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Social and economic aspirations of the students studying home science in agricultural university

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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 aspirations of students. 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 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, with the help of well structured questionnaire. The findings of the study revealed that maximum number of students from undergraduate and post – graduate level 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. It was observed 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/-. Majority of the students had medium level followed by high level of social and economic aspirations and there was a significant difference between the levels of aspirations among the undergraduate, post – graduate and Ph. D. 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 had positive relationship where as monthly income was negatively related. With regard to economic aspiration of the students, father's occupation and academic performance had significant positive correlation.

Keywords: economic aspiration, home science students, social aspiration

Introduction

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.

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 12th or equivalent in any stream where as under agricultural universities; they must have to complete 12th 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.

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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.

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. 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 and aspirations are recognized early and guided properly. It is very essential to know their aspirations towards different aspects as 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 purpose to life. Social aspirations reflected the services the student aspires to do for their own self, family or society. The term economic aspiration was used to express the monetary income the student aspires to earn per month in his or her future. Students mainly the youths in colleges are most powerful and realistic to create change than any other generation. They are the agent of social mobility. Constructive aspiration of youth has positive consequences in society.

The need was felt to identify the social aspirations of the students because Home Science degree in State Agricultural Universities teaches students about society and its well being. It was also felt for measuring economic aspirations of the students because apart from traditional universities, Home Science degree under State Agricultural universities is considered as professional degree of four years duration. Hence, an attempt is made in this study in order to know the social and economic aspirations of the students.

Materials and Methods

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 social and economic aspirations of students. There are totally 411 students enrolled in undergraduate, postgraduate and Ph. D during the academic year 2014-15. Out of 411 students, the data were collected from 407 students 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. The data were collected by questionnaire method from the respondents with the help structured questionnaire. The data so obtained was

analyzed using frequency, percentage, correlation and one – way ANOVA test.

Results and Discussion

Social aspirations of the students

Table 1 indicates 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) ^[3] 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.

Economic aspirations of the students

It was found in table 2 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) ^[2].

Comparison between level of social and economic aspiration among undergraduate, post – graduate and Ph. D. students

The data in table 3 showed that most of the respondents (63.68 %) had medium level followed by high level (21.74 %) and low level (14.58 %) of social and economic aspiration. 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. 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 3). 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.

Correlation between social and economic aspirations with selected personal and socio - economic characteristics of the students

With social aspiration, caste is positively correlated may be because from childhood only they are motivated by their family members to serve the community (table 4). 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 RAWA 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.

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)^[4].

Table 1: 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

Table 2: 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

Table 3: Comparison between social and economic 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. 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			
2. 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

Table 4: Correlation between social and economic aspirations with selected personal and socio-economic characteristics of the students, N=407

Sl. No.	Category	Social Aspiration	Economic Aspiration
1.	Age	0.0035	0.004
2.	Caste	0.105*	-0.023
3.	Father's Education	-0.004	0.092
4.	Mother's Education	0.013	0.082
5.	Father's Occupation	0.022	0.119*

6.	Mother's Occupation	0.012	0.053
7.	Type of Family	-0.017	0.057
8.	Size of Family	0.016	0.092
9.	Monthly Income	-0.127*	0.007
10.	Ordinal Position	0.061	-0.023
11.	Academic performance	0.112*	0.119*
12.	Mass Media Exposure	0.047	-0.071

** Significant at 0.01 level, * Significant at 0.05 level

Conclusion

From the study it can be concluded that maximum number of students from undergraduate and post – graduate level aspired to develop rural community whereas equal percentage of Ph. D. students (29.17 %) aspired to develop rural community, to get social recognition and to develop nation. It was also 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/-. Majority of the students had medium level followed by high level of social and economic aspiration and there was a significant difference between the levels of all types aspirations among the undergraduate, post – graduate and Ph. D. students. Caste and academic performance had positive relationship where as monthly income was negatively related. With regard to economic aspiration of the students, father's occupation and academic performance had significant positive correlation.

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