CHAPTER V

Conclusions and Suggestions

The previous chapters i.e. chapters one, two, three and four have dealt with the introduction review of literature, research design, data analysis and interpretation. Chapter one highlighted about the historical background of education in general as well as technical education in particular. It also included the definitions of important terms and stated the objectives, hypotheses and delimitations of the study. Chapter two highlighted the review of researchers done in the field of vocational and technical education in India as well as abroad. It also presented the review of researches done in the field of motivation, achievements and academic success. Chapter three dealt with the research design for the study. It is devoted to the methodology and procedures used for conducting present study. Chapter fourth dealt with the data analysis and interpretation. The present chapter devoted to conclusion and suggestions. For the sake of convenience and clarity of this chapter has been divided into following parts.

Part II – Conclusions of the Study.
Part III – Educational Implications of the Findings.
Part IV – Suggestions for further Studies.
Part I

5.1 – Testing of Hypotheses

To achieve the objectives of the proposed study eight hypotheses were formulated in the beginning of the research work. On the basis of data collected and analysed in the study these hypotheses have been tested. The description of the testing of hypotheses is presented in this part.

Hypothesis 1 - After independence technical education has grown slowly but with a rapid rate during the last ten years i.e. there is a J–shaped trend in the development of technical education in Uttar Pradesh.

From the data presented in Part-1, of Chapter IV regarding analysis of developmental trend of technical colleges in Uttar Pradesh, it is observed that the growth of engineering colleges was very slow prior to independence. It grew with a steady speed after independence till 1990. After 1990 engineering colleges grew with a rapid rate and there has been a quantum increase in the number of engineering colleges. Hence, the formulated hypothesis, that after independence technical education has grown slowly but with a rapid rate during the last ten years i.e. there is a J-shaped trend in the development of technical education in Uttar Pradesh, may be accepted.
Hypothesis 2 - There is no significant difference in the opinion of Male and Female students on motivational factors related to choosing technical education for further studies.


Hypothesis 3 - There is no significant difference in the opinion of students belonging to different religions on motivational factors related to choosing technical education for further studies.

Hypothesis 4 - There is no significant difference in the opinion of students belonging to different social background on motivational factors related to choosing technical education for further studies.

In Part-2, Section C of Chapter IV the researcher compared the motivational factors that compelled the students to join technical education in terms of different social background that is urban and rural.

**Hypothesis 5** – There is no significant difference in the motivational factors of Hindi medium and English medium students.

The researcher divided the total number of sample students into two categories based on the medium of instruction in class XII board examination. The analysis of data pertaining to English and Hindi medium students presented in Part-2 Section D of Chapter IV reveals that the students of both the mediums differs significantly in there opinion on ‘Interest’, ‘Inborn Aptitude’, ‘Provides Dignity and Status’, ‘Fetches Good Income’, and ‘Better Future Prospects’ while there is no significant difference in the opinion of English and Hindi medium students on ‘Parent Desire’, ‘Father

**Hypothesis 6** – There is no significant difference in the motivational factors of students belonging to different board of the country.

Hypothesis 7 – There is no linkage between success in selection in technical education vis-à-vis academic background of the students.

To study the linkage between success in selection in technical education and the academic background, the researcher analysed the data pertaining the students belonging to different boards in the country in relation to their performance in class XII board examinations. The data presented in Part-2 Section E of Chapter IV reveals that there is significant linkage between success in selection in technical educations vis-à-vis different boards of the country. In other words it may be concluded that there is significant difference in the success pattern of students in technical education for different boards of the country. Hence, this hypothesis may be rejected.

Hypothesis 8 – There is no significant linkage between success in selection in technical education vis-à-vis students belonging to different social categories such as General Category, Schedule Caste, Schedule Tribes and other backward classes.

Part-2, Section E of Chapter IV presents the data related to linkage between success in selection in the technical education vis-à-vis students belonging to different social categories in relation to their academic performance in class XII. The data reveals that there is significant linkage between success in selection in technical education vis-à-vis students from different social category of the country. In other words it may
be concluded that there is significant difference in success pattern of students in technical education vis-à-vis students belonging to different social categories. Hence, this hypothesis may be rejected.

**Part II**

**5.2 - Conclusions**

On the basis of the analysis and hypothesis testing the following findings may be revealed:-

(i) There is a J–shaped trend in the development of technical education in Uttar Pradesh.

(ii) It is seen that in the past two decades the number of self-financed engineering colleges have increased many folds as compare to government financed engineering colleges. There is a mushrooming growth of self financed (Private) engineering colleges after 1990.

(iii) There is significant difference in the motivational factors of male and female students on ‘Inborn Aptitude’, ‘Friend Inspiration’ and ‘Enhances Creativity’.

(iv) The male and female students do not differ in their opinion on ‘Interest’, ‘Parents Desire’, ‘Father Being an Engineer’, Brother Pursuing Engineering’,


(vii) There is no difference in opinion between the students of different social background that is Rural and Urban on ‘Parents Desire’, ‘Father Being an Engineer’, ‘Friends Inspiration’, ‘Provides Dignity and Status’, ‘Enhances Creativity’, and ‘Global Interaction’ motivational factors.


(x) The students belonging to different boards differ significantly on ‘Inborn Aptitude’, ‘Fetches Good Income’ and ‘Provides Better Future’ motivational factors.


(xii) There is a significant linkage between success in selection in technical education vis-à-vis academic background of students in relation to their academic performance in XII boards examination.

(xiii) There is a significant linkage between success in selection in technical education vis-à-vis students belonging to different social categories in relation to their academic performance in XII board examinations.
5.3 – Educational Implications

The present study has its implication for educational administrators, teachers/educators and parents. “Education for all” and “The Purpose of Education in a democratic society is to prepare the child not only for a good life but also for an efficient life” becomes meaningful only when we have updated knowledge about the educational institutions, opinion of students about their career choices, the vocational interest and occupation aspirations, pattern of success of students in different professional colleges, pattern of success of students belonging to different boards of the country etc.

The teachers have a great responsibility towards the qualitative and quantitative development of education to prepare the future generation to face the present challenges of unemployment problems, underemployment and underemployment. All possible care should be taken to provide proper career guidance to the students. Irrespective of caste, creed, sex, social background and academic achievements, students should be recruited to the educational system on the basis of their interest, aptitude and capabilities and other related factors. The child should be helped and guided suitably to develop his skills so as to become a productive member of a democratic society. It should be ensured by the government that each child is given
ample opportunities and environment to develop physically, morally, intellectually, socially, spiritually and aesthetically so that he is able to live good and productive life.

At the time of diversification of education, after doing 10+2, several factors influence, motivate or stimulates the students’ choice to pursue further studies in a particular field. Hence, motivational factors play a very important role in the life of a student and should be given due importance while selecting students for training in professional colleges.

Some students have inborn aptitude and interest in a particular field. It is the onerous duty of parents and teachers to recognise the talent and nurture it from the beginning. Parent’s desire and liking for parent’s profession are important motivational factors. Parents should set an example for their children to emulate in their life. Given the right direction and precept, the children can imbibe lot many good qualities of parents. Similarly sibling’s influence plays an important role in choosing a career. Hence, elder brother and sister must be role models for their younger siblings.

‘A child is known by the friends he keeps’ is a popular saying. Friends are an important source of inspiration. Parents should guide their children to choose right kind of friends. Right company and timely guidance by parents can do wonders in shaping future of a child. Social status, dignity and monetary prospects are important
driving force behind choosing a profession. It is the duty of the government, politicians, school authorities & parents to provide career guidance and counselling for all the children at appropriate time. This will enable them to choose a profession matching their aspirations, caliber and skills and thereby helping them to nurture the creativity in them as well as be a socially productive member of the society. The children should also be helped by the parents and teachers to choose a profession which widens their scope of ‘Global Interaction’.

It is unfortunate that selection procedure in all professional institutes in our country is solely based on the entrance examination which only tests the academic competence. No weightage is given to other important aspects such as inborn aptitude, interest, capability, caliber, aspirations and other related factors which play a very important role in shaping a Child’s future.

Secondly, selection in professional colleges is based on reservation for a particular group of people who may not possess the required aptitude, skills or capability for a professional course. They are inducted in a professional college because certain number of seats are reserved for them. This system of selection needs to be reviewed as it inflicts injustice on all those deserving candidates who are unable to make in the merit due to reservation but may be better suited for the profession. Therefore, in addition to testing academic competence, factors such as inborn
aptitude, capabilities, and skills should also be taken into account while selecting students for training into professional colleges.

Part IV

5.4 – Suggestions for further studies

The investigator is hopeful that the findings of the study will be beneficial to the students and the authority responsible for the improvement and development of the contemporary education. The following suggestions can be made for further studies in this field.

1. The present study was confined to analysis of developmental trend of technical degree colleges in Uttar Pradesh. The same can be done for the other states and union territories and country at large.

2. The researcher studied only the developmental trend of degree courses in Uttar Pradesh due to paucity of time. It can be further extended to study of the growth of technical diploma courses in the state.

3. The study was limited to the growth of private and government financed colleges in Uttar Pradesh. It may be further extended to the study of the different branches of engineering colleges in the state.
4. The researchers studied the motivational factors of male and female students in general. It is found that there is no difference in the motivational factors of boys and girls in pursuing engineering courses for higher studies. It is felt that this may not be same for the girls belonging to rural sector. A separate study may be undertaken in future for the same.

5. Since, there is significant linkage between success in technical education and different boards of the country and there is a difference in the success pattern of students in technical education for different boards. It is suggested that there should be one common board in the country. This will bring a uniform pattern in the selection in various professional colleges of the country.

6. Due to paucity of time the researchers could only study the colleges under UPTU. A similar kind of study may be undertaken for state IIT’s. Also a similar type of study may be undertaken for Medical students, Legal students, Arts, Science and Commerce students etc.

7. The present study revealed that there is a J–shaped trend in the growth of technical education. This means that in the past two decades the number of engineering colleges have increased considerable. It is suggested that research may be undertaken to check what percentage of those who finish graduation course work towards post graduation and what percentage of students go for doctoral degree.
8. Research may also be undertaken to see as to what percentage of engineering graduates & postgraduates prefer taking up teaching as profession.

9. The present research findings shows that the increase in self–financed (private) engineering colleges is many times more than the government aided engineering colleges. A research may be undertaken to check how far privatisation has helped to enhance the quality of higher education with special reference to technical education.

10. Research may be undertaken to find out how the tendency to de-emphasize on the responsibility of government in matter of higher education (technical education) has benefited the society.