

Perception of Community Science students in relation to Vocationalization of B.Sc. Degree Program

Abstract

Community Science is a field that goes far beyond the stereotype of home-making and household chores. It is a rich and diverse domain that addresses a wide array of knowledge essential for enhancing the well-being and quality of life for individuals, families, and communities in an ever-evolving world. In the ever-evolving realm of higher education, there is a growing emphasis on incorporating vocational elements into academic programs. This shift aims to connect the dots between conventional classroom instruction and practical, real-world applications. This study delves into the realm of Vocationalization within the context of B.Sc. Community Science degree programs, aiming to evaluate the perception of students regarding this transformation. The B.Sc. Community Science degree was traditionally known as Home Science and was associated with a focus on theoretical and practical knowledge in domestic sciences, now it has evolved to incorporate practical vocational elements that equip graduates with skills necessary for contemporary life and employment. The result showed that in this study only 21% of the respondents expressed the view that Community Science education indeed offers viable vocational opportunities for students to pursue in their future careers, while 16% disagreed with this assertion and substantial majority of 63% of the students appeared to be undecided or neutral on this matter. This shift in curriculum design seeks to enhance the employability and career readiness of students while aligning academic pursuits with industry demands.

Keywords- Home Science, B.Sc. Community Science, Perception, Vocationalization

Introduction

Community Science does indeed cover topics related to home management and domestic tasks, it also delves into critical areas such as nutrition education, human development, textile innovation, and the study of consumer behaviour. Its scope extends to broader societal issues, such as community development, women's empowerment, and environmental sustainability. Vyas and Shastri (2011) explored emerging trends in Home Science and deduced that it encompasses all aspects related to individuals, households, family members, and resources. The perception of a lay person often associates Home Science with a focus solely on home-making and household chores. While this perception is partially accurate, it falls short of capturing the full breadth and depth of this multifaceted field. Arfi

and Kiran (2015) conducted a study on perception towards Home science and discovered that it is the science that covers everything related to the individual, house, family, and resources. The family ecology serves as the foundation of this "better living" instruction. Its range goes much beyond the "house" and includes things other than cooking, cleaning, sewing, and interior design. In actuality, it is the only topic that helps young students get ready for their two most significant life goals—taking care of their house and family and being ready for a career or vocation. Home Science indeed encompasses various aspects related to domestic life, but it extends far beyond these traditional boundaries. Rani and Devi (2013) Conducted a study on Need and Significance of Vocationalization of Home Science in National Development and concluded If some viable remedy can be found to clear up these difficulties It will soon be possible to Vocationalize home science education as a crucial area for encouraging graduates to find profitable jobs.

Materials and Method

In the present study aim of framing attitudinal scale for the purpose of gather data for attitude towards the Vocationalization B.Sc. Community Science Degree Program.

Collection of statements:

Utilizing the equal appearing intervals method, fifty items were gathered from specified samples and pertinent academic literature to capture opinions regarding an attitudinal object. These statements encompassed both negative and positive perspectives.

Refinement of Statements:

The gathered statements were refined to ensure that the current collection spans a broad spectrum, ranging from the most negative to the most positive statements.

Evaluation of statements by Expert

The chosen items were allocated to field experts for discussion points. These experts were required to assess each statement on a three-point continuum scale, categorizing them as strongly agree (score 3), agree (score 2), or disagree (score 1), indicating the extent of positivity or negativity.

Calculation of Median and Quartile value

Following the assessment of statements, data is organized to depict experts' opinions on the topic. Median and quartile values are computed for each statement, where the median represents the central point dividing 50% of values above and below. The quartile value is determined by the difference between the third and first quartiles: $Q = Q3 - Q1$. To streamline the final item selection process, all median values are arranged in descending order, while quartile values are arranged in ascending order for each statement.

Final selection of items:

From the entire set of statements, an effort was made to choose those with the highest median values and the lowest quartile values. A lower quartile value signifies minimal variability among experts. Selecting statements with the smallest quartile values indicates they possess the least divergence of opinions, while the highest median values indicate a consensus among a greater number of experts in favor of those statements. Consequently, 30 statements meeting these criteria were chosen for the final test, it can be applied only after verifying the reliability and validity of the scale.

Reliability and Validity Test

To ensure the reliability and validity of the selected test items, a test-retest method was selected, involving the thirty chosen items. The correlation coefficient (r) was determined to be 0.76, signifying a satisfactory degree of reliability. Moreover, the validity of the test items was also examined, resulting in a validity coefficient of 0.71. This process confirmed the test's reliability. The statements finally selected were tested for their reliability and validity using following formula.

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

$$r_{KR} = \left[\frac{k}{k-1} \right] \left[\frac{\sum pq}{\sigma^2} \right]$$

Where,

r_{KR} = Kuder – Richardson formula

K = Total number of test items

\sum = Indicate to Sum

P= Proportion of the test takers who pass an item

q= Proportion of the test takers who fall an item

σ^2 = Variation of the entire test

The attitudinal scale thus consisted of thirty Perception test items. Response was to be recorded by placing a filled option agree, neutral and disagree.

Data Analysis

The three-continuum scale agree, neutral and disagree was included in perception test of respondents which scored the marks 3, 2 and 1 respectively. The data were further analyzed by Analysis to find out the statistical significance of the data which involved Test-Retest method, frequency and Percentage.

Result and Discussion

In the present study result showing that Vocationalization of B.Sc. Community Science Degree program. Table 1 represent the frequency and percentage in respect of Vocationalization of B.Sc. degree program.

Table 1 Perception of students in respect of Vocationalization of B.Sc. Community Science Degree Program

Category	Frequency (f)	Percentage (%)
Agree	24	21%
Neutral	95	63 %
Disagree	31	16%

The results depicted in table 1 revealed that only 21 % respondents were of the opinion that Community Science education provides Vocations to students for their further career with 16% disagreeing to the fact. 63% percent of the students had no opinion about it. So, it can be concluded that most of the respondent were undecided about the Vocationalization aspect of Community Science education.

Summary and Conclusion

The findings presented in Table1 highlight a noteworthy trend among the respondents perceptions regarding the Vocationalization aspect of Community Science education. Only

21% of the respondents expressed the view that Community Science education indeed offers viable vocational opportunities for students to pursue in their future careers, while 16% disagreed with this assertion. A substantial majority of 63% of the students appeared to be undecided or neutral on this matter. This collective indecision suggests that many students may have uncertainties or lack clarity about how Community Science education aligns with concrete vocational pathways. In conclusion, the present study results underscore a need for improved communication and awareness-building regarding the vocational prospects within Community Science education to provide students with a clearer understanding of the career opportunities it offers.

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