

## **A brief profile of students studying Home Science**

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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 profile of the 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 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 age of most of them was found below 22 years (66.09 %) and were girls and had 2-3 numbers of siblings who were middle born in their family. More than half of the respondents (55.03%) belonged to OBC (Other Backward Class) and their parents were 10<sup>th</sup> pass but less than graduation. Majority of the fathers had jobs where as mother's were housewives and had monthly income of Rs. 10, 000 – 19, 999/-. They belonged to nuclear and small size families and living in urban locality. They held from upper middle class and had studied Karnataka state board syllabus during their SSLC / 10<sup>th</sup> and PUC / 12<sup>th</sup> from private schools and secured marks in between 85.01 – 90.00 in SSLC / 10<sup>th</sup>. In case of PUC / 12<sup>th</sup>, very high percentage of the students (92.14 %) were from English medium and secured marks in between 55.01 – 60.00. The student's present academic performance ranged between 7.51 – 8.00. All of them 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.

**Key Words :** Home Science students, Socio – economic characteristics

### **INTRODUCTION**

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. Therefore, it is imperative to know the socio – economic profile of the students studying Home Science. 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. It is essential to understand the various socio-economic characteristics of students, specific information among the students because it decides their future career. Hence, an attempt was made in this study with the objective to study the socio-economic profile 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 UG, one from PG and one from Ph.D. were out of the headquarter for one or the other reason. The socio-economic characteristics of the students were age, gender, caste, father's education, mother's education, occupation of father, occupation of mother, parent's monthly income, type of the family, size of the family, background of the family, ordinal position, place of education, academic performance and mass media exposure. The socio – economic status of the students was measured with the help of a scale developed by Aggarwal *et al.* (2005). The collected data was then scored, analyzed and interpreted.

## RESULTS AND DISCUSSION

### Personal profile of the students :

#### Age :

It was found that majority of the respondents (66.09 %) 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 (84.76 %) 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.

**Table 1: Personal profile of the students (N = 407)**

Sr. 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

***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 per cent had no siblings, 1.96 per cent 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 :***

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. These findings are in line with the results reported by Rahim and Nataraju (2009).

**Socio-economic profile of the students :**

***Caste :***

A close observation of caste of the students revealed that majority of the respondents (55.03 %) belonged to other backward class followed by upper caste (26.68 %) (Table 2). 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 (36.16 %) which was followed by graduation (30.96 %). 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 (42.51 %) which was followed by primary pass but less than 10<sup>th</sup> (24.32 %). 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 (39.07 %). 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 (64.37 %) 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

<b>Table 2: Socio-economic profile characteristics of students (N = 407)</b>				
Sr. 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's 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.
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
		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.
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

Table 2 contd..

Contd... Table 2

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

being unemployed.

#### **Monthly income :**

The results showed that majority of the parents (38.08 %) 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 revealed that majority of the students belongs to upper middle class (51.11 %) followed by high class (35.62 %). 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.

**Table 3: Association between socio – economic status and background of the students (N = 407)**

Sr. 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

Majority of the students from to urban areas (51.20 %) and resettlement colonies (51.72 %) belonged to high class where as students from rural areas belongs to upper middle class (73.09 %). 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.

**Previous education details of the students :**

**Syllabus studied :**

With respect to syllabus studied by the students (Table 4), it was observed that 90.18 per cent and 78.62 per cent 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.

Sr. No.	Category	Item	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		

#### ***Type of School/College studied :***

The results also revealed that in case of type of school/ college studied, more than half of the students (52.83 % and 54.55 %) 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 most of the students (48.89 %) did their SSLC / 10<sup>th</sup> from Kannada. A very high percentage of the students (92.14 %) 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 students secured percentage of marks between 85.01 – 90.00 during their SSLC / 10<sup>th</sup> (21.86 %) whereas in PUC/ 12<sup>th</sup> most of them (28.25%) 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).

**Specific information of the students :**

**Place of education :**

The findings of the Table 5 indicated that most of the students did their primary (47.41%), middle (54.30 %), high schooling (55.77 %) and PUC/ 12th (82.81 %) from urban areas. It may be

<b>Table 5: Specific Information of the students (N = 407)</b>				
Sr. No.	Characteristics	Categories	Frequency	Percentage (%)
<b>1.</b>	<b>Place of Education</b>			
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
<b>2.</b>	<b>Financial Assistance</b>			
	Source	Scholarship	124	30.47
		Loan	28	6.88
		Other assistance	19	4.66
		No assistance	236	57.99
<b>3.</b>	<b>Present Academic Performance</b>			
		<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
<b>4.</b>	<b>Mass Media Exposure</b>			
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

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 per cent 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 student's (23.59 %) present academic performance is between 7.51 – 8.00 followed by 8.01 – 8.50 (23.09 %) on 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).

***Conclusion :***

It has been notified that majority of the respondents were belonged to the upper middle class which was followed by high class and lower middle class status. There is a significant association between the socio - economic status and background of the students. A very high percentage of the respondents (90.18 %) had studied Karnataka state board syllabus during their SSLC / 10<sup>th</sup> from Kannada medium and secured percentage of marks in between 85.01 – 90.00 but in PUC / 12<sup>th</sup>, they studied state board syllabus in English medium and secured percentage of marks in between 55.01 – 60.00 . 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.

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