

CHAPTER 4

FINDINGS

The present study was undertaken with the main objective to study the level of selected desired characteristics and values of undergraduate Home Science students in the State of Gujarat. The survey method was used to get the relevant data from six hundred final year students in the State of Gujarat.

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

4.1 BACKGROUND INFORMATION.

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4.2 CHARACTERISTICS.

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4.4 INTERRELATIONSHIP

- 4.4.1 Interrelationship among the characteristics.
- 4.4.2 Interrelationship among the values.
- 4.4.3 Interrelationship among the characteristics and values.

4.1 Background Information

4.1.1 INSTITUTIONAL ASPECTS

Colleges

Table 1 shows that Home Science departments under Faculty of Arts formed little more than fifty per cent of the total institutions studied. Home Science departments under Faculty of Home Science formed only seven per cent of the total institutions. Home Science colleges alone or Home Science colleges along with some other colleges formed forty

per cent of the total institutions studied.

Almost an equal per cent (38.67%, 38.83%) of the respondents were from the Departments under Faculty of Arts and Home Science colleges. Little more than twenty per cent of the respondents were from Departments under Faculty of Home Science and science.

Type of University

Table 1 shows that majority of the Home Science colleges were affiliated to different universities in Gujarat. Only twenty per cent of Home Science colleges belonged to residential universities. A minority of six per cent colleges belonged to an Agricultural University. Nearly sixty per cent of the respondents were from the affiliated Home Science colleges. Almost forty per cent of the respondents belonged to residential universities.

Number of years since establishment

Table 1 shows that little more than forty five per cent of the colleges were established since 5-15 years only. Almost thirty five per cent of the colleges were established since 16-25 years. Less than fifteen per cent of the colleges were established since 35 years and above. Almost an equal per cent (34% and 32.67%) of the respondents were from colleges established since 5-15 years and 16-25 years respectively. Little more than one fourth of the respondents were from colleges established since more than 35 years.

Table 1. Percentage Distribution of the Colleges and the Respondents According to Institutional Aspects

Institutional Aspects	Colleges % N = 15	Respondents % N=600
Colleges		
Department under Faculty of Arts	53.33	38.67
Department under Faculty of Home Science and Science	6.67	22.50
Home Science Colleges	40.00	38.83
Type of University		
Affiliated	73.33	58.17
Residential	20.00	38.33
Agricultural	6.67	3.50
Number of Years since Establishment		
5 - 15 years	46.67	34.00
16 - 25 years	33.33	32.67
26 - 35 years	6.67	5.83
Above 35 years	13.33	27.50
Location		
Village	20.00	16.00
Town	26.67	23.33
City	53.33	60.67
Medium of Instruction		
Gujarati	73.33	55.33
English	13.33	26.00
Both	13.33	18.67

Location

Table 1 shows that little more than fifty per cent of the Home Science colleges were located in the city area. Twenty six per cent of the colleges were in towns and only twenty per cent of the colleges were located in rural area.

Little more than sixty per cent of the respondents were from the cities. A minority of sixteen per cent of the respondents belonged to the colleges located in rural area.

Medium of instruction

Table 1 shows that almost three fourth of the colleges had Gujarati as medium of instruction. An equal per cent (13.33) of the colleges had either English alone or both English and Gujarati together as their medium of instruction. Little more than fifty per cent of the respondents were from Gujarati medium. Little more than one fourth of the respondents were from English medium. Almost twenty per cent of the respondents were from the colleges with both the medium of instruction.

Type of programme

Table 2 shows that hundred per cent of the colleges had general Home Science programme at the undergraduate level. However, along with this little more than fifty per cent of the colleges had specialisation. Among the colleges with specialisation, majority (75%) had specialisation in Foods and Nutrition, Fifty per cent had either Child Development and Home Management and one fourth had Clothing and Textiles and Extension Education.

Among the respondents little more than fifty per cent were from the general programme of Home Science and little less than fifty per cent were from the specializations. Among the four specializations; thirty per cent of the

respondents belonged to Foods and Nutrition, one fourth to Child Development and almost one fifth to Home Management and Clothing and Textiles. Only less than ten per cent of the respondents belonged to the specialization of Extension Education.

Table 2. Percentage Distribution of Colleges and Respondents According to the Type of Programme

Type of Programme	Colleges % N=15	Respondents % N=600
General Home Science	100.00	52.50
Specializations	53.33	47.50
- Foods and Nutrition (FN)	75.00	30.53
- Child Development (HDFS)	50.00	24.91
- Home Management (FRM)	50.00	19.65
- Clothing and Textile(CT)	25.00	15.79
- Extension Education (EE)	25.00	9.12

Post-graduate programme in college

Table 3 shows that thirty three per cent of the colleges had only undergraduate programme and twenty per cent had M.A. programme. Little more than ten per cent of the colleges had programme upto Ph.D., M.Sc. and other Diplomas along with undergraduate programme.

Almost one third of the respondents were from the colleges having Ph.D. programme and only undergraduation. A majority of six per cent of the respondents were from the colleges offering M.Phil. programme. Little above one tenth of the respondents were from the colleges offering either only upto M.Sc. or M.A. programme.

Table 3. Percentage Distribution of Colleges and Respondents According to the Post Graduate and Other Diploma Programmes in Their Colleges

Post Graduate and Other Diploma Programmes	Colleges % N=15	Respondents % N=600
Upto Ph.D.	13.33	32.50
Upto M.Phil.	6.67	5.83
Upto M.Sc. only	13.33	10.83
Upto M.A.	20.00	14.84
Undergraduation and other Diploma	13.33	8.50
Only undergraduation.	33.33	27.50

Admission to Home Science Programme

Hundred per cent of the colleges admitted students irrespective of their streams of study in 12th standard.

Pattern of Admission

Table 4 shows that majority (80%) of the colleges did not make it to have English as a compulsory subject at 12th standard to get admission in the Home Science programme.

Sixty five per cent of the respondents belonged to colleges which did not have English as a compulsory subject at 12th standard to get admission in the Home Science programme.

Table 4. Percentage Distribution of Colleges and Respondents According to Pattern of Admission in the First Year Programme of Home Science

English Compulsory in 12th Standard for Admission in Home Science College	Colleges % N=15	Respondents % N=600
No	80.00	65.33
Yes	20.00	34.67

Number of Students in Final Year

Table 5 shows that almost fifty per cent of the colleges had number of students ranging from 26-50 in the final year. A very small per cent (6.67%) of the colleges had the number of students ranging from 150-175, 176-200 and above 200, in the final year programme.

Almost thirty five per cent of the respondents were from colleges where the number of students range from 26-50. Little less than one fourth of the respondents were from the colleges where the number of students were above 200.

Table 5. Percentage Distribution of Colleges and Respondents According to the Number of Students in the Final Year

No.of Students in the Final Year	Colleges	Respondents
	% N=15	% N=600
1 - 25	6.67	3.50
26 - 50	46.67	34.33
51 - 75	13.33	10.17
76 - 100	13.33	13.67
101 - 125	00.00	00.00
126 - 150	00.00	00.00
151 - 175	6.67	5.83
176 - 200	6.67	10.00
Above 200	6.67	22.50

Number of teaching staff members

Table 6 shows tha majority of the colleges had less teaching staff, that is the number of teaching staff ranged from 1-10 only. Little above one fourth of the colleges had more teaching staff, where the number ranged from 11-20 and above.

Almost sixty per cent of the respondents were from the colleges with less teaching staff members, whereas forty per cent were from colleges with more staff members.

Table 6. Percentage Distribution of Colleges and Respondents According to the Teaching Staff in the College

Teaching Staff	Colleges % N=15	Respondents % N=600
Number of teaching staff members		
Less	73.33	58.17
More	26.67	41.83
Designation of teaching staff members		
Low	80.00	69.67
High	20.00	30.33
Educational qualification of teaching staff members		
Less qualified	93.33	77.50
Highly qualified	6.67	22.50
Experiences of teaching staff members		
Less	53.33	48.00
More	46.67	52.00

Designation of teaching staff members

Table 6 shows that majority (80%) of the colleges were having more than fifty per cent of their teaching staff members in the designation of lecturers or its equivalent only. A minority (20%) of the colleges were having more than fifty per cent of their teaching staff with the designation

of reader, professor or their equivalent.

Almost seventy per cent of the respondents were from the colleges with more of their teaching staff members in the designation of lecturers only. Whereas thirty per cent were from the colleges with more of their teaching staff members in the designation of readers, professors or their equivalents.

Educational qualification of teaching staff members

Table 6 shows that almost ninety five per cent of the colleges were having more than fifty per cent of their teaching staff with the qualification of post-graduation (M.A./M.Sc.) only. Seven per cent of the colleges had more than fifty per cent highly qualified staff with M.Phil. and Ph.D.

More than seventy five per cent of the respondents were from the colleges with less (only M.A./M.Sc.) qualified teaching staff members.

Experience of teaching staff members

Table 6 shows that more than fifty per cent of the colleges had more than fifty per cent teaching staff having less experience. Forty six per cent of the colleges had more experienced staff, with fifty per cent of staff having high experience.

More than half of the respondents were from the colleges having more experienced staff members.

4.1.2. PERSONAL AND FAMILIAL ASPECTS

Academic Achievement

Table 7 shows that little less than forty five per cent of the respondents had moderate levels of academic achievement. Almost forty per cent of the respondents had higher levels of academic achievement while only little less than one fifth had low academic achievement.

Table 7 further shows that little more than seventy five per cent of the respondents from Gujarat Vidyapith and Gujarat Agricultural University had high academic achievement. Whereas little more than forty per cent of the respondents from South Gujarat University and SNDT University had low academic achievement. Little more than seventy five per cent of the respondents from Bhavnagar University had moderate academic achievement.

Table 7. Universitywise Percentage Distribution of the Respondents According to Their Academic Achievement

ACADEMIC ACHIEVEMENT	U N I V E R S I T Y #										
	BU N=35 %	GAU N=21 %	GUJ N=60 %	GV N=35 %	MSU N=135 %	NGU N=60 %	SAU N=65 %	SPU N=60 %	SNDT N=64 %	SGU N=65 %	TOTAL N=600 %
Low	11.43	9.52	13.33	-	8.89	3.33	10.77	28.34	42.19	47.69	18.33
Moderate	77.14	14.29	51.67	20.00	34.81	51.67	43.08	53.33	53.12	32.31	43.50
High	11.43	76.19	35.00	80.00	56.30	45.00	46.15	18.33	4.69	20.00	38.17

The abbreviations in bracket for the names of universities will continue to be used for the subsequent tables. The abbreviations are used as given below :

BU = Bhavnagar University;

GAU = Gujarat Agricultural University;

GUJ= Gujarat University;

GV = Gujarat Vidyapith;

MSU= The Maharaja Sayajirao University;

NGU = North Gujarat University;

SAU= Saurashtra University;

SPU = Sardar Patel University;

SGU= South Gujarat University.

SNDT= Shrimati Nathibai Damodar Thakarsi University for Women.

Religion

Table 8 shows that high majority (92.50%) of the respondents were Hindus. The picture remained same, university wise also. All the respondents from Gujarat Vidyapith were Hindus while almost one fourth of the respondents from Gujarat Agricultural University were Muslims.

Table 8. Percentage Distribution of the Respondents According to Their Religion

RELIGION	U N I V E R S I T Y										TOTAL N=600 %
	BU N=35 %	GAU N=21 %	GUJ N=60 %	GV N=35 %	MSU N=135 %	NGU N=60 %	SAU N=65 %	SPU N=60 %	SNDT N=64 %	SGU N=65 %	
Hindus	91.43	71.43	96.67	100.00	88.89	93.33	92.31	96.67	89.06	98.46	92.50
Jain	2.86	4.76	1.66	-	8.15	3.34	6.15	1.66	10.94	-	4.67
Muslim	-	23.81	1.67	-	1.48	3.33	1.54	1.67	-	-	2.00
Christian	5.71	-	-	-	0.74	-	-	-	-	1.54	0.67
Sikh	-	-	-	-	0.74	-	-	-	-	-	0.16

Socio Economic Status (SES)

Table 9 shows that majority (71.83%) of the respondents were from middle SES group. Nearly one fourth of the respondents were from high SES group and only a minority of three per cent were from low SES group.

The university wise picture shows that more than sixty per cent of the respondents from the Maharaja Sayajirao University and almost forty per cent from Gujarat Agricultural University belonged to high SES whereas more

than twenty per cent of the respondents from South Gujarat University belonged to low SES group.

Table 9. Percentage Distribution of the Respondents According to their SES

SES	BU N=35 %	GAU N=21 %	GUJ N=60 %	GV N=35 %	MSU N=135 %	NGU N=60 %	SAU N=65 %	SPU N=60 %	SNDT N=64 %	SGU N=65 %	TOTAL N=600 %
Low	-	-	-	2.86	-	-	6.15	-	1.56	21.54	3.33
Lower Middle	11.43	4.76	8.33	2.86	-	13.33	7.69	3.33	1.56	41.54	9.00
Middle	20.00	14.29	38.33	34.29	5.19	36.67	30.77	26.67	31.25	16.92	23.50
Higher Middle	42.86	42.85	46.67	42.86	32.59	43.33	46.15	50.00	46.88	13.85	39.34
High	25.71	38.10	6.67	17.13	62.22	6.67	9.24	20.00	18.75	6.15	24.83

Income of the family

Table 10 shows that little more than sixty five per cent of the respondents' family income ranged from Rs.2001 to Rs.10,000 per month. Whereas only fifteen per cent were from the higher strata of income ranging above Rs.10,001 to Rs.20,001 and six per cent from the lower strata of income ranging from Rs.600 to Rs.1000.

However, the universitywise picture shows that more than thirty per cent of respondents from Gujarat Agricultural University and the Maharaja Sayajirao University were from the higher bracket of income. While little more than one fifth of the respondents from South Gujarat University belonged to lower brackets of income.

Table 10. Percentage Distribution of the Respondents According to Their Total Monthly Income of the Family

INCOME	U N I V E R S I T Y										TOTAL
	BU N=35 %	GAU N=21 %	GUJ N=60 %	GV N=35 %	MSU N=135 %	NGU N=60 %	SAU N=65 %	SPU N=60 %	SNDT N=64 %	SGU N=65 %	
Less than 600	2.86	-	-	2.86	-	5.00	-	1.67	1.56	15.38	2.84
601-1000	2.86	4.76	5.00	2.86	-	8.33	6.15	1.67	-	6.15	3.33
1001-2000	22.86	4.76	28.33	8.57	0.74	15.00	15.38	10.00	10.94	20.00	12.50
2001-4000	31.43	33.33	45.00	45.71	17.78	48.34	41.54	48.32	45.31	33.85	36.83
4001-10000	31.43	23.81	6.67	34.29	50.37	18.33	30.77	26.67	25.00	15.38	28.83
10001-20000	5.70	23.82	11.67	5.71	23.70	1.67	3.08	11.67	7.81	9.24	11.50
Above 20000	2.86	9.52	3.33	-	7.41	3.33	3.08	-	9.38	-	4.17

Education of parents

Table 11 and 12 show that almost fifty per cent of the respondents' fathers' education ranged from Diploma to professional degrees, whereas not even one fourth of the respondents' mothers were having the same level of education. Almost one third of the respondents' fathers (34.17%) and mothers (34.3%) had education upto 12th standard. However, little more than forty per cent of the respondents' mothers were either illiterate or studied upto 7th standard, whereas only little more than ten per cent of the fathers were in these categories.

However, among the respondents from different universities, almost fifty per cent of the respondents' fathers had education ranging from post graduation to professional degrees in the Maharaja Sayajirao University. Only fifteen per cent of the Maharaja Sayajirao University

respondents had mothers with this levels of education. Bhavnagar university and Gujarat Agricultural University had an equal per cent (28.57%) of respondents having fathers with post graduation. But the respondents having the same level of education for mothers was negligible in both the universities.

More than forty per cent of the respondents from South Gujarat University, little above fifteen per cent from Saurashtra University and Gujarat Agricultural University had illiterate mothers. Whereas only six per cent from South Gujarat and Saurashtra universities had illiterate fathers.

Table 11. Percentage Distribution of the Respondents According to Their Father's Education

FATHER'S EDUCATION	U N I V E R S I T Y										
	BU N=35 %	GAU N=21 %	GUJ N=60 %	GV N=35 %	MSU N=135 %	NGU N=60 %	SAU N=65 %	SPU N=60 %	SNDT N=64 %	SGU N=65 %	TOTAL N=600 %
Illiterate	2.86	-	-	-	1.48	-	6.15	-	-	6.15	1.83
4th Std., Can Read/ Write	2.86	-	3.33	2.86	-	1.67	6.15	1.67	1.56	20.00	4.00
Upto 7th Std.	2.86	9.52	5.00	5.71	-	11.67	9.23	3.33	7.81	24.62	7.33
H.S.C.	34.29	33.33	56.67	45.71	8.89	50.00	44.62	30.00	42.19	30.77	34.17
Diploma Holder (2 Yrs)	5.70	4.76	15.00	14.29	11.11	8.33	3.08	8.33	9.38	6.15	9.00
Graduate	22.86	19.05	10.00	22.86	28.89	18.33	9.23	41.67	25.00	4.62	21.00
Post- Graduate	28.57	28.57	10.00	8.57	38.52	10.00	18.46	13.33	14.06	7.69	19.50
Ph.D./P.G. Professional	-	4.77	-	-	11.11	-	3.08	1.67	-	-	3.17

Table 12. Distribution of the Respondents According to Their Mothers' Education

MOTHER'S EDUCATION	U N I V E R S I T Y										TOTAL N=600 %
	BU N=35 %	GAU N=21 %	GUJ N=60 %	GV N=35 %	MSU N=135 %	NGU N=60 %	SAU N=65 %	SPU N=60 %	SNDT N=64 %	SGU N=65 %	
Illiterate	20.00	19.00	8.30	5.70	1.50	10.00	15.40	-	6.30	43.10	11.30
4th Std., Can Read/ Write	5.70	9.50	15.00	20.00	3.00	11.70	7.70	-	10.90	9.10	8.20
Upto 7th Std	-	47.60	26.70	28.60	5.90	46.70	32.30	25.00	18.80	18.50	22.00
H.S.C.	48.60	14.40	41.60	37.00	25.00	25.00	38.50	48.30	45.30	23.10	34.30
Diploma Holder (2 Yrs)	5.70	-	1.70	2.90	7.50	5.00	1.50	10.00	7.80	3.10	5.20
Graduate	17.10	9.50	5.00	2.90	40.70	1.70	4.60	16.70	9.40	-	14.50
Post- Graduate	2.90	-	1.70	2.90	13.30	-	-	-	1.60	3.10	4.00
Ph.D./P.G. Prof- essional	-	-	-	-	2.20	-	-	-	-	-	0.50

Vehicle

Table 13 shows that little more than fifty five per cent of the respondents had two-wheelers like scooter, moped, motor cycle in their family. More than fifty per cent of the respondents from all ten universities except for South Gujarat University had two wheelers in their family. More than thirty per cent of the respondents in the Maharaja Sayajirao University had car or similar vehicles. Only a minority of three per cent respondents did not have any vehicle in their family.

Table 13. Distribution of the Respondents According to the Vehicle Owned by Their Family

VEHICLE OWNED	U N I V E R S I T Y										TOTAL
	BU	GAU	GUJ	GV	MSU	NGU	SAU	SPU	SNDT	SGU	
	N=35	N=21	N=60	N=35	N=135	N=60	N=65	N=60	N=64	N=65	N=600
	%	%	%	%	%	%	%	%	%	%	%
No Vehicle	2.86	-	3.33	2.86	1.48	3.33	4.62	3.33	1.56	7.69	3.17
Bicycle	34.29	19.05	30.00	14.29	5.93	36.67	29.22	23.33	9.38	41.54	22.50
Scooter/ Motor cycle/ Moped	51.43	61.90	53.33	57.14	60.74	43.33	60.00	63.34	64.06	36.92	55.50
Rickshaw/ Tractor	5.71	4.76	6.67	20.00	-	8.33	1.54	-	3.12	4.62	4.16
Car/Station Wagon	5.71	14.29	6.67	5.71	31.85	8.33	4.62	10.00	21.88	9.23	14.67

Occupation

Table 14 shows that little more than sixty five per cent of the respondents' head of the family had semi skilled occupation. Little more than ten per cent of the respondents occupation of the head of the family ranged from middle order vocation to professions.

Among the universities, almost one third of the respondents from the Maharaja Sayajirao University and little more than fifteen per cent from Bhavnagar University had head of the family's occupation which ranged from middle order to professions.

Table 14. Distribution of the Respondents According to the Occupation of the Head of the Family

OCCUPATION OF HEAD	U N I V E R S I T Y										TOTAL N=600 %
	BU	GAU	GUJ	GV	MSU	NGU	SAU	SPU	SNDT	SGU	
	N=35 %	N=21 %	N=60 %	N=35 %	N=135 %	N=60 %	N=65 %	N=60 %	N=64 %	N=65 %	
Unskilled	-	-	8.33	8.57	2.23	8.34	15.38	3.34	14.06	7.70	7.00
Semi-Skilled	74.29	52.38	70.00	77.14	42.22	80.00	66.15	70.00	70.32	90.76	66.67
Skilled	8.57	28.57	20.00	11.43	21.48	11.66	12.31	15.00	14.06	1.54	14.67
Middle Level	17.14	19.05	1.67	2.86	31.85	-	3.08	10.00	1.56	-	10.66
Professional	-	-	-	-	2.22	-	3.08	1.66	-	-	1.00

Type of House

Table 15 shows that almost thirty per cent of the respondents lived in either two rooms with separate bath and lavatory or 3-4 rooms/big flat/row houses. Only seventeen per cent lived in 1-2 rooms with shared bathrooms. A minority of ten per cent only had bungalows with 5 or more rooms and garden.

Among the universities little less than one fourth of the respondents from Gujarat Agricultural University and the Maharaja Sayajirao University had bungalows with more than 5 rooms and garden. Almost seventy per cent of the respondents from South Gujarat University lived in houses with 1-2 rooms and common bath rooms.

Table 15. Distribution of the Respondents According to Their Type of House

TYPE OF HOUSE	U N I V E R S I T Y										TOTAL
	BU	GAU	GUJ	GV	MSU	NGU	SAU	SPU	SNDT	SGU	
	N=35 %	N=21 %	N=60 %	N=35 %	N=135 %	N=60 %	N=65 %	N=60 %	N=64 %	N=65 %	N=600 %
A Hut with a roof	2.86	-	-	-	-	-	4.62	1.67	-	38.46	5.00
1,2 Rooms with shared bath	14.29	23.81	15.00	8.57	1.48	16.67	12.31	13.33	10.92	30.77	12.83
2 Rooms with bath and lavatory	25.71	9.52	36.66	31.43	20.00	43.33	47.69	26.67	35.94	7.69	28.67
3,4 Rooms Bungalow/ Big Flat/ Row House	25.71	23.81	30.00	20.00	42.22	16.67	23.08	38.33	34.38	10.77	28.84
5 Rooms Bungalow	14.29	19.05	11.67	34.29	14.82	21.67	9.22	13.33	15.63	6.16	14.83
5 Room Bungalow with Garden	17.14	23.81	6.67	5.71	21.48	1.66	3.08	6.67	3.13	6.15	9.83

Vocational Aspiration

Table 16 shows that nearly ninety per cent of the respondents had moderate level of vocational aspiration. University wise also the same trend was followed except for North Gujarat University where nearly fifteen per cent of the respondents had higher level of vocational aspiration. Twenty per cent of the respondents from Bhavnagar University and Sardar Patel University had low level of vocational aspiration.

Table 16. Distribution of the Respondents According to Their Vocational Aspiration

VOCATIONAL ASPIRATION	U N I V E R S I T Y										TOTAL
	BU N=35 %	GAU N=21 %	GUJ N=60 %	GV N=35 %	MSU N=135 %	NGU N=60 %	SAU N=65 %	SPU N=60 %	SNDT N=64 %	SGU N=65 %	
Low	22.86	-	1.67	2.86	1.48	-	-	20.00	4.69	1.54	4.67
Moderate	77.14	90.48	95.00	88.57	92.59	86.67	96.92	76.67	92.19	92.31	89.83
High	-	9.52	3.33	8.57	5.93	13.33	3.08	3.33	3.12	6.15	5.50

Family Climate

Table 17 shows that little more than sixty per cent of the respondents had moderate level of family climate which promotes the selected characteristics and values. Only little more than one fourth of the respondents had high level of such family climate.

Among the universities, forty per cent of respondents from North Gujarat University, little more than thirty per cent from Bhavnagar University, Gujarat Vidyapith, the Maharaja Sayajirao University and Saurashtra University, had higher level of family climate. Gujarat Agricultural University and Sardar Patel University had little more than twenty per cent of the respondents falling in low category while considering the level of family climate.

Table 17. Distribution of the Respondents According to Family Climate

FAMILY CLIMATE	U N I V E R S I T Y										TOTAL
	BU N=35 %	GAU N=21 %	GUJ N=60 %	GV N=35 %	MSU N=135 %	NGU N=60 %	SAU N=65 %	SPU N=60 %	SNDT N=64 %	SGU N=65 %	
Low	8.57	33.33	18.33	5.71	10.37	3.33	13.85	20.00	3.13	6.15	11.00
Moderate	54.29	57.14	66.67	62.86	59.26	56.67	52.31	75.00	73.43	66.15	62.67
High	37.14	9.53	15.00	31.43	30.37	40.00	33.85	5.00	23.44	27.70	26.33

4.2 Characteristics

4.2.1 OVERALL AND UNIVERSITYWISE LEVEL OF CHARACTERISTICS

Table 18 shows that overall levels of all characteristics were moderate. The Intensity Indices ranged from 2.12 to 2.29. However, independence had the highest intensity index among the characteristics. The characteristics of fearlessness and self esteem were having the same intensity index of 2.27. Creativity had the lowest intensity index of 2.12 among the characteristics.

Table 18. Intensity Indices Showing Overall Level of Characteristics Among the Respondents

N = 600

Characteristics	I.I.#
Independence	2.29
Self esteem	2.27
Fearlessness	2.27
Leadership	2.22
Creativity	2.12
#I.I. = Intensity Indices	
2.60 - 3.00	High
1.60 - 2.59	Moderate
1.00 - 1.59	Low

4.2.1.1 Overall level of characteristics among different universities. Table 19 shows that the overall level of characteristics among the respondents from

different universities was moderate. The intensity indices ranged from 2.17 to 2.34. Among the universities Gujarat Vidyapith had the highest Intensity Index. Three universities were having low Intensity Indices for overall characteristics with Gujarat Agricultural University having the lowest index of 2.17.

Table 19. Intensity Indices Showing the Overall Level of Characteristics Among the Respondents According to Different Universities

N = 600	
Universities	I.I.
GV . . . . .	.2.34
NGU . . . . .	.2.25
SAU . . . . .	.2.25
MSU . . . . .	.2.25
BU . . . . .	.2.24
SNDT . . . . .	.2.24
GUJ . . . . .	.2.23
SGU . . . . .	.2.19
SPU . . . . .	.2.18
GAU . . . . .	.2.17

4.2.1.2 Independence. Table 20 shows that the level of independence among the respondents from all the universities was moderate. The intensity indices ranged from 2.17-2.37. However, among the universities respondents from Bhavnagar University and the Maharaja Sayajirao University

had the highest level for independence. The lowest intensity indices were for the respondents from Gujarat Agricultural University and Gujarat University.

Table 20. Intensity Indices Showing the Level of Independence Among the Respondents According to Different Universities

N = 600

Universities	I.I.
BU	2.37
MSU	2.37
GV	2.35
SAU	2.31
SPU	2.30
NGU	2.29
SNDT	2.27
SGU	2.23
GUJ	2.17
GAU	2.17

4.2.1.3 Self esteem. Table 21 shows that the level of self esteem among the respondents from all the universities was moderate. The intensity indices ranged from 2.20 - 2.30. The Maharaja Sayajirao University and Gujarat Vidyapith were having the same intensity index of 2.33, which was the highest among other universities. The lowest intensity index was for the respondents from South Gujarat University.

Table 21. Intensity Indices Showing the Level of Self Esteem Among the Respondents According to Different Universities

		N = 600
Universities		I.I.
MSU	. . . . .	2.33
GV	. . . . .	2.33
GUJ	. . . . .	2.28
NGU	. . . . .	2.27
SNDT	. . . . .	2.27
SPU	. . . . .	2.23
SAU	. . . . .	2.23
BU	. . . . .	2.23
GAU	. . . . .	2.23
SGU	. . . . .	2.20

4.2.1.4 Fearlessness. Table 22 shows that the level of fearlessness among the respondents from all the universities was moderate. The intensity indices ranged from 2.21-2.38.

However, among the universities, the respondents from Gujarat Vidyapith had the highest intensity index. The respondents from Gujarat Agricultural University and South Gujarat University were having the same level of intensity index (2.31) and that was the lowest among the respondents from all other universities.

Table 22. Intensity Indices Showing the Level of Fearlessness Among the Respondents According to Different Universities

N = 600

Universities	I.I.
GV	2.38
SNDT	2.34
MSU	2.31
GUJ	2.28
SAU	2.25
BU	2.25
NGU	2.23
SPU	2.22
SGU	2.21
GAU	2.21

4.2.1.5 Leadership. Table 23 shows that the level of leadership among the respondents from all the universities was moderate. The intensity indices ranged from 2.10 to 2.42.

The respondents from Gujarat Vidyapith had the highest intensity index for the characteristic of leadership among the respondents from all the other universities. The lowest intensity index was for the respondents from the Sardar Patel University.

Table 23. Intensity Indices Showing the Level of Leadership Among the Respondents According to Different Universities

N = 600

Universities		I.I.
-----		-----
GV	. . . . .	2.42
NGU	. . . . .	2.33
SAU	. . . . .	2.29
GAU	. . . . .	2.27
GUJ	. . . . .	2.26
SNDT	. . . . .	2.21
MSU	. . . . .	2.16
SGU	. . . . .	2.15
BU	. . . . .	2.14
SPU	. . . . .	2.10
-----		-----

4.2.1.6 Creativity. Table 24 shows that the level of creativity among the respondents from all the universities was moderate. The intensity indices ranged from 1.97 to 2.23. The respondents from Gujarat Vidyapith and Bhavnagar University had high levels of intensity indices for creativity, they being 2.23 and 2.21 respectively.

The Intensity Indices of the respondents from S.N.D.T. University (2.10), Sardar Patel University (2.07) and the Maharaja Sayajirao University (2.04) were indicating low levels of creativity. However, the respondents from Gujarat Agricultural University had the lowest level (1.96) for creativity.

Table 24. Intensity Indices Showing the Level of Creativity Among the Respondents According to Different Universities

N = 600

Universities	I.I.
GV	2.23
BU	2.21
GUJ	2.18
SAU	2.17
SGU	2.16
NGU	2.13
SNDT	2.10
SPU	2.07
MSU	2.04
GAU	1.97

4.2.2 OVERALL AND INDIVIDUAL DIFFERENCES IN THE LEVEL OF CHARACTERISTICS ACCORDING TO DIFFERENT UNIVERSITIES

Table 25 shows that the overall level of characteristics differed significantly among the respondents belonging to different universities at .05 level.

Table 25. Analysis of variance indicating the difference in the overall level of characteristics among the respondents belonging to different universities.

N = 600

Source of Variance	D.F.	Sum of Squares	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	21.72	2.30	3.38*	df 9/590
Within Groups	590	401.79	0.68		P.05 ->2.71
Total..	599	422.51			P.01 ->4.31

* F is significant at .05 level

The table 26 shows that the overall level of characteristics differed significantly among the various individual universities at .05 level.

The overall mean score for characteristics shows that Gujarat Vidyapith had significantly higher scores than all other universities. The mean score of the North Gujarat University, the Maharaja Sayajirao University and the Saurashtra University had significantly higher score than Gujarat Agricultural University, Sardar Patel University and South Gujarat University.

Thus the null hypothesis 1 stating that there will be no significant difference in the overall level of characteristics according to different universities was not accepted.

Table 26. The lsd Test Showing the Differences in the Overall Level of Characteristics Between the Various Individual Universities

N = 600

Universities	Mean	Universities								
		GAU	SPU	SGU	GUJ	SNDT	BU	MSU	SAU	NGU
GAU	2.17									
SPU	2.18									
SGU	2.19									
GUJ	2.23									
SNDT	2.24									
BU	2.24									
MSU	2.25	*	*	*						
SAU	2.25	*	*	*						
NGU	2.25	*	*	*						
GV	2.34	*	*	*	*	*	*	*	*	*

* Denotes pairs of groups significantly different at .05 level.

4.2.2.2 Independence. Table 27 shows that the level of independence differed significantly among the respondents belonging to different universities at .05 level.

Table 27. Analysis of Variance Indicating the Differences in the Level of Independence Among the Respondents Belonging to Different Universities

N = 600					
Source of Variance	D.F.	Sum of Squares	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	2.58	2.29	3.74*	df 9/590
Within Groups	590	45.26	0.08		P.05 ->2.71
Total..	599	47.84			P.01 ->4.31

* F is significant at .05 level

Table 28 shows that the level of independence differed significantly among the various individual universities at .05 level.

The mean score of independence show that Bhavnagar University and the Maharaja Sayajirao University had significantly higher scores than four other universities. Gujarat Vidyapith had significantly higher score than universities. While Saurashtra University, Sardar Patel University, North Gujarat University and SNDT University differed significantly and had higher scores than only the Gujarat Agricultural University and Gujarat University.

Thus, the null hypothesis 2a stating that there will be no significant difference in the level of independence

according to different universities was not accepted.

Table 28. The lsd Test Showing the Differences in the Level of Independence Between the Various Individual Universities

N = 600					
Universities	Mean	Universities			
		GAU	GUJ	SGU	SNDT
GAU	2.17				
GUJ	2.17				
SGU	2.23				
SNDT	2.27	*	*		
NGU	2.29	*	*		
SPU	2.30	*	*		
SAU	2.31	*	*		
GV	2.35	*	*	*	
MSU	2.37	*	*	*	*
BU	2.37	*	*	*	*

* Denotes the pairs of groups significantly different at .05 level.

4.2.2.3 Self Esteem. Table 29 shows that the level of self esteem differed significantly among the respondents belonging to different universities at .05 level.

Table 29. Analysis of Variance Indicating the Differences in the Level of Self Esteem Among the Respondents Belonging to Different Universities

N = 600						
Source of Variance	D.F.	Sum of Squares	Mean Sum of Variance	F Cal	F Tab	
Between Groups	9	1.32	0.15			df 9/590
				3.17*		
Within Groups	590	27.20	0.05			P.05 ->
						2.71
						P.01 ->
						4.31
Total..	599	28.51				

* F is significant at .05 level

Table 30 also shows that the level of self esteem differed significantly among the various individual universities at .05 level.

The mean scores of self esteem show that the Maharaja Sayajirao University and Gujarat Vidyapith had significantly higher scores than the other six and five universities respectively. While Gujarat University had significantly higher scores than South Gujarat University only.

Thus, the null hypothesis 2b stating that there will be no significant differences in the level of self esteem according to different universities, was not accepted.

Table 30. The lsd Test Showing the Differences in the Level of Self Esteem Between the Various Individual Universities

N = 600

Universities	Mean	Universities					
		SGU	GAU	BU	SAU	SPU	SNDT
SGU	2.20						
GAU	2.23						
BU	2.23						
SAU	2.23						
SPU	2.23						
SNDT	2.27						
NGU	2.27						
GUJ	2.28	*					
GV	2.33	*	*		*	*	
MSU	2.33	*	*		*	*	*

* Denotes pairs of groups significantly different at .05 level.

4.2.2.4 Fearlessness. Table 31 shows that the level of fearlessness differed significantly among the respondents belonging to different universities at .05 level.

Table 31. Analysis of Variance Indicating the Differences in the Level of Fearlessness Among the Respondents Belonging to Different Universities

N = 600

Source of Variance	D.F.	Sum of Squares	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	1.47	0.16		df 9/590
Within Groups	590	32.34	0.05	2.99*	P.05 -> 2.71
					P.01 -> 4.31
Total..	599	33.81			

* F is significant at .05 level

Table 32 shows that the level of Fearlessness differed significantly among the various individual universities at .05 level.

The mean scores of fearlessness show that Gujarat Vidyapith, SNDT University and the Maharaja Sayajirao University had significantly higher scores than the other seven, six and four universities, respectively.

Thus the null hypothesis 2c stating that there will be no significant differences in the level of fearlessness according to different universities was not accepted.

Table 32. The lsd Test Showing the Differences in the Overall Level of Fearlessness Between the Various Individual Universities

N = 600

Universities	Mean	Universities						
		GAU	SGU	SPU	NGU	SPU	BU	SAU
GAU	2.21							
SGU	2.21							
SPU	2.22							
NGU	2.23							
BU	2.25							
SAU	2.25							
GUJ	2.28							
MSU	2.31	*	*	*	*			
SNDT	2.34	*	*	*	*	*	*	
GV	2.38	*	*	*	*	*	*	*

* Denotes pairs of groups significantly different at .05 level.

4.2.2.5 Leadership. Table 33 shows that the level of leadership differed significantly among the respondents belonging to different universities at .01 level.

Table 33. Analysis of Variance Indicating the Differences in the Level of Leadership Among the Respondents Belonging to Different Universities

N = 600

Source of Variance	D.F.	Sum of Squares	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	4.56	0.51		df 9/590
Within Groups	590	44.68	0.08	6.69**	P.05 -> 2.71
					P.01 -> 4.31
Total..	599	49.24			

* F is significant at .01 level

4.2.2.6 Creativity. Table 35 shows that the level of creativity differed significantly among the respondents belonging to different universities at .01 level.

Table 35. Analysis of Variance Indicating the Differences in the Level of Creativity Among the Respondents Belonging to Different Universities

N = 600					
Source of Variance	D.F.	Sum of Squares	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	2.68	0.30	5.02**	df 9/590
Within Groups	590	34.91	0.06		P.05 -> 2.71
					P.01 -> 4.31
Total..	599	37.59			

** F is significant at .01 level

Table 36 shows that the level of creativity differed significantly among the various individual universities at .05 level.

Table 36. The lsd Test Showing the Differences in the Level of Creativity Between the Various Individual Universities

N = 600						
Universities	Mean	Universities				
		GAU	MSU	SPU	SNDT	NGU
GAU	1.97					
MSU	2.04					
SPU	2.07					
SNDT	2.10	*				
NGU	2.13	*	*			
SGU	2.16	*	*	*		
SAU	2.17	*	*	*		
GUJ	2.18	*	*	*		
BU	2.21	*	*	*	*	
GV	2.23	*	*	*	*	*

* Denotes pairs of groups significantly different at .05 level.

The mean scores of creativity show that Gujarat Vidyapith and Bhavnagar University had significantly higher scores than 5 and 4 universities respectively. Gujarat University, Saurashtra University and South Gujarat University had significantly higher score than the other three universities, while North Gujarat University and SNDT University had significantly higher scores than the other two and one universities respectively.

Thus the null hypothesis 2e stating that there will be no significant differences in the level of creativity according to different universities was not accepted.

4.2.3 DIFFERENCES IN THE LEVEL OF CHARACTERISTICS ACCORDING TO THE INSTITUTIONAL VARIABLES AMONG THE RESPONDENTS

4.2.3.1 Independence. Table 36 shows that the level of independence differed significantly among the respondents according to the institutional variables, namely, college, type of university, number of years since establishment of Home Science colleges, educational qualification of the teachers at .01 level and medium of instruction and number of teaching staff at .05 level.

The mean values show that the respondents from the following categories had higher levels of independence than their counter parts. They were the colleges :-

- of Home Science

- under residential universities
- established since more than 25 years
- with the medium of instruction as English
- with more number of teaching staff members
- with more highly qualified teaching staff members.

The study shows that the respondents did not differ in their level of independence according to location of the college, programme of study, and, experience of teaching staff members.

The null hypothesis was accepted for location of the college, programme of study and experience of teaching staff members.

Thus the null hypothesis 3 stating that there will be no significant differences in the level of independence, according to the institutional variables, was not accepted for college, type of University, number of years since establishment, medium of instruction, number of teaching staff and educational qualification of the teaching staff.

Table 36. 't' Values Showing the Differences in the Level of Independence According to the Institutional Variables
N = 600

V a r i a b l e		N	\bar{X}	SD	t-values
1.	College				
	(a) Arts	232	2.25	.29	3.40**
	(b) Home Science	368	2.32	.27	
2.	Type of university				
	(a) Affiliated	349	2.27	.29	3.31**
	(b) Residential	230	2.35	.26	
3.	Location of the college				
	(a) City	364	2.31	.28	1.36
	(b) Town	236	2.27	.28	
4.	Number of years since establishment				
	(a) 5 - 25 Years	400	2.27	.28	3.22**
	(b) Above 25 Years	200	2.35	.28	
5.	Medium of instruction				
	(a) English	156	2.34	.28	2.42*
	(b) Gujarati	444	2.28	.28	
6.	Programme of study				
	(a) General	315	2.28	.29	1.05
	(b) Specialisation	285	2.31	.27	
7.	Number of teaching staff members				
	(a) Less	384	2.27	.29	2.25*
	(b) More	216	2.33	.27	
8.	Educational qualification of teaching staff members				
	(a) Less qualified	465	2.27	.28	3.47**
	(b) Highly qualified	135	2.37	.27	
9.	Experience of teaching staff members				
	(a) Less	323	2.28	.28	1.48
	(b) More	277	2.31	.28	

** Significant at .01 level with df=598, t tab = 2.98

* Significant at .05 level with df=598, t tab = 1.96

4.2.3.2 Self Esteem. Table 37 shows that the level of self esteem differed significantly among the respondents according to the institutional variables, namely, type of university, number of years since establishment, medium of instruction, educational qualification of the teachers at .01 level and number of teaching staff members in the college and experience of the teaching staff members at .05 level. The mean values show that the respondents from the following categories had higher levels of self esteem than their counter parts. They were the colleges :

- under residential universities
- established since more than 25 years
- with Gujarati as the medium of instruction
- with more number of teaching staff
- with highly qualified staff members
- with more experienced staff members.

Hence, the study show that the respondents did not differ in their level of self esteem according to college, location of college, and programme of study.

Table 37. 't' Values Showing the Difference in the Level of Self Esteem According to the Institutional Variables

N = 600				
Variables	N	\bar{X}	SD	t-value
1. College				
(a) Arts	232	2.25	.21	1.91
(b) Home Science	368	2.28	.22	
2. Type of university				
(a) Affiliated	349	2.25	.21	3.33**
(b) Residential	230	2.31	.21	
3. Location of the college				
(a) City	364	2.27	.21	.14
(b) Town	236	2.27	.23	
4. Number of years since establishment				
(a) 5 - 25 Years	400	2.25	.22	3.12**
(b) Above 25 Years	200	2.31	.21	
5. Medium of instruction				
(a) English	156	2.32	.22	3.34*
(b) Gujarati	444	2.52	.22	
6. Programme of study				
(a) General	315	2.26	.21	1.46
(b) Specialisation	285	2.28	.22	
7. Number of teaching staff members				
(a) Less	384	2.26	.21	2.20*
(b) More	216	2.30	.23	
8. Educational qualification of teaching staff				
(a) Less qualified	465	2.26	.22	3.94**
(b) Highly qualified	135	2.35	.21	
9. Experience of teaching staff members				
(a) Less	323	2.25	.22	2.43*
(b) More	277	2.29	.21	

** Significant at .01 level with df=598, t tab = 2.58

* Significant at .05 level with df=598, t tab = 1.96

Thus, the null hypothesis 4 stating that there will be no significant differences in the level of self-esteem according to the institutional variables, was not accepted for the type of university, number of years since establishment, medium of instruction, number of teaching staff members, educational qualification of staff members, and experience of teaching staff members. The null hypothesis was accepted for college, location of the college, and programme of study.

4.2.3.3 Fearlessness. Table 38 shows that the level of fearlessness differed significantly among the respondents in relation to the institutional variables, namely, number of teaching staff member in the college at .01 level and type of college and educational qualification of the teaching staff member at .05 level.

The mean values show that the respondents from the following groups had higher levels of fearlessness compared to their counterparts. They were the colleges of Home Science, colleges with less number of teaching staff members, and colleges with highly qualified teaching staff members.

Table 38. t-Values Showing the Difference in the Level of Fearlessness According to the Institutional Variables

N = 600				
V a r i a b l e	N	\bar{X}	SD	t-values
1. College				
(a) Arts	232	2.24	.22	2.42*
(b) Home Science	368	2.29	.25	
2. Type of university				
(a) Affiliated	349	2.26	.22	1.68
(b) Residential	230	2.29	.26	
3. Location of the college				
(a) City	364	2.28	.24	1.26
(b) Town	236	2.25	.24	
4. Number of years since establishment				
(a) 5 - 25 Years	400	2.26	.23	1.00
(b) Above 25 Years	200	2.28	.26	
5. Medium of instruction				
(a) English	156	2.29	.28	1.34
(b) Gujarati	444	2.26	.22	
6. Programme of study				
(a) General	315	2.26	.23	.59
(b) Specialisation	285	2.28	.25	
7. Number of teaching staff				
(a) Less	384	2.25	.27	4.08**
(b) More	216	2.16	.31	
8. Educational qualification of teaching staff members				
(a) Less qualified	465	2.26	.22	1.96*
(b) Highly qualified	135	2.30	.28	
9. Experience of teaching staff members				
(a) Less	323	2.24	.28	1.70
(b) More	277	2.20	.29	

** Significant at .01 level with df=598, t tab = 2.58

* Significant at .05 level with df=598, t tab = 1.96

Hence, the study shows that the respondents did not differ in their level of fearlessness according to the following variables :-

- type of university
- location of the college
- number of years since establishment
- medium of instruction
- programme of study
- experience of teaching staff members.

Thus the null hypothesis 5 stating that there will be no significant difference in the level of fearlessness according to the institutional variables, was not accepted for college, number of teaching staff members and educational qualification of teaching staff members and was accepted for type of university, location of the college, number of years since establishment, medium of instruction, programme of study and experience of teaching staff members.

4.2.3.4 Leadership. Table 39 shows that the level of leadership differed significantly among the respondents in relation to the institutional variables, namely, location of the college, number of years since establishment, programme of study and educational qualification of the teaching staff members at .01 level and type of university, medium of instruction and experience of teaching staff at .05 level.

The mean values show that the respondents from the following categories had higher levels of leadership than their counterparts. They were the colleges :

- under affiliated universities,
- located in town,
- established since 5-25 years,
- with Gjarati as the medium of instruction,
- with general programme of study,
- with more highly qualified teaching staff members,
- with more experienced teaching staff members.

The study show that the respondents did not differ in their level of leadership according to college and number of teaching staff members.

Thus, the null hypothesis 6 stating that there will be no significant differences in the level of leadership, according to the institutional variables, was not accepted for the type of university, location of the college, number of years since establishment, medium of instruction, programme of study, educational qualification of teaching staff members and experience of teaching staff members. The null hypothesis was accepted for type of college and number of teaching staff members.

Table 39. t-Values Showing the Differences in the Level of Leadership According to the Institutional Variables

N = 600				
Variable	N	\bar{X}	SD	t-value
1. College				
(a) Arts	232	2.23	.25	0.80
(b) Home Science	368	2.21	.31	
2. Type of University				
(a) Affiliated	349	2.24	.26	2.09*
(b) Residential	230	2.19	.32	
3. Location of the College				
(a) City	364	2.18	.28	4.43**
(b) Town	236	2.28	.29	
4. Number of years since establishment				
(a) 5 - 25 Years	400	2.24	.29	3.03**
(b) Above 25 Years	200	2.16	.28	
5. Medium of instruction				
(a) English	156	2.18	.31	2.14*
(b) Gujarati	444	2.23	.28	
6. Programme of study				
(a) General	315	2.26	.27	3.42**
(b) Specialisation	285	2.17	.29	
7. Number of teaching staff members				
(a) Less	384	2.27	.26	0.08
(b) More	216	2.27	.26	
8. Educational qualification of teaching staff				
(a) Less qualified	465	2.24	.27	2.62**
(b) Highly qualified	135	2.16	.30	
9. Experience of teaching staff members				
(a) Less	323	2.25	.23	2.05*
(b) More	277	2.29	.25	

** Significant at .01 level with df=598, t tab = 2.58

* Significant at .05 level with df=598, t tab = 1.96

4.2.3.5 Creativity. Table 40 shows that the level of creativity differed significantly among the respondents in relation to the institutional variables namely, college, type of university, medium of instruction, programme of study, number of teaching staff members and educational qualification of the teaching staff members at .01 level and number of years since establishment at .05 level.

The mean values show that the respondents from the following categories had higher level of leadership than their counterparts. They were the colleges :

- of Arts,
- under affiliated universities
- established since 5-25 years
- with Gujarati as the medium of instruction,
- with general programme of study,
- with less number of teaching staff members,
- with less qualified teaching staff members members.

The study shows that the respondents did not differ in their level of creativity according to the location of the college and experience of the teaching staff members.

Table 40. t-Values Showing the Differences in the Level of Creativity According to the Institutional Variables

N = 600					
V a r i a b l e		N	\bar{X}	SD	t-value
1.	College				
	(a) Arts	232	2.16	.23	3.22**
	(b) Home Science	368	2.09	.26	
2.	Type of university				
	(a) Affiliated	349	2.15	.25	3.63**
	(b) Residential	230	2.08	.25	
3.	Location of the college				
	(a) City	364	2.11	.27	.51
	(b) Town	236	2.13	.22	
4.	Number of years since establishment				
	(a) 5 - 25 Years	400	2.13	.25	2.18*
	(b) Above 25 Years	200	2.09	.26	
5.	Medium of instruction				
	(a) English	156	2.03	.25	5.11**
	(b) Gujarati	444	2.15	.24	
6.	Programme of study				
	(a) General	315	2.15	.24	3.41**
	(b) Specialisation	285	2.08	.26	
7.	Number of teaching staff members				
	(a) Less	384	2.16	.24	5.72**
	(b) More	216	2.04	.25	
8.	Educational qualification of teaching staff members				
	(a) Less qualified	465	2.14	.24	4.11**
	(b) Highly qualified	135	2.04	.26	
9.	Experience of teaching staff members				
	(a) Less	323	2.13	.25	1.09
	(b) More	277	2.11	.26	

** Significant at .01 level with df=598, t tab = 2.58

* Significant at .05 level with df=598, t tab = 1.96

Thus the null hypothesis 7 stating that in relation to institutional variables, there will be no significant differences in the level of creativity was not accepted for college, type of university, number of years since establishment, medium of instruction, programme of study, number of teaching staff members and educational qualification of teaching staff members. The null hypothesis was accepted for location of the college and experience of the teaching staff members.

4.2.4 DIFFERENCES IN THE LEVEL OF CHARACTERISTICS ACCORDING TO PERSONAL AND FAMILIAL VARIABLES

4.2.4.1 Independence. Table 41 shows that the level of independence differed significantly among the respondents in relation to three personal and familial variables, namely mother's education, and family climate at .01 level and academic achievement at .05 level.

The mean values showed that the respondents in the following categories had higher levels of independence than their counterparts. They were the respondents

- with high academic achievement
- having mothers with higher levels of education, and
- having high family climate.

The study showed that the respondents did not differ in their level of independence according to the personal and familial variables namely SES and vocational aspiration.

Thus the null hypothesis 8 stating that , there will be no significant differences in the level of independence according to the personal and familial variables, was not accepted for academic achievement, mother's education and family climate and was accepted for SES and vocational aspiration.

Table 41. 't' Values Showing the Differences in the Level of Independence Among the Respondents According to The Personal and Familial Variables

N = 600

Variables	Categories	N	\bar{X}	SD	't' Value
Academic Achievement	Low	371	2.27	.29	2.08*
	High	229	2.32	.28	
Mother's Education	Low	455	2.27	.26	2.83**
	High	145	2.35	.27	
SES	Low	332	2.28	.28	1.67
	High	268	2.31	.29	
Vocational Aspiration	Low	379	2.28	.28	1.34
	High	221	2.31	.29	
Family Climate	Low	345	2.25	.28	4.26**
	High	255	2.35	.27	

** Significant at .01 level with df = 598 t tab = 2.58
 * Significant at .05 level with df = 598 t tab = 1.96

4.2.4.2 Self Esteem. Table 42 shows that the level of self-esteem differed significantly among the respondents in relation to all personal and familial variables at .01 level.

The mean values showed that the respondents in the following categories had higher level of self-esteem than

their counterparts. These respondents were :-

- with high academic achievement
- having mothers with higher levels of education
- belonging to high SES group
- having high levels of vocational aspiration, and
- having high family climate.

Thus the null hypothesis 9 stating that in relation to the personal and familial variables there will be no significant differences in the level of self-esteem was not accepted for academic achievement, mother's education, SES, vocational aspiration and family climate.

Table 42. t-Values Showing the Differences in the Level of Self Esteem Among the Respondents According to the Personal and Familial Variables

N = 600					
Variables	Categories	N	\bar{X}	SD	't' Value
Academic Achievement	Low	371	2.24	.22	5.03**
	High	229	2.33	.21	
Mother's Education	Low	455	2.25	.21	4.09**
	High	145	2.33	.22	
SES	Low	332	2.24	.21	4.08**
	High	268	2.31	.22	
Vocational Aspiration	Low	379	2.24	.21	4.64**
	High	221	2.32	.21	
Family Climate	Low	345	2.22	.21	6.04**
	High	255	2.33	.20	

** Significant at .01 level with df = 598 t tab = 2.58

* Significant at .05 level with df = 598 t tab = 1.96

4.2.4.3 Fearlessness. Table 43 show that the level of fearlessness differed significantly among the respondents in relation to all personal and familial variables at .01 level.

Table 43. 't' Values Showing the Differences in the Level of Fearlessness Among the Respondents According to the Personal and Familial Variables.

Variables	Categories	N	\bar{X}	SD	't' Value
Academic Achievement	Low	371	2.18	.28	3.95**
	High	229	2.28	.29	
Mothers' Education	Low	455	2.25	.23	3.48**
	High	145	2.33	.25	
SES	Low	332	2.23	.22	4.44**
	High	268	2.32	.25	
Vocational Aspirations	Low	379	2.23	.24	5.24**
	High	221	2.34	.22	
Family Climate	Low	345	2.23	.23	4.99**
	High	255	2.35	.24	

** Significant at .01 level with df = 598 t tab = 2.58

* Significant at .05 level with df = 598 t tab = 1.96

The mean values showed that the respondents in the following categories had higher level of fearlessness than their counterparts. These respondents were

- with high academic achievement,
- having mothers with higher levels of education,
- belonging to high SES group,
- having higher level of vocational aspiration, and

- having high family climate.

Thus the null hypothesis 10 stating that, there will be no significant differences in the level of fearlessness according to the personal and familial variables, was not accepted for academic achievement, mothers' education, SES, vocational aspiration and family climate.

4.2.4.4 Leadership. Table 44 shows that the level of leadership differed significantly among the respondents in relation to three personal and home related variables namely academic achievement, vocational aspiration and family climate at .01 level.

The mean values showed that the respondents having high academic achievement, high level of vocational aspiration and high family climate had higher levels of leadership than their counter parts.

The study showed that the respondents did not differ in their level of leadership according to SES and mother's education.

Thus the null hypothesis 11 stating that, there will be no significant differences in the level of leadership, according to the personal and familial variables was not accepted for academic achievement, vocational aspiration and family climate and was accepted for mothers' education and SES.

Table 44. 't' Values Showing the Differences in the Level of Leadership Among the Respondents According to the Personal and Familial Variables

N = 600

Variables	Categories	N	\bar{X}	SD	't' Value
Academic Achievement	Low	371	2.18	.28	3.95**
	High	229	2.28	.29	
Mother's Education	Low	455	2.20	.28	0.52
	High	145	2.21	.30	
SES	Low	332	2.20	.26	1.54
	High	268	2.24	.31	
Vocational Aspiration	Low	379	2.16	.29	5.89**
	High	221	2.31	.29	
Family Climate	Low	345	2.17	.27	5.25**
	High	255	2.29	.29	

** Significant at .01 level with df = 598 t tab = 2.58

* Significant at .05 level with df = 598 t tab = 1.96

4.2.4.5 Creativity. Table 45 shows that the level of creativity differed significantly among the respondents in relation to two personal and familial variables namely family climate at .01 level and academic achievement at .05 level.

The mean values showed that the respondents having high academic achievement and high family climate had higher levels of creativity compared to their counterparts. The study showed that the respondents did not differ in their level of creativity according to their mothers education, SES and vocational aspiration.

Thus the null hypothesis 12 stating that, there will be no significant differences in the level of creativity according to the personal and familial variables was not accepted for academic achievement, and family climate and was accepted for mothers' education, SES and vocational aspiration.

Table 45. 't' Values Showing the Differences in the Level of Creativity Among the Respondents According to the Personal and Familial Variables

N = 600

Variables	Categories	N	\bar{X}	SD	't' Value
Academic Achievement	Low	371	2.10	.24	2.99*
	High	229	2.16	.26	
Mothers' Education	Low	455	2.13	.25	1.16
	High	145	2.10	.26	
SES	Low	332	2.12	.24	0.31
	High	268	2.12	.25	
Vocational Aspiration	Low	379	2.11	.26	1.28
	High	221	2.17	.27	
Family Climate	Low	345	2.23	.23	4.99**
	High	255	2.35	.24	

** Significant at .01 level with df = 598 t tab = 2.58
 * Significant at .05 level with df = 598 t tab = 1.96

4.2.5 EFFECT OF INTERACTION BETWEEN UNIVERSITIES AND PERSONAL AND FAMILIAL VARIABLES ON THE LEVEL OF CHARACTERISTICS

The effect of interaction between universities and the personal and familial variables was found out by 2×10 factorial analysis of variance for the level of characteristics. The details of the main effects for universities and personal and familial variables are already discussed in section 4.2.2 and 4.2.4 respectively.

4.2.5.1 Independence. Table 46 shows the effect of interaction between universities and the personal and familial variables on the level of independence. The interaction effect between universities and academic achievement was significant at .01 level and between universities and vocational aspiration at .05 level on the level of independence.

The interaction of the two factors on the level of independence means, the failure of the levels of each one factor (that is academic achievement, vocational aspiration) to retain the same order and magnitude of performance throughout all levels of the second factor (that is, the universities).

Table 46. 2 x 10 Factorial Analysis of Variance Showing the Effect of Interaction Between the Universities and the Personal and Familial Variables on the Level of Independence Possessed by the Respondents

N = 600

Source of Variation	Sum of Square	DF	Mean Square	F Cal.	F Tab.
Academic Achievement	0.19	1	.19	2.51	1/599 df
University	2.43	9	.27	3.61**	P.01=6.63
2-way interactions	1.74	9	.19	2.59**	P.05=3.84 a/599=df P.01=2.41 P.05=1.88
Mother's education	0.06	1	.06	0.78**	
University	2.05	9	.23	2.96**	
2-way interactions	0.68	9	.08	0.98	
SES	.001	1	.001	.01	
University	2.36	9	.26	3.43**	
2-way interaction	.86	9	.09	1.24	
Family climate	.94	1	.94	12.47**	
University	2.12	9	.24	3.11**	
2-way interactions	.49	9	.05	.72	
Vocational Aspirations	.15	1	.15	1.99	
University	2.59	9	.29	3.83**	
2-way interactions	1.58	9	.18	2.34*	

** Significant at .01 level

* Significant at .05 level

As known through table 46, the effect of interaction on the level of independence was not significant between universities and mothers' education, SES and family climate. That means the ability of the levels of each one factor (that is mothers' education, SES, family climate) to retain the same order and magnitude of performance throughout all levels of second factor (that is the universities) on the level of independence.

Graph showing the effect of interaction between Universities
and Academic Achievement/Vocational Aspiration
on the level of independence

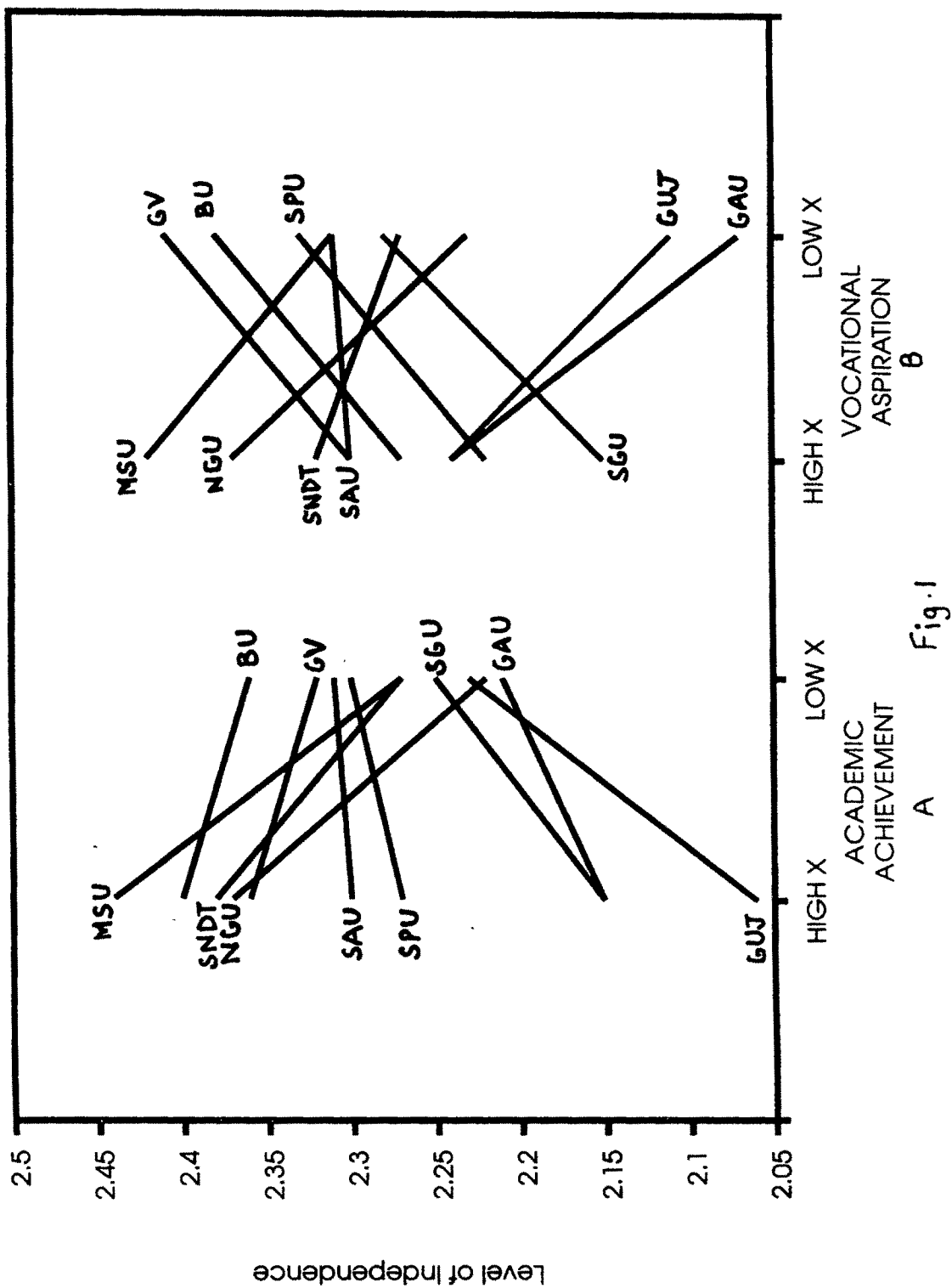


Table 47A and Fig. 1A show that in the the Maharaja Sayajirao University, Bhavnagar University, SNDT University, North Gujarat University and Gujarat Vidyapith, the respondents with high academic achievement had higher level of independence than the respondents with low academic achievement. In Saurashtra University, the picture remained same for both high achievers and low achievers. In Sardar Patel University, South Gujarat University, Gujarat Agricultural University and Gujarat University, the respondents with low academic achievement had higher level of independence than the respondents with high academic achievement.

Table 47B and Fig. 1B show that in South Gujarat University, Sardar Patel University, Bhavnagar University and Gujarat Vidyapith, the respondents with high vocational aspiration had higher levels of independence than the respondents having low vocational aspiration.

In Saurashtra University the picture remained same for the respondents having both the high and low level of vocational aspiration.

In the Maharaja Sayajirao University, SNDT University, North Gujarat University, Gujarat University and Gujarat Agricultural University, the respondents with low vocational aspiration had higher level of independence than the respondents having high vocational aspiration.

Table 47. Mean Values Showing Level of Independence Possessed by Respondents According to Their Academic Achievement and Vocational Aspiration in Different Universities

N = 600				
Universities	A		B	
	Academic Achievement High \bar{X} # N=229	Low \bar{X} N=371	Vocational Aspiration High \bar{X} N=221	Low \bar{X} N=379
BU	2.40	2.36	2.27	2.38
GAU	2.15	2.21	2.24	2.07
GUJ	2.06	2.23	2.24	2.11
GV	2.36	2.32	2.30	2.41
MSU	2.44	2.27	2.42	2.31
NGU	2.37	2.22	2.37	2.23
SAU	2.30	2.31	2.30	2.31
SPU	2.27	2.30	2.22	2.33
SNDT	2.38	2.27	2.32	2.27
SGU	2.15	2.25	2.15	2.28
# \bar{X} Arithmetic mean				

Thus, the null hypothesis 13 stating that there will be no significant effect of interaction between the universities and the personal and familial variables on the level of independence was not accepted for academic achievement and vocational aspiration. The null hypothesis was accepted for mother's education, SES and family climate.

4.2.5.2 Self Esteem. Table 48 shows the effect of interaction between universities and personal and familial variables on the level of self esteem. The effect of

interaction on the level of self esteem, between universities and mother's education and universities and vocational aspiration were significant at .01 level. The effect of interaction was also significant between universities and academic achievement at .05 level for the level of self esteem.

Table 48. 2 x 10 Factorial Analysis of Variance Showing the Effect of Interaction Between the Universities and the Personal and Familial Variables on the Level of Self Esteem Possessed by the Respondents

N = 600

Source of Variation	Sum of Square	DF	Mean Square	F Cal.	F Tab.
Academic Achievement	0.74	1	.74	16.86**	1/599 df
University	0.91	9	.10	2.28**	P.01=6.63
2-way interactions	0.86	9	.09	2.17*	P.05=3.84 9/599=df P.01=2.41 P.05=1.88
Mother's education	0.32	1	.32	7.30**	
University	0.84	9	.09	2.09*	
2-way interactions	1.11	9	.12	2.78**	
SES	.32	1	.32	7.19**	
University	.86	9	.09	2.13*	
2-way interactions	.71	9	.08	1.75	
Family climate	1.46	1	1.46	33.53**	
University	1.13	9	.13	2.90**	
2-way interactions	.53	9	.06	1.34	
Vocational Aspiration	.70	1	.70	16.03**	
University	1.03	9	.12	2.61**	
2-way interactions	1.01	9	.11	2.56**	

** Significant at .01 level

* Significant at .05 level

The effect of interaction of the two factors on the level of self esteem means, the failure of the levels of each one factor (that is mother's education, vocational

GRAPH SHOWING THE EFFECT OF INTERACTION BETWEEN UNIVERSITIES
and Academic Achievement/Vocational Aspiration/Mother's Education
on the level of self esteem.

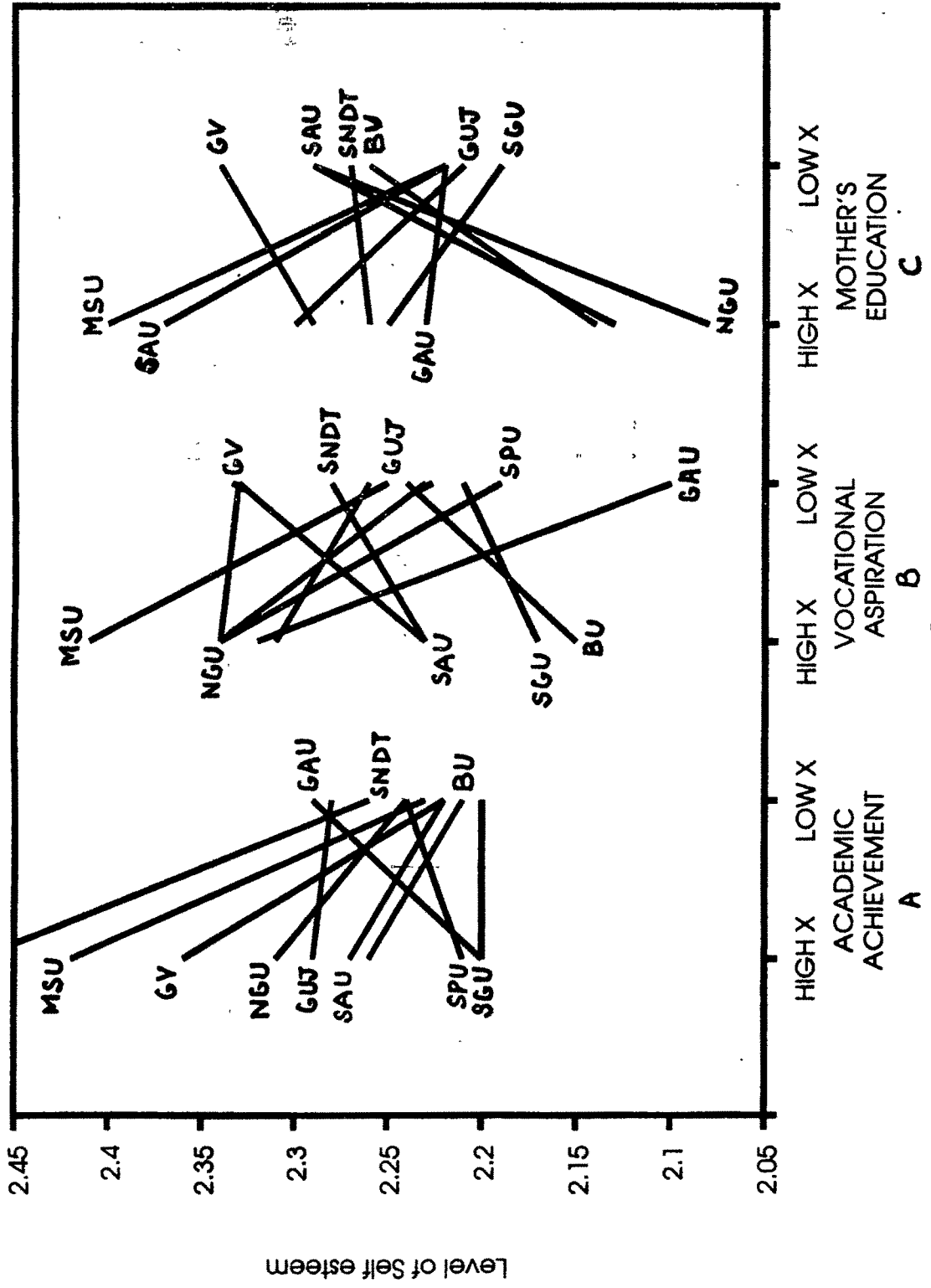


Fig-2

aspiration, academic achievement) to retain the same order and magnitude of performance throughout all levels of the second factor (that is, the universities).

The effect of interaction on the level of self esteem was not significant between universities and SES and family climate. That means the ability of the levels of each one factor (that is, SES, family climate) to retain the same order and magnitude of performance throughout all levels of the second factor (that is, the universities) on the level of self esteem.

Table 49A and Fig.2A show that in Bhavnagar University, Gujarat Vidyapith, Maharaja Sayajirao University, North Gujarat University, Saurashtra University and SNDT University, the respondents with high academic achievement had higher levels of self esteem than the respondents with low academic achievement.

In Gujarat University and South Gujarat University, the respondents with high academic achievement and low achievement were having almost same level of self esteem.

In Sardar Patel University and Gujarat Agricultural University, the respondents with low academic achievement had higher level of self esteem than the respondents with high academic achievement.

Table 49. Showing the Means of Self Esteem Possessed by Respondents According to Their Academic Achievement Vocational Aspiration and Mother's Education, in Different Universities

N = 600

Univer- -sities	A		B		C	
	Academic High \bar{X} N=229	Achievement Low \bar{X} N=371	Vocational High \bar{X} N=221	Aspiration Low \bar{X} N=379	Mother's High \bar{X} N=255	Education Low \bar{X} N=345
BU	2.27	2.22	2.15	2.24	2.14	2.26
GAU	2.20	2.29	2.32	2.10	2.23	2.22
GUJ	2.29	2.28	2.31	2.26	2.37	2.22
GV	2.36	2.22	2.34	2.33	2.29	2.34
MSU	2.42	2.23	2.41	2.25	2.40	2.22
NGU	2.31	2.24	2.34	2.23	2.08	2.29
SAU	2.26	2.21	2.23	2.33	2.13	2.29
SPU	2.21	2.24	2.34	2.19	2.30	2.21
SNDT	2.47	2.26	2.23	2.28	2.26	2.27
SGU	2.20	2.20	2.17	2.21	2.25	2.19

Table 49B Fig 2B show that in Gujarat University, North Gujarat University, The Maharaja Sayajirao University and Sardar Patel University, the respondents with high vocational aspiration had higher levels of self esteem than the respondents with low vocational aspiration. In Gujarat Vidyapith the picture remained almost same for both the groups. In Bhavnagar University, Gujarat Agricultural University, Saurashtra University, SNDT University and South Gujarat University the respondents with low vocational aspiration had higher level of self esteem than the respondents with high vocational aspiration.

Table 49C and Fig.2C show that in Gujarat University, The Maharaja Sayajirao University, Sardar Patel University, and South Gujarat University, the respondents having mothers with higher level of education had higher levels of self esteem than the respondents with mothers having low levels of education. In Gujarat Agricultural University, and Sardar Patel University, the respondents from both the groups had almost same levels of self esteem. In Bhavnagar University, Gujarat Vidyapith, North Gujarat University and Saurashtra University the respondents with mothers having low levels of education had higher levels of self esteem than the respondents with mothers having high level of education.

Thus the null hypothesis 14 stating that there will be no significant effect of interaction between the universities and the personal and familial variables on the level of self esteem was not accepted for academic achievement, mother's education and vocational aspiration. The null hypothesis was accepted for SES and family climate.

4.2.5.3 Fearlessness. Table 50 shows the effect of interaction between universities and the personal and familial variables on the level of fearlessness.

The effect of interaction was significant between universities and academic achievement at .01 level. The interaction of the two factors on the level of fearlessness means, the failure of the levels of one factor (that is, academic achievement) to retain the same order and magnitude of performance throughout all levels of the second factor

(that is, the universities).

The effect of interaction on the level of fearlessness was not significant between universities and mother's education, SES, vocational aspiration and family climate. That means, the ability of the levels of one factor (that is, mother's education, SES, vocational aspiration, family climate) to retain the same order and magnitude of performance throughout all levels of the second factor (that is the universities) on the level of fearlessness.

Table 50. 2 x 10 Factorial Analysis of Variance Showing the Effect of Interaction Between the Universities and the Personal and Familial Variables on the Level of Fearlessness Possessed by the Respondents

N = 600					
Source of Variation	Sum of Square	DF	Mean Square	F Cal.	F Tab.
Academic Achievement	0.94	1	.94	18.43**	1/599 df
University	1.39	9	.15	3.03**	P.01=6.63
2-way interactions	1.94	9	.22	4.24**	P.05=3.84 9/599=df P.01=2.41 P.05=1.88
Mother's education	0.46	1	.46	8.55**	
University	1.27	9	.14	2.60**	
2-way interactions	0.46	9	.05	0.94	
SES	0.78	1	.78	14.47**	
University	1.17	9	.13	2.43**	
2-way interactions	.50	9	.05	1.04	
Family climate	1.15	1	1.15	21.66**	
University	1.27	9	.14	2.66**	
2-way interactions	.37	9	.04	0.78	
Vocational Aspiration	1.51	1	1.51	28.82**	
University	1.50	9	.17	3.18**	
2-way interactions	0.44	9	.05	0.93	

** Significant at .01 level

* Significant at .05 level

Table 51 and Fig.3 show that in Bhavnagar University, Gujarat Vidyapith, the Maharaja Sayajirao University, North Gujarat University, Saurashtra University, and Sardar Patel University, the respondents with high academic achievement had higher levels of fearlessness compared to the respondents with low academic achievement. In South Gujarat University the picture remained same for both the high and low achievers. In Gujarat Agricultural University, Gujarat University, and Sardar Patel University, the respondents with low academic achievement had higher levels of fearlessness compared to the respondents with high academic achievement.

Table 51. Mean Values Showing Level of Fearlessness Among the Respondents According to Their Academic Achievement in Different Universities

Universities	Academic Achievement	
	High	Low
	\bar{X} N=229	\bar{X} N=371
BU	2.37	2.23
GAU	2.20	2.24
GUJ	2.22	2.31
GV	2.42	2.19
MSU	2.42	2.16
NGU	2.25	2.21
SAU	2.27	2.23
SPU	2.24	2.21
SNDT	2.22	2.34
SGU	2.21	2.21

\bar{X} Arithmetic Mean

Graph showing the effect of interaction between Universities
and Academic Achievement on the
level of fearlessness

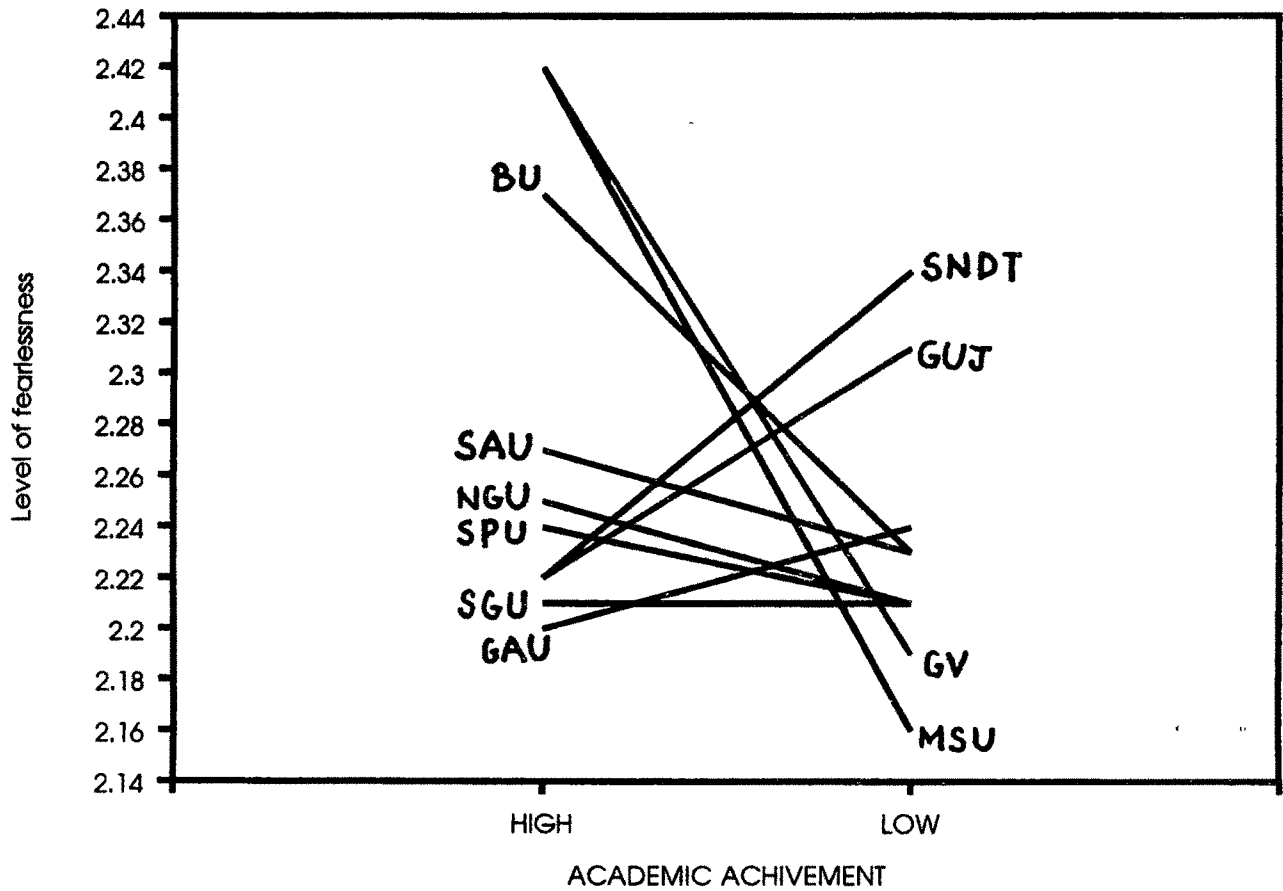


Fig. 3

Thus, the null hypothesis 15 stating that there will be no significant effect of interaction between the universities and the personal and familial variables on the level of fearlessness was not accepted for academic achievement. The null hypothesis was accepted for mothers education, SES, vocational aspiration and family climate.

4.2.5.4 Leadership. Table 52 shows that the effect of interaction between universities and personal and familial variables on the level of leadership was not significant. This indicates the ability of the levels of each one factor (that is, academic achievement, mother's education, SES, vocational aspiration, family climate) to retain the same order and magnitude of performance throughout all levels of the second factor (that is, the universities) on the level of leadership.

Thus, the null hypothesis 16 stating that there will be no significant effect of interaction between the universities and the personal and familial variables on the level of leadership was accepted.

Table 52. 2 x 10 Factorial Analysis of Variance Showing the Effect of Interaction Between the Universities and the Personal and Familial Variables on the Level of Leadership Possessed by the Respondents

N = 600					
Source of Variation	Sum of Square	DF	Mean Square	F Cal.	F Tab.
Academic Achievement	0.49	1	.49	6.57*	1/599 df
University	3.80	9	.47	5.66**	P.01=6.63
2-way interactions	0.94	9	.10	1.34	P.05=3.84 a/599=df P.01=2.41 P.05=1.88
Mother's education	0.26	1	.26	3.44	
University	4.80	9	.53	7.11**	
2-way interactions	0.92	9	.10	1.36	
SES	0.77	1	.77	10.28**	
University	5.13	9	.57	7.65**	
2-way interactions	.67	9	.07	0.99	
Family climate	1.66	1	1.66	22.74**	
University	4.05	9	.45	6.17**	
2-way interactions	.69	9	.08	1.06	
Vocational Aspiration	2.55	1	2.55	36.32**	
University	4.41	9	.49	6.99**	
2-way interactions	1.42	9	.16	1.24	

** Significant at .01 level

* Significant at .05 level

4.2.5.5 Creativity. Table 53 shows the effect of interaction between universities and personal and familial variables on the level of creativity was not significant. This means the ability of the levels of each one factor (that is, academic achievement, mothers' education, SES, vocational aspiration, family climate) to retain the same order and magnitude of performance throughout all levels of second factor (that is, the universities) on the level of

creativity.

Thus, the null hypothesis 17 stating that there will be no significant effect of interaction between the universities and the personal and familial variables on the level of creativity was accepted.

Table 53. 2 x 10 Factorial Analysis of Variance Showing the Effect of Interaction Between the Universities and the Personal and Familial Variables on the Level of Creativity Possessed by the Respondents

N=600

Source of Variation	Sum of Square	DF	Mean Square	F Cal.	F Tab.
Academic Achievement	0.98	1	.98	16.91**	1/599 df
University	3.10	9	.34	5.97**	P.01=6.63
2-way interactions	0.47	9	.05	0.91	P.05=3.84 9/599=df P.01=2.41 P.05=1.88
Mother's education	0.11	1	.11	1.82	
University	2.69	9	.30	5.13**	
2-way interactions	0.98	9	.11	1.87	
SES	0.46	1	.46	7.88**	
University	3.13	9	.35	5.91**	
2-way interactions	.28	9	.03	0.52	
Family climate	1.31	1	1.31	22.92**	
University	2.45	9	.27	4.76**	
2-way interactions	0.42	9	.05	0.81	
Vocational Aspiration	0.26	1	.26	4.38*	
University	2.83	9	.32	5.34**	
2-way interactions	0.49	9	.06	0.93	

** Significant at .01 level

* Significant at .05 level

4.3 Values

4.3.1 OVERALL AND UNIVERSITYWISE LEVEL OF VALUES

Table 55 shows that the overall level of all the values was moderate. The intensity indices ranged from 2.39 to 2.58. However, the value for gender equality had the highest intensity index and the value for collectivism had the lowest intensity index among all the other values. The value for Dignity of labour and vocationalism had the same intensity index of 2.47.

Table 55. Intensity Indices Showing Overall Level of Values Among the Respondents

N = 600	
Values	I.I.#
Gender Equality	2.58
Familism	2.51
Dignity of Labour	2.47
Vocationalism	2.47
Collectivism	2.39

#I.I. = Intensity Indices

2.60 - 3.00	High
1.60 - 2.59	Moderate
1.00 - 1.59	Low

4.3.1.1 Overall level of values among different universities. Table 56 shows that the overall level of selected values among the respondents from different

universities were moderate. The overall intensity indices ranged from 2.31 to 2.57. Among the universities, Gujarat Vidyapith had the highest intensity index of 2.57. The Maharaja Sayajirao University (2.52), Gujarat University (2.51) and Saurashtra University (2.51) also had high intensity indices. Whereas Sardar Patel University (2.38) had low intensity index but Gujarat Agricultural University had the lowest intensity index of 2.31.

Table 56. Intensity Indices Showing the Overall Level of Values Among the Respondents According to Different Universities

N = 600

Universities							I.I.
-----							-----
GV	.	.	.	.	.	.	2.57
MSU	.	.	.	.	.	.	2.52
GUJ	.	.	.	.	.	.	2.51
SAU	.	.	.	.	.	.	2.51
BU	.	.	.	.	.	.	2.49
NGU	.	.	.	.	.	.	2.49
SGU	.	.	.	.	.	.	2.48
SNDT	.	.	.	.	.	.	2.45
SPU	.	.	.	.	.	.	2.38
GAU	.	.	.	.	.	.	2.31
-----							-----

4.3.1.2 Gender Equality. Table 57 shows that the level of value for gender equality was moderate for all the universities except for three universities where was high.

The intensity indices ranged from 2.38 to 2.76. The Maharaja Sayajirao University had the highest intensity index of 2.76, and the other two universities with high level of intensity indices were Bhavnagar University (2.66) and Gujarat Vidyapith (2.64). North Gujarat University and Sardar Patel University were having low intensity indices of 2.48 while Gujarat Agricultural University had the lowest intensity index of 2.38.

Table 57. Intensity Indices Showing the Level of Value for Gender Equality Among the Respondents According to Different Universities

							N = 600
Universities							I.I.
MSU	.	.	.	.	.	.	2.76
BU	.	.	.	.	.	.	2.66
GV	.	.	.	.	.	.	2.64
SNDT	.	.	.	.	.	.	2.59
SAU	.	.	.	.	.	.	2.55
GUJ	.	.	.	.	.	.	2.53
SGU	.	.	.	.	.	.	2.49
NGU	.	.	.	.	.	.	2.48
SPU	.	.	.	.	.	.	2.48
GAU	.	.	.	.	.	.	2.38

4.3.1.3 Familism. Table 58 shows that the level of value for familism among the respondents from different universities were moderate. The intensity indices ranged from 2.40 to 2.59.

Among the universities, Gujarat University had the highest intensity index of 2.59 and the respondents from the Gujarat Vidyapith (2.57) and Maharaja Sayajirao University (2.56) also had higher levels of intensity indices. The South Gujarat University (2.45) and Gujarat Agricultural University (2.42) were having lower levels while Sardar Patel University had the lowest level of 2.40.

Table 58. Intensity Indices Showing the Level of Value for Familism Among the Respondents According to Different Universities

							N = 600
Universities							I.I.
GUJ	.	.	.	.	.	.	2.59
GV	.	.	.	.	.	.	2.57
MSU	.	.	.	.	.	.	2.56
SAU	.	.	.	.	.	.	2.50
SNDT	.	.	.	.	.	.	2.50
BU	.	.	.	.	.	.	2.49
NGU	.	.	.	.	.	.	2.49
SGU	.	.	.	.	.	.	2.44
GAU	.	.	.	.	.	.	2.42
SPU	.	.	.	.	.	.	2.40

4.3.1.4 Dignity of Labour. Table 59 shows that the levels of value for dignity of labour among the respondents from different universities were moderate. The intensity indices ranged from 2.46 to 2.52.

Among the universities, while the Gujarat University had the highest intensity index of 2.52, the respondents from Saurashtra University (2.50) and Gujarat Vidyapith (2.51) also had higher level of value for dignity of labour. Gujarat Agricultural University was having the lowest intensity index of 2.34.

Table 59. Intensity Indices Showing the Level of Value for Dignity of Labour Among the Respondents According to Different Universities

							N=600
Universities							I.I.
GUJ	.	.	.	.	.	.	2.52
GV	.	.	.	.	.	.	2.51
SAU	.	.	.	.	.	.	2.50
SGU	.	.	.	.	.	.	2.49
NGU	.	.	.	.	.	.	2.48
MSU	.	.	.	.	.	.	2.47
BU	.	.	.	.	.	.	2.46
SPU	.	.	.	.	.	.	2.41
SNDT	.	.	.	.	.	.	2.40
GAU	.	.	.	.	.	.	2.34

4.3.1.5 Vocationalism. Table 60 shows that the level of value for vocationalism among the respondents from all the universities were moderate. The intensity indices ranged from 2.22 to 2.59.

However, among the universities, the respondents from South Gujarat University (2.57) had higher level while Gujarat Vidyapith (2.59) had the highest level of vocationalism. Gujarat Agricultural University had the lowest level of 2.22.

Table 60. Intensity Indices Showing the Level of Value for Vocationalism Among the Respondents According to Different Universities

							N=600
Universities							I.I.
GV	.	.	.	.	.	.	2.59
SGU	.	.	.	.	.	.	2.57
NGU	.	.	.	.	.	.	2.54
GUJ	.	.	.	.	.	.	2.50
SAU	.	.	.	.	.	.	2.49
MSU	.	.	.	.	.	.	2.48
SNDT	.	.	.	.	.	.	2.43
BU	.	.	.	.	.	.	2.40
SPU	.	.	.	.	.	.	2.36
GAU	.	.	.	.	.	.	2.22

4.3.1.6 Collectivism. Table 61 shows that the level of value for collectivism among the respondents from all the universities were moderate. The intensity indices ranged from 2.18 to 2.51. However, among the universities, the respondents from Gujarat Vidyapith had the intensity index of 2.52, showing the highest level of value for collectivism

whereas Gujarat Agricultural University had 2.18, the lowest intensity index for the level of value for collectivism.

Table 61. Intensity Indices Showing the Level of Value for Collectivism Among the Respondents According to Different Universities

					N = 600
Universities					I.I.
GV	.	.	.	.	2.52
SAU	.	.	.	.	2.49
NGU	.	.	.	.	2.45
BU	.	.	.	.	2.44
GUJ	.	.	.	.	2.42
SGU	.	.	.	.	2.41
MSU	.	.	.	.	2.35
SNDT	.	.	.	.	2.34
SPU	.	.	.	.	2.28
GAU	.	.	.	.	2.18

4.3.2 OVERALL AND INDIVIDUAL DIFFERENCES IN THE LEVEL OF VALUES ACCORDING TO DIFFERENT UNIVERSITIES

Table 62 shows that the overall level of values differed significantly among the respondents belonging to different universities at .01 level.

Table 62. Analysis of Variance Indicating the Differences in the Overall Level of Values Among the Respondents Belonging to Different Universities

N = 600

Source of Variation	DF	Sum of Square	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	45.81	5.08	9.08**	df 9/590 P.05->2.71
Within Groups	590	330.81	.56		P.01->4.31
Total	599	376.62			

**F is significant at .01 level.

Table 63 shows that the overall level of values differed significantly among the various individual universities at .05 level.

The overall mean scores of values showed that Gujarat Vidyapith had significantly higher scores than the six other universities. The Maharaja Sayajirao University, Gujarat University and Saurashtra University had significantly higher scores than three universities. The Sardar Patel University, SNDT University, South Gujarat University, North Gujarat University and Bhavnagar University also had significantly higher scores than Gujarat Agricultural University and Sardar Patel University. The mean of Sardar Patel University differed significantly only from the Gujarat Agricultural University.

Thus, the null hypothesis 18 stating that there will be no significant differences in the overall level of values according to different universities was not accepted.

Table 63. The 1sd Test Showing the Differences in the Overall Level of Values Between the Various Individual Universities

N=600

Universities	Mean	GAU	SPU	SNDT	SGU	NGU	BU
GAU	2.31						
SPU	2.38	*					
SNDT	2.45	*	*				
SGU	2.48	*	*				
NGU	2.49	*	*				
BU	2.49	*	*				
SAU	2.51	*	*	*			
GUJ	2.51	*	*	*			
MSU	2.52	*	*	*			
GV	2.56	*	*	*	*	*	*

* denotes pairs of group significantly different at .05 level

4.3.2.2 Gender equality. Table 64 shows that the level of value for gender equality differed significantly among the respondents belonging to different universities at .01 level.

Table 64. Analysis of Variance Indicating the Differences in the Level of Value for Gender Equality Among the Respondents Belonging to Different Universities

N = 600

Source of Variation	DF	Sum of Square	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	7.29	0.81	14.39**	df 9/590 P.05->2.71 P.01->4.31
Within Groups	590	33.22	.06		
Total	599	40.51			

**F is significant at .01 level.

Table 65 shows that the level of value for gender equality differed significantly among the various individual universities at .05 level. The mean score of the Maharaja Sayajirao University was significantly higher than all the other universities. The mean scores of Bhavnagar University, Gujarat Vidyapith and SNDT University differed significantly from the mean scores for this value from six, five and four other universities. While South Gujarat University, and Gujarat University had significantly higher mean scores from Gujarat Agricultural University only.

Thus, the null hypothesis 19a stating that there will be no significant differences in the level of value for gender equality according to different universities was not accepted.

Table 65. The lsd Test Showing the Differences in the Level of Value for Gender Equality Between the Various Individual Universities

N = 600

Universities	Mean	GAU	SPU	NGU	SGU	GUJ	SAU	SNDT	GV	BU
GAU	2.38									
SPU	2.48									
NGU	2.48									
SGU	2.49									
GUJ	2.53	*								
SAU	2.55	*								
SNDT	2.59	*	*	*	*					
GV	2.64	*	*	*	*	*				
BU	2.66	*	*	*	*	*	*			
MSU	2.76	*	*	*	*	*	*	*	*	*

* Denotes pairs of groups significantly different at .05 level.

4.3.2.3 Familism. Table 66 shows that the level of value for familism differed significantly among the respondents belonging to different universities at .01 level.

Table 66. Analysis of Variance Indicating the Differences in the Level of Value for Familism Among the Respondents Belonging to Different Universities

N = 600					
Source of Variation	DF	Sum of Square	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	2.18	0.24	6.77**	df 9/590 P.05->2.71
Within Groups	590	21.09	0.04		P.01->4.31
Total	599	23.27			

**F is significant at .01 level.

Table 67 shows that the level of value for familism differed significantly among the various universities at .05 level.

The mean scores of Gujarat University, Gujarat Vidyapith, and the Maharaja Sayajirao University had significantly higher scores than seven other universities, while Saurashtra University, SNDT, Bhavnagar University and the North Gujarat University had significantly higher score than only the Sardar Patel University.

Thus, the null hypothesis 19b stating that there will be no significant differences in the level of value for familism according to different universities was not accepted.

Table 67. The lsd Test Showing the Differences in the Level of Value for Familism Between the Various Individual Universities

N = 600

Universities	Mean	SPU	GAU	SGU	NGU	BU	SNDT	SAU
SPU	2.40							
GAU	2.42							
SGU	2.44							
NGU	2.49	*						
BU	2.49	*						
SNDT	2.50	*						
SAU	2.50	*						
MSU	2.56	*	*	*	*	*	*	*
GV	2.57	*	*	*	*	*	*	*
GUJ	2.59	*	*	*	*	*	*	*

* Denotes pairs of groups significantly different at .05 level.

4.3.2.4 Dignity of Labour. Table 68 shows that the level of value for dignity of labour differed significantly among the respondents belonging to different universities at .05 level.

Table 68. Analysis of Variance Indicating the Differences in the Level of Value for Dignity of Labour Among the Respondents Belonging to Different Universities

N = 600

Source of Variation	DF	Sum of Square	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	1.18	0.13	3.11*	df 9/590 P.05->2.71 P.01->4.31
Within Groups	590	24.95	0.04		
Total	599	26.13			

**F is significant at .01 level.

Table 69 shows that the level of value for dignity of labour differed significantly among the various individual universities at .05 level.

The mean scores of dignity of labour in Gujarat University (2.52), Gujarat Vidyapith (2.51), Saurashtra University (2.50) and South Gujarat University (2.49), differed significantly and were higher than the mean scores of Gujarat Agricultural University (2.34), SNDT University (2.40) and Sardar Patel University (2.41).

The mean scores of value for dignity of labour in North Gujarat University (2.48) and the Maharaja Sayajirao University (2.47) were significantly higher than Gujarat Agricultural University and SNDT University, while the mean scores of Bhavnagar University differed significantly from Gujarat Agricultural University only.

Thus, the null hypothesis 19c stating that there will be no significant differences in the level of value for dignity of labour according to different universities was not accepted.

Table 69. The lsd Test Showing the Differences in the Level of Value for Dignity of Labour Between the Various Individual Universities

Universities	Mean	GAU	SNDT	SPU
GAU	2.34			
SNDT	2.40			
SPU	2.41			
BU	2.46	*		
MSU	2.47	*	*	
NGU	2.48	*	*	
SGU	2.49	*	*	*
SAU	2.50	*	*	*
GV	2.51	*	*	*
GUJ	2.52	*	*	*

* denotes pairs of groups significantly different at .05 level.

4.3.2.5 Vocationalism. Table 70 shows that the level of value for vocationalism differed significantly among the respondents belonging to different universities at .01 level.

Table 70. Analysis of Variance Indicating the Differences in the Level of Vocationalism Among the Respondents Belonging to Different Universities

N = 600					
Source of Variation	DF	Sum of Square	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	3.72	0.41	8.19**	df 9/590 P.05->2.71
Within Groups	590	29.76	0.05		P.01->4.31
Total	599	33.48			

**F is significant at .01 level.

Table 71 shows that the level of value for vocationalism differed significantly among the individual universities at .05 level.

The mean score of Gujarat Vidyapith and South Gujarat University were significantly higher than six other universities. The mean score of North Gujarat University was significantly higher than 4 other universities. The mean scores of this level in Gujarat University, Saurashtra University, and the Maharaja Sayajirao University were significantly higher than the two other universities while the mean scores of SNDT University, Bhavnagar University and

Sardar Patel University were significantly higher than the mean score of Gujarat Agricultural University only.

Thus, the null hypothesis 19d stating that there will be no significant differences in the level of value for vocationalism according to different universities was not accepted.

Table 71. The 1sd Test Showing the Differences in the Level of Vocationalism Between the Various Individual Universities

N = 600

Universities	Mean	GAU	SPU	BU	SNDT	MSU	SAU
GAU	2.22						
SPU	2.36	*					
BU	2.40	*					
SNDT	2.43	*					
MSU	2.48	*	*				
SAU	2.49	*	*				
GUJ	2.50	*	*				
NGU	2.54	*	*	*	*		
SGU	2.56	*	*	*	*	*	*
GV	2.59	*	*	*	*	*	*

* denotes pairs of groups significantly different at .05 level.

4.3.2.6 Collectivism. Table 72 shows that the level of value for collectivism differed significantly among the respondents belonging to different universities at .01 level.

Table 72. Analysis of Variance Indicating the Differences in the Level of Value for Collectivism Among the Respondents Belonging to Different Universities

N = 600					
Source of Variation	DF	Sum of Square	Mean Sum of Variance	F Cal	F Tab
Between Groups	9	3.80	0.42	7.66**	df 9/590 P.05->2.71
Within Groups	590	32.57	0.06		P.01->4.31
Total	599	36.37			

**F is significant at .01 level.

Table 73 shows that the level of value for collectivism differed significantly between the various individual universities. The mean scores of Gujarat Vidyapith and Saurashtra University were significantly higher than the mean scores of six other universities. The mean scores of North Gujarat University and Bhavnagar University were significantly higher than four other universities. The Gujarat University, South Gujarat University and the the Maharaja Sayajirao University had significantly higher mean scores than Gujarat Agricultural University and Sardar Patel University. While the SNDT University had significantly higher score than only the Gujarat Agricultural University.

Thus, the null hypothesis 19c stating that there will be no significant differences in the level of value for collectivism according to different universities was not accepted.

Table 73. lsd Test Showing the Differences in the Level of Value for Collectivism Between the Various Individual Universities

N = 600							
Universities	Mean	GAU	SPU	SNDT	MSU	SGU	GUJ
GAU	2.18						
SPU	2.27						
SNDT	2.34	*					
MSU	2.35	*	*				
SGU	2.41	*	*				
GUJ	2.42	*	*				
BU	2.44	*	*	*	*		
NGU	2.45	*	*	*	*		
SAU	2.49	*	*	*	*	*	*
GV	2.52	*	*	*	*	*	*

* denotes pairs of groups significantly different at .05 level.

4.3.3 DIFFERENCES IN THE LEVEL OF VALUES ACCORDING TO THE INSTITUTIONAL VARIABLES AMONG THE RESPONDENTS

4.3.3.1 Gender equality. Table 74 shows that the level of value for gender equality differed significantly among the respondents in relation to all institutional variables at .01 level.

The mean values showed that the respondents from the following categories had higher level of value for gender equality compared to their counter parts. They were the

colleges

- offering Home Science,
- under residential universities,
- located in cities,
- with more than 25 years of establishment,
- with English medium,
- with specialisation,
- with more number of teaching staff,
- with more highly qualified teachers, and
- with more experienced teaching staff.

Table 74. 't' Values Showing the Differences in the Level of Value for Gender Equality According to the Institutional Variables

N = 600

Variables	N	\bar{X}	SD	t-Value
1. College				
(a) Arts	232	2.53	.24	4.53**
(b) Home Science	368	2.62	.26	
2. Type of University				
(a) Affiliated	349	2.54	.24	5.80**
(b) Residential	230	2.67	.26	
3. Location of College				
(a) City	364	2.63	.25	5.91**
(b) Town	236	2.60	.26	
4. Number of years since establishment				
(a) 5 - 25 Years	400	2.54	.26	7.01**
(b) Above 25 Years	200	2.64	.24	
5. Medium of instruction				
(a) English	156	2.71	.25	7.08**
(b) Gujarati	444	2.54	.25	

Table 74 Contd....

Variables	N	\bar{X}	SD	t-Value
6. Programme of study				
(a) General	315	2.54	.25	4.31**
(b) Specialisation	285	2.63	.26	
7. Number of teaching staff members				
(a) Less	384	2.55	.28	4.18**
(b) More	216	2.64	.28	
8. Educational qualification of teaching staff members				
(a) Less qualified	465	2.53	.25	9.38**
(b) Highly qualified	135	2.76	.21	
9. Experience of teaching staff members				
(a) Less	323	2.52	.26	6.90**
(b) More	277	2.66	.24	

** Significant at .01 level with df=598 t tab = 2.58

* Significant at .05 level with df=598 t tab = 1.96

Thus, the null hypothesis 20 stating that in relation to the institutional variables, there will be no significant differences in the level of value for gender equality among the respondents was not accepted.

4.3.3.2 Familism. Table 75 shows that the level of value for familism differed significantly among the respondents in relation to the institutional variables namely, location of the college, number of years since establishment, medium of instruction, educational qualification and experience of teaching staff members at .01 level.

The mean values indicated that the respondents from the following categories had higher level of value for familism than their counter parts. They were the colleges

- located in cities,
- with more than 25 years of establishment,
- with English medium,
- with more highly qualified teaching staff members, and
- with more experienced teaching staff members.

The respondents did not differ in their level of value for familism according to college, type of university, programme of study, and number of teaching staff members.

Thus, the null hypothesis 21 stating that there will be no significant differences in the level of value for familism among the respondents, according to the institutional variables, was not accepted for location of the college, number of years since establishment, medium of instruction, educational qualification and experience of the teaching staff members. The null hypothesis was accepted for college, type of university, programme of study and number of teaching staff members.

Table 75. 't' Values Showing the Differences in the Level of Value for Familism According to the Institutional Variables

N = 600

Variables	Category	N	\bar{X}	SD	t-Value
1. College					
	(a) Arts	232	2.49	.20	1.30
	(b) Home Science	368	2.52	.20	
2. Type of University					
	(a) Affiliated	349	2.50	.20	1.17
	(b) Residential	230	2.52	.20	
3. Location of College					
	(a) City	364	2.53	.19	2.91**
	(b) Town	236	2.48	.20	
4. Number of years since establishment					
	(a) 5 - 25 Years	400	2.48	.21	4.62**
	(b) Above 25 Years	200	2.55	.17	
5. Medium of instruction					
	(a) English	156	2.54	.18	2.72**
	(b) Gujarati	444	2.49	.20	
6. Programme of study					
	(a) General	315	2.49	.20	1.89
	(b) Specialisation	285	2.52	.20	
7. Number of teaching staff members					
	(a) Less	384	2.51	.19	.24
	(b) More	216	2.50	.20	
8. Educational qualification of teaching staff members					
	(a) Less qualified	465	2.49	.20	3.83**
	(b) Highly qualified	135	2.56	.17	
9. Experience of teaching staff members					
	(a) Less	323	2.49	.20	2.73**
	(b) More	277	2.53	.19	

** Significant at .01 level with df=598 $t_{tab} = 2.58$

* Significant at .05 level with df=598 $t_{tab} = 1.96$

4.3.3.3 Dignity of labour. Table 76 shows that the level of value for dignity of labour differed significantly

among the respondents in relation to the institutional variables, namely, programme of study and number of teaching staff members at .05 level.

The mean values indicated that the respondents belonging to the colleges with general programme of study and with less number of teaching staff members had higher level of value for dignity of labour than their counter parts. The respondents did not differ in their level of value for dignity of labour according to the following variables :

- college,
- type of university,
- location of the college,
- number of years since establishment,
- medium of instruction,
- educational qualification of teaching staff members, and
- experience of teaching staff members.

Thus, the null hypothesis 22 stating that there will be no significant differences in the level of value for dignity of labour among the respondents, according to the institutional variables, was not accepted for programme of study and the number of teaching staff members. The null hypothesis was accepted for college, type of university, location of the college, number of years since

establishment, medium of instruction, educational qualification and experience of teaching staff members.

Table 76. t-Values Showing the Differences in the Level of Value for Dignity of Labour According to the Institutional Variables

N = 600

Variables	Category	N	\bar{X}	SD	t-Value
1. College					
	(a) Arts	232	2.48	.22	1.53
	(b) Home Science	368	2.46	.20	
2. Type of University					
	(a) Affiliated	349	2.48	.21	1.13
	(b) Residential	230	2.46	.20	
3. Location of College					
	(a) City	364	2.47	.21	.28
	(b) Town	236	2.46	.21	
4. Number of years since establishment					
	(a) 5 - 25	400	2.46	.22	1.32
	(b) Above 25	200	2.48	.19	
5. Medium of instruction					
	(a) English	156	2.45	.19	1.13
	(b) Gujarati	444	2.47	.21	
6. Programme of study					
	(a) General	315	2.49	.21	2.56*
	(b) Specialisation	285	2.44	.21	
7. Number of teaching staff members					
	(a) Less	384	2.48	.21	2.45*
	(b) More	216	2.43	.20	
8. Educational qualification of teaching staff members					
	(a) Less qualified	465	2.47	.22	.05
	(b) Highly qualified	135	2.47	.19	
9. Experience of teaching staff members					
	(a) Less	323	2.46	.21	.52
	(b) More	277	2.47	.21	

** Significant at .01 level with df=598 t tab = 2.58

* Significant at .05 level with df=598 t tab = 1.96

4.3.3.4 Vocationalism. Table 77 shows that the level of value for vocationalism differed significantly among the respondents in accordance with the institutional variables, namely, college, programme of study and number of teaching staff members at .01 level and with experience of teaching staff members at .05 level.

The mean values show that the respondents from the following categories had higher level of value for vocationalism than their counter parts. They were the colleges

- of Arts,
- with general programme of study,
- with less number of teaching staff members, and
- with more experienced teaching staff members,

The respondents did not differ in their level of value for vocationalism according to the following variables:

- type of university,
- location of the college,
- number of years since establishment,
- medium of instruction, and
- educational qualification of teaching staff members.

Table 77. t-Values Showing the Differences in the Level of Value for Vocationalism According to the Institutional Variables

N = 100

Variables	Category	N	\bar{X}	SD	t-Value
1. College					
	(a) Arts	232	2.51	.22	3.26**
	(b) Home Science	368	2.45	.24	
2. Type of University					
	(a) Affiliated	349	2.49	.23	1.48
	(b) Residential	230	2.46	.23	
3. Location of College					
	(a) City	364	2.48	.23	.81
	(b) Town	236	2.46	.24	
4. Number of years since establishment					
	(a) 5 - 25 years	400	2.46	.25	1.95
	(b) Above 25 years	200	2.50	.22	
5. Medium of instruction					
	(a) English	156	2.44	.25	1.82
	(b) Gujarati	444	2.48	.23	
6. Programme of study					
	(a) General	315	2.51	.23	3.81**
	(b) Specialisation	285	2.43	.24	
7. Number of teaching staff members					
	(a) Less	384	2.50	.22	4.10**
	(b) More	216	2.42	.25	
8. Educational qualification of teaching staff members					
	(a) Less qualified	465	2.47	.24	.26
	(b) Highly qualified	135	2.48	.22	
9. Experience of teaching staff members					
	(a) Less	323	2.45	.24	2.56*
	(b) More	277	2.50	.23	

** Significant at .01 level with df=598 t tab = 2.58

* Significant at .05 level with df=598 t tab = 1.96

Thus the null hypothesis 23 stating that there will be no significant differences in the level of value for vocationalism among the respondents, according to the institutional variables, was not accepted for college, programme of study, number of teaching staff members and experience of teaching staff members. The null hypothesis was accepted for type of university, location of the college, number of years since establishment, medium of instruction, and educational qualification of teaching staff members.

4.3.3.5 Collectivism. Table 78 shows that the level of value for collectivism differed significantly among the respondents in accordance with the institutional variables, namely, college, type of university, medium of instruction, programme of study and number of teaching staff at .01 level and educational qualification of teaching staff at .05 level.

The mean values revealed that the respondents belonging to the following categories had higher levels of value for collectivism compared to their counter parts. They were the colleges :-

- of Arts,
- under residential universities,
- with Gujarati medium,
- with general programme of study,
- with less number of teaching staff, and

- with less qualified teaching staff.

The respondents did not differ in their level of value for collectivism according to the location of college, number of years since establishment, and experience of the teaching staff members.

Thus, the null hypothesis 24 stating that there will be no significant differences in the level of value for collectivism among the respondents, according to the institutional variables, was not accepted for colleges, type of university, medium of instruction, programme of study, and the educational qualification of teaching staff members. The null hypothesis was accepted for location of college, number of years since establishment and experience of the teaching staff members

Table 78. 't' Values Showing the Differences in the Level of Value for Collectivism According to the Institutional Variables

N = 600					
Variables	Category	N	\bar{X}	SD	t-Value
1. College					
	(a) Arts	232	2.42	.22	2.47**
	(b) Home Science	368	2.37	.26	
2. Type of University					
	(a) Affiliated	349	2.42	.23	3.47**
	(b) Residential	230	2.55	.26	
3. Location of College					
	(a) City	364	2.39	.24	0.21
	(b) Town	236	2.39	.26	

Table 78 Contd...

Variables	Category	N	\bar{X}	SD	t-Value
4. Number of years since establishment					
	(a) 5 - 25 Years	400	2.40	.26	1.13
	(b) Above 25 Years	200	2.37	.23	
5. Medium of instruction					
	(a) English	156	2.33	.25	3.73**
	(b) Gujarati	444	2.41	.24	
6. Programme of study					
	(a) General	315	2.43	.23	4.60**
	(b) Specialisation	285	2.34	.26	
7. Number of teaching staff members					
	(a) Less	384	2.43	.23	6.02**
	(b) More	216	2.31	.26	
8. Educational qualification of teaching staff members					
	(a) Less qualified	465	2.40	.25	2.16**
	(b) Highly qualified	135	2.35	.24	
9. Experience of teaching staff members					
	(a) Less	323	2.39	.26	
	(b) More	323	2.39	.26	.13

** Significant at .01 level with df=598 $t_{tab} = 2.58$

* Significant at .05 level with df=598 $t_{tab} = 1.96$

4.3.4 DIFFERENCES IN THE LEVEL OF VALUES ACCORDING TO PERSONAL AND FAMILIAL VARIABLES

4.3.4.1 Gender equality. Table 79 shows that the level of value for gender equality differed significantly among the respondents in relation to the personal and familial variables, namely, academic achievement, mother's education, SES and family climate, at .05 level.

The mean values indicated that the respondents in the following categories had higher level of value for gender

equality than their counter parts :

- high academic achievement,
- mothers with higher levels of education,
- high SES,
- high vocational aspiration, and
- high family climate.

Thus, the null hypothesis 25 stating that there will be no significant differences in the level of value for gender equality, according to the personal and home related variables, was not accepted for academic achievement, mother's education, SES, vocational aspiration and family climate.

Table 79. 't' Values Showing the Differences in the Level of Value for Gender Equality Between the Respondents According to the Personal and Familial Variables

N = 600					
Variables	Category	N	\bar{X}	SD	t-Value
Academic Achievement	Low	371	2.55	.26	4.17**
	High	229	2.64	.25	
Mother's Education	Low	455	2.54	.26	7.76**
	High	145	2.72	.20	
SES	Low	332	2.53	.25	5.54**
	High	268	2.65	.26	
Vocational Aspiration	Low	379	2.57	.26	2.40*
	High	221	2.62	.25	
Family Climate	Low	345	2.53	.26	5.78**
	High	255	2.65	.24	

** Significant at .01 level with df 598, t tab = 2.58

* Significant at .05 level with df 598, t tab = 1.96

4.3.4.2 Familism. Table 80 shows that the level of value for familism differed significantly among the respondents in relation to the personal and familial variables, namely, academic achievement, mother's education, vocational aspiration and family climate, at .01 level.

The mean values showed that the respondents in the following categories had higher level of value for familism compared to their counter parts. These respondents were

- with high academic achievement
- having mothers with higher levels of education, and
- having high family climate.

The respondents did not differ in their level of value for familism according to the personal and familial variables namely SES and vocational aspiration.

Table 80. 't' Values Showing the Differences in the Level of Value for Familism Between the Respondents According to the Personal and Familial Variables

N = 600					
Variables	Category	N	\bar{X}	SD	t-Value
Academic Achievement	Low	371	2.48	.20	4.02**
	High	229	2.55	.18	
Mothers' Education	Low	455	2.59	.20	2.74**
	High	145	2.55	.18	
SES	Low	332	2.49	.20	1.82**
	High	268	2.52	.19	
Vocational Aspiration	Low	379	2.49	.20	1.61**
	High	221	2.53	.18	
Family Climate	Low	345	2.47	.20	5.17**
	High	255	2.55	.18	

** Significant at .01 level with df 598, $t_{tab} = 2.58$

Thus, the null hypothesis 26 stating that there will be no significant differences in the level of familism, according to the personal and familial variables, was not accepted for academic achievement, mother's education, and family climate. The null hypothesis was accepted for SES and vocational aspiration.

4.3.4.3 Dignity of labour. Table 81 shows that the level of value for dignity of labour differed significantly among the respondents in relation to the personal and familial variables, namely, family climate at .01 level and academic achievement at .05 level.

The mean values showed that the respondents in the following categories had higher level of value for dignity of labour than their counter parts. They were the respondents with high :-

- academic achievement and
- family climate.

The study showed that the respondents did not differ in their level of value for dignity of labour according to mother's education, SES and vocational aspiration.

Thus, the null hypothesis 27 stating that there will be no significant differences in the level of value for dignity of labour, according to the personal and home related variables, was not accepted for academic achievement and family climate. The null hypothesis was accepted for mother's education, SES and vocational aspiration.

Table 81. 't' Values Showing the Differences in the Level of Value for Dignity of Labour Between the Respondents According to the Personal and Familial Variables

N = 600

Variables	Category	N	\bar{X}	SD	t-Value
Academic Achievement	Low	371	2.45	.21	2.57*
	High	229	2.49	.20	
Mother's Education	Low	455	2.47	.21	1.11
	High	145	2.45	.22	
SES	Low	332	2.47	.21	.79
	High	268	2.46	.21	
Vocational Aspiration	Low	379	2.45	.22	1.68
	High	221	2.49	.19	
Family Climate	Low	345	2.44	.22	3.99**
	High	255	2.504	.19	

** Significant at .01 level with df 598, t tab = 2.58

* Significant at .05 level with df 598, t tab = 1.96

4.3.4.4 Vocationalism. Table 82 shows that the level of value for vocationalism differed significantly among the respondents in relation to the personal and familial variables, namely, academic achievement, vocational aspiration and family climate at .01 level.

The mean values indicated that the respondents having high academic achievement, high vocational aspiration and high family climate had higher levels of value for vocationalism than their counter parts.

The respondents did not differ significantly in their level of value for vocationalism according to mother's education and SES.

Table 82. 't' Values Showing the Differences in the Level of Value for Vocationalism Between the Respondents According to the Personal and Familial Variables

N = 600

Variables	Category	N	\bar{X}	SD	t-Value
Academic Achievement	Low	371	2.44	.23	3.89**
	High	229	2.52	.22	
Mother's Education	Low	455	2.47	.24	1.04
	High	145	2.49	.23	
SES	Low	332	2.48	.23	.93
	High	268	2.46	.24	
Vocational Aspiration	Low	379	2.44	.25	3.68**
	High	221	2.52	.21	
Family Climate	Low	345	2.41	.24	7.50**
	High	255	2.55	.20	

** Significant at .01 level with df 598, t tab = 2.58

Thus, the null hypothesis 28 stating that there will be no significant differences in the level of value for vocationalism, according to the personal and familial variables, was not accepted for academic achievement, vocational aspiration and family climate. The null hypothesis was accepted for mother's education and SES.

4.3.4.5 Collectivism. Table 83 shows that the level of value for collectivism differed significantly among the respondents in relation to the personal and familial variables, namely, family climate at .01 level and academic achievement at .05 level.

Table 83. 't' Values Showing the Differences in the Level of Value for Collectivism Between the Respondents According to the Personal and Familial Variables

N = 600					
Variables	Category	N	\bar{X}	SD	t-Value
Academic Achievement	Low	371	2.37	.25	2.37**
	High	229	2.42	.25	
Mother's Education	Low	455	2.39	.25	.37
	High	145	2.38	.23	
SES	Low	332	2.39	.25	.67
	High	268	2.38	.24	
Vocational Aspiration	Low	379	2.38	.25	.95
	High	221	2.40	.24	
Family Climate	Low	345	2.34	.29	6.02**
	High	255	2.46	.23	

** Significant at .01 level with df=598, t tab = 2.58

4.3.5 EFFECT OF INTERACTION BETWEEN UNIVERSITIES AND PERSONAL AND FAMILIAL VARIABLES ON THE LEVEL OF VALUES

The effect of interaction between universities and personal and familial variables was found out by 2 x 10 factorial analysis of variance for the level of values. The details of the main effect for universities and personal and familial variables are already discussed in section 4.3.2 and 4.3.4 respectively.

4.3.5.1 Gender equality. Table 45 shows that the effect of interaction between universities and personal and familial variables on the level of value for gender equality was not significant. This means the ability of the levels

of each one factor (that is, academic achievement, mothers' education, SES vocational aspiration, family climate) to retain the same order and magnitude of performance throughout all levels of second factor (that is, universities).

Thus, the null hypothesis 30 stating that there will be no significant effect of interaction between universities and the personal and familial variables on the level of value for gender equality was accepted.

Table 84. 2 x 10 Factorial Analysis of Variance Showing the Effect of Interaction Between Universities and the Personal and Familial Variables on the Level of Value for Gender Equality Possessed by the Respondents

N = 600

Source of Variation	Sum of Square	DF	Mean Square	F Cal	F Tab
Academic Achievement	0.61	1	.61	11.09**	1/599 df
Universities	6.76	9	.75	13.68**	P.01=6.63
2-way interaction	0.78	1	.09	1.58	P.05=3.84
Mother's Education	0.75	1	.75	13.67**	9/599=df
Universities	4.33	9	.48	8.76**	P.01=2.41
2-way interaction	0.60	9	.07	1.22	P.05=1.88
SES	0.29	1	.29	5.26*	
Universities	5.61	9	.62	11.18**	
2-way interaction	0.60	9	.07	1.19	
Vocational Aspiration	0.20	1	.20	3.62	
Universities	7.11	9	.79	14.09**	
2-way interaction	0.51	9	.06	1.02	
Family Climate	1.18	1	1.18	21.72**	
Universities	6.33	9	.70	12.96**	
2-way interaction	0.57	9	.06	1.17	

** Significant at .01 level

* Significant at .05 level

4.3.5.2 Familism. Table 85 shows that the effect of interaction between universities and personal and familial variables on the level of value for familism was not significant. This means the ability of the levels of each one factor (that is, academic achievement, mother's education, SES, vocational aspiration, family climate), to retain the same order and magnitude of performance throughout all levels of second factor (that is, universities).

Table 85. 2 x 10 Factorial Analysis of Variance Showing the Effect of Interaction Between the Universities and the Personal and Familial Variables on the Level of Value for Familism Possessed by the Respondents

N = 600

Source of Variation	Sum of Square	DF	Mean Square	F Cal	F Tab
Academic Achievement	0.29	1	.29	8.21**	1/599 df
Universities	1.85	9	.21	5.86**	P.01=6.63
2-way interaction	0.40	9	.04	1.26	P.05=3.84 9/599=df
Mother's Education	0.08	1	.08	2.35	P.01=2.41
Universities	1.97	9	.22	6.15**	P.05=1.88
2-way interaction	0.31	9	.03	0.97	
SES	0.02	1	.02	0.51	
Universities	2.07	9	.23	6.44**	
2-way interaction	0.36	9	.04	1.13	
Vocational Aspiration	0.12	1	.12	3.50	
Universities	2.04	9	.23	6.38**	
2-way interaction	0.34	9	.04	1.07	
Family Climate	0.67	1	.67	19.49**	
Universities	1.85	9	.21	5.99**	
2-way interaction	0.46	9	.05	1.50	

** Significant at .01 level

* Significant at .05 level

Thus, the null hypothesis 31 stating there will be no significant effect of interaction between the universities and the personal and familial variables on the level of value for familism, was accepted.

4.3.5.3 Dignity of labour. Table 86 shows the effect of interaction between universities and personal and familial variables on the level of value for dignity of labour. The effect of interaction between universities and socio-economic status was significant at .05 level for the level of dignity of value for labour. The interaction of the two factors on the level of value for dignity of labour means, the failure of the levels of each one factor (that is, SES) to retain the same order and magnitude of performance throughout all levels of the second factor (that is, the universities).

The effect of interaction on the level of value for dignity of labour was not significant between universities and academic achievement, mothers' education, vocational aspiration and family climate. This means the ability of the levels of each one factor (that is, academic achievement, mother's education, vocational aspiration, family climate) to retain the same order and magnitude of performance throughout all levels of second factor (that is, universities) on the level of value for dignity of labour.

Table 86. 2 x 10 Factorial Analysis of Variance Showing the Effect of Interaction Between the Universities and the Personal and Familial Variables on the Level of Value for Dignity of Labour Possessed by the Respondents

N = 600

Source of Variation	Sum of Square	DF	Mean Square	F Cal	F Tab
Academic Achievement	0.20	1	.20	4.83*	1/599 df
Universities	1.10	9	.12	2.92**	P.01=6.63
2-way interaction	0.44	9	.05	1.18	P.05=3.84 9/599=df
Mother's Education	0.02	1	.02	0.49**	P.01=2.41
Universities	1.15	9	.13	3.02**	P.05=1.88
2-way interaction	0.38	9	.04	1.00	
SES	0.01	1	.01	0.01	
Universities	1.16	9	.13	3.09*	
2-way interaction	0.82	9	.07	2.18*	
Vocational Aspiration	0.84	1	.08	1.98	
Universities	1.14	9	.13	3.00**	
2-way interaction	0.32	9	.04	0.83	
Family Climate	0.48	1	.48	11.50**	
Universities	0.98	9	.11	2.62**	
2-way interaction	0.28	9	.03	0.73	

** Significant at .01 level

* Significant at .05 level

Table 87 and Fig. 4 show that, in Gujarat Vidyapith, Saurashtra University, SNDT University and South Gujarat University, the respondents from high socio-economic group had higher levels of dignity of labour than the respondents from low socio-economic group. In Gujarat Agricultural University, Sardar Patel University and North Gujarat University, the picture remained almost same for both the high and low socio-economic groups. In Bhavnagar University, Gujarat University and the Maharaja Sayajirao University, the respondents from low socio-economic group had higher

Graph showing the effect of interaction between Universities
and SES on the level of value for
dignity of labour

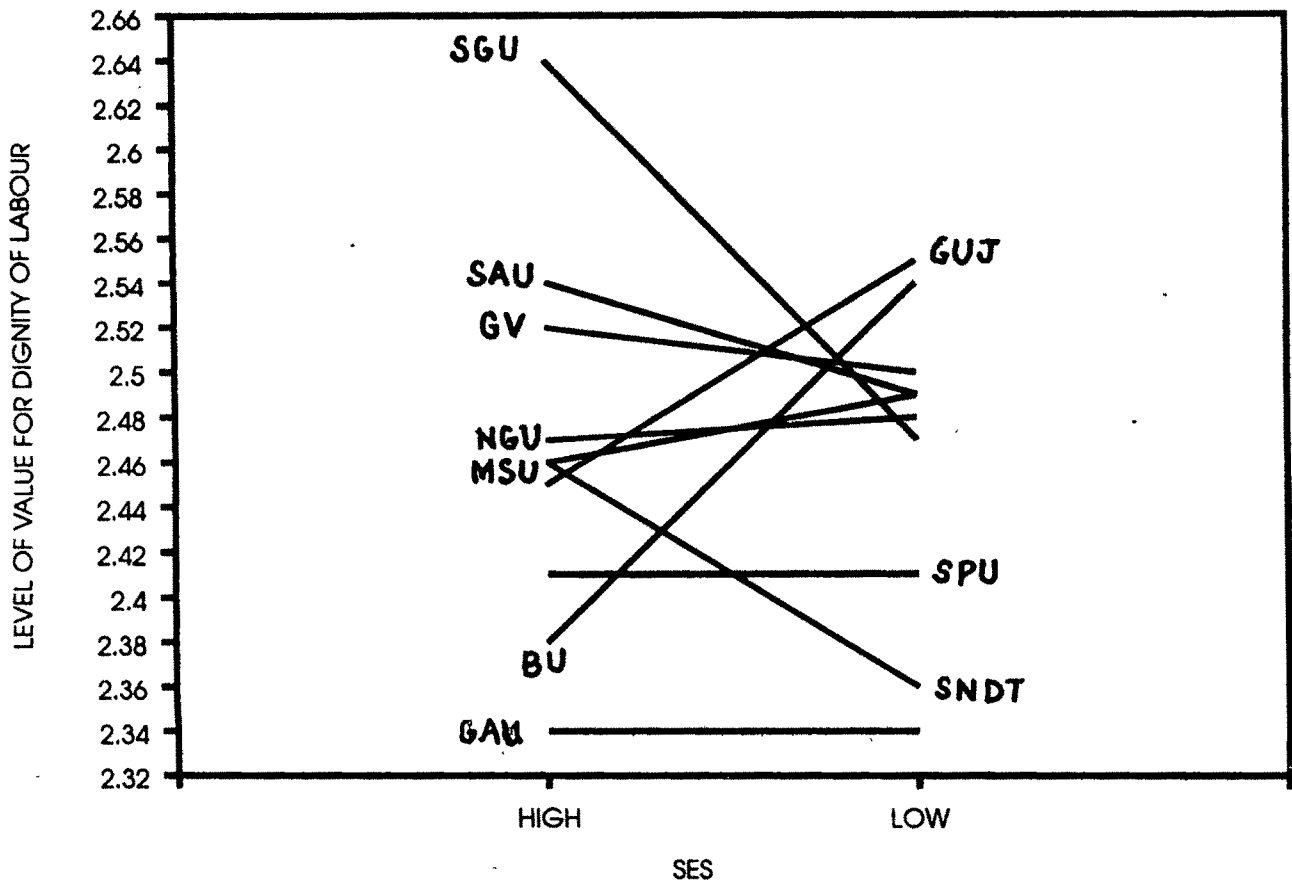


Fig. 4

level of value for dignity of labour than the respondents from the high socio-economic group.

Table 87. Means of Value for Dignity of Labour Possessed by Respondents According to Their Socio-Economic Status in Different Universities

N=600

Universities					SES	
					High \bar{X}	Low \bar{X}
BU	.	.	.	.	2.38	2.54
GAU	.	.	.	.	2.34	2.34
GUJ	.	.	.	.	2.45	2.55
GV	.	.	.	.	2.52	2.50
MSU	.	.	.	.	2.46	2.49
NGU	.	.	.	.	2.47	2.48
SAU	.	.	.	.	2.54	2.49
SPU	.	.	.	.	2.41	2.41
SNDT	.	.	.	.	2.46	2.36
SGU	.	.	.	.	2.64	2.47

Thus, the null hypothesis 32stating that there will be no significant effect of interaction between the universities and personal and familial variables on the level of value for dignity of labour was not accepted for SES status. The null hypothesis was accepted for academic achievement, mother's education, vocational aspiration, and family climate.

4.3.5.4 Vocationalism. Table 88 shows the effect of interaction between universities and personal and familial variables on the level of value for vocationalism was not significant. This indicated the ability of the levels of each one factor (that is, academic achievement, mother's education, SES, vocational aspiration, family climate) to

retain the same order and magnitude of performance throughout all levels of the second factor (that is, the universities) on the level of value for vocationalism.

Table 88. 2 x 10 Factorial Analysis of Variance Showing the Effect of Interaction Between the Universities and the Personal and Familial Variables on the Level of Value for Vocationalism Possessed by the Respondents

N=600

Source of Variation	Sum of Square	DF	Mean Square	F Cal	F Tab
Academic Achievement	0.69	1	.69	14.16**	1/599 df
Universities	3.58	9	.39	8.18**	P.01=6.63
2-way interaction	0.82	9	.09	1.83	P.05=3.84 9/599=df
Mother's Education	0.25	1	.25	4.95*	P.01=2.41
Universities	3.91	9	.43	8.69**	P.05=1.88
2-way interaction	0.55	9	.06	1.22	
SES	0.02	1	.02	0.34	
Universities	3.69	9	.41	8.19**	
2-way interaction	0.71	9	.08	1.57	
Vocational Aspiration	0.59	1	.59	11.86**	
Universities	3.57	9	.40	7.97**	
2-way interaction	0.35	9	.04	0.78	
Family Climate	1.92	1	1.92	41.07**	
Universities	2.76	9	0.31	6.57**	
2-way interaction	0.77	9	0.09	1.85	

** Significant at .01 level

* Significant at .05 level

Thus, the null hypothesis 33 stating that there will be no significant effect of interaction between the universities and personal and familial variables on the level of value for vocationalism was accepted.

4.3.5.5 Collectivism. Table 89 shows the effect of interaction between universities and personal and familial variables on the level of value for collectivism was not significant. This means the ability of the levels of each one factor (that is, academic achievement, mother's education, SES, vocational aspiration, family climate) to retain the same order and magnitude of performance throughout all levels of second factor (that is, the universities) on the level of value for collectivism.

Table 89. 2 x 10 Factorial Analysis of Variance Showing the Effect of Interaction Between the Universities and the Personal and Familial Variables on the Level of Value for Collectivism Possessed by the Respondents

N=600					
Source of Variation	Sum of Square	DF	Mean Square	F Cal	F Tab
Academic Achievement	0.25	1	.24	4.51**	1/599 df
Universities	3.71	9	.41	7.51**	P.01=6.63
2-way interaction	0.47	9	.05	0.96	P.05=3.84 9/599=df
Mother's Education	0.16	1	.16	2.99	P.01=2.41
Universities	3.96	9	.44	8.00**	P.05=1.88
2-way interaction	0.49	9	.05	0.99	
SES	0.11	1	.11	2.04	
Universities	3.89	9	.43	7.86**	
2-way interaction	0.56	9	.06	1.13	
Vocational Aspiration	0.10	1	.10	1.88	
Universities	3.85	9	.43	7.69**	
2-way interaction	0.16	9	.02	0.32	
Family Climate	1.20	1	1.20	22.45**	
Universities	2.93	9	0.33	6.09**	
2-way interaction	0.38	9	0.04	0.78	
** Significant at .01 level					
* Significant at .05 level					

Thus, the null hypothesis 34 stating that there will be no significant effect of interaction between the universities and personal and familial variables on the level of value for collectivism was accepted.

4.4 Interrelationship

4.4.1 INTERRELATIONSHIP AMONG CHARACTERISTICS

Table 90 shows that all characteristics were positively correlated at .01 level of significance. The correlation ranged from .15 to .43. The relationship between the characteristics of creativity and independence had the lowest correlation score. The relationship between leadership and fearlessness had the highest correlation score.

Table 90. Coefficient of Correlation Indicating the Relationship Among the Characteristics

Characteristics	Independence	Self Esteem	Fearless -ness	Leadership	Creativity
Independence	-	-	-	-	-
Self-Esteem	.35**	-	-	-	-
Fearlessness	.30**	.37**	-	-	-
Leadership	.19**	.39**	.43**	-	-
Creativity	.15**	.20**	.21**	.32**	-

** Significant at .01 level.

4.4.2 INTERRELATIONSHIP AMONG THE VALUES

Table 91 shows that all values were positively correlated at .01 level of significance. The correlation ranged from .25 to .43. The relationship between collectivism and vocational potential had the highest correlation score. The relationship between dignity of labour and gender equality had the lowest correlation score.

Table 91. Coefficient of Correlation Indicating the Relationship Among Values

Values	Gender Equality	Familism	Values Dignity of Labour	Vocationalism	Collectivism
Gender Equality					
Familism	.40**				
Dignity of Labour	.25**	.27**			
Vocationalism	.42**	.33**	.30**		
Collectivism	.33**	.40**	.28**	.43**	

4.4.3 INTERRELATIONSHIP BETWEEN THE CHARACTERISTICS AND VALUES

Table 92 shows that all characteristics and values were positively correlated at .01 level of significance. This means that as one increases, the other tends to increase. The correlation ranged from .12 to .43. The inter-relationship between independence and gender equality had

the highest correlation score. The interrelationship between dignity of labour and fearlessness and leadership had the lowest correlation score.

Table 92. Coefficient of Correlation Indicating the Relationship Between Characteristics and Values

Characteristics	Values				
	Gender Equality	Familism	Dignity of Labour	Vocationalism	Collectivism
Independence	.43**	.14**	.13**	.32**	.17**
Self Esteem	.32**	.23**	.15**	.32**	.24**
Fearlessness	.36**	.21**	.12**	.33**	.21**
Leadership	.18**	.18**	.12**	.28**	.29**
Creativity	.29**	.28**	.27**	.38**	.33**

** Significant at .01 level