INTRODUCTION

Education essentially is training of the mind and of the intellect to comprehend situations, analyse contributing factors and evolve situations that work. Imparting of skills to do jobs better is a part of education as well. Education, therefore is a means to equip the person and enable him to play his part in life better.

Tagore (1941), had very optly said, 'the highest education is that which does not merely give information but makes our life in harmony with all existence.'

'Research is lifeblood of a profession' as Lippeat (1965), puts it. It supplies the knowledge which makes service possible. Home Science is uniquelly concerned with the total pattern of family living, as it reflected in its name. Eppright (1959), expresses the view point that if Home Economists are to remain vibrant and effective, every professional must cultivate the research point of view as described in Kettering's (1958), new famous definition of research. He said that research is not a high-hat word, but a state of mind, a friendly, welcoming attitude towards change, going out to look for it instead of waiting for it to come. This emphasis upon

the future is underscored by Hill (1962), who said :

> ' . . . the new interstate highways are
> not being built with shovels. Astronauts
> are not riding in balloons. Cancer will
> not be cured by aspirin'.

What other group should be more willing or able to accept change than Home Scientists ?

This spirit of research must be extended to the knowledge regarding different activities which facilitates educationists to study the nature of different social experiences faced by the individuals in his society. The study must be conducted objectively with a view to finding out the social needs, the problems and the possible solutions to the problems.

Ample researches has been conducted on various aspects of education, but as far as investigator's knowledge goes the socio-psychological aspect of it is left untouched by the researchers, specially concerning women's education. A recent study report issued at the First National Conference on Women Studies (Sunday Standard, May 10, 1981), revealed that though a large proportion of parents accept the need of educating their daughters the subordinate status of a daughter in comparison to that of a son, in the family leads to disparity in the education.

The investigator is curious to find out why this disparity arises as it is a strong belief in the Western world that men and women have to acquire the totality of their behavioural repertoiries, that they are born as blank sheets for education to write upon. This environmental theory should be the base of our educational practice, whereby it is assumed that children are almost infinitely malleable and that 'proper' education can make of them adults conforming to specific conceptions and specific norms. According to this theory nothing is inborn, and behaviour is shaped by environment. Human beings are thoroughly conditioned and the ethic norms which guide their conduct are functionally derived.

The investigator is also curious to know whether women themselves are aware of their subordinate status in the family, though many of them are the victims themselves ? 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 Home Science education and job aspirations are controlled by the norms of the society they live ? Whether their academic achievement reflect their attitudes towards Home Science education ? Whether academic achievement motivation has anything to do with academic achievement ? And this study is just an

attempt to find out the answers to above mentioned queries and make possible solutions, if necessity arise.

The investigator hopes that the findings of the present study will help the social scientists, social psychologists, educators and the teachers to know their students better and to frame the curriculum to make the education more socially useful and satisfying according to the needs and aspirations of the students. It will also help the students' counsellors to help the students to overcome some of the obstacles confidently. It will also help the extension workers to educate the parents of eligible students to minimise the feeling that girls are inferior to boys and, therefore, less desirous than boys, and thereby help them to create proper atmosphere at home for proper mental and intellectual development of their daughters.

The population of the study was decided to be women students, as according to Fourier (Sullerot, 1971), 'the study of women's position would be vital because it would indicate the trend of social change as a whole' ; Hobhouse (1951), has rightly pointed out in his 'Morals in Evolution', 'the education of women and their position in society are a sure index of the advancement of society; and Marx declared that 'social progress can be measured with precision by the social position of the female sex ' (Labour Bureau Report, 1953).

Investigator herself is also interested to know the women's status which convince her to study some of the important components of women's status namely education, occupation, marriage and social status; social changes that are occuring in the society; academic achievement motivation; attitudes towards Home Science education and job aspirations of women students and its impact on academic achievement which was materialised in the present investigation on 'Social Norms, academic achievement motivation and attitudes related to academic achievement and job aspirations of undergraduate students from selected Home Science colleges in India.'

The succeeding pages explain the social norms, academic achievement motivation, attitudes towards Home Science education, job aspirations and academic achievement; operational definitions of the terms used; and objectives, hypotheses, assumptions and limitations of the investigation.

1.1 Social Norms

A norm, is a rule, or a standard that governs our conduct in the social situation in which we participate. A social norm is an expectation shared by group members which specifies behaviour; that is considered appropriate for a given situation. In this context behaviour is broadly conceived to include not only overt behaviour, but also verbal behaviour associated with an individual's perceptions, thoughts or feelings.

There are many kinds of norms. Bierstedt (1970), subsumed all of them under 3 major concepts to avoid unnecessary complications. They are folkways, mores and laws.

Folkways, are norms to which we conform because it is customary to do so in our society. The 'mores' differ from the folkways in the sense that moral conduct differs from merely customary conduct and believed to conduce to societal welfare. The 'laws' are the legal norms. However, this investigation deals only with social norms (folkways and mores), and not with legal norms.

We are surrounded by norms all the time 'from cradle to grave' as Sumner (1940), puts it, but we are so accustomed to it that we rarely notice them, except when we violate them. Norms are relatively abstract and difficult to study. In this

investigation an attempt was made to find out from the students' observation and perceptions the norms they feel operating in the society and to some extent what they think about it.

Observations and experiences revealed that women has been and still is more dependent on social approval and stigma than man. Therefore, norms governing behaviour of women concerning education, occupation, marriage and social status were included in this investigation.

1.1.1 NORMS GOVERNING EDUCATION

Norms governing education includes the society's expectations of women's behaviour regarding their education— its extent, purpose, content, types, composition and prospects and who should be the decision maker.

1.1.2 NORMS GOVERNING OCCUPATION

Norms governing occupation includes the rules or the principles laid down by the society to control the behaviour of women concerning gainful employment— its decision, purpose, type, extent, composition and future.

1.1.3 NORMS GOVERNING MARRIAGE

Norms governing marriage includes the society's dictates and expectations of women's marriage, that is, approved age of

marriage, decision concerning marriage, initiation, consent, form and mode of performance.

1.1.4 NORMS GOVERNING SOCIAL STATUS

Norms governing social status concern about the women's position in the society - their place in the family and society, power they exercise in making decision, social rights and movements.

1.2 Academic Achievement Motivation

Psychologists demand that product of a task performed in any situation is dependent on the individual's basic motivation to perform the task. In other words, the amount a student learns in a particular instructional situation and could reproduce it when the time comes is related to his motivation to learn.

Motivation refers to the 'mainspring' or instigative forces of behaviour; people do what they do because of motivation.

The need for achievement is a latent disposition to strive for a particular goal - state or aim in life, which has a concern for excellence and involves selectivity and persistence towards a particular goal. The fundamental assumption is that the desire to achieve something of excellence is inherent in

all human beings.

Achievement motivation has been referred to in the literature as 'disposition' to approach success.

Academic achievement motivation is a strong desire to work at tasks independently, eagerness to attack and solve problems and a preference for ventures involving a moderate amount of risk, rather than extreme risk or no risk at all, to approach academic success. It is the desire or tendency to do things as rapidly as possible and to overcome obstacles and attain a high standard in academic field. Academic achievement motivation is often referred as 'motivation to learn' or 'intent to learn', and therefore, it was included in this investigation to see how far it is true.

1.3 Attitude towards Home Science Education

Attitude of a person or a group have a far-reaching effect on his/her overt and covert behaviour. It is believed that attitudes are basic to educational activities and favourable attitude towards the course of study. influence students to achieve better. Therefore, it was found necessary to know the attitudes of Home Science students towards Home Science education.

In recent decades, the very fact that more and more women are taking university education though the number as compared to the vast masses of illiterate women is in microscopic majority.

Due to economic necessity and more leisure created
by modern science, many women are to-day employed in
careers outside the home. This means they need knowledge,
abilities as well as training for successfully combining of
home-making and career, and Home Science teaches them how to
combine successfully home making and career. About the quali-
fication of a Home Scientist Chandra (1980), says :

> A home scientist needs to be an
> efficient home maker, no doubt, but
> she is also required to have additional
> skills to be employed outside home.

Home Science with vast possibilities for development
of the application of its knowledge is bound to revolutionize
homes and through homes the society. The urgent need for
imparting education to develop a favourable attitude towards
Home Science education could not be denied as all the students
who come to study Home Science may not have favourable
attitude towards Home Science education but come to the Home
Science stream because of some other reasons.

An attitude is a hypothetical construct and do not open
to direct observation, but inferred from verbal expression
which is usually measured by attitude scale. In this investi-
gation too, an attempt was made to measure the attitudes of
the Home Science students towards philosophy, scope, function ,

teachers and students of Home Science through a Likert
type attitude scale.

1.3.1 ATTITUDE TOWARDS THE PHILOSOPHY OF HOME SCIENCE EDUCATION

In attitude towards philosophy of Home Science education
the investigator tried to measure the respondents' knowledge
of what is Home Science and their attitudes towards it,
whether positive or negative.

1.3.2 ATTITUDE TOWARDS THE SCOPE OF HOME SCIENCE EDUCATION

In attitude towards scope of Home Science education the
investigator tried to measure the respondents' knowledge
about the prospects of Home Science education along with their
attitudes towards it, whether positive or negative.

1.3.3 ATTITUDE TOWARDS THE FUNCTION OF HOME SCIENCE EDUCATION

In attitude towards the function of Home Science
education the investigator tried to measure the respondents'
knowledge about the utility of the programme— knowledge
gained and skill developed by the programme and their attitudes
towards it, whether positive or negative.

1.3.4 ATTITUDE TOWARDS HOME SCIENCE TEACHERS

In attitude towards Home Science teachers the investigator
tried to measure the respondents' expectations from their

teachers - teachers' efficiency, personality and behaviour
and their attitudes towards teachers, whether positive or
negative.

1.3.5 ATTITUDE TOWARDS HOME SCIENCE STUDENTS

In attitude towards Home Science students the investi-
gator tried to measure the respondents' expectations and
observations of their fellow students— their evaluation of
themselves and their behaviour, and their attitudes, whether
positive or negative.

1.4 Job Aspiration

It is true that education increases creativity, knowledge
and social understanding but above all it increases the
capacity to earn an income.

Occupation is one of the most important factors which
determines the stability of an individual's future. Job
aspiration is a strong desire or goal regarding future posi-
tions of employment, work or occupation.

It is believed that student who have definite plans for
future, job or careerwise would have a better academic achieve-
ment.

An individual's behaviour does not necessarily reveal his
subjective aim or aspiration, we do not have reliable access

to individual's secretly cherished goals too. We can, however, study the stated goals of individuals and in this investigation an attempt was made to find out students' job aspirations through a job aspiration inventory.

1.5 Academic Achievement

From the description and discussion above it is clear that all these factors with some others which are not included in this investigation affect academic. achievement of the students. But, then, the relevant question is, what is academic achievement ?

The term 'academic achievement' is a very broad term which indicates generally the learning outcome of students. These learning outcomes are the changes observed in the behaviour pattern of students as a result of learning that takes place in educational institutions, through learning of subjects taught in educational institutions.

Academic achievement is restricted to the level of achievement of students in the cognitive areas of various subjects taught in educational institutions.

The Dictionary of Education (1959), gives the meaning of academic achievement as :

(1) knowledge attained or skills developed in the
school subjects, usually designated by the test
scores or by grades assigned by teachers, or by
both ;

(2) the achievement of pupil in the so-called 'academic'
subjects, such as reading, arithmetic and history,
as contrasted with skill developed in such areas
as industrial arts and physical education.

1.6 Operational Definition of the Terms used in the Investigation

Academic achievement : Academic achievement is the degree of
attainment of the student after a period of learning
exercise, and is measured by examination. The
academic achievement in this investigation is the
average of the two past immediate consecutive examina-
tion grades or class secured by the respondents in
their respective colleges of study.

Achiever, High : Respondents who secured 'O' and 'A' grades
or First class;

Achiever, Medium : Respondents who secured 'B' grade or
Second class ;

Achiever, Low : Respondents who secured 'C', 'D', and
'E' grades or Third class;

Achiever, Under : Respondents who passed out supplemen-
tarily or in repeated attempts.

Academic Motivation : Academic motivation is the basic
level of internal motivation in the students to
learn; it is internal in the sense that it represent
a need in the student due to his own internal state
and not developed due to the influence of another
person or a competitive environment. Academic
motivation in this investigation is motivation to
learn school subject/s.

Academic Achievement Motivation : Academic achievement
motivation is the tendency to learn school subjects
as rapidly as possible and to overcome obstacles
and attain a high standard in academic field. In
this investigation academic achievement motivation
of the respondents were the scores obtained by
them which was measured through a questionnaire,
higher the score, higher the academic achievement
motivation.

Attitude : Attitude is the intensity of positive or negative
effect for or against a psychological object.
Attitude in this investigation is the scores
obtained by the respondents, measured through an
attitude scale in different aspects of Home Science
education namely, philosophy, scope, function,
teachers and students.

Job Aspiration : Job aspiration represent the future
performance in a familiar task which an individual
explicitly undertakes to reach. Job aspiration in
this investigation is the respondents' willingness
to take up any profession after the completion of
the course of study which is depicted by the score
they obtain in the job aspiration inventory.

Norm, Social : Norm is the expected pattern of behaviour
in a given situation. A social norm is the shared
expectation of a social group or society. Social
norms in this investigation is the expected pattern
of behaviour of the women in relation to education,
occupation, marriage and social status.

Norm, Modern : Modern norm is the expectation of society
which reflects a liberal view about any issue of social

behaviour of its members. Modern norm in this
investigation is the dynamic and rational attitude
of the respondents regarding education, occupation,
marriage and social status of women in a society
which was measured by a checklist, higher the
score obtained higher the modernity predicted.

Norm, Traditional : Traditional norm is the expectation of
the society which reflects a rigid, orthodox view
about the issues of social interest concerning
behaviour of its members. Traditional norm in
this investigation is the conservative view of the
respondents regarding education, occupation,
marriage and social status of women in a society
which was measured by a checklist, lower the score
obtained higher the traditionality predicted.

1.7   Objectives of the Study

The main objectives of the investigation were to :

1.7.1   Find out from the students of fourteen selected Home
Science colleges in India, their :

    1.7.1.1   Perceptions of norms governing education,
occupation, marriage and social status of
women;

    1.7.1.2   Perceptions of their parents' norms governing
education, occupation, marriage and social
status of women ;

    1.7.1.3   Academic achievement motivation ;

    1.7.1.4   Attitudes towards philosophy, scope, function,
teachers and students of Home Science ;

    1.7.1.5   Job aspirations, and

    1.7.1.6   Academic achievement.

1.7.2   Find out whether there is any difference between the
norms perceptions of the students of fourteen selected
Home Science colleges in India and their perceptions
of their parents' norms governing education, occupa-
tion, marriage and social status of women according to
the respondents' levels of achievement. .

1.7.3   Find out the differences among the students according
to their fourteen colleges of study, in their :

    1.7.3.1   Perceptions of modern norms governing
education, occupation, marriage and social
status of women ;

1.7.3.2 Academic achievement motivation ;

1.7.3.3 Attitudes towards philosophy, scope, function, teachers and students of Home Science, and

1.7.3.4 Job aspirations.

1.7.4 Find out the relationships between the modern norms perceptions of the students of fourteen selected Home Science Colleges in India, and their :

1.7.4.1 Perceptions of their parents' modern norms governing education, occupation, marriage and social status of women ;

1.7.4.2 Academic achievement motivation ;

1.7.4.3 Attitudes towards philosophy, scope, function, teachers and students of Home Science ;

1.7.4.4 Job aspirations, and

1.7.4.5 Academic achievement.

1.7.5 Find out the relationships between the academic achievement motivation of the students of fourteen selected Home Science colleges in India, and their :

1.7.5.1 Attitudes towards philosophy, scope, function, teachers and students of Home Science ;

1.7.5.2 Job aspirations; and

1.7.5.3 Academic achievement.

1.7.6 Find out the relationships between the attitudes of the students of fourteen selected Home Science colleges in India towards philosophy, scope, function, teachers, and students of Home Science, and their :

1.7.6.1 Job aspirations; and

1.7.6.2 Academic achievement.

1.7.7 Find out the relationships between job aspirations of the students of fourteen selected Home Science colleges in India and their academic achievement.

1.7.8 Find out the relationships between the students of different achievement levels of fourteen selected Home Science colleges in India and their ;

1.7.8.1 Perceptions of modern norms governing education, occupation, marriage and social status of women ;

1.7.8.2 Academic achievement motivation ;

1.7.8.3 Attitudes towards philosophy, scope, function, teachers and students of Home Science; and

1.7.8.4 Job aspirations.

1.7.9 Find out the combined effect of all the variables in academic achievement of the students of fourteen selected Home Science colleges in India, and which variable contributed maximum towards the prediction of academic achievement.

1.8 Hypotheses

The investigation proposed to test the following

hypotheses :

1.8.1 There will be significant differences among the
students of fourteen selected Home Science colleges
in India in their perceptions of norms and perceptions
of their parents' norms.

1.8.2 There will be significant differences between the
students of fourteen selected Home Science colleges
in India, according to their colleges of study, in
their :

    1.8.2.1 Perceptions of modern norms governing
        education, occupation, marriage and social
        status of women;

    1.8.2.2 Academic achievement motivation;

    1.8.2.3 Job aspirations

1.8.3 Students of fourteen selected Home Science colleges in
India will have favourable attitudes towards philosophy,
scope, function, teachers and students of Home Science.

1.8.4 Students of fourteen selected Home Science colleges in
India will be different in their attitudes towards
philosophy, scope, function, teachers and students of
Home Science and in the extent of favourableness.

1.8.5 There will be significant relationships between students'
perceptions of norms governing education, occupation,
marriage and social status of women, and their :

    1.8.5.1 Perceptions of their parents' norms governing
        education, occupation, marriage and social
        status of women ;

1.8.5.2 Academic achievement motivation ;

1.8.5.3 Attitudes towards philosophy, scope, function, teachers and students of Home Science;

1.8.5.4 Job aspirations; and

1.8.5.5 Academic achievement.

1.8.6 There will be significant relationships between students' academic achievement motivation, and their :

1.8.6.1 Attitudes towards philosophy, scope, function, teachers and students of Home Science,

1.8.6.2 Job aspirations; and

1.8.6.3 Academic achievement.

1.8.7 There will be significant relationships between students' attitudes towards philosophy, scope, function, teachers and students of Home Science, and their :

1.8.7.1 Job aspirations; and

1.8.7.2 Academic achievement.

1.8.8 There will be significant relationships between students' job aspirations and academic achievement.

1.8.9 High achievers will have more significant relationships with all the variables of the study than medium, low and under achievers.

1.8.10 Modern norms governing education will contribute maximum, towards the prediction of academic achievement of the students of fourteen selected Home Science colleges in India, than any other variable.

1.8.11 Though modern norms governing education will contribute maximum towards the prediction of academic achievement of the students, some other variables under the investigation too, will contribute towards prediction of academic achievement.

1.9. Assumptions

It was assumed that there are some norms operating in all the societies from where the students come to study Home Science, governing education, occupation, marriage and social status of women and the respondents will be able to perceive the norms for themselves and on behalf of their parents.

It was also assumed that respondents will be governed more by modern norms than by traditional norms.

It was further assumed that the students who have specialized in various branches of Home Science education, will enter the occupations, after the completion of their studies, which would be in line with their branches of specialization.

1.10 Limitations

The investigation was confined to the final year B.Sc. students, studying in the year 1980-81, in fourteen selected Home Science colleges in India offering full-fledged Home Science programme either with specialization or with general Home Science.

The investigation is limited to the study of social norms governing education, occupation, marriage and social status of women; academic achievement motivation, attitudes towards philosophy, scope, function, teachers and students of Home Science and job aspirations of the respondents.

The relationship of academic achievement was seen in relation to the above mentioned variables.