CHAPTER 2

CONCEPTUAL AND EMPIRICAL FOUNDATIONS

The conceptual and empirical foundations in social science research provides one with means of getting to the frontier in a particular field of knowledge. It involves locating, realising and evaluating reports of research, reports of casual observations and opinions as well as theoretical knowledge provided by the social scientists that are related to the individual's planned research.

Through conceptual and empirical foundations, the investigator can have an understanding of the previous work related to the problem of investigation, that has been done besides orienting the readers.

Therefore, in this chapter an attempt has been made to build a proper foundation for the investigation with the help of theoretical knowledge contributed by the social scientists and research findings contributed by the researchers.

Each section of this chapter presents conceptual foundation followed by empirical evidences available, for each variable of the investigation.

2.1 Conceptual Foundation for Social Norms

In all ages and human times, men have been living with others of their kind in societies. The social environment is constituted by the society of our fellowmen in so far as they affect us. Society has an influence not only on the physical and economic life of man but above all on his mental and moral development. It is the most pervasive of all the environments and so, necessary to the life of man.

The society not only controls our movements, but shapes our identity, our thought and our emotions. The structures of society become the structures of our own consciousness. In the words of Berger (1966), :

> Society is not only something 'out there' in the Durkheimian sense, but it is also 'in here', part of our innermost being. Only an understanding of internalization makes sense of the incredible fact that most external controls work most of the time for most of the people in a society. Society does not stop at the surface of our skins. Society penetrates us as much as it envelop us.

In any of the relationships of which the social structure consists there is an expectation that a person will conform to explain roles or patterns of behaviour and social psychologists termed these as 'social norms'. 'A norm is an expected pattern of behaviour appropriate in a given situation' (Larson, 1977).

The concept of norm is a central one in sociology.
Actually, a norm is an abstract pattern, held in the mind,
that sets certain limits for behaviour. An operative norm
is one that is not merely entertained in a mind but is
considered worthy of following in actual behaviour; thus,
one feels that one ought to conform to it. This feeling
means that one accepts the norm. Eminent social psychologists,
social scientists and social anthropologists give their own
variations and definitions of norm, to summarize we can say :

> Norms are generally accepted, sanctioned
> prescriptions for, or prohibition against,
> others' behaviour, belief or feeling, that is
> what others ought to do, believe or feel.

Norms and attitudes

Attitude is one of the most distinctive and indispensable
concepts in social psychology. It is implicit in the thinking
of many social scientists and laymen as well, that attitudes
are among the 'causes' of social behaviour. By chance some
behaviours are reinforced, they then will become habit, at
individual level and customs at the socio-cultural level.
Related to such customs are ideas justifying such behaviour
and norm stating that it is appropriate for members of the
culture to engage in this behaviour.

These norms influence behaviour directly and/or
indirectly, the indirect influence being through attitudes
and values. Essentially, 'norm' specify which behaviours

are appropriate. 'Attitude' contains (a) ideas justifying the norms, (b) effect consists with such justification, and (c) behavioural intensions to act according to the norm, and refer to relatively specific objects in the environments.

'Attitudes and Values', said Murphy (1937), 'are ultimately the same thing... There is, however, a practical distinction. Value is not mediated by words.,...attitude usually means to-day, the valuing tendencies as expressed through verbal responses.

However, attitudes are distilled into values that refer to abstract conceptions of the environment. Value change at lower speed than attitudes, thus providing some continuity in the typical behaviour of individuals. When the environment changes, some norms are no longer may be functional. However, individual who manage to surround themselves by other members of the culture who hold similar views, may manage to maintain their attitudes, in spite of the fact that these attitudes are no longer functional.

Anyway, values and attitudes are beyond the scope of the present investigation though they undoubtedly afford a very challenging avenue for research, they are discussed here just to make a clear understanding what a social norm is and what it is not to avoid complications and confusion which may peep in the mind.

Literature as such could not found available regarding the norms that govern women's education, occupation, marriage and social status, therefore, some other relevant literature which deal with women's position in the society are discussed here.

Literature revealed that Indian women enjoyed maximum freedom and status in ancient India, unlike their western counterpart. Highest place has been accorded to women in Indian religious and philosophical thought. The social structure in the vedic period admitted the equality of women. In some of the hymns of Rigveda depicts the virtues of women as even greater than those of men. About the position of Indian women in ancient times Khanna and Verghese (1978), states :

> Throughout the Vedic period woman was given a
> status equal to man's to participate in sacrificial
> rites, to undergo the investituer ceremony, and to
> be man's equal in upholding 'dharma'. She could
> fight wars, join in festivals, take part in
> philosophical discussions, like Gargi and Maitreye,
> or even remain unmarried if she so desires.

Literature further revealed that with the passage of time there were degradation in status of women. The most significant and controvertial Hindŏŏ Law maker Manu clamped down women's freedom in certain sphere and the privileged position of women started changing.

The advent of Budhism saw a welcome change in the position of women in society. It allowed women the freedom to be educated,

to travel as missionaries or even to remain unmarried. But
the position completely changed in the dark ages that followed
and became worst with the Muslim invasion. The woman was kept
in bonds, solely a begetter of children and a house-keeper.
Man in turn provided her with protection and economic support.
Thus her freedom became progressively jeopardised.

Discrimination on the basis of sex became the order of
the day. Repression started with the general notion that certain
characteristics were considered a monopoly of the male. Woman
was even conditioned to look down on herself and submit herself
to the acknowledged superiority of the male. She was led to
underestimate her own potential and submit herself totally to
the demands of the society. These discriminations were very well
depicted by Sobhani (1981), in her article 'Women awake, rise
and march on', where she described the status of women in
Indian society from birth till death - her status in family,
position in education, employment marriage and society.

During the Indian struggle for independence, inspired by
great political leaders Indian women showed a sudden urge to
come back into the main stream after centuries of social
repression, due to combination of divergent factors social,
cultural, economical and political, which is well echoed in
Kapur's (1976), writing :

> Great impetus was given to the work of the
> elevation of the status of women and to their
> activities and studies by the Indian National
> Congress which, under the leadership of Mahatma
> Gandhi, inspired and even dragged women out of
> their homes to join men in the struggle for
> freedom and in fighting out their own battles
> themselves by eradicating prevalent social evils.

In his works Gandhi (1942, 1946), with his masterly pen preached against the wrongs done to women in the name of law, tradition and religion. He believed, propagated and worked for the equality of women with men.

Literature also revealed that last decades witnessed the considerable improvement in the position of women in almost all parts of India. With independence, women were granted equal status with men. The government made an all-out effort to raise the status of women in the various fields through legislation. But the law alone is not enough to bring about a radical change. A change has to come in the mind of men and women.

'To a great extent, the women themselves are responsible for their present plight. It seems that they do not make enough efforts to analyse the new situation and promote their own interest. They have accepted the new role without demanding changes in the traditional image of women' - observed Wadhera (1976).

Similar type of observation were done by Desai (1976), when she wrote :

> Women themselves, too, are in no small measures to be blamed for the sorry state of affairs in which they find themselves. Women, however, much educated and enlightened, still carry tabooes, superstitions and all sorts of guilty complexes, and most of the Indian women are traditional, conservative and generally averse to any change in their daily life or social status.

It is very important that if a country has to progress unimpeded, women, who form half of the population, must cast off the shackles of social tabooes, superstitions and ignorance and become equal partners with men in shaping their destiny.

2.2 Empirical Foundation for Social Norms

Only two research studies were found available, relevant to the present investigation.

Alwin and Otto (1977), conducted a study on senior high school students (N = 4,303), by using a within - and - between - school model for aspirations developed by Hauser et al (1977). Findings revealed that students eventually reflect upon his/ her own past academic behaviour, his/her academic ability and social origins and the social influence of teachers, parents and peers and these factors further contribute to the formulation of college plans and academic aspirations.

Jasdanwalla (1981), conducted a study on the students of College and Polytechnics of Sophia Campus, Bombay (N = 950), by using questionnaire, hypothesizing that the social background of the student has a relevance to his/her academic performance.

When the background is fairly progressive one, this environment should stimulate the student to perform better, contrariwise a tradition-bound domestic situation may circumscribe the academic vision of a young learner.

The data indicated the influence of social factors on students' performance. The students whose parents had liberal views as regards choice of spouse, divorce and allowing their daughters to take up jobs in commercial establishments, post graduation were positively related, and students whose parents were not liberal minded were negatively related to their academic performance.

Several studies by Triandis and Triandis (1960, 1962, 1965), which were cross-cultural studies of social distance tried explicitly to divide the variance between cultural influences. According to the data about twice as much as variance was controlled by 'norms' than by all personality variable put together. Thus, it seems norms are twice as important as personality variables, although norms and personality variables predict significant amount of variance of social distance score. The kinds of people who had higher social distance scores tended to conform to norms more strongly than other subjects. They also found that literature on interpersonal attitudes among racial group also made it very clear that norms are much better predictors of the variance of such attitudes than any other predictors that might be employed.

Studies on education, status, employment and marriage

Cormack (1961), studied the state of higher education in India aiming at evaluating the Indian College and university students' awareness of, and attitudes towards the social change and modernization in India. Findings revealed that attitudes of the female university and college students towards education, marriage and social status were changing and becoming modern though very limited. The investigator ends with the hopes that with improved conditions of teaching and learning, Indian universities would be able to a great extent to prepare their students to meet the challenges of the to-morrow.

Hate's study (1969), was conducted to assess the magnitude as well as direction of change in the status of the women after independence. Based on a sample selected out of the four towns of Maharashtra - Bombay, Pune, Nagpur and Sholapur, focusses on working as well as non-working middle class women. The data were collected through questionnaire. This study was an attempt to study the change in the various facets of women's social and moral life, that is, career, employment and citizenship.

The study concluded that the women's status has undoubtedly changed but not fully. In principle she has status of equality, but in day to day life she is still away from the ideal. The crucial factors that appear to be responsible for bringing about the change are education, gainful employment, legal and political rights and privileges.

Goldstein's study (1972), was a probing research into
some of the important issues such as how the new roles
engendered by university education are made to mesh with the
traditional, family centered female roles; how the educated
women perceived the effect of higher education on their lives
and their perception of female roles.

A sample of 97 young women graduates and post-graduates
comprised the study. Findings revealed that majority of the
respondents (63%), felt that education helps in finding a
suitable marriage partner. The bachelor's degree is becoming
increasingly acceptable and functional for urban middle class
women. The study suggested that both opportunities for and
people's attitudes towards educated middle class women's
employment have changed.

Kapur's (1973), was the first systematic large scale
empirical study which aimed at assessing the change in the
attitudes of young urban middle class educated working women
in India towards three vital aspects of life - love, marriage
and sex. Two matched sample, each of 500 educated working women
comprised the study. Data collected through a structured
questionnaire and an open ended interview schedule.

The study indicated a considerable change in the attitudes
of young urban educated Hindŏŏ. working women during the decade
to be less traditional and less conservative in their ways of

feeling, perceiving, thinking and behaving in regard to sex,
marriage and love. Traditionalism is certainly crumbling down
at the cognitive and affective levels and their attitudes and
values are becoming equalitarian and egalitarian. They are
conscious of the big hiatus in the change in their attitudes and
that of society. As a result, they experience confusion,
conflict and anxiety, and tend to be ambivalent in their
attitudes.

Another study by Kapur (1974), aimed to examine the change
in the status of educated career women. This work was not
merely a fact finding exercise, but an action-oriented study
as well. The data presented through case studies unfold a
gradual transition from traditional to the modern norms.

It suggested some measures which, if adopted, would
bring about improvement in the marital relationships as well as
status of educated women. The implementation of these measures
would enable them to play an effective role in the development
of the nation, and would help them in achieving an equally
important and significant status as that of men in all spheres
of life.

Wadhera (1976), on behalf of the Vishwa Yuvak Kendra
studied 1000 young working women drawn from 236 institutions
and representing 23 different classes of jobs in the capital
of India. Data collected through personal interviews.

Findings revealed that ninety percent respondents approved of young women working in offices out of which majority employed in clerical or similar occupations. Sixty percent did not feel that women require additional qualities to be equally successful on the same job. They considered teaching to be the most suitable profession for women, by a large majority who also felt that society's preferences is similar. A majority of those who approved of the dowry system as a traditional practice disapproved dating, however, 78 percent did not approve of the dowry system. They also believed that teaching is the most preferred profession on the marriage market. Sixty percent favoured arranged marriages.

The fathers of these working women approved of young women working, most of them regard teaching as the most suitable job. Only 3 fathers approved of dating and no one approved dowry specially if it is demanded.

Another study by Khanna and Varghese (1978), conducted to find out women's role as a wife, mother, working person, her views on sex, marriage and family planning; on adoption, fashion, religion and politics and hereby help a clearer picture to emerge.

Altogether 1000 women were interviewed, 200 from each of 5 different zones (East, West, South, North and Central),of India, 50 each from upper and lower socio-economic and 100 from

middle socio-economic group.

Findings revealed that majority of the respondents'
attitudes were unfavourable towards dowry which they considered
as a burden on the parents and interferes with higher
education, which also needs heavy investments. It seems women
in this study revolted against the idea of being treated as
objects to be married off as early as possible with a dowry. It
revealed that favourable attitudes towards mixed marriages,
approval of divorce and widow remarriage were directly linked
with education, higher the education, higher the score for
favourableness. Sixty percent of women are favourably inclined
towards employment of women.

From the literature cited above it is clear that it is the
education which alone can change the people towards moderniza-
tion. Change through formal education is a gradual process. One
cannot educate the whole Indian population overnight and there
is no use too, to educate only the reached population of the
society. Education should reach all - parents, neighbours,
community members and nation as a whole if it is to be useful.

Social reforms and laws alone do not bring a change. As
mentioned earlier the change must affect the minds of men and
women, whether it widow remarriage, intercaste marriage, women's
education or employment.

A change in outlook should come in men also, if women
has to contribute more to the community and nation. Man should
respect woman not for what she does, but as an individual with
the right to think and act according to her own conviction for
her all round development.

2.3 Conceptual Foundation for Academic Achievement Motivation

Atkinson and others (1958), defined achievement motivation
as a disposition to approach success. It is the desire or
tendency to do things as rapidly as possible and to overcome
obstacles and attain a high standard.

Man's motives are based on his wants and needs. Therefore,
the concept of motivation imply some kind of internal drive
force in the organism itself. This drive can have either a
positive or a negative direction and they imply the
individual's learning toward the achievement of some object,
position or goal ; or indicate the fears or aversions that the
individual feels and he tends to move away from the
achievement of a certain object, position or goal.

Frymier (1970), clarifies the concept in another way,
stating that motivation is that which give direction and
intensity to behaviour, and 'motivation to learn' is that
which gives direction and intensity to human behaviour in
an educational context. Motivation to learn in school is that

which gives direction and intensity to students' behaviour
in a school situation. According to Frymier, 'direction
implies selection from possible variations in terms of degree
of effort or energy put forth to obtain goal'.

Literature revealed that motivation to learn in school
aught to result in moving students in that direction. Not
only the school should succeed in kindling a desire among
students to learn but give a direction to their learning in
the desired direction.

Academic achievement motivation is thought to be a
relatively enduring propensity to strive for success in
educational situation.

In the present day's competitive world most of the
students themselves are very much aware of the importance of
high academic achievement. They are made aware too, by
their parents as well as teachers, the importance of high
success in the academic field, which was very well stated by
Sanford (1968), :

> One thing they (students), must be aware of is
> the pressure upon them - to work and to compete.
> It is drummed into them while they are in high
> school that they must never relax for a moment if
> they hope to get into the college of their choice.
> And once in the college there is more of the same....

2.4 Empirical Foundation for Academic
Achievement Motivation

Most of the studies found are related to achievement at the secondary or elementary school stage. Relatively less studies related to achievement at the college stage are available. Reviewing the research related to achievement, Mehdi (1965), observed, ' the greater part of differences in academic achievement of college students is still largely unaccounted for' by the available prognostic tests. In Indian context studies related to college students' achievements are very limited. Buch (1972), pointed out, :

> ...though a large number of studies in the areas
> of correlates of academic achievements have been
> undertaken at highschool stage, there are only
> two studies at the college stage in addition to
> the one by Sinha.

Chokshi (1972), studied the JIM scores with other variables of 170 students of 5 English medium schools of Baroda city and found that JIM score manifested positive correlation with pupils' achievement motivation scores. This indicated that, pupils with higher academic achievement motivation have higher achievement motivation.

Uguroglu and Walberg (1979), wanted to estimate the typical correlation between motivation and educational achievement. They analysed the correlation from a calibration sample of 22 studies and a validation sample of 18 studies

using analysis of variance and regression techniques. Motivation factors were restricted to general, academic or mathematics, self-concept, locus of control and achievement motivation; achievement outcome measures included achievement and ability tests and grade point indices. It was found that motivation and achievement were more highly correlated in students in later grades.

Achievement has been described as the general term for the successful attainment of some goals requiring a certain effort or the degree of success attained in a task. Recently achievement measurement has received a great importance, because though principle effect of achievement tests has most extensive application in education, they are not restricted to school work alone. They can also predict and speculate other psychological and cognitive functioning. For that reason majority of educationists and psychologists are on opinion that assessment of educational flourishment through academic measurement, is an indirect way of understanding individual's other psychological functioning.

Therefore, there is a pressing need to identify the factors associated with academic achievement motivation at the college level, where the cost of education is high and consequential loss through underachievement is greater, for helping the students to motivate themselves for higher academic achievement.

2.5 Conceptual Foundation for Attitude towards Home Science Education

Attitude is one of the most important factors influencing the rate of learning and achievement, because, it is believed that a student likes to learn and learns well the subjects he likes, if he has given an opportunity to study according to his likings he will succeed in his learning more than he is made to learn what he does not like. Therefore, development of favourable attitudes should be one of the chief objectives of every educational institution.

Like most abstract terms in English language, attitude has more than one meaning. Derived from the Latin 'optus' it has on one hand the significance of 'fitness' or 'adaptedness' and on the other connotes 'a mental state of preparation for action'.

Although there have been a number of definitions of the concept through the years, most of these definitions could be summarized by saying that an attitude is 'a tendency to react positively or negatively towards an object'.

Allport's (1935), definition of 'attitude' implies that there are atleast 3 separate components of an attitude : a cognitive component, an affective component and a behavioural component.

Cognitive component of an attitude is the sum total of the believe about the attitude object:, the affective component is the sum total of the feelings about the object and behavioural component is the 'predisposition' to respond' - which reflects both the belief about the attitude object and the evaluative judgements made of the object.

Guilford (1954), stated :

> By attitude we mean the tendency to favour or not to favour some type of object or situation. It is something which is partly inherent and partly acquired. It is something which includes one's likes and dislikes towards a thing. In the field of education students have various favourable and unfavourable attitudes towards many things in the school.

Attitudes of an individual or a group of individuals have a far reaching effect on their overt and covert behaviour, for 'attitudes are theoretically a component of all behaviour overt and covert' (Remmer, 1954). Since the attitude of an individual are central to his subjective life and largely determine his thoughts, feelings and behaviour, it is very significant to know the attitude of a group of individuals towards the programme of study they are undertaken.

Stephens (1951), wrote :

> Teachers in all kinds of schools and every grade level must be interested in improving their students' attitude. Many of most serious classroom problems are the results of the undesirable students' attitude. Conscientious teachers often want to experiment to bring about improvement in their students' attitudes.

2.6   Empirical Foundation for Attitude towards
      Home Science Education.

Only one study was found to conduct in this important

psychological construct towards Home Science education. The

study was conducted by Garrett (1958), where she measured

the attitudes of senior highschool girls towards Home

Economics.

The findings revealed that respondents felt that the

course is not only for slow learners and there were some

prestige attached in selection of Home Science as a course of

study. Parents were very influential factors in the election

of Home Economics by their daughters. According to the

respondents qualities possessed by a Home Economics teacher

were patience, good grooming, relationship between preaching

and practice, pleasing personality and ability to like teenagers.

Nowhere it was mentioned whether respondents expressed

favourable or unfavourable attitudes or it has any relation-

ships with academic achievement.

Studies on school students attitudes towards school and
academic achievements

The studies of Kurtz (1951), Portland Public schools

(1959), Frankel (1960), Wilson and Morrow (1962), Impellizzeri

et al (1965) and Rao (1968), have shown that attitudes towards

school were associated with achievements. High achieving

students were found to have positive attitudes towards school

and satisfied with the school programme, whereas under-achievers were found to have negative attitudes towards school. Varma et al (1966), reported that satisfaction with institution was positively related to academic achievement .

Riar (1960), Singh (1960), Purandare (1961), and Naidu and Kulkarni (1970), found that positive attitude towards school subjects contribute to better achievement in the subjects. Maheswari (1961) found that favourable attitude towards homework leads to better academic achievements. Perumal and Visvesharan (1968) found positive relationship between scientific attitudes and marks in science. Patel (1976), reported that towards the teacher girls had more favourable attitudes than boys.

The only study conducted on college students was found by Jasdanwalla (1981), who hypothesized that those students who find the system of education, their courses and syllabi to their satisfaction would be highly motivated and interested and therefore have high achievement level, but her data comprised of 950 students from college and polytechnic on Sophia campus, Bombay, did not support the hypothesis.

It is clear from the literature cited above that most of the studies conducted in the field of attitudes towards education related to academic achievements were on school students and findings were unconvincing and inconsistent. It

may be because, though attitude do not change rapidly it does change and school students were not mature enough to form an attitude in the real sense of the term, their attitudes may be flexible and therefore, fluctuate.

More research should be conducted in this area of educational psychology, as mentioned earlier attitudes are the cause of all overt and covert behaviour of the individual it is very significant to know the students'attitudes towards different aspects of education.

2.7 Conceptual Foundation for Job Aspiration

People desire to acquire education for a variety of reasons. Education is desired for the sake of education, or as a means of acquiring profitable employment. However, it may be mentioned that, a vast majority of people desire education as a means and not an end in itself.

Freeman (1979), write :

> Second generation Americans began acquiring
> college degrees beginning a widespread movement
> from blue collar to white collar occupations.
> Only a decade ago a bachelor's degree virtually
> guaranted a choice of white collar job, to-day
> less than half of the male college graduates
> will obtain professional jobs with their degrees.
> This upward mobility through education acted as
> a safety valve for society in our recent past.

An American council on Education survey, which included two thirds of the male and one half of the female first year college students, found the majority of the students agreed

with the statement, ' the chief benefit of college is that
it increases earning power'. In the factors reported as
'very important' in going to college, 77 percent of the men
and 70 percent of the women cited the desire 'to get a better
job'.

2.8 Empirical Foundation for Job Aspiration

Research in the field of job, vocational aspirations
mostly deal with the occupational preferences of highschool
students. Some studies focus on the demographic determinants
of such preferences which generally are the determinants of
the academic status of the students as well. These demographic
determinants are : age, sex, community background, socio-
economic background, educational and professional status of
the parents, the level of the intelligence of the students,
and the academic status of the institution where students
have studied.

Grigg and Middleton (1960), reported a study of
(N = 26,313), white 9th Grade students in Florida found
support of the hypothesis that a positive association exists
between the size of the community orientation and occupational
aspirations of the male, but not the female students. They
also report that an overwhelming choice of the girls is to
remain as housewives rather than to seek job.

Cormack's (1961), study on Indian women studying in American universities in 1950's keenly denined any wish to compete for the functions traditionally performed by men.

In their study Arora, Bhattacharya and others (1963), on unmarried women typists, clerks, stenographers and telephone operators working in Bombay found that 60 percent of the respondents serving as a stop gap service till they get married. Another findings of this study was that 'no one wanted to be a career women'.

George and Mathew (1966), who studied the school leaving students reported : (1) relatively higher vocational choices and a greater dispersal of such choices of boys when compared to girls, and (2) a positive correlation between (a) high castes and high professional choice, (b) urban background and high professional choice, (c) academic achievement of the students and high professional choice, and (d) high parental professional status and high professional choice of the students.

Mahajan (1966), reported that 91 percent of a sample of college women at The Punjab University, Chandigarh wanted to work after college.

Bender et al (1967), reported the result of an Arkansas study concerned with occupational aspirations of senior high school boys. The major conclusion of the analysis are that occupational capabilities and achievements are not closely

related, and that a lack of capabilities may be a more limiting
factor than aspiration levels in the occupational achievements
of the rural boys. The level of occupational aspiration of the
senior boys in the low income rural Arkansas countries appeared
to be similar to those in higher income industrial countries,
where the same instrument had been administered. A large
proportion of the students aspired to be professional, technical
and managerial occupations that could be expected to succeed
under current condition.

Muihayya (1968), investigating (N=262) adolescent boys and
girls studying in classes IX to XI in the schools in Madras and
Coorg, reported that the subjects were characterised by having
aspirations just above their levels of achievements.

Joshi (1963), studying the college students in Saugar
found that intelligence and the level of vocational aspirations
were positively correlated.

Haller and Sewell (1957), sought to test Lipset's hypothesis
that the farm persons achieve relatively inferior urban
occupations. They sought to test the hypothesis by comparing the
occupational and educational aspirations of a rural with an
urban sample. They found out that among the highschool senior
girls neither educational nor occupational aspirations are
significantly related to residence. Among boys it is the
educational aspiration, rather than the occupational, which is

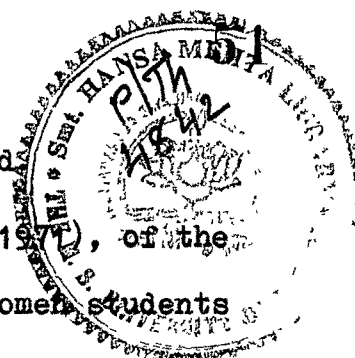found to be associated with residential background.

In a survey by The Illustrated Weekly of India (1971), of the students of Delhi University, it was found that women students of the present generation were less interested in careers and intellectual pursuits than of the previous one. The survey pointed out that a large majority of girls said that 'marriage rather than a career'was their first priority after graduation.

Goldsteins (1972), studied the graduate college women in Bangalore and reported that 85 percent of the respondents expressed their desire to work rather than to stay at home after college.

Littig's (1973), hypothesized that strong achievement motivation will be related to traditionally closed occupations and weak achievement motivation to aspire to traditionally open occupation. The higher the social class from which the subject comes, the greater will be his aspiration to closed occupation. In the case of women, neither a subject's social background nor the motivational states were found to effect her aspirations.

Orta (1973), in his study, compared the occupational interests and expectations of Mexican-American and Anglo-American high-school students of the same community. His findings revealed that Anglo-American students showed a greater prefernece in outdoor and scientific areas than Mexican American students.

Lyngdoh's (1975), study on the college tribal and non-tribal boys and girls of Meghalaya (N=600), revealed that non-tribal

boys have higher occupational aspiration than tribal boys
and girls show higher score of occupational aspirations than
boys.

Sedaka (1976), reported on behalf of the WINC, the
findings of their study with their staff members distributed
over 5 sites - Baltimore, Cincinnati, Phoenix, Denvar and
Miami with 150 respondents from each site which revealed that
women's occupational aspirations were eclipsed by 'lost of
femininity' and disapproval of parents. One woman who really
wanted to be an auto mechanic eventually chose typing instead
because she feared setting a 'masculine' example for her
daughter. Family disapproval is one of the most frequently
cited reasons for not choosing non-traditional training, and
husband, too, effectively restrain their wives for seeking
jobs not 'appropriate' for women.

Falk, Falkowski and Lyson's (1981), study 'Some plans
to become a teacher' revealed that occupational plans
differences were based on scholastic performances, and
relative proportions of young mothers and fathers aspiring to
teaching among all professional occupational choices.

The literature cited above indicates a discernible trend
to the effect that the students, generally have higher level
of occupational aspirations than their own native intelligence
or socio-economic status permit, and positive correlation

between age, community size, cultural context, academic
achievement, financial and professional status of the parents
and academic achievements of the students. The interesting
point to make or note is that girls have very less occupational
aspirations and it is not related to any demographic or non-
demographic factors. It is alarming too, that even highly
educated women do not show any preferences to be 'career
women', vocational choices are also very limited and only to
'traditional' jobs for women. However, Bhatty and Bhatty
(1971), showed that there were increase in the traditional
woman's occupation. The proportion of women employed as
teachers rose from 66.9 percent of all women professionals to
74.4 percent, as nurses from 7.1 percent te 8 percent, clerks
and stenographers from 14.8 percent to 17 percent.

2.9 Summary of the Conceptual and Empirical Foundations of the Investigation

The conceptual and empirical evidences cited above
revealed that influences of social factors like social back-
grounds, norms, teachers, parents and peers; academic
achievement motivation; favourable attitude towards education
and job aspirations contribute to the academic achievement.

This is an implication for the present investigation
because it provides the basis to the investigator to develop
a clear perception of the variables under the investigation.

It also revealed that most of the studies conducted on women were on change of their attitudes towards education, employment and marriage and not concerned with academic achievement.

Though literature revealed that motivation to learn in school ought to result in moving students on that direction, only one study was found conducted on students, which too is not concerned with the academic achievement of the students.

The only study found conducted on Home Science students did not mention whether respondents expressed favourable or unfavourable attitude towards Home Science education or if it had any relationship with academic achievement.

The conceptual and empirical evidences also revealed that except for job aspirations no investigations were carried out on the college students and not a single one on Home Science college students, which strengthened the investigator's conviction to undertake the present investigation.

It also revealed that methods used for most of the investigations were survey by mainly using questionnaires, interview schedules and scales, because of the large and scattered sample size where other methods like experiments, will be difficult, which help the investigator to foresee the inconveniences of using other method for the investigation.

Education is considered to be a vital life process, where changes are essentially involved. It is a social force which means growing up in mind, body, soul and spirit. Anything static, therefore, would result in stagnation and deterioration. We can say that education isv vitally linked with society and environment. If education is not interwoven with the very fibre of social life it cannot be termed education in the true sense of the term.

Man is a social animal. His needs are also needs of the fellowmen. The success of his life is partly in his adaptive ability and in his power to foresee the future of education and its proper impact upon the new generation. Education must provide such social efficiency in individuals as would enrich society and help in changing and modulating the whole social pattern.

The investigator strongly believes that high academic achievement is very important for the women students because the trends in social practices are primarily determined by education and education alone can pave the path to positive attitudinal change and practices.

Very little effort has been made by most of the Indian families because of the traditional social norms which pervade the society to educate their womenfolk and at the first instance, they are helped to drop out from the school unless

they are exceptionally good at their studies.

Three-fourth of the girls in India, who enrol at the primary school leave before attaining functional literacy, according to a study report issued at the First National Conference on Women Studies.

During a family crisis like mother's illness, the burden of the housework falls entirely on the daughter and she is compelled to discontinue her education, it says (Sunday Standard, May 10, 1981).

Therefore, it is very important to motivate women for high academic achievement for which a favourable attitude towards the course of study is essential and which will eventually help them to get a better job and become independent economically.

The conceptual and empirical evidences further showed that the Indian women though conditioned by tradition, custom, public opinion and religious beliefs are showing a remarkable change as a result of education. Women students should be open to that type of education and environment where they will get an opportunity to realise that every woman must be a worker, contributing to society in a large or small measures. Women have to psychologically prepare themselves to be more effective members of society. Every woman who has the privilege of

education must be willing to rough it out if necessary, to
share with man the task of shaping society, to make it modern
in its outlook. This alone will remove the stigma of dependency
attached to her and ensure respect and dignity.

But, to receive the desired education and aspired job so
that they could make themselves useful to the society, the
first and foremost need is high achievement. The students'
high achievement is very much dependent upon attitude towards
the course of study. It is believed that favourable attitude
towards the course of study helps to achieve better. Under-
achievement or stagnation is not tolerable in case of women and
they may be asked to drop out at any moment which experiences
and evidences also proved.

High academic achievement is all the more important for
Home Science students, because firstly, it is comparatively a
new branch of study and majority of the people do not have a
very clear concept about this field of study and secondly, it is
mainly a female dominating field of education striving hard to
move upwards. Therefore, if students do not achieve high they
may fail to get their place in the competitive job market. As
a result, they may be frustrated which will lead to loss of
attraction of intelligent students to this field of study. The
consequence will be less professional contribution and Home
Science will lose recognition and may extinct from the map of
education in future.