

# Occupational 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 occupational aspirations of students. There are totally 411 students enrolled in undergraduate, post – graduate and PhD 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 U.G. one from PG and one from PhD 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 majority of the undergraduate students preferred for administrative job in government whereas post – graduate students wanted to secure job in ICAR. Regarding the occupational aspiration preferences of PhD students, it was found that majority of them wanted to be an agricultural university scientist.

**KEY WORDS :** Home Science, Occupational aspiration, Under-Graduate, Post-Graduate

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## INTRODUCTION

Home Science is a new area of science. During the British Rule between 1920 and 1940, the then rulers introduced Home Science in some schools and colleges. 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.

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 whereas 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 whereas 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. The curriculum is value added for skill and capacity building of the students. Hence, in this way 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. Today they are growing up with more power and potentiality to create a new world than any previous generation.

In this modern age, it is imperative to know the choice of career of Home Science students and to prepare them for a satisfied living in their life, as Home

Science education offers job opportunities in different sectors. It is essential to understand the various aspirations existing among the students because it decides their future career and hence an attempt was made in this study is to know the occupational aspirations of the students studying Home Science.

## METHODOLOGY

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 profile of students towards Home Science degree programme. 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 U.G, one from P.G. 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 responses were taken as preference I, II and III and coded as 3, 2 and 1. Finally, the weighted mean score was calculated in order to know the overall preference among the three groups of students.

## OBSERVATION AND ASSESSMENT

The results obtained from the present investigation are summarized below :

### Occupational aspirations of the students :

It was found from Table 1 that most of the undergraduate students preferred administrative job in govt. department followed by job in nationalized banks and to join civil service. 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.

**Table 1 : Occupational aspirations of the undergraduate, Post – graduates and Ph D. students**

Sr. 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 and III are coded as 3, 2, 1

**Table 2 : Occupational aspirations of the overall students**

(n=407)

Sr. 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 3 : Comparison between different types of aspirations of the undergraduate, post – graduate and Ph. D. students**

Sr. No.	Category	Level of aspiration			Mean	F value	S.E.±	C.D. (P=0.05)
		Low	Medium	High				
1.	Undergraduate (n = 311)	53 (17.04)	212 (68.16)	46 (14.80)	17.47			
2.	Post – graduate (n = 72)	14 (19.44)	47 (65.28)	11 (15.28)	17.86	5.725*	0.59	1.65
3.	Ph. D. (n = 24)	0 (0.00)	12 (50.00)	12 (50.00)	22.41			

\* indicates significance of value at P=0.05 SE – Standard Error, CD – Critical Difference

Table 4 : Correlation between aspirations and selected personal and socio-economic characteristics of the students		(n=407)
Sr. No.	Category	Occupational aspiration
1.	Age	0.158**
2.	Caste	0.068
3.	Father's education	0.000
4.	Mother's education	0.012
5.	Father's occupation	0.052
6.	Mother's occupation	0.104*
7.	Type of family	0.024
8.	Size of family	0.022
9.	Monthly income	0.106*
10.	Ordinal position	-0.048
11.	Academic performance	0.129**
12.	Mass media exposure	0.012

\* and \*\* indicate significance of values at P=0.05 and 0.01, respectively

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 (Table 2). 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.

#### Comparison between level of occupational aspiration among undergraduate, post – graduate and Ph. D. students :

Among undergraduate and post – graduate students, majority of them had medium level of aspiration (68.16 % and 65.28 %) followed by low level (17.04 % and 19.44 %) and high level of occupational aspiration (14.80 % and 15.28 %) 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 3). 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).

#### Correlation between occupational aspiration of the students with selected personal and socio – economic characteristics of the students :

With occupational aspirations of the respondents, age and academic performance had positive and significant relationship (Table 4). 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) and Chaudhary and Bajaj (1995).

#### Conclusion :

It is concluded from the above findings that the Home Science graduates under agricultural university preferred administrative jobs in government departments, jobs in ICAR or to become scientist in agricultural university. Their inclination towards other jobs like jobs

in co-operative societies, private banks, voluntary organizations, panchayat institutions etc., is low. As there are number of graduates and post-graduates coming out with Home Science degree from agricultural universities every year, the government should make efforts to keep designated jobs for these graduates.

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