

ATTITUDE OF STUDENTS TOWARDS HOME  
SCIENCE DEGREE PROGRAMME AND  
THEIR ASPIRATIONS

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THEIR ASPIRATIONS

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in

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By  
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## CERTIFICATE

This is to certify that the thesis entitled "ATTITUDE OF STUDENTS TOWARDS HOME SCIENCE DEGREE PROGRAMME AND THEIR ASPIRATIONS" submitted by Miss JITUMONI NEOG, for the degree of MASTER OF HOME SCIENCE in EXTENSION AND COMMUNICATION MANAGEMENT to the University of Agricultural Sciences, Dharwad is a record of bonafide research work carried out by her during the period of her study in this university, under my guidance and supervision, and the thesis has not previously formed the basis for the award of any degree, diploma, associateship, fellowship or other similar titles.

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## 1. INTRODUCTION

Education is the process by which an individual grows, develops and becomes increasingly well adjusted in a changing society. Education provides experiences that enable a person from desirable habits, broaden mental vision and deepen understanding of his/her status in society and acquire skills to meet and solve problems encountered every day. Mastery of material environment in itself cannot bring happiness. Knowledge is only an instrument to achieve ideals.

The purpose of education is the full development of all aspects of the individual – physical, emotional, intellectual, aesthetic and spiritual. True education lifts us from the world of the material to a higher world of spiritual values. It gives us a philosophy, which will utilize the knowledge of physical, physiological and biological sciences and social sciences in the development of character. Education at all stages is important in the development of wholesome personality. Educations in different countries have defined the goals of education in terms of values, aspiration and living condition of the students.

In a developing country like India, the educational system becomes a powerful instrument of economic and social change for accelerating the process of transforming its traditional and agrarian ways and means of living into those of a modern and industrial society. After a period of about two decades of planning, India is still far from obtaining, for a large section of its people, the coveted fruits of economic and social equality and there is a growing feeling among concerned people that a large portion of its expanding and developing educational facilities continues to benefit the already privileged strata.

India's higher education system is the third largest in the world, next to the United States and China. The main governing body at the tertiary level is the University Grants Commission, which enforces its standards, advises the government, and helps coordinate between the centre and the state. Accreditation for higher learning is overseen by 12 autonomous institutions established by the University Grants Commission.

Indian higher education system has expanded at a fast pace by adding nearly 20,000 colleges and more than 8 million students in a decade from 2000-01 to 2010-11. As of 2011, India has 42 central universities, 275 state universities, 130 deemed universities, 90 private universities, 5 institutions established and functioning under the State Act, and 33 Institutes of National Importance. Other institutions include 33,000 colleges as Government Degree Colleges and Private Degree Colleges, including 1800 exclusive women's colleges, functioning under these universities and institutions as reported by the UGC in 2012. The emphasis in the tertiary level of education lies on science and technology. Indian educational institutions by 2004 consisted of a large number of technology institutes.

Unlike other subjects, Home Science is a practical science one applies in everyday life. As a practical subject it offers maximum opportunity to express one's ability to take up things and develop leadership qualities. Home Science education develops qualities needed for responsible citizenship. Home Science Education helps pupil to recognize the importance of food in healthy living, teaches how to prepare food by retaining its nutrients and the importance of balanced diet. It also enables one to sort out family problems and find out solutions for them. Home Science education helps one to start self employment and become a wage earner at younger age. The curriculum empowers to take intelligent decisions concerning the use of materials and resources. The student becomes efficient to nurture and take care of the young, to foster their healthy growth and development. Moreover one gains technical knowledge and information from various branches of Home Science for both personal and professional use.

## Evolution of the Discipline of Home Science

Home Science is a new area of science. Its history is short. During the British Rule between 1920 and 1940, the then rulers introduced Home Science in some schools and colleges. In the beginning Home Science was referred to as Domestic Science. The princely state of Baroda was one of the first states to introduce Home Science in Schools, in Maharani Girls High School. The subject remained in the school curriculum in several states. After getting independence in 1947, many changes were brought about in its curriculum. In the sixties and seventies, Home Science and related subjects were fused together at the school level. A stream was developed at the higher secondary level in Gujarat and some other states. Gradually Home Science became a popular subject in Delhi, Uttar Pradesh, Madhya Pradesh and some southern states. But courses were not offered at the college level at that time. Hence many institutions faced problems of providing further opportunities for students who completed Home Science at the secondary level.

In 1932 Home Science was started at the college level in Lady Irwin College at Delhi. From 1938 onwards Madras University offered Home Science at the degree level. Queen Mary's College and Women's Christian College at Madras started Home Science in 1942. In 1945 it turned into a University Department. By 1950 Baroda became a significant nucleus of Home Science education. There is a steady progress of Home Science education in India at the school and college levels. In 1920 only few students enrolled in Home Science. By 1980's many prestigious institutions in India offered B. Sc, M. Sc and Ph. D degrees in Home Science. At present thousands of post graduates and Ph. D degree holders are in prominent positions in prestigious institutions all over the country. Home Science has now been claimed to be one of the important subjects in the school curriculum because it offers the fundamental opportunities to develop their best for promoting society.

## Home Science under Agricultural Universities

The Agricultural Institute of Allahabad started a Home Science Diploma course in 1935. In the mid 1960's and 1970's Agricultural Universities were established in most of the states. Teaching of Home Science was recognized in most of the Agricultural Universities.

There are key differences between degree in Home Science under traditional universities and degree in Home Science under agricultural universities. Firstly, the Home Science degree under traditional universities can be pursued by the students who have completed 12<sup>th</sup> or equivalent in any stream where as under agricultural universities; they must have to complete 12<sup>th</sup> or equivalent in science subjects. Secondly, Home Science under traditional universities deals with only the study of management of resources efficiently but in case of agricultural universities, the study deals with the study of various scientific problems related to development of surrounding and environment and along with the upliftment of the status of rural farm women. Thirdly, the duration of the degree programme under traditional universities is of three years where as in terms of agricultural universities, it is of four years (8 semesters) in which three years is for course work and one year is for Experiential Learning, Rural Awareness Work Experience Programme (RAWEP) and in plant training programme. RAWEP is the special feature that expose students to field realities, groom students to work in rural environment, to work with NGO's, Mahila Mandals, Yuvak Mandals and similar organizations. Students organizes camps in villages and work in close collaboration with farm families. Experiential Learning helps in providing hands on training on the technology and developing intricate skills for entrepreneurship with self confidence. There are no such programmes in the traditional Home Science course.

Under agricultural universities, students are introduced in the beginning to the subjects of basic science and humanities (statistics, economics, computer science, biochemistry, sociology, psychology, spoken English and journalism) and agriculture and allied courses (agronomy, dairy and poultry, entomology, horticulture, marketing and human genetics). Thereafter, they study subjects of

Home Science, physical education, NSS/ NCC and educational tours are part of the degree programme. Students are evaluated with internal and external evaluation system.

Home Science education seeks all the qualities that are necessary for the development of any organized society. Home Science consists of five major areas:

#### Extension and Communication Management

Extension is an educational process intending to transfer the scientific knowledge to the community and to foster better quality living. On one hand, information from educational and research institutions is disseminated to the target population and on the other hand, the problems and suggestions fed back to the information or technology generation system. The subject aims at preparing students to acquire knowledge, skills and attitude to work with communities and in the field of mass communication.

#### Family Resource Management

The department offers academic programmes in the field of management of resources, entrepreneurship development, consumerism, ergonomics of housing and space management, interior designing, computer aided interior and landscape designing.

#### Food Science and Nutrition

Department of Food Science and Nutrition is one of the core department in the faculty of Home Science. It has a strong foot in research in the areas of food science and processing, value addition, fabrication of specialty foods, clinical and community nutrition, built in with extensive outreach activities, integrating teaching, research, extension and development for achieving academic excellence.

## Human Development and Family Studies

Human Development, a multidisciplinary developmental science is programmed to prepare professionals with an insight of facts of human growth and development across the life span - fetal to old age with a goal for improvement of quality of human life.

## Textile and Apparel Designing

Department of Textile and Apparel Designing disseminates quality knowledge to harbor the needs of the students, consumers, weavers, NGO's, entrepreneurs, researchers, academicians and fashion jobs with respect to innovative technology, production, distribution and consumption of textile products.

Nowadays, the aims and objectives of Home Science education have been changed to a greater extent. It is treated as the systematic arrangement for the use of human and non-human resources for deriving maximum satisfaction to bring about qualitative change in life. Further, the study of Home Science opens avenues for a number of vocations.

The primary aim of establishing Home Science colleges is to train and educate the students so that they could carry out various activities in scientific manner and thereby boost the production by using human resources. Similarly, these students are expected to be well equipped with knowledge required for employment in public and private sector. In this modern age, it is imperative to know the choice of career of students studying Home Science and to prepare them for a satisfied life, as Home Science education offers different job opportunities to plan and choose their career, to avoid frustration in their life.

Further, these colleges produce hundreds of graduates and postgraduates every year. These students have different socio-economic, psychological and cultural backgrounds. Also, they differ in their earlier educational setting like medium of instruction, system of education, place of education, peer circle, etc. With such varying backgrounds one cannot expect all



**a. Food Science and Nutrition**



**b. Extension and Communication Management**



**c. Human Development and Family Studies**



**d. Family Resource Management**



**e. Textiles and Apparel Designing**

**Plate 1. Students during their Experiential Learning Programme**

the students to have similar attitude and aspirations. It is essential to understand the various socio-economic characteristics of students, specific information and different aspirations existing among the students because it decides their future career.

At present, the youths are having different needs, aspirations, attitude, habits and values of life. The development of personal, social and economic aspects of the students is possible only when their needs, aspirations and attitude are recognized early and guided properly. The attitude of the students towards their course of study and their aspirations very much influences their career aspirations.

The 2011 census indicated that there are limited studies conducted with respect to attitude of students towards the course of their study and their aspirations. Hence an attempt was made in this study to know the attitude and aspirations of students, with the following objectives:

1. To study the socio-economic profile of the students studying Home Science.
2. To know the attitude of the students towards Home Science degree programme.
3. To identify the aspirations of the students.
4. To find out the factors affecting attitude and aspirations of students.

#### Scope of the study

In our country, students are the more resourceful and adventurous segment of the population. The census of India treats the people in the age group of 15 to 29 years of age as youth who are mainly students. They constitute millions and represent 22 percent of the Indian population. They are the most vital and concrete section of population. Today, students are growing up with more power and potential to create a new world than previous

generation. In the developing societies, youths mainly students have a major role to play in transforming their society (Lakshminarayana, 1985).

It is essential to understand the attitude of the students towards their course of study and various aspirations and variations in aspirations existing among the students of Home Science Colleges because it decides their future career and hence the study has been attempted with the prime objective to find out the aspiration preferences and attitudes existing among the undergraduate, post – graduate and PhD students of Rural Home Science College, UAS, Dharwad. A careful assessment of the aspirations of these students helps the administrators and policy makers in fine tuning the curriculum to suit the requirement of the students.

#### Limitations of the study

As the study was conducted by a student researcher who had limited time and other resources at her disposal, the study was confined to only Dharwad, Karnataka. Therefore, the findings of the present investigation are limited to the extent. In spite of these limitations, every effort was made by the researcher to keep this study as objective as possible. Hence, the findings of the study will have generalizations only to the students of College of Rural Home Science and not the Home Science colleges under traditional universities.

## 2. REVIEW OF LITERATURE

A conceptual framework of the study based on the ideas and concepts gathered from review of work of existing literature of both theoretical and empirical nature will facilitate planning the study in a comprehensive manner. It also helps to know the previous research work done in that area and acts as a torch before the new researcher.

The main purpose of the study is to critically analyze the attitude and aspirations of rural Home Science students. In this chapter, the review of previous studies conducted on attitude and aspirations have been chronologically arranged and are presented below under various headings in accordance with the objectives of the study.

### 2.1 Concept of Attitude

### 2.2 Concept of Aspiration

### 2.3 Attitude of students towards the course of their study

### 2.4 Measurement of Aspirations

### 2.5 Aspirations of the students

### 2.6 Relationship between attitude and aspirations with selected personal, socio-economic, psychological characteristics of the students

### 2.1 Concept of Attitude

The concept of attitude has been the most influential of all psychological constructs, although its nominal influence appears to have gone down drastically, particularly during the last decade or two. It is necessary to understand the meaning of this concept to appreciate its significance for the understanding of interpersonal, intergroup, and even international relations, especially in light of the gross exaggeration involved in the news of its demise (Abelson, 1972; Doob, 1947 and Wicker, 1969).

Bagardous (1931) said that “an attitude is a tendency to act towards or against something in the environment which becomes thereby a positive or negative value”.

Allport (1935) defined attitude as “a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related”.

Thurstone (1946) explained “attitude as the degree of positive or negative effect associated with some psychological object”.

Campbell (1963) told that “Attitude represents consistency in response to social objects”.

Triandis (1971) defined that “An attitude is an idea charged with emotion which predisposes a class of actions to a particular class of social situations”

## 2.2 Concept of Aspiration

There is a lot of confusion in the concepts like aspiration, expectation, etc. In order to make the concept of aspirations clear various definitions quoted by different scientists were studied (Haller, 1968).

Frank (1935) defined Aspiration as level of future performance in a familiar task, which an individual explicitly undertakes to reach.

Dempo (1944) said that “A person’s level of aspiration is an integral and important part of his self-picture, for it represents him not only as he is, but also as he would like to be”.

Preston (1944) defined level of aspirations as an individual conception of his future prospects and the expectations of future performance will be affected by desire to do well.

According to Lewin (1951) aspirations carries the implications of striving towards a goal level. He revealed that social norms play an important part in determining the level at which we aim and performance, which we are satisfied.

Atkinson and Birch (1966) in their book on Introduction to Motivation, refers to motivational factors as one of the important determinant of aspirations and further added that a person with motive of success have higher aspirations than the person with motive to avoid failure.

According to Haller (1968) aspirations usually refer to a person or a group of person's orientation towards a goal. Goals can vary in kind and are usually described with reference to a particular social status or status attributes like occupation, income, education, residence and so on.

Jyothi (2011) said aspirations give most of us the hope, the sense of positive and meaningful future. "What we aspire to become" is in fact a shaping and driving force for future. Aspirations give the purpose to one's life.

### 2.3 Attitude of students towards the course of their study

Singh and Shah (1980) from their comparative study on level of satisfaction of students regarding the educational systems with reference to evaluation and methods of teaching revealed that students of the traditional system reported more reasons for dissatisfaction and less reason for satisfaction where as students from modern system reported more reasons for being satisfied than the reasons for being dissatisfied.

Enugula and Shah (1981) conducted a study on opinions of M. Sc. students of Home Science on research related courses, procedures and importance of research in Home Science. They found out that student's felt the importance of the pre-requisite of research, statistics and research methods courses. They had favourable opinions of what was taught and felt that the courses were useful for their research.

Borkakoty and Shah (1982) carried out a study on opinions of the Home Science college students regarding Home Science education in Assam and found that there were statistical differences in the opinions of the respondents according to the level of urbanization. The higher the level of urbanization the more favourable opinions regarding Home Science education.

Shankar *et al.* (2007) from their study on attitude towards medical humanities of basic science students in a medical college in western Nepal observed that a large number of students were in favour of study modules in medical humanities.

Machina and Gokhale (2009) from their study on maintaining positive attitude towards science and technology in first year undergraduate students highlighted that all the significant gain scores were negative; that is, all significant attitude changes were in the negative direction. However, all of the significant negative changes were found in female students, with no measure change in male students.

Gowda *et al.* (2012) conducted a study on attitude of agricultural students towards agricultural education and their perceived organizational climate. They revealed that the students are having a positive attitude towards teachers, curriculum and literature available in the library. They also observed that joining to these degree programme is boon to the students and it may be due to the fact that agricultural programme expose the students to wide range of subjects.

Nallapan and Bharani (2012) conducted a study on perceptions of Medical students about community medicine as a subject in medical course in a south Indian Medical College and found out that students have negative perceptions towards community medicine. There was a significant difference in opinions between male and female students.

#### 2.4 Measurement of Aspirations

Haller and Swell (1957) judged occupational aspirations through the answers to the questions asked regarding the intended occupations.

In their study, Russel and Charles (1959) asked the question that “In What occupation do you think that you will most likely to be working 10 years from now?” and obtained the information on occupational aspirations.

Kuvlesky and Bealer (1967) measured occupational aspirations by asking "What occupation would you like to follow?" Three choices, "first choice", "second choice" and "third choice", were offered to the respondents. Only the first choice was considered as occupational aspiration.

Information on occupational aspirations was obtained by Windham (1970) by asking "If you were completely free to choose any job, what would you most desire as a lifetime of work". The response to this question was classified into different levels of aspirations.

Krishna and Ansari (1973) measured occupational aspirations by asking the youth to select three occupations by assigning a rank of "1" to the most preferred occupation, a rank of "2" to the second and rank of "3" to the third preferred occupation.

Pandey (1974) measured occupational aspirations by asking the youths to indicate their three choices against the different occupations under study.

Response preferential technique was used by Sagane (1979) to measure the occupational aspirations of rural youth. Each respondent was asked to indicate three occupations in the order of preferences. Score of 3, 2, 1 were given for the first, second and third preferences respectively.

Doddahanumiah (1990) measured enterprise aspirations of students of agriculture by asking to indicate the preferences against the selected enterprises. Score of 3, 2, and 1 were given to the first three preferences respectively.

Santhamani (1990) studied aspirations in terms of nature of aspirations. The respondents were asked to express their aspirations through open-ended questions and percentage analysis was used to find out the major aspirations.

## 2.5 Aspirations of the students

### 2.5.1. Educational Aspirations

Shah *et al.* (1971) studied about social class and educational aspirations in Indian metropolis. The study revealed that majority of the students (93.90 %) aspire to obtain some kind of post-high school education followed by 4.6 percent of the students do not aspire to obtain any post-high school education and only 1.5 percent of the school students have not responded to the question concerning their educational aspirations.

Rexlin and Seetharaman (1995) in their study on aspirations of undergraduate students of Horticulture observed that nearly two-third of the respondents aspired for higher studies followed by getting government jobs (42.31 %). Less than 30 percent of them aspired for getting employment in private firms (28.85 %) and entering Indian Administrative service (23.05 %).

### 2.5.3. Occupational Aspirations

Suryavanshi and Wattamwar (2003) observed that majority of the post graduate students studying agriculture preferred for administrative position in government departments followed by agriculture departments and agricultural universities.

Plata and Pirtle (2005) concluded that Hispanic female's level of aspiration peaked at ninth grade. The significant increase in occupational aspirations between eight and ninth grade may have been a by-product of perceived prestige of being enrolled in high school.

Patton and Creed (2007) found that adolescents generally aspired to and expected to work within a small range of occupational categories i.e. investigative, social, realistic and especially rejected conventional and enterprising careers as aspirations and expectations.

Patil *et al.* (2009) conducted a study on attitude and aspirations of agricultural post graduate students about agri-entrepreneurship and revealed that the agricultural post graduate students had low to moderate aspirations about agri-entrepreneurship in spite of expression of favorable attitude by them.

Rahim and Nataraju (2009) conducted a study on occupational aspiration preferences of students studying at Agricultural College, GKVK, Mandya and Shimoga of UAS, Bangalore. The results of the study revealed that the top preferred occupation was academic position in agricultural University.

Watson *et al.* (2010) found that the majority of aspirations were for social type occupations followed by investigative type occupations, with boys aspiring more to investigative and girls more to social type occupations. The same study reported that more than 80 percent of the total sample aspired to high status occupations.

Khole and Kadam (2011) carried out a research on aspirations of post graduating girl students in state agricultural university and highlighted that significant percentage i.e. forty four percent of the respondents aspired to become well known administrator followed by scientist and entrepreneur.

Jyothi (2011) in her research study on Aspirations of out-going B. Sc. (Ag) students of Agricultural college, Naira, observed that girls aspired mainly to work in the university as a scientist (34.30%) followed by state department of agriculture (28.10 %) where as in case of boys, majority of them aspired to work in state department of agriculture (40 %) followed by multinational companies (24.00 %).

Paul (2012) carried out a study on occupational aspiration of youth in colleges: A sociological analysis of present and future position of youth and found that students have concrete idea about their future job that they want to take up. A large portion of college students from traditional courses want to become a school teacher.

## 2.6 Relationship between aspirations and personal, socio-economic and psychological characteristics of the students

### 2.6.1 Age

Rao (1964) reported that there was significant association between the age and occupational aspirations students studying at of the school going rural students. Similar findings were reported by Joshi (1979) and Ray (1979). But Lakshmanan *et al.* (1975) observed from their study that there was no association between age and occupational aspirations of non school going rural youths. Similar findings were reported by Nagarajaiah (1978).

Rahim and Nataraju (2009) in their study on factors influencing occupational aspirations of students studying at UAS, Bangalore observed that age had non-significant association with the aspiration level.

### 2.6.2 Gender

Rahim and Nataraju (2009) in their study on factors influencing occupational aspirations of UAS, Bangalore observed that gender had non-significant association with the aspiration level.

### 2.6.3 Caste

Windham (1970) observed that high school students belonging to Christian religion had higher occupational aspirations.

Roy *et al.* (1978) in their study on high school students found that enterprise was preferred by the upper caste (24%), backward caste (22%), most backward caste (20%) and schedule caste (28%). Factory work was preferred by the upper caste (20%), backward caste (18%), most backward caste (8%) and schedule caste (12%).

#### 2.6.4 Father's Education

Wilson and Wilson (1992) identified that one of the variables that influence student's occupational goals include the level of father's level of education. Similar finding was reported by Crockett and Bingham (2000).

Rahim and Nataraju (2009) in their study on factors influencing occupational aspirations of students studying at UAS, Bangalore observed that education level of father had significant association with the aspiration level.

#### 2.6.5 Mother's Education

Mickelson and Velasco (1998) found that mother's education level was the most influential factor in choosing their daughter's occupational aspirations.

Muthukrishna and Sokoya (2008) in their research study on gender differences amongst school children in Durban, KwaZulu-Natal, South Africa observed that educated mother's acts as the most influential person among children in concerning their career choice.

In their study on career choice among a sample of South African students, Bojuwoye and Mbanjwa (2006) reported that their parents had a significant influence on their career decisions but educated mothers were more influential. This implies that mothers play a major role in career choice of their children.

Rahim and Nataraju (2009) in their study on factors influencing occupational aspirations of students studying at UAS, Bangalore observed that education level of mother had significant association with the aspiration level.

#### 2.6.6 Occupation of Father

Paul (2012) carried out a study on occupational aspiration of youth in colleges: A sociological analysis of recent and future position of youth in Siliguri city. She found that 16.8 percent youths admitted that they are highly motivated by their parent's occupation or their wishes to opt for the job.

Trice (1991), Blau (1992) and Conroy (1997) found that the father's occupational status is highly correlated with their son's occupation.

#### 2.6.7 Occupation of Mother

Wims (1994) carried out a study on the educational and occupational aspirations and expectations of seniors in four rural, predominantly Black Southwest Georgia secondary schools and observed that students wanted to discuss career planning primarily with their mothers and aspire to be as their mother.

In their study of 70 young adults, Mickelson and Velasco (1998) found that daughter's occupational aspirations were often similar to their mother's chosen professions.

Hairston (2000) in his study revealed that mother's are cited as particularly influential because they provide support that eases children's apprehensions about careers.

Mugenda *et al.* (2010) found that majority of the respondents 65 (75.8%) affirmed that girls occupational choice were more influenced by their mothers and older sisters than their fathers and older brothers.

#### 2.6.8 Type of Family

Kniveton (2004) highlighted that the family provides information and guidance directly or indirectly and influences young people's career choice.

In his study, Salami (2006) found that family involvement as one the most significant predictor of career choice in gender-dominated occupations.

Lakshmi *et al.* (2009) inferred that there was no significant relationship between type of family and career preferences of undergraduate agricultural students.

Shumba and Naong (2012) conducted a study on factors influencing student's career choice and aspirations in South Africa and observed that type of family (30.83 %) is a significant factor in determining children's career choice.

#### 2.6.9 Size of the Family

Schulenberg *et al.* (1984) revealed that family size also appears to influence adolescent career aspirations because parents with large families tend to have less money to aid the older children in attending college, while younger children may receive more financial assistance since the financial strain is less once the older children leave home. But Boatwright *et al.* (1992) found that this variable is insignificant in influencing aspirations.

#### 2.6.10 Background of the Family

Suryawanshi and Wattamwar (2003) conducted a study on job aspirations of the post graduate students of College of Agriculture, Parbhani. The results of the study revealed that family background could not show any relationship with their job aspirations. Similar findings were observed by Iswalkar (2001), Shigwan (2002) and Takalkar (2003).

Lakshmi *et al.* (2009) identified that there was positive and significant relationship between rural urban background and career preferences of undergraduate agricultural students.

#### 2.6.11 Family Income

In his study, Ngesi (2003) found that poor financial base of students from disadvantaged communities deter choices of appropriate educational programmes and careers. Such students tend to avoid careers which appear to them as require long period of training and their finance cannot support. Similar results were reported by Mau and Bikos (2000).

Rahim and Nataraju (2009) in their study on factors influencing occupational aspirations of students studying at UAS, Bangalore observed that family income had no significant association with the aspiration level.

Jyothi (2011) in her study on effect of previous education and selected parental variables on aspirations of out-going B. Sc. (Agri) students revealed that parental annual income had significant correlation with the level of social aspiration. The students with well off parental financial backgrounds, aspired to serve the society to the extent possible than compared to the students with low parental financial backgrounds.

#### 2.6.12 Ordinal Position

Rahim and Nataraju (2009) in their study on factors influencing occupational aspirations of students studying at UAS, Bangalore observed that ordinal position had no significant association with the aspiration level.

Kisilu *et al.* (2012) conducted a study on factors influencing occupational aspirations among girls in secondary schools in Nairobi region – Kenya. The findings indicated that family members especially the older siblings affect the occupational and career choice.

#### 2.6.13 Place of education

Kibera (1993) found that better equipped and staffed schools produce students with higher educational and occupational aspirations

Rahim and Nataraju (2009) from their study on factors influencing occupational aspirations of students studying at UAS, Bangalore observed that place of education had no significant association with the aspiration level.

Jyothi (2011) found that previous education showed significant positive correlation with educational aspirations, cadre aspirations of job and economic aspirations.

Mudhovozi and Chireshe (2012) in their study on socio-demographic factors influencing career decision-making among undergraduate psychology students in South Africa found that the participants who attended rural-situated public schools made delayed career decisions.

#### 2.6.14 Academic performance

Marini and Greenberger (1997) reported that academic performance had greater effect on occupational aspiration of the students of Pennsylvania.

Suryawanshi and Wattamwar (2003) conducted a study on job aspirations of the post graduate students of College of Agriculture, Parbhani. The results of the study revealed that academic performance have significant relationship with their job aspirations.

Lakshmi *et al.* (2009) identified that there was positive and significant relationship between OGPA and career preferences of undergraduate agricultural students.

Rahim and Nataraju (2009) in their study on factors influencing occupational aspirations of students studying at UAS, Bangalore observed that academic performance had significant association with the aspiration level.

#### 2.6.15 Mass Media Exposure

Suryawanshi and Wattamwar (2003) conducted a study on job aspirations of the post graduate students of College of Agriculture, Parbhani. The results of the study revealed that mass media exposure could not show any relationship with their job aspirations.

Lakshmi *et al.* (2009) identified that there was positive and significant relationship between mass media exposure and career preferences of undergraduate agricultural students.

#### 2.6.16 Socio Economic Status

Kisilu *et al.* (2012) asked with the statement “whether their family’s economic status played any role in occupational choice”. They found that 20 respondents strongly disagreed; 48 disagreed; 17 agreed while 12 strongly agreed with the statement that their families financial status did influence their future goals and aspirations. The findings agree with that of Arasa (1995) and Aswani (1992).

### **3. MATERIAL AND METHODS**

Research methodology is a way to systematically solve the research problem. In this chapter, it is attempted to critically evaluate and explain the various methods and procedures followed in the present study in order to enable the researcher to answer the research problems in question. A detailed description of the methods and procedures followed in carrying out the research is furnished under the following headings:

#### 3.1 Research Design

#### 3.2 Locale of the study

#### 3.3 Selection of the respondents

#### 3.4 Instrument for data collection

#### 3.5 Selection of variables

#### 3.6 Operationalization and measurement of variables

#### 3.7 Statistical tools used in the study

#### 3.1 Research Design

The ex-post facto research design was adopted in order to study the attitude of students towards Home Science degree programme and their aspirations. The ex-post facto research design is applied to study the varying influence of identical factors; the influence either on cause-effect or effect-cause relation. In other words, it is used to study the effects of independent variables on the dependent variable.

#### 3.2 Locale of the study

The study was conducted at College of Rural Home Science, Dharwad under the University of Agricultural Sciences, Dharwad, Karnataka. The College was established during the year 1974-75. The present four years degree programme has three years of core courses and one year of specialization and experiential learning



Fig. 1. Locale of the study

with strong base for enterprise building. The curriculum is value added for skill and capacity building of the students. Hence, it is imperative that the Home Science programme has enhanced visibility, skill and potentiality for graduates for self employment and to serve in industries along with paid jobs without gender discrimination.

### 3.3 Selection of Respondents

The study was carried out among the entire population of students studying Home Science. There are totally 411 students enrolled in undergraduate, post – graduate and Ph. D programme during the academic year 2014-15. Out of 411 students, the data were collected from 407 students (Fig.2) as the remaining four students viz., two students from UG, one from PG and one from Ph. D. were out of the headquarter for one or the other reason.

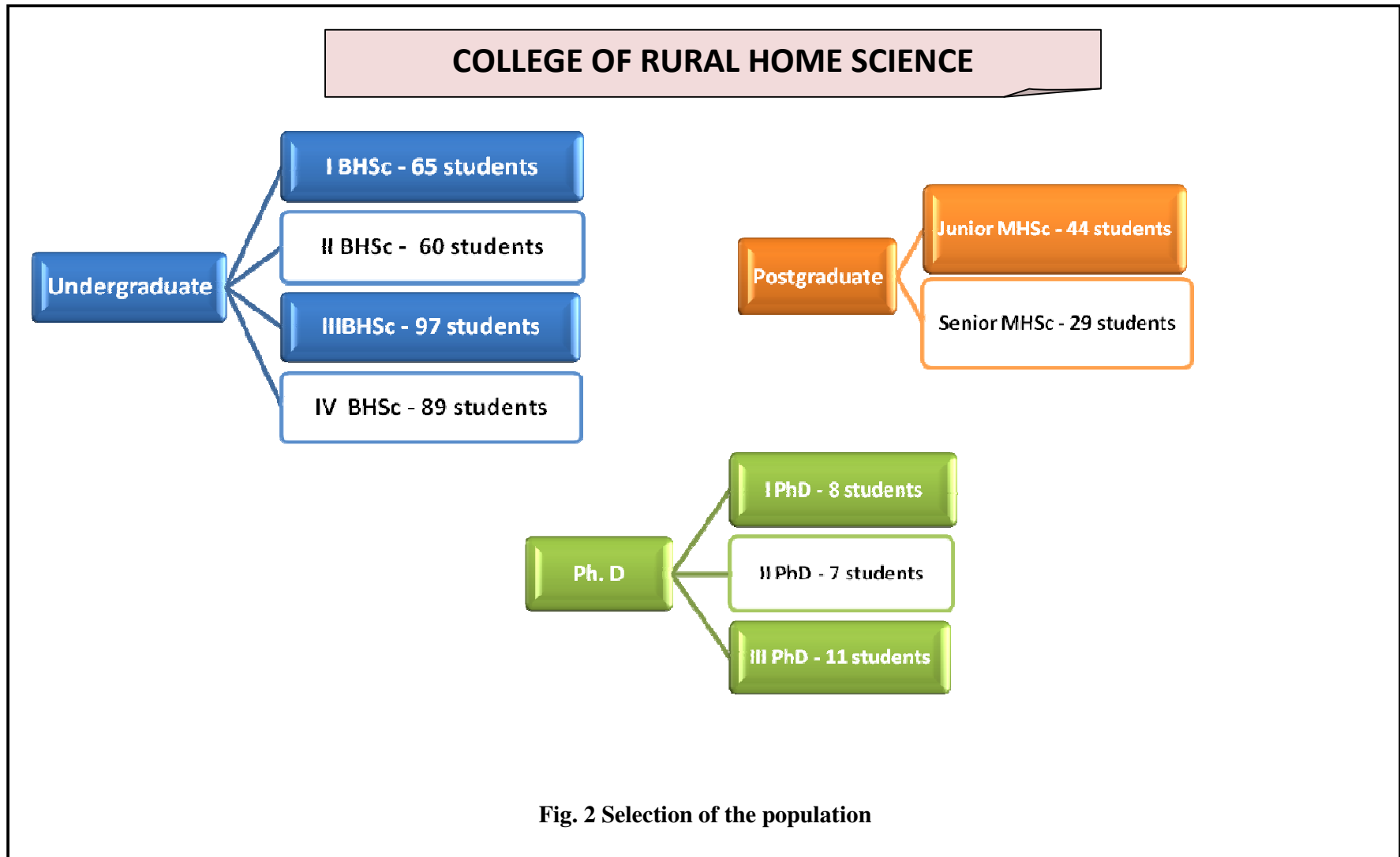
### 3.4 Instrument for Data Collection

Keeping in view the objectives and the variables under study, a questionnaire was prepared to collect the personal and specific information of the respondents.

The questionnaire consists of questions in order to know the personal and specific information of the students and to study the socio – economic status a scale developed by Aggarwal *et al.* (2005) was used. To know the attitude of the respondents towards Home Science degree programme, scale developed by the researcher was used. Likewise, to identify the different aspirations of the respondents, the areas covered were educational, social, occupational and economic aspirations. The questionnaire was framed in the “Multiple Choice” and preference type format.

### 3.5 Selection of variables for the study

A variable is a logical set of attributes in research. A variable means some characteristics of each member of the unit to be studied such as income, age, education, etc. According to Galtung (2002), “A variable can be regarded as some kind of yardstick that gives us a basis for the evaluation of the single unit of analysis like dimension of education, task orientation etc”. He further defines that “a variable is a set of values that turn a classification”. A value is anything which can be predicted of



a unit. Keeping in view objectives of the study and based on the review of previous studies related to attitude of the students towards the course of their study and aspirations of the students and the suggestions offered by the Social Scientists, two dependent and fifteen independent variables were selected for the study.

1. Attitude

2. Aspiration

**Dependent Variables**

1. Age

2. Gender

3. Caste

4. Father's Education

5. Mother's Education

6. Occupation of the Father

7. Occupation of the Mother

8. Type of Family

9. Size of Family

10. Background of the Family

11. Family Income

12. Ordinal Position

13. Place of Education

14. Academic Performance

15. Mass Media Exposure

**Independent Variables**

## 3.6 Operationalization and measurement of variables

Sl. No.	Variables	Empirical Measurements
	Dependent variable	
1.	Attitude	Scale developed by the researcher
2.	Aspiration -Educational Aspiration -Social Aspiration -Occupational Aspiration - Economic Aspiration	Teacher made test by the researcher Procedure followed by Khole and Kadam (2012) Procedure followed by Rahim and Nataraju (2009) Procedure followed by Jyothi (2011)
	Independent variable	
1.	Age	Procedure followed by Rahim and Nataraju (2009)
2.	Gender	Procedure followed by Pujar (2006)
3.	Caste	Procedure followed by Aggarwal (2005)
4.	Father's Education	Procedure followed by Aggarwal (2005)
5.	Mother's Education	Procedure followed by Aggarwal (2005)
6.	Occupation of the father	Procedure followed by Aggarwal (2005)
7.	Occupation of the mother	Procedure followed by Aggarwal (2005)
8.	Type of family	Procedure followed by Kala (2001) and Pooja (2009)
9.	Size of family	Procedure followed by Suryawanshi and Wattamwar (2003)
10.	Background of the family	Procedure followed by Aggarwal (2005)
11.	Family income	Procedure followed by Aggarwal (2005)
12.	Ordinal position	Procedure followed by Rahim and Nataraju (2009)
13.	Place of education	Procedure followed by Rahim and Nataraju (2009)
14.	Academic performance	Based on 10 point scale
15.	Mass media exposure	Procedure followed by Kumar (2000) and Kausadikar (2008)

### 3.6.1 Methods used for measurement of dependent variables

#### 1. Attitude

Thurstone (1946) defined attitude as the degree of positive or negative effect associated with some psychological objects like symbol, phrase, slogan, person, institution and idea towards which people can differ in varying degrees. From the point of view of psychology, it is the preparedness of people to respond in certain way towards a social object or phenomenon.

Construction of scale in order to measure the attitude of the students towards Home Science degree programme

The attitude towards the psychological object may be formed by the interrelation of cognition, feeling and action tendencies about the object. The feeling component refers to the emotions i. e., likes or dislikes, pleasing or displeasing, etc. which gives attitude a motivating character or action tendencies. These three components of the attitude are however consistently related to each other i.e., more favourable in belief, more likes for the object and then more intense is the action tendency in its favour.

Attitude in the present study was operationally defined as the degree of positive or negative feeling of the students towards Home Science degree programme.

Steps in development of the instrument:

i) Selection of type of attitude scale:

The attitude scale was developed using the Likert's method of summated ratings procedure.

ii) Collection of attitude stimuli:

A set of statements broadly covering the areas of Home Science education were collected from the available literature and through interaction with the psychologists, statistician, home scientists staff, Home Science graduates and postgraduates who are employed in the University of Agricultural sciences, Dharwad.

A tentative list of 26 statements consisting of eighteen positive and eight negative statements was made. Based on the response of the 50 judges, validity of the scale was calculated.

Validity of the scale:

The validity of the test depends upon the fidelity with which it measures what is expected to measure. Validity of a measuring instrument is defined as the property of a measure that allows the researcher to say that the instrument measures what he says it measures.

#### *The Content Validity of the attitude scale*

When a test is constructed so that its content measures what the whole test claims to measure, the test is said to have content or curricular validity. Also the content, logical, construct and concurrent validity of the scale was ensured through jury validation and proper selection the statements to cover the whole universe of the content with the help of literature.

iii) Administration of the scale:

Based on the expert's suggestions, the statements were edited and some new were added. A total of 18 statements consisting of twelve positive statements and six negative statements were administered to the passed out students of Home Science degree programme under the College of Rural Home Science, UAS, Dharwad. The respondents were asked to indicate their degree of favourableness or unfavourableness with each item on five point a continuum as strongly agree (SA), agree (A), undecided (UD), disagree(DA) and strongly disagree (SDA).

Reliability of the scale

Reliability is the accuracy or precision of measuring instrument. To know the reliability of the scale, split - half method was used.

### *The split – half method*

The eighteen statements in the scale were divided into equal halves by putting the odd numbered items on one side and even numbered items on the other side. Both halves were considered as separate schedule with 9 statements each. Each set of half part of a schedule was administered on the group of 30 respondents each. To find out the agreement between two sets of statements of the schedule, correlation coefficient was calculated and put to spearman Brown prophecy formula as given here:

$$r_{11} = \frac{2(r_{oe})}{1 + r_{oe}}$$

Where  $r_{oe}$  is the coefficient of reliability of the two half test i.e., odd and even. Reliability coefficient (r) for attitude scale was found to be 0.78 indicating that the attitude scale has precision, accuracy and can be used for measurement.

The scale thus met the reliability and validity test satisfactorily and indicating that the attitude scale has precision, accuracy and can be used as a standardized instrument for measuring attitude of the students towards Home Science degree programme.

#### iv) Scoring procedure:

Scoring was given for positive statements as 5, 4, 3, 2 and 1 and for negative statements as 1, 2, 3, 4 and 5 respectively. The total individual scores of each respondent for 18 statements were computed by summing up their score for all statements.

#### v) Final format of the scale:

The selected eighteen statements, out of which twelve statements were the indicators of favourable attitude towards the Home Science degree programme and remaining six statements were indicating unfavourable attitude. These statements are then arranged in random order with one negative statement after every two positive statements and presented to subject with instructions to indicate those that they are willing to accept or agree with and those that they reject or disagree with.

## Final attitude scale

The individual score of the respondents was obtained by summing up the responses of all the items. Based on the total score, the respondents were grouped into three categories by using mean and standard deviation as measure of check.

Category	Range
Less favourable attitude	Less than (mean – 0.425 SD)
Favourable attitude	Between (mean $\pm$ 0.425 SD)
More favourable attitude	More than (mean + 0.425 SD)

## 2. Aspiration

### a) Educational Aspiration

Educational aspiration was operationalized in this study as choice made by the students for further studies.

Category	Score
Job	1
Education	2

Preference of undergraduate students for further study was scored as follows.

Category	Score
MHSc, Agri- enterprise management, Master degree in other courses like fashion designing, mass communication, Counseling, public health, interior designing, animation, etc. Masters of Enterprise Administration ( MBA)	3
PG diploma courses from any National Institute or other universities	2
Others like short term courses	1

Preference of post - graduate students for course of study

Category	Score
PG – diploma	1
Ph. D	2

Preference of Ph. D students for course of study

Category	Score
PG – diploma	1
Post – Doc	2

Choice of university for pursuing further studies was scored as follows.

Category	Score
UAS, Dharwad	1
Any other university in India	2
Any other university abroad	3

#### b) Social Aspiration

Social aspiration was operationalized in this study as choice made by the students out of a set of six statements. The social aspiration refers to doing good and being recognized by the society. The statements are arranged in the increasing order of the aspiration level and thus the scoring is given in the increasing order as given below.

Category	Score
To develop own self	1
To support parents	2
To develop farmers and farm women	3
To develop community	4
To get social recognition	5
To develop nation	6

### c) Occupational Aspiration

According to Kuvlesky and Bealer “Occupational Aspiration refers to a person’s desire for ultimate status attainment”. Occupational aspiration was operationalized in this study as choice made by the students out of a set of recognized occupational opportunities available to Home Science students as their first, second and third preference. The occupations were arranged in the order of increase of the amount of salary earned and the scoring was given in the same order.

Category	Score
Own enterprise	1
Job in voluntary organization	2
Job in panchayat institutions	3
Job in private company	4
School or college teacher	5
Job in cooperative societies	6
Job in private bank	7
Job in nationalized bank	8
Job in Corporate sector	9
Job central government	10
Enter into politics	11
Administrative job in govt. department	12
Agricultural university scientist	13
Job in ICAR	14
Join civil service	15

The Home Science students have low, medium or high level of aspiration. The individual score of the respondents was obtained by summing up the responses of all the items. Based on the total score, the respondents were grouped into three categories by using mean and standard deviation as measure of check.

Category	Range
Low	Less than (mean – 0.425 SD)
Medium	Between (mean $\pm$ 0.425 SD)
High	More than (mean + 0.425 SD)

#### d) Economic Aspiration

Economic aspiration was operationalized in this study as choice made by the students about the amount of salary expected per month by them after completing their education. As the aspiration level increases the score given also increases as given below.

Category	Score
Rs. 5,000 – 10,000/-	1
Rs. 10,001 – 20,000/-	2
Rs. 20,001 – 30,000/-	3
Rs. 30,001 – 40,000/-	4
Rs. 40,001 – 50,000/-	5
Rs. 50,001 – 1 lakh	6
Above 1 lakh	7

#### 3.6.2 Methods used for measurement of independent variables

##### 1. Age:

It refers to the chronological age of the respondents in completed years. The respondents were further categorized into three groups as the procedure followed by Rahim and Nataraju (2009).

Category	Score
Less than 22 years	1
22 – 23 years	2
Above 23 years	3

## 2. Gender:

According to the gender, the respondents were classified as boys and girls according to the procedure followed by Pujar (2006).

Category	Code
Boy	1
Girl	2

## 3. Ordinal Position:

On the basis of the birth order of the children, they were grouped into three categories as classified by Pujar (2006).

Category	Score
First born	1
Middle born	2
Last born	3

## 4. Type of Family:

Family type refers to two – way classification on family as nuclear and joint. The basic grouping of mates and their children is called nuclear family and collection of more than one nuclear family on the basis of close blood ties and common residence is called joint family. Extended family consists of more than the nuclear family, that includes one or other relatives, but not more than one couple. Scores of one, two and three were given respectively for nuclear, joint and extended family. The procedure was followed by Chandrakala (2001) and Pooja (2009).

Category	Score
Nuclear family	1
Joint family	2
Extended family	3

#### 5. Size of the family:

The family size of the respondents was grouped into three categories on the basis of the number of members living together in their family. The procedure adopted by Kenchangoudra (2007) was used to measure the family size of the respondents.

Category	Score
Small (1 – 4 members)	1
Medium (5 – 7 members)	2
Large (more than 7 members)	3

#### 6. Place of Education:

It was quantified by considering the extent of formal schooling i.e., primary, middle, high schooling and PUC (pre-university certificate) and intermediate completed by the respondents and were grouped in three categories by following the procedure as adopted by Rahim and Nataraju (2009). Thus the place of education of the respondents was grouped into the following categories with the corresponding values. Categorization was done by using frequency and percentage.

Category	Code
Rural	1
Semi - urban	2
Urban	3

#### 7. Academic Performance:

The grades received by the respondents in 10<sup>th</sup>, PUC and present semester examinations were categorized on ten point scale and scored as follows:

Category	Score
< 5.00	1
5.01 – 5.50	2
5.51 – 6.00	3
6.01 – 6.50	4
6.51 – 7.00	5
7.01 – 7.50	6
7.51 – 8.00	7
8.01 – 8.50	8
8.51 – 9.00	9
>9.00	10

#### 8. Mass Media Utilization:

This refers to the exposure of the respondents to various mass media communication related activities such as listening to radio, viewing television, reading printed materials such as newspapers, magazines, journals and using mobile phones and internet. Detailed information about the mass media exposure of the respondents was obtained with respect to listening, viewing and reading habit of the respondents. The respondents were asked whether they were exposed to any mass media and responses were obtained in the form of yes or no and scored as below.

Category	Score
Yes	2
No	1

The quantification of mass media utilization as a source of information was done and presented in frequencies and percentages.

Category	Score
Regularly	3
Occasionally	2
Never	1

The mean and standard deviation were worked out and the respondents were grouped into three categories as per the procedure followed by Kumar (2000) is given below:

Category	Score
Low	Less than (mean - 0.425 SD)
Medium	Between than (mean $\pm$ 0.425 SD)
High	More than (mean + 0.425 SD)

### 3.6.2 Socio- economic status scale by Aggarwal *et al.* (2005)

Socio- economic status of the family was assessed by using socio- economic scale developed by Aggarwal *et al.* (2005). The scale consists of twenty two statements which assess education, occupation, monthly per capita income from all sources, family possessions, number of children, number of earning members in the family, education of children, domestic servants in home and possession of agricultural and non-agricultural land along with animals and social status of the family (appendix I).

#### a) Education of parents (Father and Mother):

Education of parents (Father and Mother) was categorized into eight categories based on the method prescribed by Aggarwal *et al.* (2005) scale as follows:

Category	Score
Professional qualification with technical degree or diploma e.g. Doctor, engineer, CA, MBA, etc.	7
Post graduation (non – technical including Ph. D)	6
Graduation	5
10 <sup>th</sup> class pass but < Graduation	4
Primary pass but < 10 <sup>th</sup>	3
< Primary but attended school for at least 1 year	2
Just literate but no schooling	1
Illiterate	0

**b) Occupation of parents (father and mother):**

Occupation of parents (father and mother) was classified on the basis of the method prescribed by Aggarwal *et al.* (2005) as follows and was scored accordingly.

Category	Score
Service in central/ state/ public undertaking or owner of a company employing >20 persons or self employed professional viz. Doctor, Engineer, CA, etc.	5
Service in private sector or independent enterprise employing 2-20 persons	4
Service at shops, home, transport, own cultivation of land	3
Self employed e.g shops, petty enterprise with income > 5000	2
Self employed with income < 5000 (labourer, housewife)	1
None of the family member is employed	0

**c) Family income:**

Family income was classified on the basis of the method given by Aggarwal *et al.* (2005) scale as follows:

Category	Score
> 50,000	7
20,000-49,999	6
10,000-19,999	5
5,000-9,999	4
2,500-4,999	3
1,000-2,499	2
< 1,000	1

**d) Caste:**

Caste of the respondents was categorized into four groups based on the procedure followed by Aggarwal *et al.* (2005).

Category	Score
Upper caste	4
OBC	3
Dalits/ Schedule caste	2
Tribals/ Schedule Tribe	1

e) Background of the family:

Based on the scale developed by Aggarwal *et al.* (2005), background of the family was classified into following categories and scored accordingly.

Category	Score
Living in urban locality	5
Living in rural locality	4
Living in resettlement colony	3
Living in slums/ jhuggis	2
No fixed living or mobile	1

### SOCIO ECONOMIC STATUS

Socio economic status of family was classified into six categories according to the socio economic status scale developed by Aggarwal *et al.* (2005).

Socio economic scale classification	Score
Upper high	>76
High	61 - 75
Upper middle	46 - 60
Lower middle	31 - 45
Poor	16 - 30
Very poor	< 15

### 3.7 Statistical tools used in the study:

The collected data were scored, tabulated and analyzed using the following statistical tools:

**a) Frequency, percentage, mean and standard deviation:**

Simple statistical tools such as frequency, percentages, mean (average) and standard deviation were used to interpret the socio economic profile of the students, their attitude towards Home Science degree programme, student's aspirations in terms of education social, occupational and economic.

**b) Chi-Square test:**

Chi-Square test was employed to find out the association between the socio-economic status and family background of the respondents viz., rural, urban and resettlement, using the formula

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i} \sim \chi^2 (r-1)(c-1) d.f$$

Where,

$O_i$  = observed frequency

$E_i$  = expected frequency

$r$  = number of rows

$c$  = number of columns

**c) Correlation:**

This measure was used to find out the relation between the dependent and independent variables keeping the remaining variables as constant.

$$r = \frac{n\sum xy - \sum x \sum y}{\sqrt{(\sum x^2 - \frac{(\sum x)^2}{n})(n\sum y^2 - (\sum y)^2)}}$$

Where,  $r$  = simple correlation coefficient

$x$  = independent variable

$y$  = dependent variable

$\sum x^2$  = sum of square of  $x$  values

$\sum y^2$  = sum of square of  $y$  values

$\sum xy$  = sum of cross products of  $x$  and  $y$  values

$n$  = numbers of pairs of observations

**d) t - test:**

t - test was used for comparison between two groups. The 't' values were calculated as follows:

$$t = \frac{|\bar{x}_1 - \bar{x}_2|}{\sqrt{S^2 \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

$$\text{Where, } S^2 = \frac{S_1^2 [(n)_1 - 1] + S_2^2 [(n)_2 - 1]}{(n_1 + n_2 - 2)}$$

$\bar{x}_1$  = mean of the first group

$\bar{x}_2$  = mean of the second group

$n_1$  = number of observation in the first group

$n_2$  = number of observation in the first group

$S_1^2$  = variance of the first group

$S_2^2$  = variance of the first group

$S^2$  = Pooled variance of  $S_1^2$  and  $S_2^2$

e) One way i.e., 2 factor analysis of variance (ANOVA) technique was used to compare means of independent variables.

f) Weighted Mean Score:

Weighted Mean Score was used to know the job preferences of the students. The weighted mean score is equal to the sum of the product of the weight ( $w_i$ ) times the data number ( $x_i$ ) divided by the sum of the weights.

$$X = \frac{\sum_{i=1}^n w_i \cdot x_i}{\sum_{i=1}^n w_i} = \frac{w_1 x_1 + w_2 x_2 + \dots + w_n x_n}{w_1 + w_2 + \dots + w_n}$$

Where,

$w_i$  = respective weights

$x_i$  = Value of an item

## 4. RESULTS

Most of the students recognize the importance of education for their future jobs, and see college or university as the path to future achievement. Such beliefs about the job relevance and education are strong predictors of attitude towards their course of study and aspirations.

Several studies show that new students all over the world are usually faced with a dilemma in making a career choice decision in their lives. In most cases, the choice of careers, subjects, courses of study and the subsequent career paths to follow are a nightmare for prospective undergraduate students (Issa and Nwalo, 2008). Each individual undergoing the process of making a career choice is influenced by such factors as the context in which they live, their personal aptitudes and educational attainment.

Keeping this in mind, an attempt was made to know the attitude of students towards Home Science education and their aspirations. The necessary data was collected, analyzed, interpreted and the results are presented under the following headings.

4.1 Personal profile of the students

4.2 Socio-economic profile and status of the students

4.3 Previous education details of the students

4.4 Specific information of the students

4.5 Attitude of students towards Home Science degree programme

4.6 Aspirations of students

4.7 Comparison between level of different types of aspirations among undergraduate, post – graduate and Ph. D. students

4.8 Correlation between attitude of students towards Home Science degree programme and educational, social, occupational and economic aspirations of the students with personal and socio – economic characteristics of the students

4.9 Factors affecting the choice of Home Science course

4.10 Student's suggestions for enrichment of the degree programme

4.11 Perception of students about the university

4.1 Personal profile of the students

An attempt has been made to know the distribution of students with respect to personal characteristics and the results are presented in Table 1.

It is evident from table 1 that 66.09 per cent of the respondents were of the age below 22 years which was followed by 22.11 per cent of the respondents in between the age of 22 – 23 years and the remaining of them (11.80 %) were above 23 years.

With respect to the gender, it can be seen that 15.24 per cent of the respondents were boys where as 84.76 per cent of them were girls.

It was also observed that nearly fifty per cent of the respondents (48.89 %) had 2-3 numbers of siblings followed by one number of sibling (43.99 %), 5.16 per cent had no siblings, 1.96 per cent had 4-5 siblings and none of the respondents had more than five siblings.

In case of ordinal position, 48.41 per cent of the respondents were second born in their family which was followed by 47.17 per cent of first born and remaining 4.42 per cent of the respondents were last born.

4.2 Socio-economic profile and status of the students

4.2.1 Socio-economic profile of the students

Table 2 depicts the socio - economic profile of the students.

Table 1: Personal profile of the students

N = 407

Sl. No.	Characteristics	Categories	Frequency	Percentage (%)
1.	Age (in years)	Below 22	269	66.09
		22-23	90	22.11
		Above 23	48	11.80
2.	Gender	Boys	62	15.24
		Girls	345	84.76
3.	No. of Siblings	No Siblings	21	5.16
		1	179	43.99
		2-3	199	48.89
		4-5	8	1.96
		>5	0	0.00
4.	Ordinal position	First born	192	47.17
		Middle born	197	48.41
		Last born	18	4.42

Table 2: Socio-economic profile of students

N = 407

Sl. No.	Characteristics	Categories	Frequency	Percentage (%)
1.	Caste	Upper caste	109	26.68
		OBC	224	55.03
		Dalits/ Schedule Caste	30	7.37
		Tribals/ Schedule Tribe	44	10.82
2.	Father' Education	Professional qualification with technical degree or diploma e.g. Doctor, engineer, CA, MBA, etc.	34	8.35
		Post graduation (non – technical including Ph. D)	36	8.84
		Graduation	126	30.96
		10 <sup>th</sup> class pass but < Graduation	147	36.13
		Primary pass but < 10 <sup>th</sup>	41	10.07
		< Primary but attended school for at least 1 year	6	1.47
		Just literate but no schooling	14	3.44
		Illiterate	3	0.74
3.	Mother's Education	Professional qualification with technical degree or diploma e.g. Doctor, engineer, CA, MBA, etc.	6	1.47
		Post graduation (non – technical including Ph. D)	6	1.47
		Graduation	72	17.70
		10 <sup>th</sup> class pass but < Graduation	173	42.51
		Primary pass but < 10 <sup>th</sup>	99	24.32
		< Primary but attended school for at least 1 year	21	5.15
		Just literate but no schooling	19	4.67
		Illiterate	11	2.71
4.	Occupation of Father	Service in central/ state/ public undertaking or owner of a company employing >20 persons or self employed professional viz. Doctor, Engineer, CA, etc.	159	39.07
		Service in private sector or independent enterprise employing 2-20 persons	36	8.85
		Service at shops, home, transport, own cultivation land	125	30.71
		Self employed e.g shops, petty enterprise with income > 5000	42	10.32
		Self employed with income < 5000 (labourer)	29	7.12
		None of the family member is employed	16	3.94

Sl. No.	Characteristics	Categories	Frequency	Percentage (%)
5.	Occupation of Mother	Service in central/ state/ public undertaking or owner of a company employing >20 persons or self employed professional viz. Doctor, Engineer, CA, etc.	34	8.35
		Service in private sector or independent enterprise employing 2-20 persons	31	7.62
		Service at shops, home, transport, own cultivation land	45	11.06
		Self employed e.g shops, petty enterprise with income > 5000	27	6.64
		Self employed with income < 5000 (labourer, housewife)	262	64.37
		None of the family member is employed	8	1.96
6.	Parent's Monthly Income (in Rs.)	> 50,000	74	18.19
		20,000-49,999	76	18.67
		10,000-19,999	155	38.08
		5,000-9,999	66	16.22
		2,500-4,999	24	5.89
		1,000-2,499	12	2.95
		< 1,000	0	0.00
7.	Type of Family	Nuclear	344	84.53
		Joint	57	14.00
		Extended	6	1.47
8.	Size of the Family	Small (1-4 members)	124	30.47
		Medium (5-7 members)	208	51.10
		Large ( more than 7)	75	18.43
9.	Background of the Family	Living in urban locality	207	50.85
		Living in rural locality	171	42.02
		Resettlement Colony	29	7.13
		Living in slum/ Jhuggis	0	0.00
		No fixed living	0	0.00

On analyzing table 2, it was found that more than half of the respondents (55.03%) belonged to OBC (Other Backward Class) category which was followed by 26.68 per cent upper caste, 10.82 per cent were tribals/ schedule tribes and only 7.37 per cent of the respondents were dalits/ schedule castes.

The data regarding education of father indicates that 36.13 per cent of the respondents fathers were 10<sup>th</sup> pass but less than graduation, where as 30.96 per cent studied up to graduation followed by 10.07 per cent were primary pass but less than 10<sup>th</sup>. The remaining 8.84 per cent were found to had studied post graduation (non – technical including Ph. D) followed by professional qualification with technical degree or diploma e.g. Doctor, engineer, CA, MBA, etc. (8.35 %). About three per cent were just literate but no schooling, 1.47 per cent studied less than primary but attended school for at least 1 year and only 0.74 per cent of the respondent's fathers were illiterate.

With respect to education of the mother, 42.51 per cent mothers were 10<sup>th</sup> pass but less than graduation followed by 24.32 per cent were primary pass but less than 10<sup>th</sup>; about 18 per cent had completed their graduation where as 5.15 per cent and 4.67 per cent of them studied less than primary but attended school for at least 1 year and were just literate but no schooling respectively which was closely followed by 2.71 were illiterate and equal percentage of them (1.47 %) had professional qualification with technical degree or diploma e.g. doctor, engineer, CA, MBA, etc. and post graduation (non-technical including Ph. D.).

In case of occupation of father, 39.07 of the respondent's fathers had service in central/ state/ public undertaking or owner of a company employing more than 20 persons or self employed or professional viz., Doctor, Engineer, CA, etc., where as 30.71 per cent of them had service at shops, home, transport, own cultivation land; 10.32 per cent were self employed for e.g. shops, petty enterprise with income more than Rs. 5,000/-; 8.85 per cent were doing service in private sector or independent enterprise employing 2-20 persons followed by self employed with income less than Rs. 5000/- (laborer) and only 3.94 per cent were not employed.

Table 2 also depicts that high percentage of the respondent's mother (64.37 %) were self employed with income less than Rs. 5,000/- (laborer, housewife) which was followed by 11.06 per cent were doing service at shops, home, transport, own cultivation land; 8.35 per cent had service in central/ state/ public undertaking or owner of a company employing more than 20 persons or self employed professional viz., Doctor, Engineer, CA, etc. It was also found that 7.62 per cent of them were doing service in private sector or independent enterprise employing 2-20 persons which was closely followed by self employed e.g., shops, petty enterprise with income more than Rs. 5000/- (6.64 %) and only 1.96 per cent were not employed.

It can be deduced from the table 2 that 38.08 per cent of the parents had monthly income of Rs. 10, 000 – 19, 999 /- where as 18.67 per cent of them had income of Rs. 20, 000 – 49, 999 /- which was closely followed by greater than Rs 50, 000 (18.19 %), Rs. 5, 000 – 9, 999/- (16.22 %), Rs. 2,500 – 4, 999 /- (5.89 %) and only 2.95 per cent had income between Rs. 1, 000 – 2, 499 /-. None of the respondents had income less than Rs. 1, 000/-.

A close observation at the type of the family indicates that 84.53 per cent of the samples belonged to nuclear family, 14 per cent to joint family and only 1.47 per cent of them belonged to extended family. In terms of size of the family, 30.47 per cent respondents were from small size families of 1 – 4 members where as more than half of the respondents (51.10 %) were from medium size families (5 – 7 members) and only 18.43 per cent of respondents were from large size families (more than 7 members). It can be seen from the table 2 that almost half of the students (50.85 %) were living in urban locality which was followed by living in rural locality (42.02 %) and only 7.13 per cent were residing in resettlement colony. None of the respondents were living in slum/ Jhuggis or belonged to the group no fixed living.

#### 4.2.2 Association between socio - economic status and background of the students

A close observation of the socio – economic status of the students in the table 3 and fig. 3 showed that among the students who belonged to rural locality, majority of them were from upper middle class (73.09 %) followed by high class (14.03 %) and 12.86 per cent were from lower middle class. None of them belonged to upper high class. In case of students from urban areas, half of them belonged to high class (51.20 %) followed by upper middle (37.19 %), upper high (9.66 %) and only 1.93 per cent of them were from lower middle class. With regard to students belonged to resettlement colonies, 51.72 per cent were from high class followed by 27.58 per cent from lower middle and 20.68 per cent from upper middle class where as no one belonged to upper high class. It was observed that none of the students from all the backgrounds belonged to poor and very poor class. Overall socio – economic status indicates that little more than half of the respondents (51.11 %) belonged to the upper middle class which was followed by high class (35.62 %), lower middle class (8.35 %) and only 4.92 per cent belonged to upper high class status. It was also noticed that none of the respondents were from poor and very poor socio – economic status. There was a significant association between the socio - economic status and background of the students.

#### 4.3 Previous education details of the students

It was depicted from the table 4 that a very high percentage of the respondents (90.18 %) had studied Karnataka state board syllabus which was followed by CBSE (9.32 %) and ICSE (0.50 %) during their SSLC / 10<sup>th</sup> while in case of PUC / 12<sup>th</sup>, 78.62 per cent of the students studied state board syllabus followed by CBSE (21.38 %) and not even a single student had studied ICSE syllabus.

While considering the type of school studied during their SSLC/ 10<sup>th</sup>, more than half of the respondents (52.83 %) were from private schools, 27.51 per cent were from government schools and semi – government (19.66 %). In case of PUC / 12<sup>th</sup>, 54.55 per cent of the respondents had studied in private schools / colleges whereas 28.50 per cent of them had studied in government schools / colleges and only 16.95 per cent in semi – government schools or colleges.

Table 3: Association between socio – economic status and background of the students

N = 407

Sl. No.	Socio economic scale classification	Score	Rural (n = 171)	Urban (n = 207)	Resettlement (n = 29)	Total	$\chi^2$
1.	Upper high	>76	0 (0.00)	20 (9.66)	0 (0.00)	20 (4.92)	5.15 *
2.	High	61 - 75	24 (14.03)	106 (51.20)	15 (51.72)	145 (35.62)	
3.	Upper middle	46 - 60	125 (73.09)	77 (37.19)	6 (20.68)	208 (51.11)	
4.	Lower middle	31 - 45	22 (12.86)	4 (1.93)	8 (27.58)	34 (8.35)	
5.	Poor	16 - 30	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	
6.	Very poor	< 15	0 (0.00)	0 (0.00)	0 (0.00)	0 (0.00)	

Note: Figures in parenthesis indicates percentage

\* Significant at 0.05 level

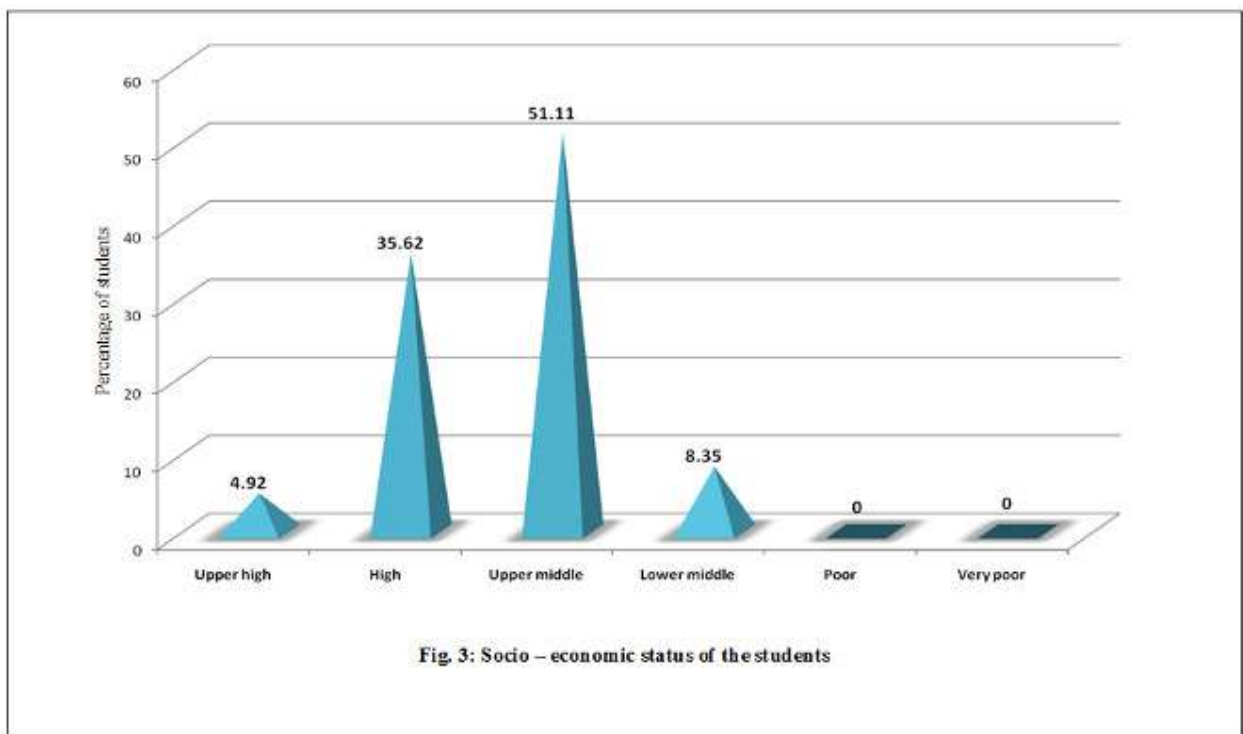


Table 4: Previous Education Details of students

Sl No	Category	Item	N = 407			
			SSLC/ 10 <sup>th</sup>		PUC/ 12 <sup>th</sup>	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	Syllabus Studied	State	367	90.18	320	78.62
		ICSE	2	0.50	0	0.00
		CBSE	38	9.32	87	21.38
2.	Type of School/College Studied	Government	112	27.51	116	28.50
		Semi-govt.	80	19.66	69	16.95
		Private	215	52.83	222	54.55
3.	Medium of Instruction	Kannada	199	48.89	16	3.93
		English	194	47.67	375	92.14
		Others	14	3.44	16	3.93
4.	Percentage of marks obtained	< 50.00	2	0.50	30	7.38
		50.01 - 55.00	3	0.73	64	15.72
		55.01 – 60.00	16	3.93	115	28.25
		60.01 – 65.00	13	3.13	61	14.98
		65.01 – 70.00	52	12.78	53	13.03
		70.01 – 75.00	49	12.04	20	4.92
		75.01 – 80.00	74	18.18	33	8.11
		80.01 – 85.00	66	16.22	17	4.17
		85.01 – 90.00	89	21.86	14	3.44
		>90.00	43	10.56	0	0.00

With regard to medium of instruction, most of the respondents (48.89 %) did their SSLC / 10<sup>th</sup> from Kannada medium followed by 47.67 per cent from English medium and only 3.44 per cent were from other medium. In case of PUC/ 12<sup>th</sup>, very high percentage of the students (92.14 %) were from English medium followed by equal percentage of students (3.93 %) were from Kannada medium and other medium.

It can also be seen from the table that among all the three group of students i.e., undergraduate, post – graduate and Ph. D. students, most of them (21.86 %) during their SSLC /10<sup>th</sup> secured percentage of marks in between 85.01 – 90.00 followed by 18.18 per cent in between 75.01 – 80.00 and 16.22 per cent in between 80.01 – 85.00 per cent. The remaining students had secured grades in between 65.01 – 70.00 (12.78 %), 70.01 – 75.00 (12.04 %), above 90.00 per cent (10.56 %) which was followed by 3.93 per cent and 3.13 per cent in between 55.01 – 60.00 and 60.01 – 65.00 percentages of marks respectively. A very less percentage of students that is 0.73 and 0.50 per cent secured marks between 50.01 – 55.00 and less than 50.00 per cent.

A close observation of marks obtained during PUC / 12<sup>th</sup> revealed that 28.25 per cent of the respondents secured percentage of marks in between 55.01 – 60.00 followed by 15.72 per cent in between 50.01 – 55.00, 60.01 – 65.00 (14.98 %) and 65.01 – 70.00 (13.01 %), while 8.11 per cent obtained in between 75.01 – 80.00 followed by less than 50.00 per cent (7.38 %) whereas 4.92, 4.17 and 3.44 per cent of the respondents received percentage of marks in between 70.01 – 75.00, 80.01 – 85.00 and 85.01 – 90.00 respectively but none of the respondents obtained marks above 90.00 per cent.

#### 4.4 Specific information of the students

Table 5 depicts the specific information of the students studying Home Science.

It was revealed from the data (fig. 4) that 47.41 per cent of the students did their primary education in urban areas followed by 41.53 per cent at rural areas and only 1.06 per cent did in semi – urban areas. More than half of the respondents (54.30 %) completed their middle schooling from urban areas followed by 33.67 per cent and 12.03 per cent who completed from rural and semi – urban areas respectively. In case of high school, majority of them (55.77 %) completed from urban areas followed by 31.45 per cent from rural areas and 12.78 per cent from semi – urban areas. While considering PUC / 12<sup>th</sup>, a very high percentage of students (82.81 %) did from urban areas and only 9.82 and 7.37 per cent of the students completed from semi – urban areas and rural areas respectively.

It can also be seen from the table 5 that more than half of the respondents (57.99 %) are not getting any financial assistance whereas 30.47 per cent of them are getting scholarship followed by 6.88 per cent who are availing loans and 4.66 per cent of the respondents are getting one or the other form of assistance.

Majority of the respondents (23.59 %) present academic performance ranged between 7.51 – 8.00 which was closely followed by 23.09 per cent of them have grade point between 8.01 – 8.50, 14.74 per cent had secured grade point in between 7.01 – 7.50 followed by 11.05 per cent in between 6.51 – 7.00 and 10.82 per cent in between 6.01 – 6.50 per cent. Only 4.17 per cent of the students had secured grade point above 9.00, 1.72 per cent in between 5.51 – 6.00 and 0.99 per cent between 5.01 – 5.50. None of the respondents had CGPA less than 50.00.

With regard to mass media, all the students studying Home Science were exposed to different types of mass media. In terms of extent of exposure to mass media, majority of the respondents (40.79 %) were exposed to medium level followed by 34.88 per cent in high level and 24.33 per cent of them had low level of mass media exposure.

Table 5: Specific Information of the students

N = 407

Sl. No.	Characteristics	Categories	Frequency	Percentage (%)
1. Place of Education				
a)	Primary	Rural	169	41.53
		Semi-Urban	45	1.06
		Urban	193	47.41
b)	Middle	Rural	137	33.67
		Semi-Urban	49	12.03
		Urban	221	54.30
c)	High School/ 10th	Rural	128	31.45
		Semi-Urban	52	12.78
		Urban	227	55.77
d)	PUC/ 12th	Rural	30	7.37
		Semi-Urban	40	9.82
		Urban	337	82.81
2. Financial Assistance				
	Source	Scholarship	124	30.47
		Loan	28	6.88
		Other assistance	19	4.66
		No assistance	236	57.99
3. Present Academic Performance				
		<5.00	0	0.00
		5.01 – 5.50	4	0.99
		5.51 – 6.00	7	1.72
		6.01 – 6.50	40	9.83
		6.51 – 7.00	45	11.05
		7.01 – 7.50	60	14.74
		7.51 – 8.00	96	23.59
		8.01 – 8.50	94	23.09
		8.51 – 9.00	44	10.82
		> 9.00	17	4.17
4. Mass Media Exposure				
a)	Exposure to mass media	-	407	100.00
b)	Extent of exposure to mass media	Low	99	24.33
		Medium	166	40.79
		High	142	34.88

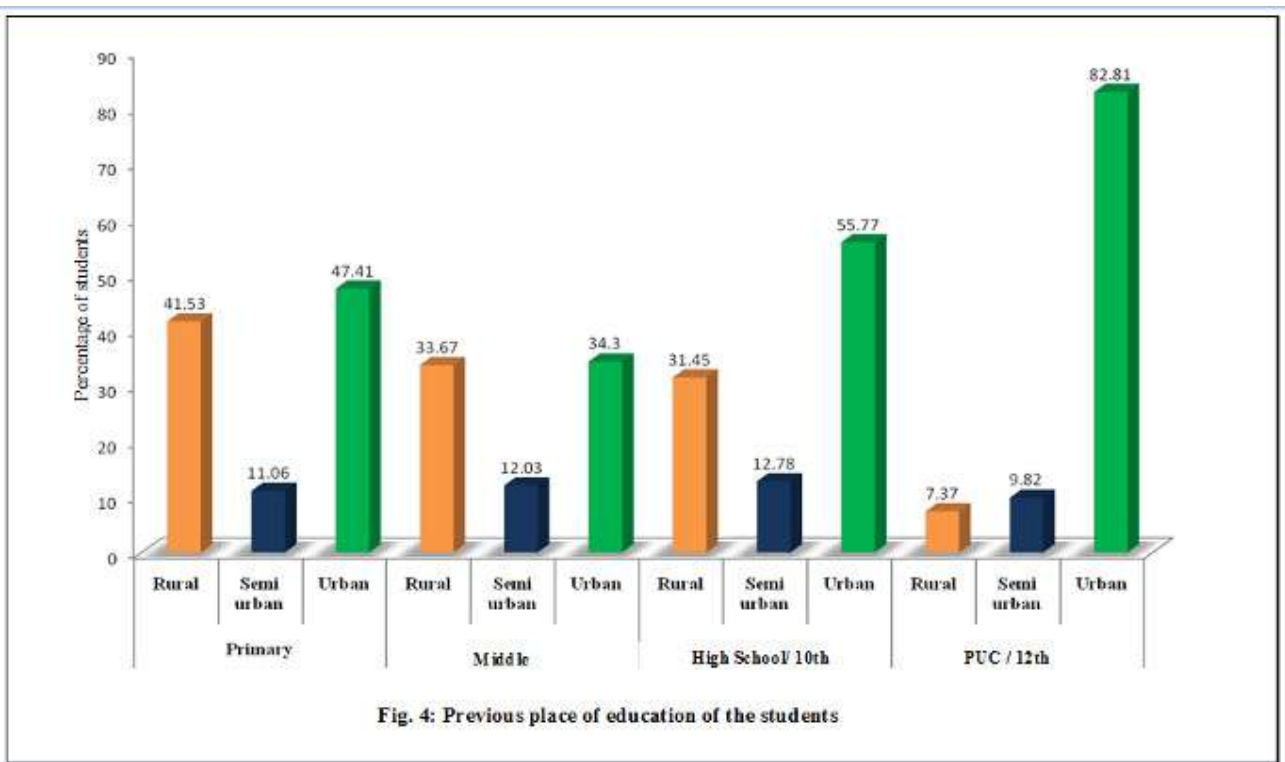


Table 6: Attitude of students towards Home Science Degree Programme

N = 407

Sl. No.	Statements	SA		A		UD		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
1.	Joining to Home Science degree programme is boon to the students	50	12.28	145	35.62	111	21.27	57	14.00	44	10.81
2.	Home Science is perceived by non Home Scientists as related to cooking and managing home	60	14.74	163	40.04	15	3.69	113	27.77	56	13.76
3.	Home Science degree programme is very useful even for daily living of an individual	242	59.46	144	35.38	9	2.21	7	1.72	5	1.23
4.	Home Science degree helps in all round development of a student	196	48.15	163	40.04	29	7.13	13	3.19	6	1.48
5.	Home Science as a career and course has a low societal prestige	77	18.91	136	33.41	74	18.18	74	18.18	46	11.32
6.	Home Science graduate is able to start his/her own enterprise enterprise without much difficulty	134	32.92	193	47.43	57	14.00	21	5.15	2	0.50
7.	Home Science course is interesting and useful	150	36.86	191	46.93	37	9.10	24	5.89	5	1.23
8.	The employment situation makes the students loose interest in Home Science Education	114	28.02	130	31.94	90	22.12	59	14.49	14	3.44
9.	Home Science education is the need of the hours to prevent social evils	76	18.63	177	43.48	115	28.25	36	8.84	3	0.75
10.	Home Science is a skill oriented course	176	43.25	175	42.99	29	7.13	23	5.65	4	0.99

Note: - Strongly Agree - SA Agree - A Undecided - UD Disagree - DA Strongly Disagree – SDA

Table 6: Contd.....

Sl. No.	Statements	SA		A		UD		DA		SDA	
		F	%	F	%	F	%	F	%	F	%
11.	Knowledge gained through Home Science degree programme helps us to contribute for the upliftment of the society	136	33.42	222	54.54	29	7.13	15	3.68	5	1.23
12.	Home Science is a least preferred course by the students under State Agricultural university	148	36.36	136	33.42	54	13.26	45	11.06	24	5.90
13.	The course curriculum helps to provide an opportunity to students to learn more in rural life situation	149	36.61	211	51.84	25	6.15	13	3.19	9	2.21
14.	Combination of Agriculture and allied courses enriches the Home Science course	204	50.12	166	40.78	15	3.68	11	2.71	11	2.71
15.	Home Science degree is more suitable for females	165	40.54	136	33.41	30	7.37	48	11.80	28	6.88
16.	Experiential Learning programme helps the students to build better confidence and professionalism	229	56.26	151	37.12	9	2.21	15	3.68	3	0.73
17.	Good values and virtues are developed through Home Science education	166	40.78	189	46.44	35	8.60	15	3.68	2	0.50
18.	Home Science degree is not on par with other technical courses	60	14.74	140	34.39	116	28.50	57	14.01	34	8.36

Note: - Strongly Agree - SA Agree - A Undecided - UD Disagree - DA Strongly Disagree - SDA

#### 4.5 Attitude of students towards Home Science degree programme

##### 4.5.1 Attitude of overall students towards Home Science degree programme

It was noticed from the table 6 that, joining to the Home Science degree programme is boon to the students, this was agreed by 35.62 per cent of the students followed by 21.27 per cent were undecided, 14.00 per cent disagreed, 12.28 per cent strongly agreed and 10.81 per cent strongly disagreed.

Home Science is perceived by non Home Scientists as related to cooking and managing home, this was agreed by 40.04 per cent of the students, disagreed (27.77 %), strongly agreed (14.74 %), strongly disagreed (13.76 %) and only 3.69 per cent of the students were undecided.

More than half of the respondents (59.46 %) strongly agreed that Home Science degree programme is very useful even for daily living of an individual, 35.38 per cent agreed, 2.21 per cent were undecided, 1.72 per cent disagreed and 1.23 per cent of them strongly disagreed.

With regard to whether Home Science degree helps in all round development of a student, 48.15 per cent of the respondents strongly agreed followed by 40.04 per cent who agreed, 7.13 per cent were undecided, 3.19 per cent disagreed and only 1.48 per cent strongly disagreed.

Home Science as a career and course has a low societal prestige, was a statement to which 33.41 per cent agreed, 18.91 per cent strongly agreed. Equal percentages of respondents (18.18 %) were undecided and disagreed while 11.32 per cent strongly disagreed.

About 47.43 per cent of the students agreed that Home Science graduate is able to start his/her own enterprise without much difficulty, 32.92 per cent strongly agreed followed by 14.00 per cent who were undecided, 5.15 per cent disagreed and only 0.50 per cent strongly disagreed.

Almost 47 per cent of the students agreed that Home Science course is interesting and useful. Whereas 36.86 per cent of them strongly agreed, 9.10 per cent were undecided, disagree (5.89 %) and strongly disagree (1.23 %).

It was revealed that 31.94 per cent of the respondents agreed that the employment situation makes the students loose interest in Home Science education. Further, 28.02 per cent strongly agreed, 22.12 per cent were undecided, 14.49 per cent disagreed and 3.44 per cent strongly disagreed.

Home Science education is the need of the hour to prevent social evils, this was agreed by 43.48 per cent of the students followed by undecided (28.25 %), strongly agree (18.63 %), disagree (8.84 %) and only 0.75 per cent of the respondents strongly disagreed.

Among the students, 43.25 per cent had strongly agreed that Home Science is a skill oriented course where as it was agreed by 42.99 per cent, undecided (7.13 %), disagree (5.65 %) and strongly disagree (0.99 %).

More than half of the respondents (54.54 %) agreed that knowledge gained through Home Science degree programme helps us to contribute for the upliftment of the society. It was also observed that 33.42 per cent strongly agreed with the statement, 7.13 per cent were undecided, 3.68 per cent disagreed and 1.23 per cent strongly disagreed.

Table 6 also pertains that with respect to the statement Home Science is a least preferred course by the students under State Agricultural University, 36.36 per cent strongly agreed, 33.42 per cent agreed, undecided (13.26 %), disagreed (11.06 %) and strongly disagreed by (5.90 %).

Little more than half of the students (51.84 %) agreed that the course curriculum helps to provide an opportunity to students to learn more in rural life situation, where as 36.61 per cent of them strongly agreed, 6.51 per cent were undecided, 3.19 per cent disagreed and 2.21 per cent strongly disagreed.

Nearly 50.12 per cent of the students strongly agreed that the combination of agriculture and allied courses enriches the Home Science course. It was also noted that with the above statement, 40.78 per cent of the respondents agreed, undecided (3.68 %) and same percentage of the students (2.71 %) disagreed and strongly disagreed.

With the statement Home Science degree is more suitable for females, 40.54 per cent of the respondents strongly agreed followed by agreed (33.41 %), disagreed (11.80 %), undecided (7.37 %) and strongly disagreed (6.88 %).

More than half of the respondents (56.26 %) strongly agreed that experiential learning programme helps the students to build better confidence and professionalism. Whereas 37.12 per cent agreed, 3.68 per cent disagreed; undecided (2.21 %) and only 0.73 per cent strongly disagreed.

The data indicates that 46.44 per cent of the students agreed with the statement that good values and virtues are developed through Home Science education. It was also observed that 40.78 per cent strongly agreed followed by undecided (8.60 %), disagreed (3.68 %) and strongly disagreed (0.50 %).

Home Science degree is not on par with other technical courses, it was agreed by 34.39 per cent of the students followed by undecided (28.50 %), strongly agreed (14.74 %), disagreed (14.01 %) and strongly disagreed (8.36 %).

#### 4.5.2 Attitude of boys and girls towards Home Science degree programme

Table 8 indicates the attitude of boys and girls towards Home Science degree programme.

Table 7: Attitude of boys and girls towards Home Science degree programme

Sl No.	Category	Score	Boys (n = 62)		Girls (n = 345)	
			F	%	F	%
1.	Less Favourable	18 – 42	2	3.23	1	0.29
2.	Favourable	42 – 66	45	72.58	215	62.32
3.	More Favourable	66 - 90	15	24.19	129	37.39

Table 8: Comparison between attitude of boys and girls towards Home Science degree programme

N = 407

Sl. No.	Gender	Mean	t value
1.	Boys (n = 62)	61.40	1.767 NS
2.	Girls (n = 345)	63.85	

*NS - Non significant*

Among boys, 72.58 per cent of them had favourable attitude followed by 24.19 per cent of boys had more favourable attitude and only 3.23 per cent of them had less favourable attitude. In case of girls, 62.32 per cent had favourable attitude followed by 37.39 per cent had more favourable attitude and only 0.29 per cent of the girls had less favourable attitude. It can be deduced from the table 8 that there was no significant difference between the attitude of the boys and girls towards Home Science degree programme.

#### 4.5.4 Attitude of undergraduate, post – graduate and Ph. D. students towards Home Science degree programme

Table 9 and fig. 5 depicts the level of attitude of undergraduate, post – graduate and Ph. D. students towards Home Science degree programme. With reference to undergraduate students, it was noted that most of them (72.03 %) had favourable attitude towards the degree programme followed by more favourable attitude (27.01 %) and only 0.96 per cent of them had less favourable attitude. Among post – graduate students, 70.84 per cent of the students had favourable attitude and 29.16 per cent of them had more favourable attitude. In case of Ph. D. students 58.34 per cent had favourable attitude towards Home Science degree programme and 41.66 per cent of them had more favourable attitude and none of the respondents from post – graduate and Ph. D had less favourable attitude.

Considering the attitude of all the students towards Home Science degree programme in, it was observed that majority of the students (71.01%) had favourable attitude while 28.25 per cent had more favourable attitude and only 0.74 per cent of them had less favourable attitude towards Home Science degree programme.

It can be deduced from the table 10 that there was a significant difference between the attitude of the undergraduate, post – graduate and Ph. D students towards Home Science degree programme with critical difference of 1.64. Compared to post – graduate and Ph. D students, Undergraduate students had lower mean with regard to favourableness.

Table 9: Attitude of the overall students towards Home Science degree programme

Sl No.	Category	Score	Undergraduate (n = 311)		Post – graduate (n = 72)		Ph. D (n = 24)		Total ( n = 407)	
			F	%	F	%	F	%	F	%
1.	Less Favourable	18 – 42	3	0.96	0	0.00	0	0.00	3	0.74
2.	Favourable	42 – 66	224	72.03	51	70.84	14	58.34	289	71.01
3.	More Favourable	66 - 90	84	27.01	21	29.16	10	41.66	115	28.25

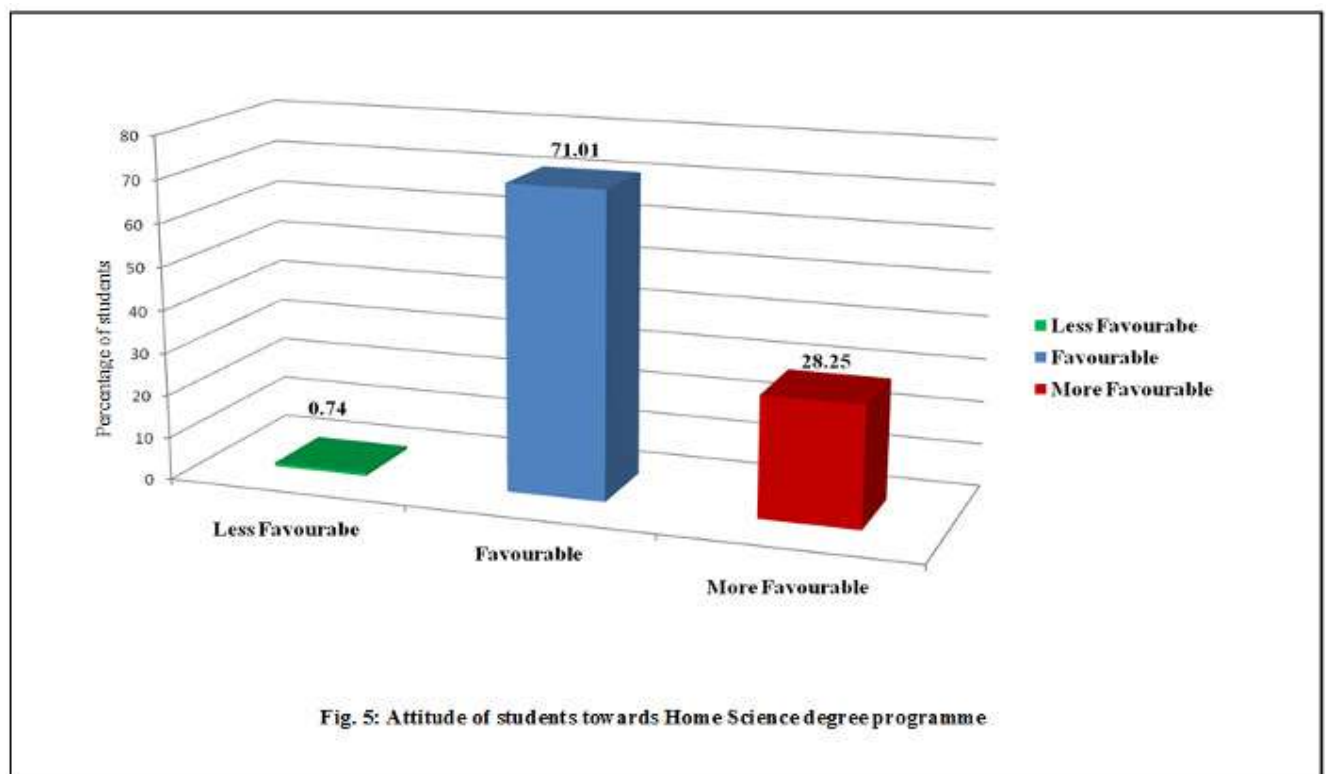


Table 10: Comparison between attitude of the undergraduate, post – graduate and Ph. D. students towards Home Science degree programme

Sl. No.	Category	Mean	F value	SE	CD
1.	Undergraduate (n = 311)	62.97	29.06 *	0.134	0.372
2.	Post – graduate (n = 72)	69.79			
3.	Ph. D. (n = 24)	65.66			

\* Significant at 0.05 level

Note: - SE – Standard Error  
CD – Critical Difference

#### 4.6 Educational, social, occupational and economic aspirations of the students

##### 4.6.1 (a) Educational aspirations of the undergraduate students

Table 11 indicates the educational aspirations of undergraduate students. It can be seen that more than half of the respondents (52.74 %) wanted to do job after completion of their graduation where as 47.26 per cent wanted to pursue further studies.

In case of preference for further study after graduation, majority of the respondents (59.10 %) wanted to do masters in Home Science (MHSc), 17.68 per cent wanted to do master degree in other courses like fashion designing, mass communication, counseling, public health, interior designing, animation, etc., where as 9.52 per cent of the respondents wanted to do post-graduate diploma which was closely followed by 6.82 per cent who wanted to do other short term courses and 4.10 per cent wanted to do Agri - business Management (ABM) and only 2.72 per cent of the respondents wanted to do Master's of Business Administration (MBA).

In terms of preference for university for pursuing MHSc, 45.98 per cent of the students wanted to do at any other university in India which was closely followed by 44.82 per cent who wanted to do at UAS, Dharwad and only 9.20 per cent of them wanted to pursue at any other university in abroad.

With respect to student's preference for preparing to write competitive examinations, a very high percentage of the respondents (91.31 %) said yes and only 8.69 per cent were not interested to write competitive examinations.

##### Preference of Undergraduate students for discipline of study under MHSc

Table 12 (a) and Fig. 6 depicts the preference of undergraduate students for discipline of study under MHSc and Table 12 (b) indicates the aspiration of undergraduate students for discipline of study under MHSc.

Table 11: Educational aspirations of undergraduate students

N = 311

Sl. No.	Category	Item	Frequency	Percentage (%)
1.	Aspiration after graduation	Education	147	47.26
		Job	164	52.74
2.	Preference for further study ( n = 147)	MHSc	87	59.10
		Agri-business management	6	4.10
		Master degree in other courses like fashion designing, mass communication, counseling, public health, interior designing, animation, etc.	26	17.68
		Master of Business Administration (MBA)	4	2.72
		PG diploma	14	9.52
		Other short term courses	10	6.82
3.	Preference for university ( n = 87)	UAS, Dharwad	39	44.82
		Any other university in India	40	45.98
		Any other university abroad	08	9.20
4.	Preference for preparing for competitive exams	Yes	284	91.31
		No	27	8.69

Table 12(a): Preference of Undergraduate students for discipline of study under MHSc

N = 87

Sl. No.	Discipline	Preference I		Preference II		Preference III	
		Frequ ency	Percent age %	Frequ ency	Percent age %	Frequ ency	Percent age %
1.	Extension and Communication Management	24	27.58	23	26.44	30	34.48
2.	Textile and Apparel Designing	4	4.60	9	10.34	18	20.68
3.	Food Science and Nutrition	36	41.38	22	25.28	7	8.05
4.	Human Development Family Studies	16	18.41	29	33.34	17	19.54
5.	Family Resource Management	7	8.04	4	4.60	15	17.25

Note: Preference I, II & III are coded as 3, 2, 1

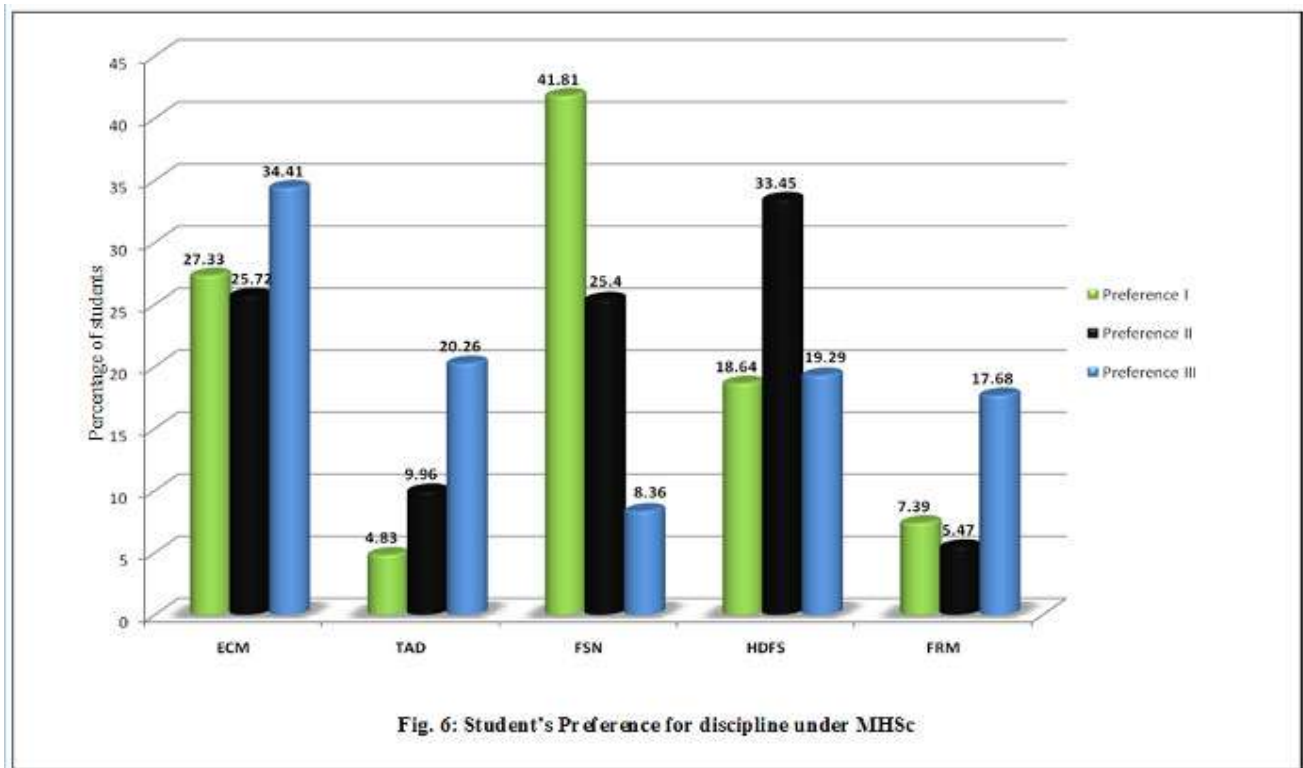


Table 12(b): Combined preference of undergraduate students for discipline of study under MHSc

N=87

Sl. No.	Discipline	Weighted Mean Score X
1.	Extension and Communication Management	1.92
2.	Textile and Apparel Designing	1.54
3.	Food Science and Nutrition	2.44
4.	Human Development Family Studies	1.98
5.	Family Resource Management	1.76

With reference to first preference of the students, majority of them (41.38 %) gave their preference to Food Science and Nutrition followed by Extension and Communication Management (27.58 %), Human Development and Family Studies (18.41%), Family Resource Management (8.04 %) and only 4.60 per cent of the respondents gave their first preference towards Textile and Apparel Designing.

By considering the second preference of the students, most of them (33.34 %) gave their preference for Human Development and Family Studies, 26.44 per cent preferred Extension and Communication Management followed by Food Science and Nutrition (25.28 %), Textile and Apparel Designing (10.34 %) and Family Resource Management (4.60 %).

In terms of third preference, most of the respondents preferred Extension and Communication Management (34.48 %), 20.68 per cent preferred Textile and Apparel Designing, 19.54 per cent preferred Human Development and Family Studies, 17.25 per cent preferred Family Resource Management and only 8.36 per cent of them gave their third preference towards Food Science and Nutrition.

It was observed from Table 12(b) that majority of the undergraduate students preferred to do MHSc in Food Science and Nutrition followed by Human Development Family Studies and Textile and Apparel Designing was least preferred discipline.

#### 4.6.1 (b) Educational aspirations of the Post - graduate students

Table 13 depicts the educational aspirations of post – graduate students.

The results shows that 76.39 per cent of the respondents wanted to do job and 23.61 per cent of them wanted to pursue further studies. With regard to preference for course of study, 64.70 per cent of the students wanted to do Ph. D whereas 35.30 per cent of them wanted to do Post – Graduate diploma. With respect to the preference for university to do further studies, majority of the respondents (54.55 %) wanted to continue their education at any other university in

Table 13: Educational aspirations of post-graduate students:

N = 72

Sl. No.	Category	Item	Frequency	Percentage %
1.	Aspiration after post-graduation	Job	55	76.39
		Education	17	23.61
2.	Preference for further study ( n = 17)	PG - Diploma	6	35.30
		Ph. D.	11	64.70
3.	Preference for university ( n = 11)	UAS, Dharwad	4	36.36
		Any other university in India	6	54.55
		Any other University abroad	1	9.09
4.	Preference for preparing for competitive exams	Yes	61	84.73

Table 14: Educational aspirations of Ph. D students

N = 24

Sl. No.	Category	Item	Frequency	Percentage %
1.	Aspiration after post-graduation	Job	21	87.50
		Education	03	12.50
2.	Preference for further study ( n = 3)	PG - Diploma	02	66.66
		Post - Doctorate	01	33.33
3.	Preference for preparing for competitive exams	Yes	22	91.66

India whereas 36.36 per cent wanted to do at UAS, Dharwad and only 9.09 per cent wanted to do at universities abroad. It can also be deduced from the table that 84.73 per cent of the respondents preferred to prepare for competitive examinations.

#### 4.6.1 (c) Educational aspirations of the Ph. D. students

It can be noted from the table 14 that 87.50 per cent of the respondents doing Ph. D. wanted to do job and only 12.50 per cent wanted to pursue higher education. With regard to preference for course of study, 66.66 per cent of the students wanted to do Post – Graduate diploma where as 45.84 per cent gave their preference to do Post – Doctorate. In case of preference of students for preparing competitive examinations, 91.66 per cent wanted to prepare for competitive examinations.

#### 4.6.2 Social Aspirations of the students

##### Social Aspirations of the undergraduate, post – graduate and Ph. D. students

Table 15 pertains to the social aspirations of the undergraduate, post – graduate and Ph. D. students. Maximum number of students from undergraduate level aspired to develop rural community (29.58 %) followed by to develop nation (18.01 %); to support parents (15.75 %). Same percentage of students (13.19 %) aspired to develop own self and to develop farmers and farm women and only 10.28 per cent of the undergraduate students aspired to get social recognition. In case of post-graduate students, most of them aspired to develop rural community (47.22 %) followed by to develop own self (18.05 %), to support parents (11.11 %) and to get social recognition (9.72 %) and same percentage of students (6.95 %) aspired to develop farmers and farm women and to develop nation. With regard to Ph. D. students, equal percentage of the students (29.17 %) aspired to develop rural community, to get social recognition and to develop nation which was followed by to develop farmers and farm women (8.33 %) and to support parents (4.16 %). None of them wanted to develop own self. It was also noticed from the table that in case of overall students, 32.67 per cent of them aspired to develop rural community followed by 16.71 per cent of them wanted to develop nation,

Table 15: Social Aspirations of Undergraduate. Post-graduate and Ph. D. Students

Sl. No.	Category	Undergraduate (n = 311)		Post – graduate (n = 72)		Ph. D. (n = 24)		Total (n = 407)	
		F	%	F	%	F	%	F	%
1.	To develop own self	41	13.19	13	18.05	0	0.00	54	13.26
2.	To support parents	49	15.75	8	11.11	1	4.16	58	14.26
3.	To develop farmers and farm women	41	13.19	5	6.95	2	8.33	48	11.79
4.	To develop rural community	92	29.58	34	47.22	7	29.17	133	32.67
5.	To get social recognition	32	10.28	7	9.72	7	29.17	46	11.31
6.	To develop nation	56	18.01	5	6.95	7	29.17	68	16.71

14.26 per cent of the students aspired to support parents, 13.26 per cent wanted to develop own self, 11.79 per cent wanted to develop farmers and farm women and 11.31 per cent aspired to get social recognition.

#### 4.6.3 Occupational aspirations of the students

##### 4.6.3(a) Occupational aspirations of the undergraduate, post – graduate and Ph.D students

Table 16 depicts the occupational aspirations of the undergraduate, post – graduate and Ph. D students. It was observed that majority of the undergraduate students preferred for administrative job in government department ( 2.54) followed by job in nationalized bank (2.14), to join civil service (2.09), to become an agricultural university scientist (1.90), private company (1.88), central government (1.87), to start own enterprise (1.75), central government (1.87), to start own enterprise (1.75), school or college teacher (1.66), to enter into politics (1.60), to secure job in panchayat institutions (1.56), voluntary organization (1.52), private bank (1.43) and to secure job in cooperative societies (1.31).

It was found that most of the students wanted to secure job in ICAR (2.83) followed by administrative job in govt. department (2.51), job in central government (2.30), private company (2.22), to start own enterprise (2.09), voluntary organization (2.00), to become a school or college teacher (1.91), panchayat institutions (1.80), agricultural university scientist (1.60), nationalized banks (1.62), to join civil service (1.57), corporate sector (1.17), to enter into politics (1.00), cooperative societies (1.00) and job in private banks (1.00).

Regarding the occupational aspiration preferences of Ph. D. students, it was found that majority of them wanted to be an agricultural university scientist (2.71) followed by job in central government (2.43), administrative job in government department (2.19), job in ICAR (1.67), school or college teacher (1.50), to start own enterprise (1.33), voluntary organization and corporate sector (1.00). None of the respondents preferred jobs in private company, cooperative societies, private bank, nationalized bank, to enter into politics and to join civil service.

Table 16: Occupational aspirations of the undergraduate, Post – graduates and Ph D. students

Sl. No.	Occupational Aspirations	Weighted Mean Score (X) (Undergraduate N=311)	Weighted Mean Score (X) (Post – graduate N=72)	Weighted Mean Score (X) (Ph. D N=24)
1.	To start own business	1.75	2.09	1.33
2.	To secure job in voluntary organization	1.52	2.00	1.00
3.	To secure job in panchayat institutions	1.56	1.80	-
4.	To secure job in private company	1.88	2.22	-
5.	To become a school or college teacher	1.66	1.91	1.50
6.	To secure job in cooperative societies	1.31	1.00	-
7.	To secure job in private bank	1.43	1.00	-
8.	To secure job in nationalized bank	2.14	1.62	-
9.	To secure job in Corporate sector	1.90	1.17	1.00
10.	Job central government	1.87	2.30	2.43
11.	To enter into politics	1.60	1.00	-
12.	To secure administrative job in govt. department	2.54	2.51	2.19
13.	To become an agricultural university scientist	1.98	1.60	2.71
14.	To secure job in ICAR	1.92	2.83	1.67
15.	To secure join civil service	2.09	1.57	-

Note: Preference I, II & III are coded as 3, 2, 1

#### 4.6.3(b) Occupational aspirations of the overall students

Table 17 indicates the occupational aspirations of the overall students studying Home Science.

It was depicted that majority of them wanted to secure administrative job in government department (2.52) followed by job in nationalized bank (2.07), to join civil service and agricultural university scientist (2.00), job in central government (1.97), private company (1.92), to start own enterprise (1.82), corporate sector (1.76), school or college teacher (1.71), panchayat institutions (1.63), voluntary organizations (1.54), to enter into politics (1.47), private banks (1.38) and cooperative societies (1.25).

#### 4.6.4 Economic aspirations of the students

It can be deduced from the table 18 that most of the undergraduate student's (27.01 %) economic aspiration per month from a job was Rs 20, 001 – 30, 000 /- which was followed by 19.61 per cent between Rs 30, 001 – 40, 000 /- ; 18.02 per cent between Rs 40,001 – 50,000 /-; 14.46 per cent between Rs 50,001 – 1 lakh; 13.82 per cent between Rs 10, 001 – 20, 000 /-; 4.19 per cent wanted to get salary above 1 lakh and only 2.89 per cent of them aspired for Rs 5000 – 10, 000/-.

In case of post – graduate students, 33.33 per cent of the students aspired for Rs 20, 001 – 30,000 /- followed by salary between Rs 40, 001 – 50, 000 /- (26.38 %), Rs 30, 001 – 40, 000 /- (25.01 %), Rs 10, 001 – 20, 000 /- (11.12 %) and Rs 50, 001 – 1 lakh (4.16 %). None of the respondents aspired monthly salary between Rs 5, 000 – 10, 000 /- and above 1 lakh.

Table 17: Occupational aspirations of the Home Science students (Overall) N=407

Sl. No.	Occupational Aspirations	Weighted Mean Score (X)
1.	To secure administrative job in govt. department	2.52
2.	To secure job in nationalized bank	2.07
3.	To join civil service	2.00
4.	To become an agricultural university scientist	2.00
5.	To secure job in central government	1.97
6.	To secure job in ICAR	1.93
7.	To secure job in private company	1.92
8.	To start own enterprise	1.82
9.	To secure job in Corporate sector	1.76
10.	To become a school or college teacher	1.71
11.	To secure job in panchayat institutions	1.63
12.	To secure job in voluntary organization	1.54
13.	To enter into politics	1.47
14.	To secure job in private bank	1.38
15.	To secure job in cooperative societies	1.25

Table 18: Economic Aspiration of the students per month (in Rs.) from the job

Sl. No.	Category (in Rs.)	Undergraduate (n = 311)		Post – graduate (n = 72)		Ph. D. (n = 24)		Total (n = 407)	
		F	%	F	%	F	%	F	%
1.	5,000 – 10,000	9	2.89	0	0.00	0	0.00	9	2.21
2.	10,001 – 20,000	43	13.82	8	11.12	0	0.00	51	12.53
3.	20,001 – 30,000	84	27.01	24	33.33	1	1.16	109	26.79
4.	30,001 – 40,000	61	19.61	18	25.01	4	16.66	83	20.39
5.	40,001 – 50,000	56	18.02	19	26.38	9	37.51	84	20.64
6.	50,001 – 1 lakh	45	14.46	3	4.16	8	33.33	56	13.75
7.	Above 1 lakh	13	4.19	0	0.00	2	8.34	15	3.69

It was also observed from the table 25 that 37.51 per cent of the Ph. D. students aspired for monthly income of Rs 40, 001 – 50, 000/- followed by 33.33 per cent between Rs 50, 001 – 1 lakh; 16.66 per cent between Rs 30, 001 – 40, 000 /-; 8.34 per cent expected above 1 lakh and only 1.16 per cent aspired for salary between Rs 20, 001 – 30, 000 /-. None of the respondents aspired between Rs 5, 000 – 10, 000/- and Rs 10, 001 – 20, 000.

The same table also revealed that in case of overall students, 26.79 per cent aspired for Rs 20, 001 – 30, 000 /- followed by 20.64 per cent for Rs 20, 001 – 30, 000 /- followed by 20.64 per cent for Rs 40, 001 – 50, 000; 20.39 per cent for Rs 30, 001 – 40, 000; 13.75 per cent of them expected Rs 50, 001 – 1 lakh; 3.69 per cent for above 1 lakh and only 2.21 per cent of the students aspired for Rs 5, 000 – 10, 000/-.

#### 4.7 Comparison between levels of different types of aspirations of students

Table 19 depicts the distribution of students according to their level of aspirations and comparison of the level of aspiration among undergraduate, post – graduate and Ph. D students.

##### 4.7.1 Level of Educational Aspiration

It can be noticed from the table that among the undergraduate students, a very high percentage of them (84.43 %) had medium level of educational aspiration followed by high level (6.12 %) and low level (5.44 %). In case of post – graduate students, 88.23 per cent had medium level of aspiration and equal percentage of students had low and high level of educational aspiration (5.88 %). It was also seen that 66.66 per cent of the Ph. D. students had also medium level of educational aspiration followed by high level (33.33 %). None of the respondents from Ph. D had low level of educational aspiration. There was a significant difference between the levels of educational aspiration among the undergraduate,

Table 19: Comparison between different types of aspirations of the undergraduate, post – graduate and Ph. D. students

Sl. No.	Category	Level of Aspiration			Mean	F value	SE	CD
		Low	Medium	High				
1. Educational Aspiration								
a)	Undergraduate (n = 147)	8 (5.44)	130 (88.43)	9 (6.12)	6.13	4.35*	0.09	0.26
b)	Post – graduate(n = 17)	1 (5.88)	15 (88.23)	1 (5.88)	5.47			
c)	Ph. D. (n = 3)	0 (0.00)	2 (66.66)	1 (3.33)	3.33			
2. Social Aspiration								
a)	Undergraduate (n = 311)	41(13.19)	214 (68.81)	56 (18.00)	3.62	6.253*	0.13	0.37
b)	Post – graduate (n = 72)	13 (18.06)	46 (63.88)	13 (18.06)	3.41			
c)	Ph. D. (n = 24)	3 (12.5)	14 (58.34)	7 (29.16)	4.70			
3. Occupational Aspiration								
a)	Undergraduate (n = 311)	53 (17.04)	212 (68.16)	46 (14.80)	17.47	5.725*	0.59	1.65
b)	Post – graduate (n = 72)	14 (19.44)	47 (65.28)	11 (15.28)	17.86			
c)	Ph. D. (n = 24)	0 (0.00)	12 (50.00)	12 (50.00)	22.41			
4. Economic Aspiration								
a)	Undergraduate(n = 311)	52 (16.72)	201 (64.63)	58 (18.65)	3.96	9.662*	0.12	0.33
b)	Post – graduate(n = 72)	8 ( 11.11)	42 (58.34)	22 (30.55)	3.79			
c)	Ph. D. (n = 24)	5 (20.83)	17 (70.83)	2 (8.33)	5.25			

\* Significant at 0.05 level

SE – Standard Error

CD – Critical Difference

post – graduate and Ph. D. students with critical difference of 0.26. The educational aspirations of undergraduate students was higher than post – graduate and Ph. D. students and educational aspirations of post – graduate students was higher than Ph. D. students and Ph. D. students had least educational aspirations among all the three group of students.

#### 4.7.2 Level of Social Aspiration

The data showed that 68.81 per cent of the undergraduate students had medium level of social aspiration followed by high level (18.00 %) and low level (13.19 %). It can also be noted that majority of the students (63.88 %) in post – graduate level had medium level of social aspiration and same percentage of the students (18.06 %) had high and low level of social aspiration. In case of Ph. D. students, 58.34 per cent had also medium level of aspiration followed by high level (29.16 %) and 12.50 per cent had low level of social aspiration. There was a significant difference between the levels of social aspiration among the undergraduate, post – graduate and Ph. D. students with critical difference of 0.37. The ph. D. students had the highest level of social aspiration and undergraduates as well as post – graduates had almost equal level of social aspirations.

#### 4.7.3 Level of Occupational Aspiration

It was observed from the table that among undergraduate students, majority of them (68.17 %) had medium level of occupational aspiration followed by 17.04 per cent had low level and 14.80 per cent had high level of occupational aspiration. With regard to post – graduate students, more than half of them (65.28 %) had medium level of occupational aspiration followed by 19.44 per cent had low level and 15.28 per cent had high level of occupational aspiration. The table also indicated that equal percentage i.e., half of the Ph. D. students (50 %) had medium and high level of occupational aspiration but none of the students had low occupational aspiration. There was a significant difference between the levels of occupational aspiration among the undergraduate, post – graduate and Ph. D. students with critical difference of 1.65. Among the three groups, Ph. D. students had the highest level of occupational aspiration (22.41) where as undergraduates

(17.42) and post – graduates (17.86) had almost equal level of occupational aspiration.

#### 4.7.4 Level of Economic Aspiration

With regard to economic aspiration, it was found that most undergraduate students (64.63 %) had medium level of economic aspiration which was followed by high level (18.65 %) and low level (16.72 %). Students doing post – graduation had medium level of aspiration (58.34 %) followed by high level (30.55 %) and only 11.11 per cent among them had low level of economic aspiration. In case of Ph. D. students, a very high percentage of them (70.83 %) had medium level of aspiration which was followed by 20.83 per cent had low level and only 8.33 per cent of the respondents had high level of economic aspiration. It was also observed that there was a significant difference between the levels of economic aspiration among the undergraduate, post – graduate and Ph. D. students with critical difference of 0.33. The level of economic aspiration was highest in case of ph. D. students but the undergraduate and post – graduate students had almost equal level of economic aspiration.

#### 4.8 Correlation between attitude and aspirations with selected personal and socio – economic characteristics of the students

##### 4.8.1 Correlation between attitude with selected personal and socio – economic characteristics of the students

Table 20 depicts the correlation between attitude with selected personal and socio – economic characteristics of the students.

It can be seen from the table that age and father's occupation was significantly correlated with the attitude of the students towards Home Science degree programme. It was also noticed from the data that the father's occupation was also significant with the respondent's attitude. There was no significant relationship in terms of gender, caste, father's education, mother's education,

Table 20: Correlation between attitude with selected personal and socio-economic characteristics of the students

N=407

Sl No.	Characteristics	r
1.	Age	0.214**
2.	Father's Education	0.000
3.	Mother's Education	0.054
4.	Father's Occupation	0.103*
5.	Mother's Occupation	0.054
6.	Family Type	-0.041
7.	Family Size	0.075
8.	Ordinal Position	0.002
9.	Monthly Income	0.036
10.	Academic Performance	0.016
11.	Mass Media Exposure	0.095

\*\* Significant at 0.01 level

\* Significant at 0.05 level

mother's occupation. It was also found that family type, family size, background of the family, ordinal position, monthly income, place of education, academic performance and mass media exposure had no significant relationship.

#### 4.8.2 Correlation between aspirations with selected personal and socio – economic characteristics of the students

A glance at table 21 highlighted the relationship between four different types of aspirations and selected personal and socio – economic characteristics of the students.

It can be deduced from the table that age is highly significant with educational aspiration of the respondents. In case of other variables i.e., caste, father's and mother's education and occupation, type and size of the family, monthly income of the parents, ordinal position, academic performance and mass media exposure had no significant relationship with the educational aspiration of the students.

With reference to relationship between social aspiration with personal and socio – economic characteristics of the students, it was found that caste and academic performance was positively correlated where as monthly income was negatively correlated. In terms of other variables i.e., age, father's and mother's education and occupation, type and size of the family, ordinal position and mass media exposure. There was no significant relationship with the educational aspiration of the students.

In case of occupational aspirations of the respondents, age, mother's occupation, parent's monthly income and academic performance had significant positive relationship. Caste, father's and mother's education, father's occupation, type and size of the family, ordinal position and mass media exposure had no significant relationship with the occupational aspiration of the students.

Table 21: Correlation between aspirations and selected personal and socio-economic characteristics of the students

N=407

Sl. No.	Category	Educational Aspiration	Social Aspiration	Occupational Aspiration	Economic Aspiration
1.	Age	0.208**	0.0035	0.158**	0.004
2.	Caste	-0.021	0.105*	0.068	-0.023
3.	Father's Education	0.000	-0.004	0.000	0.092
4.	Mother's Education	-0.006	0.013	0.012	0.082
5.	Father's Occupation	0.088	0.022	0.052	0.119*
6.	Mother's Occupation	-0.013	0.012	0.104*	0.053
7.	Type of Family	-0.010	-0.017	0.024	0.057
8.	Size of Family	-0.015	0.016	0.022	0.092
9.	Monthly Income	-0.028	-0.127*	0.106*	0.007
10.	Ordinal Position	0.033	0.061	-0.048	-0.023
11.	Academic performance	0.072	0.112*	0.129**	0.119*
12.	Mass Media Exposure	0.051	0.047	0.012	-0.071

\*\* Significant at 0.01 level

\* Significant at 0.05 level

With regard to economic aspiration of the students, father's occupation and academic performance had significant positive correlation whereas in relation to age, caste, father's and mother's education, mother's occupation, type and size of the family, monthly income, ordinal position and mass media exposure, there was no significant relationship.

#### 4.9 Factors affecting the choice of Home Science course

##### 4.9.1 Source of information about the College of Rural Home Science

It was noticed from the Table 22 and Fig.7 that 26.29 per cent of the respondents got the information about this college from family friends followed by 24.82 per cent from family members, 17.93 per cent from relatives and 17.20 per cent from their classmates. Students also came to know about this college from mass media (7.38 %) followed by others (3.43 %) and teachers (2.95 %).

##### 4.9.2 Source of influence to opt Home Science course

A glance at table 23 and Fig. 8 indicated that more than half of the respondents (51.59 %) were influenced by their family members to opt Home Science course, 25.55 per cent of them were not influenced by anyone to join Home Science course, 12.53 per cent of the respondents were influenced by their teachers, friends (8.60 %) and others (1.73%).

##### 4.9.3 Factors affecting the choice of Home Science course

Regarding the other factors affecting the choice of Home Science course as given in table 24 and Fig. 9, most of them choose by their own interests (44.72 %), grade 12 percentage of marks (33.17 %), other reasons (13.52 %) and only 8.59 per cent of the respondents opt because of their ability to pay course fees.

Table 22: Sources of information about this college

N=407

Sl. No.	Category	Frequency	Percentage %
1.	Classmates	70	17.20
2.	Family Members	101	24.82
3.	Family Friends	107	26.29
4.	Relatives	73	17.93
5.	Mass Media	30	7.38
6.	Teachers	12	2.95
7.	Others	14	3.43

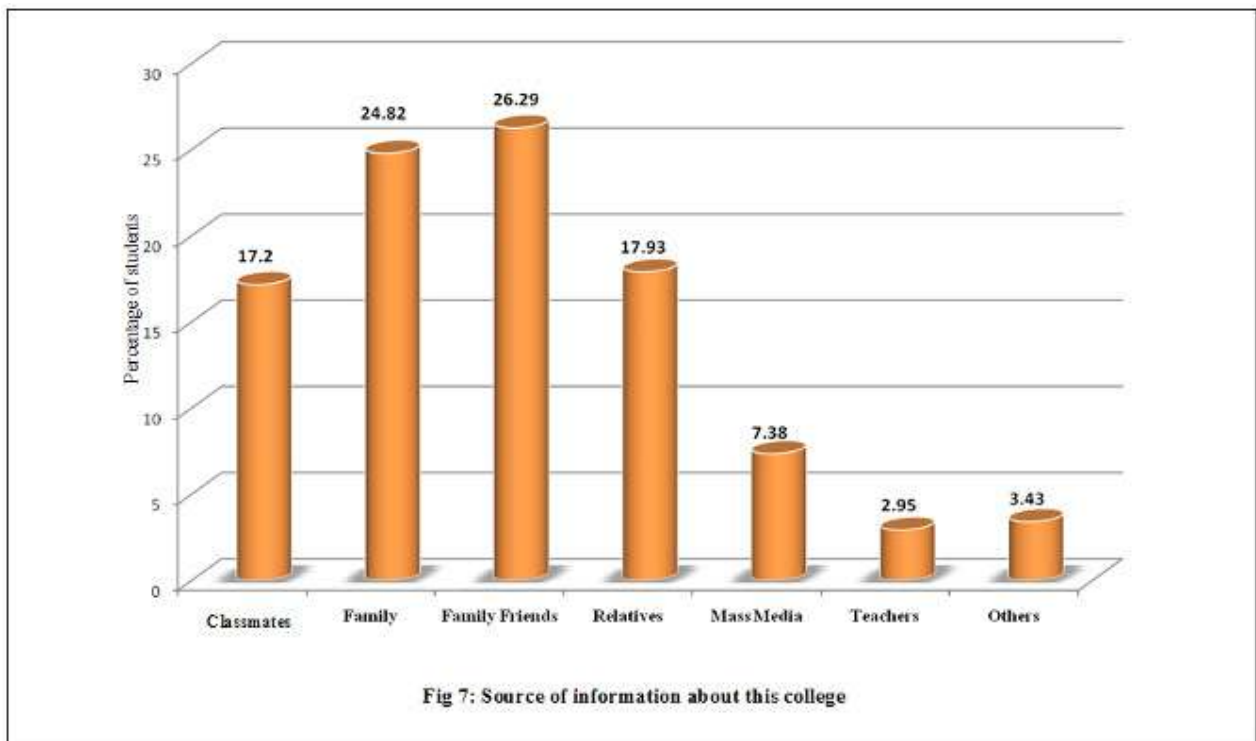
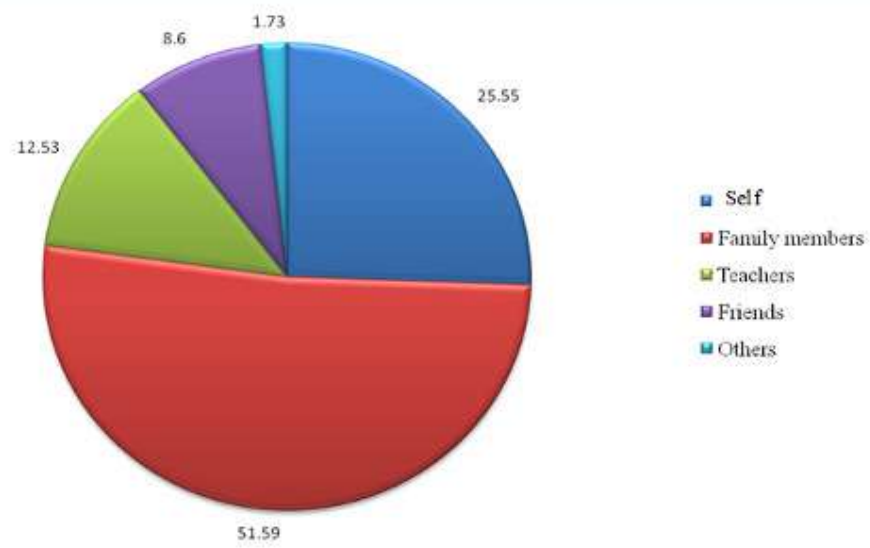


Table 23: Source of influence to opt Home Science course

N=407

Sl. No.	Category	Frequency	Percentage %
1.	Self	104	25.55
2.	Family members	210	51.59
3.	Teacher	51	12.53
4.	Friends	35	8.60
5.	Others	7	1.73

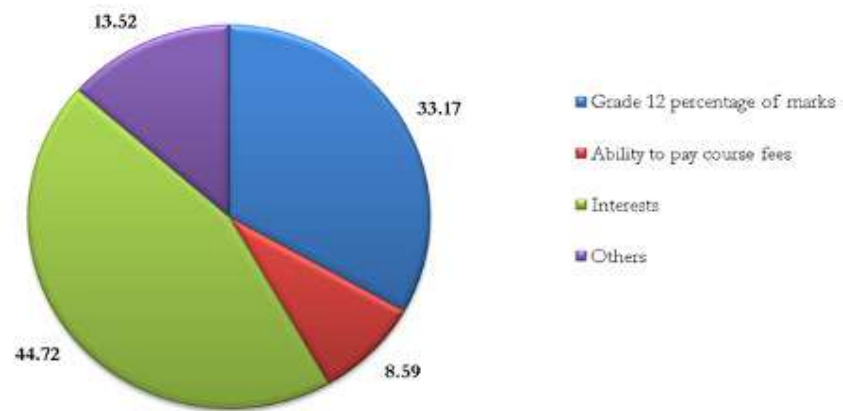


**Fig. 8: Source of influence to opt for Home Science Course**

Table 24: Factors affecting the choice of Home Science course

N=407

Sl. No.	Category	Frequency	Percentage (%)
1.	Grade 12 percentage of marks	135	33.17
2.	Ability to pay course fees	35	8.59
3.	Own Interests	182	44.72
4.	Others	55	13.52



**Fig. 9: Factors affecting the choice of this course**

#### 4.10 Suggestions for enrichment of the degree programme

The data in the table 25 showed that 62.41 per cent of the students want that the nomenclature of the degree programme should be changed. With reference to change in course curriculum, 75.19 per cent of the respondents said that the course should be changed. It was also revealed from the table that only 19.66 per cent of the students told that the duration of the course should be changed. It was observed that 100 per cent of the respondents wanted that there should be designated jobs for Home Science graduates and there is a need for career guidance and placement cell at the college. Majority of the respondents (86.97 %) agreed there is a need for E- learning system and 52.82 per cent said that the infrastructural facilities need to be improved.

#### 4.11 Perception of students about the university

Table 26 depicts the student's perception about the university.

With reference to quality of teaching, it was noted that more than half of the respondents (59.21 %) said that the teaching in the university was of good quality followed by 28.99 per cent said that it is of very good quality, 10.57 per cent told as of medium quality and 1.23 per cent said teaching as of poor quality.

Looking into the infrastructural facilities of the university, 46.69 per cent of the respondents agreed that it is good followed by 27.51 per cent said that it is medium, good (24.82 %) and poor (0.98 %)

Regarding the student's perception about library facilities, 74.45 per cent of the respondents agreed that library facilities are very good followed by good (22.85 %), medium (2.22 %) and only 0.49 per cent of the respondents told that the library facilities were poor.

With regard to hostel facilities, 46.69 per cent of the students said that the facilities in the hostel are of medium quality followed by 30.95 per cent told that it is of good quality, 13.51 per cent said as poor and only 8.85 per cent said as very good.

Table 25: Student's suggestions for enrichment of the degree programme

N=407

Sl. No.	Items	Frequency	Percentage %
1.	Change of nomenclature	254	62.41
2.	Change in course curriculum	306	75.19
3.	Change in duration of the course	80	19.66
4.	Need of designated jobs for Home Science graduates	407	100
5.	Need for E- Learning	354	86.97
6.	Need for career guidance and placement cell	407	100
7.	Improvement of infrastructural facilities	215	52.82

Table 26: Student's perception about the University

N=407

Sl. No.	Item	Category	Frequency	Percentage %
1.	Quality of Teaching	Very Good	118	28.99
		Good	241	59.21
		Medium	43	10.57
		Poor	5	1.23
2.	Infrastructural Facilities	Very Good	101	24.82
		Good	190	46.69
		Medium	112	27.51
		Poor	4	0.98
3.	Library Facilities	Very Good	303	74.45
		Good	93	22.85
		Medium	9	2.22
		Poor	2	0.49
4.	Hostel Facilities	Very Good	36	8.85
		Good	126	30.95
		Medium	190	46.69
		Poor	55	13.51

## 5. DISCUSSION

The results of the study are discussed and interpreted under the following headings:

5.1 Personal profile of the students

5.2 Socio-economic profile and status of the students

5.3 Previous education details of the students

5.4 Specific information of the students

5.5 Attitude of students towards Home Science degree programme

5.6 Aspirations of students

5.7 Comparison between level of different types of aspirations among undergraduate, post – graduate and Ph. D. students

5.8 Correlation between attitude of students towards Home Science degree programme and educational, social, occupational and economic aspirations of the students with personal and socio – economic characteristics of the students

5.9 Factors affecting the choice of Home Science course

5.10 Student's suggestions for enrichment of the degree programme

5.11 Perception of students about the university

5.1 Personal profile of the students

Table 1 depicts the personal profile of the students.

Age

It was found that majority of the respondents were below the age of 22 years followed by within the age 22-23 years and above 23 years. As the respondents are

under formal system of education, hence their age is according to it. Similar findings were reported by Rahim and Nataraju (2009).

#### Gender

The findings of the study indicated that majority of the students studying Home Science were girls (Table 1). Female domination was observed among the students. Less than one – fourth of the students were boys. The reason may be as people think that Home Science course is house oriented more suitable for females and hence low enrolment of boys in this course.

#### Number of Siblings

It was also observed that majority of the respondents (48.89 %) had 2-3 numbers of siblings followed by one number of sibling (43.99 %), 5.16 percent had no siblings, 1.96 percent had 4-5 siblings and none of the respondents had more than five siblings. As the awareness of family planning is increasing, people are restricting to small families

#### Ordinal Position

It was evident from the Table 1, in case of ordinal position, 48.41 percent of the respondents were second born in their family which was followed by 47.17 percent of first born and remaining 4.42 percent of the respondents were last born. These findings are in line with the results reported by Rahim and Nataraju (2009).

### 5.2 Socio-economic profile of the students

#### Caste

A close observation of caste of the students revealed that majority of the respondents belonged to other backward class followed by upper caste. Usually, students from higher castes had higher occupational aspirations and may be because of that they were enrolled in professional courses like Home Science, agriculture, etc., so that they will easily get jobs. Similar findings were reported by Windham (1970) and Roy *et al.* (1978).

### Father's Education

The education of most of the fathers were 10<sup>th</sup> class pass but less than graduation which was followed by graduation. This might be due to growing realization about importance of education for improving the livelihoods. Similar findings are reported by Preety (2014).

### Mother's education

In case of mother's education, most of the respondent's mothers were 10<sup>th</sup> pass but less than graduation which was followed by primary pass but less than 10<sup>th</sup>. Mothers were less educated than fathers may be because of the possible reason that due to the negligence of elders about education, economic condition and illiteracy of parents might not have allowed their daughters to attend schools in their early age. These findings are in accordance to the results found by Chakraborty (2006) where he found most of the mothers were with less education when compared to fathers.

### Occupation of Father

The occupation for most of the fathers was found to have salaried job. Migration may be one of the reasons to take up jobs in central/ state/ public undertaking. Job security might be considered as another reason for the same. This trend is in continuation with that reported by Preety (2014).

### Occupation of Mother

Most of the mothers were self employed with income less than Rs. 5000/- (labourer, housewives). The reason that can be cited may be because they are busy taking care of the family or may be the problem of permission by the elders to go and work outside. A study conducted by Gnandevan (2005) also revealed more enrolment of students to higher education with mothers being unemployed.

### Monthly Income

The results showed that majority of the parents monthly income is between Rs. 10,000 – 19, 999 /- followed by Rs 20, 000 – 49, 000 /-. Since most of the respondent's fathers are educated and are job holders, with the above said income can afford this education whereas it is not possible for them to opt for more expensive education like engineering, medical etc.

### Type of Family

In case of family type, majority of the students were from nuclear family (84.53 %). The growing trend all around the country might have made the families to be nuclear. The advantage of economic and social independence, the reduction in liabilities along with the freedom of assets might have added up to the increased nuclear families. This result is in continuation with that reported by Patnam *et al.* (2010), Srivastava *et al.* (2007) and Selvi (2003).

### Size of the family

More number of students belonged to medium family size (51.10%) followed by small (30.47 %) and large (18.43 %). The lack of awareness among the respondents family about the advantages of small family may be the reason for finding majority of medium families for the study. Also in case of medium size family, as the numbers of children are more, they opt for education with less expenditure when compared to other professional degrees like medical and engineering. Studies conducted by Preety (2014) and Suryawanshi and Wattamwar (2003) showed similar results.

### Background of the family

It is evident from the findings that nearly half of the respondents (50.85 %) belong to urban areas followed by rural areas. This may be due to the fact that the respondent's families were migrated from rural areas to the urban areas in search of jobs and to avail all kinds of facilities like quality education for their children, etc. but the study by Rahim and Nataraju (2009) reveals that majority of the students belong to semi – urban areas.

### Association between socio economic Status and background of the students

A close observation of the socio – economic status of the students in Table 3 and fig. 3 revealed that majority of the students belongs to upper middle class followed by high class. This may be because all the parents of the students had good monthly income and occupation and also may be because of the medium size of the family, nuclear type of family and majority of them were from urban locality. The parents with such socio – economic status know the importance of education but cannot afford other expensive courses like medical, engineering etc., hence they have opted this course.

Majority of the students from to urban areas and resettlement colonies belonged to high class where as students from rural areas belongs to upper middle class. There is a significant association between the socio - economic status and background of the students. The reason may be because people from rural areas mainly depend on agriculture; hence their income tends to be less. They have less access to all types of facilities and opportunities.

### 5.3 Previous education details of the students

#### Syllabus Studied

With respect to syllabus studied by the students (table 4), it was observed that most of the students passed out their SSLC / 10<sup>th</sup> and PUC/ 12<sup>th</sup> from state board. It may be because of the non – availability of schools having ICSE and CBSE schools in the nearby areas where their villages or towns situated. In a study conducted by Jyothi (2012) revealed that majority of the out – going B. Sc. (Ag) students did their SSLC and Inter from state board.

### Type of School/College Studied

The results also revealed that in case of type of school/ college studied, more than half of the students completed their SSLC / 10<sup>th</sup> and PUC/ 12<sup>th</sup> from private schools and colleges. The reason may be because people think that in private schools and colleges, students used to get quality education along with different extracurricular activities. Therefore, parents admitted their children in private schools or colleges. Another reason may be due to the fact that parents had good monthly income, so they can afford the fees structure of the private schools or colleges. The findings are in line with the results revealed by Jyothi (2012).

### Medium of Instruction

In case of medium of instruction, it was found that majority of the students did their SSLC / 10<sup>th</sup> from Kannada. Most of the students passed out their PUC/ 12<sup>th</sup> from English medium. It may be because students after completion of their SSLC, they used to join colleges or junior colleges instead of schools. The medium of instruction in case of science stream in PUC is only in English and students from science stream only get admission for Home Science under agricultural university.

### Percentage of marks obtained

It was found from the study that majority of the student's secured percentage of marks between 85.01 – 90.00 during their SSLC / 10<sup>th</sup> whereas in PUC/ 12<sup>th</sup>, most of them secured percentage of marks between 55.01 – 60.00. It can be concluded from the results that their level of performance decreases in PUC / 12<sup>th</sup> compared to SSLC / 10<sup>th</sup>. It may be because they change medium of instruction from kannada to English during their PUC / 12<sup>th</sup>. These finding is in confirmation with Iswalkar (2001), Shigwan (2002), Jonhale and Wattamwar (2004) and Takalkar (2008).

## 5.4 Specific information of the students

### Place of education

The findings of the table 5 indicated that most of the students did their primary, middle, high schooling and PUC/ 12th from urban areas followed by rural areas. It may be because majority of them were living in urban locality, therefore they joined schools and colleges which are located in urban areas. The study conducted by Rahim and Nataraju (2009) also showed similar results.

### Financial Assistance

It was revealed that majority of the students (57.99 %) were not getting any assistance whereas 30.47 percent were getting scholarships. The student are not getting any scholarships may be because their academic performance is not up to the mark that they can avail scholarships.

### Present Academic Performance

It was concluded that most of the students present academic performance is between 7.51 – 8.00 followed by 8.01 – 8.50 (10 point scale). The level of performance is not high; it may be because of the lack of understanding of the course content and non participation of the students. The students who came from Kannada medium may also face problems because in the college medium of instruction is English. The results are in line with the finding reported by Marini and Greenberger (1997), Pradhan (2002) and Sujatha *et al.* (2002).

### Exposure to Mass Media

With respect to mass media exposure, all the students were exposed to mass media but their level of exposure ranges from medium (40.79 %) to high (34.88 %). As the samples are college students, they have easy accessibility to various mass media like computer, internet and mobile. Further, it is clearly evident that the students are literate, thus, making them eligible to utilize print media like newspaper, magazines, journals, etc. Therefore, the mass media utilization is reported to be

medium to high among the students. This finding is in agreement with the findings of Suryawanshi and Wattamwar (2003).

## 5.5 Attitude of students towards Home Science degree programme

### 5.5.1 Attitude of the students towards Home Science degree programme

It was noticed from Table 6 that, joining to the Home Science degree programme is boon to the students; majority of the respondents agreed this statement. This is mainly due to the fact that Home Science degree programme expose the students to wide range of core subjects along with the basic agricultural and allied courses, which in turn helps them to understand the world broadly and give way to prepare for the competitive examinations. This degree programme is also considered as low cost degree programme which fetch good jobs. It is in confirmation with the study conducted by Gowda *et al.* (2012).

Home Science is perceived by non Home Scientists as related to cooking and managing home, this was agreed by most of the students because of the reason that in common people and people other fields and backgrounds thinks that in this course students learn only about different cooking techniques or methods of housing or space management and home or consumer economics.

More than half of the respondents (59.46 %) strongly agreed that Home Science degree programme is very useful even for daily living of an individual as in this degree programme students learn each and every thing applicable to daily life from infant to childhood.

With regard to whether Home Science degree helps in all round development of a student, 48.15 percent of the respondents strongly agreed and 40.04 percent agreed. It may be because of the fact that under Home Science degree programme students are introduced in the beginning to the subjects of basic science and humanities (statistics, economics, computer science, biochemistry, sociology, psychology, spoken English and journalism) and agriculture and allied courses (agronomy, dairy and poultry, entomology, horticulture, marketing and human genetics). Thereafter, they study core subjects of Home Science, physical education,

NSS/ NCC, Rural Awareness work Experience Programme (RAWEP), experiential programme, in – plant training programme and educational tours are part of the degree programme along with extracurricular activities. All these help the students in their overall development.

Home Science as a career and course has a low societal prestige; this was agreed by majority of the respondents may be because people think that Home Science is more related to cooking and is more suitable for females.

About 47.43 percent of the samples agreed that Home Science graduate is able to start his/her own enterprise enterprise without much difficulty. It may be because each and every Home Science graduate is used to go through experiential learning programme and in – plant training which exposes them to apply their knowledge what they had gained during their entire degree programme. It facilitates capacity building of the students to start their own enterprise or enterprise and develops confidence among them.

Majority of the students agreed that Home Science is interesting and useful because whatever they learn from the Home Science course, they can apply in their daily life situation.

It was revealed that 31.94 percent of the respondents agreed that the employment situation makes the students lose interest in Home Science education. The reason behind this is that Home Science graduates are not getting good jobs when compared to other agricultural university graduates and because of that they are losing their interest to continue their further studies.

Home Science education is the need of the hour to prevent social evils; this was agreed by 43.48 percent of the students. It may be because Home Science students study different courses diffusion and adoption, programme planning etc., and go through RAWEP programme which are directly or indirectly related to the society as Home Science is both social science as well as an applied science through which they can help the society to remove evils from the society.

Among the students, majority strongly agreed that Home Science is a skill oriented course. The possible reason may be because Home Science degree programme is providing so many practical oriented courses from all the five disciplines which help in increasing the skills be it in stitching, cooking, interior decoration, budgeting, photography and videography, child rearing, parenting etc.

More than half of the respondents (54.54 %) agreed that knowledge gained through Home Science degree programme helps us to contribute for the upliftment of the society. This is mainly because of the reason that Home Science course mainly focuses on improving of the status of rural adolescent girls and farm women.

It was also found that with respect to the statement Home Science is a least preferred course by the students under State Agricultural University, 36.36 percent of the students strongly agreed and 33.32 percent agreed. This may be because people think that Home Science is more related to cooking and is more suitable for females. Also the employment situation makes the students not to choose Home Science course because students are not getting good jobs compared to other degrees in state agricultural universities.

More than half of the students (51.84 %) agreed that the course curriculum helps to provide an opportunity to students to learn more in rural life situation. It may be because Rural Awareness Work Experience Programme (RAWEP) is the special feature of the degree programme that exposes students to field realities, groom students to work in rural environment, to work with NGO's, Mahila Mandals, Yuvak Mandals and similar organizations. Students organize camps in villages and work in close collaboration with farm families.

Nearly half of the students strongly agreed that the combination of agriculture and allied courses enriches the Home Science course. It may be because in India, farming is a family affair where we cannot differentiate household work and farm work. As most of the people have farming background, agriculture and allied courses helps them to understand the farmers and farm situation more scientifically. Another reason may be as along with the Home Science courses, they come to learn agricultural and allied courses which help them in the preparation of different examinations like JRF, SRF, ICAR NET or any other competitive examinations.

With respect to the statement Home Science degree is more suitable for females, 40.54 percent of the respondents strongly agreed. It may be because in this course students study about cooking, managing home, clothing construction, child care and rearing, etc. and our society still feels that females are meant for home activities.

More than half of the respondents (56.26 %) strongly agreed that experiential learning programme helps the students to build better confidence and professionalism. The possible reason may be because during experiential learning programme, students practically apply the knowledge gained during their course work which leads to the improvement of their decision making and entrepreneurship skills.

Majority of the students agreed with the statement that good values and virtues are developed through Home Science education. It is very true to say the above statement due to the fact that Home Science education develops all the qualities that are needed for improving the overall personality of an individual.

Home Science degree is not on par with other technical courses was agreed by majority of the students because Home Science course teaches us about techniques of home management along with various scientific problems related to development of surrounding and environment. It is more related to do with the day to day life and for the rural upliftment.

### 5.5.2 Attitude of boys and girls towards Home Science degree programme

Table 7 indicates that among boys, majority of them had favourable attitude followed by more favourable attitude. In case of girls also, most of them had favourable attitude followed by more favourable attitude and very few had less favourable attitude. Thus, it indicated that students are having a positive attitude towards the course what they are studying. They are very satisfied with the Home Science course. The study conducted by Gowda *et al.* (2012) about the attitude of agricultural students towards agricultural education also revealed same results but Sujatha *et al.* (2002) in their study found that students had unfavourable perception about Home Science education. The reason may be because of the existing unemployment situation creating frustration and makes the students ill disciplined and thereby losing interest in Home Science education. But compared to 2002, at present there is a lot of change in the course curriculum. The course has become more entrepreneurship and skill oriented with the introduction of experiential learning and in - plant training, this in turn helps the students to become self employed instead of completely depending on jobs and hence there is change in result. It was observed that there was no significant difference between the attitude of the boys and girls towards Home Science degree programme (table 8). The reason may be because after joining the Home Science they came to know that Home Science course is suitable for both boys and girls.

### 5.5.4 Attitude of undergraduate, post – graduate and Ph. D. students towards Home Science degree programme

With reference to undergraduate, post – graduate and Ph. D. students, it was noted that most of them had favourable attitude towards the degree programme followed by more favourable attitude (Table 9). The reason behind this may be because they are very much satisfied with the Home Science course. Through this course, they are exposed to wide range of subjects. Gowda *et al.* (2012) also revealed similar results for agricultural students. In table 10, ANOVA test showed that there was a significant difference in the attitude of the undergraduate, post – graduate and Ph. D. students towards Home Science degree programme with

the critical difference of 1.64. It may be because they are promoted to higher classes, they become specialized in the subject of their interest thus develop favourable attitude towards the course.

## 5.6 Aspirations of the students

### 5.6.1 Educational aspirations of the students

Higher education is defined as the education of an age group between 18 and 24, and is largely funded by the government. The higher education system in India plays a significant role in improving living standards of people in the country. India viewed education as an effective tool for bringing social change through community development.

It was found in table 11 that majority of the undergraduate students (52.74 %) want to do job where as 47.26 percent preferred to pursue higher education. It may be because they think that it is a professional course, so they will get jobs after completion of graduation. In case of post – graduate students also, 76.39 percent want to do job and 23.61 percent want to continue their education. The reason might be because the students want to be economically independent. Also, students feel that they can get similar jobs what they can get even after completion of Ph. D. It was also noticed that a very high percentage of Ph. D students (87.50 %) preferred to do job and only 12.50 percent want to pursue higher education. Jyothi (2012) also revealed similar results for agricultural students. From this it can be concluded that most of the students from undergraduate, post – graduate and Ph. D level aspired for job. Very less percentage of Ph. D students (12.50 %) preferred to do further studies when compared to undergraduate (47.26 %) and post – graduate (23.61 %). The reason may be in India, for Home Science Ph. D is the highest level of formal education and also Post – Doc is not available in India. Most of the students aspired for job might be because they are not interested to pursue higher studies or due to their economic condition or financial constraints, they want to do job urgently.

Among undergraduate students who want to continue their education, most of them preferred to do MHSc (59.1 %) followed by master degree in other courses like fashion designing, mass communication, counseling, public health, interior designing, animation, etc. (17.68 %). The reason may be because they will not get suitable job with good salary on the basis of graduation. Also, they have developed favourable attitude for the Home Science degree programme. Similar results were obtained by Khole and Kadam (2013) for agricultural students.

With respect to preference of undergraduate students for discipline of study under MHSc [table 12 (a) & (b)], most of them (27.58 %) gave their first preference to Food Science and Nutrition where as second preference for Human Development and Family Studies (33.34 %) and third preference for Extension and Communication Management (34.48 %). The possible reason may be because they think that with Food Science and Nutrition as specialization they will get more good jobs when compared to other disciplines. They can join as a dietician, food analyst, food inspectors, counselors, etc. Food and Nutrition has a wider scope with increasing health consciousness among the modern population. In case of Human Development and Family Studies, they can be recruited as counselors, psychologists, child Development and Project Officers, etc. In terms of Extension and Communication Management, they can join journalism as a farm journalist, news editor, columnist, news reader, programme coordinator, etc. or they can be extension agents or village level workers any kind of extension workers.

It was found that majority of the post graduate students (64.70 %) preferred to do Ph. D. The reason may be because after completion of Ph. D they will get high salaried jobs. Another possible reason may be if they get administrative jobs, the salaries will be better and inturn have a better status and security in the society.

Most of the Ph. D students (66.66 %) preferred to do PG – diploma and only 33.33 percent want to do post – Doc. The reason may be because they are already much educated and qualified, want to secure job and non – availability of Post – Doc courses in India.

In terms of preference for university in order to do MHSc, majority of the students want to do at any other university in India followed by UAS, Dharwad and very few want to pursue at universities in abroad. It can be noted that most of them want to do at any other university in India may be because they want some change or exposure while some students want to do at UAS, Dharwad only; it may be because they are already adjusted with the academic environment and the hostel. Other reasons may be because their parents will not allow them to go outside the state to continue their education or sometimes economic condition of the family also hinders the education of the students. The findings are in confirmation with the study conducted by Jyothi (2012).

With respect to student's preference for preparing competitive examinations, a very high percentage of the respondents, undergraduate (91.31 %), post – graduate (84.73 %) and Ph. D (91.66 %) preferred to prepare for competitive examinations because of the fact that after getting through these examinations, they will get good administrative and other types of jobs which will provide good salary. Another reason may be because by such jobs they will have better status in the society. Also, the job opportunities just by the virtue of their degree are not many, hence they have to depend on such examinations for jobs.

#### 5.6.2 Social Aspirations of the students

Table 15 shows that most of the students from undergraduate level aspired to develop rural community (29.58 %). In case of post – graduate students also 47.22 percent aspired to develop rural community. The reason for this may be because they want to do something for the community in which they are residing and also in Home Science course students are more exposed to society and community as a whole because of the RAWEP experience. They want the upliftment of the society. But

among Ph. D students equal percentage of students (29.17 %) preferred to develop rural community, to get social recognition and to develop nation. For this, the possible reason might be as people grow older and become mature they become more responsible towards the society and nation because of their experience. Also, they want social recognition may be because they have the urge to get status and respect in the society.

It was also noted that 32.67 percent of the overall students aspired to develop rural community because may be they developed the sense of responsibility towards the society or community. They want to serve the people in the community. The study conducted by Khole and Kadam (2013) found that majority of the agricultural students want to develop their own family where as Jyothi (2012) in her study revealed that most of the agricultural students want to support parents followed by to develop farmers and farm women. The reason may be because agricultural students are more exposed only to farmers in the field where as Home Science students are more exposed to the community as a whole.

### 5.6.3 Occupational aspirations of the students

It was found from table 16 that most of the undergraduate students preferred administrative job in govt. department followed by job in nationalized banks and to join civil service. But among post – graduate students, most of them want to secure job in ICAR followed by administrative job in govt. department. In case of Ph. D students, most of them preferred to become an agricultural university scientist. The results indicated that majority of the undergraduate students preferred administrative job may be because by getting this type of job, they will get status in the society through their standard of living will increase along with regular income, pay and perks and other benefits and facilities. Moreover, after completion of bachelor degree, they can get jobs in govt. department on the basis of their graduation compared to other types of jobs. In case of nationalized banks also, they will get good salary along with different fringe benefits. May be because of the above reasons, they are more facilitated to opt these jobs.

Among post – graduate students, majority of them preferred to secure job in ICAR. The reason for this might be because they are aware of the job prospects under ICAR and this organization works under central govt., therefore salary will also be good. Also, the minimum qualification required to fetch job in ICAR is post – graduation.

Majority of the Ph. D students preferred to become an agricultural university scientist may be because they are more specialized in a particular subject and hence want to make use of their specialized knowledge in their jobs and like to contribute to their respective fields.

The occupational aspiration of the overall students is to secure administrative job in govt. department. The reason may be as students consider Home Science degree under agricultural universities as a professional degree, they feel that they can get good jobs by earning this degree. Hence, they want to do such jobs which provide them good salary, security and status in the society.

#### 5.6.4 Economic aspirations of the students

It was found in table 18 that the economic aspirations were higher among Ph. D students. They aspired for Rs. 40, 001 – 50, 000 /- (37.51 %) followed by Rs. 50, 001 – 1 lakh per month (33.33 %) per month. In case of undergraduate and post – graduate students, 27.01 percent and 33.33 percent aspired salary per month in between Rs. 20, 001 – 30, 000 /-.

This shows that more percentage of PG and Ph. D students aspire for higher salaries when compared to undergraduates. This may be because higher the education, higher the salary expectation. Post – graduate and Ph. D students are more educated and prefer specialized jobs which in turn fetches them high salary. Similar findings were revealed by Khole and Kadam (2012) and Jyothi (2012).

## 5.7 Comparison between level of different types of aspirations among undergraduate, post – graduate and Ph. D. students

### 5.7.1 Level of educational aspiration

Majority of the students among all the three groups of students had medium level followed by high level of educational aspiration (table 19). The reason may be they think that if they will pursue higher studies, they will get good jobs. There was a significant difference between the levels of educational aspiration among the undergraduate, post – graduate and Ph. D. students with a critical difference of 0.26 . Most of the undergraduate students want to do masters where as very few post - graduate students want to do Ph. D. and the percentage of Ph. D. students aspiring higher education is the least because at present Ph. D. is the highest degree of education and people very rarely want to aspire more than Ph. D.

### 5.7.2 Level of social aspiration

The data in table 19 showed that most of the respondents (63.68 %) had medium level of aspiration followed by high level (21.74 %) and low level (14.58 %). The reason may be that students of Home Science have studied about the community, importance of rural development and its role in nation building as a part of their curriculum. Due to this they have commitment towards the society. Everyone cannot do everything in their life just for the sake of society. Hence, they have medium level of aspiration. There was a significant difference between the levels of social aspiration among the undergraduate, post – graduate and Ph. D. students with a critical difference of 0.37. This might be due to the fact that as gradually people grows up, they become more responsible towards the society or community because of their experience and maturity.

### 5.7.3 Level of occupational aspiration

Among undergraduate and post – graduate students, majority of them had medium level of aspiration followed by low level and high level of occupational aspiration but in case of Ph. D. students, equal percentage i.e., half of the them (50%) had medium and high level of occupational aspiration but none of the students had low occupational aspiration (table 19). There was a significant difference between the levels of occupational aspiration among the undergraduate, post – graduate and Ph. D. students with a critical difference of 1.65. The level of occupational aspiration was more in case of Ph. D. students because may be they are more qualified than the other two groups of students. They aspire for less or moderate risk bearing jobs. The findings seek support from the results reported by Waman *et al.* (2000).

### 5.7.4 Level of economic aspiration

Out of the total students, 64.61 percent had medium level followed by 19.10 percent had high level and 16.22 percent had low level of economic aspiration (table 19). It was also observed that there was a significant difference between the levels of economic aspiration among the undergraduate, post – graduate and Ph. D. students with a critical difference of 0.33. For this also, the possible reason may be same as discussed for occupational aspiration.

Finally we can say that Ph. D. students had lower educational aspirations, higher social, occupational and economic aspirations compared to the other two groups. In case of PH. D's, they have reached maximum limit with regard to education hence their aspiration is low. But as their level of education increases their occupational and economic aspirations increases because due to their specialized education. They become eligible to do higher jobs and higher salary. As their occupational and economic aspiration increases, their commitment towards the society also increases; hence they have higher level of social aspirations.

## 5.8 Correlation between attitude and aspirations of the students with selected personal and socio – economic characteristics of the students

### 5.8.1 Correlation between attitude with selected personal and socio – economic characteristics of the students

It was found in table 20 that age was positively and significantly correlated with the attitude of the students towards Home Science degree programme. The reason for this may be due to the fact that as the age increases, they are gaining more experience by moving to higher classes and hence develops more favourable attitude towards Home Science education. It was also noticed that the father's occupation was also positively significant with the respondent's attitude. The possible reason might be because as the father is having good job, he has higher income, better knowledge to different courses and due to this he has inspired children to have more favourable attitude towards Home Science education.

### 5.8.2 Correlation between educational, social, occupational and economic aspirations of the students with selected personal and socio – economic characteristics of the students

It was observed in table 21 that age had positive and significant relationship with educational aspiration. As the age increases, students move to higher classes, they are exposed to more specialized subjects and urge of knowledge increases, thus increasing their aspirations for education.

With social aspiration, caste is positively correlated may be because from childhood only they are motivated by their family members to serve the community. In upper caste people, the understandings of the society is better and are more involved in the society compared to lower caste. Academic performance also had positive correlation because as the level of academic performance is high, then definitely they aspire for good jobs and high income and in this way they have more urge to serve the community. Another reason may be in Home Science course, students are learning more community oriented courses. They go through RAWE

programme through which they get better experiences and come in contact with the community. While considering the monthly income of the family, it was negatively correlated. The reason may be higher the income of the parents, the students are provided with electronic gadgets like mobiles, computers, laptops etc. which makes them to stick to those and involve less in the society and due to this their selfishness increases and commitment to society decreases.

In case of occupational aspirations of the respondents, age and academic performance had positive and significant relationship. The possible reason for this may be because as the age increases students become more mature and educated and hence their level of occupational aspiration also increases. Also as the age increases, their educational level also increases and hence they try to get better jobs. Mother's occupation had significant role in framing their children's occupational aspiration. The possible reason may be because mothers were the most influential as children talk to their mother concerning their career choices. As the level of mother's occupation increases, they feel that their children should do still better in life. Hence, they inspire their children to aim for higher occupations. Parent's monthly income had also significant relationship, the reason might be due to the fact that if the economic conditions of the students are good, it creates an environment in the home to aspire more for good jobs with much expectations. The finding is in line with Paul (2013). Academic performance is also positively and significantly correlated with the occupational aspirations of the students. The possible reason may be because as the academic performance increases, the occupational aspirations also increases because it is understood that students with better academic performance are more intelligent and their performance is better in their work place. Even in one society selection for white collar jobs is based on their academic performance. Hence, naturally the students with better academic performance aspire for better occupations. Similar findings were reported by Marini and Greenberger (1997) that academic achievement had greater effect on occupational aspiration of students of Pennsylvania.

With regard to economic aspiration of the students, father's occupation and academic performance had significant positive correlation. As the occupation of the father is high, then definitely they motivate their child to do good jobs and earn good salary. The higher occupation of father provides an environment which is responsible for high economic aspiration of the students. In case of academic performance also, as the level of performance is high, then definitely they prefer for higher studies and good jobs and hence in return good salary also. It will give security, status, standard of living, etc. The findings are in confirmation with Suryawanshi and Wattamwar (2003) and Rahim and Nataraju (2011).

## 5.9 Factors affecting the choice of Home Science course

### 5.9.1 Source of information about this college

It can be seen from the table 22 and Fig. 7 that majority of the respondents got the information about this college from the family friends (26.29 %) followed by family members (24.82 %). The reason may be because the students and family are having good relations with their family friends. Other reason may be family friends and family came to know about this college or university from the students who are pursuing degree in this college/ university or from passed out students or they may know somebody who is working in this university.

### 5.9.2 Source of influence to opt Home Science course

Table 23 and fig. 8 indicates that more than half of the respondents (51.59 %) were influenced by their family members to opt Home Science course. The reason may be because family plays a significant role in influencing one's career choice.

### 5.9.3 Factors affecting the choice of Home Science course

Regarding the other factors affecting the choice of Home Science course (table 24 & fig. 9), most of the students opt Home Science course because of their interest as they may came to know about the job opportunities of the agricultural

university graduates where as 33.17 percent chose because of their grade 12 percentage of marks. This may be due to the fact that they secured less marks in their PUC/ 12<sup>th</sup>, so they did not have other options rather than to opt Home Science.

#### 5.10 Suggestions for enrichment of the degree programme

Table 25 indicates the suggestions for enrichment of the degree programme.

Majority of the students wanted that the nomenclature of the degree programme should be changed. The main possible reason for this is because of the name Home Science people think that it is related to cooking and managing home and is more suitable for females but in present day students are capable of getting good jobs along with equipping themselves to become an entrepreneur and hence they feel that the attitude of the people should change towards Home Science degree programme which can be done more easily by changing the nomenclature.

With reference to the improvement of the course, most of the students aspired for the improvement of the course. It is because they want that more practical and job oriented courses should be include in the curriculum which leads to the development of skills related to those particular jobs.

It was found that only 19.66 percent of the students said that there should be change in the duration of the course. It may be because traditional Home Science degree courses are only of 3 years duration and they also want that Home Science course under SAU's should be of 3 years.

Entire population of students want that Home Science graduates need designated jobs and there is a need for career guidance and placement cell in the college. They reason for this may be because Home Science graduates are facing the problem of unemployment. They are not getting jobs easily like other professional graduates. Through career guidance and placement cell, they can be recruited in different job sectors.

Majority of the respondents suggested that there should be E – learning system in the college may be because it is easy to access and lead to effective learning among them.

Almost half of the respondents said that there is a need for improvement in the infrastructural facilities. The reason for this may be because they are not very much satisfied with the infrastructural facilities and they want more improvement.

#### 5.11 Perception of students about the university

With reference to quality of teaching (table 26), it was found that more than half of the respondents (59.21 %) said that the teaching in the university is of good quality. The possible reason may be because teachers in the college are highly qualified, specialized, experienced and skill oriented. Another reason may be because teachers encourage healthy competition among students and they possess updated knowledge of the subjects. The classrooms are also well equipped with LCD and smart boards which helps the teachers to use modern instructional technologies for quality teaching. The study conducted by Gowda *et al.* (2012) about the attitude of agricultural students towards agricultural education and their organizational climate also revealed same results.

Looking into the infrastructural facilities of the university, most of the respondents (46.69 %) felt that it is of good quality. This might be due to the fact that the college is fully fledged with all required facilities that are needed by the students like health care centre, adequate play ground facilities, laboratories are adequate and are in proper conditions, good class room facilities and Wi – Fi facility in college.

Regarding the student's perception about library facilities, 74.45 percent of the respondents agreed that library facilities is very good as university library is having sufficient collection of all types of books along with internet, wi – Fi, Xerox and print out facility. Another reason may be because library authorities are co – operative with students. This finding is in agreement with the findings of Gowda *et al.* (2002).

With regard to hostel facilities, majority of the students said that the facilities in the hostel are of medium quality. The results showed that students are not much satisfied with the hostel facilities. The reason may be the hostels are not consisting of all the required facilities or may be food provided is not so good and nutritious. The intake of the students suddenly increased in the university and hence number of boarders has increased. It takes time to build up infrastructure according to the intake of the students.

## 6. SUMMARY AND CONCLUSION

In any society, the educational system plays an important role in the training, development and allocation of its manpower resources. Ideally, it sorts people according to their interests and abilities and encourages them to aspire for adult roles so that they can fulfill the demands of their occupational roles on one hand and to meet with the society's need for trained man – power resource on the other.

Home Science education today forms one of the major disciplines of education, followed in a number of institutions in our country. In earlier days, the major concern of Home Science education was largely for the development of skills for housekeeping and home making. Growing industrialization, urbanization and modernization have brought changes in the philosophy of Home Science education. Home Science is an applied discipline and one of its major aim is to prepare the student to lead a more satisfying, personal and community life. It helps in the development of right values and appreciations. It makes a contribution towards increasing health, happiness and fulfillment of the desires related to home, family and community. It also enables students to understand the functions of parenthood, responsibilities of family membership and management of one's resources.

It has been notified that majority of the students have clear view about what they intended to do after their graduation or post – graduation. At the same time, they have opinion that it may not always be possible to achieve one's goal due to several factors which may be both exogenous and endogenous (Lakshminarayan, 1985). Everywhere, they are suffering due to excessive competition and lack of opportunities. They have to survive with limited resources. In India, every citizen experienced high discrimination in every aspect of life. Unequal development in economy, culture, education leads to regional, racial and religious disparity. These disparities adversely affect our young citizen.

In this context, the present study “Attitude of students towards Home Science degree programme and their aspirations” was attempted to know the attitude of the undergraduate, post – graduate and Ph. D. students towards Home Science degree programme and their aspirations with the following objectives:

1. To study the socio-economic profile of the students studying Home Science.
2. To know the attitude of the students towards Home Science Education.
3. To identify the aspirations of the students.
4. To find out the factors affecting Attitude and aspirations of students.

The present study was conducted during the academic year 2014-15 in the College of Rural Home Science under University of Agricultural Sciences, Dharwad, Karnataka. A total of 407 students were taken as a sample for the study, including both boys and girls to know the attitude of the students towards Home Science degree programme and their aspirations.

Keeping in mind the objectives of the study, a scale was developed by the researcher in order to measure the attitude of the students and a questionnaire was framed to collect the personal and socio - economic profile and aspirations of the students. Finalized questionnaire was administered to the students in order to collect the data and was coded, analyzed, tabulated and interpreted using suitable statistical parameters like frequency, percentage, mean, standard deviation, correlation, chi-square, one - way ANOVA, independent t – test and weighted mean score.

The major findings of the study are presented below:

1. The age of majority of the respondents was found below 22 years (66.09 %) which was followed by 22.11 percent of the respondents between the age of 22 – 23 years and the remaining of them (11.80 %) were above 23 years. With respect to the gender, most of them were girls and had 2-3 numbers of siblings and were middle born in their family.

2. It was found that more than half of the respondents (55.03%) belonged to OBC (Other Backward Class) category. In case of education of father and mother; 36.13 percent of the respondent's fathers and 42.51 percent of the respondent's mothers were 10<sup>th</sup> pass or below graduation.
3. It was ascertained in case of occupation of father, 39.07 percent of the respondent's fathers had service in central/ state/ public undertaking or owner of a company employing more than 20 persons or self employed or professional viz., Doctor, Engineer, CA, etc., where as majority of the respondent's mother (64.37 %) were labourer or housewife with income less than Rs. 5,000/-. About 38.08 percent of the parents had monthly income of Rs. 10, 000 – 19, 999/-.
4. The results regarding type of the family indicates that majority of the respondents (84.53 %) belonged to nuclear family and were from small sized families of 1 – 4 members and almost half of the students (50.85 %) were living in urban locality.
5. Little more than fifty percent of the respondents (51.11 %) were belonged to the upper middle class followed by high class (35.62 %), lower middle class (8.35 %). Only 4.92 percent respondents belonged to upper high class status. There was a significant association between the socio - economic status and background of the students.
6. It was observed that a very high percentage of the respondents (90.18 %) had studied Karnataka state board syllabus during their SSLC / 10<sup>th</sup> and in case of PUC / 12<sup>th</sup> also, 78.62 percent of the students studied state board syllabus. While considering the type of school studied during their SSLC/ 10<sup>th</sup> and PUC / 12<sup>th</sup>, majority of the respondents (52.83 & 54.55 %) were from private schools. About 49 percent of the respondents did their SSLC / 10<sup>th</sup> from Kannada medium and secured percentage of marks in between 85.01 – 90.00. In case of PUC/ 12<sup>th</sup>, very high percentage of the students (92.14 %) were from English medium and secured percentage of marks in between 55.01 – 60.00 .

7. Most of the students did their primary, middle, high school and PUC / 12<sup>th</sup> from urban areas. More than half of the respondents (57.99 %) were not getting any financial assistance and their academic performance ranged between 7.51 – 8.00.
8. All the students studying Home Science were exposed to different types of mass media. In terms of extent of exposure to mass media, about forty one percent of the respondents were exposed to medium level followed by 34.88 percent in high level.
9. It was noticed that, joining to the Home Science degree programme was boon to the students, as this was agreed by 35.62 percent of the students whereas 21.27 percent were undecided; 14.00 percent disagreed, 12.28 strongly agreed and 10.81 percent strongly disagreed.
10. Home Science was perceived by non Home Scientists as related to cooking and managing home, this was agreed by 40.04 percent of the students, disagreed (27.77 %), strongly agreed (14.74 %), strongly disagreed (13.76 %) and only 3.69 percent of the students were undecided.
11. More than half of the respondents (59.46 %) strongly agreed that Home Science degree programme is very useful even for daily living of an individual, 35.38 percent agreed, 2.21 percent were undecided, 1.72 percent disagreed and 1.23 percent of them strongly disagreed.
12. With regard to whether Home Science degree helps in all round development of a student, little less than fifty percent of the respondents (48.15 %) strongly agreed followed by 40.04 percent agreed, 7.13 percent were undecided, 3.19 percent disagreed and only 1.48 percent strongly disagreed.
13. Home Science as a career and course has a low societal prestige, this was agreed by 33.41 percent of the respondents and 18.91 percent were strongly agreed. Equal percentages of respondents (18.18 %) were undecided and disagreed while 11.32 percent strongly disagreed.

14. About 47.43 percent of the respondents agreed that Home Science graduate is able to start his/her own enterprise without much difficulty, 32.92 percent strongly agreed followed by 14.00 percent were undecided, 5.15 percent disagreed and only 0.50 percent strongly disagreed.
15. Almost 46.93 percent of the students agreed that Home Science course is interesting and useful. Whereas 36.86 percent of them strongly agreed, 9.10 percent were undecided, disagree (5.89 %) and strongly disagree (1.23 %).
16. It was revealed that 31.94 percent of the respondents agreed that the employment opportunities makes the students loose interest in Home Science education. Further, 28.02 percent strongly agreed, 22.12 percent were undecided, 14.49 percent disagreed and 3.44 percent strongly disagreed.
17. Home Science education is the need of the hour to prevent social evils, this was agreed by 43.48 percent of the students followed by undecided (28.25 %), strongly agree (18.63 %), disagree (8.84 %) and only 0.75 percent of the respondents strongly disagreed.
18. Among the students, 43.25 percent had strongly agreed that Home Science is a skill oriented course where as it was agreed by 42.99 percent, undecided (7.13 %), disagree (5.65 %) and strongly disagree (0.99 %).
19. More than half of the respondents (54.54 %) agreed that knowledge gained through Home Science degree programme helps them to contribute for the upliftment of the society. It was also observed that 33.42 percent strongly agreed with the statement, 7.13 percent were undecided, 3.68 percent disagreed and 1.23 percent strongly disagreed.
20. With respect to the statement Home Science is a least preferred course by the students under State Agricultural University, 36.36 percent strongly agreed, 33.42 percent agreed, undecided (13.26 %), disagreed (11.06 %) and strongly disagreed by (5.90 %).

21. Little more than half of the students (51.84 %) agreed that the course curriculum helps to provide an opportunity to students to learn more in rural life situation, where as 36.61 percent of them strongly agreed, 6.51 percent were undecided, 3.19 percent disagreed and 2.21 percent strongly disagreed.
22. Half of the students (50.12 %) strongly agreed that the combination of agriculture and allied courses enriches the Home Science course. It was also noted that with the above statement, 40.78 percent of the respondents agreed, undecided (3.68 %) and same percentage of the students (2.71 %) disagreed and strongly disagreed.
23. With the statement "Home Science degree is more suitable for females", about 41 percent (40.54%) of the respondents strongly agreed followed by agreed (33.41 %), disagreed (11.80 %), undecided (7.37 %) and strongly disagreed (6.88 %).
24. More than half of the respondents (56.26 %) strongly agreed that experiential learning programme helps the students to build better confidence and professionalism. Whereas 37.12 percent agreed, 3.68 percent disagreed, undecided (2.21 %) and only 0.73 percent strongly disagreed.
25. Most of the students agreed with the statement "Good values and virtues are developed through Home Science education". It was also observed that 41 percent (40.78 %) strongly agreed followed by undecided (8.60 %), disagreed (3.68 %) and strongly disagreed (0.50 %).
26. Home Science degree is not on par with other technical courses, it was agreed by 34.39 percent of the students followed by undecided (28.50 %), strongly agreed (14.74 %), disagreed (14.01 %) and strongly disagreed (8.36 %).

27. Among both boys and girls, most of them had favourable attitude (72.58 % & 62.32 %) followed by more favourable attitude (24.19 % & 37.39 %) and there was no significant difference between the attitude of the boys and girls towards Home Science degree programme.
28. Among all three groups of students i.e. undergraduate, post – graduate and Ph. D., it was noted that most of them had favourable attitude followed by more favourable attitude towards the degree programme. There was a significant difference between the attitude of the undergraduate, post – graduate and Ph. D students towards Home Science degree programme.
29. It can be noted that most of the respondents wanted to do job after completion of their education.
30. In case of preference for further study after graduation among undergraduate students, majority of the respondents (59.10 %) wanted to do masters in Home Science (MHSc). With regard to preference for further study among post – graduate students, 64.70 percent of the students wanted to do Ph. D and among Ph. D students 66.66 percent wanted to do Post – Graduate diploma.
31. In terms of preference for university in order to do further studies, most of the students wanted to do at any other university in India followed by UAS, Dharwad. With respect to student's preference for preparing to write competitive examinations, a very high percentage of the respondents said yes.
32. It was observed that with reference to choice of subject for MHSc; first preference of the undergraduate students, for MHSc, about forty two percent (41.38 %) gave their preference to Food Science and Nutrition, second preference for Human Development and Family Studies (33.34 %) and third preference for Extension and Communication Management (34.48 %).

33. Maximum number of students from undergraduate and post – graduate level (29.58 % & 47.22 %) aspired to develop rural community. With regard to Ph. D. students, equal percentage of the students (29.17 %) aspired to develop rural community, to get social recognition and to develop nation.
34. It was observed that majority of the undergraduate students preferred for administrative job in government whereas most of the post – graduate students wanted to secure job in ICAR. Regarding the occupational aspiration preferences of Ph. D. students, it was found that majority of them wanted to be an agricultural university scientist.
35. It can be noted that most of the undergraduate and post – graduate student's economic aspiration per month from a job was Rs 20, 001 – 30, 000 /- where as in case of Ph.D students, most of them aspired for monthly income of Rs 40, 001 – 50, 000/-.
36. It was found that majority of the students had medium level followed by high level of educational, social, economic and occupational aspiration and there was a significant difference between the levels of all types aspirations among the undergraduate, post – graduate and Ph. D. students.
37. It was ascertained that age and father's occupation was significantly correlated with the attitude of the students towards Home Science degree programme.
38. Age is highly correlated with educational aspiration but background of the family had negative correlation. With reference to relationship between social aspiration with personal and socio – economic characteristics of the students, it was found that caste and academic performance had positive relationship where as monthly income was negatively related. In case of occupational aspirations of the respondents, age, mother's occupation, parent's monthly income and academic performance had significant positive relationship. With regard to economic

39. It was noticed that 26.29 percent of the respondents got the information about this college from family friends and were influenced by their family members to opt Home Science course. Regarding the factors affecting the choice of Home Science course, it was ascertained that they choose this course because of their own interests (44.72 %) and grade 12 percentages of marks (33.17 %).
40. It was found that majority of the students wanted that the nomenclature of the degree programme should be changed and the course should be improved. With reference to change in course curriculum, 75.19 percent of the respondents said that the course should be changed the duration of the course should be changed. It was observed that 100 percent of the respondents wanted that there should be designated jobs for Home Science graduates and there is a need for career guidance and placement cell at the college. Majority of the respondents (86.97 %) agreed there is a need for E-learning system and 52.82 percent said that the infrastructural facilities need to be improved.
41. It was noted that more than half of the respondents (59.21 %) said that the teaching in the university was of good quality. Looking into the infrastructural facilities of the university, 46.69 percent of the respondents agreed that it is good. Student's perception about library facilities showed that 74.45 percent of the respondents were agreed that library facilities are very good. In terms of hostel facilities, 46.69 percent of the students said that the facilities in the hostel are of medium quality.

#### Implications for the study

1. It was observed that though majority of the students had favourable attitude towards Home Science degree programme, their level of educational aspiration is of medium level. In order to increase their level of aspirations, the family and parents should encourage their children to pursue higher studies. With parental guidance and support, children are able to make a right career choice. Teachers should guide their students

in their career choice and aspirations in line with their abilities in various subjects.

2. It was also found that among undergraduate students, very few students preferred to opt for disciplines like Textile and Apparel Designing and Family Resource Management under MHSc. Therefore, more practical should be included in the courses from these disciplines in order to make the courses more attractive and interesting.
3. Majority of the respondents want to only secure administrative job in govt. department when compared to other types of jobs. Hence, colleges need to provide career guidance to the learners during their graduate or post – graduate studies. The career guidance programmes to the students guide them in making their career choices and aspirations before entering into further studies or jobs.
4. The study also indicated that students had medium level of occupational aspiration. Therefore, it is recommended that in order to obtain good jobs, there should be availability of recognized jobs for home science graduates.
5. It was found that majority of the students want that the nomenclature of the degree programme should be changed. It is recommended by the students that the nomenclature should be change from Home Science to others like Community Science, Community Resource Management, Home Economics, Family and Consumer Studies etc.
6. It was observed that students want that the course should be improved and there should be change in course curriculum. Hence, there is a need to do improvement in the course curriculum and all the State Agricultural Universities should follow the same curriculum. The government can introduce Home Science as a compulsory course in high schools and colleges.

### Suggestions for future line of work

1. The present study was conducted only in one college due to shortage of time and resources. Similar study can be conducted in the Home Science colleges of other state agricultural universities.
2. The study involved only the students of undergraduate, post – graduate and Ph. D. level but it can be conducted among the PUC/ 12<sup>th</sup> or high school students who are willing to opt for Home Science subject.
3. A comparative study among the students of traditional and agricultural universities can be carried out in order to know their attitude towards Home Science degree programme.
4. The attitude of the students towards their course of study and their aspirations can be studied among the other faculties of the colleges and universities.
5. The entrepreneurial aspirations of the students could be studied.

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## APPENDIX I

Covering Letter

UNIVERSITY OF AGRICULTURAL SCIENCES, DHARWAD  
COLLEGE OF RURAL HOME SCIENCE  
DEPARTMENT OF EXTENSION AND COMMUNICATION MANAGEMENT

Date: 23/10/2014

From,  
Dr. D. A. Nithyashree  
Professor and Senior Scientist, AICRP(HE)

To,

Dear Sir/Madam,

I am glad to inform that Miss Jitumoni Neog, a senior MHSc student of the department of Extension and Communication Management, is trying to develop a scale to measure the attitude of the students towards Home Science, as a part of her Master's research work under my guidance. In this connection, some items are listed as statements based on the review of literature and discussions with the psychologists. The list is hereby enclosed.

Considering your high academic qualifications and rich experience in the field, we are pleased to seek your valuable judgment on the items listed.

As you are aware, the attitude of the students towards their education plays an important role for their orientation towards a goal, please make a specific regards to their relevancy to measure the attitude of the students and mark ( ) under the appropriate column against each component. You are also requested to suggest any other statements or pertinent item(s) that you consider as statements to measure the attitude.

I, request you to kindly spare some of your valuable time from your busy schedule and help in our research work.

Thanking you in anticipation,

With kind regards,

Yours sincerely,

Dr. D. A. Nithyashree

**ATTITUDE OF STUDENTS TOWARDS HOME SCIENCE DEGREE  
PROGRAMME OF UAS, DHARWAD**

(Note: please indicate the 'relevancy' or 'non-relevancy' of each item by marking ( ) under the appropriate column)

S. No.	STATEMENTS	RELEVANT	NOT RELEVANT
1.	Joining to this degree programme is boon to the students		
2.	It is a simple course		
3.	Students in this degree programme are exposed to wide range of subjects		
4.	This degree is more suited to students from rural than the urban areas		
5.	Students who does not got admissions in agriculture and other fields only opt for Home Science**		
6.	This degree programme is the only degree in which a student can get knowledge and information regarding each and every aspect of day to day life		
7.	It helps us to contribute to the farming community		
8.	The course curriculum helps to provide an opportunity to students to learn more in rural life situation		
9.	The frequent examination system in this degree programme is hectic for the students**		
10.	The RAWE programme during the final year is a best method of orienting students to rural setting which helps in gaining firsthand experience		
11.	It is easy to score good grades in Home Science degree programme		
12.	Practical classes are sometimes not quite interesting and fascinating**		
13.	The degree is more remunerative and rewarding to a student when compared to other degree programmes		
14.	Home Science as a career and course has a low societal prestige**		
15.	Every Home Science graduate is able to start his/her own business unit without thinking of any other avenues of employment after graduation		
16.	Home Science related self employment did not give more satisfaction than other self employment avenues**		
17.	Government should attract youths to come into Home Science with good and effective policies		
18.	Class room facilities and other laboratory facilities are sufficient for the students in this college		

S. No.	STATEMENTS	RELEVANT	NOT RELEVANT
19.	Home Science as a college course is interesting and useful		
20.	The recently introduced experiential learning programme helps to build leadership skills, decision making skills and problem solving		
21.	The semester system is very helpful to enrich both theoretical and practical knowledge		
22.	Home Science is treated as the systematic arrangement for the use of human and non-human resources for deriving maximum satisfaction		
23.	Being a Home Science graduate, students are not fully equipped with abilities to get jobs in all sectors**		
24.	Home Science seeks all the qualities that are necessary for the development of any organized society		
25.	Gender consideration: Home Science is more suitable for females**		
26.	The employment situation makes the students losing interest in Home Science Education**		

\*\* Negative statements

## APPENDIX II

### QUESTIONNAIRE

Attitude of the students towards Home Science degree programme and their Aspirations

#### GENERAL INFORMATION

1. Name of the respondent:
2. Age:
3. Gender: Male / Female
4. No. of Brothers
5. No. of Sisters
6. Ordinal Position: Please tick (✓) mark the appropriate one:  
1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> / 4<sup>th</sup> / 5<sup>th</sup> / other  
If other, please specify \_\_\_\_\_
7. Family Type: Nuclear / Joint / Extended
8. Size of the family:
  - a) 1 - 4 members
  - b) 5 - 7 members
  - c) More than 7 members

#### SOCIO – ECONOMIC PROFILE

Please furnish the following information related to your family by putting a tick (✓) mark:

1. Monthly per capita income from all sources (total monthly income/ no. of family member):

a)	> 50,000	
b)	20,000-49,999	
c)	10,000-19,999	
d)	5,000-9,999	
e)	2,500-4,999	
f)	1,000-2,499	
g)	< 1,000	

## 2. Education of Father and Mother:

		Father	Mother
a)	Professional qualification with technical degree or diploma's e.g. Doctor, engineer, CA, MBA, etc.		
b)	Post graduation (non – technical including Ph. D)		
c)	Graduation		
d)	10 <sup>th</sup> class pass but < Graduation		
e)	Primary pass but < 10 <sup>th</sup>		
f)	< Primary but attended school for at least 1 year		
g)	Just literate but no schooling		
h)	Illiterate		

## 3. Occupation of Father and Mother:

		Father	Mother
a)	Service in central/ state/ public undertaking or owner of a company employing >20 persons or self employed or professional viz. Doctor, Engineer, CA, etc.		
b)	Service in private sector or independent enterprise employing 2-20 persons		
c)	Service at shops, home, transport, own cultivation of land		
d)	Self employed e.g shops, petty enterprise with income > 5000		
e)	Self employed with income < 5000 (labourer, housewife)		
f)	None of the family member is employed		

## 4. Family possessions (presence of each item given below will carry score of '1'):

Refrigerator		Telephone	
Television		Mobile telephone	
Radio/ Transistor/ music system		Credit card	
Air conditioner		Sanitary latrine	
Washing Machine		Any news paper subscribed throughout the month	

## 5. Living in a type of house:

a)	Own house with 5 or more rooms	
b)	Own house with 5 or more rooms	
c)	Rented/ Govt. house with 5 or more rooms	
d)	Own house with 5 or more rooms	
e)	Rented/ Govt. house with 3-4 rooms	
f)	Rented/ Govt. house with 1-2 rooms	
g)	Own jhuggi	
h)	Rented jhuggi	
i)	No place to live, pavement, mobile cart	

## 6. Possession of vehicle or equivalent:

a)	2 or more cars/ tractors/ trucks	
b)	1 car/ tractors/ trucks	
c)	1 or more scooter(s)/ Bullock cart(s)	
d)	1 or more cycles (not baby cycle)	
e)	None of the above	

## 7. No. of earning members in the family (Nuclear/ Joint):

a)	3 or more members earning and income pooled	
b)	2 or both husband and wife earning	
c)	Only one family member earning	
d)	No earning member	

## 8. No. of children head of the family has/ had:

a)	0-1		d)	4	
b)	2		e)	5	
c)	3		f)	>6	

## 9. Facility of some essentials in the family:

a)	Both tap water supply and electricity	
b)	Only one of the two is present	
c)	None is present	

## 10. Education of children (in relation to head of the family):

Note: Exclude under 5 year children for this item. A child is applicable here is one who is 5 year and above.

a)	All children going/ ever gone to school/ college	
b)	> 50 % children ever gone/ to school/ college	
c)	≠ 50 % children ever gone/ to school/ college	
d)	No child ever gone/ to school/ college	

## 11. Employment of a domestic servant at home:

a)	Employed ≥ 2 full time servants on salary for domestic work	
b)	Employed only 1 full time servants on salary for domestic work	
c)	Employed ≥ 3 part time servants on salary for domestic work	
d)	Employed 1-2 part time servants on salary for domestic work	
e)	Employed no servants for domestic work	

## 12. Type of locality the family is residing:

a)	Living in urban locality	
b)	Living in rural locality	
c)	Living in resettlement colony	
d)	Living in slums/ jhuggis	
e)	No fixed living or mobile	

**13. Caste of the family:**

a)	Upper caste	
b)	OBC	
c)	Dalits/SC	
d)	Tribals/ST	

**14. Members of family gone abroad in last three years (official or personal):**

a)	Whole family	
b)	Only husband and wife	
c)	Only 1 family member	
d)	None	

**15. Possession of Agricultural land of cultivation:**

a)	Own agricultural land > 100 acres	
b)	Own agricultural land 51 – 100 acres	
c)	Own agricultural land 21 – 50 acres	
d)	Own agricultural land 6 – 20 acres	
e)	Own agricultural land 1-5 acres	
f)	No agricultural land	

**16. Possession of non-agricultural land/ land for housing or other type of land:**

a)	Own non-agricultural land/ land for housing > 1000 sq. Yards	
b)	Own non-agricultural land/ land for housing 501 - 1000 sq. Yards	
c)	Own non-agricultural land/ land for housing 25 - 500 sq. Yards	
d)	Own non-agricultural land/ land for housing < 25 sq. Yards – OR - Does not own non-agricultural land/ land for housing at all	

**17. Presence of milch cattles in the family for enterprise or non enterprise purpose:**

a)	Own 4 or more milch cattle	
b)	Own 1 – 3 milch cattle	
c)	Own 1 more milch cattle	
d)	Does not own any milch cattle	

**18. Presence of non milch cattle or pet animals in the family:**

a)	Own 2 or more	
b)	Own 1	
c)	None	

**19.** Besides the house in which the family is living, the family owns other house or shop or shed etc. of any size whether given on rent or not:

a)	Own 3 or more	
b)	Own 2 or more	
c)	Own 1	
d)	Does not own any	

**20.** Position held (besides the position as employee) by any one member in the family:

a)	Holding position of 3 or more official or non official organization viz. president/ chairman/ secretary/ treasurer, etc.	
b)	Holding position of 1 or 2 official or non official organization viz. president/ chairman/ secretary/ treasurer, etc.	
c)	Holding position as a member only by executive or other committees of official or non official organization	
d)	Does not hold any such position	

**21.** Parental support in the form of non-movable property:

a)	> 50 acres of agricultural land –OR- a house/ plot > 1000 Sq. yards –OR- both	
b)	> 21 - 50 acres of agricultural land –OR- a house/ plot 501 – 1000 Sq. yards –OR- both	
c)	1-20 acres of agricultural land –OR- a house/ plot 100 – 500 Sq. yards –OR- both	
d)	Non agricultural land – BUT – a house/ plot 25 – 100 sq. yards	
e)	No parental property	

**22.** Total amount of income tax paid by the family (include all the earning members it):

a)	> 10 lacks	
b)	1 – 10 lacks	
c)	> 50000 but < 1 lack	
d)	20000 - < 50000	
e)	> 10000 - < 20000	
f)	> 5000 - < 10000	
g)	< 5000	
h)	Nil	

TOTAL SCORE OF THIS FAMILY: \_\_\_\_\_

SPECIFIC INFORMATION:

## 1. Place of education:

a) Primary	→	Rural	<input type="text"/>
	→	Semi-Urba	<input type="text"/>
	→	Urban	<input type="text"/>

b) Middle	→	Rural	<input type="text"/>
	→	Semi-Urba	<input type="text"/>
	→	Urban	<input type="text"/>

c) High School	→	Rural	<input type="text"/>
	→	Semi-Urba	<input type="text"/>
	→	Urban	<input type="text"/>

d) PUC/ 12th	→	Rural	<input type="text"/>
	→	Semi-Urbar	<input type="text"/>
	→	Urban	<input type="text"/>

## 2. Present academic performance (GPA/ CGPA):

- a) < 5.00
- b) 5.01 - 5.50
- c) 5.51 - 6.00
- d) 6.01 - 6.50
- e) 6.51 - 7.00
- f) 7.01 - 7.50
- g) 7.51 - 8.00
- h) 8.01 - 8.50
- i) 8.51 - 9.00
- j) >9.00

3. Mass Media Exposure:  
i) Are you exposed to any mass media?

- a) Yes  
b) No

- ii) If yes, to what extent and which one?

Sl. No.	Type of Mass Media	Exposure		
		Daily	Occasionally	Never
1.	Radio			
2.	Newspaper			
3.	Television			
4.	Magazines			
5.	Journals			
6.	Internet			
7.	Mobile			

4. Do you receive any Financial Assistance?

- a) Yes  
b) No

If yes, what kind of assistance do you receive?

- a) Scholarships  
b) Loan  
c) Other Assistance

What is the source of your assistance?

5. From where did you come to know about this College/ University before joining?

- a) Friends  
b) Family  
c) Family Friends  
d) Relatives  
e) Mass Media  
f) Teachers  
g) Others

If others, please mention

6. Previous Educational Details:

I. SSLC (Secondary School Leaving Certificate) / 10th

A) Syllabus Studied:

- a) State  
b) ICSE  
c) CBSE

B) Type of school studied:

- a) Govt.
- b) Semi-govt.
- c) Private

C) Medium of Instruction:

- a) Kannada
- b) English
- c) Others

D) Percentage of marks obtained:

II. PUC (Pre-university Certificate)/ 12th :

A) Syllabus Studied:

- a) State
- b) ICSE
- c) CBSE

B) Type of school or college studied:

- a) Govt.
- b) Semi-govt.
- c) Private

C) Medium of Instruction:

- a) Kannada
- b) English
- c) Others

D) Percentage of marks obtained:

**ATTITUDE OF STUDENTS TOWARDS HOME SCIENCE DEGREE PROGRAMME**  
 Kindly tick the column with the (✓) mark which indicates your attitude towards Home  
 Science degree programme:

[ SA = Strongly Agree      A = Agree      UD = Undecided      DA = Disagree      SDA  
 = Strongly Disagree ]

Sl. No.	Statements	SA	A	UD	DA	SDA
1.	Joining to Home Science degree programme is boon to the students					
2.	Home Science is perceived by non Home Scientists as related to cooking and managing home					
3.	Home Science degree programme is very useful even for daily living of an individual					
4.	Home Science degree helps in all round development of a student					
5.	Home Science as a career and course has a low societal prestige					
6.	Home Science graduate is able to start his/her own enterprise without much difficulty					
7.	Home Science course is interesting and useful					
8.	The employment situation makes the students loose interest in Home Science Education					
9.	Home Science education is the need of the hours to prevent social evils					
10.	Home Science is a skill oriented course					
11.	Knowledge gained through Home Science degree programme helps us to contribute for the upliftment of the society					
12.	Home Science is a least preferred course by the students under State Agricultural university					
13.	The course curriculum helps to provide an opportunity to students to learn more in rural life situation					
14.	Combination of Agriculture and allied courses enriches the Home Science course					
15.	Home Science degree is more suitable for females					
16.	Experiential Learning programme helps the students to build better confidence and professionalism					
17.	Good values and virtues are developed through Home Science education					
18.	Home Science degree is not on par with other technical courses					

To be filled by undergraduate students only by putting a ( ✓ ) mark:

- 1) What is your aspiration after graduation?
  - a) Job
  - b) Education
  
- 2) 2.1. If you will continue your education, which further study you will prefer?
  - a) MHS
  - b) Agri- enterprise management
  - c) Master degree in other courses like fashion designing, mass communication, Counseling, public health, interior designing, animation, etc.
  - d) Masters of Enterprise Administration ( MBA)
  - e) PG diploma courses from any National Institute or other universities
  - f) Others

If others, please specify

2.2 If you will join MHS, which discipline will you prefer?

[Make a tick ( ✓ ) mark in the columns for the disciplines preferred as your 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> preference]

Sl. No.	Discipline	Preference I	Preference II	Preference III
1.	Extension and Communication Management			
2.	Textile and Apparel Designing			
3.	Food Science and Nutrition			
4.	Human Development and Family Studies			
5.	Family Resource Management			

- 3) If you will study further, which university will you prefer?
  - a) UAS, Dharwad
  - b) Any other university with JRF
  - c) Any other university with Non- JRF

To be filled by post - graduate students only by putting a ( ✓ ) mark:

- 1) What is your aspiration after post-graduation?
  - a) Job
  - b) Education
  
- 2) 2.1 If you will continue your education, what do you want to do?
  - a) PG Diploma
  - b) Ph. D.

2.2 If you will do Ph. D, where do you want to do?

- a) UAS, Dharwad
- b) Any other university in India
- c) Universities in abroad.

To be filled by Ph. D students only by putting a ( ✓ ) mark:

1) What is your aspiration after Ph. D?

- c) Job
- d) Education

2) If you continue your education, what do you want to do?

- a) PG – Diploma
- b) Post - Doc

4) If you will study further, which university will you prefer?

- d) UAS, Dharwad
- e) Any other university with JRF
- f) Any other university with Non- JRF

#### SOCIAL ASPIRATIONS OF STUDENTS

How will you apply the knowledge gained from the Home Science course?

- a) To develop own self
- b) To support parents
- c) To develop farmers and farm women
- d) To develop community
- e) To get social recognition
- f) To develop nation

#### OCCUPATIONAL ASPIRATIONS OF STUDENTS:

[Make a tick ( ✓ ) mark in the columns for the Jobs preferred as your 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> preference]

1. What type of jobs you want to do after completion of graduation or post graduation?

Sl. No.	Job Aspirations	Preference I	Preference II	Preference III
1.	Own enterprise			
2.	Job in voluntary organization			
3.	Job in panchayat institutions			
4.	Job in private company			
5.	School or college teacher			
6.	Job in cooperative societies			

Sl. No.	Job Aspirations	Preference I	Preference II	Preference III
7.	Job in private bank			
8.	Job in nationalized bank			
9.	Job in Corporate sector			
10.	Job central government			
11.	Enter into politics			
12.	Administrative job in govt. department			
13.	Agricultural university scientist			
14.	Job in ICAR			
15.	Join civil service			

### ECONOMIC ASPIRATIONS OF STUDENTS:

How much salary do you expect from a job?

- Rs. 5,000 – 10,000/-
- Rs. 10,001 – 20,000/-
- Rs. 20,001 – 30,000/-
- Rs. 30,001 – 40,000/-
- Rs. 40,001 – 50,000/-
- Rs. 50,001 – 1 lakh
- Above 1 lakh

I. By whom you were most influenced to opt the Home Science Course?

- No one
- Family members
- Teachers
- Friends
- Others

If others, then please mention:

II. Was your choice of this course influenced by the following?

- Grade 12 percentage of marks
- Ability to pay course fees
- Interests
- others

If others, then please mention:

III. How do you feel about the quality of teaching in this College?

Very Good	Good	Neutral	Bad	Very Bad

IV. What do you think about the infrastructural facilities in this college?

Very Good	Good	Medium	Bad	Very Bad



# ATTITUDE OF STUDENTS TOWARDS HOME SCIENCE DEGREE PROGRAMME AND THEIR ASPIRATIONS

JITUMONI NEOG

2015

Dr. D. A. NITHYA SHREE  
CHAIRMAN

## ABSTRACT

The study was conducted at College of Rural Home Science, Dharwad under the University of Agricultural Sciences, Dharwad, Karnataka. The ex-post facto research design was adopted in order to study the attitude of students towards Home Science degree programme and their educational, social, occupational and economic aspirations. A total of 411 students had enrolled in undergraduate, post-graduate and Ph.D. programme during the academic year 2014-15. The data was collected from 407 students. Findings of the study revealed that 71.01 per cent had favourable attitude where as 28.25 per cent had more favourable attitude and only 0.74 per cent had less favourable attitude towards Home Science degree programme. It was also observed that age of the respondents and their fathers' occupation was significantly correlated with their attitude towards Home Science degree programme. Regarding educational aspirations, majority of the undergraduate students (59.10%) wanted to do masters in Home Science (M.H.Sc.), 64.70 per cent of the post-graduate students wanted to do Ph.D and among Ph.D students, 66.66 per cent wanted to do post-graduate diploma. In case of social aspiration, 29.58 per cent and 47.22 per cent of the students from undergraduate and post-graduate level aspired to develop the rural communities. With regard to Ph.D. students, equal percentage of the students (29.17%) aspired to develop the rural communities, to get social recognition and to develop the nation. With reference to occupational aspirations, most of them preferred administrative jobs in the government departments with a monthly salary between Rs.20,001-30,000/-. There was a significant difference between the levels of educational, social, occupational and economic aspirations among UG, PG and Ph.D. students.