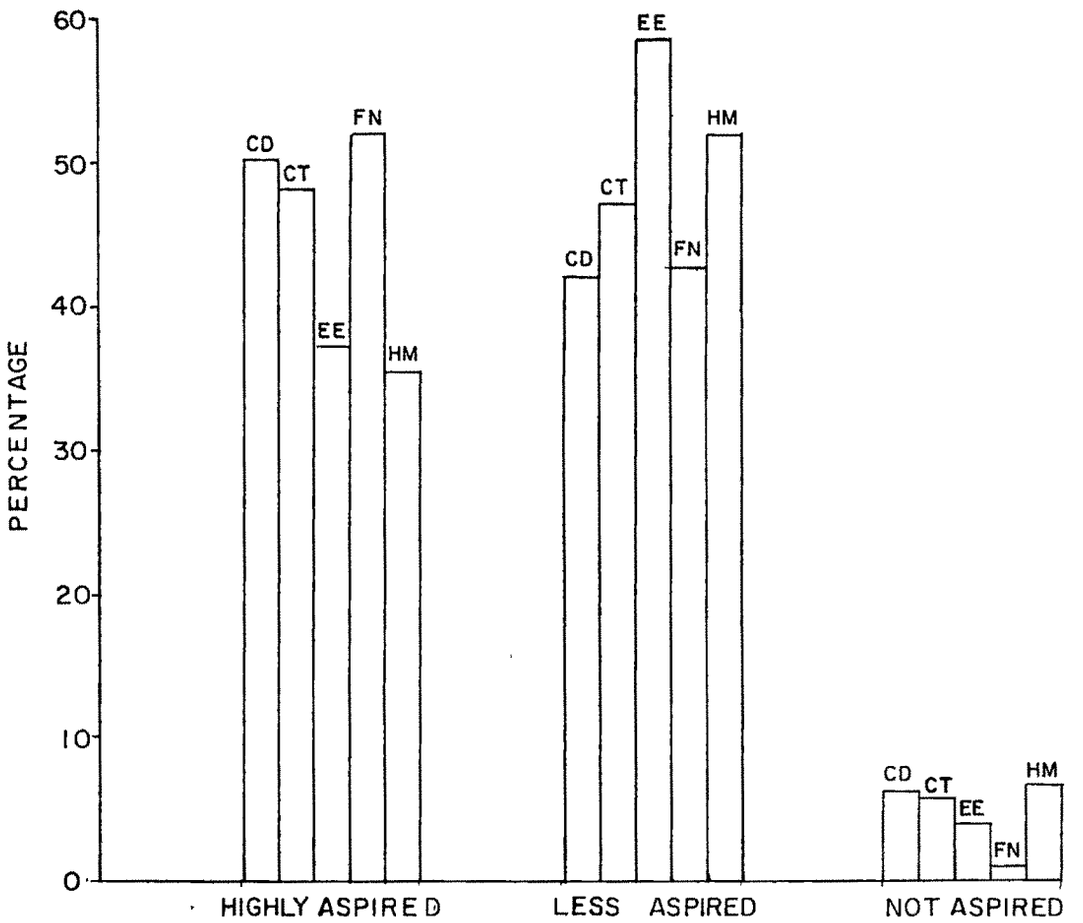


Fig. 12

4.2.2 ITEMWISE VOCATIONAL ASPIRATION

4.2.2.1 Reasons to Go for Postgraduation. (Table 4.14) The responses of most of the respondents revealed that they had taken Postgraduation both for self-development and job whenever required. Less than twenty percent of the respondents entered in postgraduation programme with the goal of taking up a good job only.

TABLE 4.14

RESPONSES OF THE RESPONDENTS REGARDING THEIR PLANS TO GO FOR POSTGRADUATION

N = 536

RESPONSES	RESPONDENTS %
For self development and job whenever required	69.03
To get a good job	17.16
Most of the female members in the family are highly educated	6.53
To be a skillful housewife	2.06
There was nothing else to do	1.68
Parents' wish	1.49
For better marriage prospects	1.12
Without any reason	0.56
Not sure	0.37

4.2.2.2 Aspiration for the Type of Job. Out of the total respondents about sixty percent reported that they wanted to take up full time job while a very less percentage (5.60%) of the respondents did not want to take up any type of job. (Table 4.15)

TABLE 4.15

RESPONSES OF THE RESPONDENTS REGARDING THEIR PLANS AFTER COMPLETING THE EDUCATION

N = 536

PLANS	RESPONDENTS %
Full time job	59.70
Part time job	34.70
No job	5.60

4.2.2.3 Reasons to Take up a Job. Tables 4.16 and 4.17 show the reasons which respondents gave for being aspired or not aspired to take up a job.

From Table 4.16 it is clear that majority of the respondents aspiring for jobs wanted to do so to become economically independent. However, little more than one third of the respondents wanted to take up job to develop better economic standard, to encourage other women to take up

jobs and to have enlarged outlook. Only 15 percent of the respondents wanted to take up job to avoid ill treatment from the family.

TABLE 4.16

REASONS OF THE RESPONDENTS REGARDING TAKING UP JOB

N = 506

REASONS	RESPONDENTS %
Wanted to be self dependent economically	65.81
Working women develop a realistic approach towards life	43.28
For better economic standard of the family	40.71
To encourage women in India to take up a vocation	35.97
A women's vision is enlarged only when she is given sufficient social and economic freedom	32.41
To meet all sorts of crisis in the family	24.71
Working women have say in decision making	21.74
Working women hold high social position in society	18.77
To avoid ill treatment from the family	15.22

According to table 4.17, little more than forty percent of the respondents did not want to take up job, as their

family members did not want them to do so and forty percent thought that they would neglect their social duties by taking up a job.

One third of the respondents did not want to take up job, as they thought they would not get time for themselves, for domestic duties, and it would be difficult for them to play two roles while only six percent of the respondents reported that people might doubt their morality.

TABLE 4.17

REASONS OF THE RESPONDENTS REGARDING NOT TAKING UP THE JOB

N = 30

REASONS	RESPONDENTS %
Family members not in favour of the job	43.33
Working women neglect their social duties	40.00
Working women may not get time for themselves	33.33
Working women do not find time for domestic duties	30.00
Difficult for a woman to play two roles simultaneously	30.00
Working girls have difficulty in getting a match	23.33
Home is the only place for women	13.33
People may doubt morality of working women	6.66

4.2.2.4 Preference for Vocation. Overall and specializationwise picture reveals that majority of the respondents aspired for high order vocations. (Table 4.18 (a) Fig 13(a)).

On the whole, more than fifty percent of the respondents reported that they aspired for vocations very closely related to their specializations while only one fourth of the respondents wanted to be teachers. Only about ten percent of the respondents aspired either for research work or vocations not related to specializations. (Table 4.18 (b), Fig. 14).

More or less an equal percentage (about forty percent) of the respondents from EE, CD, and HM specializations wanted to take up vocations closely related to their specializations. However, majority of the CT and FN respondents wanted to take up vocations closely related to their specializations.

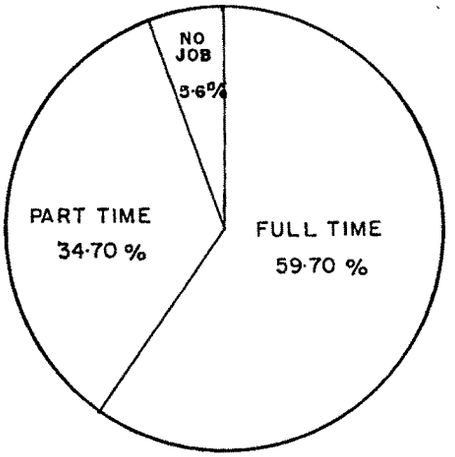
The highest percentage (34.11%), of the HM respondents wanted to become a teacher while only 16.90 percent of the FN respondents wanted to be a teacher.

Research work was almost equally aspired by one tenth of the respondents from EE, HM, FN, and CD departments while it was aspired by only 5.89 percent of the CT respondents.

More or less equal (about ten percent) percentage of the respondents aspired for other vocations not related to their specializations, except for EE and CT respondents this percentage was five and two respectively.

VOCATIONAL PLANS AFTER THE COMPLEITION OF EDUCATION

(A)



N = 536

(B)

LEVEL OF VOCATION ASPIRED FOR

N = 506

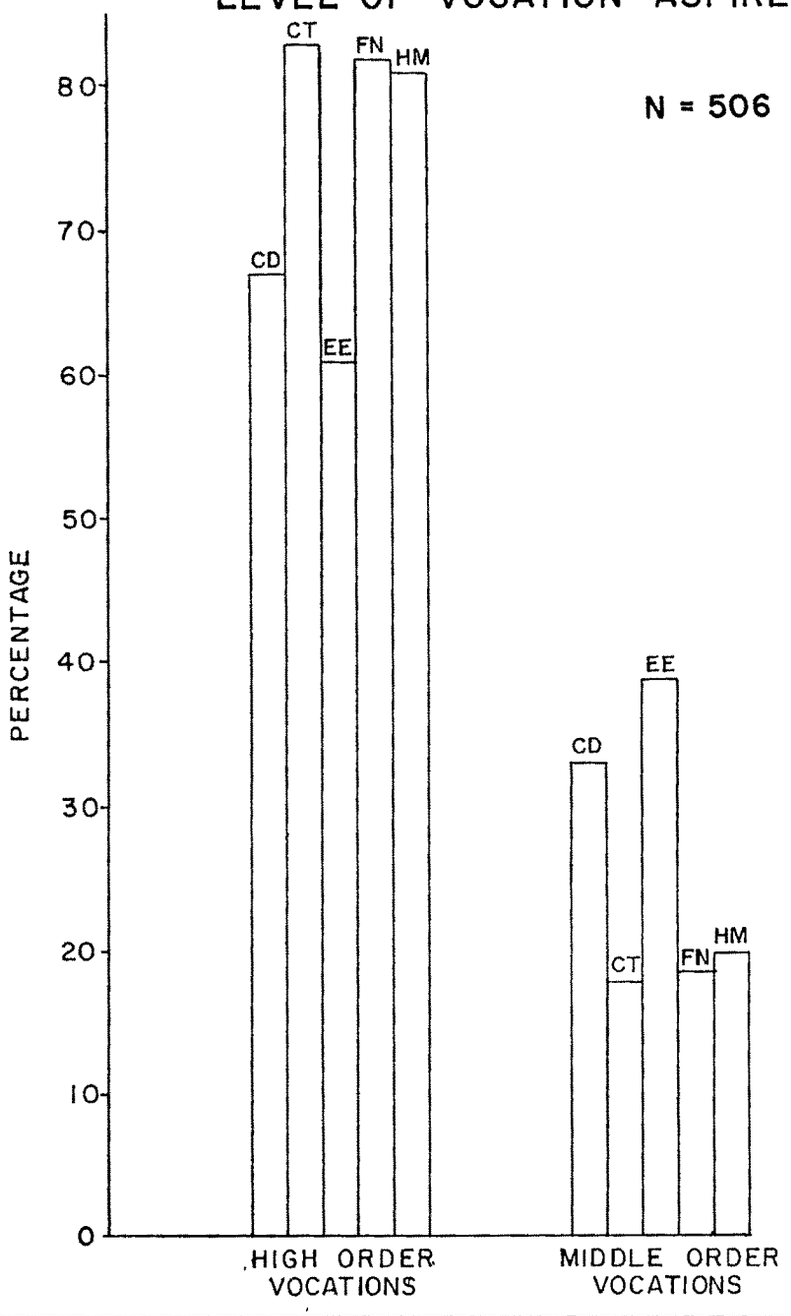
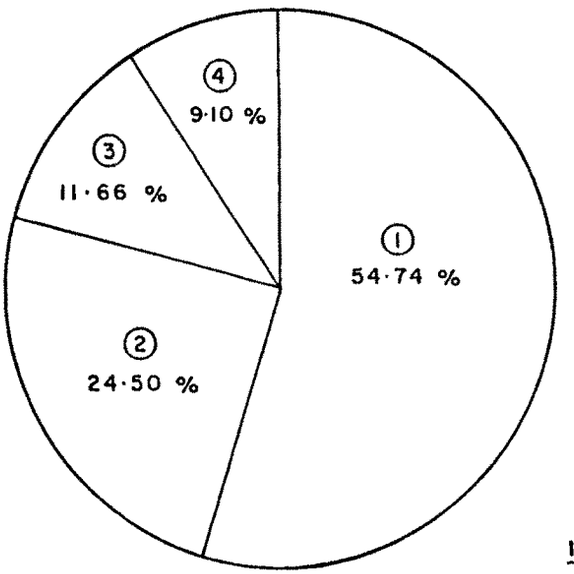


Fig. 13

TYPE OF VOCATION ASPIRED FOR

OVERALL

N = 506



INDEX

① SPECIALIZATION RELATED VOCATIONS

② TEACHING

③ RESEARCHER

④ OTHER VOCATIONS (NOT RELATED TO SPECIALIZATION)

DEPARTMENTWISE

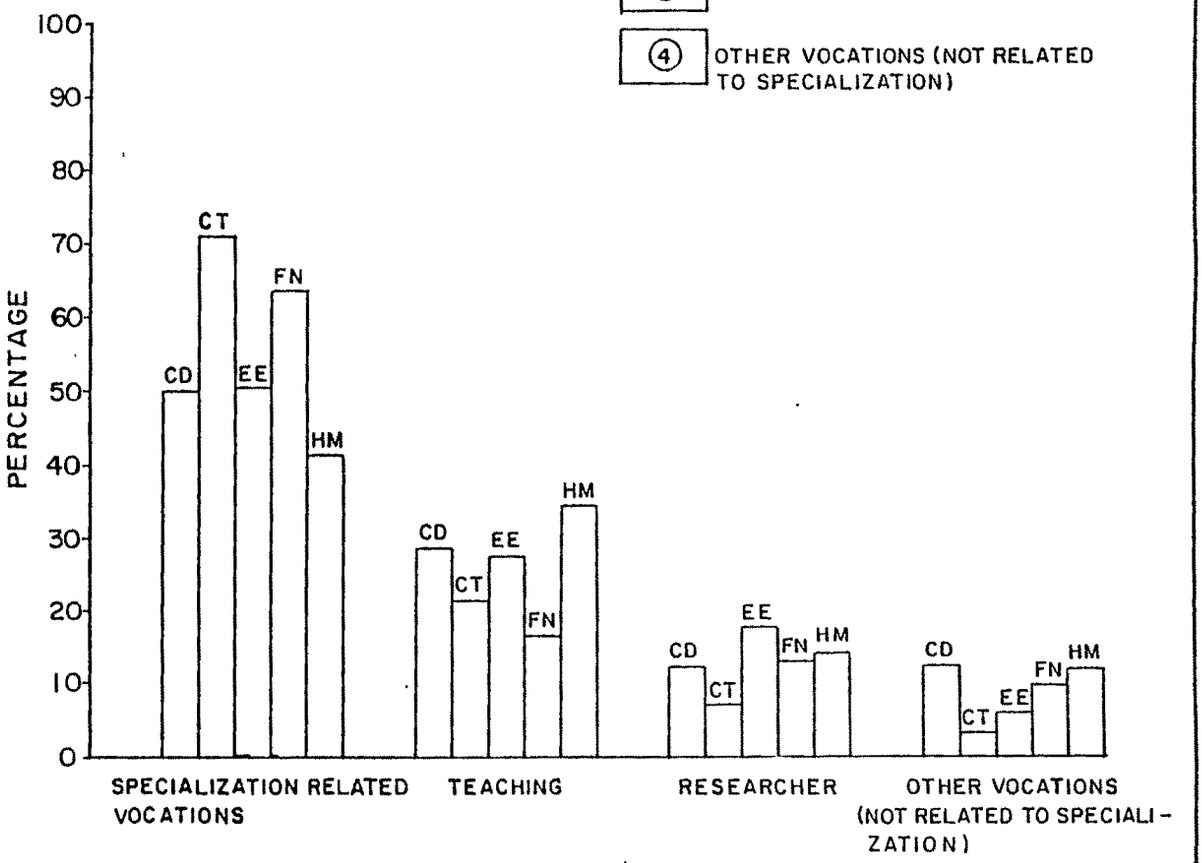


Fig. 14

TABLE 4.18

DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THE LEVEL AND TYPE OF VOCATIONS THEY PLAN TO GO FOR

(a) LEVEL OF VOCATIONS

LEVEL OF VOCATIONS	RESPONDENTS					
	CD N = 130 %	CT N = 85 %	EE N = 64 %	FN N = 142 %	HM N = 87 %	OVERALL N = 506 %
High order vocations	66.92	82.35	60.93	80.99	80.00	74.90
Middle order vocations	33.08	17.65	39.07	19.01	20.00	25.10

(b) TYPE OF VOCATIONS

TYPE OF VOCATIONS	RESPONDENTS					
	CD N = 130 %	CT N = 85 %	EE N = 64 %	FN N = 142 %	HM N = 87 %	OVERALL N = 506 %
Specialization related vocations	49.23	70.68	50.01	62.69	41.17	54.74
Teaching	28.46	21.17	26.56	16.19	34.11	24.50
Research	11.53	5.89	17.19	11.97	12.94	11.66
Vocations not related to specializations	10.80	2.36	5.24	9.15	11.78	9.10

4.2.2.5 Departmentwise Preference for Particular Vocation. Respondents aspired for a wide range of vocations instead of the few selected ones. The percentage from vocation to vocation ranged from 0.77 percent to 26.76 percent.

Table 4.19 (a), reveals that the highest percentage (22.31%) of the CD respondents aspired for the job of supervisor in agencies working for children followed by nursery school teacher (14.51%).

More than one fifth of the CT respondents aspired for the job either of textile chemist or garment designer while only about one tenth of the respondents wanted to be either fashion consultants or textile printers, as revealed by table 4.19 (b).

As indicated by table 4.19 (c), the highest percentage (20.31%) of the EE respondents wanted to become a university teacher as compared to 17.19 percent of the respondents who aspired for the vocation of extension director.

The highest percentage (26.76%) of the FN respondents wanted to go for nutrition related jobs in ICMR. Other 16.96 percent of them wanted to be dietitian (Table 4.19 (d)).

Table 4.19 (e) points out that 25.88 percent of the HM respondents mentioned that they aspired for the vocation of executive housekeeper followed by the vocation of interior designer (15.29%).

TABLE 4.19 (a)

DISTRIBUTION OF THE CD RESPONDENTS ACCORDING TO THE VOCATION THEY PLAN TO TAKE UP

N = 130

VOCATIONS	RESPONDENTS %	
(A) CD Specialization vocations :		
Supervisor in agencies working for children	22.31	
Nursery school teacher	14.51	
Child welfare officer	6.15	
Own nursery school	3.08	49.23
Consultant in toy industry	1.54	
Mass media communicator	1.54	
(B) Teaching :		
University teacher	16.15	
College teacher	9.23	28.46
Secondary school teacher	3.08	
(C) Research :		
Researcher	6.15	
Project officer	5.38	11.53
(D) Other general vocations :		
All India administrative services	3.85	
State administrative services	2.31	
Air hostess	2.31	10.08
Administrator	0.77	
Marketing manager	0.77	
Training personnel for NFE programmes	0.77	

TABLE 4.19 (b)

DISTRIBUTION OF THE CT RESPONDENTS ACCORDING TO THE VOCATION THEY PLAN TO TAKE UP

N = 85

VOCATIONS	RESPONDENTS %	
(A) CT Specialization vocations :		
Textile chemist	23.53	
Garment designer	23.53	
Fashion consultant	10.58	70.68
Textile printer	9.42	
Tailor	3.52	
(B) Teaching :		
College teacher	21.17	21.17
(C) Research :		
Researcher	4.17	
Project officer	1.18	5.89
(D) Other general vocations :		
Administrator	1.18	
All India administrative services	1.18	2.36

TABLE 4.19 (c)

DISTRIBUTION OF THE EE RESPONDENTS ACCORDING TO THE VOCATION THEY PLAN TO TAKE UP

N = 64

VOCATIONS	RESPONDENTS %	
(A) EE Specialization vocations :		
Extension director	17.19	
Extension worker	12.50	
Extension officer	6.25	
Social worker	6.25	50.01
Administrator	4.69	
Instructor in training centres	3.13	
(B) Teaching :		
University teacher	20.31	
College teacher	4.69	26.56
Secondary school teacher	1.56	
(C) Research :		
Researcher	10.94	
Project officer	6.25	17.19
(D) Other general vocations :		
State administrative services	1.56	
Air hostess	1.56	5.24
Training personnel in NFE programmes	1.56	
Bank officer	1.56	

TABLE 4.19 (d)

DISTRIBUTION OF THE FN RESPONDENTS ACCORDING TO THE VOCATION THEY PLAN TO TAKE UP

N = 142

VOCATIONS	RESPONDENTS %	
(A) FN Specialization vocations :		
Nutrition related jobs in ICMR	26.76	
Dietitian	16.90	
Nutritionist in any national programme	6.37	
Food technologist	5.63	62.69
Biochemist	2.82	
Advertizer of foods	2.11	
Receptionist in hospitality services	0.70	
Canteen manager/meal service supervisor		
(B) Teaching :		
University teacher	9.15	
College teacher	5.63	16.19
Secondary school teacher	1.41	
(C) Research :		
Researcher	8.45	
Project officer	3.52	11.97
(D) Other general vocations :		
Administrator	4.23	
All india administrative services	2.11	9.15
Marketing manager	2.11	
Air hostess	0.70	

TABLE 4.19 (e)

DISTRIBUTION OF THE HM RESPONDENTS ACCORDING TO THE VOCATION THEY PLAN TO TAKE UP

N = 97

VOCATIONS	RESPONDENTS %	
(A) HM Specialization vocations :		
Executive housekeeper	25.88	41.17
Interior designer	15.29	
(B) Teaching :		
University teacher	15.29	
College teacher	14.11	34.11
Secondary school teacher	4.71	
(C) Research :		
Researcher	11.76	
Project officer	1.18	12.94
(D) Other general vocations :		
State administrative services	7.06	
Air hostess	1.18	
Receptionist	1.18	11.78
Marketing manager	1.18	
Training personnel for NFE programmes	1.18	

4.2.2.6 Chances and Efforts Made to Get the Aspired Vocation. Refer Table 4.20 (a) and (b). Only one third of the respondents who aspired for a vocation were fully confident to get their aspired job. Little more than half of the respondents were putting in some efforts to get the aspired job while 40 percent of the respondents were putting in 'a very great effort'.

TABLE 4.20 (a)

RESPONSES OF THE RESPONDENTS REGARDING THEIR CHANCES OF HAVING THE PLANNED JOB

N = 506

LEVEL OF CHANCES	RESPONDENTS %
100 % Chances	30.63
50 % Chances	68.38
0 % Chance	0.99

TABLE 4.20 (b)

RESPONSES OF THE RESPONDENTS REGARDING THE EFFORTS THEY ARE PUTTING INTO ACHIEVING THE PLANNED JOB

N = 506

LEVEL OF EFFORT	RESPONDENTS %
A very great effort	40.32
Average effort	53.36
No effort at all	6.32

4.2.2.7 Reasons for Aspiring the Preferred Vocation. Little more than one third of the respondents reported that they aspired for this particular job because they valued it. One fourth of the respondents found it to be challenging, thought it to be the best profession for the girls, and gave them freedom to work on their own. Less than five percent of

the respondents aspired for a particular job because it gave them much power, was dealt by women, and was similar to the jobs held by other family members. (Table 4.21).

TABLE 4.21

RESPONSES OF THE RESPONDENTS REGARDING FACTORS INSPIRING THEM TO ACHIEVE THE PLANNED JOB

N = 506

STATEMENTS REGARDING INSPIRING FACTORS	RESPONDENTS %
It is highly valued by me	34.38
It is challenging	29.64
It is the best profession for girls	26.48
Gives freedom to work on your own	25.88
Society would be benefited from this job	22.39
It is highly paid job	12.25
Carries high social prestige	9.70
Has too many outgoing activities	9.48
Goes well with the status of the family	8.77
Gives much power	4.54
Dealt by women	4.10
Family members are holding similar type of job	2.05

4.2.2.8 Discussion with Family Members. It is evident from the table 4.22 that majority of the respondents reported that they discussed their preference for the particular vocation and interest for it, with their parents (88.55%) and/or brothers and sisters (74.90%) in the family.

TABLE 4.22

DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THE DISCUSSION OF THEIR PREFERENCES FOR THE OCCUPATION WITH FAMILY MEMBERS

N = 506

FAMILY MEMBERS	LEVEL OF DISCUSSION		
	Yes %	No %	Not replied %
Parents	88.55	11.16	0.29
Other members like brother & sister	74.90	22.73	2.37

4.2.3 DIFFERENCES IN THE LEVEL OF VOCATIONAL ASPIRATIONS ACCORDING TO SPECIALIZATION

The null hypothesis number 1 was that there will be no significant differences in the level of vocational aspiration of the home science college students according to their area of specialization.

Significant differences were found in the level of vocational aspiration of the home science college students according to their area of specialization, Table 4.23 (a). So, the null hypothesis 1 was not accepted.

The significant differences were found in the level of vocational aspiration of the respondents from the following specializations.

- FN and EE
- FN and HM
- CD and HM
- CT and HM

Refer table 4.23 (b) and (c).

The mean score showing the level of vocational aspiration was higher for the respondents belonging to FN specialization compared to the mean score of the respondents belonging to EE and HM specializations. At the same time respondents from CD and CT specializations also had significantly higher mean scores showing the level of vocational aspiration than that of HM respondents.

TABLE 4.23 (a)

ANALYSIS OF VARIANCE SHOWING DIFFERENCES IN THE LEVEL OF VOCATIONAL ASPIRATION OF THE RESPONDENTS ACCORDING TO THEIR AREA OF SPECIALIZATION

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between groups	4	442.06	110.52		df= 4/531
Within groups	531	13426.81	25.29	*** 4.37	P .05=2.39
Total	535	13868.88	—		P.01=3.36

*** ▶ P <.01

TABLE 4.23 (b)
MEAN SCORES SHOWING THE LEVEL OF VOCATIONAL ASPIRATION OF THE RESPONDENTS

N=536

RESPONDENTS	MEAN SCORES	SD
CD Specialization	22.59	5.25
CT Specialization	22.62	5.18
EE Specialization	23.12	4.53
FN Specialization	23.44	3.28
HM Specialization	20.72	6.65

TABLE 4.23 (c)
t-ratio SHOWING THE DIFFERENCES BETWEEN THE LEVEL OF VOCATIONAL ASPIRATION OF THE RESPONDENTS ACCORDING TO THE SPECIALIZATION

N = 536

SPECIALIZATION	RESPONDENTS				
	CD N = 138	CT N = 90	EE N = 67	FN N = 144	HM N = 97
CD	–	0.28	0.33	1.66	3.66**
CT	–	–	0.63	1.38	2.19*
EE	–	–	–	2.17*	1.61
FN	–	–	–	–	3.77**
HM	–	–	–	–	–

* ▸ P < .05; ** ▸ P < .01

4.2.4 DIFFERENCES IN THE LEVEL OF VOCATIONAL ASPIRATION IN RELATION TO SELECTED VARIABLES

The investigator had grouped the variables into two categories: (1) personal factors and (2) institutional factors according to the nature of the variables.

In this section, the significant differences in the level of vocational aspiration of the respondents in relation to the selected variables are presented.

I. Personal Factors

The null hypothesis number 2 was that, there will be no significant differences in the level of vocational aspiration of the home science college students according to the personal factors:

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

(e) sex-role confirmation

(f) family's influence on vocational development

No significant differences were found in the level of vocational aspiration of the respondents according to the personal factors:

(a) type of study programme at B.Sc.level

(b) academic achievement

(c) socio-economic status

**Chi-square not showing significant differences are given in Appendix.*

So,the null hypothesis 2 was accepted for (a),(b) and (c) (Appendix 9 A)

But significant differences were found in the level of vocational aspiration of the respondents according to the personal factors:

(d) overall modernity

(e) sex-role confirmation

(f) family's influence on vocational development

So, the null hypothesis 2 was not accepted for (d), (e) and (f).

Refer Tables 4.24 (a), (b), and (c).

A higher percentage of the respondents belonging to 'modern group' had higher level of vocational aspiration as compared to the respondents belonging to 'conservative group'.

A higher percentage of the respondents who reported 'not confirmed' to sex-roles had higher level of vocational aspiration than those respondents who were 'confirmed' to sex-roles.

A higher percentage of the respondents who were 'more influenced by the family for vocational development had higher level of vocational aspiration as compared to the respondents 'less influenced' by the family for vocational development.

TABLE 4.24

DIFFERENCES IN THE LEVEL OF VOCATIONAL ASPIRATION OF THE RESPONDENTS ACCORDING TO PERSONAL FACTORS

(a) OVERALL MODERNITY

N = 536

OVERALL MODERNITY	LEVEL OF VOCATIONAL ASPIRATION					
	HIGHLY ASPIRED		LESS ASPIRED		NOT ASPIRED	
	f	%	f	%	f	%
Modern N=354	177	50.00	167	47.18	10	2.82
Conservative N=182	72	39.56	90	49.45	20	10.99

X^2 Calculated = 17.264 with df = 2 P < .01
Coefficient of contingency = 0.170

(b) INFLUENCE OF FAMILY ON VOCATIONAL DEVELOPMENT

N = 536

INFLUENCE OF FAMILY	LEVEL OF VOCATIONAL ASPIRATION					
	HIGHLY ASPIRED		LESS ASPIRED		NOT ASPIRED	
	f	%	f	%	f	%
More influence N = 215	128	59.53	82	38.14	5	2.33
Less influence N = 321	121	37.69	175	54.52	25	7.79

X^2 Calculated = 27.288 with df = 2 P < .01
Coefficient of contingency = 0.220

Table 4.24 continued

(c) SEX-ROLE CONFIRMATION

N = 536

SEX-ROLE CONFIRMATION	LEVEL OF VOCATIONAL ASPIRATION					
	HIGHLY ASPIRED		LESS ASPIRED		NOT ASPIRED	
	f	%	f	%	f	%
Not confirmed N = 265	132	49.81	124	46.79	9	3.40
Confirmed N = 271	117	43.17	133	49.08	21	7.75

X^2 Calculated = 5.952 with df = 2 P < .05

Coefficient of contingency = 0.10

II. Institutional Factors

The null hypothesis number 3 was that there will be no significant differences in the level of vocational aspiration of the respondents according to the institutional factors:

(a) human resources

(b) physical resources

(c) instructional programme

(d) type of department

(e) system of education

No significant differences were found in the level of vocational aspiration of the respondents according to the institutional factors :

(a) human resources

(b) physical resources

(d) type of department

So,the null hypothesis 3 was accepted for (a),(b),and (d). (Appendix 9 B).

However, significant differences were found in the level of vocational aspiration of the respondents according to the institutional factors:

(b) instructional programme

(e) systems of education

Therefore, the null hypothesis 3 was not accepted for (b), and (e).

A higher percentage (52.82%) of the respondents who were from the colleges having 'adequate' instructional programme had a higher level of vocational aspiration than the respondents who were from the colleges having 'not adequate' instructional programme. (Table 4.25 (a)).

A higher percentage of the respondents who were from the colleges where 'semester' system was followed, had a higher level of vocational aspiration than the respondents who were belonging to colleges which were following 'annual system'. (Table 4.25 (b)).

TABLE 4.25
DIFFERENCES IN THE LEVEL OF VOCATIONAL ASPIRATION OF THE RESPONDENTS ACCORDING TO THE INSTITUTIONAL FACTORS

(a) INSTRUCTIONAL PROGRAMME

N = 536

INSTRUCTIONAL PROGRAMME	LEVEL OF VOCATIONAL ASPIRATION					
	HIGHLY ASPIRED		LESS ASPIRED		NOT ASPIRED	
	f	%	f	%	f	%
Adequate N = 248	131	52.82	105	42.34	12	4.84
Not adequate N = 288	118	40.97	152	52.78	18	6.25

X^2 Calculated = 7.531 with df = 2 P < .05
Coefficient of contingency = 0.11

(b) SYSTEM OF EDUCATION

N = 536

SYSTEM OF EDUCATION	LEVEL OF VOCATIONAL ASPIRATION					
	HIGHLY ASPIRED		LESS ASPIRED		NOT ASPIRED	
	f	%	f	%	f	%
Semester N = 224	117	52.53	100	44.64	7	3.13
Annual N = 312	132	42.31	157	50.32	23	7.32

X^2 Calculated = 7.843 with df = 2 P < .05
Coefficient of contingency = 0.12

Strength of Relationship. The strength of relationship between vocational aspirations and the following strategies was found as follows:

- overall modernity - 0.17 (P <. 01)
- influence of family - 0.22 (P <. 01)
- sex-role confirmation - 0.10 (P <. 05)
- instructional Programme - 0.11 (P < .05)
- system of education - 0.12 (P < .05)

The strength of relationship was though low but quite significant through its relation with chi-square which was found significant (P <. 01 or P <. 05), Tables 4.24 and 4.25.

4.3 Section 3 : Vocational Preparation

This section comprises of findings of the opinion of the respondents regarding adequacy of their preparation for the vocations of teacher and researcher.

4.3.1 TEACHER

4.3.1.1 OVERALL OPINION OF THE RESPONDENTS

Refer (Table 4.26)

Overall, only one fifth of the respondents from all the specializations felt adequately prepared for the vocation of the teacher.

Only 12 percent of the respondents expressed 'favourable' opinion for knowledge as well as for ability aspect. However, about forty percent of the respondents felt adequately prepared for the aspect of affective behaviour only.

4.3.1.2 ASPECTWISE OPINION OF THE RESPONDENTS

Refer Tables 4.26 (a), (b), and (c).

(a) Knowledge. Only less than one tenth of the respondents from CT and FN specializations reported having 'favourable' opinion for the aspect of knowledge. A little higher percentage than this was reported by CD (10.87%) and HM respondents (15.46%). However, one fourth of the EE respondents had 'favourable' opinion regarding adequacy of knowledge to take up the vocation of teacher. None of the respondents from EE specialization fell under 'not favourable' category.

(b) Ability. About one tenth of the CD, CT, and HM respondents expressed 'favourable' opinion regarding ability to work as a teacher.

Little more than twenty percent of the respondents from EE specialization had 'favourable' opinion for the aspect of ability while only 6.94 percent of the FN respondents had favourable opinion regarding this aspect. The highest percentage (80.00%) of the respondents under 'not favourable' category were from FN and HM specializations as compared to other specializations.

Only one of the EE respondents had 'not favourable' opinion regarding adequacy of ability aspect of teaching.

(c) Affective Behaviour. Little more than forty percent of the CD and EE respondents expressed 'favourable' opinion regarding adequacy of affective behaviour aspect of teaching while only one fourth of the HM respondents fell under the category 'favourable'. None of the EE respondents had 'not favourable' opinion regarding adequacy of affective behaviour aspect of teaching.

TABLE 4.26

OPINION OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEACHER

(a) KNOWLEDGE

OPINIONS	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	OVERALL N=536 %
Favourable	10.87	8.89	25.37	6.94	15.46	12.13
Somewhat favourable	86.96	83.33	74.63	86.81	80.41	83.58
Not favourable	2.17	7.78	0.00	6.25	4.12	4.29

Table 4.26 continued

(b ABILITY

OPINIONS	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	OVERALL N=536 %
Favourable	10.14	12.22	22.39	6.94	13.40	11.76
Somewhat favourable	86.96	81.11	76.12	84.72	78.35	82.46
Not favourable	2.90	6.67	1.49	8.33	8.25	5.78

(c AFFECTIVE BEHAVIOUR

OPINIONS	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	OVERALL N=536 %
Favourable	42.03	36.67	44.78	36.81	26.80	37.31
Somewhat favourable	57.25	60.00	55.22	59.02	70.10	60.26
Not favourable	0.72	3.33	0.00	4.17	3.09	2.43

4.3.1.3 SUB-ASPECT/ITEMWISE OPINION

Table 4.27, shows the sub-aspects/items for which more than sixty percent of the respondents had less favourable opinions (comprising of 'some what favourable' and 'not favourable' opinions) regarding adequacy of their preparation for the vocation of teacher.

(a) Knowledge. There were seven sub-aspects for the aspect of knowledge regarding teaching. More than sixty percent of the respondents had less favourable opinion for about fifty percent of the sub-aspects. Most of the respondents had less favourable opinion regarding two sub-aspects, namely, lesson planning (67.20%), and administration and management (65.80%). A higher percentage of the CT and FN respondents had less favourable opinion for higher number of sub-aspects regarding the aspect of knowledge when compared with the respondents from other specializations. The respondents from EE specialization did not report less favourable opinion for any of the sub-aspects regarding knowledge, table 4.27.

(b) Ability. Majority of the respondents had less favourable opinion on one third of the sub-aspects under the aspect of knowledge required to teach. Highest percentage (68.61%) of the respondents felt less favourable for the sub-aspect of 'administration' followed by other two sub-aspects of 'teaching aids' and 'evaluation'. A higher percentage of the respondents from FN specialization had less favourable opinion for higher number of the sub-aspects, among all the specializations. The opinion for the sub-aspect of 'administration' was expressed less favourable by more than sixty percent of respondents from all the specializations. The EE respondents expressed less favourable opinion regarding only one sub-aspect, table 4.27.

TABLE 4.27

SUB ASPECTS/ITEMS FOR WHICH MORE THAN SIXTY PERCENT OF THE RESPONDENTS HAD LESS FAVOURABLE OPINION (COMPRISING OF 'SOMEWHAT FAVOURABLE' AND 'NOT FAVOURABLE' OPINIONS) REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEACHER

SUB ASPECTS/ITEMS	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	OVER. N=536 %
(A) Knowledge of :						
Administration and management	68.12	71.11	*	70.83	60.82	65.80
Lesson planning	70.29	73.33	*	77.78	62.39	67.20
Evaluation	60.14	68.89	*	62.50	*	60.28
Curriculum planning	*	65.56	*	64.58	63.92	*
(B) Abilities Related to :						
Administration	72.46	70.00	62.69	77.08	60.82	68.61
Teaching aids	73.19	66.67	*	75.00	70.10	67.58
Evaluation	71.01	66.67	*	67.36	67.01	66.07
Class room control	*	*	*	65.28	*	*
Planning	*	*	*	67.36	*	*
Guidance	*	*	*	64.58	*	*
Summarization	*	*	*	60.42	*	*
(C) Affective Behaviour :						
Positive outlook for : teaching the same course	68.84	66.67	61.19	65.97	65.98	65.73
Participation in professional activities	*	*	*	64.58	*	*
Responsibility towards society	*	*	*	68.04	*	*

* ▶ *Less than sixty percent.*

(c) Affective Behaviour. There were eight items under this aspect. The respondents were asked to express whether they had developed positive outlook for these items of not. (Table 4.27), majority of the respondents had less favourable

opinion for one item only. This item was 'teaching the same course for a considerably long time to develop expertise'. Regarding this aspect also the higher percentage of the FN respondents expressed less favourable opinion for highest number of items, than the respondents belonging to other specializations.

4.3.1.4 DIFFERENCES IN THE OPINIONS

I. Aspectwise Differences

The null hypothesis number 4 was that there will be no significant differences in the opinions of the home science college students regarding adequacy of their preparation for the vocation of teacher regarding the aspects of:

(a) knowledge

(b) ability

(c) affective behaviour

(Refer Table 4.28)

Significant differences were found in the opinions of the respondents regarding adequacy of their preparation for the vocation of teacher regarding knowledge and ability aspects only. No significant differences were found regarding the aspect of affective behaviour.

So, the null hypothesis 4 was accepted for the aspect of affective behaviour. However, the null hypothesis 4 was not accepted for knowledge and ability aspects.

TABLE 4.28

ASPECTWISE ANOVA SHOWING DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEACHER

(a) KNOWLEDGE

N = 536

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED
Between Groups	4	1788.25	447.06	
Within Groups	531	52807.50	99.45	4.50***
Total	535	54595.75		

(b) ABILITY

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED
Between Groups	4	7935.00	1983.75	
Within Groups	531	234993.00	442.55	4.48***
Total	535	242928.00		

(c) AFFECTIVE BEHAVIOUR

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED
Between Groups	4	40.86	10.21	
Within Groups	531	5273.50	9.93	1.03*
Total	535	5314.36		

*** ▶ P<.01
** ▶ P<.05
* ▶ Not significant

F tabulated;
df = 4/531
P.05 = 2.39
P.01 = 3.36

Refer Tables 4.29 and 4.30

(a) Regarding the aspect of knowledge, the differences in the opinions were found between the respondents of the following specializations :

- CD and FN
- EE and FN
- HM and FN
- EE and CT

The mean scores indicating the level of favourableness of the opinion of the respondents belonging to the CD, EE, and HM specializations were higher for the aspect of knowledge when compared to the mean score of the respondents belonging to the FN specialization. The EE respondents had higher knowledge mean score than CT respondents also, table 4.30.

(b) Regarding the aspect of ability, the differences in the opinions were found between the respondents of the following specializations.

- EE and CD
- EE and FN
- EE and HM
- CD and FN
- HM and FN

The mean score indicating the level of favourableness of the opinion of the EE respondents for the aspect of ability was higher as compared to the mean scores of CD, FN, and HM respondents. At the same time CD and HM respondents also had significantly higher mean score compared to FN respondents.

TABLE 4.29

* t-ratio SHOWING ASPECTWISE DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEACHER

ASPECTS	t - ratio				
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %
Knowledge					
CD	–	1.44	1.69	2.82***	0.05
CT	–	–	2.60***	0.85	1.26
EE	–	–	–	3.70***	1.57
FN	–	–	–	–	2.36**
HM	–	–	–	–	–
Ability					
CD	–	0.25	2.22**	2.62***	0.32
CT	–	–	0.21	1.89	0.01
EE	–	–	–	4.26***	2.44**
FN	–	–	–	–	2.26**
HM	–	–	–	–	–
Affective Behaviour					
CD	f-test did not refute the null hypothesis				
CT					
EE					
FN					
HM					

* ▶ t-test is used to evaluate mean differences, only when F test refutes the null hypothesis

** ▶ P < .05

*** ▶ P < .01

TABLE 4.30

*MEAN SCORES SHOWING THE LEVEL OF FAVOURABLENESS OF THE OPINION OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEACHER

RESPONDENTS	ASPECTS					
	Knowledge		Ability		Affective Behaviour	
	Mean	SD	Mean	SD	Mean	SD
CD Specialization	2.25	.29	2.22	.32	2.43	.36
CT Specialization	2.19	.34	2.21	.37	2.38	.43
EE Specialization	2.33	.33	2.33	.33	2.44	.37
FN Specialization	2.15	.32	2.11	.35	2.36	.43
HM Specialization	2.25	.33	2.20	.37	2.35	.37

* Used for the purpose of 'F-test' and 't-test'.

II. Departmentwise Differences

Refer Table 4.31

(a) CD Department

The null hypothesis number 5 was that there will be no significant differences in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of teacher in terms of :

- knowledge
- ability
- affective behaviour

Significant differences were found in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of teacher, for the following :

- affective behaviour and knowledge. (Table 4.32)

So, the null hypothesis 5 was partially accepted. Table 4.30 indicates that the mean score showing the level of favourableness of the opinions of the CD respondents for the aspect of affective behaviour was higher as compared to the mean score of knowledge.

(b) CT Department

The null hypothesis number 6 was that there will be no significant differences in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of teacher in terms of :

- knowledge
- ability
- affective behaviour

(Table 4.32) Significant differences were found in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of teacher, for the following:

- affective behaviour and knowledge
- affective behaviour and ability

So, the null hypothesis 6 was partially accepted.

(Table 4.30) The mean score indicating the level of favourableness of the opinions of the CT respondents regarding the aspect of affective behaviour was higher as compared to mean scores of knowledge and ability aspects of teacher.

(c) EE department

The null hypothesis number 7 was that there will be no significant differences in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of teacher in terms of :

- knowledge
- ability
- affective behaviour

No significant differences were found in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of teacher, for any of the above aspects.

So, the null hypothesis 7 was accepted (Table 4.32)

(d) FN Department

The null hypothesis Number 8 was that there will be no significant differences in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of teacher in terms of:

- knowledge
- ability
- affective behaviour

Table 4.32, significant differences were found in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of teacher, for the following:

- affective behaviour and knowledge
- affective behaviour and ability

So, the null hypothesis 8 was partially accepted.

As evident by the Table 4.30, the mean score of the FN respondents indicating the level of favourablness of the opinion for the aspect of affective behaviour was higher as compared to the mean scores of knowledge and ability aspects of teaching.

(e) HM Department

The null hypothesis 9 was that there will be no significant differences in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of teacher in terms of :

- knowledge
- ability
- affective behaviour.

(Refer Tables 4.31 and 4.32).

Significant differences were found in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of teacher, for the following :

- affective behaviour and knowledge
- affective behaviour and ability

So, the null hypothesis 9 was partially accepted.

(Table 4.30) The mean score of HM respondents regarding the level of favourableness of the opinion for the aspect of affective behaviour was found higher than the mean scores of knowledge and ability aspects both.

4.3.1.5 DIFFERENCES IN THE OPINIONS WITH RESPECT TO THE SELECTED VARIABLES

I Personal Factors

The null hypothesis number 10 was that, there will be no significant differences in the opinions of the home science college students regarding adequacy of their preparation for the vocation of teacher according to the personal factors :

TABLE 4.31

DEPARTMENTWISE ANOVA SHOWING DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEACHER IN TERMS OF KNOWLEDGE, ABILITY, AND AFFECTIVE BEHAVIOUR

CD DEPARTMENT

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	3.56	1.78		df = 2/411
Within Groups	411	43.20	0.11	16.18***	P.05 =3.02
Total	413	46.76	—		P.01 =4.66

*** ▶ P < .01

CT DEPARTMENT

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	2.04	1.02		df = 2/267
Within Groups	267	39.83	0.15	6.83***	P.05 =3.03
Total	269	41.87	—		P.01 =4.69

*** ▶ P < .01

EE DEPARTMENT

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	0.57	0.28		df = 2/198
Within Groups	198	23.95	0.12	2.33*	P.05 =3.04
Total	200	24.52	—		P.01 =4.71

* ▸ P > .05 (Not Significant)

FN DEPARTMENT

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	5.25	2.62		df= 2/429
Within Groups	429	59.23	0.14	18.71***	P.05 =3.02
Total	431	64.48	—		P.01 =4.66

*** ▸ P < .01

HM DEPARTMENT

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	1.11	0.56		df = 2/288
Within Groups	288	36.57	0.13	4.31**	P.05 =3.03
Total	290	37.68	—		P.01 =4.69

** ▸ P < .05

TABLE 4.32

*t-ratio SHOWING DEPARTMENTWISE MEAN DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEACHER

RESPONDENTS	t-ratio		
	Knowledge	Ability	Affective Behaviour
CD Respondents N = 138			
Knowledge	–	1.30	–
Ability	–	–	1.60
Affective Behaviour	2.59**	–	–
CT Respondents N = 90			
Knowledge	–	0.80	–
Ability	–	–	4.25***
Affective Behaviour	4.41***	–	–
EE Respondents N = 67			
Knowledge	F test did not refute the null hypothesis		
Ability			
Affective Behaviour			
FN Respondents N = 144			
Knowledge	–	1.90	–
Ability	–	–	9.25***
Affective Behaviour	6.0***	–	–
HM Respondents N = 97			
Knowledge	–	1.85	–
Ability	–	–	4.41***
Affective Behaviour	2.56**	–	–

* ▸ t-test is used to evaluate mean difference, only when F test refutes the null hypothesis.

** ▸ P < .05

*** ▸ P < .01

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the home science college students regarding adequacy of their preparation for the vocation of teacher according to the personal factors:

(b) academic achievement

(c) socio-economic status

So, the null hypothesis 10 was accepted for (b) and (c). (Appendix 10 A)

Significant differences were found in the opinions of the respondents regarding adequacy of their preparation for the vocation of teacher according to personal factors :

(a) type of study programme at B.Sc.level

(d) overall modernity

The null hypothesis 10 was not accepted for (a) and (d).

A higher percentage of the home science college students who had taken specialized B.Sc. programme, expressed 'not favourable' opinion regarding adequacy of their preparation for the vocation of teacher when compared to those students who had general B.Sc. programme. (Table 4.33).

A higher percentage of the respondents who fell under 'modern' category had 'favourable' opinion regarding adequacy of their preparation to take up vocation of teacher, than those respondents who were under 'conservative' category. (Table 4.33).

II Institutional Factors

The null hypothesis number 11 was that there will be no significant differences in the opinions of the home science college students regarding adequacy of their preparation for the vocation of teacher according to the institutional factors :

(a) human resources

(b) physical resources

(c) instructional programme

(d) type of department

(e) system of education

No significant differences were found in the opinions of the home science college students regarding adequacy of their preparation for the vocation of teacher according to all above mentioned institutional factors except for the factor:

(e) system of education

So, the null hypothesis 11 was accepted for (a), (b), (c), and (d) (Appendix 10). However, null hypothesis 11 was not accepted for (e).

TABLE 4.33

DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEACHER ACCORDING TO PERSONAL FACTORS

(a) TYPE OF STUDY PROGRAMME

N=536

TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL	OPINIONS					
	FAVOURABLE		SOMEWHAT FAVOURABLE		NOT FAVOURABLE	
	f	%	f	%	f	%
Specialized N = 162	13	8.02	138	85.19	11	6.79
General N = 374	44	11.76	323	86.36	7	1.87

X^2 Calculated = 9.648 with df = 2 P < .01
Coefficient of contingency = 0.13

(b) OVERALL MODERNITY

N=536

OVERALL MODERNITY	OPINIONS					
	FAVOURABLE		SOMEWHAT FAVOURABLE		NOT FAVOURABLE	
	f	%	f	%	f	%
Modern N = 354	46	12.99	297	83.90	11	3.11
Conservative N= 182	11	6.04	164	90.11	7	3.85

X^2 Calculated = 6.195 with df = 2 P < .05
Coefficient of contingency = 0.10

A higher percentage of the respondents belonging to the colleges having 'semester system' had favourable opinion regarding adequacy of their preparation for the vocation of teacher when compared to the other groups of the respondents belonging to the colleges with 'annual' system (Table 4.34).

TABLE 4.34

DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEACHER ACCORDING TO SYSTEM OF EDUCATION

N=536

SYSTEM OF EDUCATION	OPINIONS					
	FAVOURABLE		SOMEWHAT FAVOURABLE		NOT FAVOURABLE	
	f	%	f	%	f	%
Semester N = 224	36	16.07	181	80.80	7	3.13
Annual N = 312	21	6.73	280	89.74	11	3.53

X^2 Calculated = 11.971 with df = 2 P < .01
Coefficient of contingency = 0.140

Strength of Relationship. The strength of relationship between the opinions of the respondents regarding adequacy of their preparation for the vocation of teacher and the following strategies was found as :

- type of study programme at B.Sc. level - 0.13 (P<.01)
- overall modernity - 0.10 (P <. 05)
- system of education - 0.14 (P <. 01)

Though the strength of relationship was low but was quite significant through its relation with chi-square which was found significant (P<.01/P<.05). (Tables 4.33 and 4.34).

4.3.1.6 RELATIVE VARIABILITY IN THE OPINIONS

Relative variability in the opinions of the repsondents was seen in respect to the coefficient of variation (CV). (Refer table 4.35).

I. Aspectwise Variability

On the whole, the opinions of the respondents regarding adequacy of preparation for all the three aspects of teaching appeared to be comparable. But considering the actual value of CV the respondents appeared to be variable in their opinions as follows :

1. For the aspect of knowledge, the CT, EE, FN and HM respondents appeared to be relatively more variable than the CD respondents.
2. Regarding the aspect of ability, CT, FN, and HM respondents appeared to be relatively more variable as compared to the CD and EE respondents.
3. For the aspect of affective behaviour, CT and FN respondents appeared to be relatively more variable as compared to the CD, EE and HM respondents.

II. Departmentwise Variability

Departmentwise opinions of the respondents appeared to be comparable for the aspects of knowledge, ability, and affective behaviour regarding the vocation of teacher.

Considering the actual value of CV, the respondents appeared to be variable in their opinions as follows :

1. CD respondents appeared to be relatively more variable for the aspects of ability and affective behaviour than the aspect of knowledge.
2. CT respondents were relatively more variable for the aspects of ability and affective behaviour than the knowledge aspect.

TABLE 4.35

COEFFICIENT OF VARIATION (CV) OF THE OPINIONS OF THE RESPONDENTS SHOWING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEACHER

ASPECTS	RESPONDENTS				
	CD N = 138	CT N = 90	EE N = 67	FN N = 144	HM N = 97
Knowledge					
Mean	69.76	67.79	72.25	66.60	69.70
SD	8.99	10.70	10.34	9.98	10.08
CV	12.89	15.78	14.31	14.98	14.96
Ability					
Mean	133.04	132.31	139.51	126.73	132.28
SD	19.01	22.47	19.85	21.27	22.27
CV	14.29	16.98	14.23	16.78	16.84
Affective Behaviour					
Mean	19.43	19.03	19.52	18.90	18.81
SD	2.86	3.42	2.96	3.41	2.92
CV	14.72	17.97	15.16	18.04	15.52

SD ▸ Standard deviation

3. EE respondents were relatively more variable for the aspect of affective behaviour compared to the aspects of knowledge and ability, which were found equally variable.
4. FN respondents appeared to be more variable for the aspect of affective behaviour than the aspects of knowledge and ability.

5. HM respondents were relatively more variable for the aspects of ability and affective behaviour than the aspect of knowledge.

4.3.2 RESEARCHER

4.3.2.1 OVERALL OPINION OF THE RESPONDENTS

Refer Table 4.36

On the whole, little more than one fourth of the respondents had 'favourable' opinion regarding their preparation to take up research.

Only one fifth of the respondents expressed 'favourable' opinion for the aspects of knowledge as well as for ability both. However, little more than forty percent of the respondents had the opinion in the category 'favourable' for the aspect of affective behaviour.

4.3.2.2 ASPECTWISE OPINION OF THE RESPONDENTS

Refer Tables 4.36 (a), (b), and (c)

(a) knowledge. About one third of the EE respondents had 'favourable' opinion regarding the aspect of knowledge to take up research while about one fifth of the respondents

from CD, CT, and FN specializations expressed 'favourable' opinion for the aspect of knowledge. Only 11.34 percent of the HM respondents had 'favourable' opinion regarding this aspect. About seven percent of the respondents from CT specialization had 'not favourable' opinion regarding the aspect of knowledge while none of the respondents from EE specialization fell in this category.

(b) Ability. Little more than one fourth of the respondents from EE specialization expressed 'favourable' opinion regarding adequacy of ability aspect while only one fifth of the CD, CT, and FN respondents had favourable opinions for this aspect. Less than ten percent of the HM respondents were under 'favourable' as well as 'not favourable' categories regarding the aspect of ability. Among all the specializations the highest percentage (about nine percent) of the respondents under 'not favourable' category were from FN and HM specializations while only one of the EE respondents fell under this category.

(c) Affective Behaviour. Little more than half of the EE respondents mentioned 'favourable' opinion regarding adequacy of the aspect of affective behaviour required for research while little less than half of the respondents from CD, CT, and FN specializations fell under 'favourable' category for this aspect. Only one third of the respondents from CD, CT and HM specializations had 'favourable' opinion regarding adequacy of the aspect of affective behaviour.

TABLE 4.36

OPINION OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF RESEARCHER

(a) KNOWLEDGE

OPINIONS	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	OVERALL N=536 %
Favourable	18.84	17.78	29.85	19.44	11.34	18.84
Somewhat favourable	78.99	75.56	70.15	75.69	84.54	17.43
Not favourable	2.17	6.67	0.00	4.86	4.12	3.73

(b) ABILITY

OPINIONS	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	OVERALL N=536 %
Favourable	20.29	17.78	28.36	20.83	9.28	20.00
Somewhat favourable	74.64	78.89	70.15	70.83	81.44	75.00
Not favourable	5.07	3.33	1.49	8.33	9.28	5.00

Table 4.36 continued

(c) AFFECTIVE BEHAVIOUR

OPINIONS	RESPONDENTS					
	CD N=138 %	CT N=90 %	EE N=67 %	FN N=144 %	HM N=97 %	OVERALL N=536 %
Favourable	35.51	45.56	52.24	46.53	37.11	42.54
Somewhat favourable	61.59	52.22	46.27	50.00	57.73	54.29
Not favourable	2.90	2.22	1.49	3.47	5.15	3.17

4.3.2.3 SUB-ASPECT/ITEMWISE OPINION

Table 4.37 indicates, the sub-aspect/items for which more than sixty percent of the respondents had less favourable opinion (comprising of 'somewhat favourable' and 'not favourable' opinions) regarding adequacy of their preparation for the vocation of researcher.

(a) Knowledge. There were 11 sub-aspects for the knowledge required to take up research. Majority of the respondents had less favourable opinion for one third of the aspects. Majority of the respondents from all the specializations expressed less favourable opinion on three out of these four sub-aspects, namely ;

- administrative tasks
- reliability
- validity

A higher percentage of the CD respondents had less favourable opinion on higher number of sub-aspects among all the specializations while FN respondents had less favourable opinion for least number of sub-aspects regarding knowledge aspect.

(b) Ability. It is evident from Table 4.37 that as a result of the study programme, more than sixty percent of the respondents developed less favourable opinion for one fourth of the sub aspects regarding ability to work as a researcher. Among all the specializations, the respondents from CD and HM specializations had less favourable opinion for more number of sub-aspects while CT respondents expressed less favourable opinion only for one sub-aspect only.

(c) Affective Behaviour. There were 20 items under this aspect. (Table 4.37) Majority of the respondents had less favourable opinion only for one item out of those 20 items.

The highest percentage of the CD respondents had less favourable opinion for highest number of items as compared to the respondents from other specializations for the aspect of affective behaviour.

TABLE 4.37

SUB ASPECTS/ITEMS FOR WHICH MORE THAN SIXTY PERCENT OF THE RESPONDENTS HAD LESS FAVOURABLE OPINION (COMPRISING OF 'SOMEWHAT FAVOURABLE' AND 'NOT FAVOURABLE' OPINIONS) REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF RESEARCHER

SUB ASPECTS/ITEMS	OPINIONS					
	CD N= 13 %	CT = 90 %	EE N= 67 %	FN N=144 %	HM N=536 %	OVERALL N = 536 %
Knowledge of :						
Administrative tasks	78.26	78.89	74.63	77.78	81.44	78.20
Reliability	65.94	67.78	64.18	69.44	65.98	66.66
Validity	65.22	72.22	65.67	63.89	65.98	66.59
Analysis of data	68.12	65.56	64.18	*	73.20	65.94
Research design	60.87	64.44	*	*	*	*
Report writing	60.87	*	*	*	*	*
Abilities Related to:						
Research report	69.57	*	*	70.14	*	61.47
Administration	64.49	*	62.69	*	*	60.22
Organization & analysis of data	61.59	*	61.19	*	62.89	*
Data collection	*	61.11	*	61.11	64.95	*
Reference reading	*	*	*	*	61.86	*
Tool construction	*	*	*	*	63.92	*
Research procedure	60.87	*	*	*	*	*
Affective Behaviour :						
Positive outlook for:						
Lack of bias	65.94	65.94	*	*	75.26	64.16
Working with numbers	*	*	*	*	62.89	*
Criticizing one's own approach	67.39	*	*	*	*	*
Scientific writing	61.59	*	*	*	*	*
Adaptability	*	*	*	*	62.89	*
Professional ethics	62.32	*	*	*	*	*
Keeping with apponitments	60.87	*	*	*	*	*

* Less than sixty Percent

4.3.2.4 DIFFERENCES IN THE OPINIONS

I. Aspectwise Differences

The null hypothesis number 12 was that there will be no significant differences in the opinions of the home science college students regarding adequacy of their preparation for the vocation of researcher regarding the aspects of:

(a) knowledge
(b) ability
(c) affective behaviour

Significant differences were found in the opinions of the respondents regarding adequacy of their preparation for the vocation of researcher, for the aspect of affective behaviour only. No significant differences were found for the aspects of knowledge and ability.

So, the null hypothesis 12 was accepted for the aspects of knowledge and ability. However, the null hypothesis 12 was not accepted for the aspect of affective behaviour (Table 4.38).

TABLE 4.38

ASPECTWISE ANOVA SHOWING DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF RESEARCHER

(a) KNOWLEDGE

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED
Between Groups	4	596.50	149.13	
Within Groups	531	200152.50	376.94	2.52*
Total	535	200749.00	—	

(b) ABILITY

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED
Between Groups	4	1728.00	432.00	
Within Groups	531	151274.00	284.89	1.52*
Total	535	153002.00	—	

Table 4.38 continued

(c) AFFECTIVE BEHAVIOUR

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED
Between Groups	4	749.50	187.38	3.00*
Within Groups	531	33130.50	62.39	
Total	535	33880.00	—	

* ▸ Not significant
** ▸ P < .05

F tabulated
df = 4/531
P .05 = 2.39
P .01 = 3.36

Regarding the aspect of affective behaviour, the differences in the opinions were found, for the following specializations :

- EE and CD
- EE and FN
- EE and HM
- CT and HM

Refer Tables 4.39 and 4.40

The mean score of the EE respondents showing the level of favourableness of the opinions for the aspect of affective behaviour was found higher, compared to the mean scores of CD, FN, and HM respondents. At the same time, respondents from CT specialization had higher mean score for the aspect of affective behaviour than the respondents from HM specialization.

TABLE 4.39

* t-ratio SHOWING ASPECTWISE DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF RESEARCHER

ASPECTS	t-ratio				
	CD N=138	CT N=90	EE N=67	FN N=144	HM N=97
Knowledge	F test did not refute the null hypothesis				
Ability	F test did not refute the null hypothesis				
Affective Behaviour					
CD	–	1.83	2.94***	0.91	0.66
CT	–	–	1.08	0.89	2.22**
EE	–	–	–	1.98**	3.19***
FN	–	–	–	–	1.42
HM	–	–	–	–	–

* ▶ t-test is used to evaluate mean differences, only when F test refutes the null hypothesis

** ▶ P < .05

*** ▶ P < .01

II Departmentwise Differences

(a) CD Department

The null hypothesis number 13 was that there will be no significant differences in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of researcher in terms of:

- knowledge
- ability
- affective behaviour

TABLE 4.40

*MEAN SCORES SHOWING THE LEVEL OF FAVOURABLENESS OF THE OPINION OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF RESEARCHER

RESPONDENTS	ASPECTS					
	Knowledge		Ability		Affective behaviour	
	Mean	SD	Mean	SD	Mean	SD
CD Specialization	2.26	.33	2.25	.36	2.40	.36
CT Specialization	2.23	.38	2.30	.37	2.49	.37
EE Specialization	2.29	.36	2.33	.37	2.56	.35
FN Specialization	2.26	.37	2.24	.41	2.44	.44
HM Specialization	2.23	.32	2.20	.38	2.37	.40

* ▸ Used for the Purpose of 'F test' and 't-test'

Refer Tables 4.40, 4.41 and 4.42

Significant differences were found in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of researcher, for the following :

- affective behaviour and knowledge
- affective behaviour and ability

So, the null hypothesis 13 was partially accepted.

The mean score of the CD respondents showing the level of favourableness of the opinion for the aspect of affective behaviour was higher as compared to the mean score of the respondents for the aspects of knowledge and ability.

(b) CT Department

The null hypothesis number 14 was that there will be no significant differences in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of researcher in terms of:

- knowledge
- ability
- affective behaviour.

Refer Tables 4.40, 4.41 and 4.43

Significant differences were found in the opinions of the home science college students with CT specialization in terms of all the aspects, namely, knowledge, ability, and

affective behaviour regarding adequacy of their preparation for the vocation of researcher.

So, the null hypothesis 14 was not accepted.

The mean score of the CT respondents indicating level of favourablness of the opinion regarding the aspect of affective behaviour was higher when compared to the mean scores of knowledge and ability aspects. The mean score for the aspect of ability was found higher than that of mean score for the knowledge aspect.

(c) EE Department

The null hypothesis number 15 was that there will be no significant differences in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of researcher in terms of:

- knowledge
- ability
- affective behaviour

Refer Tables 4.40, 4.41, and 4.42

Significant differences were found in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of researcher, in terms of all the three aspects, namely.

- knowledge
- ability
- affective behaviour

So, the null hypothesis 15 was accepted.

The mean score of the EE respondents showing the level of favourableness of the opinions for the aspect of affective behaviour was higher compared to the mean scores of the respondents for the aspects of knowledge and ability. The mean score for the aspect of ability was also found higher than the knowledge mean score.

(d) *FN Department*

The null hypothesis number 16 was that there will be no significant differences in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of researcher in terms of:

- knowledge
- ability
- affective behaviour

Refer Tables 4.41 and 4.42

Significant differences were found in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of researcher, for the following :

- affective behaviour and knowledge
- affective behaviour and ability

So, the null hypothesis 16 was partially accepted.

As is evident by the table 4.40 the mean score of the FN respondents indicating the level of favourableness of the opinion for the aspect of affective behaviour was higher as compared to the mean scores of knowledge and ability aspects of researcher.

(e) HM Department

The null hypothesis number 17 was that there will be no significant differences in the opinions of the home science college students with HM specialization for the vocation of researcher in terms of :

- knowledge
- ability
- affective behaviour

Refer Table 4.41 and 4.42

Significant differences were found in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of researcher, for the following :

- affective behaviour and knowledge

- affective behaviour and ability

So, the null hypothesis 17 was partially accepted.

Table 4.40, the mean score of HM respondents regarding the level of favourableness of the opinion for the aspect of affective behaviour was found higher than the mean scores of knowledge and ability aspects.

TABLE 4.41

DEPARTMENTWISE ANOVA SHOWING DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF RESEARCHER IN TERMS OF KNOWLEDGE, ABILITY, AND AFFECTIVE BEHAVIOUR

CD DEPARTMENT

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	1.78	0.89		df=2/411
Within Groups	411	51.59	0.13	6.85***	P.05=3.02
Total	413	53.37	—		P.01=4.66

*** ▸ P < .01

CT DEPARTMENT

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	3.21	1.61		df=2/267
Within Groups	267	37.85	0.14	11.50***	P.05=3.03
Total	269	41.06	—		P.01=4.69

*** ▸ P < .01

Table 4.41 continued

EE DEPARTMENT

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	2.79	1.40		df=2/198
Within Groups	198	26.38	0.13	10.76***	P.05=3.04
Total	200	29.17	—		P.01=4.71

*** ▸ P < .01

FN DEPARTMENT

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	3.58	1.79		df=2/429
Within Groups	429	72.00	0.17	10.53***	P.05=3.02
Total	431	75.58	—		P.01=4.66

*** ▸ P < .01

HM DEPARTMENT

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	1.56	0.78		df=2/288
Within Groups	288	39.31	0.14	5.57***	P.05=3.03
Total	290	40.87	—		P.01=4.69

*** ▸ P < .01

TABLE 4.42

* t-ratio SHOWING DEPARTMENTWISE MEAN DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF RESEARCHER

RESPONDENTS	t-ratio		
	Knowledge	Ability	Affective behaviour
CD Respondents N = 138			
Knowledge	–	0.55	–
Ability	–	–	5.76***
Affective Behaviour	5.83***	–	–
CT Respondents N = 90			
Knowledge	–	2.80***	–
Ability	–	–	7.30***
Affective Behaviour	7.42***	–	–
EE Respondents N = 67			
Knowledge	–	4.00	–
Ability	–	–	6.00***
Affective Behaviour	6.58***	–	–
FN Respondents N = 144			
Knowledge	–	1.25	–
Ability	–	–	8.00***
Affective Behaviour	6.20***	–	–
HM Respondents N = 97			
Knowledge	–	1.42	–
Ability	–	–	6.07***
Affective Behaviour	4.51***	–	–

* ▶ t-test is used to evaluate mean differences, only when F Test refutes the null hypothesis.

*** ▶ P < .01

4.3.2.5 DIFFERENCES IN THE OPINIONS WITH RESPECT TO THE SELECTED VARIABLES

I Personal Factors

The null hypothesis number 18 was that there will be no significant differences in the opinions of the home science college students regarding adequacy of their preparation for the vocation of researcher according to the personal factors:

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the respondents regarding adequacy of their preparation for the vocation of researcher according to the personal factors:

(b) academic achievement

(c) socio-economic status

So, the null hypothesis 18 was accepted for (b) and (c). (Appendix 11 A).

Significant differences were found in the opinions of the respondents regarding adequacy of their preparation for the vocation of researcher according to the personal factors:

(a) type of study programme at B.Sc. level

(d) overall modernity

So, the null hypothesis 18 was not accepted for (a) and (d)

Refer Table 4.43

A higher percentage of the respondents who had taken specialized study programme at B.Sc. level and those who were 'modern' had more 'favourable' opinions regarding adequacy of their preparation for the vocation of researcher, than those respondents who had taken general home science study programme at B.Sc. level and those who were 'conservative' respectively.

II Institutional Factors

The null hypothesis number 19 was that there will be no significant differences in the opinions of the home science college students regarding adequacy of their preparation for the vocation of researcher according to the institutional factors :

(a) human resources

(b) physical resources

(c) instructional programme

(d) type of department

(e) system of education

No significant differences were found in the opinions of the home science college students regarding adequacy of their preparation for the vocation of researcher according to the institutional factors :

(a) human resources

(b) type of department

(e) system of education

So, the null hypothesis 19 was accepted for (a), (d), and (e) (Appendix 11 B).

Significant differences were found in the opinions of the students regarding adequacy of their preparation for the vocation of researcher according to the institutional factors:

(b) physical resources
(c) instructional programme

So, the null hypothesis 19 was not accepted for (b) and (c).

Refer Table 4.44

A higher percentage of the respondents who belonged to the colleges having 'adequate' physical resources and also those who belonged to the colleges having 'adequate' instructional programme had 'favourable' opinion regarding adequacy of their study programme to take up research as compared to the respondents belonging to the colleges with 'not adequate' physical resources and instructional programme respectively.

Strength of Relationship. Strength of relationship between the opinions of the respondents regarding adequacy of their preparation for the vocation of researcher and the following strategies was found as follows:

- type of study programme at B.Sc. level - 0.10 (P<.05)
- overall modernity - 0.11 (P<.05)
- physical resources - 0.26 (P<.05)
- instructional programme - 0.13 (P<.05)

TABLE 4.43

DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF RESEARCHER ACCORDING TO PERSONAL FACTORS

(a) TYPE OF STUDY PROGRAMME

N=536

TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL	OPINIONS					
	FAVOURABLE		SOME WHAT FAVOURABLE		NOT FAVOURABLE	
	f	%	f	%	f	%
Specialized N = 162	40	24.69	116	71.60	6	3.70
General N = 374	67	17.91	301	80.48	6	1.60

χ^2 Calculated = 5.971 with df = 2 P < .05
Coefficient of contingency = 0.10

(b) OVERALL MODERNITY

N=456

OVERALL MODERNITY	OPINIONS					
	FAVOURABLE		SOME WHAT FAVOURABLE		NOT FAVOURABLE	
	f	%	f	%	f	%
Modern N=354	80	22.60	264	74.58	10	2.82
Conservative N=182	27	14.84	153	84.07	2	1.10

χ^2 Calculated = 6.620 with df = 2 P < .05
Coefficient of contingency = 0.11

Relationship though low but found significant through its relation with chi-square which was significant beyond .05 level. (Tables 4.43 and 4.44)

4.2.3.6. RELATIVE VARIABILITY IN THE OPINIONS

Relative variability in the opinions of the respondents was seen in respect to the coefficient of variation (CV). Refer Table 4.45

I. Aspectwise Variability

On the whole, the opinions of the respondents regarding adequacy of preparation for all the three aspects of researcher appeared to be comparable. But considering the actual value of CV the respondents appeared to be variable in their opinions as follows:

1. For the aspect of knowledge, CT, EE, and FN respondents appeared to be more variable than CD and HM respondents.

2. For the aspect of ability, CD, EE, FN, and HM respondents were relatively more variable than CT respondents.

3. Regarding the aspect of affective behaviour, FN and HM respondents appeared to be more variable than CD, CT, and EE respondents.

II. Departmentwise Variability

Departmentwise opinions of the respondents appeared to be comparable for the aspects of knowledge, ability, and affective behaviour regarding the vocation of researcher. But considering the actual value of CV, the respondents appeared to be variable in their opinions as follows.

1. CD respondents were relatively more variable for the aspect of ability compared to the aspects of knowledge and affective behaviour.

2. CT respondents appeared to be more variable for the aspect of knowledge than the aspects of ability and affective behaviour, which were equally variable.

3. EE respondents were relatively more variable for the aspects of ability than the aspect of the knowledge and affective behaviour.

4. FN respondents appeared to be more variable for the aspect of knowledge compared to the aspect of ability and affective behaviour which were equally variable.

5. HM respondents were relatively more variable for the aspect of knowledge than the aspects of ability and affective behaviour, which were equally variable.

TABLE 4.45

COEFFICIENT OF VARIATION (CV) OF THE OPINIONS OF THE RESPONDENTS SHOWING ADEQUACY OF PREPARATION FOR THE VOCATION OF RESEARCHER

ASPECTS	RESPONDENTS				
	CD N = 138	CT N = 90	EE N = 67	FN N = 144	HM N = 97
Knowledge					
Mean	124.52	122.83	125.87	124.47	122.66
SD	18.09	20.99	19.96	20.30	17.39
CV	14.53	17.09	15.86	16.31	14.18
Ability					
Mean	99.40	101.37	102.34	98.60	96.70
SD	16.05	16.18	16.42	18.15	16.58
CV	16.15	15.96	16.04	18.41	17.15
Affective Behaviour					
Mean	48.01	49.84	51.10	48.88	47.33
SD	7.28	7.48	6.99	8.80	8.08
CV	15.16	15.01	13.68	18.00	17.07

SD - Standard Deviation

4.4 Section 4 : Vocational Preparation

This section deals with the findings regarding vocations which are related to specializations. The findings for each vocation is presented below :

4.4.1 CHILD WELFARE OFFICER

4.4.1.1 ASPECTWISE OPINION

Table 4.46 (a), shows that about forty percent of the respondents reported having 'favourable' opinion regarding the aspect of knowledge required for a child welfare officer while only one third of the respondents felt that they had 'favourable' opinion for the aspect of ability. However, little less than sixty percent of the respondents expressed 'favourable' opinion regarding the aspect of affective behaviour. A very low percentage, that is, 1.45 percent of the respondents fell in 'not favourable' category for all the three aspects, namely, knowledge, ability, and affective behaviour required for child welfare officer.

4.4.1.2 SUB-ASPECT/ITEMWISE OPINION

Refer Table 4.47

(a) Knowledge. Majority of the respondents expressed less favourable opinion for one fourth of the sub-aspects regarding knowledge aspect. These sub-aspects were :

Having knowledge of,

- national policy and legislation related to children
- national plan and their contribution in national development.

(b) Ability and (c) Affective Behaviour. Less than sixty percent of the respondents had less favourable opinion for all the sub-aspects/items under the aspect of ability and affective behaviour required to be a child welfare officer.

4.4.1.3 DIFFERENCES IN THE OPINIONS

Refer Tables 4.48 (a), 4.66 and 4.67

The null hypothesis number 20 was that there will be no significant differences in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of child welfare officer in terms of :

- knowledge
- ability
- affective behaviour

Significant differences were found in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of child welfare officer in terms of

- knowledge
- ability
- affective behaviour

So, the null hypothesis 20 was not accepted.

The mean score of the CD respondents showing the level of favourableness of the opinion for the aspect of affective behaviour was found higher as compared to knowledge and ability aspects. At the same time the mean score of the

knowledge aspect was also found significantly higher than that of ability aspect.

4.4.1.4 DIFFERENCES IN THE OPINIONS

I Personal Factors

The null hypothesis number 21 was that there will be no significant differences in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of child welfare officer according personal factors :

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of child welfare officer, according to all the personal factors except for the factors :

(c) socio-economic status

(d) overall modernity.

So, the null hypothesis 21 was accepted for (a) and (b). (Appendix 12 A)

However, null hypothesis was not accepted for (c) and (d).

Refer Tables 4.49 (a) and (b).

A higher percentage of the respondents who were from 'high' socio-economic status, and those who were 'modern' had favourable opinion regarding adequacy of their preparation to take up the vocation of child welfare officer as compared to those belonging to the other categories of these variables.

II Institutional Factors

The null hypothesis number 22 was that there will be no significant differences in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of child welfare officer according to the institutional factors :

(a) human resources

(b) physical resources

(c) instructional programme

(d) type of department

(e) system of education

No significant differences were found in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of child welfare officer according to the above mentioned institutional factors.

So, the null hypothesis 22 was accepted (Appendix 12 B).

Strength of Relationship. The strength of relationship between the opinions of the respondents regarding adequacy of

their preparation for the vocation of child welfare officer and the following strategies was found as follows :

- socio-economic status - 0.20 (P<.05)
- overall modernity - 0.16 (P<.05)

Though the relationship was low but found to be significant through its relation with chi-square. (P<.05) (Tables 4.49 (a)).

4.4.2 NURSERY SCHOOL TEACHER

4.4.2.1 ASPECTWISE OPINION

The opinion of little more than fifty percent of the respondents fell into 'favourable' category both for knowledge and ability aspects regarding the vocation of nursery school teacher. However, little less than sixty percent of the respondents had 'favourable' opinion for the aspect of affective behaviour. (Table 4.46 b).

4.4.2.2 SUB-ASPECT/ITEMWISE OPINION

Less than sixty percent of the respondents reported having less favourable opinion on all the sub-aspects/items regarding all the aspects, that is, knowledge, ability, and affective behaviour required for a nursery school teacher.

4.4.2.3 DIFFERENCES IN THE OPINION

The null hypothesis number 23 was that there will be no significant differences in the opinions of the home science college students with CD specialization regarding adequacy of

their preparation for the vocation of nursery school teacher in terms of :

- knowledge
- ability
- affective behaviour.

No significant differences were found in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of nursery school teacher, for any of the above aspects.

So, the null hypothesis 23 was accepted.(Table 4.48(b)).

4.4.2.4 DIFFERENCES IN THE OPINIONS IN RELATION TO SELECTED VARIABLES

I Personal Factors

The null hypothesis number 24 was that there will be no significant differences in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of nursery school teacher according to the personal factors :

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of

nursery school teacher according to the above mentioned personal factors.

So, the null hypothesis 24 was accepted (Appendix 12 C).

II Institutional Factors

The null hypothesis number 25 was that there will be no significant differences in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of nursery school teacher according to the institutional factors :

(a) human resources

(b) physical resources

(c) instructional programme

(d) type of department

(e) system of education

No significant differences were found in the opinions of the home science college students with CD specialization regarding adequacy of their preparation for the vocation of nursery school teacher in relation to the institutional factors except the following factors :

(c) instructional programme

(d) type of department

So, the null hypothesis 25 was accepted for (a), (b), and (e) (Appendix 12 D).

However, null hypothesis 25 was not accepted for (c) and (d).

A higher percentage of the respondents belonging to the colleges with 'adequate' instructional programme had 'favourable' opinion regarding adequacy of their preparation for the vocation of nursery school teacher when compared to the respondents belonging to the 'not adequate' category of instructional programme (Table 4.50 (a)).

A higher percentage of the respondents from the colleges having separate departments for each specialization expressed 'favourable' opinion regarding adequacy of their preparation for the vocation of nursery school teacher as compared to the respondents belonging to the other category of this variable. (Table 4.50(b)).

Strength of Relationship. Strength of relationship between the opinions of the respondents regarding adequacy of their preparation for the vocation of nursery school teacher and the following strategies was found as follows :

- instructional programme - 0.27 (P<.01)
- type of department - 0.27 (P<.01)

Though the relationship was low but quite significant through its relation with chi-square which was highly significant beyond .01 level. (Table 4.50)

TABLE 4.46

OPINION OF THE CD RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR VOCATIONS

(a) CHILD WELFARE OFFICER N = 138

ASPECT	OPINIONS		
	FAVOURABLE %	SOMEWHAT FAVOURABLE %	NOT FAVOURABLE %
Knowledge	40.58	57.97	1.45
Ability	34.78	63.77	1.45
Affective behaviour	57.25	41.30	1.45

(b) NURSERY SCHOOL TEACHER N = 138

ASPECT	OPINIONS		
	FAVOURABLE %	SOMEWHAT FAVOURABLE %	NOT FAVOURABLE %
Knowledge	50.72	47.83	1.45
Ability	51.45	47.10	1.45
Affective behaviour	59.42	38.41	2.17

TABLE 4.47

SUB-ASPECTS FOR WHICH MORE THAN SIXTY PERCENT OF THE CD RESPONDENTS HAD LESS FAVOURABLE OPINION (COMPRISING OF 'SOMEWHAT FAVOURABLE' AND 'NOT FAVOURABLE' OPINIONS) REGARDING ADEQUACY OF PREPARATION FOR CHILD WELFARE OFFICER

SUB-ASPECTS	RESPONDENTS N = 138 %
Knowledge of :	
National Policy and legislation related to children	71.01
National plans and their contribution to development	65.22

TABLE 4.48

ANOVA SHOWING DIFFERENCES IN THE OPINIONS OF THE CD RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATIONS IN TERMS OF KNOWLEDGE, ABILITY, AND AFFECTIVE BEHAVIOUR

(a) CHILD WELFARE OFFICER

N=138

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	2.11	1.05		df = 2/411
Within Groups	411	54.27	0.13	8.07***	P.05=3.02
Total	413	56.38	—		P.01=4.66

(b) NURSERY SCHOOL TEACHER

N=138

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	0.23	0.12	1.25*	df=411/2
Within Groups	411	62.25	0.15		P.05=19.50
Total	413	62.48	—		P.01=99.50

* ▸ P > .05 (Not significant)
*** ▸ P < .01

TABLE 4.49

DIFFERENCES IN THE OPINIONS OF THE CD RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR CHILD WELFARE OFFICER ACCORDING TO PERSONAL FACTORS

(a) SOCIO ECONOMIC STATUS

N=138

SOCIO ECONOMIC STATUS		OPINIONS			
		FAVOURABLE		SOMEWHAT FAVOURABLE	
		f	%	f	%
High	N = 92	41	44.57	51	55.43
Medium	N = 37	8	21.62	29	78.38
Low	N = 9	3	33.33	6	66.67

X^2 Calculated = 5.993 with df = 2 P < .05
Coefficient of contingency = 0.20

(b) OVERALL MODERNITY

N=138

OVERALL MODERNITY	OPINIONS			
	FAVOURABLE		SOMEWHAT FAVOURABLE	
	f	%	f	%
Modern N = 95	41	43.16	54	56.84
Conservative N= 43	11	25.58	32	74.42

X^2 Calculated = 3.894 with df = 1 P < .05
Coefficient of contingency = 0.16

TABLE 4.50

DIFFERENCES IN THE OPINIONS OF THE CD RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR NURSERY SCHOOL TEACHER ACCORDING TO INSTITUTIONAL FACTORS

(a) INSTRUCTIONAL PROGRAMME N = 138

INSTRUCTIONAL PROGRAMME	OPINIONS					
	FAVOURABLE		SOMEWHAT FAVOURABLE		NOT FAVOURABLE	
	f	%	f	%	f	%
Adequate N= 82	51	62.20	31	37.80	0	0.00
Not Adequate N= 56	20	35.71	34	60.71	2	3.57

X^2 Calculated = 11.172 with df = 2 P < .01
Coefficient of contingency = 0.27

(b) TYPE OF DEPARTMENT N = 138

TYPE OF DEPARTMENT		OPINIONS					
		FAVOURABLE		SOMEWHAT FAVOURABLE		NOT FAVOURABLE	
		f	%	f	%	f	%
Combined	N= 67	25	37.31	40	59.70	2	2.99
Separate	N= 71	46	64.79	25	35.21	0	0.00

X^2 Calculated = 11.567 with df = 2 P < .01
Coefficient of contingency = 0.27

4.4.3 GARMENT DESIGNER

4.4.3.1 ASPECTWISE OPINION

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. However, only 30 percent of the respondents had 'favourable' opinion for the aspect of affective behaviour required for a garment designer.
(Table 4.51 I (a)

4.4.3.2 SUB-ASPECT/ITEMWISE OPINION

Refer Table 4.51 II (a)

(a) Knowledge. There were nine sub-aspects for the aspect of knowledge required for a garment designer.

Majority (83.33%) of the respondents reported having less favourable opinion only for one of those nine sub-aspects.

(b) Ability. More than sixty percent of the respondents had less favourable opinion for one fourth of the sub-aspects regarding the aspect of ability. Majority of the respondents reported having less favourable opinion for the items grouped under the sub-aspect 'miscellaneous', such as 'preparing costing sheets', managing financial assistance.

(c) Affective Behaviour. More than sixty percent of the respondents expressed less favourable opinion on 25 percent of the items under the aspect of affective behaviour.

Majority of the respondents had less favourable opinion for the items:

- public dealing (76.67%)
- calculations (64.44%)

4.4.3.3 DIFFERENCES IN THE OPINIONS

The null hypothesis number 26 was that there will be no significant differences in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of garment designer in terms of :

- knowledge
- ability
- affective behaviour.

Refer Tables 4.52 (a), 4.66, 4.67

Significant differences were found in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of garment designer, for the following:

- knowledge and ability
- knowledge and affective behaviour.

So, the null hypothesis 26 was partially accepted.

The mean score indicating the level of favourableness of the opinion of CT respondents for the aspect of knowledge was higher when compared to the other two aspects, namely, ability and affective behaviour, required for a garment designer.

4.4.3.4 DIFFERENCES IN THE OPINIONS IN RELATION TO SELECTED VARIABLES

I Personal Factors

The null hypothesis number 27 was that there will be no significant differences in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of garment designer according to the personal factors:

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No, significant differences were found in the opinions of the home science college students with CT specialization regarding adequacy of their preparation to take up vocation of garment designer according to the above mentioned personal factors (Appendix 13 A).

So, the null hypothesis 27 was accepted.

II Institutional Factors

The null hypothesis number 28 was that there will be no significant differences in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of garment designer according to the institutional factors:

(a) human resources

(b) physical resources

(c) instructional programme

(d) type of department

(e) system of education

No significant differences were found in the opinions of the home science college students with CT specialization regarding adequacy of their preparation to take up vocation of garment designer according to the above mentioned institutional factors (Appendix 13 B).

So, the null hypothesis 28 was accepted.

4.4.4 TEXTILE DESIGNER

4.4.4.1 ASPECTWISE OPINION

Table 4.51 I (b) indicates, that the opinion of little less than half of the respondents fell under 'favourable' category for the aspect of knowledge. One third of the respondents had 'favourable' opinion for the aspects of ability and affective behaviour required for the vocation of textile designer. About one tenth of the respondents reported 'not favourable' opinion for the aspect of affective behaviour.

4.4.4.2 SUB-ASPECT/ITEMWISE OPINION

Refer Table 4.51 II (b)

(a) Knowledge. Out of six sub-aspects, majority of the respondents had less favourable opinion only for one sub-aspect, that is, 'miscellaneous'. Some of the items under this sub-aspect were like record keeping, working conditions for health and safety point.

(b) Ability. Majority of the respondents expressed less favourable opinion only for one of the four sub-aspects under the aspect of ability. This sub-aspect had items like contacting export import agencies, collecting order from customers which were grouped under 'miscellaneous'.

(c) Affective Behaviour. There were five items for the aspect of affective behaviour. More than sixty percent of the respondents expressed less favourable opinion on more

than fifty percent of the items. The highest percentage (78.89%) of the respondents had less favourable opinion for the item, 'salesmanship'.

4.4.4.3 DIFFERENCES IN THE OPINIONS

Refer Tables 4.52 (b), 4.66 and 4.67

The null hypothesis number 29 was that there will be no significant differences in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of textile designer in terms of :

- knowledge
- ability
- affective behaviour

Significant differences were found in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of textile designer in terms of :

- knowledge
- ability
- affective behaviour

So, the null hypothesis 29 was not accepted.

The mean scores showing the level of favourableness of the opinion of the CT respondents for the aspects of knowledge and ability were found higher than that of

affective behaviour aspect. Although the mean differences between ability and affective behaviour were found barely significant at .05 level.

4.4.4.4 DIFFERENCES IN THE OPINIONS IN RELATION TO SELECTED VARIABLES

I Personal Factors

The null hypothesis number 30 was that there will be no significant differences in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of textile designer according to the personal factors:

(a) type of study programme at B.Sc. level.

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of textile designer according to the personal factors except for (d) overall modernity.

So, the null hypothesis 30 was accepted for (a), (b) and (c) (Appendix 13 C). However it was not accepted for (d).

A higher percentage of the respondents who were 'modern' had 'favourable' opinion for their preparation for the vocation of textile designer when compared to the respondents who were under 'conservative' category. (Table 4.53)

II Institutional Factors

The null hypothesis number 31 was that there will be no significant differences in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of textile designer according to the institutional factors:

(a) human resources
(b) physical resources
(c) instructional programme
(d) type of department
(e) system of education

No significant differences were found in the opinions of the home science college students with CT specialization regarding adequacy of their preparation for the vocation of textile designer according to all the above mentioned institutional factors (Appendix 13 D).
So, the null hypothesis 31 was accepted.

Strength of Relationship. Strength of relationship between the opinions of the respondents regarding adequacy of their preparation for the vocation of textile designer and overall modernity was 0.28, which was seen through its relation with chi-square at .05 level which was significant. (Table 4.53)

TABLE 4.51 I

OPINIONS OF THE CT RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR VOCATIONS

(a) GARMENT DESIGNER N = 90

ASPECTS	OPINIONS		
	FAVOURABLE %	SOMEWHAT FAVOURABLE %	NOT FAVOURABLE %
Knowledge	48.89	50.00	1.11
Ability	38.89	60.00	1.11
Affective behaviour	30.00	66.67	3.33

(b) TEXTILE DESIGNER N = 90

ASPECTS	OPINIONS		
	FAVOURABLE %	SOMEWHAT FAVOURABLE %	NOT FAVOURABLE %
Knowledge	45.56	50.00	4.44
Ability	28.89	64.44	6.67
Affective behaviour	33.33	55.56	11.11

TABLE 4.51 II

SUB-ASPECTS/ITEMS FOR WHICH MORE THAN SIXTY PERCENT OF THE CT RESPONDENTS HAD LESS FAVOURABLE OPINION (COMPRISING OF 'SOMEWHAT FAVOURABLE' AND 'NOT FAVOURABLE' OPINIONS) REGARDING ADEQUACY OF PREPARATION FOR THE VOCATIONS

(a) GARMENT DESIGNER N=90

SUB-ASPECTS/ITEMS	RESPONDENTS %
Knowledge of :	
Quality control for textile products	83.33
Abilities Related to :	
Miscellaneous activities	78.89
Display of garments	64.44
Affective Behaviour :	
Positive outlook for :	
Public dealing	76.67
Calculations	64.44

(b) TEXTILE DESIGNER N=90

SUB-ASPECTS/ITEMS	RESPONDENTS %
Knowledge of :	
Miscellaneous concepts	66.67
Abilities Related to :	
Miscellaneous activities	74.44
Affective Behaviour :	
Positive outlook for :	
Salesmanship	78.89
Working overtime	62.22
Working with chemicals	62.22

TABLE 4.52

ANOVA SHOWING DIFFERENCES IN THE OPINIONS OF THE CT RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATIONS IN TERMS OF KNOWLEDGE, ABILITY AND AFFECTIVE BEHAVIOUR

(a) GARMENT DESIGNER N=90

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	0.76	0.38		df = 2/267
Within Groups	267	31.57	0.12	3.17***	P .05=3.03
Total	269	32.33	-		P .01=4.69

(b) TEXTILE DESIGNER N=90

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	3.37	1.69		df = 2/267
Within Groups	267	53.51	0.20	8.45***	P .05=3.03
Total	269	56.88	-		P .01=4.69

* ▸ P > .05 (Not Significant)
*** ▸ P < .01

TABLE 4.53

DIFFERENCES IN THE OPINIONS OF THE CT RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF TEXTILE DESIGNER ACCORDING TO PERSONAL FACTOR

OVERALL MODERNITY N = 90

ASPECT	OPINIONS					
	FAVOURABLE		SOMEWHAT FAVOURABLE		NOT FAVOURABLE	
	f	%	f	%	f	%
Modern N = 59	19	32.20	40	67.80	0.00	0.00
Conservative N = 31	8	25.81	19	61.29	4	12.90

X^2 Calculated = 8.021 with df = 2 P < .05
Coefficient of contingency = 0.280

4.4.5. EXTENSION OFFICER

4.4.5.1 ASPECTWISE OPINION

Little less than forty percent of the respondents expressed 'favourable' opinion regarding adequacy of their knowledge related to the vocation of extension officer. However, little more than forty percent of the respondents mentioned having 'favourable' opinion for the aspects of ability and affective behaviour.

Not a single respondents fell under the category 'not favourable' for the aspects of knowledge and ability both (Table 4.54 (a)).

4.4.5.2 SUB-ASPECT/ITEMWISE OPINION

(a) knowledge. More than sixty percent of the respondents expressed less favourable opinion only for one of the sub-aspects that is 'miscellaneous'. This sub-aspect had items like making budget, keeping accounts. (Table 4.55 (a)).

(b) Ability and (c) Affective Behaviour. Less than sixty percent of the respondents mentioned having less favourable opinion for all the sub-aspects/items for ability and affective behaviour aspects regarding the vocation of extension officer.

4.4.5.3 DIFFERENCES IN THE OPINIONS

The null hypothesis number 32 was that there will be no significant differences in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of extension officer in terms of :

- knowledge
- ability
- affective behaviour

No significant differences were found in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of extension officer, in terms of the above aspects.

So, the null hypothesis 32 was accepted.(Table 4.56(a)).

4.4.5.4 DIFFERENCES IN THE OPINIONS IN RELATION TO SELECTED VARIABLES

I Personal Factors

The null hypothesis number 33 was that there will be no significant differences in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of extension officer according to the personal factors :

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the take up vocation of extension officer according to the personal factors except the following factor :

(b) academic achievement

So, the null hypothesis 33 was accepted for (a), (c), and (d) (Appendix 14 A).

However,the null hypothesis 33 was not accepted for (b).

A higher percentage of the respondents who had average academic achievement had 'favourable' opinion regarding adequacy of their preparation to take up vocation of extension officer when compared to the respondents belonging to the other category of this variable.(Table 4.57 (a)).

II Institutional Factors

The null hypothesis number 34 was that there will be no significant differences in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of extension officer according to the institutional factors :

(a) human resources

(b) physical resources

(c) instructional programme

(d) type of department

(e) system of education

No significant differences were found in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of extension officer according to above mentioned institutional factors (Appendix 14 B).

So, the null hypothesis 34 was not accepted.

Strength of Relationship. The strength of relationship between the opinions of the respondents regarding adequacy of their preparation for the vocation of extension officer and their academic achievement was 0.32 which was significant through its relation with chi-square. (P<.01) (Table 4.57).

4.4.6. ADMINISTRATOR

4.4.6.1 ASPECTWISE OPINION

Table 4.54 (b), shows that only a little more than one fifth of the respondents had 'favourable' opinion regarding the aspect of knowledge required for an administrator.

Little more than one tenth of the respondents expressed 'favourable' opinion for the aspect of ability. AT the same time 12 percent and 16 percent of the respondents reported having 'not favourable' opinion for the aspects of knowledge and ability respectively. However, little less than fifty percent of the as respondents mentioned 'favourable' opinion for the aspect of affective behaviour.

4.4.6.2 SUB-ASPECT/ITEMWISE OPINION

Refer Table 4.58 (b)

(a) Knowledge. There were six sub-aspects under this aspect of knowledge. More than sixty percent of the respondents expressed less favourable opinion on more than half of the sub-aspects. The sub-aspect 'educational planning' had less favourable opinion of the highest percentage of the respondents as compared to the other sub-aspects.

(b) Ability. More than sixty percent of the respondents had less favourable opinion for majority of the sub-aspects (four out of five sub-aspects) regarding the aspect of ability. The highest percentage (70.15%) of the respondents had less favourable opinion for the sub-aspect 'records and report' as compared to the other sub-aspects.

(c) Affective Behaviour. There were eight opinion items for the respondents, whether they have developed positive outlook for them during their study programme or not. The only item 'positive outlook for development of the institution' had less favourable opinion of more than sixty percent of the respondents.

4.4.6.3 DIFFERENCES IN THE OPINIONS

The null hypothesis number 35 was that there will be no significant differences in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of administrator in terms of:

- knowledge
- ability
- affective behaviour

Refer Tables 4.56 (b), 4.66 and 4.67

Significant differences were found in the opinions of the home science college students with EE specialization

regarding adequacy of their preparation for the vocation of administrator, for the following :

- affective behaviour and knowledge
- affective behaviour and ability

So, the null hypothesis 35 was partially accepted.

The mean score showing the level of favourableness of the opinion of the EE respondents regarding the aspect of affective behaviour was higher as compared to the mean score of the respondents for the aspect of knowledge and ability.

4.4.6.4 DIFFERENCES IN THE OPINIONS IN RELATION TO SELECTED VARIABLES

I Personal Factors

The null hypothesis number 36 was that there will be no significant differences in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of administrator according to the personal factors:

(a) type of study programme of B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of administrator according to the above mentioned personal factors (Appendix 14 C).

So, the null hypothesis 36 was accepted.

II Institutional Factors

The null hypothesis number 37 was that there will be no significant differences in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of administrator according to the institutional factors:

(a) human resources
(b) physical resources
(c) instructional programme
(d) type of department
(e) system of education

No significant differences were found in the opinions of the home science college students with EE specialization regarding adequacy of their preparation for the vocation of administrator according to the above mentioned institutional factors (Appendix 14 D).

So, the null hypothesis 37 was accepted.

TABLE 4.54

OPINION OF THE EE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR VOCATIONS

(a) EXTENSION OFFICER N = 67

ASPECTS	OPINIONS		
	FAVOURABLE %	SOMEWHAT FAVOURABLE %	NOT FAVOURABLE %
Knowledge	38.81	61.19	0.00
Ability	41.79	58.21	0.00
Affective behaviour	44.78	53.73	1.49

(b) ADMINISTRATOR N = 67

ASPECTS	OPINIONS					
	FAVOURABLE		SOMEWHAT FAVOURABLE		NOT FAVOURABLE	
	f	%	f	%	f	%
Knowledge	22.39		65.67		11.94	
Ability	13.43		70.15		16.42	
Affective behaviour	40.30		56.72		2.99	

TABLE 4.55

SUB-ASPECTS/ITEMS FOR WHICH MORE THAN SIXTY PERCENT OF THE EE RESPONDENTS HAD LESS FAVOURABLE OPINION (COMPRISING OF 'SOMEWHAT FAVOURABLE' AND 'NOT FAVOURABLE' OPINIONS) REGARDING ADEQUACY OF PREPARATION FOR THE VOCATIONS

(a) EXTENSION OFFICER N = 67

SUB-ASPECT	RESPONDENTS %
Knowledge of :	
Miscellaneous concepts	64.18

(b) ADMINISTRATOR N = 67

SUB-ASPECTS/ITEMS	RESPONDENTS %
Knowledge of :	
Educational planning	70.15
Financial management	62.69
Human relations in educational organization	62.69
Supervision	61.19
Abilities Related to :	
Records and reports	70.15
Working with teachers	64.18
Planning	64.18
Organization	61.19
Affective Behaviour :	
Positive outlook for :	
Development of the institution	62.69

TABLE 4.56

ANOVA SHOWING DIFFERENCES IN THE OPINIONS OF THE EE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATIONS IN TERMS OF KNOWLEDGE, ABILITY, AND AFFECTIVE BEHAVIOUR

(a) EXTENSION OFFICER N = 67

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	0.14	0.07		df = 198/2
Within Groups	198	26.95	0.14	2.00*	P.05=19.50
Total	200	27.09	—		P.01=99.50

(b) ADMINISTRATOR N = 67

SOURCE OF VARIATION	df(DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	2.83	1.42		df = 2/198
Within Groups	198	45.75	0.23	6.17***	P .05=3.04
Total	200	48.58	—		P .01=4.71

* ▸ P > .05 (Not Significant)

*** ▸ P < .01

TABLE 4.57

DIFFERENCES IN THE OPINIONS OF THE EE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF EXTENSION OFFICER ACCORDING TO PERSONAL FACTOR

ACADEMIC ACHIEVEMENT N = 66

ASPECTS		OPINIONS			
		FAVOURABLE		SOMEWHAT FAVOURABLE	
		f	%	f	%
Good	N = 29	6	20.69	23	79.31
Average	N = 37	20	54.05	17	45.95

X^2 Calculated = 7.580 with df = 1 P < .01
Coefficient of contingency = 0.32

4.4.7 DIETITIAN

4.4.7.1 ASPECTWISE OPINIONS

Table 4.58 (a) reveals that little less than half of the respondents reported that they had 'favourable' opinion for the aspect of knowledge required for the vocation of dietitian while only one third of the respondents reported having 'favourable' opinion for the aspects of ability and affective behaviour both.

4.4.7.2 SUB-ASPECT/ITEMWISE OPINION

(a) knowledge and (b) Ability. Less than sixty percent of the respondents had less favourable opinion for all the sub-aspects under the aspects of knowledge and ability required for a dietitian.

(c) Affective Behaviour. There were 11 items under this aspect of affective behaviour. Table 4.59 (a) shows, more than sixty percent of the respondents reported less favourable opinion for 3 out of those 11 items. These three items were :

Positive outlook for;

- inquisitiveness
- marketing
- counselling

4.4.7.3 *DIFFERENCES IN THE OPINIONS*

The null hypothesis number 38 was that there will be no significant differences in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of dietitian in terms of :

- knowledge
- ability
- affective behaviour.

Refer Tables 4.60 (a), 4.66 and 4.67

Significant differences were found in the opinions of the home science college students with FN specialization

regarding adequacy of their preparation for the vocation of dietitian, for the following :

- knowledge and ability
- knowledge and affective behaviour.

So, the null hypothesis 38 was partially accepted.

The mean score showing the level of favourableness of the opinion of FN respondents for the aspect of knowledge was higher as compared to the mean scores of ability and affective behaviour.

4.4.7.4 DIFFERENCES IN THE OPINIONS IN RELATION TO SELECTED VARIABLES

I Personal Factors

The null hypothesis number 39 was that there will be no significant differences in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of a dietitian according to the personal factors :

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of a dietitian according to the above mentioned personal factors.

So, the null hypothesis 39 was accepted (Appendix 15 A).

II Institutional Factors

The null hypothesis number 40 was that there will be no significant differences in the opinions of the home science college students with FN specialization regarding adequacy of their preparation to take up vocation of a dietitian according to the institutional factors :

(a) human resources

(b) physical resources

(c) instructional programme

(d) type of department

(e) system of education

No significant differences were found in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of a dietitian according to the above mentioned institutional factors :

So, the null hypothesis 40 was accepted (Appendix 15 B).

4.4.8 FOOD SERVICE MANAGER

4.4.8.1 ASPECTWISE OPINION

(Table 4.58 (b) One fourth of the respondents had 'favourable' opinion regarding the knowledge aspect of food service manager. At the same time, 11 percent of the respondents also had 'not favourable' opinion for the aspect of knowledge. About one third of the respondents had

'favourable' opinion regarding the aspects of ability and affective behaviour.

4.4.8.2 SUB-ASPECT/ITEMWISE OPINION

Refer Table 4.59 (b)

(a) Knowledge. More than sixty percent of the respondents reported having less favourable opinion for 50 percent of the sub-aspects under this aspect. The highest percentage (69.44%) of the respondents had less favourable opinion for sub-aspect, 'management of food services', among all the other sub-aspects for which more than sixty percent of the respondents expressed less favourable opinion .

(b) Ability. Out of seven sub-aspects under the aspect of ability, more than sixty percent of the respondents had less favourable opinion only for one of the sub-aspects only that is, 'purchasing'.

(c) Affective Behaviour. There were 12 items for the aspect of affective behaviour. More than sixty percent of the respondents reported having less favourable opinion for two items only, namely.

- salesmanship
- computation

4.4.8.3 DIFFERENCES IN THE OPINIONS

The null hypothesis number 41 was that there will be no significant differences in the opinions of the home science college students with FN specialization regarding adequacy of

their preparation for the vocation of food service manager in terms of :

- knowledge
- ability
- affective behaviour

Refer Tables 4.60 (b), 4.66 and 4.67

Significant differences were found in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of food service manager, for the following :

- affective behaviour and knowledge
- affective behaviour and ability

So, the null hypothesis 41 was partially accepted.

The mean score showing the level of favourableness of the opinion of the respondents for the aspect of affective behaviour was higher as compared to the mean scores of knowledge and ability aspects.

4.4.8.4 DIFFERENCES IN THE OPINIONS IN RELATION TO SELECTED VARIABLES

I Personal Factors

The null hypothesis number 42 was that there will be no significant differences in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of food service manager according to the personal factors :

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the home science college students with FN specialization to take up vocation of food service manager according to the above mentioned personal factors (Appendix 15 C).

So, the null hypothesis 42 was accepted.

II Institutional Factors

The null hypothesis number 43 was that there will be no significant differences in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of food service manager according to the institutional factors :

(a) human resources

(b) physical resources

(c) type of department

(e) system of education

No significant differences were found in the opinions of the home science college students with FN specialization regarding adequacy of their preparation for the vocation of food service manager according to the above mentioned institutional factors (Appendix 15 D).

So, the null hypothesis 43 was accepted.

TABLE 4.58

OPINION OF THE FN RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR VOCATIONS

(a) DIETITIAN N = 144

ASPECTS	OPINIONS		
	FAVOURABLE %	SOMEWHAT FAVOURABLE %	NOT FAVOURABLE %
Knowledge	48.61	50.00	1.39
Ability	33.33	63.19	3.47
Affective behaviour	38.89	56.94	4.17

(b) FOOD SERVICE MANAGER N = 144

ASPECTS	OPINIONS		
	FAVOURABLE %	SOMEWHAT FAVOURABLE %	NOT FAVOURABLE %
Knowledge	25.69	63.19	11.11
Ability	31.25	61.11	7.64
Affective behaviour	33.33	61.11	5.56

TABLE 4.59
SUB-ASPECTS/ITEMS FOR WHICH MORE THAN SIXTY PERCENT OF THE FN RESPONDENTS HAD LESS FAVOURABLE OPINION (COMPRISING OF 'SOMEWHAT FAVOURABLE' AND 'NOT FAVOURABLE' OPINIONS) REGARDING ADEQUACY OF PREPARATION FOR THE VOCATIONS

(a) DIETITIAN N = 144

ITEMS	RESPONDENTS %
Affective Behaviour :	
Positive outlook for :	
Inquisitive outlook	63.89
Marketing	62.50
Counselling	62.50

(b) FOOD SERVICE MANAGER N = 144

SUB-ASPECTS/ITEMS	RESPONDENTS %
Knowledge of :	
Management of food services	69.44
Personnel in food services	61.81
Financial control in food services	61.81
Organization of food services	60.42
Ability Related to :	
Purchasing	61.11
Affective Behaviour :	
Positive outlook of :	
Salesmanship	73.61
Computation	63.19

TABLE 4.60

ANOVA SHOWING DIFFERENCES IN THE OPINIONS OF THE FN RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION IN TERMS OF KNOWLEDGE, ABILITY, AND AFFECTIVE BEHAVIOUR

(a) DIETITIAN N = 144

SOURCE OF VARIATION	df (DEGREE OF FREEDOMD	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	1.48	0.74		df = 2/429
Within Groups	429	67.91	0.16	4.63**	P .05=3.02
Total	431	69.39	—		P .01=4.66

(b) ADMINISTRATOR N = 144

SOURCE OF VARIATION	df (DEGREE OF FREEDOMD	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	1.94	0.97		df = 2/429
Within Groups	429	93.75	0.22	4.41**	P .05=3.02
Total	431	95.69	—		P .01=4.66

** ▶ P < .05

4.4.9 EXECUTIVE HOUSEKEEPER

4.4.9.1 ASPECTWISE OPINION

Table 4.61 (a), one third of the respondents had 'favourable' opinion for the aspect of knowledge required for an executive housekeeper while only one fifth of the respondents expressed 'favourable' opinion for the aspect of ability. Fifty percent of the respondents reported having 'favourable' opinion for the aspect of affective behaviour.

4.4.9.2 SUB-ASPECT/ITEMWISE OPINIONS

Refer Table 4.62 (a)

(a) Knowledge. Out of eight sub-aspects under the aspect of knowledge, more than sixty percent of the respondents expressed less favourable opinion on one of the sub-aspects only.

(b) Ability and (c) Affective Behaviour. Less than sixty percent of the respondents reported less favourable opinion for all the sub-aspects/items under the aspects of ability and affective behaviour both.

4.4.9.3 DIFFERENCES IN THE OPINIONS

The null hypothesis number 44 was that there will be no significant differences in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of executive housekeeper in the terms of :

- knowledge
- ability
- affective behaviour.

(Refer Tables 4.63 (a), 4.66 and 4.67)

Significant differences were found in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of executive housekeeper, for the following :

- affective behaviour and knowledge
- affective behaviour and ability
- knowledge and ability

So, the null hypothesis 44 was not accepted.

The mean score showing the level of favourableness of the opinion of the HM respondents for the aspect of affective behaviour was higher as compared to knowledge and ability aspects. The mean score of the knowledge aspect also was higher than ability aspect.

4.4.9.4 DIFFERENCES IN THE OPINIONS IN RELATION TO SELECTED VARIABLES

I Personal Factors

The null hypothesis number 45 was that there will be no significant differences in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of executive housekeeper according to the personal factors :

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of executive housekeeper according to the above mentioned personal factors (Appendix 16 A).

So, the null hypothesis 45 was accepted.

II Institutional Factors

The null hypothesis number 46 was that there will be no significant differences in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of executive housekeeper according to the institutional factors :

(a) human resources

(b) physical resources

(c) instructional programme

(d) type of department

(e) system of education

No significant differences were found in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of executive housekeeper according to the above mentioned institutional factors (Appendix 16 B).

So, the null hypothesis 46 was accepted.

4.4.10 INTERIOR DESIGNER

4.4.10.1 ASPECTWISE OPINION

Table 4.61 (b), little less than half of the respondents expressed 'favourable' opinion for the aspect of knowledge required for the vocation of interior designer.

One fourth of the respondents mentioned 'favourable' opinion for the aspect of ability. However, little less than forty percent of the respondents had 'favourable' opinion for the aspect of affective behaviour.

4.4.10.2 SUB-ASPECT/ITEMWISE OPINION

Refer Table 4.62 (b)

(a) Knowledge. There were eight sub-aspects under the aspect of knowledge required for the work of interior designer. All the respondents had less favourable opinion for one fourth of the sub-aspects. They were; accessories, and 'miscellaneous'. The sub-aspect 'miscellaneous' had items like, 'making proposal for decoration', and 'making bill and statement'.

(b) Ability. More than sixty percent of the respondents had less favourable opinion for only one of the sub-aspects (out of eight), that is, ability related to 'drawing plans'.

(c) Affective Behaviour. Majority of the respondents had less favourable opinion for two out 12 items which were under the aspect of affective behaviour. These items were :

- public dealing
- salesmanship

4.4.10.3 DIFFERENCES IN THE OPINIONS

The null hypothesis number 47 was that there will be no significant differences in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of interior designer in terms of :

- knowledge
- ability
- affective behaviour.

Refer Tables 4.63 (b), 4.66 and 4.67

Significant differences were found in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of interior designer, for the following :

- knowledge and ability
- knowledge and affective behaviour
- affective behaviour and ability

So, the null hypothesis 47 was not accepted

The mean score showing the level of favourableness of the opinion of the respondents for the aspect of knowledge was higher as compared to the aspects of ability and affective behaviour. The mean score of affective behaviour was also found significantly higher than that of ability aspect.

4.4.10.4 DIFFERENCES IN THE OPINIONS IN RELATION TO SELECTED VARIABLES

I Personal Factors

The null hypothesis number 48 was that there will be no significant differences in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of interior designer according to the personal factors :

(a) type of study programme at B.Sc. level

(b) academic achievement

(c) socio-economic status

(d) overall modernity

No significant differences were found in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of interior designer according to the personal factors except the following factor :

(a) type of study programme at B.Sc. level.

So, the null hypothesis was accepted for (b), (c) and (d) (Appendix 16 C). However, the null hypothesis 48 was not accepted for (a).

A higher percentage of the respondents who had general home science study programme at B.Sc. level expressed favourable opinion regarding adequacy of their preparation to be an interior designer when compared to the others who had taken specialized programme at B.Sc. level.(Table 4.64).

II Institutional Factors

The null hypothesis number 49 was that there will be no significant differences in the opinions of the home science college students with HM specialization regarding adequacy of their preparation for the vocation of interior designer according to the institutional factors :

(a) human resources

(b) physical resources

(c) instructional programme

(d) type of department

(e) system of education

No significant differences were found in the opinions of the home science college students with HM specialization regarding adequacy of their preparation to take up vocation of interior designer according to the institutional factors :

(a) human resources

(b) physical resources

(d) type of department

So, the null hypothesis was accepted for (a), (b), and (d) (Appendix 16 D).

Significant differences were found in the opinions of the HM respondents regarding adequacy of their preparation to be an interior designer according to the institutional factors :

(c) instructional programme

(e) system of education

So,the null hypothesis 49 was not accepted for(c)and (e)

A higher percentage of the respondents belonging to the colleges with 'adequate' instructional programme and those belonging to the colleges with 'semester' system, had 'favourable' opinion regarding adequacy of their preparation to be an interior designer as compared to the respondents belonging to the colleges having 'not adequate' instructional programme, and those who were following 'annual' system. (Table 4.65).

Strength of Relationship. The strength of relationship between the opinion of the respondents regarding adequacy of their preparation for the vocation of interior designer and the following strategies were as :

- type of study programme at B.Sc. level - 0.30 (P<.01)
- instructional programme - 0.32 (P<.01)
- system of education - 0.27 (P<.05)

The relationship was quite significant through its relation with chi-square which was found significant (P<.01/P<.05). (Table 4.64 and 4.65).

TABLE 4.61

OPINION OF THE HM RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR VOCATIONS

(a) EXECUTIVE HOUSEKEEPER N = 97

ASPECTS	OPINIONS		
	FAVOURABLE %	SOMEWHAT FAVOURABLE %	NOT FAVOURABLE %
Knowledge	34.02	63.92	2.06
Ability	20.62	76.29	3.09
Affective behaviour	50.52	45.36	4.12

(b) INTERIOR DESIGNER N = 97

ASPECTS	OPINIONS		
	FAVOURABLE %	SOMEWHAT FAVOURABLE %	NOT FAVOURABLE %
Knowledge	48.45	47.42	4.12
Ability	24.74	70.10	5.15
Affective behaviour	38.14	53.61	8.25

TABLE 4.62

SUB-ASPECTS/ITEMS FOR WHICH MORE THAN SIXTY PERCENT OF THE HM RESPONDENTS HAD LESS FAVOURABLE OPINION (COMPRISING OF SOMEWHAT 'FAVOURABLE' AND 'NOT FAVOURABLE' OPINIONS) REGARDING ADEQUACY OF THEIR PREPARATION FOR THE VOCATIONS

(a) EXECUTIVE HOUSEKEEPER N=97

SUB-ASPECT	RESPONDENTS %
Knowledge of :	
Miscellaneous Concepts	61.86

(b) INTERIOR DESIGNER N=97

SUB-ASPECTS/ITEMS	RESPONDENTS %
Knowledge of :	
Accessories	100.00
Miscellaneous Concepts	100.00
Ability Related to :	
Drawing Plans	61.86
Affective Behaviour :	
Positive outlook for :	
Public dealing	67.01
Salesmanship	67.01

TABLE 4.63

ANOVA SHOWING DIFFERENCES IN THE OPINIONS OF THE HM RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATIONS IN TERMS OF KNOWLEDGE, ABILITY, AND AFFECTIVE BEHAVIOUR

(a) EXECUTIVE HOUSEKEEPER N = 97

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	2.39	1.19		df = 2/288
Within Groups	288	39.73	0.14	8.50***	P .05 =3.03
Total	290	42.12	—		P .01 =4.69

(b) INTERIOR DESIGNER N = 97

SOURCE OF VARIATION	df (DEGREE OF FREEDOM)	SUM OF SQUARES	MEAN SQUARE OF VARIANCE	F CALCULATED	F TABULATED
Between Groups	2	2.52	1.26		df = 2/288
Within Groups	288	47.62	0.17	7.41***	P .05 =3.03
Total	290	50.14	—		P .01 =4.69

TABLE 4.64

DIFFERENCES IN THE OPINIONS OF THE HM RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF INTERIOR DESIGNER ACCORDING TO PERSONAL FACTORS

TYPE OF STUDY PROGRAMME N = 97

TYPE OF STUDY PROGRAMME AT B.Sc. LEVEL	OPINIONS					
	FAVOURABLE		SOMEWHAT FAVOURABLE		NOT FAVOURABLE	
	f	%	f	%	f	%
Specialized N = 80	18	22.50	62	77.50	0	0.00
General N = 17	8	47.06	8	47.06	1	5.88

X^2 Calculated = 9.661 with df = 2 P < .01
Coefficient of contingency = 0.30

TABLE 4.65

DIFFERENCES IN THE OPINIONS OF THE HM RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATION OF INTERIOR DESIGNER ACCORDING TO INSTITUTIONAL FACTORS

(a) INSTRUCTIONAL PROGRAMME N = 97

INSTRUCTIONAL PROGRAMME	OPINIONS					
	FAVOURABLE		SOMEWHAT FAVOURABLE		NOT FAVOURABLE	
	f	%	f	%	f	%
Adequate N= 25	12	48.00	12	48.00	1	4.00
Not Adequate N= 72	14	19.44	58	80.56	0	0.00

X^2 Calculated =11.251 with df = 2 P < .01
Coefficient of contingency = 0.320

Table 4.65 continued

(b) SYSTEM OF EDUCATION **N = 97**

SYSTEM OF EDUCATION		OPINIONS					
		FAVOURABLE		SOMEWHAT FAVOURABLE		NOT FAVOURABLE	
		f	%	f	%	f	%
Semester	N= 40	16	40.00	23	57.56	1	2.50
Annual	N= 57	10	17.54	47	82.46	0	0.00

X^2 Calculated = 7.876 with df = 2 $P < .05$

Coefficient of contingency = 0.27

TABLE 4.66

* t-ratio SHOWING MEAN DIFFERENCES IN THE OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATIONS RELATED TO THEIR SPECIALIZATIONS IN TERMS OF KNOWLEDGE, ABILITY, AND AFFECTIVE BEHAVIOUR

VOCATIONS	SAMPLE SIZE	t-ratio		
	N	KNOWLEDGE AND ABILITY	ABILITY AND AFFECTIVE BEHAVIOUR	AFFECTIVE BEHAVIOUR AND KNOWLEDGE
Child welfare officer	138	3.40***	5.80***	2.64***
Nursery school teacher	138	F Test did not refute the Hypothesis		
Garment designer	90	4.09***	1.05	3.02***
Textile designer	90	10.00***	2.07**	4.65***
Extension officer	67	F Test did not refute the Hypothesis		
Administrator	67	1.21	6.13***	4.69***
Dietitian	144	5.00***	1.80	2.58**
Food service manager	144	0.61	3.61***	3.94**
Executive housekeeper	97	5.83***	5.64***	2.10**
Interior designer	97	6.66***	3.05***	3.17***

* t-test is used to evaluate mean differences, only when F test refutes the null hypothesis

** ▸ P < .05
*** ▸ P < .01

TABLE 4.67

* MEAN SCORES SHOWING THE LEVEL OF OPINION OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR THE VOCATIONS RELATED TO THEIR SPECIALIZATIONS

VOCATIONS	ASPECTS					
	KNOWLEDGE		ABILITY		AFFECTIVE BEHAVIOUR	
	Mean	SD	Mean	SD	Mean	SD
Child welfare officer	2.47	.34	2.39	.36	2.56	.39
Nursery school teacher	2.53	.37	2.50	.36	2.56	.43
Garment designer	2.52	.31	2.43	.32	2.39	.38
Textile designer	2.47	.38	2.31	.41	2.20	.53
Extension officer	2.49	.32	2.45	.35	2.52	.42
Administrator	2.18	.49	2.14	.50	2.41	.44
Dietitian	2.51	.36	2.37	.42	2.43	.40
Food service manager	2.24	.48	2.26	.46	2.39	.45
Executive housekeeper	2.45	.33	2.31	.37	2.53	.40
Interior designer	2.51	.38	2.27	.39	2.38	.44

* Used for the purpose of F test and t-test.

4.4.11 Relative Variability in the Opinions of the Respondents Regarding Adequacy of Their Preparation for the Vocations Related to Specializations

Relative variability in the opinions of the respondents regarding adequacy of preparation for the vocations was seen in respect to the coefficient of variation (CV) (Table 4.68).

CD Respondents. On the whole the opinions of the CD respondents appeared to be comparable for all the three aspects under both the vocations, namely, child welfare officer and nursery school teacher.

Considering the actual value of CV, the respondents appeared relatively more variable in their opinions for the aspects of ability and affective behaviour than the aspect of knowledge regarding the vocation of child welfare officer.

Regarding the vocation of nursery school teacher, respondents appeared relatively more variable in their opinions for the aspect of affective behaviour compared to the aspects of knowledge and ability for which they appeared to be equally variable.

CT Respondents. CT respondents appeared to be having more variable opinions regarding their preparation for the vocation of textile designer than the opinions regarding their preparation for the vocation of garment designer.

Considering the actual value of CV, the respondents appeared relatively more variable in their opinions for the aspect of affective behaviour, for both the vocations, namely, garment designer and textile designer.

EE Respondents. EE Respondents appeared to be relatively more variable in their opinions regarding adequacy of their preparation for the vocation of administrator than the vocation of extension officer.

The opinions of the respondents for the aspect of affective behaviour appeared to be more variable as compared to the opinions for the aspects of knowledge and ability both under the vocation of extension officer while the respondents appeared to be having relatively less variable opinions for the aspect of affective behaviour required for the vocation of administrator.

FN Respondents. FN respondents appeared to be relatively more variable in their opinions regarding adequacy of preparation for the vocation of food service manager than the vocation of dietitian.

Opinions of the respondents regarding the aspect of affective behaviour appeared to be relatively more variable than the aspect of knowledge and ability for the vocation of dietitian. However, opinions of these respondents appeared to be relatively more variable for the aspect of knowledge and ability than the opinions for the aspect of affective behaviour regarding the vocation of food service manager.

HM Respondents. HM respondents appeared to be equally variable in their opinions for all the three aspects regarding both the vocations, that is, executive housekeeper and interior designer.

Considering the actual value of CV, the respondents appeared to be relatively more variable for the aspect of ability and affective behaviour than the aspect of knowledge regarding both the vocations.

4.4.12 Relationship Between the Corresponding Aspects of Each of the Two Specialization Related Vocations

Coefficient of correlation was calculated between the corresponding aspects of each of the two vocations related to each specialization. (Between knowledge and knowledge, ability and ability, and affective behaviour and affective behaviour of each vocation).

Refer Table 4.69

CD Vocations. Relatively substantial relationship was found between the opinions of the CD respondents regarding adequacy of their preparation for the vocations of child welfare officer and nursery school teacher regarding the corresponding aspects of each of these two vocations.

CT Vocations. The opinions of the CT respondents regarding adequacy of their preparation for the vocations of garment designer and textile designer had relationship between the corresponding aspects of each of the two vocations, as follows :

knowledge - relatively low relationship

ability - relatively substantial relationship

affective behaviour - relatively negligible relationship

EE Vocations. Relatively low correlation was found between the opinions of the EE respondents regarding adequacy of their preparation for the aspect of knowledge of extension officer and administrator. However, relatively substantial relationship was found between ability, and affective behaviour aspect of one vocation and the ability, and affective behaviour aspect of the other vocation.

FN Vocations. The opinions of the FN respondents regarding adequacy of their preparation for the vocation of dietitian and food service manager had relationship between the corresponding aspects of each of the two as follows :

knowledge - relatively very low relationship

ability - relatively substantial relationship

affective behaviour - relatively substantial relationship

HM Vocations. The opinions of the HM respondents regarding adequacy of their preparation for the vocation of executive housekeeper and interior designer had relationship between the corresponding aspects of each of the two as follows :

knowledge - relatively very low relationship

ability - relatively substantial relationship

affective behaviour - relatively substantial relationship

TABLE 4.68

COEFFICIENT OF VARIATION (CV) OF THE OPINIONS OF THE RESPONDENTS SHOWING ADEQUACY OF PREPARATION FOR SPECIALIZATION RELATED VOCATIONS

VOCATIONS	ASPECTS		
	KNOWLEDGE	ABILITY	AFFECTIVE BHAVIOUR
Child welfare officer			
MEAN	86.37	142.25	33.33
SD	11.78	18.58	5.07
CV	13.68	14.95	15.21
Nursery school teacher			
MEAN	113.62	124.49	25.57
SD	16.61	20.67	4.28
CV	14.62	14.51	16.74
Garment designer			
MEAN	78.06	133.87	19.12
SD	9.65	17.90	3.07
CV	12.36	13.37	16.06
Textile designer			
MEAN	69.22	127.03	11.00
SD	10.58	22.73	2.65
CV	15.28	17.89	24.09
Exetension officer			
MEAN	111.94	174.07	27.67
SD	14.59	25.06	4.56
CV	13.03	14.40	16.48

Table 4.68 continued

VOCATIONS	ASPECTS		
	KNOWLEDGE	ABILITY	AFFECTIVE BHAVIOUR
Administrator			
MEAN	52.25	62.09	19.27
SD	11.65	14.50	3.54
CV	22.30	23.35	18.37
Dietitian			
MEAN	72.87	87.70	26.72
SD	10.49	15.58	4.44
CV	14.40	17.77	16.62
Food service manager			
MEAN	76.19	117.77	28.72
SD	16.43	24.08	5.41
CV	21.56	20.45	18.84
Executive housekeeper			
MEAN	75.19	90.00	30.31
SD	10.21	14.63	4.80
CV	13.45	16.26	15.84
Interior designer			
MEAN	47.69	116.40	26.24
SD	7.19	19.83	4.87
CV	15.08	17.04	18.56

TABLE 4.69

SIMPLE CORRELATION SCORES INDICATING RELATIONSHIP BETWEEN THE OPINIONS OF THE RESPONDENTS REGARDING CORRESPONDING ASPECTS OF EACH OF THE TWO SPECIALIZATION RELATED VOCATIONS

VOCATIONS	SAMPLE SIZE	CORRELATION SCORES		
		ASPECTS		
	N	KNOWLEDGE AND KNOWLEDGE	ABILITY AND ABILITY	AFFECTIVE BEHAVIOUR AND AFFECTIVE BEHAVIOUR
Child welfare officer	138	0.561	0.712	0.483
Nursery school teacher	138			
Garment designer	90	0.432	0.613	0.236
Textile designer	90			
Extension officer	67	0.384	0.535	0.564
Administrator	67			
Dietitian	144	0.479	0.617	0.629
Food service manager	144			
Executive house keeper	97	0.438	0.727	0.484
Interior designer	97			

4.5 SECTION - 5

This section deals with the findings related to the relationship between the level of vocational aspiration and the opinions of the respondents regarding adequacy at their preparation to take up vocations.

4.5.1 Relationship Between Vocational Aspirations and Adequacy of Preparation for the Vocations

The hypothesis number 50 was that there will be no significant relationship between the level of vocational aspiration and the opinion of the respondents regarding adequacy of their preparation for the vocation of :

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

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

- child welfare officer
- dietitian
- food service manager

The correlation was found to be significant but low.

So, the null hypothesis 50 was partially accepted. (Table 4.70).

TABLE 4.70

CORRELATION SCORE SHOWING RELATIONSHIP BETWEEN VOCATIONAL ASPIRATIONS AND OPINIONS OF THE RESPONDENTS REGARDING ADEQUACY OF PREPARATION FOR VOCATIONS

VOCATIONS	SAMPLE SIZE N	CORRELATION SCORE
Teacher	536	.011
Researcher	536	.011
Child welfare officer	138	.170*
Nursery school teacher	138	.131
Garment designer	90	-.007
Textile designer	90	.089
Extension officer	67	.223
Administrator	67	.107
Dietitian	144	.219**
Food service manager	144	.211*
Executive housekeeper	97	-.010
Interior designer	97	-.072

* ▸ P < .05; ** ▸ P < .01