

## CHAPTER 6

### SUMMARY

While the nation is marching ahead with great speed towards the 21st century, the same can not be said about the female population. In the context of growing pressures in the work environment and external world, the Home Science programme assumes a significant role in shaping the citizens of tomorrow. Women have to empower themselves to keep pace with the changing world. The Home Scientists in India have identified the following characteristics and values for personal, social and professional development of their students.

#### 6.1 Characteristics

Trait, attribute or characteristic is a distinguishing feature of a person's character. A characteristic is nothing but a settled way of thinking and feeling. A person is exposed to several experiences in his life, as a result of which he develops certain attitudes which exert a powerful influence on the behaviour and these directly affect his understanding and judgment.

#### *Independence*

Independence can be defined as the self directing guide to action. It offers challenges to every individual to make

decision and achieve the greatest possible goal.

### ***Self Esteem***

Self esteem is usually defined as the individual's perception of his worth. It is a dynamic aspect of self image through which an individual constantly evaluates himself in relation to the society.

### ***Fearlessness***

It can be defined as the process to be brave and confident enough to work through the fears one faces.

### ***Leadership***

Leadership is the consistent behaviour pattern which shows that one is showing initiative in planning, organising and completing an activity in a group or community.

### ***Creativity***

Creativity is a unique mental process, a process needed to produce something new, different and original, says Asthana (1992). According to Young (1985), creativity involves three components : skills, newness and value.

## 6.2 Values

According to Kar (1985), value is a human concept. Persons value, their experiences, state of their being and other life processes. This means that they favour or desire those values pertaining to what is prized highly by an individual, group or by society.

### *Gender Equality*

Gender equality can be defined as a value one gives to describe an environment where people are allowed to make choices based on their own unique interests and abilities and not on the expectations based on gender related issues and stereotypes. The term equality has to be co-related to the social, economic, political, moral and religious contexts besides that of opportunity. It is not just the availability of such rights in principle but the chances of their exercise in practice which is the critical measure of the rights to freedom and equality.

### *Familism*

Familism can be defined as the value one gives for the family life. Family has been defined in the sociological sense as an intimate social group of persons, most of whom are usually related by ties of blood, and that is regarded as a distinctive social unit.

### ***Dignity of Labour***

The dictionary meaning of the word is worthiness of doing physical or manual work. It can be defined as a person's own attitude towards doing physical work. No work is mean or low but how one performs it makes it mean or noble.

### ***Vocationalism***

Vocationalism can be defined as the value one gives to a general activity centering around subsistence or it may be the activities undertaken by an individual for her economic productive activity.

### ***Collectivism***

Collectivism can be defined as the humanistic concept to organise together, to establish participatory attitude through open relationship and to enhance opportunity for improving the conditions for a common cause.

## **6.3 Statement of the Problem**

A study of the selected desirable characteristics and values of undergraduate students of Home Science in the State of Gujarat.

#### 6.4 Objectives

1. To identify the level of the following selected characteristics of undergraduate Home Science college students in the State of Gujarat:
  - a. Independence
  - b. Self esteem
  - c. Fearlessness
  - d. Leadership
  - e. Creativity
  
2. To identify the level of the following selected characteristics of undergraduate Home Science college students according to different universities in the State of Gujarat:
  - a. Independence
  - b. Self esteem
  - c. Fearlessness
  - d. Leadership
  - e. Creativity
  
3. To study the differences in the level of the following selected characteristics of undergraduate Home Science college students according to the different universities in the State of Gujarat:
  - a. Independence
  - b. Self esteem
  - c. Fearlessness

- d. Leadership
  - e. Creativity
4. To study the differences in the level of the selected characteristics of undergraduate Home Science college students according to the following institutional variables:
- a. College
  - b. Type of University
  - c. Location of the college
  - d. Number of years since establishment
  - e. Medium of instruction
  - f. Programme of study
  - g. Number of teaching staff members
  - h. Educational qualification of teaching staff members
  - i. Experience of teaching staff members
5. To study the differences in the level of selected characteristics of undergraduate Home Science college students in the State of Gujarat according to the following personal and familial variables:
- a. Academic achievement
  - b. Mother's education
  - c. Socio-economic Status
  - d. Vocational aspiration
  - e. Family climate

6. To study the effect of interaction between universities and the following personal and familial variables on the level of characteristics among the respondents:
  - a. Academic achievement
  - b. Mother's education
  - c. Socio-economic Status
  - d. Vocational aspiration
  - e. Family climate
  
7. To study the inter-relationship among the following selected characteristics of undergraduate Home Science college students in the State of Gujarat:
  - a. Independence
  - b. Self esteem
  - c. Fearlessness
  - d. Leadership
  - e. Creativity
  
8. To identify the level of the following selected values of undergraduate Home Science college students in the State of Gujarat:..
  - a. Gender equality
  - b. Familism
  - c. Dignity of labour
  - d. Vocationalism
  - e. Collectivism

9. To identify the level of the following selected values of undergraduate Home Science college students according to the different universities in the State of Gujarat:
  - a. Gender equality
  - b. Familism
  - c. Dignity of labour
  - d. Vocationalism
  - e. Collectivism
  
10. To study the differences in the level of the following selected values of undergraduate Home Science college students according to the different universities in the State of Gujarat:
  - a. Gender equality
  - b. Familism
  - c. Dignity of labour
  - d. Vocationalism
  - e. Collectivism
  
11. To study the differences in the level of selected values of undergraduate Home Science college students according to the following institutional variables:
  - a. College
  - b. Type of university
  - c. Location of the college

- d. Number of years since establishment
- e. Medium of instruction
- f. Programme of study
- g. Number of teaching staff members
- h. Educational qualification of teaching staff members
- i. Experience of teaching staff members

12. To study the differences in the level of selected values of undergraduate Home Science college students in the State of Gujarat according to the following personal and familial variables:

- a. Academic achievement
- b. Mother's education
- c. Socio-economic Status
- d. Vocational aspiration
- e. Family climate.

13. To study the effect of interaction between universities and the following personal and familial variables on the level of values among the respondents:

- a. Academic achievement
- b. Mother's education
- c. Socio-economic Status
- d. Vocational aspiration
- e. Family climate

14. To study the inter-relationship among the following selected values of undergraduate Home Science college students in the State of Gujarat:
  - a. Gender equality
  - b. Familism
  - c. Dignity of labour
  - d. Vocationalism
  - e. Collectivism
15. To study the inter-relationship among the selected characteristics and values of undergraduate Home Science students in the State of Gujarat.

#### **6.5 Null Hypotheses**

1. There will be no significant differences in the overall level of characteristics among the respondents according to different universities in the State of Gujarat:
2. In relation to different universities there will be no significant differences in the level of following characteristics among the undergraduate Home Science college students in the State of Gujarat:
  - a. Independence
  - b. Self esteem
  - c. Fearlessness
  - d. Leadership
  - e. Creativity

3. There will be no significant difference in the level of characteristics among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables:
  - a. College
  - b. Type of University
  - c. Location of the college
  - d. Number of years since establishment
  - e. Medium of instruction
  - f. Programme of study
  - g. Number of teaching staff members
  - h. Educational qualification of teaching staff members
  - i. Experience of teaching staff members.
  
4. There will be no significant difference in the level of characteristics among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables:
  - a. Academic achievement
  - b. Mother's education
  - c. Socio-economic status
  - d. Vocational aspiration
  - e. Family climate
  
5. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of characteristics

among the undergraduate Home Science college students in the State of Gujarat:

- a. Academic achievement
- b. Mother's education
- c. Socio-economic status
- d. Vocational aspiration
- e. Family climate

6. There will be no significant differences in the overall level of values among the respondents according to different universities in the State of Gujarat.

7. In relation to different universities there will be no significant differences in the level of following values among the undergraduate Home Science college students in the State of Gujarat:

- a. Gender equality
- b. Familism
- c. Dignity of labour
- d. Vocationalism
- e. Collectivism

8. There will be no significant difference in the level of values among the undergraduate Home Science students in the State of Gujarat according to the following institutional variables:

- a. College
- b. Type of University

- c. Location of the college
- d. Number of years since establishment
- e. Medium of instruction
- f. Programme of study
- g. Number of teaching staff members
- h. Educational qualification of teaching staff members
- i. Experience of teaching staff members.

9. There will be no significant difference in the level of values among the undergraduate Home Science students in the State of Gujarat according to the following personal and familial variables:

- a. Academic achievement
- b. Mother's education
- c. Socio-economic Status
- d. Vocational aspiration
- e. Family climate.

10. There will be no significant effect of interaction between the universities and the following personal and familial variables on the level of values among the undergraduate Home Science college students in the State of Gujarat:

- a. Academic achievement
- b. Mother's education
- c. Socio-economic status

- d. Vocational aspiration
  - e. Family climate.
11. There will be no significant inter-relationship among and between the selected characteristics and values of undergraduate Home Science students in the State of Gujarat.

## **6.6 Methodology**

### **6.6.1 POPULATION AND SAMPLE**

The population of the study consisted of the undergraduate students of Home Science in the State of Gujarat for the year 1995-96. The sample consisted of six hundred final year students of undergraduation from fifteen colleges offering the Home Science programme under ten different universities in Gujarat.

### **6.6.2 RESEARCH TOOLS**

The tools for the research consisted of a questionnaire, a standardised scale, a checklist, rating scales and situational tests.

The tools were used as follows:

<u>Section</u>	<u>I t e m</u>	<u>T o o l s</u>
Part I	<u>Institutional Aspects</u>	
	a) College	)
	b) Type of University	)
	c) Location of College	)
	d) Number of years since establishment	) Questionnaire
	e) Medium of Instruction	)
	f) Programme of study	) cum Checklist
	g) Number of teaching staff members	)
	h) Educational qualification of teaching staff members	)
	i) Experience of teaching staff members	)
Part II	<u>Personal and Familial Aspects</u>	
	a) Academic achievement	Percentage/Grade of 2nd year or 4th semester
	b) SES	Standardised Scale by Dr. K.G.Desai
	c) Mother's education	Checklist along with SES Scale
	d) Vocational aspiration	Checklist
	e) Family climate	Two Point Rating Scale
Part III	<u>Characteristics</u>	
	a) Independence	Three Point
	b) Self Esteem	Rating Scale and
	c) Fearlessness	Situational
	d) Leadership	Tests
	e) Creativity	
Part IV	<u>Values</u>	
	a) Gender equality	Three Point
	b) Familism	Rating Scale and
	c) Dignity of labour	Situational
	d) Vocationalism	tests
	e) Collectivism	

### 6.6.3 VALIDITY OF THE TOOLS

The tools were given to experts in the field of Home Science Education and Extension, Education and Psychology. The tools were checked by the experts for the following aspects :

1. Content
2. Format
3. Directions
4. Response system
5. Language

### 6.6.4 RELIABILITY

The test-retest method was used for finding the reliability. Reliability coefficient for various tools were computed and they were considered reliable as they had high reliability coefficient as given below :

Part	Tools	Reliability Coefficient
IIC	Family climate scale	0.85
III	Rating scale and Situational Tests for :	
	a) Overall characteristics	0.82
	b) Independence	0.84
	c) Self Esteem	0.75
	d) Fearlessness	0.85
	e) Leadership	0.79
	f) Creativity	0.89
IV	Rating scale and Situational Tests for :	
	a) Overall values	0.88
	b) Gender equality	0.94
	c) Familism	0.84
	d) Dignity of labour	0.96
	e) Vocationalism	0.90
	f) Collectivism	0.84

#### 6.6.5 COLLECTION OF DATA

The data collection was done between November 1995 and January 1996. The investigator personally collected data from all colleges except one college, where an experienced teacher had done the data collection.

#### 6.6.6 SCORING AND CATEGORIZATION OF DATA

For background information, weightages were given to various items in scales of SES, vocational aspiration and family climate. Other items were in the nominal scale. The respondents were categorized as follows for calculating various significant differences in the level of characteristics and values of the respondents according to the institutional, personal and familial variables.

#### *Institutional Aspects*

Institutional Variables	Categories for Background Information	Categories for significant differences according to variables
College	- Department under Faculty of Arts - Department under Faculty of Science or Home Science and Home Science Colleges	Arts Home Science
Type of University	- Affiliated - Residential - @ Agricultural	Affiliated Residential

@ Gujarat Agricultural University which is having a different status is not considered for analysis

Institutional Variables	Categories for Background Information	Categories for significant differences according to variables
Number of years since establishment	5-15 Years	} 5-25 Years
	16 - 25 Years	
	26 - 35 Years	} Above 25 years
	Above 35 years	
Medium of Instruction	Gujarati	Gujarati
	English	} English
	Both	
Location	Village	} Town
	Town	
	City	City
Programme of Study	General Specialisation	General Specialisation
Number of Teaching Staff Members	- College with more than 10 teaching staff members	More
	- College with 10 or less than 10 teaching staff members.	Less
Educational qualification of teaching staff members	- Colleges with more than 50% of the teaching staff members having M.Phil./ Ph.D. qualification.	Highly qualified
	- Colleges with more than 50% of teaching staff members having postgraduation only.	Less qualified
Experience of the teaching staff members	- Colleges with more than 50% of their teaching staff members having experiences above 10 years.	More
	- Colleges with more than 50% of their teaching staff members having experiences of 10 years and below.	Less

Personal and Familial Aspects

Categories for background information	Categories for significant differences according to variables
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Basis/Score	Category	Basis	Category
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Academic achievement

49% and below	Low	}	upto 59%	Low
50 - 59 %	Moderate			
60% and above	High		60% and above	High

Mother's education

Illiterate	}		Low
Can read/write/			
4th std.			
Upto 7th std.			
H.S.C.	}		high
Diploma Holders			
Graduate			
Post Graduate			
Ph.D./			
Professional			

SES\*\*

4-10	Low			
11-15	Lower Middle			
16-20	Middle	}	Median(22.0) and below above median	Low High
21-25	Higher Middle			
26-35	High			

\*\* As Categorised by Dr. K.G. Desai

Vocational Aspiration

6 - 10	Low	}	Median(16.0) and below Above Median	Low High
11 - 20	Moderate			
Above 20	High			

Family Climate

0 - 10	Low	}	Median(14.0) and below Above Median	Low High
1 - 15	Moderate			
Above 15	High			

#### 6.6.7 LEVEL OF CHARACTERISTICS AND VALUES

Weightages were given to items according to their positive or negative nature to calculate the level of characteristics and values. Intensity Index (I.I.) were calculated for each characteristic and value and the categories were made as follows:

<u>Basis for Categorization</u>	<u>Categories</u>
I.I.	
2.60 - 3.00	High
1.60 - 2.59	Moderate
1.00 - 1.59	Low

#### 6.6.8 ANALYSIS OF DATA

The plan for analysis of data was made in consultation with Dr. N.S. Pathak, Retired Professor, and Dr. Mario Xavier, Reader, Faculty of Education and Psychology, M.S. University, Baroda.

The data analysis was done with the help of Computer, SPSS-PC+ programme. Different statistical measures for various purposes were used as follows :

<u>Purpose</u>	<u>Statistical Measures</u>
1. Background Information	Percentages
2. Overall and universitywise levels of characteristics and values.	Intensity Indices

Purpose -----	Statistical Measures -----
3. Differences in the level of characteristics and values	ANOVA (F-test) followed by lsd test
4. Differences in the level of characteristics and values according to institutional variables.	t-test
5. Differences in the level of characteristics and values according to personal and familial variables.	t-test
6. Effect of interaction between universities and personal and familial variables on the level of characteristics and values	Multiple ANOVA
7. Inter-relationship among and between the characteristics and values	Product Moment Corelation

## 6.7 Major Findings of the Study

### 6.7.1 BACKGROUND INFORMATION

#### 6.7.1.1 Institutional Aspects

- Home Science departments under arts colleges formed little more than fifty per cent of the total institutions studied. An equal per cent (38.67% and 38.83%) of the respondents were from the departments under Arts and Home Science colleges.
- Majority of the Home Science colleges were affiliated. Nearly sixty per cent of the respondents were from the affiliated Home Science colleges.

- Nearly fifty per cent of the colleges were established since 5-15 years only. Almost 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 fifty per cent of the Home Science colleges were located in the city area and little more than sixty per cent of the respondents were from the cities.
- Almost three fourth of the colleges had Gujarati as medium of instruction. Little more than fifty per cent of the respondents were from Gujarati medium.
- All the colleges had general Home Science programme at undergraduate level. Little more than fifty per cent of the respondents were from general programme of Home Science.
- Thirty three per cent of the colleges had M.Sc. programme and twenty per cent had M.A. programme. Almost fifty per cent of the respondents were from the colleges having M.Sc. programme.
- All the colleges admitted students irrespective of their streams of study in 12th standard. Majority of the colleges did not make it compulsory to have English as a subject at 12th standard to get admission in the Home Science programme. Majority of the respondents also belonged to such colleges.

- Almost fifty per cent of the colleges had number of students ranging from 26-50 in the final year, and almost one third of the respondents were from such colleges.
- More than fifty per cent of the colleges had teaching staff ranging from 1-5 only. Almost forty per cent of the respondents were also from such colleges.
- Majority of the colleges were having more than fifty percent of their teaching staff members with the designation of lecturer or its equivalent only. Majority of the respondents were also from such colleges.
- Majority of the colleges were having more than fifty percent of their teaching staff with low qualification i.e. postgraduation only, and majority of the respondents were also from the colleges with low qualified teaching staff only.
- More than fifty percent of the colleges had more than fifty percent teaching staff having less experience. Almost an equal percent (48% and 47%) of the respondents were from the colleges having less or moderately experienced staff.

#### 6.7.2 PERSONAL AND FAMILIAL ASPECTS

- Little less than forty five percent of the respondents had moderate level of academic achievement. Majority

- of the respondents from Gujarat Vidyapith and Gujarat Agricultural University had high academic achievement.
- Majority of the respondents were Hindus. However, all respondents from Gujarat Vidyapith were Hindus.
  - Majority of the respondents were from middle SES group. More than sixty percent of the respondents from the Maharaja Sayajirao University belonged to high SES.
  - Majority of the respondents' family income ranged from Rs.2001 to Rs.10,000 per month. More than thirty percent of the respondents from Gujarat Agricultural University and the Maharaja Sayajirao University were from the higher brackets of income.
  - Almost fifty percent of the respondents' fathers' education ranged from 12th standard to professional degrees. More than forty percent of the respondents' mothers' education ranged from illiteracy to 7th standard. In the Maharaja Sayajirao University almost fifty percent of the respondents' fathers had education ranging from postgraduation to professional degrees, whereas more than forty percent of the respondents from South Gujarat University had illiterate mothers.
  - Little more than fifty five percent of the respondents had two wheelers like scooter, moped and motor cycle in their family. The same trend was observed among the respondents from all ten universities except for South Gujarat University, where fifty per cent of the

respondents had either bicycle or no vehicle.

- The head of the family of majority of the respondents had semi skilled occupation, whereas almost one third of the respondents from the Maharaja Sayajirao University had head of the family's occupation ranging from middle order to professions.
- Almost thirty percent of the respondents lived in either two rooms with separate bath and lavatory or 3-4 rooms-big flats or row houses. However, 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.
- Majority of the respondents from most of the universities had moderate level of vocational aspiration.
- Little more than sixty percent of the respondents had moderate level of family climate which promotes the level of characteristics and values. Forty per cent of the respondents from North Gujarat University had high level of family climate.

#### 6.8 Characteristics

- The overall level of all characteristics was moderate among the respondents. The overall level of characteristics among the respondents from different

universities was also moderate.

- The intensity indices for the overall level of characteristics ranged from 2.29 to 2.12. The decreasing order for the level of characteristics on the basis of intensity indices was independence, self esteem, fearlessness, leadership and creativity.
- The Gujarat Vidyapith had the highest intensity index and the Gujarat Agricultural University had the lowest intensity index for the overall level of characteristics among the different universities.
- Among the three universities with higher intensity indices for the level of individual characteristics, the Gujarat Vidyapith's position ranged from 1 to 3. The Maharaja Sayajirao University's position ranged from 1 to 4, while it fell down to 7th and 9th position for leadership and creativity respectively. The Saurashtra University retained its position in the range of 3 to 5, except for self esteem where it fell down to 7th position.
- Among the three universities, with lower intensity indices for the level of individual characteristics, the Gujarat Agricultural University's position ranged from 9 to 10, except for leadership where it strangely secured 4th position. The Sardar Patel University and South Gujarat University's positions ranged from 6 to 10, except the 5th position for Sardar Patel University

for independence and the same position for South Gujarat University for creativity.

#### 6.8.2 DIFFERENCE IN THE LEVEL OF CHARACTERISTICS ACCORDING TO DIFFERENT UNIVERSITIES

- The overall level of characteristics differed significantly among the respondents belonging to different universities at .05 level.
- Gujarat Vidyapith had significantly higher level of characteristics than all the other universities.
- The level of characteristics namely independence, self esteem, fearlessness and leadership differed significantly at 0.05 level and creativity at 0.01 level among the respondents belonging to different universities.
- The respondents from Bhavnagar University and the Maharaja Sayajirao University had significantly higher level of independence than four other universities. The respondents from the Maharaja Sayajirao University also had significantly high level of self esteem than six other universities. The respondents from Gujarat Vidyapith had significantly higher levels of self esteem, fearlessness, leadership and creativity than the respondents from other five, seven, nine and five universities respectively.

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

Institutional Variables	Categories	Characteristics				
		Indepe- -ndence	Self- -Esteem	Fearless- -ness	Leader- -ship	Creati- -vity
1. College	Arts	-	-	-	-	√
	Home Science	√	-	√	-	-
2. Type of University	Affiliated	-	-	-	√	√
	Residential	√	√	-	-	-
3. Location of the College	City	-	-	-	-	-
	Town	-	-	-	√	-
4. Number of years since establishment	5-25 Years	-	-	-	√	√
	Above 25 years	√	√	-	-	-
5. Medium of Instruction	Gujarati	√	-	-	-	-
	English	-	√	-	√	√
6. Programme of study	General	-	-	-	√	√
	Specializa- -tion	-	-	-	-	-
7. Number of teaching staff members	Less	-	-	√	√	√
	More	√	√	-	-	-
8. Educational qualifica- -of teaching staff members	Less	-	-	-	-	√
	More	√	√	√	-	-
9. Experience of teaching staff members	Less	-	-	-	-	-
	More	-	√	-	√	-

'√' denotes significantly higher level of characteristics than their counterparts

- The respondents from Home Science college had higher levels of independence and fearlessness than the respondents from Arts colleges. The respondents from Arts colleges had higher levels of creativity than the respondents from Home Science colleges.
- The respondents from affiliated universities had higher levels of leadership and creativity than the respondents from residential universities. However, the respondents from residential universities had higher levels of independence and self esteem than the respondents from affiliated universities.
- The respondents from towns had higher level of leadership than the respondents from cities.
- The respondents from colleges established since 5-25 years had higher levels of leadership and creativity than the respondents from the colleges established since above 25 years. The respondents from the colleges established since above 25 years had higher levels of independence and self esteem than the respondents from colleges established since 5-25 years.
- The respondents from English medium had higher level of independence than the respondents from Gujarati medium. The respondents from Gujarati medium had higher levels of self esteem, leadership and creativity than English medium respondents.

- The respondents from the general programme of study had higher levels of leadership and creativity than the respondents with specialisation.
- The respondents from the colleges with less number of teaching staff had higher levels of fearlessness and creativity than the respondents from the colleges with more number of teaching staff members. The respondents from the colleges with more number of teaching staff had higher levels of independence and self-esteem than the respondents from colleges with less number of teaching staff.
- The respondents from the colleges with less qualified teaching staff had higher levels of leadership and creativity than the respondents from the colleges with highly qualified teaching staff members. The respondents from the colleges with high qualified teaching staff had higher levels of independence, self-esteem and fearlessness than the respondents from the colleges with less qualified teaching staff members.
- The respondents from the colleges with more experienced teaching staff had higher levels of self-esteem and leadership than the respondents from the colleges with less experienced teaching staff.

6.8.4 SIGNIFICANT DIFFERENCE IN THE LEVEL OF CHARACTERISTICS ACCORDING TO PERSONAL AND FAMILIAL VARIABLES

Personal and Familial Variables	Categories	Characteristics				
		Indepe- -ndence	Self- Esteem	Fearless- -ness	Leader- -ship	Creati- -vity
Academic Achievement	Low	-	-	-	-	-
	High	∇	∇	∇	∇	∇
Mother's Education	Low	-	-	-	-	-
	High	-	∇	∇	-	-
SES	Low	-	-	-	-	-
	High	-	∇	∇	-	-
Vocational Aspiration	Low	-	-	-	-	-
	High	∇	∇	∇	∇	-
Family Climate	Low	-	-	-	-	-
	High	∇	∇	∇	∇	∇

'∇' denotes significantly higher level of characteristics than their counterparts

- The respondents with high academic achievement had higher level of all characteristics than the respondents with low academic achievement.
- The respondents having mothers with higher level of education had higher levels of self-esteem and fearlessness than the respondents having mothers with lower level of education.
- The respondents from high SES group had higher levels of self-esteem and fearlessness than the respondents from low SES group.

- The respondents with high vocational aspiration had higher levels of independence, self-esteem, fearlessness and leadership than the respondents with low vocational aspirations.
- The respondents having high family climate had higher level of all characteristics than the respondents with low family climate.

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

- The level of independence, self esteem and fearlessness varied in different individual universities according to the level of academic achievement as the interaction was found to be significant.

In the M. S. University, Bhavnagar University, SNTU 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 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.

In Bhavnagar University, Gujarat Vidyapith, the Maharaja Sayajirao University, North Gujarat University, Saurashtra University and SNTU University, the respondents with high academic achievement had higher level of self esteem than the respondents with low academic achievement. In Gujarat University and South Gujarat University, the respondents with high and low academic achievement were having almost the same level of self esteem. In Sardar Patel University, the respondents with low academic achievement had higher level of self esteem than the respondents with high academic achievement. / 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 level of fearlessness compared to the respondents with low academic achievement. In South Gujarat University the picture remained the same for both high and low achievers. In Gujarat Agricultural University, Gujarat University and Sardar Patel University, the respondents with low academic achievement had higher level of fearlessness compared to the respondents with high academic achievement.

However, no variation was found in the level of leadership and creativity according to individual universities as the interaction was found to be not significant. The higher the level of academic

achievement, the higher were the levels of leadership and creativity in different individual universities.

- The level of self esteem varied in different individual universities according to the level of mother's education as the interaction was found to be significant.

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 level 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 have almost same level of self esteem. In Bhavnagar University, Gujarat Vidyapith, North Gujarat University and Saurashtra University the respondents with mothers having low level of education had higher level of self esteem than the respondents with mothers having high level of education.

However, no variation was found in the levels of independence, fearlessness, leadership and creativity according to individual universities as the interaction was not significant. The higher the level of mother's education, the higher were the levels of independence, fearlessness, leadership and creativity.

- The effect of interaction between the levels of SES and

different individual universities was found to be not significant on the level of independence, self esteem, fearlessness, leadership and creativity. Hence, no variation was found in their level. The higher the level of SES, the higher were the levels of all characteristics.

- The level of independence and self esteem varied in different individual universities according to the level of vocational aspiration as the interaction was found to be significant.

In South Gujarat University, Sardar Patel University, Bhavnagar University, Gujarat Vidyapith, the respondents with high vocational aspiration had higher level of independence than the respondents having low vocational aspiration. In Saurashtra University the picture remained the same for both having high and low vocational aspiration. In the Maharaja Sayajirao 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.

In Gujarat University, North Gujarat University, the Maharaja Sayajirao University and Sardar Patel University, the respondents with high vocational aspiration had higher level 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, 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.

However, no variation was found in the levels of fearlessness, leadership and creativity according to individual universities as the interaction was found to be not significant. The higher the level of vocational aspiration, the higher were the levels of all the characteristics.

- The effect of interaction between the level of family climate and different individual universities was found to be not significant on the level of independence, self esteem, fearlessness, leadership and creativity. Hence, no variation was found in their level. The higher the level of family climate, the higher were the level of all these characteristics.

## 6.9 Values

### 6.9.1 OVERALL LEVEL OF VALUES

- The overall level of all values was moderate among the respondents. The overall level of values among the respondents from different universities was also moderate.

- The intensity indices for the overall level of values ranged from 2.39 to 2.58. The decreasing order for the level of values on the basis of intensity indices was gender equality, familism, dignity of labour, vocationalism and collectivism.
- The Gujarat Vidyapith had the highest intensity index and the Gujarat Agricultural University had the lowest intensity index for the overall level of values among the different universities.
- Among the three universities with higher intensity indices for the level of individual values, the Gujarat Vidyapith's position ranged from 1 to 3. The Maharaja Sayajirao University's position for gender equality and familism was first and second respectively, while it fell down to sixth and seventh position for dignity of labour, vocationalism, collectivism, respectively. The Gujarat University's position ranged between 1 - 6.
- Among the three universities, with lower intensity indices for the level of individual values, the Gujarat Agricultural University's position ranged from 9 to 10, whereas for Sardar Patel University, it ranged from eight to ten. The SNTD university's position ranged from 7 to 9, while it had fourth and fifth position for gender equality and familism.

#### 6.9.2 DIFFERENCE IN THE LEVEL OF VALUES ACCORDING TO DIFFERENT UNIVERSITIES

- The overall level of values differed significantly among the respondents belonging to different universities at .01 level.
- Gujarat Vidyapith had significantly higher level of values than all the other universities.
- The level of values namely gender equality, familism, dignity of labour, vocationalism and collectivism differed significantly at 0.01 level among the respondents belonging to different universities.
- The respondents from the Maharaja Sayajirao University had significantly higher level of gender equality and familism than the respondents from 9 and 7 other universities respectively. The respondents from the Gujarat Vidyapith had significantly high level of familism, vocationalism, collectivism and dignity of labour than the respondents from the other 7, 6, 6, 3 universities respectively. The respondents from Gujarat University had significantly higher levels of familism and dignity of labour than the respondents from other 7 and 3, other universities, respectively.

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

Institutional Variables		Values				
		Gender Equality	Familism	Dignity of Labour	Vocational Aspiration	Collectivism
1. College	Arts	-	-	-	√	√
	Home Science	√	-	-	-	-
2. Type of University	Affiliated	-	-	-	-	-
	Residential	√	-	-	-	√
3. Location of the College	City	√	√	-	-	-
	Town	-	-	-	-	-
4. Number of years since establishment	5-25 Years	-	-	-	-	-
	25 Years and above	√	√	-	-	-
5. Medium of Instruction	English	√	√	-	-	-
	Gujarati	√	√	-	-	-
6. Programme of Study	General	-	-	√	√	√
	Specialisation	√	-	-	-	-
7. Number of teaching staff members	Less	-	-	√	√	√
	More	√	-	-	-	-
8. Educational qualification of teaching staff members	Less	-	-	-	-	√
	More	√	√	-	-	-
9. Experience of staff members	Less	-	-	-	-	-
	More	√	√	-	√	-

'√' denotes significantly higher level of values than their counterparts

- The respondents from Home Science colleges had higher level of gender equality than the respondents from arts colleges. The respondents from arts colleges had higher level of vocationalism and collectivism than the respondents from Home Science colleges.
- The respondents from residential universities had higher level of gender equality and collectivism than the respondents from affiliated universities.
- The respondents from cities had higher level of gender equality and familism than the respondents from towns.
- The respondents from colleges established since above 25 years had higher level of values for gender equality and familism than the respondents from the colleges established since 5 - 25 years.
- The respondents from English medium had higher level of value for gender equality and familism than the respondents from Gujarati medium. The respondents from Gujarati medium had higher level of value for collectivism than English medium respondents.
- The respondents from general programme of study had higher level of value for dignity of labour, vocationalism and collectivism than the respondents with specialisation. The respondents with specialisation had higher level of gender equality than the respondents from general programme.

- The respondents from the colleges with less number of teaching staff had higher level of value for dignity of labour, vocationalism and collectivism than the respondents from the colleges with more number of teaching staff members. The respondents from the colleges with more number of teaching staff had higher level of value for gender equality than the respondents from colleges with less number of teaching staff.
- The respondents from the colleges with less qualified teaching staff had higher level of value for collectivism than the respondents from the colleges with highly qualified teaching staff members. The respondents from the colleges with highly qualified teaching staff had higher level of value for gender equality and familism than the respondents from the colleges with less qualified teaching staff members.
- The respondents from the colleges with more experienced teaching staff had higher level of value for gender equality, familism and vocationalism than the respondents from the colleges with less experienced teaching staff.

6.9.4 SIGNIFICANT DIFFERENCE IN THE LEVEL OF VALUES  
ACCORDING TO PERSONAL AND FAMILIAL VARIABLES

Personal and Familial Variables	Categories	Values				
		Gender Equality	Familism	Dignity of Labour	Vocational Aspiration	Collectivism
Academic Achievement	Low	-	-	-	-	-
	High	∇	∇	∇	∇	∇
Mother's Education	Low	-	∇	-	-	-
	High	∇	-	-	-	-
SES	Low	-	-	-	-	-
	High	∇	-	-	-	-
Vocational Aspiration	Low	-	-	-	-	-
	High	∇	-	-	∇	-
Family Climate	Low	-	-	-	-	-
	High	∇	∇	∇	∇	∇

'∇' denotes significantly higher level of values than their counterparts.

- The respondents with high academic achievement had higher level of all values than the respondents with low academic achievement.
- The respondents having mothers with higher level of education had higher level of value for gender equality than the respondents having mothers with lower level of education. The respondents having mothers with lower level of education had higher level of value for familism than the respondents having mothers with higher level of education.

- The respondents from high SES group had higher level of value for gender equality than the respondents from the low SES group.
- The respondents with high vocational aspiration had higher level of values for gender equality and vocationalism than the respondents with low vocational aspirations.
- The respondents having high value for family climate had higher level of all values than the respondents with low family climate.

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

- The effect of interaction between the levels of academic achievement, mothers' education, SES, vocational aspiration and family climate and different individual universities was found to be not significant on the level of value for gender equality. Hence no variation was found. The higher the level of academic achievement, mothers' education, SES, vocational aspiration and family climate, the higher was the level of value for gender equality.
- The effect of interaction between the levels of academic achievement, mothers' education, SES, vocational aspiration and family climate and different individual universities was found to be not significant

on the level of value for familism. Hence no variation was found. The higher the level of academic achievement, mothers' education, SES, vocational aspiration and family climate, the higher was the level of value for familism.

- The level of dignity of labour varied in different individual universities, according to the SES as the interaction was found to be significant.

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 the high socio-economic group and low socio-economic group. In Bhavnagar University, Gujarat University and the Maharaja Sayajirao University, the respondents from low socio-economic group had higher levels of dignity of labour than the respondents from high socio-economic group.

However, no variation was found in the level of value for gender equality, familism, vocationalism and collectivism according to individual universities and the interaction was not significant. The higher the level of SES, the higher were the level of these

values.

- The effect of interaction between the levels of academic achievement, mothers' education, SES, vocational aspiration and family climate and different individual universities was found to be not significant on the level of value for vocationalism. Hence no variation was found. The higher the level of academic achievement, mothers' education, SES, vocational aspiration and family climate, the higher was the level of value for vocationalism.
- The effect of interaction between the levels of academic achievement, mothers' education, SES, vocational aspiration and family climate and different individual universities was found to be not significant on the level of value for collectivism. Hence no variation was found. The higher the level of academic achievement, mothers' education, SES, vocational aspiration and family climate, the higher was the level of value for collectivism.

#### 6.10 Correlation

- The correlation among the different characteristics was positive and significant.
- The correlation among the different values was positive and significant.
- The correlation between the different characteristics and different values was positive and significant.