

## CHAPTER 5

## SUMMARY

Academic achievement is a very broad term which indicates generally the learning outcome of a student. Psychologists insist that the amount a student learns in a particular instructional situation is related to his motivation to learn.

Although the psychologists insist that academic achievement depend basically on motivation or 'intent to learn', there are several other factors which either help or hinder academic achievement. Social norms, attitudes towards the course of study and job aspirations are three of them.

Ample researches have been conducted on various aspects of education but so far no study has been undertaken to measure the association between social norms, academic achievement motivation, attitudes towards Home Science education and job aspirations of Home Science students and their academic achievement.

The investigator feels that the character and temperament traits attributed to maleness and femaleness are the product

of social norms and they influence the behaviour and action pattern of men and women born in that culture from early childhood and mould their behaviour to act in a particular manner.

The investigator is curious to find out whether there is any relationship between the norms that are operating in the society to control the behaviour of its members and academic achievement motivation of women students which either help or hinder their educational achievements ? Whether their attitudes towards a course of study and job aspirations are controlled by the norms of the society they live in ?

The investigator hopes that the findings of the present study will help all the persons concerned with the upliftment of women's status in the society, to understand the students and frame the curriculum to make the education more socially useful and satisfying according to the needs and aspirations of the students which ultimately help to solve the problems of student unrest.

The population of the study was decided to be women students as several social anthropologists pointed out that the education and status of women reflect the progress and the trend of social change as a whole, and investigator herself was also interested to study the women's status.

### 5.1 Objectives of the Study

The investigation was undertaken to study the social norms, academic achievement motivation and attitudes towards Home Science education related to academic achievements and job aspirations of undergraduate students from fourteen selected Home Science colleges in India.

The other related objectives were to find out the differences among the colleges under the investigation, in their students' perceptions of norms, parents' norms as perceived by the students, academic achievement motivation, attitudes towards Home Science education and job aspirations and relationships among the variables of the investigation and extent of their individual and combined effect on academic achievement.

### 5.2 Method of Procedure

#### 5.2.1 POPULATION

The population of the investigation consisted of final year B.Sc. students of fourteen selected Home Science colleges in India who were studying in the year 1980-81. Nine hundred students from Agricultural and Non-Agricultural Universities of Andhra Pradesh, Assam, Chandigarh, Delhi, Gujarat, Haryana, Maharashtra, Madhya Pradesh, Punjab, Rajasthan and Uttar Pradesh comprised the population. The colleges that offered full-fledged Home Science programme were only included in the Study.

### 5.2.2 INSTRUMENT

The instrument used for the investigation consisted of four parts - a checklist for social norms, a questionnaire to judge academic achievement motivation, an attitude scale and a job aspiration inventory.

The instrument was modified according to the experts' suggestions and reliability was established by using statistical analysis. The instrument was pre-tested with 160 final year B.Sc. students of Faculty of Home Science, M.S. University of Baroda, studying in the year 1979-80.

### 5.2.3 COLLECTION OF DATA

The investigator went personally to the colleges which responded to the investigator's queries. The respondents filled up the instrument for themselves and on behalf of their parents and the investigator collected the marks or grades obtained by the respondents in immediate past two consecutive examinations from the college records and the systems of evaluation adopted by the colleges to evaluate students' achievements in the years 1978-79 and 1979-80.

### 5.2.4 ANALYSIS OF DATA

Various statistical procedures were used for the analysis of data. The data were coded, frequencies were tabulated and percentages were computed for the analysis of the responses.

The 't' tests were calculated for finding out the significant differences among the students of different achievement levels and in between the colleges under the investigation, in respondents' perceptions of modern norms; parents' norms as perceived by the respondents; academic achievement motivation and job aspirations.

The multiple correlation among and in between the variables were calculated by the computer and so also the stepwise regression analysis for the whole population, separately for each cluster of colleges according to their evaluation system identifying high, medium, low and under achievers.

### 5.3 Major Findings

#### 5.3.1 DESCRIPTION OF THE RESPONDENTS

Nine hundred respondents comprised the population of the investigation. They were studying in the final year B.Sc. Home Science programme offered by the 14 Home Science colleges in India in 1980-81, selected for the investigation.

The respondents were distributed all over the country, though colleges under investigation were mainly situated in North-Western part of India.

There were 171 (19%), high achievers; 352 (39.11%), medium achievers; 248 (27.56%), low achievers; and 129 (14.33%), under achievers among the population of the study.

### 5.3.2 PERCEPTIONS OF NORMS

#### Respondents' Norms

An overwhelming majority of the respondents ( more than 90 percent ), felt that educating a girl is a sound investment; girls should be given complete freedom in deciding the type of higher education and career for themselves; should be allowed to take up any job in which they are interested; should not be given dowry; should share equally the property of parents and widow should be allowed to remarry if she wishes to.

Majority of the respondents ( more than 80 percent ), felt that girls should be given complete freedom in choosing their marriage partners and dissolve their marriages if they found that intolerable.

#### Parents' Norms

An overwhelming majority of the respondents ( more than 90 percent), felt that their parents would agree to the statements that educating a girl is a sound investment and girls should not be given dowry.

Majority of the respondents ( more than 80 percent ), felt that their parents would agree to the statements that girls should be given complete freedom in deciding her career; they should have equal rights ( with their brothers ), to their parents' property and a widow should be allowed to remarry if

she wishes to.

More than sixty percent of the respondents felt their parents would agree that girls should be allowed to take up any job in which they are interested and should be given complete freedom in choosing their marriage partners.

### 5.3.3 ACADEMIC ACHIEVEMENT MOTIVATION

Seven hundred and fifty five respondents (83.89%), reported that they came to study Home Science because they were interested. Most of the respondents reported that they did not study regularly, though 97.89 percent admitted that they tried their level best to achieve better indicating that they cared for high achievement. Regarding the extent, majority (67.77%), of the respondents expressed medium achievement motivation. Respondents from Ajmer reported highest academic achievement motivation and Ujjain lowest academic achievement motivation.

### 5.3.4 ATTITUDES TOWARDS HOME SCIENCE EDUCATION

The mean score of 3.83 on a 5 point scale revealed that respondents attitudes towards Home Science education were favourable.

The maximum highly favourable attitudes were exhibited by the respondents of Ajmer towards philosophy and scope of Home Science education, respondents of Delhi towards function of Home Science education and Jorhat and Delhi simultaneously

towards Home Science teachers and students.

#### 5.3.5 JOB ASPIRATION

Majority (75%), of the respondents expressed their desire to go for higher education either in Home Science or in Home Science related courses and aspired for gainful employment after completion of their studies. The highest number of respondents aspired for jobs were from Delhi (93.3%), lowest from Vallabh Vidyanagar (40.0%), followed by Ujjain (57.5%). The highest number of respondents (27.8%), aspired for the career of professionals, that is, enterpenureships, followed by 26.4 percent who aspired for teaching.

There were not much differences between the respondents' aspired job and dream job, and 31.96 percent reported that they were absolutely sure that they will be getting the job they aspired for. Majority of the respondents (51.6%), dreamt for the particular job they reported, because they thought it is the best profession for girls and a preponderate majority discussed their preferences and interests for this particular job they dreamt with their fathers (78.29%), and mothers (77.77%).

#### 5.3.6 DIFFERENCES AMONG THE RESPONDENTS ACCORDING TO THE 14 COLLEGES OF STUDY

The highly significant differences were found between the respondents' and their parents' norms. The highly significant differences were also found in between the respondents, in their

modern norms perceptions according to their 14 colleges of study. Respondents from Ujjain were found to be most traditional in their norms perceptions followed by the respondents of Agra and Udaipur and also highly significantly different from all the other colleges. Respondents from Jorhat and Delhi were found somewhat homogeneous in their perceptions of modern norms, as they were found least different from all the other colleges under the investigation.

The respondents were not found very significantly different in their academic achievement motivation according to their 14 colleges of study.

In their attitudes towards Home Science education respondents did not differ much. The highest mean scores for attitudes towards philosophy and scope of Home Science education were exhibited by the respondents from Ajmer, for attitudes towards function of Home Science education were exhibited by the respondents from Delhi and for Home Science teachers and students simultaneously by the respondents from Jorhat and Delhi. The respondents from Baroda showed indifference in their attitudes towards Home Science education.

In their job aspirations respondents were found significantly different.

### 5.3.7 RELATIONSHIPS AND INTERRELATIONSHIPS AMONG THE VARIABLES

The highly significant positive relationships were found between respondents' and their parents' norms.

The respondents' perceptions of norms governing education, marriage and social status of women reflecting traditionality were found positively related to their academic achievement motivation; and norms governing education, marriage and social status of women reflecting modernity were found negatively related to academic achievement motivation. The respondents' perceptions of their parents' norms exhibited no relationship to respondents' academic achievement motivation.

The respondents' and their parents' perceptions of norms governing occupation and social status were found highly significantly and positively related to respondents' attitudes towards scope of Home Science education. The parents' perceptions of modern norms governing education too related significantly and positively to respondents' attitudes towards scope of Home Science education. The respondents' perceptions of traditional norms governing education, occupation and marriage were significantly and negatively related to their attitudes towards philosophy and function of Home Science education. The respondents' perceptions of traditional norms

governing education were found highly significantly and positively related to their attitudes towards Home Science teachers. Although parents' perceptions of modern norms governing occupation <sup>were</sup> found highly significantly and positively related to respondents' attitudes towards Home Science students, respondents' perceptions of norms were not found at all related to their attitudes towards Home Science students.

The respondents' and their parents' perceptions of modern norms exhibited highly significant positive relationships to job aspirations, and traditional norms exhibited highly significant negative relationships.

The respondents' and their parents' perceptions of traditional norms governing education and social status of women and respondents' academic achievement: were highly significantly but negatively related and modern norms governing education and social status of women were found highly significantly and positively related. The respondents' perceptions of traditional norms governing occupation too were found highly significantly and negatively related to their academic achievement, and modern norms governing occupation were found highly significantly and positively related to their academic achievement: .

Among all the relationships, relationship between respondents' perceptions of modern norms governing education and their academic achievement: was found highly significant

and positive.

Academic achievement motivation <sup>was</sup> ~~were~~ found highly significant and positively related to attitudes towards philosophy, function, teachers and students of Home Science, with attitudes towards scope too, it had some positive association but not related significantly.

Relationship between academic achievement motivation and job aspirations were found highly significant and positive.

Relationship between academic achievement motivation and academic achievement were found highly significant but negative.

Attitudes towards scope of Home Science education and towards Home Science students were found highly significant and positively related to job aspirations.

Attitudes towards scope of Home Science education and academic achievement were found highly significant and positively related and attitudes towards function of Home Science education and academic achievement were found highly significant but negatively related.

Job Aspirations and academic achievement were not found at all related.

### 5.3.8 DIFFERENCES AND RELATIONSHIPS ACCORDING TO THE RESPONDENTS' LEVELS OF ACHIEVEMENT

Respondents of all levels of achievement were found highly significantly different in their modern and traditional norms perceptions.

Highly significant differences were found among the respondents of different achievement levels in their perceptions of modern norms governing education and social status.

Only the high achievers exhibited highly significant but negative relationships between perceptions of modern norms governing education and social status and academic achievement motivation and the medium achievers between perceptions of modern norms governing social status of women and academic achievement motivation.

Very thin and scattered relationships were found among the respondents of different achievement levels between their modern norms perceptions and attitudes towards Home Science education.

Achievementwise relationships of the respondents' modern norms perceptions and job aspirations were indistinct.

The medium achievers exhibited maximum, highly significant positive relationships between attitudes towards philosophy of

Home Science education and academic achievement motivation, though picture is not very clear as a whole.

Only the low and underachievers exhibited highly significant and positive relationships between academic achievement motivation and job aspirations.

Attitudes towards scope of Home Science education exhibited no relationships with job aspirations of the respondents of any achievement levels and relationships between attitudes towards philosophy, function, teachers and students were found to be hazy.

Relationships between respondents' job aspirations and academic achievement were found to be very thin.

#### 5.3.9 POTENTIAL PREDICTORS

The respondents' perceptions of modern norms governing education contributed maximum (5.2%), towards the prediction of their academic achievement, among all the variables followed by respondents' academic achievement motivation (2.4%). All the other variables excepting respondents' perceptions of their parents' norms, had contribution though very little towards the prediction of respondents' academic achievement.

#### 5.4 Conclusion

As academic achievement eventually affect the persons's occupation, and as modern norms have an influence on academic achievement , these two factors are interrelated. This investigation revealed that modern norms governing education contributed maximum to academic achievement . It also revealed that students are heading towards modernity irrespective of their levels of academic achievement.

As research studies revealed that high achieving students <sup>are</sup> ~~is~~ expected to be successful academically and have a positive attitude towards social interaction, students should be exposed to the environments where more modern norms prevail.

It is difficult to say with maximum certainty that modern norms governing education <sup>are</sup> ~~is~~ the most important factor for high academic achievement, just on the basis of one study with limited number of variables and respondents.

The Home Scientists should try to find out the factors which yield maximum academic achievement . To do that first of all they should try to develop a well planned, attractive programme of Home Science to make people aware of its existence and to attract bright students. To develop favourable attitudes towards Home Science education specially among the students. Research evidences showed that successful academic achievement depends upon favourable attitudes towards the course of study.

Home Scientists and Home Science institutions should take all the measures possible to <sup>provide</sup> Home Science education a solid ground, ~~and~~ and ~~and~~, if necessary, should reconstruct the curriculum to make it more scientific, socially useful and career oriented. Home Scientists should always be alert like true soldiers, unlike the mercenaries to accept the challenges of the day to develop Home Science programme in India.

In the process of investigation as well as after analyzing and interpreting the results, the investigator felt that certain measures might be adopted to make the attitudes of students more favourable towards the Home Science education.

In this investigation, the investigator had not taken all the possible variables which affect academic achievement. Therefore, the effect of other variables like age, parents' education, socio-economic status etc. may be studied.

Again, in this investigation respondents themselves only marked the checklists on behalf of their parents which impeded the results to some extent, as it is not wise to draw conclusion with maximum certainty about the parents' behaviour from the perceptions of students. Therefore, a study could be conducted where parents' themselves would mark the checklists.

The sample of the investigation was also limited only to the final year B.Sc. students of Home Science colleges, it could

be conducted on final year M.Sc. students of Home Science colleges to get a more mature reactions. It could also be conducted on the students of the colleges of other disciplines and reactions of the respondents could be compared.

---