CHAPTER 4

FINDINGS AND DISCUSSIONS

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

This chapter is composed of various findings of the investigation, arrived at, by careful inspection and statistical calculations of the data collected by the investigator and focuses on the findings, pertaining to various objectives of the investigation.

The chapter includes description of the respondents; their perceptions of norms governing education, occupation, marriage and social status of women; academic achievement motivation, attitudes towards Home Science education and job aspirations; their differences according to their colleges of study; relationships and interrelationships among the variables under the investigation and extent of their individual and combined effect on academic achievement.

4.1 Description of the Respondents

The respondents vary in each investigation. Therefore, their brief description is necessary to provide a base at a glance.In the present investigation description of the respondents includes their native states, which was considered important mainly to see the distribution of the respondents over the country, and academic achievement levels, which is the criterion variable.

4.1.1 NATIVE STATES

As reported earlier, that the colleges represented in the investigation are situated mainly on the North-Western part of the country, they accommodated students from all over India, though the distribution is not evenly spread over all the states and union territories. Table 5 represents the distribution of the respondents according to their native states.

It is clear from the Table 5 that Punjab was represented by maximum number of respondents (19.78%), followed by Gujarat (19.44%), and minimum that was only one respondent from Bihar (0.11%), among the represented states and union territories. The lone Bihari respondent was a student of College of Home Science, Ludhiana. The Faculty of Home Science, Baroda and SVT College of Home Science, Bombay were the two colleges which accommodated students from maximum number of states (11 states each), followed by union territory of Chandigarh (10 states).

STATEWISE DISTRIBUTION OF THE RESPONDENTS ACCORDING TO THEIR COLLEGES OF STUDY

Names of the States	Total No.of Respon.	Number of Respondents according to their Colleges of Study													
		AGRA	AJMER	BARODA	BOMBAY	CHANDI-GARH	DELHI	HISSAR	HYDERA-BAD	JORHAT	LUDHI-ANA	PANT-NAGAR	UDAI-IUR	UJJAIN	VALLABH-VIDYANAGAR
Andhra Pradesh	64 (7.11)			1 (0.11)	1 (0.11)	2 (0.22)			58 (6.44)				2 (0.22)		
Assam	13 (1.44)			2 (0.22)			1 (0.11)			10 (1.11)					
Bihar	1 (0.11)										1 (0.11)				
Chandigarh*	26 (2.89)					24 (2.67)					2 (0.22)				
Delhi*	21 (2.33)				3 (0.33)	2 (0.22)	16 (1.78)								
Goa*	3 (0.33)				1 (0.11)								2 (0.22)		
Gujarat	169 (18.78)		4 (0.44)	108 (12.0)	21 (2.33)								1 (0.11)		35 (3.87)
Haryana	56 (6.22)					6 (0.67)	1 (0.11)	49 (5.44)							
Himachal Pradesh	4 (0.44)					2 (0.22)					1 (0.11)		1 (0.11)		
Jammu & Kashmir	6 (0.67)					4 (0.44)						2 (0.22)			
Karnataka	5 (0.56)			2 (0.22)	3 (0.33)										
Kerala	8 (0.89)			4 (0.44)	3 (0.33)				1 (0.11)						
Madhya Pradesh	46 (5.11)		4 (0.44)	2 (0.22)										40 (4.44)	
Maharashtra	82 (9.11)			7 (0.78)	72 (8.00)	2 (0.22)	1 (0.11)								
Punjab	178 (19.78)	2 (0.22)	2 (0.22)	10 (1.11)	3 (0.33)	39 (4.33)	2 (0.22)	2 (0.22)			115 (12.78)	3 (0.33)			
Rajasthan	84 (9.33)		16 (1.78)	7 (0.78)		2 (0.22)	1 (0.11)	1 (0.11)					57 (6.33)		
Tamil Nadu	6 (0.67)				5 (0.56)				1 (0.11)						
Uttar Pradesh	124 (13.78)	43 (4.78)	7 (0.78)	5 (0.56)	1 (0.11)	2 (0.22)	8 (0.89)				1 (0.11)	55 (6.11)	2 (0.22)		
West Bengal	4 (0.44)			2 (0.22)	2 (0.22)										
Total	900 (100.0)	45 (5.0)	33 (3.67)	150 (16.67)	115 (12.78)	85 (9.44)	30 (3.33)	52 (5.78)	60 (6.67)	10 (1.11)	120 (13.33)	60 (6.67)	65 (7.22)	40 (4.44)	35 (3.87)

* Union territory

Figures in the bracket indicate percentage

The students from Punjab and Uttar Pradesh were found more mobile as they spread themselves in as many as nine Home Science colleges of the country. Home Science colleges of Jorhat, Ujjain and Vallabh Vidyanagar were the three institutions which accommodated the students only from their own states.

4.1.2 ACADEMIC ACHIEVEMENT LEVEL

As the scheme of evaluation adopted by the colleges under investigation were found different, it was decided to categorize them according to their different schemes of evaluation for the convenience of analysis and reporting (Table 6). Two colleges were found using 7 point scale with a little difference in their range of scoring the students' achievements, put together in the category 'A', to avoid too many variations and differences were also found negligible (Table on Appendix 5). The colleges which were using 5 point scale assembled together in category 'B' and found that their range of scoring were same. Similarly, the colleges that were using 'class' to denote their students' achievements and the range of scoring were same were put together under category 'C'. The lone college which was using class to mark their students' achievements but, the range of scoring was much lower than the colleges included under 'C' category was made a category itself (Category D), as it was considered unfair to put a student who was securing 49 percent with a student who has

TABLE 6

DISTRIBUTION AND CATEGORIZATION OF THE COLLEGES ACCORDING TO THEIR SCHEME OF EVALUATION

Category	Names of the Colleges	Systems of evaluation used				
		No. of Respondents	Scale points	Alphabet / Class	Range	Passing grade/ Class for B.Sc.
A	Faculty of Home Science, Baroda.	150	7	O = Outstanding	5.6 - 6.0	
	SVT College of Home Science, Bombay	115		A = Very good	4.6 - 5.5	
				B = Good	3.6 - 4.5	
				C = Fair/Average	2.6 - 3.5	E grade
				D = Satisfactory	1.6 - 2.5	
				E = Poor / Pass	1.0 - 1.5	
				F = Very poor/Fail	0.0 - 0.9	
B	College of Home Science, Hissar	52	5	A = Excellent	3.6 - 4.0	
	College of Home Science, Hyderabad	60		B = Good	2.6 - 3.5	
	College of Home Science, Jorhat	10		C = Satisfactory	1.6 - 2.5	2.0 point
	College of Home Science, Ludhiana	120		D = Pass	0.9 - 1.5	
	College of Home Science, Pantnagar	60		F = Fail	0.0 - 0.8	
	College of Home Science, Udaipur	65				
	SMP College of Home Science, Vallabh Vidyanagar	35				
C	Institute of Household Arts and Home Science, Agra	45	3 Class	First Class	60% and above	
	Sophia Girls' College, Ajmer	33		Second Class	50% - 59%	IIIrd class
	Home Science College, Chandigarh	85		Third Class	40% - 49%	
	Lady Irwin College, Delhi	30				
D	Government Degree College, Ujjain	40	3 Class	First Class	58% and above	
				Second Class	45% - 57%	IIIrd class
				Third Class	33% - 44%	

secured 33 percent only (Table 6). It was also thought that because of low level of scoring there will be differences not only on their achievements but their perceptions and relationships to the variables of the investigation. Table 6 represents the distribution and categorization of the colleges under study according to their scheme of evaluation.

For the convenience of analysis and reporting, respondents were compartmented into 4 groups : high, medium, low and under achievers. All the 'A' grade and first class students including the one belonging to 'O' grade were put under the group of high achievers; all the 'B' grade and second class students were put under medium achievers; all the 'C' grade and students achieving third class, and the students achieving 'D' and 'E' grades from the colleges using 7 point scale were included in low achievers group; the remaining students who were 'F' graders but termed differently by different colleges (repeaters, trailers, students having back subjects and passed out supplementarily), were collected under the group of under achievers (Table on Appendix 6).

Respondents were graded by the investigator on the basis of their academic achievements in the colleges they study. The average of the two past immediate consecutive examination grades or class, which the investigator had collected at the time of data collection from the college records were taken as a base

for the grouping of the respondents.

Though, it is a confirmed fact that there are differences among the colleges even using same scheme of evaluation, in their scoring students' achievements, as the factors like teachers' personality, standard of the institution and achievement records of the students affect the scoring, colleges with similar scheme of evaluation essembled together overlooking the fact to avoid unnecessary complications. An 'A' grade or a first class student of a particular college considered equal of an 'A' grade or a first class student of any other college under investigation, whether it has reputation of high or low standard. Table 7 shows the distribution of respondents according to their levels of achievement for the present study and category of colleges.

Table 7. Distribution of respondents according to their achievement levels and category of colleges

Category of Colleges	Achievement Levels							
	High		Medium		Low		Under	
	f	%	f	%	f	%	f	%
A	38	4.22	106	11.78	118	13.11	3	0.33
B	70	7.78	142	15.78	116	12.89	74	8.22
C	56	6.22	80	8.88	14	1.56	43	4.78
D	7	0.78	24	2.67	0	0.0	9	1.00
Total	171	19.00	352	39.11	248	27.56	129	14.33

It is evident from the Table that 19 percent high achievers, 39.11 percent medium achievers, 27.56 percent low achievers and 14 percent of the under achievers comprises the study making the distribution curve normal.

4.2 Description of Respondents' Norm Perceptions

Woman's position has to be analysed within a social framework. Social norms and value systems set up social expectations regarding the role and behaviour pattern of men and women, consequently the role played by men and women and status enjoyed by them, spring from the dictates and expectations of society. Observations and experience reveal that woman has been and still is more dependent on social approval and stigma than man.

India has undergone and still going vast changes in the sphere of industrialization, urbanization and modernization. But these changes did not appreciably affect the traditional image of women in Indian society. There might have been some peripheral changes affecting a minority of the female population mainly based in urban areas. But the basic norms remain unaltered because of the fact that values and normative standards do not change at the same rate as changes in other material aspects of society.

However, before making further statements, it is important to know what our respondents feel about their position in the society in this transition. What they experience and feel right about the norms of the society that conduct women's behaviour concerning education, occupation, marriage and social status.

4.2.1 NORMS GOVERNING EDUCATION

Access to education and training is not only a basic human right, it is also a key factor for social progress. The present stage in the development of education of women, presents a discouraging picture of tremendous needs. Although national needs demand a greater concern for better participation by half of its human resources and despite the intentions shown over the decades through the 5 year plans, the advancement the nation wishes has not taken place.

Present investigation revealed that highest number of respondents (97.78%), disagreed with the statement, 'Educating a daughter is a bad investment' followed by 93.44 percent who did not agree with the statements, 'It is alright for girls to know only how to read and write' and 'It is difficult for educated girls to get a good husband'.

The highest number of respondents who agreed with the statement, 'Girls should be given complete freedom in deciding the type of higher education for them' (94.4%), followed by 'Girls should be given the same kind of education as boys get' (92.1%), and 'Girls should be provided with that education which teaches them to become broadminded and tolerant (92%).

On the other hand, lowest number of respondents disagreed with the statements, 'Girls should be trained to be honest under all circumstances' (8.67%); 'Obedience and respect for

authority are the most important virtues that girls should learn'(9.4%); 'Girls should be trained to have absolute faith in their teachers' (34.2%), and 'Education which teaches to obey parents and teachers uncritically is the best education for girls' (37.11%).

These findings showed a very confused picture, respondents wanted equal rights and opportunities which are conferred by the Constitution but at the same time did not dare to go against social norms. They were aware of both, constitutional rights given to them for equality to men, and social sanctions for deviation from norms. They were in dilemma, in disequilibrium. Because, in our society, an ideal woman is expected to possess the qualities of obedience, patience, endurance, modesty and sacrifice. She should not speak unless 'spoken to'. The respondents of the present investigation though aware of the equal rights and opportunities, due to their upbringing in traditional social system influenced by the value system and religious ethos prevalent in the society; cultural conditioning and socialization pattern perpetuated in them; growing up with the idea that they are supposed to be submissive and should not revolt against the agelong traditional norms.

Right from the very beginning, unknowingly a complex is created in a woman about her incapabilities as an individual which makes her lack confidence in herself - in her own

capacities and calibre - and thus makes her happily accept that she is inferior and ~~have~~ has no voice and capacity to decide on her own, the type of education to which she will go; she should only learn to accept things, not to question about.

No doubt, that traditions build up over the centuries will not easily change and tradition cannot be bull-dozed through the passing of legislation. Therefore, women should be given that type of education through which a change could be accelerated and which could be supported by more and more educated women's taking the initiative and breaking the ascribed and authoritative shackles of the past. And this is possible if women are made conscious of their latent talents. As Kapur (1974), states :

> She should be made conscious of her capabilities and capacities. She has to be infused with self-confidence and self-assurance with regard to her equally worthwhile aims and pursuits of life. She has to be made conscious of a life for her which would be better, more dignified and more satisfying and more useful to the nation.

Maturity - the ability to understand and take decision has to be inculcated in a woman through the socialization process. Many studies by sociologists and anthropologists have shown that human behaviour is much more malleable and capable of being conditioned than what was thought before.

Studies have also shown that it is the socialization process and cultural conditioning, and not men and women's biological differences, that affect their social behaviour and personalities - intelligence and achievements. Education must develop in women independence, individuality and self-confidence to overcome confusion created in this transition and make correct decisions at right moment.

Our system of both the formal and informal education should be such to inculcate in individuals the efficiency to make individual thinking and decision making. Unless power of individual thinking and decision making is properly developed among women right from the very beginning, a woman will always depend on others for making decisions for her and will not be able to achieve personal freedom to make decisions and to plan and manage her personal affairs in life, and this will hamper her way of achieving success both in academic and in non-academic fields.

4.2.2 NORMS GOVERNING OCCUPATION

The participation of women in economic activities and specially their gainful employment signals a change in traditional society. More and more educated women appear to be challenging the traditional norms and authoritarism of a predominantly male dominated society.

The present investigation displayed that 842 (93.56%), respondents felt that Girls should be given complete freedom

in deciding her career; 91 percent felt that girls should be allowed to take up any job in which she is interested and 89.78 percent felt that ladies are equally good as men in any administrative job.

One hundred and ninety nine respondents (22.1%), also felt that girls should go for highly paid jobs only; followed by 38.5 percent who felt girls should not take up any job available to them.

Like the findings regarding the social norms governing education, here again, it is clear that the respondents are the victims of changing social norms whereby they find it difficult to completely identify themselves with either of the two (modern and traditional norms), though this dichotomy was more evident with norms governing education. The respondents felt that they should be given social freedom along with constitutional rights to decide their occupation. It is an enlightening sign though, that respondents' behaviour are all the more towards modern normsgoverning occupation of women. They strongly felt that they should be allowed to take up any occupation they are interested and should not be barred from taking any profession. They also felt that they are as good as men in job, which other researcher also have proved (Wardle and Gloss, 1980).

Sengupta (1960), stated :

> Not only in qualifying but it has been found that in the higher level administrative posts women are providing themselves not only efficient and thorough, just and honourable, but personalities of integrity and honesty.

Our socialization process is such that it affects the motivation to work of even the educated women and discourages their career potential. With the result that women inspite of their education, lack career ambitions and remain underactive intellectually and occupationally.

'In India, women suffer from an intellectual lazyness which makes even the best qualified among them vague and confused about what exactly they want out of life'.(Kapur,1974).

Aneja (1973) too, felt that in India the traditional concepts of the role and status of women in the family and in the society are the most severe constraints on the development of the personalities of women. In his analysis of the factors impeding effective harnessing of women-power Aneja observed that the most vital factor in this is the basic unwillingness of most women to equip themselves for careers leading to economic independence and responsibility.

Boserup (1970), supports these observations while pointing out that merely all the parents teach their children that boys are superior to girls and that boys alone show initiative and accept positions of responsibility.

According to Johnson (1966), 'From a sociological point of view, social roles are among the most important 'objects' that are internalized in the course of socialization'. The pattern of socialization are considerably influenced by the norms of a particular society which develops among women beliefs that come on their way of achievement as professionals.

The Report of the International Seminar on Employment of Women (1970), also pointed out similar observations which explained :

> There is also apt, to be certain lack of ambition on the part of girls and women, due to their whole upbringing which is directed towards marriage as the ultimate objective, and to the mental attitudes of a society which considers that a woman is not made for leadership.

It is clear from the citations above that most of the obstacles to women's gainful employment are due to the outdated social conceptions and expectations and continue even with changing society, the most urgent need is to promote fresh approach to the society informing about the changing life patterns of women. 'They should be made to understand that equality of rights between men and women also implies equality of privileges as concerns the development of any and every capacity' (International Seminar on Employment of Women, 1970).

Women student should be provided with that type of education which will help her with expanding her mind, nurturing her individuality and mastering the art of reason. A greater understanding should be generated amongst people through systematic formal and informal educational effort 'that no nation can achieve economic and social maturity if half of its population - women - submerged in the marass of obscurity and subjugation' (Kapur, 1974).

4.2.3 NORMS GOVERNING MARRIAGE

According to the concept of the traditional Hindoo marriage marriage was a social duty towards the family and the community, and there was little idea of individual interest, whereas according to the contemporary western point of view, marriage is a social contract which is essential for the fulfilment of personal needs and happiness.

The present investigation revealed that 831 respondents (92.33%), felt that girls should not be given dowry, contrary to a study reported in the Journal of Indian Education (November, 1975), by Srivastava, showed a new trend about 50 percent of college educated girls felt that their parents would give them a dowry and quite a few secretly looked forward to a good dowry. The investigator also found out from the girls of marriageable age (other than the respondents) that majority of them think that dowry is the 'Streedhan' and so they are not going

to get the share of their parental property they have every right to claim dowry, which they can use if rainy day comes.

Like the present investigation Wadhera's (1976), study too, 78 percent of the respondents did not approve of the dowry system.

The other statements of the checklist which the respondents agreed were, girls should be given complete freedom in choosing their marriage partner (84.78%); deciding whether they will get married (83.11%) and free to dissolve marriages (81.33%).

In Wadhera's (1976), study 60 percent of the respondents favoured arranged marriages, and many were afraid of breaking the tradition and hurting their parents' sentiments by choosing the life partner themselves.

In a symposium organized by the Navbharat Times in 1970 on the 'Desirability of Divorce', six out of ten participants approved of divorce on different grounds. One supporter made a statement, 'If a couple finds it impossible to live together, they have every right to part away from each other peacefully' (Navbharat Times, April 12, 1970).

A study of 500 college girls by the Anthropology Department of Calcutta University (1976), also revealed that 80 percent of the respondents favoured mixed marriages.

Another study by the same department on Calcutta University girls showed that 76 percent were against divorce.

In the present investigation 729 (81.33%), respondents were in favour of intercaste marriage and they felt that intercaste marriage should be encouraged to reduce social tension.

The studies cited above depict a fluctuating picture of the opinions regarding dowry, divorce and intercaste marriage. However, the findings of the present investigation revealed that respondents were more modern in their views regarding marriage and their perceptions were much clearer than norms governing education and occupation though several other researchers found that inspite of the changing of socio-economic condition, women's education and their entering into the profession, marriage was found to be desired, needed and sought for by the educated women (Goldstein, 1972, Kapur, 1973; The Illustrated Weekly of India, 1971; Wadhera, 1976; Khanna & Varghese, 1978), but the respondents of the present investigation did not think that all girls should get married.

4.2.4 NORMS GOVERNING SOCIAL STATUS

The role of women in a society is a most important one and nobody can afford to ignore it. It is a powerful force which is to be respected and utilized properly if a nation has to make real progress. And for achieving this goal it is essential that the position of women be raised to the status of equality with men in which they enjoy equal prestige and power in society.

In the present investigation 852 respondents (94.66%), felt that a widow should remarry if she wishes to, though 80.33 percent felt that a widow is inauspicious. Majority felt that women should 'have equal right as men in day to day life' (94.56%); 'equally share the property of parents' (84.56%); 'use their spare time fruitfully by working outside the home' (79.33%); but, at the same time 19.67 percent felt that for holding jobs of high position women are not as suitable as men. These showed that respondents were not sure of themselves and that is why their statements were contradictory. Perhaps, these respondents do not have enough faith ~~on~~ in themselves or lacked self-confidence to feel that women are as good as men for holding jobs of high position. If it is so, they are not to be blamed alone, it is the environment on which they are growing that made them not to have faith on their own capacities and taught them to underestimate themselves.

The respondents felt that in society women have a status of their own which is not affected by any material resources - employed or unemployed, married or single, from respectable or non respectable families. They felt that womanhood is dignity and not subordination. As a whole, one can say that these respondents were governed more by modern norms.

In its fullest sense, culture is a series of integrated pattern for behaviour developed from mass habits called 'norm'. In social life the norms, which are culture patterns take on a

compulsive or normative aspect.

Each new individual as she is born into or enters the group is put through the process of 'acculturation'. Throughout life the deterrant, negative sanctions of society serve to discourage and check deviation, and the positive sanctions of approbation serve to induce conformity to the norms.

Though in theory, norms are evenly applicable to all irrespective of sexes, it is more active in women than men, especially on its application of negative sanctions, in actual practice. No doubt, Indian Constitution guaranted equal rights to women irrespective of colour, caste and creed but these fundamental rights remain only on paper.

Maharshi Dayananda Saraswati (Sarda, 1968), interpreted the Hindoo sacred books and explained that the scriptures recognized equal rights for men and women in education, in marriage and in property in the 18th century. Even then, Indian societies, like most of the other societies of the world are still dominated by male and use religion to subjugate the women. As mentioned before, though constitution of India guaranted equality of status and opportunities in all spheres of life and all sectors of development, it is only on paper, because, deep in the male mind, as Desai (1976), stated it, there is still a feeling that women are incapable of doing or achieving anything, inspite of the various research studies pointing out that women are no less intelligent and capable than men and witnessing women's

achievements even in male dominated fields which is very aptly put by Cooper (1973),:

> It is little surprising in a country like ours, where the undisputed leadership is in the hands of a women, that there continues such a bias against women and a distrust of their abilities.

Shah (1970), stated that the guaranted equal rights could not bring any change in the traditional belief because in this man-made world it continued to be believed that a woman could not compete with a man so far as knowledge and ability was concerned (Dharmyug, November, 1970).

In 1967, the General Assembly of the United Nations unanimously adopted a 'Declaration on the Elimination of Discrimination Against Women', which guarantees a broad range of rights to equality in education, in work and marriage, and in theory, no discrimination exists.

In theory, Article 16 of the Indian Constitution too, guarantees equality of opportunities. But, in practice, this ideal is far from being within the reach of average women and in reality there is very little 'freedom of choice', given to women. In India, it is still the father who decides how far a woman will be educated, what purpose her education will serve, whom she will marry and after marriage it is the husband who will decide the destiny.

Educated Indian women of to-day are found to be confused to a considerable extent because the traditional norms of conduct are not entirely acceptable to them, but they have at the same time not been able to replace them.

The Indian women, as justice Sujata Manohar, pointed out has no personality of her own and no views or ideas of her own. 'She must be made aware of herself and her tremendous potential (1979).

Women should be equipped with that type of education from the very beginning which will make them conscious of their latent talents and to know and realize that they should wake up themselves and achieve equally worthwhile status in the society. In the words of Kapur (1974), :

> Women have to be stirred out of their age-long slumber of ignorance and pig-like contentment. By and large, women are like satisfied pigs - having no ambitions, expectatipns, desires and no definite constructive plans for raising their status and position in society. They have to be made conscious of their inferior position and have to be stimulated to achieve knowledge and a status in which they are equally respected and honoured and which enables them to be suitable and intellectually satisfying companions to men, and very useful citizens for the nation.

The evidences cited above have a direct bearing on the respondents' perception of norms governing social status of women. It revealed that only passing of legislation cannot help in raising the status of women which was surpressed

since ages, women themselves should be made aware of it. In the name of social norms and protecting the weaker sex they were subjugated and which made the women disabled to realize their separate identity and existence, their capacities and their rational thinking and they contradict themselves by standing on the cross-road of modernity and traditionality, as for example, 94.66 percent of the respondents agreed that a widow should remarry but at the same time 80.33 percent agreed that a widow is inauspicious, in the present investigation, though as a whole they reflected modernity.

4.2.5 SIGNIFICANT DIFFERENCESBETWEEN COLLEGES ACCORDING TO MODERN NORMS PERCEPTIONS

The Indian people constitute a multi-racial, multi-religious, multi-lingual and multi-cultural community. The manner of living, dress, habits and customs in the Himalayan region where water freezes in winter has necessarily to be different from the south, where one never experiences the severity of cold and all the year round it seems to be one perpetual summer. The difference in language has been the basis of growth of varied literature in the different parts of the country. India seems to be an epitome of the world, in that it is a mixture of many ethnological groups, such as Aryan, Dravidian and Mangolian.

But yet, it is amazing to see the wonderful unity of India under this superficial diversity. Thousands of years of living together has knit Indians into a big cultural unit. Even looking at the language those who have studied more than one Indian language, have been struck by the remarkable fact that almost all sayings and proverbs in one Indian language have their exact counterparts in the other languages of the country. People who come from foreign countries are struck by a common culture which prevails from the Himalayas to Cape Comorin, from the Arunachal Pradesh to Run of Kutch inspite of differences in language, religion, dress and food.

As mentioned earlier the colleges under the investigation distributed over several states and union territories of the

country, an attempt was made to see how much diversity is there within unity. Therefore, it was hypothesized that there will be significant differences in between the colleges under investigation in their perceptions of the norms governing education, occupation, marriage and social status of women.

Differences in Modern norms governing education

Tables 8 and 9 represent the mean scores, standard deviations and differences between colleges according to modern norms governing education.

Table 8. Means and Standard Deviations of the colleges according to modern norms governing education

Names of the Colleges	Mean	SD
Institute of Household Arts and H.Sc., Agra	10.62	1.51
Sophia Girls College, Ajmer	11.00	1.84
Faculty of Home Science, Baroda	11.71	1.94
SVT College of Home Science, Bombay	11.94	1.39
Home Science College, Chandigarh	11.44	1.74
Lady Irwin College, New Delhi	11.57	1.57
College of Home Science, Hissar	11.57	1.24
College of Home Science, Hyderabad	12.03	1.67
College of Home Science, Jorhat	11.5	1.72
College of Home Science, Ludhiana	11.0	1.67
College of Home Science, Pantnagar	11.98	1.69
College of Home Science, Udaipur	11.06	1.57
Government Degree College, Ujjain	8.45	2.17
SMP College of Home Science, Vallabh Vidya-nagar	11.43	1.46
For the whole population	11.35	1.83

TABLE 9

SIGNIFICANT DIFFERENCES BETWEEN COLLEGES ACCORDING TO MODERN NORMS GOVERNING EDUCATION

Names of the Colleges	AGRA	AJMER	BARODA	BOMBAY	CHANDI-GARH	DELHI	HISSAR	HYDERAPAD	JORHAT	LUDHIA-NA	PANT-NAGAR	UDAIPUR	UJJAIN	VALLABH-VIDYANAGAR
AGRA	0.0	0.995	3.468***	5.236**	2.647**	2.610*	3.413**	4.448***	1.621	1.327	4.266***	1.465	5.399***	0.401
AJMER			1.930	3.160**	1.199	1.309	1.728	2.748**	0.764	0.0	2.600*	0.173	5.348***	1.068
BARODA				1.056	1.094	0.389	0.474	1.121	0.339	3.194**	0.944	2.389*	9.215***	0.815
BOMBAY					2.268*	1.267	1.604	0.395	0.936	4.665***	0.184	3.868***	11.662***	1.873
CHANDIGARH						0.364	0.512	2.068*	0.111	1.806	1.888	1.358	8.243***	0.020
DELHI							0.033	1.271	0.114	1.681	1.128	1.458	6.660***	0.367
HISSAR								1.615	0.168	2.236*	1.429	1.932	8.704***	0.509
HYDERABAD									0.928	3.907**	0.163	3.346**	9.291***	1.776
JORHAT										0.908	0.835	0.812	4.120***	0.131
LUDHIANA											3.707***	0.244	7.729***	1.372
PANTNAGAR												3.159**	9.122***	1.618
UDAIPUR													7.135***	1.141
UJJAIN														6.866***
VALLABH VIDYAGARAR														0.0

* .05 level of significance

** .01 level of significance

*** .001 level of significance

Table 8 represents the mean scores and the standard deviations of the respondents of the 14 colleges under the investigation in their perceptions of modern norms governing education of women. The respondents from Hyderabad exhibited highest modernity (12.03), in their perceptions of norms governing education of women followed by the respondents of Pantnagar (11.98) and Bombay (11.94). Least modernity was reported by the respondents of Ujjain (8.45), followed by the respondents from Agra (10.62), in their perceptions of modern norms governing education of women.

Table 9 depicts a clearer picture exhibiting the significant differences in between the 14 colleges under the investigation in their perceptions of modern norms governing education of women. Respondents from Ujjain were found to be highly significantly different in their perceptions of modern norms governing education of women from all the other colleges under investigation. Next comes the respondents from Agra who were also highly significantly different from several other colleges under the investigation.

Respondents from Jorhat and Delhi looked somewhat homogeneous in expressing their norms perceptions with the other colleges under the investigation. Respondents from Jorhat, were not found significantly different to any other colleges under the investigation and respondents from Delhi only to the

respondents from Agra.

Education appears to be a very powerful factor in making women modern in their attitudes as research studies show that highly educated women were more favourably oriented towards freedom from traditionality (Srivastava, 1972; Wadhera, 1976; Khanna and Varghese, 1978).

But, we should not mistake modernity for westernization. In Mehta's (1970), study 'The western educated Hindu Women', the western educated women expressed that they did not want to blindly follow the western culture. They do favour change in the process of modernization, but on the foundation of their cultural values. They do approve of taking full advantage of modern opportunity without becoming western in outlook and without adopting western ideals. Kapur (1974), made a very clear definition of the word 'modern'. She said :

> By being 'modern' is meant rational, flexible, open-minded - open to suggestions and change - tolerant, understanding and co-operative.

Women should be provided with that type of education which will help them for the harmonious development within their respective cultural environment, for the preparation for active participation in professional and social life, for the conscious choice of their career and for the development of scientifically based modern outlook.

Differences in Modern norms governing occupation

Tables 10 and 11 represent the mean scores, standard deviations and differences between colleges according to modern norms governing occupation.

Table 10. Means and Standard Deviations of the colleges according to modern norms governing occupation.

Names of the Colleges	Mean	SD
Institute of Household Arts & H.Sc., Agra	9.73	2.04
Sophia Girls College, Ajmer	11.03	1.93
Faculty of Home Science, Baroda	10.75	2.85
SVT College of Home Science, Bombay	11.57	2.37
Home Science College, Chandigarh	10.64	2.82
Lady Irwin College, New Delhi	11.13	1.89
College of Home Science, Hissar	10.06	2.36
College of Home Science, Hyderabad	11.63	2.20
College of Home Science, Jorhat	12.3	1.77
College of Home Science, Ludhiana	10.1	2.21
College of Home Science, Pantnagar	10.42	2.62
College of Home Science, Udaipur	9.02	2.49
Government Degree College, Ujjain	8.68	2.22
SMP College of Home Science, Vallabh Vidyanagar	10.49	2.09
For the whole population	10.46	2.55

Table 10 represents the mean scores and the standard deviations of the respondents of the 14 colleges under the investigation in their perceptions of modern norms governing

TAPLE 11

SIGNIFICANT DIFFERENCES BETWEEN COLLEGES ACCORDING TO MODERN NORMS GOVERNING OCCUPATION

Names of the Colleges	AGRA	AJMER	BARODA	BOMBAY	CHANDI-GARH	DELHI	HISSAR	HYDERABAD	JORHAT	LUDHIANA	PANT-NAGAR	UDAIPUR	UJJAIN	VALLABH VIDYANAGAR
AGRA		2.893	2.236*	4.857***	1.898	2.999**	0.718	4.516***	3.680**	0.970	1.451	1.598	2.289*	1.619
AJMER			0.534	1.216	0.744	0.219	2.009*	1.337	1.925	2.219*	1.193	4.110***	4.866***	1.138
BARODA				2.498*	0.306	0.700	1.582	2.149*	1.693	2.066*	0.791	4.263**	4.278***	0.205
BOMBAY					2.553	0.942	3.832***	0.161	0.945	4.928***	2.957**	6.830***	6.768***	2.441*
CHANDIGARH						0.898	1.235	2.292*	1.820	1.523	0.473	3.665***	3.865***	0.283
DELHI							2.129*	1.063	1.717	2.358*	1.334	4.136***	4.877***	1.300
HISSAR								3.651***	2.844**	0.113	0.757	2.300*	2.854**	0.867
HYDERABAD									0.908	4.399***	2.754**	6.206***	6.557***	2.496*
JORHAT										3.069**	2.186*	4.007***	4.779***	2.495*
LUDHIANA											0.852	3.049**	3.531***	0.921
PANTNAGAR												3.066**	3.456***	0.037
UDAIPUR													0.707	2.971**
UJJAIN														3.617***
VALLABH VIDYANAGAR														0.0

* .05 level of significance
** .01 level of significance
*** .001 level of significance

occupation of women. The respondents from Hyderabad exhibited highest modernity (11.63), followed by the respondents of Bombay (11.57). Least modernity here too, was exhibited by the respondents of Ujjain (8.68), followed by the respondents of Udaipur (9.02) and Agra (9.73).

Table 11 elaborately explains the differences in between 14 colleges under the investigation in their perceptions of modern norms governing occupation of women. Respondents from Ujjain were found highly significantly different in their perceptions of modern norms governing occupation of women, followed by the respondents of Udaipur. Respondents from Bombay and Ludhiana also found highly significantly different in their perceptions of modern norms governing occupation of women from several colleges under the investigation.

The Table also reveals that there were more highly significant differences in between the colleges under the investigation in their perceptions of modern norms governing occupation of women than in their perceptions of modern norms governing education.

'One of the most significant developments in the post-independent India is the speed with which women have successfully challenged men in various walks of life' stated Kuriakose (1975), 'Nowhere has this challenge been more visible than in the field of employment.'

Education and employment of women both act as important determinants of modernity. So, more and more women should be given opportunities and encouragement as well as facilities to have higher education and employment so as to make them modern - having rational thinking, open mind and progressive outlook. And it is through increasing the number of such women, nation would progress.

Differences in Modern norms governing marriage

Tables 12 and 13 represent the mean scores, standard deviations and differences between colleges according to modern norms governing marriage.

Table 12. Means and Standard Deviations of the colleges according to modern norms governing marriage

Names of the Colleges	Mean	SD
Institute of Household Arts & H.Sc., Agra	8.89	2.38
Sophia Girls College, Ajmer	9.24	1.59
Faculty of Home Science, Baroda	9.7	1.89
SVT College of Home Science, Bombay	10.29	1.93
Home Science College, Chandigarh	8.8	2.25
Lady Irwin College, New Delhi	10.03	1.52
College of Home Science, Hissar	9.89	1.96
College of Home Science, Hyderabad	9.23	2.03
College of Home Science, Jorhat	10.7	1.77
College of Home Science, Ludhiana	8.83	2.28
College of Home Science, Pantnagar	9.32	2.07
College of Home Science, Udaipur	8.48	2.44
Government Degree College, Ujjain	7.0	1.88
SMP College of Home Science, Vallabh Vidyanagar	10.0	1.89
For the whole population	9.26	2.22

TABLE 13

SIGNIFICANT DIFFERENCES BETWEEN COLLEGES ACCORDING TO MODERN NORMS GOVERNING MARRIAGE

Names of the Colleges	AGRA	AJMER	BARODA	BOMBAY	CHANDIGARH	DELHI	HISSAR	HYDERABAD	JORHAT	LUDHIANA	PANTNAGAR	UDAIPUR	UJJAIN	VALLABH VIDYANAGAR
AGRA	0.0	0.737	2.374*	3.878***	0.210	2.336*	2.263*	0.799	2.268*	0.138	0.983	0.880	4.028***	2.262*
AJMER			1.290	2.859**	1.029	1.992	1.572	0.291	2.441*	0.963	0.173	1.629	5.392***	1.767
BARODA				2.521*	3.276**	0.909	0.602	1.583	1.627	3.413**	1.292	3.981***	8.040***	0.846
BOMBAY					5.048***	0.691	1.269	3.398***	0.639	5.292***	3.108**	5.514***	9.368***	0.797
CHANDIGARH						2.782**	2.872**	1.188	2.573*	0.104	1.406	0.840	4.386***	2.774**
DELHI							0.358	1.907	1.154	2.727**	1.680	3.215**	7.234***	0.077
HISSAR								1.723	1.224	2.890**	1.484	3.382**	7.127***	0.273
HYDERABAD									2.152*	1.149	0.223	1.877	5.550***	1.820
JORHAT										2.519*	1.992	2.767**	5.626***	1.045
LUDHIANA											1.379	0.989	4.582***	2.756**
PANTNAGAR												2.067*	5.682***	1.599
UDAIPUR													3.277**	3.209**
UJJAIN														6.868***
VALLABH VIDYANAGAR														0.0

* .05 level of significance

** .01 level of significance

*** .001 level of significance

Table 12 represents the mean scores and the standard deviations of the respondents of the 14 colleges under the investigation in their perceptions of modern norms governing marriage of women. The respondents from Jorhat reported highest modernity (10.7), followed by the respondents from Bombay (10.3) and Delhi (10.03). Lowests were reported from Ujjain (7.0), Udaipur (8.48) and Ludhiana (8.83).

Table 13 elucidates the differences in between 14 colleges under the investigation in their perceptions of modern norms governing marriage of women. Here, again respondents from Ujjain were found to be highly significantly different followed by the respondents from Udaipur and Ludhiana.

Like other institutions of society marriage also has undergone changes. Kapur (1973), interviewed two matched sample of 500 hundred each educated working women with a gap of 10 years to study the change in their attitudes towards marriage. She found that within 10 years their attitudes had changed from viewing marriage as a sacrament solemnized primarily for the fulfilment of one's religious and social duties and for the welfare of the family, to believing that marriage was a social contract which is entered into primarily for the good of the individual and for his personal happiness and satisfaction.

In her study Barot (1972), came out with similar findings when she pointed out that in the attitude of modern women the

emphasis had shifted from 'self-sacrifice to satisfaction in marriage'.

An article published in the Navbharat Times (11 June, 1972), also gives indication of the change in the thinking of women with regard to marriage. It points out that the religious aspect of marriage is diminishing gradually and it is being accepted by an increasing number as a social contract rather than as a religious sacrament.

In Barot's study she found more and more of the women expressing the view that in setting a marriage the interests and considerations of the young people should be given more weight than those of the families. This certainly reveals an increasing departure from the traditional criteria of marriage settlement in India.

Differences in Modern norms governing social status

Tables 14 and 15 represent the mean scores, standard deviations and differences between colleges according to modern norms governing social status.

Table 14. Means and Standard Deviations of the colleges according to modern norms governing social status

Names of the Colleges	Mean	SD
Institute of Household Arts & H.Sc., Agra	12.16	2.4
Sophia Girls College, Ajmer	13.76	1.92
Faculty of Home Science, Baroda	13.97	2.16
SVT College of Home Science, Bombay	14.15	2.35
Home Science College, Chandigarh	13.54	2.77
Lady Irwin College, New Delhi	15.0	2.13
College of Home Science, Hissar	13.87	1.85
College of Home Science, Hyderabad	14.33	2.01
College of Home Science, Jorhat	15.5	1.9
College of Home Science, Ludhiana	12.37	2.44
College of Home Science, Pantnagar	13.63	2.66
College of Home Science, Udaipur	12.83	2.16
Government Degree College, Ujjain	11.15	2.24
SMP College of Home Science, Vallabh Vidyanagar	13.57	1.44
For the whole population	13.431	2.46

Table 14 represents the mean scores and the standard deviations of the respondents of the 14 colleges under the investigation in their perceptions of modern norms governing social status of women. The respondents from Jorhat exhibited highest modernity (15.5), followed by the respondents of Delhi (15.0), Hyderabad (14.33) and Bombay (14.15). Lowests modernity were exhibited by the respondents from Ujjain (11,15) as usual, followed by Agra (12.16) and Ludhiana (12.37).

TABLE 15

SIGNIFICANT DIFFERENCES BETWEEN COLLEGES ACCORDING TO MODERN NORMS GOVERNING SOCIAL STATUS

Names of the Colleges	AGRA	AJMER	BARODA	BAY	CHANDI-GARH	DELHI	HISSAR	HYDERA-BAD	JORHAT	LUDHIA-NA	PANT-NAGAR	UDAIPUR	UJJAIN	VALLABH VIDYANAGAR
AGRA	0.0	3.159**	4.803***	4	2.832**	5.248***	3.957***	5.053***	4.115***	0.497	2.974**	1.539	1.989*	3.080**
AJMER			0.513	4	0.411	2.433*	0.258	1.343	2.519*	3.026**	0.240	2.079*	5.279***	0.454
BARODA				1	1.305	2.395*	0.302	1.133	0.701	5.708***	0.950	3.539***	7.271***	1.029
BOMBAY					1.671	1.802	0.766	0.521	1.769	5.699***	1.325	3.718***	7.038***	1.374
CHANDIGARH						2.616*	0.746	1.888	2.167*	3.207**	0.202	1.705	4.766***	0.061
DELHI							2.530*	1.454	0.656	5.415***	2.486*	4.565***	7.268***	3.202**
HISSAR								1.276	2.551*	3.963***	0.536	2.741*	6.375***	0.792
HYDERABAD									1.713	5.396***	1.649	4.016***	7.419***	1.967
JORHAT										3.958***	2.167#	3.687***	5.650***	3.473**
LUDHIANA											3.211**	1.284	2.788*	2.780*
PANTNAGAR												1.880	4.937***	0.129
UDAIPUR													3.818***	1.818
UJJAIN														5.484***
VALLABH VIDYANAGAR														0.0

* .05 level of significance

** .01 level of significance

*** .001 level of significance

Table 15 explains the differences in between 14 colleges under the investigation in their perceptions of modern norms governing social status of women. Here again, respondents from Ujjain were found to be highly significantly different from all the 14 colleges under the investigation followed by the respondents from Agra, Ludhiana and Udaipur who were highly significantly different from several colleges under the investigation.

'Women in our society have so far had only a secondary status', observed Wadhera (1976), 'It is well known that the economic dependence of women upon men is one of the primary reasons which has pushed them into the background and resulted in their having only a secondary status both within and outside the family'.

It is visible everywhere that educated women are now more and more keen and desirous to acquire and utilize their education to raise their position in the society. It is a healthy indication but not women alone, men and society too in cooperation only can in reality raise the status of women.

It was found from the preceding discussion that among the colleges under the investigation, the respondents from Ujjain exhibited least modernity in their perceptions of modern norms governing education, occupation, marriage and social status of women followed by the respondents of Agra, Udaipur and Ludhiana.

The highly significant differences in the perceptions of modern norms governing education, occupation, marriage and social status of women by the respondents of these four colleges may be because of the environment and set up of the colleges and the societies from which respondents came. As far as respondents of Ujjain is concerned the investigator feels that it is because, all the respondents were day-scholars. The state of Madhya Pradesh is most backward economically and educationally in the country after Bihar and societies are orthodox and conservative. The respondents were brought up in a highly traditional way. Traditionality reached their veins and it is nightmare for them to think anything beyond the age-long traditions and worn-out customs that pervades the society entirely, in which they live.

These respondents should be provided with that type of education which will make them realize that the outside world is quite ahead of them, to break the shackle and come out from the darkness of ignorance - to replace prejudice and sentiments

by realism and objectivity - to know their talents.

It was further found that respondents who were from educationally backward places exhibited less modernity comparing to the respondents who were from educationally advanced places; education is a powerful factor in making women modern in their outlook; and education and economic independence are the two main factors which help a woman to exercise her rights as an individual. Once a woman is economically self-sufficient and for which high academic achievement is essential, she has greater freedom to act on her own accord. Along with increased education, women are likely to enjoy greater freedom and independence. Professional women, with their career contacts, exercise greater authority in their marriage.

Proper attention should be paid by the Home Scientists to make Home Science education relevant and purposive as it is directly linked with the lives of the people and to create proper atmosphere for the students to become modern in their outlook.They should also encourage students for higher achievements which helps to become independent economically. Increasingly it is necessary to link up Home Science education with one's ability to make a living both in the economic and cultural sense, because it is only then, that this education will serve the desired end, namely to transform the recipient of Home Science education into a useful and efficient citizen.

4.3 Description of the Parents' Norms

Change is the law of nature and it is also the most fundamental law of human society. The old must give way to the new. But this process moves so slowly that it looks almost static and apparently orthodox elders who living in the age of space voyage, clinging to the beliefs and traditions of the days when Bernard Show wrote 'Home is the girls' prison and women's workshop' hold true.

Though as slow as a sloth, a new social order is in the process of evolution in India. It is being aided by our political advance and rapid economic strides. Because of this change, differences arose in the beliefs, attitudes and values of the younger and elder generations. Though we cannot state the extent of such differences, we cannot deny the fact of the existence of differences. The interpersonal relations of the younger people and the elders in the family seem to be subjected to diverse stresses and strains, the young are questioning the authority and control of the elders over their lives. This phenomenon is termed by the social psychologists as 'Intergenerational strife' which actually is the gap between successive generations. It results from wide communication gap between the two generational ranks ultimately leading to various social conflict, unrest, frustration, dissatisfaction etc. This phenomenon although existed in all the ages far and wide, in the present society it is primarily responsible for

many social and institutional conflicts.

Gangrade (1969), stated, 'Intergenerational strife is understood as differences, gap, distance or conflict of values between the adult and the adolescent generation'. Shah (1969), on the other hand, contends that the most important feature of the contemporary conflict of generation is the disharmony in human attitude.

Several other studies also revealed some differences in values and attitudes between parents and their adolescent children. Bhattacharya and Basu (1975), found generation gap with respect to parental conflict. Anant (1976), however, did not find remarkable generation gap in values.

Although majority of the psychologists and sociologists support the common view of the existence of generational strife, the controversy is still not over. The question still remains, therefore, whether there is anything like generation gap in social norms, and if so, what is the extent and nature of the gap, whether the respondents of the present investigation are aware of it, is a basic question. To answer this question it is necessary to find out how the respondents of the present investigation react to the situation.

Here, one should keep in mind that, as stated earlier, respondents themselves only marked the checklist on behalf of

their parents and not the parents themselves. Though respondents' perceptions of their parents' norms are correct and it reflected in their marking of the checklist one cannot draw any sure conclusion about the issue. One can only infer that respondents' perceptions in identifying their parents' norms reflected the parents' norms.

4.3.1 NORMS GOVERNING EDUCATION

Only 25 respondents (2.78%), felt that their parents would disagree with the statement, 'Girls should be trained to be honest under all circumstances', followed by 59 respondents (6.5%), who felt that their parents would disagree with the statement, 'Obedience and respect for authority are the most important virtues that girls should learn' too, against 78 respondents (8.66%), disagreed for the statement, 'Girls should be trained to be honest under all circumstances' and 85 respondents (9.44), disagreed with the statement, 'Obedience and respect for authority are the most important virtues that girls should learn'. Eight hundred and seventy two respondents (96.88%), felt that their parents would also disagree with the statement, 'Educating a daughter is a bad investment' and 91.77 percent, 'It is alright for the girls to know only how to read and write', against 97.78 percent and 93.44 percent respectively of respondents themselves.

Although majority of the respondents felt that their parents were governed more by modern norms governing education

of women, than by traditional one, number of respondents who felt that their parents would agree to the statement, 'Education which teaches to obey parents and teachers uncritically is the best education for girls' (73.7%) and, 'Girls should be trained to have absolute faith in their teachers' (78.8%), against 62.9 percent and 65.8 percent of the respondents were also not less.

Other statements on which respondents' felt that their parents would agree were, 'Girls should be given complete freedom in deciding the type of higher education for them' (86.4%); 'Girls should be provided with that education which teaches them to become broad-minded and tolerant' (89.89%); 'Girls should be given same kind of education as boys get' (83.11%). Again, other two statements on which respondents felt that their parents would disagree were 'Highschool education is enough for girls' (90.2%) and 'It is difficult for educated girls to get a good husband'(82.55%).

Although there are much similarities in between the respondents' and their perceptions of their parents' norms respondents were governed more by modern norms than their parents. But, it was predominantly the modern norms that governed the education of women.

4.3.2 NORMS GOVERNING OCCUPATION

Although it is believed that older generation have some reservation about the employment of women and they do not want to accept the fact that women should be economically independent,

present investigation revealed that 741 respondents consisting of 82.33 percent of the population felt that their parents would agree to the statement, 'Girls should be given complete freedom in deciding her career'. Some other statements where majority of the respondents felt their parents would agree were, 'Ladies are equally good as men in any administrative job' (78.22%); 'Girls should be allowed to take up any job in which she is interested' (73.44%); 'Girls should go for jobs that are being held by other members of the family' (64.44%); and 'Girls should not be barred from taking any profession (62.33%), against 89.77 percent; 91 percent; 70.2 percent and 69.33 percent respectively for respondents themselves.

As in norms governing education of women here, too, contradictions were there. Two hundred respondents (22.22%), felt that their parents would agree to the statement, 'Girls should go for highly paid jobs only' and 30 percent, 'In selecting a job, a girl should give more importance to the family status than the facility provided in a job'.

Five hundred and ninety seven respondents (66.33%), felt their parents would disagree with the statement, 'Girls should not be economically independent' and 64.44 percent, 'Home is the place for women and it is not desirable to have them in offices and factories'.

From the picture above it is clear that respondents' parents too were governed more by modern norms.

Although not sure, still it is encouraging fact and perhaps respondents had some instances or experiences on the basis of which they marked the checklist on behalf of their parents.

The educated women are becoming increasingly aware of the equality created by the social change and by the widening opportunities for women for having education and becoming economically independent, and their norms are becoming coloured by the equalitarian ethos.

Kapur's study (1970), indicated that society including husband and other members of the family want a woman to take up a job because of extra money and other advantages. In the words of Kapur :

> They want her to be an efficient, confident, assertive and successful, working women, but at the same time they do not want her to develop an assertive, independent and dominating personality, and desire her to be obedient, submissive and very efficient housewife. . . .
>
> They cannot generally accept her developing individualized interests, wishes, attitudes and values of life, and do not approve of her developing a sense of equality and freedom to move about, to take her own decisions with regard to her personal life.

Therefore, even though respondents thought that their parents were modern and would agree that girls should not be barred from taking up any profession, one is not sure what will be their reaction in actual practice and how much freedom would

be allowed to their daughters to develop her personality and whether parents would contribute to it.

4.3.3 NORMS GOVERNING MARRIAGE

Six hundred and forty respondents (72.1%), felt that their parents would not agree to the statement 'Girls should be given dowry on their marriage against 831 respondents (92.83%), themselves. Wadhera's (1976), study also found similar findings. In her study parents were against giving dowry and specially if it is demanded. Other statements of the checklist in which respondents felt that their parents would agree were 'Girls should be given complete freedom in choosing their marriage partner (63%); 'Girls should be given complete freedom in deciding whether they will get married' (55.56%); and 'When a women finds her marriage intolerable she should be free to dissolve it' (54.66%), against 84.77 percent, 83.11 percent and 81.33 percent respectively for respondents themselves.

One hundred and thirty seven respondents (15.22%) felt that their parents would disagree to the statement, 'Marriage is a sacrament and not a contract', followed by 106 respondents (11.77%), who felt their parents would disagree too with the statement, 'All girls should get married'.

It is evident that in regard to the norms governing marriage of women, parents were more traditional, as ~~for~~ more than half of the respondents felt that their parents were

governed more by traditional than by modern norms governing marriage of women.

It showed that though majority of the respondents felt that their parents were liberal as far as education and occupation of women are concerned, they do not prefer their daughters marry in intercaste, move with finance before marriage and would prefer to give more importance in family prestige than personal choice, marry persons selected by their parents and all girls should get married.

Since the present day Indian society is at the cross roads of the traditional and modern cultures, need for an education becomes essential - an education which will teach appropriate and congenial socialization and helps to develop modern personalities for the betterment of the self and for the good of the society. Here only education for girls without education of parents cannot really bring meaningful and desired change. Therefore, education for girls should be education for all.

4.3.4 NORMS GOVERNING SOCIAL STATUS

The status of women in India has changed and is changing, but there is still a big gap between what are her rights and privileges and what rights and privileges she enjoys. Various research studies have shown that the ideal of equal status for women has not been attained, mainly because there has been

change in the functional system, but not the same amount of change in the normative system that creates confusion.

In the present investigation 768 respondents (85.33%), felt that their parents would agree to the statement, 'Women should have equal right as men in day to day life,' followed by 'A widow should remarry if she wishes to' (85.11%).

More than 60 percent of the respondents felt that their parents would agree to the statements which reflected modernity like 'women are asset to the society' (78.44%); they should get 'equal share of the parents' property' (77.22%); 'womanhood is dignity' (78.33%); 'hold respectable position whether married or single' (67%).

This shows that respondents felt their parents are governed more by modern norms than by traditional norms governing social status of women.

4.3.5 DIFFERENCES BETWEEN PARENTS' AND RESPONDENTS' NORMS PERCEPTIONS

From the description above it is evident that respondents felt that their parents were different from themselves in their norms perceptions. But, the relevant questions are for instance, how different they were, were they significantly different from each other, were they even different among themselves in their modern and traditional norms perceptions, the following discussion tries to answer these questions.

Extent of differences

Table 16 shows the extent of differences among the parents' in their traditional and modern norms perceptions.

Table 16. Extent of Differences among the Parents in Their Traditional and Modern Norms Perceptions

Clusters of Norms	Differences t- Value
Traditional norms governing education Modern norms governing education	43.53***
Traditional Norms governing occupation Modern norms governing occupation	6.94***
Traditional norms governing marriage Modern norms governing marriage	8.68***
Traditional norms governing social status Modern norms governing social status	40.18***

*** highly significant at .001 level

Table 16 shows that parents were highly significantly different among themselves in their modern and traditional norms perceptions. The highest differences were shown among the modern and traditional norms governing education and social status and least differences were among the modern and traditional norms governing occupation and marriage. It explains that respondents felt that their parents were more or less same in their norms perceptions in regards to norms governing occupation and marriage. But they were notably modern in their outlook concerning education and social status of women.

Were respondents too, different among themselves in their modern and traditional norms perceptions ? Table 17 shows the extent of differences among the respondents themselves.

Table 17. Extent of Differences among the Respondents in Their Traditional and Modern Norms Perceptions

Clusters of Norms	Differences t-value
Traditional norms governing education Modern norms governing education	78.114***
Traditional norms governing occupation Modern norms governing occupation	41.011***
Traditional norms governing marriage Modern norms governing marriage	43.25***
Traditional norms governing social status Modern norms governing social status	76.58***

*** highly significant at .001 level

It is clear from Table 17 that respondents' views were more modern than traditional in all the norms under study, as it shows highly significant differences; highest in norms governing education and lowest in norms governing occupation. Though differences among respondents' were ~~much~~ more highly significant than their parents' (Table 16) the trend was similar. As stated earlier, respondents themselves only marked the checklists on behalf of their parents, which could be one of the possible reasons for this similar occurance.

From the picture above, it is apparent that the parents were different from the respondents in their norms perceptions, in other words, parents were more traditional than respondents. But how different they were ? Table 18 represents the extent of difference between respondents' and their parents' in their traditional and modern norms perceptions.

Table 18. Extent of Differences between Respondents and their Parents' norms perceptions

Clusters of Norms	Differences t - value
Traditional norms governing education	13.703***
Modern norms governing education	13.630***
Traditional norms governing occupation	15.820***
Modern norms governing occupation	15.830***
Traditional norms governing marriage	24.274***
Modern norms governing marriage	24.206***
Traditional norms governing social status	12.029***
Modern norms governing social status	12.749***

*** highly significant at .001 level

Table 18 illustrates that there were highly significant differences between respondents' and their parents' in their norms perceptions. Highest extent of differences were shown in norms governing marriage followed by occupation, education and social status.

Though among themselves (Tables 16 and 17), respondents and parents were more significantly different in the norms governing education and social status of women, in between themselves they were more significantly different in the norms governing marriage. It is remarkable from the Table 18 that respondents were highly significantly ~~modern~~ different in their outlook on marriage followed by occupation.

Therefore, though we could see the gap very clearly between the parents' perceptions and respondents' perceptions of norms (Table 18), we cannot very safely term it as inter-generational strife, because the gap arose among the parents (Table 16), as well as among the respondents' themselves (Table 17) too, in their perceptions of norms.

Differences in Respondents' Norm Perceptions according to Their Levels of Achievement:

The preceding discussion depicts clearly that respondents were different in their norms perceptions among themselves. Then, the question is why they were different, is it because of their different levels of achievement ? Table 19 represents

TABLE 19

DIFFERENCES IN PERCEPTIONS OF NORMS ACCORDING TO THE LEVELS OF ACHIEVEMENT OF THE RESPONDENTS

Levels of Achievements	Education		Occupation		Marriage		Social Status	
	Traditional	Modern	Traditional	Modern	Traditional	Modern	Traditional	Modern
High and medium	4.685***	4.638***	4.084***	4.069***	0.709	0.683	2.668**	2.768**
High and low	2.023*	2.012*	2.538*	2.538*	1.442	1.499	0.906	0.937
High and under	6.658***	6.659***	3.675***	3.674***	1.959*	1.918	4.916***	5.128**
Medium and low	3.190**	3.148**	1.620	1.605	2.442*	2.472*	1.882	1.874
Medium and under	3.455***	3.497***	0.034	0.021	1.529	1.502	2.914**	2.949**
Low and under	5.644***	5.655***	1.403	1.402	3.305***	3.313***	4.391***	4.428**

* significant at .05 level
** significant at .01 level
*** significant at .001 level

the differences in respondents' perceptions of norms governing education, occupation, marriage and social status of women according to their levels of achievement.

Table 19 clearly depicts differences in norms governing education, occupation, marriage and social status of women between the respondents of different levels of achievement. Highly significant differences were depicted in the norms governing education between the respondents of all levels of achievement, though differences seemed to be less significant in between high and low and medium and low achievers.

Differences in norms governing occupation were highly significant in between high achievers and respondents of all the other three levels of achievement.

In the norms governing marriage it was the low achievers who were highly significantly different from under achievers and not so highly though significantly from medium achievers.

In the norms governing social status, under achievers were highly significantly different from high, medium and low achievers and high achievers from medium achievers.

From the Table of the mean scores (Appendix 7) one can see that high achievers respondents were most modern in their perceptions of norms governing education, occupation and social status, followed by low achievers. In the perception of norms governing

marriage low achievers were most modern followed by high achievers. Medium achievers came third in the modernity list on their perceptions of norms governing education, marriage and social status followed by under achievers. In their perceptions of norms governing occupation under achievers took third place in modernity and medium achievers followed.

Therefore differences were less significant in between the high and low achievers in their perceptions of norms governing education and occupation and not at all significant for marriage and social status.

High achievers were found highly significantly different from medium and under achievers in their perceptions of norms governing education, occupation and social status. In their perceptions of norms governing marriage too, under achievers were significantly different though the difference was not very high.

Medium achievers were found significantly different from low achievers in their perceptions of norms governing education and marriage though not highly significant and under achievers highly significantly different from medium achievers in their perceptions of norms governing education and social status.

Low achievers were found highly significantly different from under achievers in their perceptions of norms governing education, marriage and social status of women.

It is clear that respondents did not differ significantly in their perceptions of social norms governing education, occupation, marriage and social status of women according to their levels of achievement. It may be because they were so accustomed to their social norms that they hardly notice them, unless they violate them. And, more or less everyone conforms to social norms which need not necessarily be because of levels of achievement. Of course there were differences which were very highly significant between the respondents of different achievement levels, but several others were not significant and did not show any definite trend. Therefore one can conclude that achievement level is not making them different in their norms perceptions.

Table 20 represents the differences in the perceptions of norms by the respondents' and their parents' according to the respondents' levels of achievement.

Table 20 shows highly significant differences between respondents of all levels of achievement and their parents, in the norms governing education, occupation, marriage and social status of women. Though, it is difficult to generalize anything certain, because as mentioned earlier that the checklists were marked by the respondents on behalf of their parents, one can say with some certainty that these differences are not because of different levels of achievement basing on the previous experiences.

TABLE 20

DIFFERENCES BETWEEN RESPONDENTS' AND THEIR PARENTS' NORMS PERCEPTIONS ACCORDING TO RESPONDENTS' ACADEMIC ACHIEVEMENT LEVELS

Levels of Achievement	Education		Occupation		Marriage		Social Status	
	Traditional	Modern	Traditional	Modern	Traditional	Modern	Traditional	Modern
High Achievers	6.055***	6.009***	8.521***	8.521***	12.255***	12.240***	5.734***	5.866***
Medium Achievers	8.229***	8.229***	9.335***	9.350***	13.047***	13.031***	6.691***	6.671***
Low Achievers	6.187***	6.153***	7.027***	7.153***	12.448***	12.345***	7.302***	7.295***
Under Achievers	4.693***	4.657***	10.243***	10.243***	10.522***	10.595***	7.973***	7.957***

*** highly significant at .001 level

However, the discussion above show that both the generations are moving towards modernity, therefore, there is every possibility that in the future the gap will be less, if the parents move at a greater speed than the respondents, or it may continue at the same pace, if both move at the same speed. It seemed that the gap is there and it will be there for ever. Though the findings of the present investigation specially regarding women's gainful employment did not support the presence of the gap which is termed as intergenerational strife, instances could be stated which depict the norms perceptions of the older generations regarding women's gainful employment and where the gap is very visible.

In Rai's (1972), interview, for her study 'Success or Failure in Executive Position' a woman officer in an advertizing agency opined that in a country where there is so much unemployment, the men have a greater right to the job available.

Again, a young Mayor in Bombay as an answer to Jagannathan's (1973) study, 'Should Women Work', commented that working women take away the bread of men who need it and that they are a drain on the employment chances of job hunting men.

In the same study another well-known architect opined that India is a country with an unemployment problem and there could be no question harnessing women power.

These references show that, however, small, the gap persists as generally expected.

4.4 Description of Respondents' Academic Achievement Motivation

In the academic setting, grades constitute a handy index of motivation. They have been popular in this context for three reasons. First, grade point average (GPA), is easily available for each student without disruption of the classroom procedure for a special testing situation. Second, little technical sophistication is necessary to comprehend the meaning of grades and the interpretations which are made from them. Those who earn good grades are assumed to be motivated, and those who do not are identified as unmotivated. Third, the relationship dictated by common sense between motivation and good grades is familiar to teachers and accepted by parents. The assumption underlying the use of GPA as a measure of motivation has face validity; that is, it seems as if it should be true, whether it is or not.

The problem with using GPA to assess motivation is that it (1) offers no control for ability levels, (2) nature of grades (teacher's subjectivity), can be highly unreliable. Another serious difficulty with using GPA as a measure of motivation is identifying and controlling the host of intervening variables.

A questionnaire is found the simplest and most direct approach to assessing motivation and used is to ask an individual about his motive. The questionnaire designed to measure academic

achievement motivation, consists of 22 questions, where the first 5 questions were multiple choice items with one correct answer, for the present investigation.

To know whether respondents came to study Home Science out of their own interest or some other factors, ~~influenced them~~ a question was asked (who had selected Home Science for you). Seven hundred and fifty five respondents (83.89%), reported it was they themselves who were interested. Forty five respondents (5%), reported that their parents wanted them to come and 100 respondents (11.11%), said just like that. In Garrett's (1958), study 47.16 percent of respondents reported that they themselves selected Home Science as a matter of personal interest, 25 percent reported that their parents influenced them and remaining said it was their friends who influenced them.

It showed that though American parents look less concerned about their children's courses of study than their Indian counterpart, they appeared more from the findings cited above. One of the reasons for this may be that as Home Science is a comparatively new discipline of study in India, parents were not aware of its scope and in some cases its existence too, and American parents hade a thorough understanding of the programme.

When the respondents of the present investigation were asked whether they study regularly, 410 respondents (45.56%),

answered affirmatively with a reason that they wanted to 'score high', which led them to a series of questions with poor positive responses were, 'a degree is not of much value if the class/grade scored is not high' (36.56%), and 'a degree is most important thing in the present time' (23.44%). Only 109 respondents (12.11%), reported that when they got a holiday they liked to 'do some more study'.

Ross (1969), also claimed similar findings. In his study girl students reported that they had not studied hard at college because they were bored, too lazy, or wanted to have a good time, they had attended college mainly because it would improve their chances of marriage or relieve the boredom of staying at home. Table 21 represents the frequency and percentage of respondents' academic achievement motivation.

Table 21. Frequency and Percentage of Respondents' Academic Achievement Motivation

Statements for correct responses	N = 900	
	f	%
I came to study Home Science because I am interested	755	83.89
I study regularly, because I want to score high	410	45.56
A degree is not of much value if the grade/ class scored is not high	329	36.56
A degree is most important thing in life in the present time	211	23.44
I prefer to do some more study when I get a holiday	109	12.11

Statements for correct responses	N = 900 f	%
I do not go to movies when I have a test/ examination or an assignment to submit	690	76.67
I am worried at the time of examination/test/ submission of an assignment	649	72.11
I am scared to get an 'F' grade	634	70.44
I like to do my assignment/test/examination as best as possible	881	97.89
I like to do my assignment/s by myself only	794	88.22
I always submit my assignments in time	746	82.89
I never submit assignments done by someone else	750	83.33
I like to take help from experts while doing my assignments	739	82.11
I prefer individual assignments	439	48.78
I go to library regularly	440	48.89
I discuss with senior students about the assignments before doing it	621	69.00
I go to the teacher for help in doing assign- ments	638	70.89
I spend much of my time and energy for getting good grades/class	612	68.00
I strive hard to get good grade/class	661	73.44
I want to work hard but my health does not permit	404	44.89
Sometimes I cannot express myself properly because of my language	460	51.11
I do not have enough money to spend, therefore, I do not get good grades/class sometimes	782	86.89

Table 21 elucidates that though the respondents reported that they did not study regularly or did not go to the library regularly or did not want to spend extra time for study; they did care for high achievements, as a large majority reported that they took all the care to score high including 97.89 percent who reportâd they tried to do their assignments/ tests/examinations as best as possible which showed their desire for best academic achievements.

It is a confirmed fact that boys have higher educational aspirations than girls, which prods them for better achievements, but it is not reasonable to assume that boys have higher educational achievements simply because they are boys, it is reasonable to assume the existence of variables which intervene between the social, economic and intellectual characteristics of an adolescent and his educational plans, that is boys have higher academic achievements than girls, not simply because they are boys, but because specific social forces conducive to planning for higher education are operating more upon them than they are upon girls.

In a pioneer study in the field of aspiration, Chapman and Volkman (1939), studied experimentally some possible social determinants of level of aspiration. They reasoned that 'one way in which the social environment might determine the level of aspiration of a given individual would

be through his knowledge of the achievement of groups whose status or ability relative to his own, he would assess.

4.4.1 EXTENT OF ACADEMIC ACHIEVEMENT MOTIVATION

As from the Table 21 it appears that respondents were motivated towards academic achievement, an attempt was made to see their extent of motivation. Table 22 represents the extent of academic achievement motivation of the respondents according to their 14 colleges of study.

Table 22. Extent of academic achievement motivation of the respondents according to their 14 collegesof study

Names of the Colleges	Extent of Motivation					
	High		Medium		Low	
	f	%	F	%	f	%
Agra	13	28.89	30	66.67	2	4.44
Ajmer	13	39.39	18	54.55	2	6.06
Baroda	29	19.33	100	66.67	21	14.00
Bombay	22	19.13	84	73.04	9	7.82
Chandigarh	24	28.23	50	58.82	11	12.94
Delhi	12	40.00	14	46.67	4	13.33
Hissar	11	21.16	41	78.84	0	0.0
Hyderabad	9	15.00	41	68.33	10	16.67
Jorhat	1	10.00	9	90.00	0	0.0
Ludhiana	33	27.5	74	61.67	13	10.83
Pantnagar	7	11.67	43	71.67	10	16.66
Udaipur	11	16.92	49	75.38	5	7.69
Ujjain	7	17.5	28	70.00	5	12.5
Vallabh Vidya-nagar	4	11.43	28	80.00	3	8.57
——— Total	196	21.78	609	67.67	95	10.55

Median 13.5

Table 22 depicts clearly that highest number of respondents (67.67%), reported medium motivation followed by 21.78 percent of respondents who reported high motivation and 10.55 percent low motivation. Care should be taken to change the medium motivators to high motivators if not low motivators to high motivators, because, it is a proved fact that high motivation leads to high achievement.

Table 22 further depicts that highest number of highly motivated respondents were from Delhi (40%), followed by Ajmer (39.39%), and low motivated respondents were from Pantnagar (16.66%), followed by Baroda (14%).

4.4.2 SIGNIFICANT DIFFERENCES BETWEEN COLLEGES ACCORDING TO ACADEMIC ACHIEVEMENT MOTIVATION

Since India is full of cultural complexities, contradictions and regional variations, what may stand true for western India may not stand true for eastern part, what may stand true to northern India may not stand true for southern part though there are wonderful unity. As mentioned earlier, colleges under investigation for the present study distributed over many states and union territories of India, it was decided to see the differences among themselves. Table 23 represents the mean scores and standard deviations of the colleges according to academic achievement motivation.

Table 23. Mean scores and Standard Deviations of the Colleges according to Academic Achievement Motivation

Names of the Colleges	Mean	SD
Institute of Household Arts and H.Sc., Agra	14.51	4.13
Sophia Girls' College, Ajmer	15.94	2.63
Faculty of Home Science, Baroda	13.75	2.81
SVT College of Home Science, Bombay	14.43	2.69
Home Science College, Chandigarh	14.12	3.06
Lady Irwin College, New Delhi	14.67	3.38
College of Home Science, Hissar	14.21	2.11
College of Home Science, Hyderabad	13.35	2.88
College of Home Science, Jorhat	14.5	1.96
College of Home Science, Ludhiana	14.54	2.92
College of Home Science, Pantnagar	13.63	2.49
College of Home Science, Udaipur	14.34	2.49
Government Degree College, Ujjain	13.65	2.83
SMP College of Home Science, Vallabh Vidyanagar	13.8	3.08
For the whole population	14.18	2.76

It is clear from the Table 23 that mean academic achievement scores of the respondents of Ajmer was the highest (15.94), followed by Delhi (14.67) and Ludhiana (14.54), Agra (14.51) and Jorhat (14.5). Lowests were reported from Hyderabad (13.35), Pantnagar (13.63) and Ujjain (13.65). Overall mean score for the whole population was 14.18.

It was further considered necessary to find out whether differences among the colleges were significant and accordingly

TABLE 24

SIGNIFICANT DIFFERENCES BETWEEN COLLEGES ACCORDING TO ACADEMIC ACHIEVEMENT MOTIVATION

Names of the Colleges	AGRA	AJMER	BARODA	BOMBAY	CHANDI-GARH	DELHI	HISSAR	HYDERA-BAD	JORHAT	LUDHIA-NA	PANT-NAGAR	UDAIPUR	UJJAIN	VALLABH VIDYANAGAR
AGRA	0.0	1.743	1.423	0.153	0.616	0.172	0.459	1.699	0.008	0.053	1.352	0.273	1.108	0.852
AJMER			4.101***	2.863*	3.012**	1.676	3.339**	4.279***	1.595	2.488*	4.187***	2.951*	3.546***	3.073**
BARODA				1.987	0.941	1.579	1.089	0.916	0.837	2.271*	0.272	1.466	0.193	0.099
BOMBAY					0.756	0.413	0.509	2.454*	0.085	0.316	1.898	0.216	1.551	1.166
CHANDIGARH						0.822	0.195	1.525	0.385	1.005	1.012	0.474	0.810	0.516
DELHI							0.754	1.930	0.147	0.203	1.642	0.532	1.368	1.083
HISSAR								1.784	0.400	0.737	1.315	0.293	1.090	0.741
HYDERABAD									1.215	2.597*	0.577	2.059*	0.514	0.717
JORHAT										0.044	1.046	0.196	0.893	0.678
LUDHIANA											2.065*	0.476	1.687	1.308
PANTNAGAR												1.582	0.031	0.288
UDAIPUR													1.305	0.949
UJJAIN														0.219
VALLABH VIDYANAGAR														0.0

* .05 level of significance
** .01 level of significance
*** .001 level of significance

Table 24 represents the significant differences between colleges under the investigation according to academic achievement motivation.

From the Table 24 it is clear that respondents from Ajmer was very highly significantly different from the respondents of Baroda, Pantnagar and Ujjain, highly significantly different from the respondents of Chandigarh, Hissar and Vallabh Vidyanagar; and significantly different from Bombay, Ludhiana and Udaipur. Hyderabad too was different from Bombay, Ludhiana and Udaipur, but at a low level of significance.

One probable reason for highly significant differences may be for the respondents of Ajmer is that this college (Sophia Girls' College), is run by Catholic missionaries where the motto is 'Study is students' meditation'. The atmosphere is orthodox and the college had compulsory study hours under strict supervision of teachers. The institution care for the students' overall development and whole day's activity is planned unlike the other colleges where teachers care for the students only inside the classroom and once college hours are over students are on their own.

As motivation plays an important part in achievement proper measures should be taken by the teachers as well as educational administrators to create environment to motivate students for academic achievements. Incentives such as prizes etc. also could help.

4.5 Description of Respondents' Attitudes Towards Home Science Education

An attitude is usually thought of as a hypothetical construct, not directly open to observation but inferred from verbal expression or overt behaviour. A hypothetical construct is 'an entity or process that is inferred as actually existing... and as giving rise to measurable phenomena, including phenomena other than the observables that led to hypothesizing the construct' (English and English, 1958). Attitude belongs to this category if measurements from a limited set of observations are used to make inferences about attitude which in turn give rise to predictions about behaviour that has not been measured.

It is a difficult task to measure attitude by an attitude scale as it is an open secret that, when an individual is asked to express his attitude about a controversial issue, use of the 'undecided' category is likely to be substantially greater than if the attitude issue is less controversial one. It is not that the person truely has no attitude, or has truely not made up her mind. On the contrary, the individual most probably has decided, but just does not want the researcher to know the outcome of the decision. To counterfact this tendency to take refuge under the neutral point, many attitude researcher, using Likert type scales, simply eliminate the neutral point.

In the present investigation a 5 point Likert-type scale with a neutral point was used depending on the research studies which showed that attitudes are related to one's overt behaviour, and psychologists' opinions that from the knowledge of attitude behaviour could be predicted. An attempt was made to find out the attitudes of Home Science students towards Home Science education to study mainly whether attitudes help or hinder successful academic achievement.

As Home Science is a vast discipline the investigation was restricted to the components, philosophy, scope, functions, teachers and students of Home Science education.

4.5.1 ATTITUDES TOWARDS PHILOSOPHY OF HOME SCIENCE EDUCATION

Philosophy may be defined as the rational investigation or a critical study of truths, basic principles and concepts of a particular branch of knowledge, specially with a view to improving them. Home Science education is based on the philosophy of strengthening family life and to equip women to meet the challenges of modern family living.

Devadas (1974), described the philosophy of Home Science thus :

> Home Science deals with all aspects of life of the community and nation .... It integrates the application of knowledge, synthesized from different sciences and humanities to improve the human environment, family nutrition, management

> of resources, child development and consumer competencies.

While discussing the philosophy of Home Science Chandra (1980), expressed her view :

> The philosophy was more family oriented and is even increasingly so, but the noteworthy change in the philosophy of Home Science has been that it has been broadened to relate to the national economy, the national educational system and even national political system.

The philosophy of Home Science changed significantly in the decade 1970. The present philosophy of Home Science is to prepare Home Science graduates for successful combining of Home making and career.

Present investigation revealed that the respondents' attitudes towards Home Science philosophy is highly positive. Table 25 depicts the picture which reflects respondents' attitudes towards philosophy of Home Science education.

It is evident from the Table 25 that the average mean scores of all the attitude statements reflecting philosophy of Home Science education ranged from 3.15 to 4.15, meaning respondents exhibited tendency to agree. The overall mean attitude score of the whole cluster was 3.89 which was much above the neutral point. It showed that attitudes of the respondents towards philosophy of Home Science education were positive.

TABLE 25

AT ES OF SPONDENTS TOWARDS PHILOSOPHY OF HOME SCIENCE EDUCATION

State				Frequency and percentage of attitudes										Mean Score
				Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		
				f	%	f	%	f	%	f	%	f	%	
Science is ation me liv				167	18.6	426	47.4	77	8.6	161	17.9	69	7.5	3.51
Science ir tions reat sc		of kno	e	284	31.6	441	49.0	104	11.5	62	6.9	9	1.0	4.03
Science is erned hysica		l mater	el being	167	18.6	480	53.3	148	16.4	91	10.1	14	1.6	3.77
Science ed on hel	people	get ma	satisfaction	240	26.7	395	43.9	126	14.0	130	14.4	9	1.0	3.8
Science is erned	he dai	ving c	people	217	24.1	531	59.0	58	6.4	85	9.4	9	1.0	3.96
Science is erned	rovidi	tritio	ds for	259	29.9	475	52.8	66	7.3	85	9.4	5	0.6	4.02
Science ed on tea	he stu	to de	maximum	324	36.0	447	49.7	75	8.3	46	5.1	8	0.9	4.15
Science is ecial	ng for	women	t the	315	35.0	430	47.8	66	7.3	80	8.9	9	1.0	4.07
Science ve the fa	t all	Scienc	wledge	232	25.8	451	50.1	145	16.1	61	6.8	11	1.2	3.92
Science de ith pr	onal d	pment		120	13.3	445	49.4	162	18.0	158	17.6	15	1.7	3.55
Science ed on tea	he stu	to pl	ir role	238	26.4	532	59.1	81	9.0	44	4.9	5	0.6	4.06

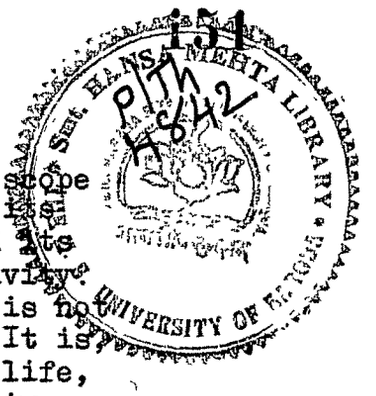
Average mean score 3.89

Home Science works through the family to affect an optimum balance between people and their environments. Home Science accepts the challenge of helping people to adjust to change and to shape the future. The core of Home Science is the family ecosystem : the study of the reciprocal relations of the family to its natural and man-made environments, the effect of these - singly or in unisom - as the shape internal functioning of families and other social institutions and the physical environment.

It seemed that respondents of the present investigation were fully aware of the philosophy on which Home Science education is based. Every care should be taken to sustain their positiva attitudes towards the philosophy of the discipline.

4.5.2 ATTITUDES TOWARDS SCOPE OF HOME SCIENCE EDUCATION

Though Home Science as a formal educational programme is of recent origin in India it is gratifying to note that the importance of this discipline of education has obtaining wide recognition. To-day almost all the Universities have department of Home Science and some of the Universities that have been able to create full-fledged Faculty of Home Science, now organise doctoral level courses. Talking about the scope of Home Science education Mathialagan (1968), says :



> This is essentially so, because the scope and sweep of Home Science are so vast, its message so appealing and universal, and its impact on various spheres of human activity so vital and fundamental. Home Science is not merely an academic branch of learning. It is, in its truest sense, a preparation for life, an equipment for gracious and constructive living.

With its diversified curriculum Home Science institutions not only prepare graduates for home making and job but also train them for entrepreneurships.

In the present investigation respondents were on the support of non-utility of Home Science courses. Five hundred and sixty two (62.22%), respondents agreed, including 148 (16.44%), respondents, who were strongly agreed with the statement, 'Home Science is an useless course as it does not prepare students for a particular job.' Table 26 represents the attitudes of the respondents towards the scope of Home Science education.

Table 26 illustrates that average attitude scores of all the statements conveying different aspects of scope of Home Science education ranged from 2.5 to 3.7 meaning thereby that respondents exhibited tendency around 3 (undecided). But the overall mean score was 3.24, which was above the neutral point, showed that the overall attitudes of the respondents towards the scope of Home Science were positive.

TABLE 26

ATTITUDES OF THE RESPONDENTS TOWARDS SCOPE OF HOME SCIENCE EDUCATION

Statements	Frequency and percentage of attitudes										Mean Score
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		
	f	%	f	%	f	%	f	%	f	%	
Home Science gives enough freedom and opportunity to invent new things	107	12.11	404	44.89	182	20.22	181	20.11	26	2.89	3.43
Home Science institutions follow semester system so there is less fear of failure	63	7.0	169	18.78	117	13.0	410	45.56	141	15.67	2.56
Home Science is an useless course as it does not prepare students for a particular job	256	28.44	364	40.44	114	12.67	119	13.22	47	5.22	3.74
Whatever is taught in Home Science is suitable only for students from sophisticated families	191	21.22	374	41.56	124	13.78	164	18.22	47	5.22	3.55
Home Science is less significant in the field of study	148	16.44	414	46.0	135	15.0	170	18.89	33	3.67	3.53
In Home Science curriculum is diversified so for Home Science graduates it is easy to get job	66	7.33	340	37.78	251	27.89	215	23.89	28	3.11	3.22
In Home Science evaluation aims at measuring memory more than reasoning	32	3.56	261	29.0	264	29.33	292	32.44	51	5.67	2.92
In Home Science colleges scoring of evaluation is biased.	31	3.44	188	20.89	324	36.0	276	30.67	81	9.0	2.79
The curriculum of Home Science education does not suit the students	76	8.44	460	51.11	183	20.33	151	16.78	30	3.33	3.45
Employment opportunities are more for Home Science graduates than arts and science graduates	66	7.33	373	41.44	183	20.33	225	25.0	53	5.88	3.19

Mean average 3.24

As mentioned earlier that if the issue is controversial one respondents take refuge under the neutral point which could be seen clearly from Table 26. The statement, 'In Home Science colleges scoring of evaluation is biased', is a controversial one. In informal situations students discuss freely about the 'favouritism' and 'partiality' of teachers teaching different courses of Home Science. Most of the time, many of the respondents are unhappy with the grades or marks obtained by them and which is possible because through and through it is the same teacher who scores them. They are scared to raise their voices against the partiality of the teacher for fear of negative sanctions, but there are instances of moving to the higher authority about the issue.

Maximum number of respondents (36%), found taking the shelter of undecided category for the statement, 'In Home Science colleges scoring of evaluation is biased', and 24.33 percent found agreed which showed that there were some truth in the statement.

Here, the teachers themselves should help the students to wipe out this feeling, because it makes the students insecure and may lead them to revolt against the teacher. The placing of 'grievance box' in the colleges, where students can put their grievances without identity also can help, which could be discussed in the staff meeting to find out a amicable solution.

But, proper thought should be given while dealing with those grievances, because all students' complains against the teacher may not be true, they may be instigated by some one and they may have some personal reasons. The teachers will be the best person to know what is the best solution and deal accordingly.

However, on the whole the picture shows that students were not fully aware of the scope of Home Science education. It is not certain whether some directions are lacking or some elements are neglected in the scope and therefore it is not very well defined; teaching is imperfect and proper informations are not conveyed to the students or there is something wrong with the expectations of the students themselves which make them unable to know the scope of Home Science education fully.

From the very first year the students should be helped to understand the scope of Home Science education. Each branch of Home Science with each of its course of study should contain a well defined scope and teacher should explain it to the students to help them to have a better understanding of the total Home Science programme. The visual and audio-visual media could help in this respect.

4.5.3 ATTITUDES TOWARDS FUNCTION OF HOME SCIENCE EDUCATION

The function of Home Science are multifarious. The economy of the country is centered around the home. What does the nation eat ? How it is to be cooked, served, preserved and managed through cheap but attractive way ? How does a household to be managed scientifically and economically ? What does the family earn, spend, save and invest ? How to maintain good health - physical, mental, moral and intellectual ? How to manage the best education for children and plan for a suitable vocation ? How to maintain the cord of harmony and peace with the neighbour, community, nation and the world. All these are the functions of Home Science.

In the present investigation respondents showed positive attitudes towards the function of Home Science education as a whole. The average range of attitude scores spreaded over 2.3 to 4.17. The statement that attracted most of the respondents to disagree was 'Home Science is an expensive education'. Of course, the word expensive is relative. If Home Science is compared to general arts, science and commerce education it is expensive; but, if it is compared with medicine, technology and fine arts it is not. Table 27 represents the attitudes of the respondents towards function of Home Science education.

Table 27 illustrates the attitudes of the respondents towards the function of Home Science education. The average mean score

TABLE 17

ATTITUDES OF THE RESPONDENTS TOWARDS FUNCTION OF HOME SCIENCE EDUCATION

Statements	Frequency and percentage of attitudes										Mean Score
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		
	f	%	f	%	f	%	f	%	f	%	
Home Science is best education for girls	272	30.22	398	44.22	73	18.1	128	14.22	29	3.22	3.84
Home Science teaches the girls to become fashionable	178	19.78	449	49.89	98	10.89	119	16.56	26	2.89	3.67
Home Science education gives a sense of achievement because in Home Science one does things the way she likes	92	10.22	417	46.33	167	18.56	199	22.11	25	2.78	3.39
Home Science gives a status in the society	98	10.89	450	50.0	188	20.89	148	16.44	16	1.78	3.52
Home Science education helps to develop a clear picture and simple understanding of our present day economy and trends in economy of the country	137	15.22	531	59.0	129	14.33	91	10.11	12	1.33	3.77
Study of Home Science helps women to be aware of their responsibilities and act accordingly	152	16.89	595	66.11	88	9.78	54	6.0	11	1.22	3.91
Home Science teaches to manage time and energy	245	27.22	553	61.44	48	5.33	47	5 22	7	0.78	4.09
Home Science teaches to use one's leisure time effectively	162	18.0	594	66.0	81	9.0	57	6.33	6	0.67	3.81
Service to the community is regarded as a major responsibility in Home Science education	71	7.89	402	44.67	226	25.11	191	21.22	10	1.11	3.37
Home Science institutions take interest in urging teachers to gain more knowledge	71	7.89	421	46.78	264	29.33	132	14.67	12	1.33	3.45
Good manners are valued in Home Science	166	18.44	564	62.67	90	10.0	74	8.22	6	0.67	3.90
Home Science teaches to assume responsibility	125	13.89	590	65.56	110	12.22	69	7.67	6	0.67	3.84
Home Science is an expensive education	36	4.0	154	17.11	103	11.44	397	44.11	210	23.33	2.34
Home Science education teaches to be better wives, mothers and community workers	282	31.33	524	58.22	60	6.67	30	3.33	4	0.44	4.17
Home Science teaches socially approved manners	112	12.44	561	62.33	119	13.22	102	11.33	6	0.67	3.75
Home Science teaches to present inform tion effectively and systematically in writing	54	6.0	479	53.22	198	22.0	155	17.22	14	1.56	3.45
Home Science teaches to make useful decisions	120	13.33	586	65.11	113	12.56	72	8.0	9	1.0	3.82
Home Science teaches dignity of labour	60	6.67	558	62.0	170	18.89	94	10.44	18	2.0	3.61
Home Science teaches the rights and responsibilities of a citizen	73	8.11	502	55.78	150	16.67	152	16.89	23	2.56	3.50
Home Science teaches to be courteous	58	6.44	466	51.78	230	25.56	127	14.11	19	2.11	3.46

Average mean score 3.595

was 3.595 which was above the neutral point, therefore one can take it for granted that respondents' attitudes towards the function of Home Science education were positive.

Every care should be taken to sustain this positive attitude as positive attitude helps better achievement. A proper environment is necessary for the students to not only know the function of Home Science education in theory but get chances to understand these in practice, in day to day life its utility. The course 'Home Management Resident Laboratory' (or by any other name) provides an opportunity to the students to put their knowledge collected from different Home Science courses distributed over two to three years as a whole into practice and to understand the function of Home Science. But, in many colleges this was found compulsory only to the students who specialized in Home Management branch, which minimise the importance of 'home' in Home Science education. It is not only the Home Management major students who will run their homes, it is all the women student of the world who have to manage their homes one or the other way, however educated or better employed they are. As Education Commission (1966), stated - 'the greatest profession of women is, and probably will continue to be that of home maker.'

Therefore, this course should be made compulsory to each Home Science student which will help to understand the function

of Home Science education better and thereby develop a positive attitude towards it.

4.5.4 ATTITUDES TOWARDS HOME SCIENCE TEACHERS

The personality of a teacher is one of the most important factors that affect education. The teacher has a very important role in the matter of improvement of achievement of the student. In a classroom, it is the teacher who has the ultimate responsibility of imparting certain skills and knowledge. The teachers' attitude not only affects his personality but the same would filtered down to her students. Student immitate their teachers' attitude consciously or unconsciously. Henry Adams is known to have opined that a teacher affects eternity, she can never tell where her influence stops. When students develop favourable attitude towards teacher it is believed that maximum learning takes place.

In the present investigation respondents exhibited positive attitudes towards the Home Science teachers. The mean scores ranged from 2.29 to 3.69 for individual statement and average mean score for the whole cluster was 3.31 which was above the neutral point. Table 28 depicts the attitudes of the respondents towards the teachers of Home Science education.

Table 28 shows that the statement highly agreed by the respondents was 'In Home Science institutions teachers come

TABLE 28

ATTITUDES OF THE RESPONDENTS TOWARDS HOME SCIENCE TEACHERS

Statements	Frequency and percentage of respondents										Mean Score
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		
	f	%	f	%	f	%	f	%	f	%	
Teachers are friendly in Home Science institutions	95	10.56	472	52.44	121	13.44	169	18.78	43	4.78	3.45
In Home Science institutions teacher come prepared for their teaching work	[illegible]	12.5[illegible]	544	60.44	112	12.44	112	12.44	19	2.11	3.69
Teachers in Home Science institutions have a good understanding of students	84	9.33	385	42.78	177	19.67	209	23.22	45	5.0	3.28
Teachers in Home Science institutions are helpful	99	11.0	534	59.33	129	14.33	113	12.56	25	2.78	3.63
Teachers in Home Science institutions spend a great deal of time thinking about and discussing complex educational problems to make it clear to people	54	6.0	330	36.67	297	33.0	192	21.33	27	3.0	3.21
Home Science teachers are fashionable	60	6.67	351	39.0	209	23.22	217	24.11	63	7.0	2.45
Teachers in Home Science institutions are not interested in encouraging students' ability	70	7.78	445	49.44	185	20.56	161	17.89	39	4.33	3.38
Teachers in Home Science institutions are sympathetic to students	53	5.89	429	47.67	221	24.56	170	18.89	27	3.0	3.35
In Home Science institutions teachers give no opportunity for individual expression	91	10.11	415	46.11	195	21.67	177	19.0	28	3.11	3.41

Average mean score 3.31

prepared for their teaching work and the statement highly disagreed was 'Home Science teachers are fashionable'; which showed that attitudes of the respondents were not negative towards their teachers.

It is an encouraging sign as in these days of student unrest many class room problems ~~were~~ arise because of negative attitude of the students towards their teachers. Teachers themselves should take initiative to maintain this positive attitude and try to develop a highly positive attitude which will decrease classroom confrontations and increase learning.

Many students imitate many of the qualities of their teachers whether good or bad, consciously, or unconsciously and pass them on to their students if they become teachers. Therefore, teachers themselves should practice the qualities they like to inculcate in their students. These qualities could be sincerity, inspiration, devotion to the profession; being friendly, considerate, sympathetic and well communicated, which eventually may help the students to develop highly positive attitudes towards their teachers.

4.5.5 ATTITUDES TOWARDS HOME SCIENCE STUDENTS

'College students are varied and vital, complex and confusing' observed Yamamoto (1968), 'At times they appear to be dynamic, dependable, constructive and idealistic. An other times, however, the same youngsters seem lethargic,

irresponsible, cynical and surprisingly utilitarian. They are often an enigma to older generations and sometimes to themselves.'

Many observers have commented on the freshman who arrives at college full of enthusiasm, high expectations and visions of greatness, who is ready to work hard to meet all sorts of heavy demands upon him, but soon under the impact of ever realistic student culture becomes disillusioned, blase or bitter.

An attitude is a relatively enduring evaluation of an object, frequently having emotional content, that is, it is a value judgement reflecting how much the attitude object is liked, approved of, desired and admired. Attitudes are generally distinguished from values on one hand and beliefs and opinions on the other.

'The Destiny of India is now being shaped in her classroom', so declared the Education Commission (1966). The present investigation revealed that the respondents' attitudes towards Home Science students are positive. The attitude scores ranged from 3.04 to 3.97 for individual statements and average mean score for the whole cluster was 3.62, which is much higher to the neutral point. Table 29 illustrates the attitudes of the respondents towards themselves and other Home Science students.

TABLE 29

ATTITUDES OF THE RESPONDENTS TOWARDS HOME SCIENCE STUDENTS

Statements	Frequency and Percentage of attitudes										Mean Score
	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		
	f	%	f	%	f	%	f	%	f	%	
Home Science students are bold to participate in the class activities	84	9.33	504	56.0	123	13.67	165	18.33	24	2.67	3.51
Home Science students are well-informed about the subjects	84	9.33	521	57.89	104	11.56	170	18.89	21	2.33	3.53
Home Science students are less creative than art students	145	16.11	471	52.33	119	13.22	139	15.44	26	2.89	3.63
Home Science students do not bother for the society they live	142	15.78	524	58.22	103	11.44	105	11.67	26	2.89	3.72
Home Science students are self confident in taking part in any activity	124	13.78	503	55.89	124	13.78	133	14.78	16	1.78	3.65
Quick decisions and actions are characteristics of Home Science students	98	10.89	442	49.11	191	21.22	144	16.0	25	2.78	3.49
Home Science students are fashionable	96	10.67	298	33.11	143	15.89	275	30.56	88	9.78	3.04
Home Science students are friendly	141	15.67	552	61.33	106	11.77	88	9.78	13	1.44	3.80
Home Science students are co-operative	145	16.11	569	63.22	102	11.33	68	7.56	16	1.78	3.84
Home Science students do not show respect to their teachers	263	29.22	471	52.33	70	7.78	73	8.11	23	2.56	3.97

Average mean score 3.62

Table 29 explains that the statement that carries maximum disagreement was 'Home Science students do not show respect to their teachers'; and the statements that carry maximum agreement were Home Science students are co-operative and friendly, they disagreed too, with the statement that Home Science students do not bother for the society they live in.

It shows that they were conscious about their behaviour to each other, to teachers and to the society they live in. It is a healthy sign that their attitudes towards themselves and other Home Science students were positive and therefore, measures should be taken to sustain it as negative attitudes creates unconfortable classroom atmosphere.

4.5.6 EXTENT OF FAVOURABLENESS OF ATTITUDES

From the preceding discussion it is understood that respondents exhibited favourable attitudes towards Home Science education. As research evidences showed that favourable attitudes help to achieve better, an attempt was made to know the extent of favourableness of respondents' attitudes towards Home Science education. It is assumed that if the extent of favourableness goes higher the achievement also will go higher and if the favourableness is just on the margin there is the apprehension of its further droping down to the negative side, which may result to not only marginal or poor achievements but

may give rise to many other class room as well as social problems.

Attitudes towards philosophy

Table 30 illustrates the extent of favourableness of attitudes of the respondents towards philosophy of Home Science education according to their 14 colleges of study.

Table 30. Extent of Favourableness of Attitudes towards Philosophy of Home Science Education according to the 14 colleges of Study

Name of the Colleges	Total N	Extent of attitudes					
		Highly favourable		Favourable		Less favourable	
		f	%	f	%	f	%
Agra	45	15	33.33	29	64.44	1	2.22
Ajmer	33	18	54.55	15	45.45	0	0.0
Baroda	150	32	21.33	103	68.67	15	10.00
Bombay	115	20	17.39	87	75.65	8	6.96
Chandigarh	85	32	37.65	50	58.82	3	3.53
Delhi	30	12	40.00	18	60.00	0	0.0
Hissar	52	25	48.08	22	42.31	5	9.61
Hyderabad	60	12	20.00	46	76.67	2	3.33
Jorhat	10	5	50.00	5	50.00	0	0.0
Ludhiana	120	46	38.33	66	55.00	8	6.67
Pantnagar	60	12	20.00	42	70.00	6	10.00
Udaipur	65	29	44.62	34	52.30	2	3.08
Ujjain	40	20	50.00	20	50.00	0	0.0
Vallabh Vidya-nagar	35	7	20.00	25	71.43	3	8.57
Total	900	285	31.67	562	62.44	53	5.89
		Median	42.77				

Table 30 illustrates well that an overwhelming majority (94.11%), of the respondents' attitudes towards philosophy of Home Science education were favourable including 285 (31.77%), respondents who reported highly favourable attitudes.

Among the individual colleges on and above ninety percent of the respondents reported favourable and highly favourable attitudes towards philosophy of Home Science education. Though on an average respondents exhibited favourable attitudes attempts should be made to make it highly favourable. Philosophy is the foundation of any discipline and students should be made fully familiar with the philosophy of the discipline so that they can develop favourable attitudes towards it which in turn help in their successful academic achievement.

Attitudes towards scope

Table 31 illustrates the extent of favourableness of attitudes towards scope of Home Science education according to the respondents' 14 colleges of study.

It is evident from Table 31 that though a large majority (83.11%), of the respondents exhibited favourable attitudes towards the scope of Home Science, including 20.78 percent who reported highly favourable attitudes, it was not as high as attitudes towards philosophy of Home Science (94.11%).

Table 31. Extent of Favourableness of Attitudes towards Scope of Home Science Education according to the 14 Colleges of study

Names of the Colleges	Total N	Extent of attitudes					
		Highly favourable		Favourable		Less favourable	
		f	%	f	%	f	%
Agra	45	12	26.67	26	57.78	7	15.55
Ajmer	33	20	60.61	9	27.27	4	12.12
Baroda	150	22	14.67	100	66.67	28	18.66
Bombay	115	27	23.48	77	66.96	11	9.56
Chandigarh	85	26	30.59	44	51.76	15	17.65
Delhi	30	10	33.33	15	50.00	5	16.67
Hissar	52	4	7.69	32	61.54	16	30.77
Hyderabad	60	11	18.33	36	60.00	13	21.67
Jorhat	10	2	20.00	7	70.00	1	10.00
Ludhiana	120	7	5.83	88	73.33	25	20.84
Pantnagar	60	5	8.33	47	78.33	8	13.34
Udaipur	65	21	32.32	38	58.45	6	9.23
Ujjain	40	4	10.00	23	57.50	13	32.50
Vallabh Vidya-nagar	35	16	45.71	19	54.29	0	0.0
Total	900	187	20.78	561	62.33	152	16.89

Median 32.78

Among the individual colleges on and above 67 percent of the respondents reported favourable attitudes and as high as 33 percent reported less favourable attitudes. The colleges which reported remarkably less favourable attitudes were Ujjain (32.5%), Hissar (30.77%), Hyderabad (21.67%), Ludhiana (20.84%) and Baroda (18.66%).

It is somewhat surprising that so many of the would be graduates of Home Science education had less favourable attitudes towards the scope of Home Science. Perhaps, they were under the impression that teaching is the only job open for Home Science graduates, and Home Science is not offered in all the high schools and colleges as a subject of study, therefore, the scope of becoming a Home Science teacher appears to be limited. Through proper methods and media Home Science students should be made aware of scope of Home Science education. They should be taught through formal and informal education that besides being the teachers in nursery, primary, secondary, college and university, Home Science graduates can very well make themselves employed in national organizations like CSWB, YADP, NIPCED and International organizations like FAO, CARE, CASA; Home Science graduates can work with the engineers and architects to help in planning and house designing, taking into consideration privacy, functional utility, beauty and ease of movement. They can also act as interior decorator; Home Science graduates could be employed in textile industry in textile designing, printing, colour scheme, textile testing and processing. Garment industry also could employ Home Science graduates for dress designing, laying, cutting, bundling, pressing, folding and bagging of finished garments. Home Science graduates can be of immense help in the business and industrial firms as specialists for household equipments to test efficiency and design special equipments to suit the different needs of home

maker. They could be employed in the canning centres, extension departments and as a research assistants and associates and so on. Ample job opportunities are open for Home Science graduates even leaving behind the jobs of Central and State governments, Banks and other general employers, only they (Home Science graduates), should be taught to handle effectively and efficiently money, men, machines, materials, marketing and methods.

Some other jobs suitable for Home Science graduates as for any other fields of study are insurance worker, journalism - free lancing, news reader and sub editors in newspapers and magazines, copy writer and translator; interpreter and tourist guide; career master and counsellor, social and welfare officer; sales woman and window dresser, fashion model, mannequin, receptionist and work in the advertizing agencies.

Attitude towards function

Table 32 exhibits the extent of favourableness of attitudes of the respondents towards function of Home Science education according to their 14 colleges of study.

Table 32 makes it evident that though a large majority of the respondents (85.66%), reported favourable attitudes towards the function of Home Science, the number of respondents reporting highly favourable attitudes were very less (17.22).

Table 32. Extent of Favourableness of attitudes towards function of Home Science Education according to the colleges of study

Names of the Colleges	Total N	Extent of attitudes					
		Highly favourable		Favourable		Less favourable	
		f	%	f	%	f	%
Agra	45	12	26.67	30	66.66	3	3.67
Ajmer	33	1	3.03	30	90.90	2	6.07
Baroda	150	10	6.67	108	72.00	32	21.33
Bombay	115	9	7.83	80	69.56	26	22.61
Chandigarh	85	13	15.29	56	65.88	16	18.82
Delhi	30	13	43.33	16	53.33	1	3.33
Hissar	52	13	25.00	34	65.38	5	9.62
Hyderabad	60	9	15.00	45	75.00	6	10.00
Jorhat	10	3	30.00	7	70.00	0	0.0
Ludhiana	120	32	26.67	72	60.00	16	13.33
Pantnagar	60	8	13.33	44	73.34	8	13.33
Udaipur	65	15	23.08	44	67.69	6	9.23
Ujjain	40	16	40.00	22	55.00	2	5.00
Vallabh Vidya-nagar	35	1	2.86	28	80.00	6	17.14
Total	900	155	17.22	616	68.44	129	14.34

Among the individual colleges on and above 87 percent of the respondents reported favourable and highly favourable attitudes. The highest percentage of respondents from Delhi reported highly favourable attitudes (43.33%), and the lowest by Vallabh Vidya-nagar (2.86%). The colleges which showed remarkably less favourable attitudes were Bombay (22.81%), Baroda (21.33%), Chandigarh (18.82%), Vallabh Vidyanagar (17.14%), Ludhiana (13.33%), and

Pantnagar (13.33%), which is an alarming signal for the home scientists to be alert and try their best to make students understand the multifarious function of Home Science.

Home Science is unique in its contribution to the understanding of man and his life in the home and the community. It correlates the humanities and sciences concerned with food, clothing, shelter and human relations.

Home scientists need to be communicative and let the students know the benefit of their discipline. They need to remove the misconception that Home Science is merely cooking and housekeeping, and at the same time must keep themselves in touch with new trends and make their contribution for the betterment of the nation with their multifarious functions as cook, nutritionist, tailor, banker, manager, caterer, gardener, educationist, economist, psychologist, decorator, wage earner, companion, social worker, wife and mother.

Home Science integrates the application of knowledge, synthesized from different sciences and humanities, has a special role to play because it seeks to brighten the home. Home Science aims at making men, women and children happy through provisions of better homes and living conditions, improved child care, cheap and nutritious food and planned leisure time activities.

Attitudes towards teachers

Table 33 represents the extent of favourableness of attitudes of the respondents towards Home Science teachers according to their 14 colleges of study.

Table 33. Extent of favourableness of attitudes towards Home Science teachers according to the 14 colleges of study

Names of the Colleges	Total N	Extent of attitudes					
		Highly favourable		favourable		Less favourable	
		f	%	f	%	f	%
Agra	45	10	22.22	28	62.23	7	15.55
Ajmer	33	2	6.07	26	78.78	5	15.15
Baroda	150	16	10.66	96	64.00	38	25.34
Bombay	115	17	14.78	77	66.95	21	18.27
Chandigarh	85	12	14.11	42	49.41	31	36.48
Delhi	30	8	26.67	21	70.00	1	3.33
Hissar	52	5	9.62	30	57.69	17	32.69
Hyderabad	60	5	8.33	39	65.00	16	26.67
Jorhat	10	1	10.00	9	90.00	0	0;0
Ludhiana	120	11	9.16	67	55.84	42	35.00
Pantnagar	60	2	3.33	46	76.67	12	20.00
Udaipur	65	10	15.38	42	64.62	13	20.00
Ujjain	40	10	25.00	29	72.50	1	2.50
Vallabh Vidya-nagar	35	4	11.42	31	88.58	0	0.0
Total	900	113	12.55	583	64.78	204	22.67

Median 33.31

Table 33 depicts clearly that majority (77.33%), of the respondents reported favourable attitudes towards the Home Science teachers though it included only 12.55 percent of respondents whose attitudes were highly favourable.

From individual colleges above sixty percent of the respondents reported favourable attitudes. Hundred percent favourable attitudes were reported by the respondents of Jorhat and Vallabh Vidyanagar, followed by Ujjain (97.5%) and Delhi (96.67%).

It is an alarming sign that as high as 22.67 percent of the respondents exhibited less favourable attitudes towards Home Science teachers, because if the attitudes towards teacher is favourable more learning is expected as atmosphere is happy and content, therefore measures should be taken to develop highly favourable attitudes towards teacher to make not only academic achievement high but an all-round harmonious development of the students. Professional preparation of the teacher is a very necessary step to be taken as there is a vast difference in teaching and dealing with students, between a teacher who has some training of teaching other than the required degree and the teacher who does not have it.

A teacher is not always born but made. Some of the essential characteristics of a teacher are - she must be

upto date in knowledge pertaining to her field of specialization and research; inspiring, stimulating, dedicated, devoted and deeply interested in her profession; understanding and considerate of students, good in communication, herself associated with or engaged in research as suggested by the subject matter committee of Home Science Association of India.

The teachers themselves also should take initiative to orient themselves to methods and media of teaching and make their knowledge up to date, otherwise no amount of outside help will make them progressive. Many teachers were seen using same worn out note-book years after years from where they dictate notes, with same old methods of teaching and even giving same assignments to the students to minimise their work. In semester system another loophole is that the teacher who is teaching is only the paper setter and examiner too. Therefore, whatever the least amount they teach they manage to ask questions from that portion only. Students were also found happy as it is less portion for them to study and it is too late when they realize that their knowledge is not worth and it is not complete. Their teaching becomes monotonous and stereotype. Students get bored of such teachers, skip classes and develop unfavourable attitude towards them which not only affect their achievements but also the development of personality.

Compulsory short refresher courses should be arranged for the teachers to equip them with upto date knowledge of the subjects. Teachers should also be encouraged to attend summer camps. Rotation of teaching is also not a bad idea.

Attitude towards Home Science students

Table 34 explains the extent of favourableness of the respondents' attitudes towards themselves and other Home Science students.

Table 34. Extent of favourableness of Attitudes towards Home Science Students according to the 14 colleges of study

Names of the Colleges	Total N	Extent of Attitudes					
		Highly favourable		Favourable		Less favourable	
		f	%	f	%	f	%
Agra	45	10	22.22	32	71.11	3	6.66
Ajmer	33	12	36.36	20	60.61	1	3.03
Baroda	150	22	14.67	105	70.00	23	15.33
Bombay	115	23	20.00	82	71.30	10	8.69
Chandigarh	85	21	24.71	50	58.82	14	16.47
Delhi	30	12	40.00	18	60.00	0	0.00
Hissar	52	7	13.46	39	75.00	6	11.54
Hyderabad	60	14	23.33	43	71.67	3	5.00
Jorhat	10	4	40.00	6	60.00	0	0.00
Ludhiana	120	22	18.33	84	70.00	14	11.67
Pantnagar	60	13	21.67	42	70.00	5	8.33
Udaipur	65	24	36.92	38	58.46	3	4.62
Ujjain	40	14	35.00	25	62.50	1	2.50
Vallabh Vidya-nagar	35	5	14.29	30	85.71	0	0.00
Total	900	203	22.55	614	68.22	83	9.23

Median 35.98

Table 34 states that a preponderant majority (90.77%) of the respondents reported favourable attitudes towards Home Science students including 22.55 percent who reported highly favourable attitudes.

From individual colleges on and above 84 percent of the respondents reported favourable and highly favourable attitudes. Hundred percent favourable attitudes were reported from the colleges of Delhi, Jorhat and Vallabh Vidyanagar.

As one of the main objectives of Home Science education is to impart education to prepare students for acquiring happy human relationships to develop desirable attitudes and spiritual values and ideals which are conducive to harmonious family and community life and to prepare good citizens and useful members of the country, attempt should be made to develop highly favourable attitudes ~~of~~ among the students towards each other. If, 'Charity begins at home', preparation for 'happy human relationship begins at classroom'. Classrooms are the cradles for civilization and democracy and therefore, students should be encouraged to develop highly favourable attitudes towards their fellow students which will spread afterwords to the community, nation and the world.

Many classroom problems, discontent and conflict arise because of unfavourable and negative attitude towards each

other among the students. Well planned group projects should be assigned to the students to give them a chance to work in a group by which they will be able to know each other better and educational trips should be arranged where students meet each other in informal situations. Individual talents of students should be given proper recognition and opportunity to develop it. They should also be helped to develop sportsmanship spirits to welcome success but at the same time not to be disappointed when some one else get the chance. Competitions should be encouraged but only healthy competitions. Students should be provided as many as possible ways and means to understand each other and develop healthy attitudestowards themselves to understand the world better.

4.5.7 DIFFERENCES BETWEEN COLLEGES ACCORDING TO ATTITUDES TOWARDS HOME SCIENCE EDUCATION

From the description above it is clear that on an average more than 86 percent of the respondents exhibited favourable attitudes towards Home Science education which included 21% of the respondents whose attitudes were highly favourable. Now the question is, whether the attitudes of the respondents of all the colleges under investigation were same or different, as the colleges scattered over several states and union territories of the country. Table 35 displays the differences in mean attitude scores of the respondents towards different components of Home Science education according to their colleges of study.

TABLE 35

MEAN DIFFERENCES BETWEEN THE COLLEGES ACCORDING TO ATTITUDE SCORES TOWARDS PHILOSOPHY, SCOPE, FUNCTION, TEACHERS AND STUDENTS OF HOME SCIENCE

Name of the Colleges	Mean attitudes score of the respondents				
	Philosophy	Scope	Function	Teachers	Students
Institute of Household Arts and Home Science, Agra	43.25	33.00	78.27	35.23	36.17
Sophia Girls College, Ajmer	45.73	36.36	74.46	32.77	38.01
Faculty of Home Science, Baroda	41.14	31.64	72.47	32.37	34.51
SVT College of Home Science, Bombay	41.06	33.25	72.45	34.12	35.73
Home Science College, Chandigarh	43.56	33.16	74.32	33.78	35.45
Lady Irwin College, Delhi	44.20	33.50	81.58	37.18	38.70
College of Home Science, Hissar	43.99	29.92	77.49	32.46	34.76
College of Home Science, Hyderabad	41.73	31.70	75.77	33.02	36.45
College of Home Science, Jorhat	45.25	32.90	79.95	39.25	38.70
College of Home Science, Ludhiana	43.29	30.65	77.13	32.74	35.26
College of Home Science, Pantnagar	41.00	31.55	74.93	33.43	35.94
College of Home Science, Udaipur	44.35	34.08	77.24	33.02	37.91
Government Degree College, Ujjain	45.25	29.97	80.75	36.75	37.92
SMP College of Home Science, Vallabh Vidyanagar	41.16	36.11	72.56	34.79	36.00
Total average mean score	42.83	32.41	75.62	33.49	36.17

Table 35 presents the mean attitude scores of the respondents towards philosophy, scope, function, teachers and students of Home Science according to their 14 colleges of study.

Regarding philosophy highest mean score was reported from Ajmer (45.73), followed by Jorhat and Ujjain (45.25 each) and minimum from Pantnagar (41.00). Mean attitude scores reported from Baroda, Bombay, Hyderabad and Vallabh Vidyanagar were not encouraging (below the total average mean) though much higher than the neutral point (33.00), which showed that respondents attitudes towards philosophy of Home Science education were positive.

Mean attitude score representing attitudes towards scope was highest from Ajmer (36.36), followed by Vallabh Vidyanagar (36.11), and least from Ludhiana (30.65). Mean attitude scores reported from Ujjain and Hissar were discouraging. (Below neutral point), and Baroda, Pantnagar and Hyderabad were just above the neutral point reflecting marginal positive attitude towards scope of Home Science education.

For function highest mean attitude score was from Delhi (81.58), followed by Ujjain (80.75) and lowest from Baroda (72.47) and Bombay (72.45), Mean attitude scores reported from Ajmer, Chandigarh, Pantnagar and Vallabh Vidyanagar were not distinctive but much above the neutral point (60.00), depicting

positive attitude of the respondents towards function of Home Science education.

As far as the attitude towards teachers were concerned maximum mean scores were reported from Jorhat (39.25), followed by Delhi (37.18) and lowest again from Baroda, Hissar, Ludhiana and Ajmer, though above neutral point (27.00), expressing positive attitude towards the teachers of Home Science.

Respondents' attitude towards Home Science students were distinctively positive with highest mean scores from Delhi and Jorhat (both 38.7) and lowest from Baroda (34.51), which was again much higher to the neutral point (30.00).

From the discussion of the findings above it is clear that respondents from Baroda depicted least positive attitudes towards all the 5 components of Home Science followed by Pantnagar, Vallbh Vidyanagar and Hissar.

It is little shocking and somewhat unexpected from the respondents of Baroda, as Baroda is one of the oldest and widely known Home Science institution, which has recognition not only in India but in several states of America, and the only Home Science institution in India having all the five full fledged departments upto doctoral programme with maximum number of students' strength.

As research studies conducted in India as well as in other countries showed that attitude towards the discipline and the institution of study is highly related with the educational achievement of the students, teachers as well as the educational administrators should take measures to develop favourable attitudes among the students towards the different components of Home Science.

It is a common comment heared now-a-days that in the Faculty of Home Science, Baroda, quality of education provided to the students are poor and therefore the standard of the institution is deteriorating, and that may be one of the reasons which made the students to show lowest positive attitude towards the Home Science education.

The other colleges, respondents from which depicted lowest positive attitudes were Pantnagar, Vallabh Vidyanagar and Hissar. It is somewhat understood to these colleges (though it is not expected), because these colleges are situated in the remote corners of the country where communication for the students with outside world of Home Science are very limited.

All possible audio-visual media in addition to formal and informal education should be utilised for proper publicity and to develop favourable attitude towards the discipline of Home Science. As Home Science is still in the stage of infancy

compared to other disciplines of education there is every possibility of its ricketic growth if not be the victim of infant mortality.

Another serious note to mention here is that, though Home Science is getting wide publicity in India and enthusiasm prevails everywhere and at all levels to open Home Science institutions, it will never get expected recognition and status as other disciplines mainly because Home Science education concerns with women only. Its status will be like women's status in every sphere, guaranted right to equal opportunity but only on theory, in practice it is a far cry (having lots of de jure privileges and very little de facto rights). Society is still male dominating and it is a male world.

The Home Scientists themselves should try to bring it up to the standard and maintain it at any cost. The students should be provided with that type of education which will inculcate in them dynamic approach, risk taking attitude, readiness to innovate, promote new venture and raise the resource for it. They should be given proper training to acquire capacity and competency to handle any situation effectively. In order to equip them with this type of education the ground should be prepared, and ground will be ready once they are properly motivated to learn and to achieve high. Unless they

have a highly positive attitude towards the discipline no learning will take place as one wish on the students.

It is only through a process of education and training attitudes are built up. If Home Scientists are unable or fail to do this — to lift Home Science to the status of other disciplines, there is every possibility of wiping it out. It is the class room where the future of Home Science rests.

4.6 Description of Respondents' Job Aspiration

The problem of choosing a suitable occupation has been a matter of great importance, because occupation is one of the basically important factors of human life.

In the fast changing society, a man with expertise knowledge of to-day, may become a common man of to-morrow with limited information. As such, it is very difficult to predict the future of a particular occupation after 10 years. It is even more difficult to estimate what type of experts will be needed after a decade, the new era demands that the individuals should be trained in such a way that they themselves find a way to enrich their talents under varied circumstances, are independent and can become experts in certain spontaneously aroused situations.

According to Super's (1957), self-concept theory, the selection or aspiration of an occupation is a medium through which personality expresses itself. But, women's gainful employment is a very recent phenomenon in our country. For women, choice of job is limited and it is all the more limited for Home Science graduates, because professionalization of Home Science itself is a recent origin in India. Therefore, even Home Science graduates are eligible for a wide variety of jobs, people (including employers and Home Science graduates themselves) are not aware of this eligibility. Under the

circumstances it is difficult to say whether Home Science graduates or women as a whole have a scope to choose a job through which they can express their personality.

The choice of an occupation is an expressive act which includes motives, abilities, information or knowledge, personality and work value.

It is very true that many of the respondents may not get the job they aspired because of scarcity of jobs or lack of knowledge about availability. There will be thus very little choice left for them and in actual practice they will accept any job available to them.

Every Home Science graduate is expected to be employed so that she can contribute towards the expansion of this field of study and therefore, it was assumed that the respondents of the present investigation who have specialized in various branches of Home Science education, will enter the occupation, which would be in line with their branches of specialization.

It was considered necessary to study the job aspirations of the Home Science students because a clear perception of their future vocational aspiration can make their studies more meaningful. It is vitally important, therefore, to know the students' job aspirations, so that parents and teachers can help them to build up a better future.

Aspiration for higher education

The responses revealed that 675 (75%), respondents wanted to go for higher education after their first degree in Home Science, out of which 511 (56.78%), respondents wanted to go for post-graduate courses in Home Science and remaining 164 (18.22%), respondents wanted to go for short term certificate and diploma courses in Home Science related areas like hotel management, interior decoration, textile designing etc. Two hundred and twenty five (25%), respondents did not want to go for higher education. Table 36 shows the distribution of the respondents aspiring and not aspiring for higher education according to their 14 colleges of study.

It is clear from the Table 36 that the highest number of respondents who did not aspire for higher education were from Vallabh Vidyanagar (60%), followed by Ujjain (42.5%) and Udaipur (40%). Lowest numbers were from Delhi (6.7%), Jorhat (10%), Ajmer (12.1%) and Bombay (13.9%).

Out of the total 225 respondents who did not aspire for higher education 134 (14.89%), reported that they did not want to go for higher education as they will be getting married; 65 respondents (7.22%), thought graduation is enough education for the girls and 24 (2.66%), respondents reported that their parents do not want them to study more.

TABLE 36

DISTRIBUTION OF THE RESPONDENTS ASPIRING AND NOT ASPIRING FOR HIGHER EDUCATION ACCORDING TO THEIR 14 COLLEGES OF STUDY

Names of the Colleges	Frequency and Percentage of Respondents							
	Aspiring for Higher Education				Not aspiring for higher education		Total	
	Degree in H.Sc.		Diploma in related Courses					
	f	%	f	%	f	%	f	%
Institute of Household Arts & H.Sc., Agra	27	60.0	9	20.0	9	20.0	45	5.0
Sophia Girls' College, Ajmer	14	42.4	8	24.3	11	33.3	33	3.67
Faculty of Home Science, Baroda	34	22.6	61	40.6	55	36.7	150	16.67
S.V.T. College of Home Science, Bombay	49	42.6	27	23.5	39	33.9	115	12.78
Home Science College, Chandigarh	65	76.4	10	11.8	10	11.8	85	9.44
Lady Irwin College, Delhi	18	60.0	10	33.3	2	6.7	30	3.33
College of Home Science, Hissar	41	78.8	2	3.8	9	17.3	52	5.78
College of Home Science, Hyderabad	47	78.3	3	5.0	10	16.7	60	6.67
College of Home Science, Jorhat	9	90.0	0	0	1	10.0	10	1.11
College of Home Science, Ludhiana	94	78.4	7	5.8	19	15.8	120	13.33
College of Home Science, Pantnagar	38	63.3	9	15.0	13	21.7	60	6.67
College of Home Science, Udaipur	46	70.8	4	6.1	15	23.1	65	7.22
Government Degree College, Ujjain	25	62.5	4	10.0	11	27.5	40	4.44
SMP College of Home Science, Vallabh Vidyanagar	4	11.4	10	28.6	21	60.0	35	3.89
Total	511	56.8	164	18.2	225	25.0	900	100.00

In spite of the changing socio-economic condition, women's education and their entering into the jobs, marriage was found to be desired, needed and sought for by the educated women.

Goldsen et al (1960), found that marriage and a family still come first for a sample of American college students in 1960. 'A dedicated girl is a deviant; in a real sense she is unwilling to conform to her sex-role as American society defined it' (Goldsen, 1960).

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

A recent study report issued at the First National Conference on Women Studies (Sunday Standard, 1981), revealed that though a large proportion of parents accept the need of educating their daughters, the subordinate status of a daughter in comparison to that of a son, in the family leads to disparity in the education of boys and girls.

However, there may be many reasons which make women not to aspire for higher education and parents to stop their daughters to go for higher education, but definitely one of them is the

social norms governing education and status of women.

It is an encouraging sign that the number of respondents who did not want to go for higher education was less (25%), comparing to the studies cited above and the parents who did not want their daughters to go for higher education was least (2.66%), in the present investigation, we may hope that very soon they would totally be disappeared.

Aspiration for job

Out of the total 900 respondents 682 (75.78%), wanted to go for job. They had given various reasons for aspiring for jobs, but the most striking one was that they wanted to become independent economically. Table 37.1 and 37.2 represent the reasons for which respondents aspired or not aspired for jobs according to their colleges of study.

From the Table 37.1 it is clear that out of the total 682 respondents, who wanted to go for jobs 395 (43.88%), respondents aspired to go because they wanted to become independent economically; 227 (25.2%), respondents thought working women held high social position which encouraged them to aspire for jobs. In her study Kapur (1970), found that 9 percent of the women working because of an ambition of a career or to achieve a position or status of her own. Other investigation also showed that educated women work not only because they were compelled by the economic pressure but also because they wanted to be economically independent

TABLE 37.1 and TABLE 37.2

REASONS FOR ASPIRING AND NOT ASPIRING FOR JOBS ACCORDING TO FOURTEEN COLLEGES OF STUDY

Table 37.1

Reasons for aspiring for a job	Frequency and percentage of respondents according to their colleges of study														
	AGRA N=45	AJMER N=33	BARODA N=150	BOMBAY N=115	CHANDIGARH N=85	DELHI N=30	HISSAR N=52	HYDERABAD N=60	JORHAT N=10	LUDHIANA N=120	PANTNAGAR N=60	UDAIPUR N=65	UJJAIN N=40	VALLABHVIDYANAGAR N=35	TOTAL N=900
Working women hold high social position	4 (8.9)	2 (6.1)	31 (20.7)	30 (26.1)	26 (30.6)	6 (20.0)	18 (34.6)	22 (36.6)	1 (10.0)	39 (32.5)	20 (33.3)	18 (27.7)	10 (25.0)	0 (0)	227 (25.2)
Women's visions enlarged only when they are given social and economic freedom	4 (8.9)	2 (6.1)	10 (6.7)	3 (2.6)	2 (2.4)	0 (0)	3 (5.8)	3 (5.0)	1 (10.0)	4 (3.3)	16 (26.7)	3 (4.6)	1 (2.5)	0 (0)	52 (5.8)
Parents want to go for a job	0 (0)	2 (6.1)	0 (0)	0 (0)	0 (0)	0 (0)	2 (3.9)	0 (0)	0 (0)	1 (0.8)	0 (0)	2 (3.1)	1 (2.5)	0 (0)	8 (0.9)
Want to self dependent economically	22 (48.9)	23 (69.7)	77 (51.3)	66 (57.6)	36 (42.4)	22 (73.3)	18 (34.6)	24 (40.0)	7 (70.0)	48 (40.0)	11 (18.3)	16 (24.6)	11 (27.5)	14 (40.0)	395 (43.9)
Total	30 (66.7)	29 (87.9)	118 (78.7)	99 (86.2)	64 (75.4)	28 (93.3)	41 (78.9)	49 (81.6)	9 (90.0)	92 (76.7)	47 (78.3)	39 (60.0)	23 (57.5)	14 (40.0)	682 (75.8)

Table 37.2

Reasons for not aspiring for a job															
Working women are neglectful of their social duties	0 (0)	2 (6.1)	3 (2.0)	2 (1.7)	7 (8.2)	0 (0)	1 (1.9)	4 (6.7)	0 (0)	6 (5.0)	0 (0)	3 (4.6)	4 (10.0)	6 (17.1)	38 (4.2)
Working women do not find time to attend their domestic duties	6 (13.3)	0 (0)	4 (2.7)	2 (1.7)	6 (7.0)	0 (0)	3 (5.8)	2 (3.3)	0 (0)	7 (5.8)	3 (5.0)	10 (15.4)	3 (7.5)	3 (8.6)	49 (5.4)
Working women are suspected to have doubtful morality	1 (2.2)	1 (3.0)	3 (2.0)	0 (0)	2 (2.35)	0 (0)	2 (3.8)	1 (1.7)	0 (0)	3 (2.5)	0 (0)	0 (0)	3 (7.5)	0 (0)	16 (1.8)
Home is the place of women and it is not desirable to have them in offices and factories	5 (11.1)	1 (3.0)	5 (3.3)	3 (2.6)	4 (4.7)	0 (0)	1 (1.9)	1 (1.7)	0 (0)	3 (2.5)	2 (3.3)	1 (1.5)	3 (7.5)	3 (8.6)	32 (3.6)
Parents do not want to go for job	3 (6.7)	0 (0)	17 (11.3)	9 (7.8)	2 (2.35)	2 (6.7)	4 (7.7)	3 (5.0)	1 (10.0)	9 (7.5)	8 (13.3)	12 (18.5)	4 (10.0)	9 (25.7)	83 (9.2)
Total	15 (33.3)	4 (12.1)	32 (21.3)	16 (13.8)	21 (24.6)	2 (6.7)	11 (21.1)	11 (18.4)	1 (10.0)	28 (23.3)	13 (21.7)	26 (40.0)	17 (42.5)	21 (60.0)	218 (24.2)

(Figures in the bracket indicate percentage)

and to have an individual status of their own (Mahajan, 1966; Goldstein, 1972).

In the present investigation only 8 respondents reported that they aspired for a job because their parents' wanted them to go for jobs. Here, one is not very sure about the respondents' own aspirations : whether they themselves too aspired for jobs or they intend to have inspite of their reservations, because their parents wanted them to go.

Again, one should not believe that all the 8 parents who wanted their daughters to take up a job, approved or advocated women working outside the home, but could be because of their earnings: once the daughter is employed, she will share the economic burden of the parents. One has reason to believe as Kapur (1974), found out and stated :

> Working girls had problem of getting married. Their parents were not interested in their daughters' getting married, and they postponed their marriages because, if their daughters got married, the parents would not get their daughters' earnings.

Table 37.2 showed that 218 (24.22%), respondents did not want to go for jobs. Grigg and Middleton (1960), also found out that an overwhelming majority of their respondents who were ninth grade girl students in Florida reported their choice is to 'remain as housewives rather than to seek jobs.'

Arora, Bhattacharya and others (1963), in their study on unmarried women typists, clerks, stenographers and telephone

operators working in Bombay found 60 percent of the respondents serving as a step-gap service till they got married. Another findings of this study was that 'no one wants to be a career women'.

Ross (1976), reported from the history of 172 women students who had graduated from a college of Home Science in Bangalore with professional training, only 42 worked, some of them for a relatively short period of time.

Ross (1972) felt, 'Gaining a degree may assist an Indian girl in bargaining for a husband'. Menon (1973), also made similar observations when she stated :

> The majority of the girls of the elite class who generally go in for higher education seen unmindful of the social responsibility. For them it is an asset in the marriage market.

Table 37.2 shows 83 respondents (9.22%), reported that they did not want to go for jobs because, their parents do not want them to go for jobs.

It makes clear that though the place of women in society varies from culture to culture, the discrimination against women in public activities is certainly not limited to any one geographic area or cultural region, it occurs everywhere, highly developed as well as under developed countries. In some places it is the result of long standing cultural traditions, in other places it takes a more subtle psychological forms. Women in

German-speaking region have long borne the strain of the three 'K's (Kinder, Kirche, Küche), and women in China the brunt of wooden shoes. In India too, the controversial Hindõõ law giver Manu proclaimed that 'women should never be let free.'

The investigation revealed that though the number of parents who did not want their daughters to go for higher education were very few (2.66%), the number of parents who did not want their daughters to go for jobs were almost four times greater (9.22%). It showed that the parents did not mind their daughters getting higher education but did not want them to become economically independent by holding a job. Probably, they consider higher education as stop-gap till they got match for their daughters. Even then, it could be considered a good sign as the education their daughters are getting could be utilized in future if necessity arise, instead of sitting idle at home.

The number of respondents who thought 'working women do not find time to attend to their domestic duties' (5.44%), and 'working women are neglectful of their social duties' (4.22%), were also not negligible. It may be because of the tradition where women were taught from an young age that their destiny is to be wife and mother, and that these domestic roles should take precedence over all other roles, including occupational one. It is true not only to Indian women, even in highly developed countries in America, women carry the same fate which is very

well-echoed in Fowlkers (1980), 'Behind Every Success : Wives of Medicine and Academics' :

> ' . . . the lives of women are determined by the fate, a fate that men accept as legitimate, and that women accept as unavoidable. The latter spend their years in drudgery, busy around the clock with activities that make no demands on their intelligence, and they often say they like it'.

The number of respondents who thought 'working women are suspected to have doubtful morality' and that is why they did not aspire for a job also could not be ignored (1.8%). It shows that when we talk of attitudes towards working women, it will be wrong to think that these are only of men to women: These includes the attitude of women as well.

Job preferences

In the present era, it makes one bat his eye in wonder whether it is apt to brand women any more as 'weaker sex' for, it has been well established that the women are equally if not more efficient in many a field except perhaps for the muscular supremacy of man. Experts have reasoned that women have been blessed with more enduring capacity than men. It appears as though as the traditional and orthodox school of thought that this was man's world, made for them, run by them and meant for them, that brought in the pointer of 'weaker sex' amongst the people.

During the last world war, the gallantry of the women war-workers added a new dimension to the man power resources of the belligerent countries. The importance of women in the war effort was well said by President Roosevelt (1962). 'Don't talk to me about man power any more because the man power question has been solved by women power'.

In India too, people witnessed Indian women working hand-in-hand with men at the time of freedom struggle. The laudable act of women throughout the world with a new sense of responsibility in displaying their courage in time of emergency contributed to no small extent to the very survival of many a country.

The position of women in the economic life in India also altered profoundly in the twentieth century. The past two decades have seen concurrent occupational and domestic role occupancy become the model pattern for women, as it traditionally has been for men. Spiraling inflation, legislation and litigation attacking sex discrimination and the feminist movement are but some of the factors that have led million of women into the occupational sphere. Despite their large numbers and broadening occupational opportunities women still tend to cluster in occupations traditionally assigned to their sex (Blaxall and Reagan, 1976; Hauser and Featherman, 1977). Without question, many women hold 'female' job unwillingly, forced by

discriminating practices to accept the traditional sex segregation of occupations. But 'many women never find themselves overtly barred from a specific job because they are female; they have been channeled away from those occupations much earlier' (O'Leary, 1974).

Recent researches also had shown that female adolescents tend to have occupational aspirations which parallel the sex segregation of adult attainments, and that this tendency is more pronounced for older adolescents (Astin and Myint, 1971; Harman, 1971; Rand and Miller, 1972; Rosen and Aneshensel,1978).

The investigation revealed that 250 respondents (27.78%), aspired to become professionals, that is, they wanted to open nursery schools, cooking classes, ready made garment shops etc. Two hundred and thirty eight respondents (26.44%), aspired for teaching jobs followed by 64 respondents (7.11%), who aspired for the administrative jobs of all India cadre. Table 38 depicts the respondents' job aspirations according to their 14 colleges of study.

Table 38 depicts that maximum number of respondents who did not aspire for jobs were from Vallabh Vidyanagar (60%), followed by Ujjain (42.5%), and Udaipur (40%); minimum numbers were from Delhi (6.7%), followed by Jorhat (10%), and Ajmer (12.1%).

TABLE 38

RESPONDENTS' JOB ASPIRATIONS ACCORDING TO FOURTEEN COLLEGE OF STUDY

Names of the Colleges	N	Frequency and Percentage of Respondents															
		0*		1*		2*		3*		4*		5*		6*		7*	
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Institute of Household Arts and Home Science, Agra	45	15	33.3	5	11.1	2	4.4	9	20.0	3	6.7	11	24.4	0	0.0	0	0.0
Sophia Girls' College, Ajmer	33	4	12.1	3	9.1	0	0.0	12	36.4	1	3.0	10	30.3	3	9.1	0	0.0
Faculty of Home Science, Baroda	150	32	22.3	6	4.0	0	0.0	61	40.7	7	4.7	27	18.0	13	8.6	4	2.67
SVT College of Home Science, Bombay	115	16	13.9	6	5.2	0	0.0	52	45.2	8	6.9	17	14.8	14	12.2	2	1.74
Home Science College, Chandigarh	85	21	24.7	5	5.8	0	0.0	27	31.8	5	5.9	23	27.1	3	3.5	1	1.2
Lady Irwin College, Delhi	30	2	6.7	1	3.3	1	3.3	5	16.7	1	3.3	18	60.0	2	6.7	0	0.0
College of Home Science, Hissar	52	11	21.2	7	13.5	3	5.8	10	19.2	0	0.0	20	38.5	1	1.9	0	0.0
College of Home Science, Hyderabad	60	11	18.3	6	10.0	1	1.7	26	43.3	3	5.0	9	15.0	4	6.7	0	0.0
College of Home Science, Jorhat	10	1	10.0	2	20.0	0	0.0	1	10.0	1	10.0	4	40.0	1	10.0	0	0.0
College of Home Science, Ludhiana	120	28	23.3	15	12.5	3	2.5	17	14.2	6	5.0	47	39.2	4	3.3	0	0.0
College of Home Science, Pantnagar	60	13	21.7	2	3.3	0	0.0	11	18.3	10	16.7	22	36.7	2	3.3	0	0.0
College of Home Science, Udaipur	65	26	40.0	3	4.6	0	0.0	11	16.9	0	0.0	16	24.7	9	13.9	0	0.0
Government Degree College, Ujjain	40	17	42.5	2	5.0	8	20.0	0	0.0	0	0.0	12	30.0	1	2.5	0	0.0
SMP College of Home Science, Vallabh Vidyanagar	35	21	60.0	1	2.9	0	0.0	8	22.9	1	2.9	2	5.7	2	5.7	0	0.0
Total	900	218	24.2	64	7.1	18	2.0	250	27.8	46	5.1	238	26.4	59	6.6	7	0.7

* 0 = no aspiration for job
1 = IAS
2 = State Civil Services
3 = Professionals
4 = Executives
5 = Teachers
6 = Clerical and related work
7 = House Keepar

The Table further depicts that majority of the respondents aspired to become professionals. As Chandra (1980), observed that the trend 'latest movement in Home Science is to prepare students for self-employment', these students are perhaps very much aware of the unemployment problems, and instead of adding number to the'mounting millions', thought it best to open their own business or they may be confident enough that they will do well in a business than any other job.

Teaching is the job perhaps society appreciates most for women. In many developed countries where higher education and jobs have opened up for women in recent decades it is noteworthy that women tend to concentrate on certain kinds of services which may be seen simply as an extension of their domestic spheres like school teaching, nursing, sewing and similar activities of a subordinate nature. This study too revealed similar findings as second majority of the respondents (Table 38), aspired to become teacher.

Abraham (1971), reported too, that the average estimate of working Home scientists in India was about 10 percent of all graduates and an average of 55 percent of M.Sc. graduates. The majority of the working Home Scientists taught at Home Science institutions.

Saraswati's (1974), study also have similar findings. She reported that out of total 128 Home Scientists employed in the

the district of Baroda, 98 (76.56%), were on the teaching jobs.

A casual study of the newspaper advertisements revealed that Home scientists are called mainly for teaching jobs.

Falk, Falkowski and others (1981), found out from their study that relative proportion of young mothers and fathers aspired to teaching among all professional occupational choices.

In the present investigation sixty four respondents (7.11%), wanted to go for administrative jobs of all India cadre; 18 respondents (2%), for state civil services but none for the 'Police services'. Fifty nine respondents (6.6%), aspired for the jobs of clerical and related work (private secretary, air hostess, receptionist and clerk).

According to the figures presented by the D.G.E & T*(1975), clerical work or job including stenographers and typists comprises 15 percent of India's professional women which comes next in number to the profession of teaching.

Only 7 respondents (0.77%), aspired for the job of housekeeper. Of course, in India, the job of female housekeeper is not very common and therefore the respondents were not aware of it. Another reason may be it is considered as the job absolutely for man.

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*Director General of Employment and Training, Ministry of Labour, Government of India, New Delhi.

From individual colleges, the highest number of respondents were from Delhi (60%), who aspired for the teaching job, followed by Bombay (45.2%), who aspired to become professionals. Highest number of respondents who aspired for the administrative job of all India cadre came from Jorhat (20%), and lowest from Vallabh Vidyanagar (2.9%).

It shows that though previous research studies reported teaching as the most absorbing job for Home scientists, as far as present investigation is concerned, is no more an attractive job, though respondents from Delhi aspired for it highly, they may be impressed by their teachers for one or the other reasons and not for the glamour of the job. Several reasons for not aspiring for teaching may be (1) lack of dedicated teacher who could impress students and attract them towards the profession; (2) with the growing unrest of the student it is no more a safe and secure job, (3) strenuous, compared to many other jobs of equal status; (4) salary and other facilities are not attractive; (5) political pressure for internal administration policies like appointment of teacher and admission of students and (6) apathy of the general public.

The respondents who aspired for clerical and related jobs, the highest numbers were from Udaipur (13.9%), followed by Baroda (12.2%), and Bombay (8.6%), only with a difference that respondents from Baroda and Bombay wanted to become air hostesses

and receptionists and Udaipur as clerks. Perhaps the respondents from Udaipur aspired for an easy going and peaceful job whereas from Baroda and Bombay aspired for challenging jobs. Another possible reason may be respondents from Udaipur were not aware of the glamour of the jobs of air hostess and receptionists which could be looked down upon by their traditional society.

From the Table 38 it is apparent that there is a great discrepancy among the respondents from different colleges in their job aspirations. This may be because of the set up of the college, its environment and the background of the student population. Students too, may not be well aware of the jobs available for them and their eligibility. Here, a course on 'job opportunities' for Home Science students could be suggested with the B.Sc. Home Science programme. Vocational guidance and counselling services of the universities also could help the eligible would be graduate job aspirants. The Universities should strengthen their vocational guidance and counselling services to offer precise information and guidance to the needy job aspirants. Data relating to man-power availability and needs in various jobs should be made available on a continuous basis to the students.

Home Science colleges should organize seminars and extra-mural lectures on job opportunities for Home Science graduates.

It is also an unpleasant truth that many Home Science graduates after their first degree in Home Science go to other courses for higher study when they realised that with a post-

graduate degree in Home Science, they can aspire only teaching jobs, where again, upward mobility is very slow. Students should be made aware of job availabilities either than teaching and encourage to go for teaching and other Home Science related jobsopen for them at any sphere and make themselves useful for the nation in a constructive way to build not only a happier home but also a happier and healthier nation.

Chances and efforts made to get the aspired job

Out of the total 682 respondents who aspired for jobs, 451 (66.14), were not very confident to get the job they aspired, 218 (31.96%), absolutely sure to get the job they aspired for and only 13 respondents (1.9%), thought that they were not going to get the job they aspired for.

Two hundred and fifty respondents (37.78%), reported that they were putting a 'very great effort' to get the job they aspired for; 384 (56.3%), reported putting 'average effort' and 41 (6%), were reported putting 'no effort at all'.

It showed that though the respondents aspired to have a particular job it does not matter much, even if they did not get it. It further carried the meaning that the students were not motivated to have a job. Only 13 respondents reported that they were not sure to get the job they aspired for, but 41 respondents reported that they were not putting any effort to get the job they aspired for. One could assume that 9 respondents were not expecting to get the job they aspired therefore they

were not putting effort but remaining (41 - 13 = 28) respondents expected to get the job they aspired for.

Dream Job

The question, 'which job would you plan to go after completing your education' revealed the respondents' occupational goal towards which the respondents actually aspired. Their real occupational aspirations were assessed by their respond to the above mentioned question. They were also asked to indicate their most desired aspirations, in order to determine if there was any goal which would not reveal itself in reality but in fantasy. This goal was explored by the question, 'If it is possible for you to have any job in the world, what job would you choose after completing your education ? Table 39 depicts the respondents' dream job and the job they aspired.

Table 39. Frequency and Percentage of Respondents' Dream and Aspired Job

List of Jobs	Dream Job		Aspired Job	
	f	%	f	%
IAS	73	10.70	64	9.38
State Civil Service	13	1.91	18	2.64
Professional	257	37.69	250	36.66
Executive	46	6.74	46	6.74
Teacher	214	31.38	238	34.90
Clerical and Related work	67	9.82	59	8.65
House Keeper	12	1.76	7	1.03
Total	682	100.00	682	100.00

It is evident from the Table 39 that there were not much differences between the dream job and the job aspired by the respondents in reality. Whatever little differences were there, it could be because they were not trained for their dream job; their academic achievement would not allow them to compete for their dream job; not possible because of what psychologists termed 'worldly block' (e.g. to start a business money is not available or easy to get); and the job that does not give social status like job of a house keeper and the society does not appreciate. More ~~number of~~ respondents aspired for the job of a teacher though for many of them it was not their dream job, probably because they thought it is comparatively easy among the jobs, society appreciates or carries work value.

About their chances of getting the dream job and effort made by them to get it 71 respondents (10.41%), reported no chance, 475 (69.65), hold fifty percent chance and 136 (19.94%), respondents absolutely sure that they were going to get the job of their dream. Again, for putting effort to get the dream job 66 respondents (9.68%), reported 'no effort at all', 369 (54.10%), respondents 'average effort' and 247 (36.22%), reported putting 'very great effort' to get their dream job.

One may assume that for this last category of respondents who reported putting 'very great effort' to get the job of their dream were highly motivated to get the job, and their dream job

and the job they aspired for were the same.

Three hundred and fifty two respondents (51.61%), reported that they inspired for the particular jobs of their dream because they felt that it is the best profession for girls, 126 (18.48%), felt it is challenging followed by 122 respondents (17.88%), who preferred it because it is highly paid and therefore, carried high social prestige. Table 40 ~~distributes~~ the respondents and the factors that inspired them for the particular jobs according to their 14 colleges of study are presented.

It is evident from the Table 40 that though number of factors in the environment exercised their influence in the job aspirations of the ~~respondents~~ respondents majority (69.5%), aspired for particular jobs because they felt it is best profession for girls and highly paid. Highly paid jobs carry social prestige. It meant that respondents were well aware of the fact that occupational status brings social prestige. One hundred and twenty six respondents (18.5%), reported that they were inspired because it is challenging. It showed that they were adventurous and like to take risks. Only 8 respondents inspired by the factor that it gives power and 11 respondents because it is dealt by women. The Table 40 further clarifies that the students did not hanker after power and ~~had~~ were not bound by social stigma.

TABLE 40

FACTORS INSPIRING DREAM JOBS ACCORDING TO FOURTEEN COLLEGES OF STUDY

Factors inspiring dream jobs	Percentage and frequency of respondents according to their colleges of study														
	AGRA N=30	AJMER N=29	BARODA N=118	BOMBAY N=99	CHANDIGARH N=64	DELHI N=28	PUSSAR N=41	HYDERABAD N=49	JORHAT N=9	LUDHIANA N=92	PANTNAGAR N=47	UDAIPUR N=39	UJJAIN N=23	VALLABHVIDYANAGAR N=14	TOTAL N=682
It is highly paid job	3 (10.0)	6 (20.7)	25 (21.2)	17 (17.2)	13 (20.3)	5 (17.9)	6 (14.6)	11 (22.5)	0 (0)	16 (17.4)	4 (8.5)	6 (15.4)	6 (26.1)	4 (28.6)	122 (17.9)
It is best profession for girls	12 (40.0)	11 (37.9)	49 (41.5)	51 (51.5)	31 (48.4)	16 (57.2)	26 (63.4)	20 (40.8)	6 (66.7)	54 (58.7)	29 (61.7)	27 (69.2)	16 (69.5)	4 (28.6)	352 (51.6)
Other members of the family are holding similar type of jobs	8 (26.7)	2 (6.9)	3 (2.5)	6 (6.1)	2 (3.1)	2 (7.1)	5 (12.2)	3 (6.1)	0 (0)	9 (9.8)	4 (8.5)	4 (10.2)	0 (0)	2 (14.2)	50 (7.3)
It is dealt by women	0 (0)	0 (0)	7 (5.9)	1 (1.0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.2)	0 (0)	1 (2.6)	0 (0)	0 (0)	11 (1.6)
It is challenging	6 (20.0)	7 (24.1)	32 (27.1)	20 (20.2)	16 (25.0)	3 (10.7)	4 (9.8)	15 (30.6)	3 (33.3)	9 (9.8)	5 (10.6)	1 (2.6)	1 (4.3)	4 (28.6)	126 (18.5)
It has too many outgoing activities	1 (3.3)	0 (0)	2 (1.7)	4 (4.0)	1 (1.6)	0 (0)	0 (0)	0 (0)	0 (0)	2 (2.2)	3 (6.4)	0 (0)	0 (0)	0 (0)	13 (1.9)
It gives too much power	0 (0)	3 (10.4)	0 (0)	0 (0)	1 (1.6)	2 (7.1)	0 (0)	0 (0)	0 (0)	0 (0)	2 (4.3)	0 (0)	0 (0)	0 (0)	8 (1.2)

Figures int the bracket indicate percentage

Parents' Consent

When the respondents were asked whether they discussed with their parents about their preferences for these particular jobs and interests for it, 148 (21.71%), reported that they did not discuss with either of the parents and four more respondents (0.6%), reported that they had discussed it only with their fathers. Out of these 148 respondents 46 (6.7%), reported that they did not discuss because, they found it immaterial, as they were not academically trained for their particular dream jobs.

When the respondents, those who had discussed their preferences for the particular job with their parents were asked how their parents reacted 306 respondents (44.87%), reported that they encouraged them which included 38.56 mothers too, 176 (25.81%), reported that their parents said it alright, whereas 15 (2.19%), fathers and 30 (4.39%), mothers tried to prevent their daughters to go for the job they dreamt as reported by the respondents.

One may assume from the picture above that neither of the parents overshadowing each other and have equal authority over their daughters as more or less equal number of respondents discussed the matter with both the parents.

Whatever the reason may be, it is an enlightening sign that the parents encouraged their daughters to become economically

independent. Once a woman is economically independent, she can make important individual decision, exercise her power in family matters and it also widen her knowledge and broaden her vision as Kapur (1974), stated :

> A girl should be made to understand that for her own development, it is necessary that she goes out of her home, meets the world, influences it, and . . influenced by it. She should also be made to realize that economic independence facilitates bringing about sex equality, and that if a woman is economically a veritable parasite, she can never claim an equal status with a man.

The investigation further revealed that more number of mothers kept quiet when discussed about the jobs of their daughters' dreams. It may be because they never made decisions or they were never given a chance to make decisions; another possible reason could be they did not know anything about the job their daughters aspired or dreamt, because of the limited communication with outside world.

Highest number of respondents (90.3%), who discussed with both the parent: equally came from Hissar, followed by Agra (90% father; 86.6% mother); highest number of respondents who discussed more with father (95.7% father; 78.3% mother); were from Ujjain followed by Jorhat (77.8% father; 44.4% mother). This discrepancy may be because the respondents from Ujjain and Jorhat saw the father as the decision maker of the family and mother as a silent supporter.

The number of respondents who discussed equally with both the parents were from Hissar (90.3%), Delhi (82.1%), Chandigarh (81.3%), Vallabh Vidyanagar (78.6%), and Hyderabad (71.4%). It seemed respondents from these places saw both the parents taking equal share while making decisions.

Highest number of respondents who did not discuss with mothers were from Jorhat (55.6%), and who did not discuss with fathers were from Baroda. Lowest number of respondents who did not discuss with mother were from Hissar and with father were from Ujjain (4.3%).

As a whole, the picture shows that respondents from Baroda enjoyed the maximum freedom to decide their career and respondents from Ujjain the least freedom or no freedom at all to make decision regarding their career among all the colleges under the investigation.

4.6.1 SIGNIFICANT DIFFERENCES BETWEEN COLLEGES ACCORDING TO JOB ASPIRATIONS

As mentioned earlier that the colleges from which data were collected for present investigation distributed over several states and union territories and the respondents were spread all over the country, it was decided to find out whether they were different in their job aspirations and if different how much different. Table 41 and 42 represent the mean scores, standard deviations and differences between colleges according to job aspirations.

Table 41. Mean scores and Standard Deviations of the Colleges according to Job Aspirations

Names of the Colleges	Mean	SD
Institute of Household Arts and Home Science, Agra	2.29	2.029
Sophia Girls' College, Ajmer	3.19	1.894
Faculty of Home Science, Baroda	3.05	2.019
SVT College of Home Science, Bombay	3.28	1.856
Home Science College, Chandigarh	2.89	2.035
Lady Irwin College, Delhi	4.13	1.613
College of Home Science, Hissar	2.87	2.067
College of Home Science, Hyderabad	2.78	1.823
College of Home Science, Jorhat	3.5	2.121
College of Home Science, Ludhiana	2.96	2.139
College of Home Science, Pantnagar	3.28	2.0
College of Home Science, Udaipur	2.62	2.441
Government Degree College, Ujjain	2.1	2.228
SMP College of Home Science, Vallabh Vidyanagar	1.46	2.077
For the whole population =	2.88	2.024

TABLE 42

SIGNIFICANT DIFFERENCES BETWEEN COLLEGES ACCORDING TO JOB ASPIRATION

Names of the Colleges	AGRA	AJMER	BARODA	BOMBAY	CHANDIGARH	DELHI	HISSAR	HYDERABAD	JORHAT	LUDHIANA	PANTNAGAR	UDAIPUR	UJJAIN	VALLABH-VIDYANAGAR
AGRA	0.0	1.973	2.224*	2.951**	1.614	4.172***	1.381	1.309	1.693*	1.814*	2.504*	0.737	0.409	1.799
AJMER			0.334	0.261	0.702	2.135*	0.709	0.994	0.452	0.543	0.236	1.165	2.206*	3.570***
BARODA				0.930	0.579	2.756**	0.574	0.887	0.675	0.374	0.747	1.368	2.595**	4.158***
BOMBAY					1.388	2.304*	1.283	1.683	0.358	1.221	0.016	2.047*	3.277***	4.939***
CHANDIGARH						3.614***	0.079	0.336	0.886	0.215	1.142	0.761	1.973*	3.494***
DELHI							2.887**	3.438***	0.992	2.811**	2.019*	3.102***	4.232***	5.727***
HISSAR								0.223	0.885	0.264	1.085	0.588	1.701	3.109**
HYDERABAD									1.124	0.342	1.430	0.432	1.678	3.247**
JORHAT										0.769	0.314	1.083	1.793	2.730**
LUDHIANA											0.981	0.989	2.174*	3.675**
PANTNAGAR												1.665	2.768**	4.231***
UDAIPUR													1.085	2.379*
UJJAIN														1.286
VALLABH VIDYANAGAR														0.0

Significant at .05 level
Significant at .01 level
Significant at .001 level

From the Table 41 it is evident that respondents of Delhi exhibited maximum aspirations followed by Jorhat and respondents of Vallabh Vidyanagar showed least aspirations followed by Ujjain. Table 42 gives a clearer picture of the differences between colleges according to job aspirations.

From the Table 42 it is evident that respondents from two colleges were strikingly different than others in their job aspirations. One college was Vallabh Vidyanagar significantly different from all the colleges except Ujjain and Agra. The other place was Delhi which differed significantly from all the colleges except Jorhat. These differences were somewhat expected as only 6.7 percent of respondents from Delhi did not aspire for jobs whereas as high as 60 percent of respondents from Vallabh Vidyanagar wanted to become housewives instead of seeking an employment. Again, Delhi is the capital city where students are open to so many different avenues other than their own college and Vallabh Vidyanagar is a small town whose inhabitants are mainly Gujarati business community. Delhi is a cosmopolitan city whereas Vallabh Vidyanagar is a traditional town where life is calm and peaceful. It is an agricultural based town where housewives hardly have time to spend as city's unemployed women after managing the household, only they are not gainfully employed outside the house. That may be one reason why the respondents from Vallabh Vidyanagar did not want to have a

job. Next to Vallabh Vidyanagar came Ujjain, the respondents from which were significantly different from several other colleges under the investigation. Again, which is also perhaps more or less same reasons discussed for Vallabh Vidyanagar.

Another reason could be the origination of the students. In Delhi, respondents comprised of students from all over India but in Vallabh Vidyanagar all the students were Gujarati and living in the same place and in Ujjain too all the students from Madhya Pradesh again living in Ujjain only. Therefore, less mobility in communication and culture transmission which made the society less advance and more traditional. Respondents from Jorhat, Hissar, Hyderabad, Ludhiana, Pantnagar and Udaipur looked more or less similar in their job aspirations as differences were not significant.

These students could be given chances to meet their fellow students of the other parts of the country through excursion and conducted study tours for exchanging views and ideas. Summer camps also could be organized in retation in different Home Science colleges to make the students aware of the happenings of outside world, different job opportunities for them, and the advantages of becoming economically independent. Literature on job opportunities and picture of successful career women also should be displayed in the college notice boards.

4.7 Relationships between the Variables under the Investigation

The preceding descriptions and discussions elucidated that the respondents were governed mainly by modern norms; moderately motivated towards academic achievements; their attitudes towards Home Science education were favourable; majority aspired for careers and belonged to medium achievement level.

These findings further explained that respondents were different in their perceptions of norms, academic achievement motivation, attitudes towards Home Science education and job aspirations according to their colleges of study, though not equally and everywhere significantly.

As the main objective of the investigation was to find out the social norms, academic achievement motivation and attitudes related to academic achievement and job aspiration it was considered essential to find out the relationships between the variables under study and determine which variable contributes maximum towards the prediction of academic achievement.

Although actual relationships, between measured variables in psychology and education are by no means simple, in this investigation an attempt was made to find out how the variables are interrelated and the strength of the relationships to each other and to the dependent variable.

4.7.1 RELATIONSHIPS BETWEEN RESPONDENTS' NORMS PERCEPTIONS AND OTHER VARIABLES OF THE INVESTIGATION

It was hypothesized that there will be significant relationships between respondents' perceptions of norms and other variables of the study. In this section an attempt was made to find out whether the variables were significantly related or only associations were there; if significantly related, whether these relationships were positive or negative are discussed with probable explanations.

Relationships between Respondents' norms Perceptions and Their Parents' Norms as perceived by them

As heredity and environment both play important role in the behaviour of individuals, it was understood that there will be highly significant positive relationships between the respondents' and their parents' perceptions of norms. One reason for these highly significant positive relationships may be that, the students themselves marked the checklists on behalf of their parents, therefore, whatever was reflected in this investigation, one cannot accept as actual behaviour, but can accept as inferred behaviour.

The present investigation revealed highly significant positive relationships between the perceptions of norms governing education, occupation, marriage and social status of women,

by the respondents and their parents (Table 43).

Table 43. Relationships between Respondents' and Their Parents' Norms Perceptions

Clusters of Norms	Relationships
Traditional norms governing education	0.603 ***
Modern norms governing education	0.602 ***
Traditional norms governing occupation	0.571 ***
Modern norms governing occupation	0.571 ***
Traditional norms governing marriage	0.305 ***
Modern norms governing marriage	0.308 ***
Traditional norms governing social status	0.652 ***
Modern norms governing social status	0.651 ***

*** highly significant at .001

Table 43 reveals that though the relationships between respondents' and their parents' norms perceptions were very highly significant positively for the norms governing education, occupation and social status, the relationship was less highly significant for the norms governing marriage.

Various research studies also showed that among all the social institutions marriage has undergone tremendous changes, though most of the studies revealed that respondents preferred arranged marriages to choice marriages (Kapur, 1974; Wadhera, 1976; Khanna and Varghese, 1978), unlike the respondents of the present investigation who preferred choice marriages.

It further reveals the less existence of intergenerational strife which is a welcoming sign as a smaller gap between the generations results in lesser conflicts between them.

Relationships between Norms Perceptions and Academic Achievement Motivation

Tables 44.1 and 44.2 represent the correlation between the norms perceived by the respondents and their parents governing education, occupation, marriage and social status of women and academic achievement motivation of the respondents.

Table 44.1 Relationships between Parents' Norms Perceptions and Respondents' Academic Achievement Motivation

Clusters of Norms	Relationships N = 900
Traditional norms governing education	0.029
Modern norms governing education	- 0.029
Traditional norms governing occupation	- 0.030
Modern norms governing occupation	0.030
Traditional norms governing marriage	0.022
Modern norms governing marriage	- 0.023
Traditional norms governing social status	0.060
Modern norms governing social status	- 0.060

Table 44.2 Relationships between Respondents' Norms Perceptions and their Academic Achievement Motivation

Clusters of Norms	Relationships N = 900
Traditional norms governing education	0.159 **
Modern norms governing education	- 0.156 **
Traditional norms governing occupation	0.069
Modern norms governing occupation	- 0.069
Traditional norms governing marriage	0.138 **
Modern norms governing marriage	- 0.135 **
Traditional norms governing social status	0.163 **
Modern norms governing social status	- 0.164 **

** highly significant at .01 level

Table 44.1 shows that though there were associations between parents' norms and respondents' academic achievement motivation it was not at all significant.

Table 44.2 on the other hand shows highly significant positive relationships between respondents' perceptions of traditional norms governing education, marriage and social status of women and their academic achievement motivation, which indicated that these traditional norms had influence on the respondents' academic achievement motivation. Highly significant negative relationships were found between the respondents' perceptions of modern norms governing education, marriage and social status of women and their academic

achievement motivation. Academic achievement motivation was not found significantly related to the respondents' perceptions of norms governing occupation either traditional or modern, though associations were there.

These positive relationships between traditional norms and academic achievement motivation, and negative relationships between modern norms and academic achievement motivation, [illegible] may be because most of the respondents came from traditional societies, traditional society is closely knit and therefore, norms and sanctions were 'cared for' more by its members, but in modern society every one is a deviator one or the other way and norms and sanctions were less 'cared for'. The society is changing, heading towards modernity. Because of technological advancements heavy urbanizations also are taking place which makes people more mobile and migrated to different places in search of food and job, and society becomes the community with multi-cultured, multi-racial and multi-religious norms. Sanctions disappear from these communities as no one is aware of their neighbours' norms who came from different regions and are less concerned too.

As mentioned earlier students should be equipped with that type of education which will help them for the harmonious development within their respective cultural environments. Of course, it is the educators and educational administrators who

will decide how much of the traditional practices will be retained and how much rejected.

Relationships between Norms Perceptions and Attitudes towards Home Science Education

Table 45.1 and 45.2 represent the relationship between respondents' and parents' norms perceptions and respondents' attitudes towards Home Science education.

Table 45.1 clearly shows that no relationship whatsoever existed between the parents' norms and philosophy, functions and teachers of Home Science.

Table 45.2 reflects that no relationship occurs between respondents' norms and Home Science students.

The Tables (45.1 and 45.2), further reveal that with the scope of Home Science education both parents' and students' perceptions of modern norms governing occupation and social status exhibited positive relationships. Occupation is one criterion for assessing social status and therefore they are interrelated. The scope of Home Science education is modern because, till recently Home Science was the only professional education for women after medicine and nursing. On the other hand, though as a programme of education, Home Science is of recent origin in India, its philosophy is based on harmonious group living, and its functions also are centred around home

TABLE 45.1

RELATIONSHIPS BETWEEN PARENTS' NORMS PERCEPTIONS AND RESPONDENTS' ATTITUDES TOWARDS PHILOSOPHY, SCOPE, FUNCTION, TEACHERS AND STUDENTS OF HOME SCIENCE EDUCATION

Clusters of Norms	Attitudes				
	Philosophy	Scope	Function	Teachers	Students
Traditional norms governing education	- 0.022	- 0.111 **	0.042	0.035	- 0.039
Modern norms governing education	0.022	0.111 **	- 0.042	- 0.035	0.039
Traditional norms governing occupation	- 0.006	- 0.097 **	0.027	- 0.022	- 0.102 **
Modern norms governing occupation	0.007	0.098 **	- 0.027	0.022	0.103 **
Traditional norms governing marriage	0.002	- 0.053	0.058	- 0.022	0.013
Modern norms governing marriage	- 0.000	0.053	- 0.055	0.021	- 0.013
Traditional norms governing social status	- 0.031	- 0.134 **	0.017	- 0.013	- 0.040
Modern norms governing social status	0.031	0.134 **	- 0.017	0.013	0.040

* Significant at .01 level

TABLE 45.2

RELATIONSHIPS BETWEEN RESPONDENTS' NORMS PERCEPTIONS AND THEIR ATTITUDES TOWARDS PHILOSOPHY, SCOPE, FUNCTION, TEACHERS AND STUDENTS OF HOME SCIENCE EDUCATION

Clusters of Norms	Attitudes				
	Philosophy	Scope	Function	Teachers	Students
Traditional norms governing education	0.086 **	- 0.043	0.175 **	0.088 **	0.037
Modern norms governing education	- 0.088 **	0.044	- 0.174 **	- 0.086 **	- 0.037
Traditional norms governing occupation	0.095 **	- 0.126 **	0.140 **	0.019	- 0.018
Modern norms governing occupation	- 0.097 **	0.126 **	- 0.140 **	- 0.019	0.018
Traditional norms governing marriage	0.109 **	- 0.055	0.182 **	0.059	0.048
Modern norms governing marriage	- 0.114 **	0.054	- 0.182 **	- 0.060	- 0.051
Traditional norms governing social status	0.018	- 0.120 **	0.071	0.048	- 0.026
Modern norms governing social status	- 0.019	0.119 **	- 0.073	- 0.049	0.027

** significant at .01 level

and therefore, too traditional in the sense since the dawn of civilization women managed home any how and probably that was the reason why respondents' perceptions of modern norms governing education, occupation and marriage and their attitudes towards philosophy and function were negatively related.

The Tables (45.1 and 45.2), reveal too, that respondents' perceptions of norms had more relationships with their attitudes towards Home Science education than their parents'. Though parents' modern norms had shown highly significant positive relationships wherever the relationships existed and respondents' modern norms mainly highly significant negative relationships.

From the earlier findings it is clear that respondents' attitudes towards Home Science education were favourable (though not equally for all the 5 components under study) and present findings revealed that modern norms had negative relationships with respondents' attitudes towards Home Science education. Research evidences showed, favourable attitudes towards the course of study helps in better achievement. It is, however, difficult to say, at this juncture, whether to expose the students to traditional environment or these negative relationships are simply because of the traditionality of philosophy and functions of Home Science education.

More research should be conducted in this area to find out clearly the importance and place of norms and their relationships to attitudes.

Relationships between Norms Perceptions and Job Aspiration

Table 46.1 and 46.2 represent the relationships between parents' norms and job aspirations of the respondents as well as respondents' perceptions of norms and their job aspirations.

Table 46.1 Relationships between Parents' Norms Perceptions and Respondents' Job Aspiration

Clusters of Norms	Relationships N = 900
Traditional norms governing education	- 0.104 **
Modern norms governing education	0.104 **
Traditional norms governing occupation	- 0.124 **
Modern norms governing occupation	0.124 **
Traditional norms governing marriage	- 0.102 **
Modern norms governing marriage	0.102 **
Traditional norms governing social status	- 0.125 **
Modern norms governing social status	0.125 **

** highly significant at .01 level

Table 46.1 depicts highly significant positive relationships between modern norms perceived by the respondents for their parents and their job aspirations, which means parents' perceptionsof modern norms governing education, occupation, marriage and social status had high influence on the job

aspirations of the respondents. Traditional norms were found highly significant and negatively related to job aspirations of the respondents. It indicated, the higher the traditionality in norms perceptions, the lower the job aspirations, which was not surprising as in traditional Indian society it was not considered respectable for a middle or upper class women to seek a career or to accept services outside the home.

Table 46.2 Relationships between Respondents' Norms Perceptions and their Job Aspirations

Cluster of Norms	Relationships N = 900
Traditional norms governing education	- 0.092 *
Modern norms governing education	0.089 *
Traditional norms governing occupation	- 0.192 **
Modern norms governing occupation	0.191 **
Traditional norms governing marriage	- 0.105 **
Modern norms governing marriage	0.104 **
Traditional norms governing social status	- 0.140 **
Modern norms governing social status	0.141 **

* highly significant at .05 level
** highly significant at .01 level

And most of the time it was only under the pressure of gross-economic necessity and under adverse circumstances that woman came out to take up gainful employment. This concept of respectability does not hold any meaning any longer. To-day, by and large, it is not considered derogatory to take up gainful employment. Various research studies also revealed that older

generation were in favour of women's employment (Kapur, 1974; Wadhera, 1976; Khanna and Verghese 1978).

Table 46.2 depicts the picture of the relationships between respondents' norms perceptions and their job aspirations. It shows that norms governing education has less relationship, though highly significant with respondents' job aspirations than the perceptions of other norms under the investigation and job aspirations of the respondents. Khanna and Verghese (1978), also found that student group is less favourable towards women's employment. Some are apprehensive about their capacity to get a job. A few even feel a woman need not necessarily take up a job just because she is educated.

However, the present study exhibited highly significant relationships between the respondents' perceptions of the norms governing occupation, marriage and social status and job aspiration. It further exhibited that with the perceptions of modern norms all the relationships were positive and with the perceptions of traditional norms all the relationships were negative. Which is an encouraging sign as stated earlier and contradictory to the findings of the researches conducted by Goldstein (1972), and The Illustrated Weekly of India (1971), where respondents reported that marriage rather than a career was their first priority.

The present investigation revealed that respondents were highly governed by modern norms and their modern norms perceptions were highly significant and positively related to job aspirations which indirectly revealed that respondents did have a mind to be employed.

Relationships between Norms Perceptions and Academic Achievement

Table 47.1 and 47.2 represent the relationships between parents' norms as perceived by the respondents and respondents' academic achievement as well as respondents' perception of norms and their academic achievement.

Table 47.1 Relationships between Parents' Norms Perceptions and Respondents' Academic Achievement

Clusters of Norms	Relationships N = 900
Traditional norms governing education	- 0.104 **
Modern norms governing education	0.104 **
Traditional norms governing occupation	- 0.006
Modern norms governing occupation	0.006
Traditional norms governing marriage	0.022
Modern norms governing marriage	- 0.022
Traditional norms governing social status	- 0.158 **
Modern norms governing social status	0.158 **

** Significant at .01 level

Table 47.2 Relationships between Respondents' Norms Perceptions and their Academic Achievement

Clusters of Norms	Relationships N = 900
Traditional norms governing education	- 0.227 **
Modern norms governing education	0.228 **
Traditional norms governing occupation	- 0.144 **
Modern norms governing occupation	0.144 **
Traditional norms governing marriage	- 0.070
Modern norms governing marriage	0.067
Traditional norms governing social status	- 0.208 **
Modern norms governing social status	0.208 **

** significant at .01 level

It is evident from the Table 47.1 that norms as perceived by the respondents for their parents governing education and social status exhibited highly significant and positive relationships with respondents' academic achievement.

Table 47.2 shows that except the norms perceived by the respondents governing marriage, all the other norms under the present investigation exhibited highly significant positive relationships with academic achievement of the respondents. It is evident from the Table that relationship was highest with modern norms governing education and academic achievement. Though norms governing social status too, contributed highly to the academic achievement, modern norms governing education

exhibited highest contribution.

Education is the only weapon which can make women modern. Education could not only make women aware of their rights and responsibilities of a good citizen but also to change their attitudes towards modernity.

Various research studies (Kapur, 1974 ; Wadhera, 1976; Khanna and Verghese 1978), also showed that highly educated women were more favourably oriented towards freedom from traditionality. Therefore, students should be provided with that education which will enable them to replace prejudice and sentiment by realism and objectivity.

4.7.2 RELATIONSHIPS BETWEEN RESPONDENTS' ACADEMIC ACHIEVEMENT MOTIVATION AND OTHER VARIABLES OF THE INVESTIGATION

The research evidences show that high academic achievement motivation, positive attitude towards the course of study and aspiration for jobs promote academic achievement. Therefore, it was hypothesized that these variables will have high positive relationships among them. In this section an attempt was made to find out the relationships among these variables.

Relationships between Academic achievement motivation and attitude towards Home Science education

Table 48 represents the correlation between the academic achievement motivation of the respondents and their attitudes towards philosophy, scope, function , teachers and students of Home Science.

Table 48. Relationships between Respondents' Academic Achievement Motivation and Their Attitudes towards Home Science Education

Attitudes	Relationships N = 900
Attitudes towards philosophy	0.180 **
Attitudes towards scope	0.048
Attitudes towards functions	0.266 ***
Attitudes towards teachers	0.136 **
Attitudes towards students	0.231 ***

** significant at .01 level
*** significant at .001 level

Table 48 clarifies that academic achievement motivation of the respondents and their attitudes towards philosophy, functions, teachers and students were highly significant and positively related. Their academic achievement motivation and attitudes towards the scope of Home Science education too, had some association between them but not significantly related.

As an overwhelming majority of the respondents reported favourable attitudes towards Home Science education and medium academic achievement motivation and both are helpful for promoting academic achievements, care should be taken to raise these, to highly favourable and high motivation, as both were found highly significant and positively related. Although some more researches are necessary in these areas to say something with maximum certainty.

Relationship between Respondents' Academic Achievement Motivation and Job Aspiration

The present investigation revealed that academic achievement motivation and job aspirations of the respondents were highly significant and positively related (0.106).

This highly significant positive relationship was somewhat expected because unemployment is a burning problem of the present era and students are very much aware that, unless academic achievement is high, which is very much dependent on academic achievement motivation, getting an employment is almost impossible.

Littig (1973), also hypothesized that strong, achievement motivation is related to traditionally closed occupations and weak achievement motivation to traditionally open occupations, though Lyngdoh (1975), found that achievement motivation has

no effect om occupational aspirations. However, in her study girls showed higher occupational aspirations (28.37%) than boys (26.93%), but Littig's study revealed that with women motivational states were not found to effect aspirations.

It is a welcoming sign that the academic achievement motivation and job aspirations of the respondents of present investigation were highly significant and positively related which shows that the respondents were conscious about the problem of unemployment. They should be helped to keep their spirit up because it is the job which will help them to stand on their own feet, give them a status of their own and give them a chance to make decision by making them economically independent.

Relationship between Respondents' Academic Achievement Motivation and Academic Achievement

The investigation revealed that academic achievement motivation and academic achievement of the respondents were significantly but negatively related (-0.188).

But the contrary to the findings of the present investigation highly significant positive relationships have been reported by several researchers between academic achievement motivation and academic achievement (Chokshi, 1973; Inamdar, 1974; Desai, 1979; Uguroglu and Welberg, 1979).

Various other researchers also had found that general achievement motivation is highly positively related with academic achievement (Mehta, 1969; Desai, 1970; Sinha, 1970; Patel, 1971; Raval, 1971; Patel, 1972; Desai, 1972; Mehta, 1973; and Rao, 1975).

One probable reason for these highly significant and positive relationships between academic achievement motivation and academic achievement may be that these studies were conducted on school students where students are more open to only curricular and co-curricular activities. They spend comparatively more time in school, more under supervision at school as well as at home, competition is more among the school students because of long association. They are more scared of fear of failure and listen more to the elders. Whereas, the collegians are free to spend time as they like, spend less time in college, less supervised, association with fellow students are less (maximum 4 years), less scared of fear of failure because of different forms of supplementary examinations and depend more on their own judgement.

Again, in Home Science most of the courses are practical in nature where insight is more important and students with high intelligence could do it in minimum time.

However, measures should be taken to develop high academic achievement motivation. Majority of the respondents exhibited

medium academic achievement motivation in the present investigation, this could be another reason for negative relationships to academic achievement.

4.7.3 RELATIONSHIPS BETWEEN RESPONDENTS' ATTITUDES TOWARDS HOME SCIENCE EDUCATION AND OTHER VARIABLES OF THE STUDY

Attitude plays an important part in achievement. Empirical evidences showed that favourable attitudes towards the course of study results in high achievement. Therefore, in the present investigation an attempt was made to find out the relationships between attitudes towards Home Science education and job aspirations and academic achievement.

Relationships between Attitudes and Job Aspiration

It is believed that students who aspire for an employment are motivated to academic achievement and this, in turn, helps to develop a favourable attitude towards the course of study. Table 49 represents the relationships between attitudes of the respondents towards Home Science education and job aspiration.

It is evident from the Table 49 that respondents' attitudes towards scope and students of Home Science were highly significant and positively related to their job aspirations.

Table 49. Relationships between respondents' attitudes towards Home Science education and job aspiration

Attitudes	Relationships N=900
Attitudes towards philosophy	0.010
Attitudes towards scope	0.090 **
Attitudes towards function	- 0.006
Attitudes towards teachers	0.007
Attitudes towards students	0.120 **

** significant at .01

This highly significant positive relationship may be because scope of Home Science gives an opportunity to the students to know about the jobs open to Home Science graduates which they can choose according to their interests and eligibility. This further shows that though from the earlier findings one can assume that these respondents were not fully aware of the scope of Home Science education they were conscious of the job opportunities for Home Science and wanted to avail these opportunities.

Relationships between Attitudes and Academic Achievement

Highly favourable attitudes towards the course of study leads to high academic achievement. In the present investigation majority of the respondents exhibited favourable attitudes towards Home Science education and majority belonged to medium achievement levels. Therefore one can expect significant

positive relationships between them. Table 50 represents the relationships between the respondents' attitudes towards Home Science education and academic achievement.

Table 50. Relationships between respondents' attitudes towards Home Science education and academic achievement

Attitudes	Relationships N = 900
Attitudes towards philosophy	- 0.059
Attitudes towards scope	0.084 **
Attitudes towards function	- 0.110 **
Attitudes towards teachers	- 0.034
Attitudes towards students	- 0.024

** significant at .01 level

It is clear from Table 50 that respondents' attitudes towards scope of Home Science education showed highly significant positive relationship and attitudes towards function of Home Science education showed highly significant negative relationship to their academic achievement. Thus, only respondents' attitudes towards scope of Home Science education contributed positively towards academic achievement.

Jasadanwalla (1981), also reported similar findings. She hypothesized that the students who have favourable attitudes towards the system of education, syllabi and courses would be highly motivated and interested and therefore have high achievement level, but her data did not support the hypothesis.

However, Kurtz (1951), came out with very significant findings that attitudes towards school and academic achievement are positively related.

In the light of conflicting findings of previous researches, it is rather difficult to either expect or not, a positive association of attitudes with academic achievement.

4.7.4 RELATIONSHIP BETWEEN RESPONDENTS JOB ASPIRATION AND ACADEMIC ACHIEVEMENT

It is believed that those undefgraduate students who have definite plans to study further would be high level achievers. Even those who plan to work immediately after a graduate degree would have a better academic performance than those who are just passing time in an undergraduate institutionsprior to marriage and those who have made no future plans for their jobs or careers. It was generalized that when future plans are not made, student's performance goes down because of a sense of drift.

But, in the present investigation academic achievement and job aspirations were not found significantly related, though some associations (0.042), were there.

There should be high positive significant relationship between job aspirations and academic achievement of the respondents, as making a career and getting a job is very much

dependent on academic achievement. In the earlier findings of the present investigation it was found that respondents' academic achievement motivation is highly significant and positively related to their job aspirations. Then, the question is why their academic achievement and job aspirations were not significantly related, if the respondents were aware of the unemployment problem and that is why their academic achievement motivation and job aspiration were related.

It is difficult to say at this juncture, whether some other variables [redacted] were playing important role here and those [redacted] were beyond the scope of this investigation.

However, students should be made aware of the importance of the academic achievements in order to make a career, if they are not aware. The need for a careef should be stressed for every woman not only to become economically independent but also to get a status of her own.

4.8 Relationships between Variables of the Investigation according to the Respondents' Levels of Achievement

The preceding discussion revealed that respondents' perceptions of modern norms were significantly and positively related to their perceptions of their parents' norms; attitudes towards scope of Home Science education; job aspirations and academic achievement. It also revealed that respondents' academic achievement motivation were significantly and positively related to their attitudes towards Home Science education and job aspirations. It further revealed that respondents' attitudes towards Home Science education were significantly and positively related to their job aspirations; and respondents' attitudes towards scope of Home Science education and academic achievement were significantly and positively related. Although relationship between job aspirations and academic achievement was not significant, highly positive association existed between them.

Now the question is, whether according to respondents' achievement levels too, these variables were related and if they were, how significantly.

4.8.1 RELATIONSHIPS BETWEEN RESPONDENTS' MODERN NORMS PERCEPTIONS AND OTHER VARIABLES OF THE INVESTIGATION ACCORDING TO RESPONDENTS' LEVELS OF ACHIEVEMENT

The Table 51 displays the relationships between respondents' perceptions of modern norms and academic achievement motivation, according to their levels of achievement and category of colleges.

The Table 51 elucidates the relationships between modern norms and academic achievement motivation of the respondents according to their levels of achievement and category of colleges.

It reveals that only medium achievers of 'D' category college and underachievers of 'C' category colleges showed positive significant relationships between perceptions of modern norms governing social status and occupation to academic achievement motivation respectively.

In all other achievement levels where relationships existed, negative relationships only were found which indicated higher the modernity lower the academic achievement motivation.

TABLE 51

RELATIONSHIPS BETWEEN RESPONDENTS' PERCEPTIONS OF MODERN NORMS AND ACADEMIC ACHIEVEMENT MOTIVATION ACCORDING TO THEIR LEVELS OF ACHIEVEMENT

Levels of achievements	Relationships			
	Category of Colleges			
	A	B	C	D
		Modern norms governing education		
High achievers	0.206	- 0.431 **	- 0.339 **	0.403
Medium achievers	- 0.131	- 0.155	- 0.109	0.245
Low achievers	- 0.151	- 0.132	- 0.257	-
Under achievers	0	- 0.187	0.164	0.274
		Modern norms governing occupation		
High achievers	0.069	- 0.182	- 0.243	0.094
Medium achievers	0.078	- 0.170	- 0.255 *	0.112
Low achievers	- 0.036	- 0.089	0.281	-
Under achievers	0.0	- 0.120	0.352 *	- 0.097
		Modern norms governing marriage		
High achievers	- 0.017	- 0.266	- 0.088	- 0.277
Medium achievers	- 0.046	- 0.152	- 0.026	- 0.245
Low achievers	- 0.202	- 0.183 *	0.241	-
Under achievers	0.0	- 0.326 **	0.144	- 0.433
		Modern norms governing social status		
High achievers	- 0.260	- 0.179	- 0.290 *	- 0.382
Medium achievers	- 0.198 *	- 0.217	- 0.081	0.583 **
Low achievers	- 0.274 **	- 0.124	0.0	-
Under achievers	0.0	0.069	0.058	0.292

* significant at .05 level
** significant at .01 level

Relationships between respondents' perceptions of modern norms and attitudes towards Home Science education according to their levels of achievement and category of colleges are presented in Tables 52, 53, 54 and 55.

TABLE 52

RELATIONSHIPS BETWEEN RESPONDENTS' PERCEPTIONS OF MODERN NORMS GOVERNING EDUCATION AND ATTITUDES TOWARDS HOME SCIENCE EDUCATION ACCORDING TO THEIR LEVELS OF ACHIEVEMENT

Levels of achievements	Relationships: Category of Colleges A	B	C	D
	Attitudes towards philosophy of Home Science			
High achievers	- 0.104	- 0.018	0.116	0.052
Medium achievers	- 0.025	- 0.131	0.222 *	0.204
Low achievers	- 0.109	- 0.045	0.405	-
Under achievers	0.0	- 0.018	- 0.015	0.510
	Attitudes towards scope of Home Science			
High achievers	- 0.254	0.028	0.069	0.227
Medium achievers	- 0.105	- 0.120	0.050	0.188
Low achievers	- 0.043	- 0.106	- 0.169	-
Under achievers	0.0	0.075	0.257	0.048
	Attitudes towards function of Home Science			
High achievers	0.012	- 0.150	- 0.202	0.799 **
Medium achievers	0.015	- 0.190 *	- 0.012	- 0.010
Low achievers	- 0.213 *	- 0.230 **	- 0.015	-
Under achievers	0.0	0.077	- 0.128	0.488
	Attitudes towards Home Science teachers			
High achievers	- 0.445 **	0.025	- 0.224	0.355
Medium achievers	0.158	- 0.217 **	0.152	0.132
Low achievers	0.033	- 0.088	- 0.294	-
Under achievers	0.0	- 0.144	- 0.106	0.795 **
	Attitudes towards Home Science students			
High achievers	- 0.051	- 0.008	- 0.074	0.615
Medium achievers	- 0.019	- 0.152	- 0.184	0.634 **
Low achievers	0.035	0.109	- 0.267	-
Under achievers	0.0	0.075	0.075	0.234

* significant at .05 level
** significant at .01 level

TABLE 53-

RELATIONSHIPS BETWEEN RESPONDENTS' PERCEPTIONS OF MODERN NORMS GOVERNING OCCUPATION AND ATTITUDES TOWARDS HOME SCIENCE EDUCATION ACCORDING TO THEIR LEVELS OF ACHIEVEMENT

Levels of achievement	Relationships: Category of Colleges			
	A	B	C	D
	Attitudes towards philosophy of Home Science			
High achievers	- 0.034	0.143	0.282	0.621
Medium achievers	- 0.097	- 0.085	0.063	- 0.210
Low achievers	- 0.242	- 0.116	0.451	-
Under achievers	0.0	- 0.232 *	- 0.100	0.116
	Attitudes towards scope of Home Science			
High achievers	- 0.028	0.027	0.222	0.836 **
Medium achievers	0.222 *	0.036	0.116	0.166
Low achievers	0.034	- 0.076	0.219	-
Under achievers	0.0	0.121	0.574 **	0.542
	Attitudes towards function of Home Science			
High achievers	- 0.064	- 0.113	0.061	- 0.190
Medium achievers	0.044	- 0.193 *	- 0.082	0.401 *
Low achievers	- 0.165	- 0.118	0.481	-
Under achievers	0.0	- 0.139	- 0.352	0.014
	Attitudes towards Home Science Teachers			
High achievers	- 0.111	0.205	- 0.135	- 0.510
Medium achievers	0.200 *	0.057	- 0.007	0.204
Low achievers	0.007	- 0.061	- 0.039	-
Under achievers	0.0	- 0.304	- 0.394 **	- 0.185
	Attitudes towards Home Science students			
High achievers	0.172	- 0.003	0.045	- 0.406
Medium achievers	- 0.031	- 0.008	- 0.144	0.501 **
Low achievers	0.065	0.084	0.548	0
Under achievers	0.0	0.038	0.234	0.167

* significant at .05 level
** significant at .01 level

TABLE 54

RELATIONSHIPS BETWEEN RESPONDENTS' PERCEPTIONS OF MODERN NORMS GOVERNING MARRIAGE AND ATTITUDES TOWARDS HOME SCIENCE EDUCATION ACCORDING TO THEIR LEVELS OF ACHIEVEMENT

Levels of achievement	Relationships			
	Category of Colleges			
	A	B	C	D
	Attitudes towards philosophy of Home Science			
High achievers	0.163	0.060	0.026	0.283
Medium achievers	- 0.194	- 0.207 *	0.124	0.125
Low achievers	0.030	- 0.213 *	0.164	-
Under achievers	0.0	0.099	- 0.184	- 0.418
	Attitudes towards scope of Home Science			
High achievers	0.008	0.094	0.098	0.429
Medium achievers	0.208	- 0.063	- 0.116	0.113
Low achievers	0.126	0.002	- 0.192	-
Under achievers	0.0	- 0.062	0.202	0.486
	Attitudes towards function of Home Science			
High achievers	- 0.039	- 0.231	- 0.187	0.138
Medium achievers	- 0.059	- 0.20 *	- 0.104	0.122
Low achievers	0.040	- 0.228	0.390	-
Under achievers	0.0	- 0.047	- 0.411 **	- 0.630 *
	Attitudes towards Home Science teachers			
High achievers	- 0.162	- 0.030	- 0.196	- 0.155
Medium achievers	0.123	- 0.024	- 0.045	0.162
Low achievers	- 0.018	- 0.178 *	0.395	-
Under achievers	0.0	0.008	- 0.054	- 0.196
	Attitudes towards Home Science students			
High achievers	- 0.150	- 0.002	- 0.252 *	0.092
Medium achievers	- 0.145	- 0.0	- 0.108	0.095
Low achievers	0.274 **	- 0.191	0.430	-
Under achievers	0.0	- 0.110	0.036	0.153

* significant at .05 level
** significant at .01 level

TABLE 55

RELATIONSHIPS BETWEEN RESPONDENTS' PERCEPTIONS OF MODERN NORMS COVERING SOCIAL STATUS AND ATTITUDES TOWARDS HOME SCIENCE EDUCATION ACCORDING TO THEIR LEVELS OF ACHIEVEMENT

Levels of achievement	Relationships: Category of Colleges A	B	C	D
	Attitudes towards philosophy of Home Science			
High achievers	0.145	0.267 *	0.192	- 0.024
Medium achievers	- 0.0153	- 0.184 *	0.327 **	- 0.292
Low achievers	0.008	- 0.134	0.566 *	-
Under achievers	0.0	0.260 *	0.210	- 0.308
	Attitudes towards scope of Home Science			
High achievers	0.175	0.141	0.226	0.361
Medium achievers	0.210 *	- 0.121	0.251 *	0.399 *
Low achievers	0.003	0.084	- 0.176	-
Under achievers	0.0	- 0.014	0.408 **	0.151
	Attitudes towards function of Home Science			
High achievers	0.083	0.021	0.150	- 0.365
Medium achievers	0.023	- 0.263 **	0.163	0.210
Low achievers	- 0.002	- 0.043	0.497 *	-
Under achievers	0.0	0.121	0.021	- 0.143
	Attitudes towards Home Science teachers			
High achievers	0.135	0.042	- 0.051	- 0.246
Medium achievers	0.208 *	- 0.232 **	0.151	0.064
Low achievers	- 0.002	- 0.172	0.201	-
Under achievers	0.0	- 0.033	0.002	0.124
	Attitudes towards Home Science students			
High achievers	0.055	- 0.046	0.132	- 0.641
Medium achievers	0.064	- 0.150	0.147	0.355
Low achievers	0.049	0.127	0.671 **	-
Under achievers	0.0	0.079	0.150	0.438

* significant at .05 level
** significant at .01 level

The Tables (52, 53, 54 and 55) reveal that the relationships between respondents' perceptions of modern norms and their attitudes towards Home Science education according to their achievement levels were scattered and scanty.

Table 52 reveals that it was the medium achievers of 'C' category colleges who showed significant positive relationships between their perceptions of modern norms governing education and attitudes towards philosophy of Home Science education. The high, medium and under achievers of 'D' category college showed significant positive relationships between modern norms governing education and their attitudes towards function, students and teachers of Home Science education respectively.

Table 53 reveals that significant positive relationships with respondents' perceptions of modern norms governing occupation were exhibited by the medium achievers of 'A' and 'D' category colleges to their attitudes towards scope and teachers, and function and students of Home Science respectively. High achievers of 'C' and 'D' category colleges to their attitudes towards philosophy and scope of Home Science education, low achievers of 'C' category colleges to their attitudes towards Home Science students and under achievers of 'C' category colleges to their attitudes towards scope of Home Science education exhibited significant positive relationships with their perceptions of modern norms governing occupation. Other relationships anywhere existed between respondents' perceptions of modern norms governing

occupation and theif attitudes towards Home Science education were negative.

Table 54 reveals only two significant positive relationships exhibited by the medium and low achievers of 'A' category colleges to their attitudes towards scope and students of Home Science respectively and their perceptions of modern norms governing marriage.

Table 55 shows that significant positive relationships occured between the respondents' perceptions of modern norms governing social status and high achievers' of 'B' category colleges to attitudes towards philosophy of Home Science education; medium achievers of 'A', 'C' and 'D' category colleges to their attitudes towards scope and teachers of Home Science, attitudes towards philosophy and scope of Home Science and attitudes towards scope of Home Science respectively. Low achievers of 'C' category colleges to their attitudes towards philosophy, function and students of Home Science and under achievers of 'C' category colleges to their attitudes towards scope of Home Science exhibited significant positive relationships with their perceptions of modern norms governing social status.

The Tables further reveal that in achievementwise distribution, highest number of positive relationships were exhibited by the medium achievers (12 relationships), followed by low achievers

(5 relationships), high achievers (4 relationships), and under achievers (3 relationships).

In college-wise distribution highest number of relationships were exhibited by the 'C' category colleges (10 relationships), followed by 'D' category college (7 relationships), 'A' category colleges (6 relationships), and 'B' category colleges (1 relationship).

Maximum negative relationships occured between modern norms governing marriage and attitudes towards Home Science education. Maximum negative relationships between respondents' perceptions of modern norms and attitudes towards Home Science education were exhibited by the respondents of 'B' category colleges (12 relationships).

The college under 'D' category exhibited only one negative relationship which occured between respondents' perceptions of modern norms governing marriage and their attitudes towards function of Home Science education.

Relationships between modern norms perceptions of the respondents and their job aspirations are presented in the Table 56.

Table 56 depicts the relationships between respondents' modern norms perceptions and job aspirations according to their achievement levels and category of colleges. It shows that only

TABLE 56

RELATIONSHIPS BETWEEN RESPONDENTS' PERCEPTIONS OF MODERN NORMS AND JOB ASPIRATIONS ACCORDING TO THEIR LEVELS OF ACHIEVEMENT

Achievement Levels	Relationships: Categories of Colleges A	B	C	D
	Modern norms governing education			
High achievers	0.091	0.101	0.139	0.136
Medium achievers	0.006	0.120	0.0	0.291
Low achievers	0.178 *	- 0.050	0.099	-
Under achievers	0.0	- 0.206	0.224	- 0.585
	Modern norms governing occupation			
High achievers	0.097	0.136	0.046	0.129
Medium achievers	0.109	0.065	0.342	0.158
Low achievers	0.214	0.294 **	0.539 *	-
Under achievers	0.0	- 0.037	0.228	0.399
	Modern norms governing marriage			
High achievers	0.110	- 0.198	0.154	- 0.442
Medium achievers	0.160	0.118	0.046	0.562 **
Low achievers	0.168	0.071	0.333	-
under achievers	0.0	- 0.105	- 0.010	0.500
	Modern norms governing social status			
High achievers	- 0.085	0.210	0.339 **	- 0.704 *
Medium achievers	- 0.044	0.208 **	0.147	- 0.081
Low achievers	0.067	0.149	0.305	-
Under achievers	0.0	- 0.004	0.021	- 0.158

* significant at .05 level

** significant at .01 level

low achievers of 'A' category colleges exhibited significant positive relationship between their perceptions of modern norms governing education and job aspirations.

Regarding relationships between perceptions of modern norms governing occupation and job aspirations, medium achievers of 'C' category colleges and low achievers of 'A', 'B' and 'C' category colleges exhibited significant positive relationships.

In between the perceptions of modern norms governing marriage and job aspirations only medium achievers of 'D' category college exhibited highly significant positive relationships.

In between the perceptions of modern norms governing social status and job aspirations, high achievers of 'C' category colleges and medium achievers of 'B' category colleges exhibited significant positive relationships.

The under achievers did not exhibit any significant relationship anywhere between their perceptions of modern norms under the investigation and their job aspirations.

It is evident from the Table 56 that relationships were very thin and scattered to infer anything. One can only safely say that though collectively respondents exhibited very highly significant positive relationships (Table 46.2), between their perceptions of modern norms and job aspirations, according to their achievement levels their relationships were not very significant.

Table 56 further reveals that all the relationships exhibited by the respondents according to their achievement levels, between their perceptions of modern norms and job aspirations were positive, except, between perceptions of norms governing social status and job aspirations of high achievers of 'D' category colleges.

According to the respondents' levels of achievement, relationships between their perceptions of modern norms and other variables were scanty and scattered. Although collectively the respondents showed highly significant and positive relationships between their perceptions of modern norms and job aspiration, and modern norms and academic achievement.

As the earlier findings showed that respondents' perceptions of modern norms governing education were highly significant and positively related to academic achievement, it was expected that high achievers will show highest and maximum relationships contrary to the findings of this sections where they showed mainly negative relationships and associations. It was the medium achievers, instead, who exhibited maximum significant positive relationships in their perceptions of modern norms governing education, occupation, marriage and social status and other variables of the study.

Although it is difficult to say as the investigation showed, whether respondents' achievement levels has anything to do in

their perceptions of modern norms, more research should be conducted in this area before taking any concrete step.

It should also be highly considered whether this absence of significant positive relationships were because of the respondents' confused mind which was created by the transition from traditional to modern norms of Indian society. If it is, counselling centres of the Universities should be strengthened to give students needed guidance; modern environments should also be created in the educational institutions to give the students a chance to know the correct behaviour and if there are clashes between the norms prevalent at homes and in the college, counsellors should come out to help the students to meet the situations at ease and comfort.

4.8.2 RELATIONSHIPS BETWEEN RESPONDENTS' ACADEMIC ACHIEVEMENT MOTIVATION AND OTHER VARIABLES OF THE INVESTIGATION ACCORDING TO RESPONDENTS' LEVELS OF ACHIEVEMENT

Table 57 displays the relationships between respondents' academic achievement motivation and attitudes towards Home Science education according to their achievement levels and category of colleges.

Table 57 elucidates highly significant positive relationships between academic achievement motivation and attitude towards philosophy of Home Science education, exhibited by the medium achievers of 'B' and 'C' category colleges.

TABLE 57

RELATIONSHIPS BETWEEN RESPONDENTS' ACADEMIC ACHIEVEMENT MOTIVATION AND ATTITUDES TOWARDS PHILOSOPHY, SCOPE, FUNCTION, TEACHER AND STUDENTS OF HOME SCIENCE EDUCATION ACCORDING TO THEIR ACHIEVEMENT LEVELS

Levels of Achievement	Relationships			
	Category of Colleges			
	A	B	C	D
	Attitudes towards philosophy of Home Science			
High achievers	0.039	- 0.042	0.107	- 0.208
Medium achievers	0.098	0.477 **	0.331 **	- 0.149
Low achievers	0.102	0.103	0.001	-
Under achievers	0.0	0.046	0.013	- 0.084
	Attitudes toward scope of Home Science			
High achievers	- 0.149	0.003	- 0.014	- 0.044
Medium achievers	0.048	0.071	0.137	0.262
Low achievers	0.141	0.057	- 0.368	-
Under achievers	0.0	0.140	- 0.022	- 0.587
	Attitudes toward function of Home Science			
High achievers	0.168	0.223	0.228	0.352
Medium achievers	0.296 **	0.429 **	0.173	- 0.089
Low achievers	0.351 **	0.153	0.359	-
Under achievers	0.0	0.296 *	- 0.081	0.114
	Attitudes toward Home Science Teachers			
Higher achievers	- 0.409 **	- 0.049	0.144	0.563
Medium achievers	0.042	0.242 **	0.174	0.106
Low achievers	0.209 *	0.086	0.120	-
Under achievers	0.0	0.356 **	0.038	0.406
	Attitudes toward Home Science students			
High achievers	0.119	0.134	0.137	- 0.091
Medium achievers	0.205 *	0.229 **	0.239 *	0.463 *
Low achievers	0.160	0.138	0.428	-
Under achievers	0.0	0.641 **	0.368 *	- 0.427

* significant at .05 level

** significant at .01 level

No significant relationships were exhibited by the respondents of any levels of achievement between academic achievement motivation and attitudes towards scope of Home Science education.

Highly significant positive relationships were exhibited by the medium achievers of 'A' and 'B' category colleges, low achievers of 'A' category colleges and under achievers of 'B' category colleges between the academic achievement motivation and attitudes towards function of Home Science education.

Between academic achievement motivation and attitude towards Home Science teachers, highly significant positive relationships were exhibited by the medium and under achievers of 'B' category colleges and low achievers of 'A' category colleges.

The medium achievers of colleges of all the categories and the under achievers of 'B' and 'C' category colleges exhibited significant positive relationships between academic achievement motivation and attitudes towards Home Science students.

The Table 57 also elucidates that it is the medium achievers of 'B' category colleges who exhibited highly significant positive relationships, followed by 'A' category colleges.

The Table 57 further elucidates that there is only one significant negative relationship which was exhibited by the high achievers of 'A' category colleges between academic achievement motivation and attitudes towards Home Science teachers.

As the picture in Table 57 is not very clear, nothing could be inferred with maximum certainty. One can only say that academic achievement motivation is not very significantly related to attitudes towards Home Science education of the respondents of different achievement levels. Although collectively respondents' exhibited highly significant positive relationships between academic achievement motivation and attitudes towards philosophy, function, teachers and students of Home Science.

Academic achievement motivation is considered an important factor for high achievement, though the respondents of the present investigation did not exhibit any relationship between academic achievement motivation and academic achievement. More researches could be conducted to find out whether academic achievement motivation is essential for high academic achievement.

Table 58 represents the correlation between academic achievement motivation and job aspirations of the respondents according to their achievement levels and category of colleges.

Table 58. Relationship between Academic achievement motivation and job aspiration of the respondents according to their levels of achievement

Levels of Achievement.	Relationships Category of Colleges			
	A	B	C	D
High achievers	0.257	0.066	0.160	- 0.014
Medium achievers	0.054	0.127	0.081	- 0.269
Low achievers	- 0.050	0.236 **	0.340	-
Under achievers	0.0	0.315 **	0.208	- 0.336

** significant at .01 level

From the Table 58 it is clear that only low and under-achievers of 'B' category colleges exhibited highly significant and positive relationships between academic achievement motivation and job aspirations.

Though collectively respondents showed highly significant positive relationship between academic achievement motivation and job aspirations, achievementwise relationships were alarming.

It was understood for the 'D' category college because its job aspiration was low (57.5%), compared to other colleges under the investigation as well as its mean academic achievement

motivation score was also one of the lowest.

As job aspiration is one of the instigating factors for high academic achievement motivation these two have high relationships. Therefore, students should be helped to be career minded. Vocational guidance, and counselling services of the universities should be strengthened. Students should be encouraged to use the facilities offered by the vocational guidance and counselling centres. Career magazines etc. should be made available to the students. Various job advertisements for Home Science graduates, pictures of successful career women, success stories etc. should be exhibited on the college bulletin boards to encourage students to develop the spirit of professionalism which will help them to develop high academic achievement motivation.

4.8.3 RELATIONSHIPS BETWEEN RESPONDENTS' ATTITUDES TOWARDS HOME SCIENCE EDUCATION AND JOB ASPIRATIONS ACCORDING TO RESPONDENTS' LEVELS OF ACHIEVEMENT

Table 59 displays the relationships between attitudes of the respondents towards Home Science education and job aspirations according to their level of achievement and category of colleges.

From the Table 59 it is clear that it was the low achievers who showed some relationship to respondents' attitudes towards Home Science education and job aspirations.

TABLE 59

RELATIONSHIPS BETWEEN RESPONDENTS' ATTITUDES TOWARDS PHILOSOPHY, SCOPE, FUNCTION, TEACHERS AND STUDENTS AND JOB ASPIRATIONS ACCORDING TO THEIR ACHIEVEMENT LEVELS

Achievement Levels	Relationships Category of Colleges			
	A	B	C	D
	Attitudes towards philosophy of Home Science			
High achievers	0.024	0.086	0.072	0.625
Medium achievers	0.035	0.028	0.093	0.132
Low achievers	- 0.174 *	0.033	0.661 **	-
Under achievers	0.0	0.104	0.022	- 0.229
	Attitudes towards scope of Home Science			
High achievers	- 0.168	0.014	0.0	0.076
Medium achievers	0.189	- 0.0	0.162	- 0.158
Low achievers	0.106	0.099	- 0.217	-
Under achievers	0.0	0.182	0.294	0.353
	Attitudes towards Functions of Home Science			
High achievers	0.382 *	0.069	0.092	- 0.110
Medium achievers	0.173	- 0.073	0.022	0.364
Low achievers	- 0.190	- 0.064	0.675 **	-
Under achievers	0.0	0.211	- 0.222	- 0.174
	Attitudes towards Home Science teachers			
High achievers	- 0.163	0.112	0.065	- 0.449
Medium achievers	0.141	- 0.161 *	0.223 *	0.228
Low achievers	- 0.093	- 0.118	0.207	-
Under achievers	0.0	0.200	0.081	- 0.393
	Attitudes towards Home Science students			
High achievers	- 0.086	0.134	0.095	0.409
Medium achievers	0.135	0.053	0.081	- 0.026
Low achievers	0.069	0.094 **	0.567 *	-
Under achievers	0.0	0.309	0.339	0.0

* significant at .05 level
** significant at .01 level

It was somewhat expected because collectively too, no significant relationships ~~were~~ existed between respondents' attitudes towards Home Science education and job aspirations except with their attitudes towards scope and Home science students. (Table 49).

Although collectively the respondents exhibited highly significant positive relationship between attitudes towards scope of Home Science education and job aspirations, according to their levels of achievement they did not show any. However, attitudes towards Home Science students and job aspirations of the respondents showed some significant relationship in their different achievement levels too, as they showed collectively.

One probable reason for this non-existence of relationship may be that the respondents were not fully aware of the scope and functions of the Home Science education and therefore, they were apprehensive to find a job with a Home Science degree.

The relationships to respondents' attitudes towards Home Science teachers whatsoever existed were mainly negative, therefore, it was not surprising that there was only one significant positive relationship between respondents' attitudes towards Home Science teachers and their job aspirations,

exhibited by the medium achievers of 'C' category colleges.

Probably, Home Scientists specially those who are connected with the institutions teaching Home Science, should give a proper thought to modify the philosophy and functions of Home Science education so that it could cope up with the demand of the present days' needs. The scope of Home Science seemed up-to-date as most of the variables showed highly significant positive relationships to respondents' attitudes towards scope of the Home Science education or exhibited mainly positive associations.

4.8.4 RELATIONSHIPS BETWEEN RESPONDENTS' JOB ASPIRATIONS AND ACADEMIC ACHIEVEMENT ACCORDING TO THEIR LEVELS OF ACHIEVEMENT

Table 60 represents the relationships between job aspirations and academic achievement motivation according to respondents' levels of achievement and category of colleges.

Table 60 shows that on the whole respondents of 'A' category colleges irrespective of their achievement levels exhibited significant positive relationship between job aspirations and academic achievement, though achievementwise there is no significant relationship. Underachievers of 'B' category colleges and low and underachievers of 'C' category colleges too exhibited significant positive relationships between job aspirations and academic achievement. Respondents of 'D' category college did not exhibit any relationships what so ever.

TABLE 60

RELATIONSHIPS BETWEEN RESPONDENTS' JOB ASPIRATIONS AND ACADEMIC ACHIEVEMENT ACCORDING TO THEIR LEVELS OF ACHIEVEMENT

Levels of Achievement	Relationships according to category of Colleges								Whole Population N=900
	A		B		C		D		
	Individual	Whole	Individual	Whole	Individual	Whole	Individual	Whole	
High achievers	0.086		0.189		0.096		0.409		
Medium achievers	0.135	0.115*	0.053	0.063	0.082	0.089	0.026	0.126	0.043
Low achievers	0.696		0.094		0.567 *		0.0		
Under achievers	0.0		0.309**		0.337 *		0.0		

* significant at .05 level

** significant at .01 level

The Table also reveal that in collegewise distribution (Table 38), Lady Irwin college, Delhi and Sophia Girls College, Ajmer, belonging to 'C' category colleges and college of Home Science, Jorhat, belonging to 'B' category colleges showed maximum aspirations for job. The colleges under 'A' category, that is, Faculty of Home Science, Baroda, and SVT College of Home Science, Bombay showed medium aspirations though Table 60 shows they exhibited significant positive relationship between job aspirations and academic achievement. One possible reason which peeped in investigator's mind was, that in 'A' category colleges the number of underachievers were very small (1.13%) compared to 'B' category (18.4%), 'C' category (22.27%), and D category (22.5%)1; which was over-ruled by the picture in Table 60 which showed that under achievers of 'B' and 'C' category colleges showed significant positive relationships. Therefore, it is certain that levels of achievement did not make any difference in respondents' relationships, as in this investigation everywhere in achievementwise distribution relationships were scanty and scattered. They did not show any definite trend.

The Table 60 further reveals that though relationships were not significant, all the associations between job aspirations and academic achievement exhibited by the colleges of all the categories and all the achievement levels were positive.

4.9 Potential Predictors and their Relative Contribution towards the Prediction of Academic Achievement

Previous descriptions and discussions made it clear that respondents' perceptions of modern norms governing education contributed maximum among all the variables towards the prediction of academic achievement. Now, the relevant questions are, which variable came next to the respondents' perceptions of modern norms governing education and how much it individually contributed, which variable contributed the least and which did not contribute at all.

The stepwise multiple regression analysis and correlation were computed to find out the combined effect of the independent variables on the prediction of academic achievement. This analysis also attempted to identify the relative contribution of each variable as well as the potential predictors and their relative contribution towards the respondents' academic achievement.

The Table 61 elucidates the criterion and potential predictors, multiple correlation coefficient value, multiple determination value (individual and combined), and value of 'F' test.

It is evident from Table 61 that the respondents' perceptions of modern norms governing education appeared most prominently as best potential predictor and next to it

TABLE 61

CONTRIBUTION OF POTENTIAL PREDICTORS ON CRITERION VARIABLE

Potential Predictors	Multiple Correlation Coefficient	Multiple Determinants		F Value
		Combined	Individual	
Modern norms of the respondents governing education	0.228	5.2	5.2	49.38
Academic achievement motivation	0.276	7.6	2.4	36.39
Traditional norms of the respondents governing social status	0.293	8.6	1.0	28.09
Modern norms of the respondents governing marriage	0.302	9.1	0.5	22.48
Attitudes towards the scope of Home Science education	0.311	9.7	0.6	19.10
Attitudes towards the function of Home Science education	0.318	10.1	0.4	16.72
Traditional norms of the respondents governing occupation	0.319	10.2	0.1	14.45
Traditional norms of the respondents governing marriage	0.320	10.25	0.05	12.74
Job aspirations	0.321	10.3	0.05	11.37
Traditional norms of the respondents governing education	0.322	10.4	0.1	10.27
Attitudes towards Home Science students	0.322	10.4	-	9.34
Modern norms of the respondents governing social status	0.322	10.4	-	8.56
Attitudes towards philosophy of Home Science education	0.322	10.4	-	7.89
Attitudes towards Home Science teachers	0.322	10.4	-	7.31
Modern norms of the respondents governing occupation	0.322	10.4	-	6.82
Traditional norms of the parents governing education	0.322	10.4	-	6.82

academic achievement motivation which appeared more potential than any other predictors; where as, it is not the case on the basis of multiple correlation. Probably, the academic achievement motivation might have given rise to some of the variables that have been found, on the basis of multiple correlation to be related to academic achievement.

It is also evident from Table 61 that parents' norms as perceived by the respondents had no functional contribution towards the prediction of academic achievement of the respondents.

The Table further revealed that respondents' perceptions of modern norms governing education contributed 5.2 percent towards the prediction of academic achievement of the respondents and all variables together (including respondents' perceptions of modern norms governing education), exhibited 10.37 percent contribution towafds the prediction of academic achievement of the respondents.

Most of the variables did not show any substantial contribution towards the prediction of respondents' academic achievements, therefore, there may be other factors which contribute towards academic achievement and which are beyond the scope of this investigation.

As the findings revealed that respondents' perceptions of modern norms governing education contributed the maximum to academic achievement, the students should be exposed to the environments where modern norms are more acceptable. Baureti-Fuchs's (1976), study revealed that high achieving male college student is a person who, is rather a conformist in his social values; accepts the rules of the society; but within this context he is nevertheless independent minded. A high achieving female student is expected to be successful academically and have a positive attitude towards social interaction. Our Indian female students can also be expected to be successful academically when they are exposed more to the environments where only modern norms prevail.

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

Although earlier findings of the present investigation showed significant positive relationships between parents' norms as perceived by the respondents and respondents' perception of their own norms, attitudes towards scope and students of Home Science education, job aspiration and academic achievement; they (respondents' perceptions of their parents' norms), did not

exhibit any functional contribution towards the prediction of respondents' academic achievements. It means that respondents' perceptions of their parents' norms may have some contribution towards their academic achievements but it added very little to the prediction. It is likely that respondents' perceptions of their parents' norms may measure one or more of the common factors that are covered by stronger predictors, in a redundant manner, that is respondents' perceptions of their parents' norms had some importance for respondents' academic achievement but some other variables have already taken care of that.