

Perceived Preference Pattern of Home Science Graduates towards Higher Education and Employment

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Abstract

The study was conducted on the final year students of college of Home sciences, CCS HAU, Hisar. There were 91 students in all, of which 42 students were from 3-year program and 49 students were from 5-year program. The study revealed that Child Development and Food & Nutrition were the disciplines from the Home science stream which had the maximum preference. Regarding job areas, Civil/administrative jobs remained the first choice of final year students of college of Home Science followed by educational and research institutional jobs state govt. jobs, self employment, while agro-based private sector, agro-based public sector, general jobs and Farming were the least preferred job.

Key words : Home science graduates , Higher education, Job areas, Preference Pattern

The choice of field of specialization for higher education and the priority pattern for job areas are the significant contributors in building up the career of home science graduates coming out from universities and colleges (1). These two components play an important role and governed by many attributes of the human personality complex including their socio-personal and psychological characteristics. Keeping this in mind, the present investigation was carried out with the following objectives : To assess the perceived preference pattern of home science graduates towards higher education and employment, and to study the respondents comparative judgement of dif-

ferent disciplines for higher education and different job areas.

Methods

The study was carried on B. Sc. home science final year students of CCS HAU, Hisar. There were 91 students in all, of which 42 students were from 3-year program and 49 students were from 5-year program.

The investigation is designed to find out the preference pattern for specialization in higher education and job priorities as perceived by the final year students, who were about to complete their bachelor's

Table 1. P and Z matrices (paired comparison technique) for subject preferences for higher education of 3-year program students.

Disciplines	Child development	Clothing & textiles	Family resource management	Foods & nutrition	Home sci extn edu
1. Child development	0.000 (0.500)	-0.824 (0.205)	-0.736 (0.231)	0.161 (0.564)	-0.919 (0.179)
2. Clothing & textiles	0.824 (0.795)	0.000 (0.500)	-0.095 (0.462)	0.502 (0.692)	-0.502 (0.308)
3. Family resource management	0.736 (0.769)	0.095 (0.538)	0.000 (0.500)	0.432 (0.667)	-0.358 (0.360)
4. Foods & nutrition	-0.161 (0.436)	-0.502 (0.308)	-0.432 (0.333)	0.000 (0.500)	-0.656 (0.256)
5. Home science extension education	0.919 (0.821)	0.502 (0.692)	0.358 (0.640)	0.656 (0.744)	0.000 (0.500)
Sums	2.318	-0.729	-0.905	1.751	-2.435
Means	0.464	-0.146	-0.181	0.350	-0.487
Means \pm 0.487= scale value	0.951	0.341	0.306	0.837	0.000

Table 2. P and Z matrices (paired comparison technique) for subject preference for higher education of 5-year program students. Values of *P* matrix are given in respective parentheses.

Disciplines	Child development	Clothing & textiles	Family resource management	Foods & nutrition	Home sci. extn. edu.
1. Child development	0.000 (0.500)	-0.240 (0.405)	-0.713 (0.238)	0.000 (0.500)	-0.432 (0.333)
2. Clothing & textiles	0.240 (0.595)	0.000 (0.500)	-0.179 (0.429)	0.432 (0.667)	-0.366 (0.357)
3. Family resource management	0.713 (0.762)	0.179 (0.571)	0.000 (0.500)	0.637 (0.738)	0.240 (0.595)
4. Foods & nutrition	0.000 (0.500)	-0.432 (0.333)	-0.637 (0.262)	0.000 (0.500)	-0.179 (0.429)
5. Home science extension education	0.432 (0.667)	0.366 (0.643)	-0.240 (0.405)	0.179 (0.571)	0.000 (0.500)
Sums	1.385	-0.127	-1.769	1.248	-0.737
Means	0.277	-0.025	-0.354	0.250	-0.147
Means \pm 0.487 = scale value	0.631	0.329	0.000	0.604	0.207

degree program from the college of home sciences of CCS Haryana Agricultural University, Hisar. The study was exploratory in nature and made a thorough investigation on different aspects to draw valid and reliable conclusion.

The preference pattern for specialization in higher education in the present study included various aspects. To start with, the respondents were asked to give their consent, whether they intended to pursue higher education during the course of their future plan. In case, they intended, the specific reasons were invited for this.

To have a specific expression on the preference pattern of the respondents for specialization in higher education, the paired comparison technique was used. The respondents were presented the pairs of different disciplines made from all possible combinations. There were in all 10 pairs for home science disciplines and 28 pairs of different job areas to be judged by the students of College of Home Sciences. The respondents had to choose one discipline from each pair. For better presentation and to minimize ambiguity, the pairs were presented in a vertical fashion leaving sufficient space between two disciplines of each pair. The numbers of pairs were determined by the following formula :

$$\frac{N(n-1)}{2}$$

Under , paired comparison technique, the *F*, *P* and *Z* matrices were calculated. The step-wise procedure as discussed by Edward (2) was followed in cal-

culating the scale values.

Results and Discussion

The scale values given in Tables 1 and 2 formed the basis of determining perceived preferences for various disciplines of final year students of 3-year program and 5-year program for higher education, respectively. The scale value presented in Tables 3 and 4 formed the basis for the priority pattern for different job areas of 3-year program and 5-year program students, respectively.

Table 1 shows that child development was the most preferred subject followed by foods and nutrition, clothing and textiles and family resource management while the home science extension education was the least preferred subject for higher education by 3-year program students. The first three subjects also were the choice of 5-year program students except family resource management which was least preferred subject by them and home science extension education ranked fourth position based on their choice. These disciplines as such, deal with the various aspects of care, maintenance and feeding of the children right from their birth and thus are quite useful and beneficial for common masses. The home science graduates having specialization in these disciplines are therefore, best suited in the state government jobs especially in integrated child development scheme (ICDS) project of Haryana state and self-employment.

Civil/administrative jobs remained the first choice

Table 3. P and Z matrices (paired comparison technique) for job areas of 3-year program students. Values of P matrix are given in respective parentheses.

Job areas	Civil/ adm. jobs	State govt. jobs	Educational & res inst	Agro-based public sector	Agro-based pvt. sector	General jobs	Farming	Self employment
1. Civil / Administrative jobs	0.000 (0.500)	-0.577 (0.282)	-0.228 (0.410)	-1.943 (0.026)	-1.265 (0.103)	-1.635 (0.051)	-1.943 (0.026)	-0.292 (0.385)
2. State govt. jobs	0.577 (0.718)	0.000 (0.500)	0.502 (0.692)	-1.136 (0.128)	-0.824 (0.205)	-1.265 (0.103)	-1.635 (0.051)	0.161 (0.564)
3. Educational & research-inst.	0.228 (0.590)	-0.502 (0.308)	0.000 (0.500)	-1.426 (0.077)	-1.426 (0.077)	-0.824 (0.205)	-1.943 (0.096)	0.161 (0.564)
4. Agro. -based public sector	1.943 (0.974)	1.136 (0.872)	1.426 (0.923)	0.000 (0.500)	0.502 (0.692)	0.095 (0.538)	-1.426 (0.077)	0.577 (0.718)
5. Agro. -based private sector	1.265 (0.897)	0.824 (0.795)	1.426 (0.923)	-0.502 (0.308)	0.000 (0.500)	0.033 (0.513)	-1.943 (0.026)	0.577 (0.718)
6. General jobs	1.635 (0.949)	1.265 (0.897)	0.824 (0.795)	-0.095 (0.461)	-0.033 (0.487)	0.000 (0.500)	-1.635 (0.051)	0.736 (0.769)
7. Farming	1.943 (0.974)	1.635 (0.949)	1.943 (0.914)	1.426 (0.923)	1.943 (0.974)	1.635 (0.949)	0.000 (0.500)	1.635 (0.949)
8. Self employment	0.292 (0.615)	-0.161 (0.436)	-0.161 (0.436)	-0.577 (0.282)	-0.577 (0.282)	-0.736 (0.231)	-1.635 (0.051)	0.000 (0.500)
Sums	7.883	3.620	5.732	-4.253	-1.680	-2.700	-12.160	2.978
Means	0.985	0.453	0.716	-0.532	-0.210	-0.337	-1.520	0.372
Means \pm 1.520 = scale value	2.505	1.973	2.236	0.988	1.310	1.183	0.000	1.892

of 3-year program final year students of college of home science followed by educational and research institutional jobs, state government jobs, self employment, while agro-based private sector, agro-based

Table 4. P and Z matrices (paired comparison technique) for Job areas of 5-year program students. Values of P matrix are given in respective parentheses.

Job areas	Civil/ adm. jobs	State govt jobs	Educational & res inst	Agro-based public sector	Agro-based pvt sector	General jobs	Farming	Self employment
1. Civil/Administrative jobs	0.000 (0.500)	-0.496 (0.310)	-0.366 (0.357)	-1.180 (0.119)	-1.180 (0.119)	-0.637 (0.262)	-1.180 (0.119)	-0.432 (0.333)
2. State govt. jobs	0.496 (0.690)	0.000 (0.500)	-0.240 (0.405)	-1.067 (0.143)	-0.878 (0.190)	-0.565 (0.286)	-1.665 (0.048)	-0.496 (0.310)
3. Educational & research inst	0.366 (0.643)	0.240 (0.595)	0.000 (0.500)	-1.067 (0.143)	-1.067 (0.143)	-0.793 (0.214)	-1.665 (0.048)	-0.240 (0.405)
4. Agro-based public sector	1.180 (0.881)	1.067 (0.857)	1.067 (0.857)	0.000 (0.500)	-0.565 (0.286)	-0.432 (0.667)	-1.180 (0.119)	0.240 (0.595)
5. Agro-based private sector	1.180 (0.881)	0.878 (0.810)	1.067 (0.859)	0.565 (0.714)	0.000 (0.500)	0.240 (0.595)	-1.180 (0.119)	0.637 (0.738)
6. General jobs	0.637 (0.738)	0.565 (0.714)	0.793 (0.786)	-0.432 (0.333)	-0.240 (0.405)	0.000 (0.500)	-1.067 (0.143)	0.240 (0.595)
7. Farming	1.180 (0.881)	1.665 (0.952)	1.665 (0.952)	1.180 (0.881)	1.180 (0.881)	1.067 (0.857)	0.000 (0.500)	1.067 (0.857)
8. Self employment	0.432 (0.667)	0.496 (0.690)	0.240 (0.595)	-0.240 (0.405)	-0.637 (0.262)	-0.240 (0.405)	-1.067 (0.143)	0.000 (0.500)
Sums	5.471	4.415	4.226	-2.241	-3.387	-0.496	-9.004	1.016
Means	0.684	0.552	0.528	-0.280	-0.423	-0.062	-1.125	0.127
Means \pm 1.125 = scale value	1.809	1.677	1.653	0.845	0.702	1.063	0.000	1.252

public sector, general jobs and farming were the least preferred job areas (Table 3). Almost the same priority pattern was observed among 5-year program students (Table 4) with a slight variation that they preferred state government jobs over educational and research institutional jobs and general jobs over agro-based public sector and agro-based private sector jobs. The priority pattern for job areas indicates that girl students wanted to get the secured jobs and the jobs which provided better facilities and better perks rather than going for target / risk oriented jobs.

The Z matrices in Tables 1 and 2 indicate preference pattern of various disciplines for higher education and Z matrices in Tables 3 and 4 indicate comparative judgement of different job areas.

Each value of Z with negative sign in each column revealed less preference of the column param-

eters compared to the corresponding parameter in row. The column with more negative value of Z were less preferred in comparison to the corresponding row parameters. Similarly, the column with more positive values of Z had higher preferences compared to the corresponding subject entered in the row. The greater the value of Z in cell entries (either positive or negative), the more differences were indicated in preference between two corresponding subjects/ job areas .

References

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