

PROBLEMS OF HOME SCIENCE AND AGRICULTURE GIRL STUDENTS

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ABSTRACT

One hundred fifty eight girls students (graduates) studying in Post-graduate classes in Home Science and Agriculture were studied to analyze personal problems, family problems, socio-emotional problems and educational problems, Youth Problem Inventory was used after modifications based upon a pilot study in local situation. Study revealed that girls students suffered most (72.80%) severely in socio-emotional problems followed by high level (68.22%) in educational problems and 55.70% in personal problems. The girls students (56.33%) showed mild level in family problems. The results showed that girl students did not face personal and family problems (0.64% and 1.90% respectively) severely. Information collected from the students indicated that personal guidance could be given to the students when they felt frustrated. Parents can be motivated to provide suitable environment for better parent-child relationship and for reducing generation gap.

INTRODUCTION

The period of transition from childhood to adulthood is called adolescence with accelerated physical, biochemical and emotional development. Crow and Crow (1973) stated that with adolescence, the individual is initiated into new and different social adjustments. Traditionally, adolescence is a period of heightened emotionality, a time of "storm and stress". Most of the adolescents do experience emotional instability from time to time resulting from the physical and glandular changes. However, not all adolescents, go through a period of exaggerated storm and stress, most of them face instability, which is logical consequence of the necessity of making adjustments to new pattern of behaviour and to new social expectations. Emotionally mature adolescents are stable in their emotional responses and they do not swing from one emotion or mood to another (Hurlock, 1981). The attitude of elder adolescents towards education are greatly influenced by their vocational interests (Hurlock, 1981). If they are aspiring to occupations which require education beyond high school, they will regard education as a stepping-stone. They will be interested in the course they feel will

be useful to them in their chosen field of work. As it is true of the younger adolescent, the elder adolescent considers successful in sports and social life as important as academic work as a stepping-stone of future success.

Hence, a study to understand the problems of girls students related to their personal life, family problems, emotional and educational problems was taken up in four levels viz., mild (M) moderate (Mo) high (H) and severe (S) problems of girls of Agriculture and Home Science post graduate students.

MATERIALS AND METHODS

The girls students from post graduate classes were selected randomly by simple random procedure from Assam Agricultural University Jorhat, Assam. Total sample were 158. "The Youth Problems Inventory" of Sharma (1986) was selected after conducting a pilot study in Jorhat. The inventory was found suitable to measure the levels of intensity of problems.

The inventory was consisted of 70 items. It aimed at measuring problems of youth related to their personal, family Socio-emotional and educational problems. The respondents were provided with two alternatives *yes/No). "Yes" was scored 2 and "No" was scored 1. A high score indicated more problems. The scores were divided into four categories as indicated in Table 1 and Table 2.

RESULTS AND DISCUSSION

The results (Table 3) show that the personal problems were found maximum (55.70%) in high level which was followed by moderate level (42.40%). Personal problems in mild and severe level were negligible which were 1.26 per cent and 0.64 per cent respectively.

Maximum personal problems might be due to the age in which the youth faced problems related to getting angry easily, getting irritated and acted violently, depressed due to uncertainty of future life, non-acceptance of own physique and personal appearance, incapability of making friends and selecting life partner, search for a respectable job with high income, inter caste migration, adjustment problems and drug abuse. These findings are in conformity of Dennis and Rickard (1986) where they found that adolescent pubertal maturation changed the family context and were associated with changes in effective family relations that typically accompanied the individualization process.

The family problems of youth (Table 3) were found (56.33%) in mild level followed by 27.21percent (moderate) and in high level 14.56 per cent only. Youth suffered from family problems was found 1.90 per cent (severes). The youth represented high percentage in mild, followed by moderate level in family problems indicating that the family environment with individual difference, conflict between parents, generation gap, no cooperation among siblings, lack of love and affection, interference in decision making, destructive criticism, low estimation, imposition by elders, love marriage, contradiction in social values, and authoritarian type of disciplining did not create much problem in youth in general. In specific case the aforesaid family problems create severe problem among youth, hence two percent youth were found in this level. Table 3 shows the socio-emotional problems of youth. The maximum (72.80%) of youth showed severe and more than 23 per cent youth showed high level in socio-emotional problems. Compared to these two levels, the percentage of moderate level

was less (3.16%) and in mild level it was 8.63. Today, with all combination of circumstances often lead to complications in society. The youth become frustrated due to socio-emotional problems like acceptance of age-old tradition, lack of social and emotional outlet, difficulty in expression of desire, social deprivation, status difference between boys and girls, terrorism, castism, mental tension in present social structure, revolutionary thoughts due to present socio-economic-political system hindrance of adopting inter caste migration and dissatisfaction due to not fulfilling high aspiration. Hence the youth showed highest percentage in severe socio-emotional problems. In case of educational problems (Table 3) of youth maximum percentage (68.22%) showed high level which was followed by 32.72 per cent (severe level). The youth showed moderate level was only 8.87 per cent. The youth with mild level of educational problems were found negligible. This may be due to unemployment problems which in turn leads to least interest in studies, They feel frustrated with modern education system like lack of occupation oriented course with more theoretical and less practical courses, supremacy of degree obstructs objectives of education, including not inclusion of sex education in curriculum lead the youth to high level of educational problems. The results conclude that the girls students did not face personal and family problems (0.64% and 10.90 per cent respectively) severely. They face enormous difficulty in facing the problems generally of their personal, in family in the level of mild or moderate. In society, and in educational environment they face problems in severe and high level. The parents can be motivated to provide suitable environment for their better adjustment in family as well as in the society.

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Table 1. Categories for personal, family and socio-emotional problems

Category (score)	Interpretation
20 - 25	Mild problems
26 - 30	Moderate problems
31 - 35	High problems
36 - 40	Severe problems

Table 2. Categories for educational problems

Categories (score)	Interpretation
10.0 - 12.5	Mild problems
12.6 - 15.0	Moderate problems
15.5 - 17.5	High problems
17.6 - 20.0	Severe problems

The scores were obtained by

$$\frac{\text{Score obtained in each area}}{\text{Total score in each area}} \times 100$$

Table 3. Problems of girl students of Home Science and Agriculture graduates

Category of problems	Level of problem	Number of students	Percentage
Personall	M	2	1.26
	MO	67	42.40
	H	88	55.70
	S	1	0.64
Family	M	89	56.33
	MO	43	27.21
	H	23	14.60
	S	3	1.90
Socio. emotional	M	1	8.63
	Mo	5	3.16
	H	37	23.41
	S	11	72.80
Educational	M	1	0.64
	MO	14	8.87
	H	92	68.22
	S	51	32.72

M : Mild

MO : Moderate

H : High

S : Severe