

CHAPTER 2

REVIEW OF LITERATURE

The present study deals with the identification of the level of selected characteristics and values of undergraduate Home Science students in the State of Gujarat.

While reviewing the literature available for the study, the investigator found that very few studies have so far been conducted which are directly related to the present study. The researcher could find some studies related to the selected characteristics but very few studies have been done on the selected values. Therefore, in this chapter, the investigator has reported both, those studies which are directly related and also those which are somewhat related to the present study.

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

2.1 Studies related to characteristics

2.2 Studies related to values.

2.3 Studies related to variables

2.3.1 Studies related to institutional aspects

2.3.2 Studies related to personal and familial aspects

2.4 An overview of related literature.

2.1 Studies Related to Characteristics

Bakshi (1965) carried out a study on identification of desirable characteristics for students in the Faculty of Home Science, Baroda. The purpose of the study was to find out most desirable characteristics for Home Science students as seen by the members of the Faculty.

The study was divided into two parts. The first part was concerned with finding out desirable characteristics for Home Science students. The data were obtained by questionnaire from senior staff members of the Faculty of Home Science. The Home Scientists identified 122 desirable characteristics. These were compiled into an instrument for rating the items against five point scale representing the relative desirability of various characteristics for Home Science students.

The second part of the questionnaire requested each staff member to nominate two good students and two poor students amongst the students they knew well. As a result 40 undergraduate students were nominated - 20 good and 20 poor students. It was assumed that the rating of these students would give some evidence of which characteristics discriminated positively and negatively between good and poor students.

The five point scale was then distributed to senior faculty members in India at the Lady Irwin College, New Delhi, the Faculty of Home Science, Baroda, and the College of Home Science S.N.D.T. Women's University, Bombay. The intensity indices were worked out for the ratings. Out of the 122 original characteristics only 73 emerged as desirable characteristics for Home Science students. These were compiled into a student quality rating scale with 5 point scale.

The sample of 12 good students and 6 poor students were rated by 7 Faculty members on the second part of the study. There were 55 rating of the good and poor students with the number of ratings of individual students ranging from 1-6. The ratings of the students were analysed and the results revealed that there were 53 characteristics that did discriminate between good and poor students. They therefore formed the list of the most desirable characteristics for Home Science students as seen by the members of the Faculty of Home Science. These characteristics were as shown below.

1. Thinks analytically
2. Accepts new idea
3. Is alert, thinks quickly
4. Has enquiring, curious mind
5. Has problem solving attitude
6. Thinks independently, courageously

7. Thinks creatively
8. Is independent
9. Has good academic performance
10. Organises time well
11. Writes well
12. Speaks effectively
13. Completes undertaking
14. Has practical application of ideas
15. Is widely read
16. Is serious student
17. Has high ethical principles
18. Conforms to regulations
19. Has clear vocational goals
20. Accepts challenge
21. Takes responsibility
22. Is interested in world events, current affairs
23. Has clear personal goals
24. Has high premium on personal values
25. Has high motivation to achieve
26. Is modest
27. Is pleasant
28. Is friendly
29. Is trustworthy, reliable
30. Takes directions
31. Makes decisions
32. Is optimistic

33. Has imagination
34. Is socially mature
35. Has good sense of humour
36. Is self confident
37. Is careful about appearance
38. Accepts female roles
39. Is interested in personal growth
40. Has self respect
41. Is appreciative of family
42. Is loyal to family
43. Is affectionate towards family
44. Has sense of responsibility towards family
45. Is open and sincere
46. Encourages peers
47. Is tolerant
48. Has respect and regards for others
49. Is poised and calm
50. Is realistic
51. Is cheerful and happy
52. Has high level of physical energy
53. Is not frustrated by failure

Fernandes (1964) studied "Desirable Characteristics of freshman as seen by the Faculty in various units of the University of Michigan, U.S.A.

The study was undertaken to determine the desirable characteristics of Freshman as seen by Faculty of various units of the University of Michigan that admit Freshman directly. The population included Faculty (Professors, Associate Professors, Assistant Professors, Lecturers and Instructors) of nine units of the university. The sample consisted of 396 Faculty members. The Student Quality Rating Form used for the study comprised of 94 items. A computer programme yielding a factor solution by the principal axis was used. Seven definable factors emerged from the analysis of correlations among ratings of the 94 items by the sample. They are described as follows :

Factor 1 - Originality/creativity has its highest loadings for the items, originality, imagination, creativity and independence.

Factor 2 - Language fluency had high loadings on items good at generalising. Ability to grasp and abstract ideas, good at communication, high capacity to speculate, good at communicating through diagrams, graphs and the like.

Factor 3 - Intellectual values had high loadings on items, intellectual interests, rich cultural background and wide reading.

Factor 4 - Status centeredness had highest loading for items. High need to stand out and argumentative.

Factor 5 - Dependability had high loadings for items self discipline, intellectual versatility, honesty, meeting deadlines, thorough in work, steadfastness in work, ability to organise item, industriousness, stability and eagerness to learn.

Factor 6 - Social conformity had high loadings for every unit for the items : liked by peers, high ability , high principled, values like those of orthodox in behaviour, conformity and 31 others.

Factor 7 - Intellectual alertness had high loadings on items openness to new experiences, serious student, interest in ideas, acceptance of majority values, high respect for human dignity, intellectual curiosity, works well with others, optimism, etc.

Preston (1990) carried out a study on personal characteristics and environmental factors that motivate selected women to seek administrative position in Texas Public Schools, U.S.A. The findings are that the certified women who participated in the study ranked all of the personal characteristics as important with decision making skills, self confidence, self motivation, the ability to work with people, positive attitude and organisational ability as the highest ranking. Among the 24 environmental factors, desire for professional growth, desire for challenge, a strong sense of personal worth, a desire to do

something for students ranked highest.

Kenneth (1989) studied the impact of colleges on students in university of California, U.S.A., and found out that "Average freshman - to senior changes" in several characteristics had occurred in most American colleges in recent decades. It was clearly established that students typically became more liberal with regard to social, economical and political issues. Freshman-to-senior-changes such as these indicate an increased openness to multiple aspects of the contemporary world, presumably paralleling wider ranges of knowledge, contact and experiences associated with higher education. Certain kinds of personality changes, particularly tended towards greater independence, self confidence and readiness to express impulses were the rule rather than exception. Also, compared to freshman, male and female seniors attitudes and interests conformed less closely to those stereotypically or conventionally held by their own sex.

Independence

Rao (1990) studied the work values of male and female secondary school teachers in Andhra Pradesh. The findings of the study showed that women teachers had higher value for independence than men teachers. This is contradictory to the finding of Super (1970), cited by Rao (1990) stating that men were expected to score higher than women for

independence. The contradictory results of the study may be indicating the changing value pattern and modern women's increasing awareness of the need for independence.

In a study of determinants of conflicts between youth and parents in decision making by Kaur (1991) in Punjab the objectives were to know the extent of degree of involvement of youth in selected family decisions, education, money matters, personal matters, selection of occupation, selection of mate, religious matters and household participation. The extent of independent decision made by students revealed that in matters of education, fifty per cent of the girls made independent decision. In case of money matters the number of girls taking decision were only one-fourth of the sample. In case of personal matters majority of them never made independent decision. In matters of mate selection, girls had high rating for taking independent decision. In religious matters only 6.67 per cent made independent decisions. In household participation, majority of the girls never took independent decision.

A study was conducted by Schab (1970) cited by Sonawala (1995) to know the adolescent's attitude about parental control. Findings of the study revealed that adolescents regarded their parents as strict and sometimes lenient. They agreed that parents should not try to interfere in

their choice of friends. It was noted that there were differences in parental control, because of sex. Girls received more control than boys. Another difference evident was in the area of adolescent source of income. Boys were more independent of their jobs and majority of them were occupied in some job. It was also found that boys were somewhat more independent than girls for selection of mate.

Makhijani (1977) studied the opinion of adolescents towards independent decision making in Baroda (Gujarat). The major objectives of the study were to know the opinions of adolescents towards independent decision making, factors contributing to the adolescent making independent decisions and reasons underlying adolescents in making independent decisions in specific areas. Findings of the study revealed that making decisions by themselves helped them to derive satisfaction in early adolescence. Whereas respondents belonging to late adolescence gave more consideration to opinions expressing freedom in the sense that adolescents too have a right to decide whatever they thought to be correct. Respondents made independent decisions in almost all the areas like clothing, food, grooming, dating, mate selection, recreation, selection of college, saving, earning, etc. Other empirical evidences also confirmed that parents gave less freedom to girls for making decisions for their personal lives, hence the level of freedom was below

that what it was desirable for girls of that age. Parents made more decisions about their friends and handling of money as they were more restrictive in the boy-girl relationships and outside activities, but they were less frequently restricted in relation to clothing, grooming, handling of money and as far as privacy was concerned.

Master (1964) found out that the students in the Faculty of Home Science, Baroda, Gujarat belonging to the nuclear families had more decision making opportunities than those in the joint families.

Sonawala's (1995) study revealed that adolescents had positive attitude towards women's independence.

Self Esteem

Mayuri's (1989) study was to establish construct validity of the self esteem scale for women developed by Gaekwad (1988) in the department of Child Development, Baroda. The sample consisted of 60 women stratified across age and socio economic status. The self esteem scores of the respondents were correlated with their anxiety, ego strength and social desirability scores. The coefficient of correlations were found to be statistically significant. Hence, the self esteem scale was found to be a reasonably valid measure of self esteem of women.

A secondary objective of the study was to find out the salience of self values in determining the women's self

esteem. The study indicated that self values were important indicators of self esteem of women. It was also found that the self esteem measuring using the scale correlated significantly with the self esteem measured using the self values method.

Mayuri (1993) concluded that respondents who had longer access to television viewing and facilities for cables/VCR viewing seem to also possess higher scores on self-esteem. There may be a host of other factors associated with high self esteem which could have led to such relationship. The respondent women with higher self esteem probably in higher socio-economic status were with higher level of education, an occupation outside the home, and have probably different avenues for amusing themselves.

The study by Tanwar and Singh (1988) aimed to investigate the relationship of self esteem with sex role orientation (masculine, feminine, androgynous and undifferentiated), locus of control and achievement motivation among college students of Himachal Pradesh. The results showed that females with high achievement motivation had significantly higher self esteem than their low achievement motivation counterparts.

An investigation was conducted by Verma and Sangita, (1991) to study the locus of control and self esteem as a function of family climate. The sample consisted of 200

adolescents of Shimla city, Himachal Pradesh. The results yield that locus of control of self esteem were significantly affected by the level of family climate. The findings indicated that adolescent girl students coming from high family climate appeared to possess higher level of self esteem than their counterparts coming from medium and low family climate.

Watkins (1978) in a study with college students in Baroda concluded that development of an individual's self esteem would depend both on her value system and her self ratings. Change in self esteem could be achieved by changing the importance of various areas, by devaluing the importance of some of them and increasing the value of some others.

Lamke (1982) conducted a study on the impact of sex role orientation on self esteem in early adolescence. The study concluded that masculine and androgynous individuals had higher level of self esteem than feminine and undifferentiated individuals.

Thomas and Raj (1985) found that self esteem loaded significantly on family harmony, physical facility and parenting practices. Gecas and Schwable (1986) found that consistent parental approval, acceptance and affirmation of adolescents were positively correlated to adolescents' self esteem. Buri (1989) observed that both mothers' and father's nurturance were positively related to self esteem as

perceived by adolescents and parental authoritarianism was inversely related to self esteem.

Alassiah's (1986) study on late adolescents in Kerala showed that subjects with high self esteem were more likely to have high self concepts in facets they perceived to be important. The study also found significant sex differences in ratings of importance and therefore he has advocated separate self evaluation measures for both men and women.

Deo (1963) conducted a study to find out the exact relationship between self concept and school achievement. The sample consisted of 362 males and 338 females randomly taken from final year of higher secondary school randomly from four States of India. Self concept inventory was used. It was found that the children who possessed more positive self concept tend to have higher academic achievement than the children who professed negative self concept.

Leadership

Lynn and Cheryl, (1992), cited by Mehta (1993) examined women's achievement by studying the achievement styles and leadership outcomes of women college leaders attending a national conference for college women in the U.S.A. as compared to those of a central sample of undergraduate men and women. Women leaders scored significantly higher than the undergraduate women on six of nine achievement styles, scored higher than control undergraduate men on three of

nine and derived satisfaction from a greater number of achievement sources than did women or men controls. Women leaders perceived more support from their institutions and attached more importance to contributing to their community and becoming an authority in their field than did men or women controls. Achievement style was related to leadership role, with endorsement of six styles correlated with attaining leadership. Men and women college leaders showed similar profiles on eight of nine achievement styles. However, women leaders were significantly less likely to derive satisfaction from competitive achievement than were men leaders.

Hawkins (1991) studied the barriers associated with the limited number of females in public school leadership positions in U.S.A.. Two sources of data, the South Carolina department of education and the survey of school leaders were utilized in the study. The study focused on the comparison of male and female public school leaders on two major variables : reasons given for any under-representation of females in leadership positions and changes which would likely increase female leaders. Males identified four barriers :

1. Responsibility for home and family.
2. Lack of leadership experience.
3. Scarcity of female role models.

4. Lack of motivation, as primary reason.

Females identified three barriers.

1. Lack of inclusion in old boys network.
2. Responsibility of home and family.
3. Current male leadership as reasons for under representation of female.

Male leaders identified two changes which would most readily increase the proportion of female public school leaders.

1. Providing experiences in leadership.
2. Recruiting females for leadership positions.

Changes cited most often by female leaders were -

1. Increasing the number of role models.
2. Recruiting females.
3. Changing stereotypical experiences of children.
4. Implementing employee sponsored projects, day care, flexible scheduling.
5. Providing experiences in leadership.

Mehta (1993) studied enhancers, constraints and training needs of women administrators in the city of Baroda, Gujarat. The major findings showed that the major enhancers were :-

- supportive attitude towards them.
- equal importance to studies with that of the boys in the family.

- encouragement to complete studies before getting married.
- acceptance of ideas and opinions in matters discussed at home.

Creativity

Holland (1964) concluded that creative attributes may possibly be modified in either positive or negative way by environment influences. The influences have included factors involved in educational setting, working conditions and climate and training programme.

Gupta (1976), cited by Anand (1996), concluded that the environmental influences direct or indirect have a great role in developing creative abilities.

Empirical evidences also indicate that family background, education of parents, social and intellectual bases in the family, professional background and vocational independence of the parents, socio economic conditions of home have known to influence creativity.

Asthana (1992) studied reactions to frustrations among high creative and low creative girls in relation to their socio economic status. The results revealed that frustration was less effective in high creative girls in comparison to low creative girls with low SES status. Srivastav (1978) found that students with middle socio-economic status outranked their low socio-economic counterparts on their

creativity.

Brodly (1990) studied creativity differences between reservation and urban native Americans in relation to their academic achievement and the influence of home environmental conditions on creativity. The results of the study showed that no significant differences were found for their creativity and academic achievement among the two groups.

Singh's (1978) study was designed to compare high and low creative groups of student teachers in terms of value orientation, personality adjustment, teacher attitude, family background, age, sex, residence, religion and caste. The sample consisted of 442 B.Ed. students in the city of Lucknow, Uttar Pradesh. The study revealed that high creativity among student teachers tended to go with higher economic value, better personality adjustment, better family background and urban living. Low creativity on the other hand seemed to be associated with higher theoretical value, poorer adjustment, poorer family background and rural living.

Shekar's (1980) study showed that the democratic attitude of and encouragement given by parents have positive relationship with creativity. The education of parents is also related with creativity.

Ahmed (1986) found positive influence of home and school background on the creativity. Anand (1996) concluded that there is significant relationship between creativity and socio-economic status and creativity and academic achievement.

Kumari (1975) studied the relationship among creativity, intelligence and value patterns in adolescence. From her study, she found that there was no significant relationship between intelligence and creativity, and creativity and value patterns.

Pandam (1990) study showed that there is significant positive relationship between creativity and all levels of scholastic achievement. But Sandifer's (1972) study showed absence of relationship between creativity and academic achievement.

Heta (1993) had focussed a study on comparison between urban, rural and tribal adolescents on their creativity scores. The population consisted of higher secondary students of Western Orissa. The findings revealed that,

- Between urban and rural adolescents, urban adolescents in general were more creative than their counter parts,
- High creative urban adolescents as compared to low creative urban adolescents, in general possessed higher academic achievement. And high creative rural adolescents as compared to low creative rural adolescents in general possessed greater academic

achievement,

- The perceived self concept of high creative urban adolescents as compared to low creative urban adolescents in general was significantly higher and the perceived self concept of high creative rural adolescents, as compared to low creative rural adolescents in general was also significantly higher.

2.2 Studies Related to Values

Reddy and Paraneswaran (1986) studied some factors influencing the value pattern of college students, in Tirupati. It was found that girls had significant higher scores in social values. The boys had higher scores in the theoretical, economic and political values. The study also revealed that students from low income families tended to be more economically oriented and had high aesthetic values.

Malti et al (1989) undertook a study in the villages of Dharwad district to know the values held by rural women. Four divisions of values selected were :

1. localiteness vs. cosmopoliteness
2. familism vs. individualism
3. fatalism vs. scienticism
4. conservatism vs. liberalism.

The study clearly shows that the respondents were almost equally distributed in fatalism and familism and localiteness and liberalism. The overall inference that could be drawn from the study is that rural women had traditional value orientation than modern value orientation.

Values as determinants of the acceptability of home practices were studied by Verma and Verma (1990) in the districts of Haryana. The value orientation was structured for :

1. Individualism - Familism
2. Self reliance - Dependence

The findings of the study showed that,

- Majority of the women had familistic values.
- Majority of the respondents neither had strong self reliance nor strong dependent value.

Kar, (1985) analysed value education. The objectives were to elucidate the concept of value; and to generate normative guidelines relating to different aspects of value education.

The conclusions of his study were as follows :

- there is an urgent need for value education.
- the concept of value has been elucidated.
- the concept of value education has been elucidated in generic manner.

A cross cultural study of values of adolescents was made by Shamin (1991). The findings revealed that both sex and cultural differences have been found to make a significant difference in value.

A powerful opinion has emerged out of Augustine's (1976) study on the great relevance of life oriented education to the fast changing society of today, as a promoter of human values.

Hanson and Ginsber (1988) studied the relationship between a wide range of values that stress the notion of responsibility and high school students' achievement test scores, grades, discipline problems and drop outs in U.S.A. They also studied the extent to which students behaviours outside the school mediate the relationship between values and high school outcomes. The results of the study suggested that values have a significant impact on most out of school behaviours of adolescents when background characteristics were taken into account. There was significant amount of variation in all out of school behaviours above and beyond that explained by family and individual background. Values especially influence the amount of time spent doing homework, watching television and reading. Further it suggested that family and individual characteristics; students', parents and peers' values; and student out of school behaviour importantly affected high school outcomes.

Group of values make a significant contribution to the variations.

Gender Equality

Studies showing level of gender equality among the female college students were not available. However, some studies showing gender disparities and low status of women are presented below :

Sahu (1987) studied the difficulties the girls face at home from a sample of 530 tenth class girls from four schools of Berhampur (M.P.). The findings revealed that

- majority did not get enough time to study at home and had household responsibilities.
- the girls went to school just to improve their marriage prospects.
- in majority of the families, priority was assigned to the education of the boys.
- it was found that parents who were educated beyond school level had favourable attitude towards girls' education.
- even in urban areas parents were biased about the education of girls.
- to educate the girl, to be economically independent was not the motive of parents in most cases.

A survey by Shah and Bhatt (1993) concluded that the status of men in Indian society, through the traditional

indicators namely caste, type of work, level of education, level of income, type of evidence and the modern indicators namely, decision making capacity, leadership quality and manners and behaviours were still higher than women.

Hari (1994) studied the impact of modern status of women. The study was conducted at Nellore district of Andhra Pradesh. The sample consisted of 600 men. The study revealed that more than half of the less modern respondents accorded low status to wives.

Gupta's (1992) study aimed at exploring the modern females on issues such as Education, Parent child relation, Politics, Status of Women, Marriage, Religion and Socio-cultural factors and how these different modernity factors were related to locus of control. One hundred college students from Meerut, Uttar Pradesh, formed the sample. The findings revealed that the female adolescents were least modern about status of women and most modern in the area of politics. They were equally modern on issues of education, parent child relations, religion and socio-cultural factors.

Vocationalism and Vocational Aspiration

McCandles et al (1989) studied family socio-economic status and adolescent sex typing. The major objective of the study was to examine the relationship between sex role differentiation and socio-economic status.

The sample consisted of 1349 males and 1379 females with an average age of 17.5 years. A questionnaire was used to collect the data.

Major findings revealed that occupational values of males and females were not only different but confirmed to traditional sex role stereotypes. They had conventional expectations about sex typing. Males value making money and meeting expectations. While females valued making contribution to society. Higher socio-economic status group believed more in sex role differentiation. At the same time working class believed less in sex role differentiation than middle class. Overall they concluded that SES has little effect on sex role differentiation.

Lobo (1977) conducted a study on the vocational maturity of the students of the Faculty of Home Science, Baroda in relation to their self esteem and academic performance. One of the objectives of the study was to determine the relationship between vocational preference levels and academic performance, of the students in each of the four years in the Faculty of Home Science, Baroda. A positive relationship between vocational preference and level of academic performance was found. This relationship indicated that 'C' graders opted for low level vocations, whereas 'A' graders opted for high level vocations.

Sethi (1985) cited by Bhargava (1991) had identified and studied the differences in the vocational interest of 3rd year students in relation to their specialization and year of academic achievement in Jaipur. An interest inventory was used to collect data from 190 respondents. The major findings from the study revealed that:

- there was high vocational interest in all the vocational categories.
- majority showed high humanistic and artistic interest.
- significant differences were found between the high achievers of the two institutions in the artistic, scientific and humanistic interest categories.
- significant difference was also found between low achievers in the scientific interest category.
- Significant difference between high and low achievers of Faculty of Home Science, existed in the humanistic interest category.

Bhargava (1991) studied the vocational aspirations of final year M.Sc. students from Home Science colleges in India and their opinion regarding adequacy of their preparation to take up vocation. The major findings showed that :

- almost equal per cent of the respondents were highly aspired or less aspired to take up vocation.

- significant differences were found in the level of vocational aspirations of the respondents according to area of specialization, instructional programme, system of education, overall modernity, sex-role confirmation and family's influence on vocational development.

Shah et al (1977) conducted an enquiry on vocational aspirations of graduate and undergraduate students of arts and home science college, SNDT women's university, Bombay. The major findings revealed that teaching and clerical work were the chief careers aspired by Home Science students and the exposure of the students to the world of work was very limited.

Khaund (1982) conducted a study on job aspirations of undergraduate Home Science students from selected colleges in India. The study revealed that :

- majority expressed their desire for higher education in Home Science and jobs in related fields.
- more than one fourth of the respondents aspired for professional careers which were entrepreneurship and teaching.
- academic achievement motivation was found positively related to aspirations.

Roy (1980) studied some of the social and psychological factors associated with vocational development. The data collected from the students of Delhi revealed that academic

achievement and socio-economic status had positive and significant correlation with vocational development index.

Basvana (1992)'s study concluded that there was not much difference in the vocational interest of subjects coming from the educated families as well as uneducated families, while income and occupation were found to have effect on the vocational interest of the subjects.

Aldredge (1968), Kalavathi (1990) conducted a study on young women with the objective to find out the relationship between mother's education and occupation and father's education and occupation on the level of occupational aspiration of women. Kalavathi also reported positive relationship between parents' education and occupation and level of vocational aspiration of women. Aldredge reported that mother's occupation did not have any effect on vocational aspiration.

Sukla (1987) examined family characteristics and young women's career choices for traditional and non-traditional careers through a questionnaire. The sample consisted of 60 young women having traditional and non-traditional careers courses in Lucknow city. Major findings were that young women's choices were for non-traditional careers. Their choices were significantly associated with mother's education and mother's work status. The women who were in

favour of non-traditional careers came from small families, had highly educated mothers and were more often employed.

Yu Chien (1988) conducted a study on factors enhancing young women's occupational choice and aspiration. The data used, were collected from the young women and the new youth. The study revealed that father's education was associated with a female's occupational choice. There is an interactive effect of female's age and education on her occupational choice. A female's residence, family, career attitude and school programme enrolled in, were found to be predictive of a female's occupational choice.

2.3 Studies Related to Variables

2.3.1 STUDIES RELATED TO INSTITUTIONAL VARIABLES

The report of the Status of Home Science Education in India, prepared by the Home Science Panel, U.G.C. 1993, revealed that :

- the Home Science programmes varied from State to State. In some States, the programme were offered under faculties of science or home science or as university or a college departments. In some other states, the Home Science programme was under faculties of Science or Arts or Home Science. There were also departments linked both to the Home Science as well as Arts faculties as they offered both B.Sc. and B.A. programmes. The Home Science programme was also

offered under Agricultural universities and Directorate of Collegiate Education. However, the number of colleges having programme under faculty of Arts outweighed those under the Science and Home Science faculties. It was also known that :

- in majority of the colleges the traditional annual pattern existed. Semester system was followed by not even one sixth of the colleges. In a minority there exists semester pattern too.
- the Home Science programme is offered differently as single major, double major and three major systems in undergraduate programmes in India.
- majority of the states offered post graduate courses as M.Sc. in Home Science general whereas in some States it was offered both as M.A. and M.Sc.
- with regard to enrolment of students the minimum number enrolled in B.Sc. was 6 and B.A. was 12. Then enrolment for B.Sc. was 623 and for B.A. was 850.
- less than one third of the colleges only stated that they had received UGC guidelines.
- the number of faculty members in the different states representing a particular branch of specialization was highest for Foods and Nutrition and the least was for Extension.
- qualificationwise, the number of Ph.D. holders was high in Gujarat, Andhra Pradesh, Maharashtra and Tamil Nadu.

- more than half of the teaching staff in Home Science had less than 10 years of experience.
- majority of the institutions mentioned about inadequacy of staff.
- participation of teachers in refresher courses was found to be fairly satisfactory.

Bhargava (1991) found that majority of the respondents had general B.Sc. Home Science programme at graduation level. She found that :

- little more than half of the Home Science departments had inadequate human resources, while sixty per cent of them did not have adequate physical resources.
- little less than half of Home Science departments had adequate instructional programme.
- more than sixty per cent of the colleges had separate department for each specialization.
- more than fifty per cent of the colleges were following annual system.

Kellam (1988) conducted a study to assess the graduates perceptions of their undergraduate professional preparation in relation to their major. The sample consisted of home economics graduates employed full time in the State of Oklahoma, U.S.A. The majority of the graduates perceived that their undergraduate programme had contributed to their personal and professional development.

Karim (1988) conducted a survey (1) to develop a profile of students currently majoring in home economics education and (2) determine relationship among those selected variables. The data was obtained from senior home economic students at Qatar University. The survey revealed that :

- the home economic students had low grade point average at the college level
- to prepare for a career was the second highest reason given for choice of major.
- home economic students viewed themselves having professional commitment than non-home economic students.
- senior students had more positive attitude towards working women.

Lawrence (1964), study revealed that over the four years of college education, women tended to become more interested in people, more interested in reflective thought of an abstract nature, more independent, more flexible and more adventurous and to see themselves more as leaders.

Mehta (1993) found out that the major enhancers for women administrators from the educational institutions were inspiring teachers, competitions for co-curricular and extra curricular activities, opportunities to monitor the class and encouragement to participate in educative and entertainment programmes.

Desai (1984) studied the expectations of university students about their study and the role of the university in their development. The findings show that, majority

- of the students came to university because they wanted a degree.
- they felt that apart from theoretical lecture teachers should provide practical experiences.

A minority of the students felt that the teachers did not take interest in conducting the teaching activities and did not provide any encouragement to students to approach them in cases of difficulty or problems.

Suthar (1982) studied the educational problems of the students of the undergraduate classes of an affiliated college of Gujarat University. The main findings were :

- more than 41.46% were from the lower strata of income.
- 66.66% daily travelled by buses to reach the college.
- their vocational aspiration was low.
- the college did not have good library, the number of books were less, journals, magazines were also not available.
- the co-curricular programme was not well organised, majority of students did not participate in any co-curricular activities.
- alternative instructional strategies except lecture were not adopted by the lecturers. The college did not provide them enough help to adopt seminars and field trips.

- majority of the students prefer dictation of notes in the class and did not consult library.
- to pass examination by any way in the end of their life was the goal of the students.
- those students with low achievements who seek admission, did not attend classes regularly.
- irregularity of students, lack of accommodation and bigger classes were some of the other problems.

2.3.2 PERSONAL AND FAMILIAL ASPECTS

Bhargava (1991) found that less than half of the respondents had good academic achievement. Majority of the respondents belonged to high SES. Majority of the respondents belonged to modern category.

Sociological study of rural urban undergraduate and post-graduate female students of Madurai was conducted by Pandey (1989). The main aim of the study was to analyse comparatively the values and aspirations of the educated female youth and to find out how do the rural-urban background influences them. The findings of the study showed that,

- irrespective of background the female youths were highly aspirant for further education. Achievement of independent status and getting knowledge and skill were the major factors for aspiring higher education. In

majority education was supported by their parental family. Majority of female youths were aspirant for entering various occupations. The reasons were economic independence, status and personal talent.

- the percentage of students opting for science was much higher among urban students than rural ones.
- the academic performance of female youth were quite high in urban area.

Venralswaslu (1990) studied the socio-economic background of the students of Zoology and Sociology in Arts and Science colleges in Tirupati.

The findings of the study were as follows :

- higher number of Science students had better academic background than the Arts students.
- those who had studied in English medium were more represented in Science than in Arts.
- among those students who had literate parents, more Science students had higher educated parents than Arts students.
- most of the Science students had their parents in non-agricultural occupations, whereas most of the Arts students had their parents in agricultural occupation.
- the students of Science generally came from relatively richer backgrounds than the students of Arts.

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

- majority of respondents believed that women in India had been traditionally submissive and there was a need to change with time,
- a great number of girls of educated mothers showed dissatisfaction with the present status of women,
- majority of girls thought that it was difficult for women to break the traditional outcomes and conventions,
- Home Science students showed highest degree of confidence with regard to chalking out a career compared to Science and Arts students,
- the career orientation of the Science and Arts girls was influenced by two significant factors namely, mother's education and co-education,
- girls of more educated mothers were more inclined towards a career than the girls of less educated mothers.

A study was conducted on social background of women, by Ahmad (1986). The study revealed that :-

- majority of the girls were not deeply concerned with their future work and career,

- a considerably lower proportion of qualified young girls looked upon marriage as their ultimate objective,
- no relationship was found between occupational choice and acquisition of higher education,
- students from families with higher level of education and occupation reflected a broader social outlook and patterns of behaviours and attitudes which were identified with modernization,
- the models upon which young people, patterned future goals, educational preparation and occupational choices, reflected their social background their families, qualities of educational institutions into which they had access.

Lakshimi (1996) concluded that the relationship between mother's educational level and academic and personal values of students were in positive direction.

Laosa (1982) also found that frequency of parental reading to the child increases with increase in parental schooling level. Educated parents provided a home environment which was conducive for the overall development of children. They also helped their children to develop socially.

Hunnakunti (1996) conducted the study to find the factors that influence the parent involvement in three areas of child development viz. academic aspects, social developments aspects and extracurricular activities. The

study concluded that parent involvement increased with the increased educational level of parents, whereas parent involvement decreased with increased family size.

2.4 An Overview of Related Literature

The preceding review of related literature shows that some studies have been conducted related to characteristics especially in areas of self esteem and creativity. But very few studies have been conducted on the selected values. No studies were found for fearlessness, dignity of labour, and collectivism. Regarding the sample of the studies, majority revolved around the adolescents in colleges and schools in study areas other than home science. Majority of the studies were descriptive. No direct studies were related to the institutional, personal and familial variables selected for this study. However, some relationships were reported like academic achievement with self-esteem and creativity and mother's education with academic achievement.

The review gave a considerable evidence that not many studies have been conducted in the field of female students' characteristics and values. Hence, it pointed towards a strong need to conduct a study in this area.